



Grand Canyon Adventure

by Russ Colstan

Overview

This book describes the history of the Grand Canyon and the features of the North Rim, South Rim, and canyon floor.

Literacy Focus

High Frequency Words

animals, around, beautiful, different, everything, people

Content Words

canyon, eroded, artifacts, expedition, cultures, habitats, climate, fossils, rapids

Word Attack and Vocabulary Skills

- Using context clues to understand word meaning
- Adding the suffix *-ly*
- Adding the suffix *-ion*

Comprehension/Thinking Skills

- Distinguishing fact from opinion
- Comparing and contrasting
- Classifying information

Book Parts and Text Features

- Contents page, glossary, and index
- Chapter headings and subheadings
- First-person narrative
- Photographs and captions

- Locator map
- Key words in bold-faced type

Writing/Speaking and Listening

- Writing definitions for content words
- Sharing experiences involving the Grand Canyon or other national parks
- Discussing physical features of the Grand Canyon

Observe/Assess

See *Oral Reading Records* on page 171 and *Multiple-Choice Test* on page 201.

Social Studies Focus

Content and Thinking Skills

- Recognizing landforms and physical features of various terrains
- Identifying how researchers learn about the past through artifacts and natural evidence
- Understanding the role of exploration in learning about regions

- Understanding why governments protect wilderness areas

Background Information

The Grand Canyon is an area of great natural beauty and diversity. Variations in elevation and climate have created distinct zones with different wildlife and vegetation. More than 400 species of animals are native to the Grand Canyon.

Scientists are looking for ways to protect native species.

Correlation to National Standards Social Studies

- People, Places, and Environments

See *Standards Chart* on pages 228–229.

Literacy Focus

Set the Scene

Display a map of the United States and point out the area in which the Grand Canyon is located. Ask children what they know about the Grand Canyon.

Read and Discuss

Cover, Title Page, and Contents Page

Have children look at the cover and contents page. Ask:

What words would you use to describe the Grand Canyon?

What kind of adventures do you think the Grand Canyon might offer?

Pages 3–7

Have children look at the photographs and read the captions and text. Ask:

How was the Grand Canyon formed?

Why do the walls of the Grand Canyon hold valuable clues to Earth's history?

Pages 8–22

Remind children to look at the photographs to help them read the text. Ask:

How do scientists learn about the people who lived in the Grand Canyon long ago?

What did John Wesley Powell's expeditions accomplish?

Why was the Grand Canyon made into a national park?

Respond

- Point out the last two sentences on page 4. Ask children which sentence states a fact and which one states an opinion. Help them recognize that a fact can be verified, while an opinion cannot be verified. Have children find and discuss additional opinions in the book.
- Point out the second sentence on page 6. Ask children to identify the context clue that helps define the word *eroded*. Explain that sometimes context clues consist of details that help define a word. Have children write definitions for the words *expedition*, *fossils*, and *rapids* by analyzing context clues.

- Write the words *erode* and *erosion* on the board. Help children recognize that *erode* is a verb, or action word, while *erosion* is a noun. Explain that the suffix *-ion* can be added to many verbs to make a noun. Have students add *-ion* to make nouns of the following verbs: *explore*, *protect*, *describe*. Point out the spelling changes that occur.



Adding the Suffix -ly Activity Master, page 68

Have students add *-ly* to the adjectives listed and use them in a paragraph to complete the Activity Master, page 68.



English Language Learners

Point out the words *amazing*, *breathtaking*, and *awesome* on pages 2 and 4. Help students see that the words are more emphatic than everyday words like *good*, *nice*, or *pretty*. Help students name other places, things, or events that might be described with these words.

Social Studies Focus

Social Studies Concept

The diverse resources and habitats of places such as the Grand Canyon are protected as national parks.

Activities

Writing About History

Have children locate additional information about one aspect of the Grand Canyon's history, such as how it was formed, the first people to live in the area, or John Wesley Powell's

expeditions. Have them write a summary of their findings.

Researching a National Park

Have children find additional information about national parks on the Internet or in the library. Have them create a poster that includes facts and illustrations about a park that particularly interests them.

National Park Experiences

Have children recall a trip they have taken to the Grand

Canyon, another national park, or a natural attraction. Have them write a journal entry that describes the park or attraction and their responses to it.



Classifying Information Activity Master, page 69

Explain that students can classify the facts about the South Rim, the North Rim, and the inner canyon in order to understand and remember them better. Have children complete the chart.

Name _____

Grand Canyon Adventure

Sort the features of three habitats in the Grand Canyon. Write each feature under the correct habitat.

South Rim	North Rim	Inner Canyon

Features

- covered with forests**
- gets a lot of snow**
- is below the rim**
- was once covered with water**
- includes the floor of the Grand Canyon**
- mule deer live here**
- most visitors come here**
- is closed for seven months a year**