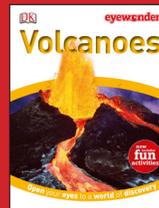
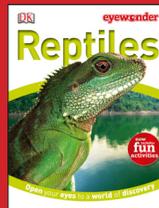
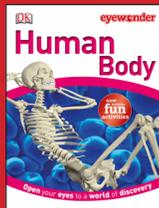




DK Eye Wonder Series and the Common Core State Standards



*Written by Kathleen Odean
Librarian, Book Reviewer & Workshop Presenter*



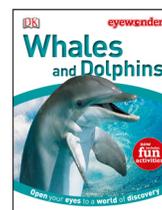
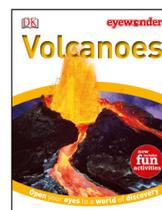
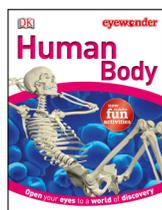
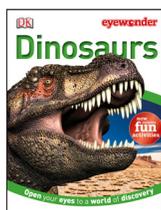
A WORLD OF IDEAS:
SEE ALL THERE IS TO KNOW



The visually dazzling Eye Wonder books have become a classroom staple over the past ten years. Teachers and librarians count on them to capture student interest and generate excitement about learning. The series offers appealing introductions to topics—such as animals, geography, environment, history, and transportation—that fit into many areas of the curriculum. Taking a survey approach, each book starts with an overview and then highlights subtopics on every double-page spread. Excellent color photographs combine with an attractive design to make the books a hit with students. The photographs, some of which have captions and insets, add information and offer support to readers in need of visual clues.

All of the books in this popular series share the same eye-catching visuals, distinctive format, and helpful text features. Nonfiction series like Eye Wonder provide the same benefit as fiction series: If a student enjoys one book in the series, there's a good chance he or she will want to read another. This cuts down on the time between books and builds enthusiasm that's often shared with fellow students.

The Common Core State Standards stress the importance of nonfiction, making the Eye Wonder books more useful than ever. This guide aligns both the series and individual books within the series to the standards for reading informational text. The first section addresses the series as a whole and shows how any of the books can be used with a particular standard. The second section focuses on individual books in turn, offering activity suggestions for using the book in conjunction with a specific standard. For each book, there's a tie-in to technology, which the standards emphasize, and a graphic organizer to help students comprehend the material.



PART ONE: SERIES ALIGNMENTS

READING INFORMATIONAL TEXT: IMPORTANCE OF TEXT FEATURES (STANDARDS 3.5, 5.7)

All of the Eye Wonder books have a table of contents. This is a good place to start in a group discussion about the topics in the book, or about locating information quickly. Each book also has at least one index; some also have genre-specific indexes, such as an alphabetical list of the animals in the book, or of dinosaur names accompanied by a brief description and page number. The book design makes unusually good use of headings and subheadings, and includes small sidebars on many double-page spreads.

Activity Suggestion: After introducing the idea of text features to students, have them practice with a scavenger hunt: Ask students to search through the Eye Wonder series and other nonfiction books to find text features, noting their findings on an individual or group chart.

READING INFORMATIONAL TEXT: VOCABULARY INCLUDING TECHNICAL WORDS (ANCHOR STANDARD 4)

All Eye Wonder books introduce relevant “technical” vocabulary via a glossary at the back; this is a feature that may be new to some students, and can be explored in the classroom. As students read, ask them to make note of unfamiliar words, try to understand them from the context and pictures, and check the glossary for confirmation or further understanding.

Activity Suggestion: After reading, ask students to take one or two words from the glossary, find them in the text, and try to explain the concept to another student, small group, or the whole class, using visuals if helpful.

READING INFORMATIONAL TEXT: TEXT STRUCTURE (ANCHOR STANDARD 5)

Eye Wonder books are “survey books,” a kind of book that is introductory and serves to highlight important and interesting aspects of the general topic. Survey books are excellent jumping-off points to further reading and research. In this series, each double-page spread covers a different subtopic. When teaching, consider highlighting the fact that books like the Eye Wonder series, which have an “enumerative” or “listing” structure, can be read from beginning to end, but also work well for browsing. For the most part, each double-page spread can be read separately, an important concept for students to learn. This relates especially to RI Standard 7 for fifth grade, which emphasizes locating answers to questions quickly by drawing information from multiple sources.

Activity Suggestion: When discussing book structure, ask students to compare the Eye Wonder books to books with other structures—such as chronological, cause-and-effect, or compare-and-contrast—noting the differences they see.

READING INFORMATIONAL TEXT: VISUAL AND MULTIMEDIA ELEMENTS (ANCHOR STANDARD 7)

The Common Core Standards recognize that our world is increasingly visual in how we acquire and respond to knowledge; the Eye Wonder books reflect this shift by integrating photographs, drawings, graphs, charts, tables, maps, and other visual aids. All of the books lend themselves to discussions about which information can be garnered from the text, which from the visual elements, and which from both. The series also gives students experience in reading maps and other graphic presentations of information. The visual nature of the books is especially helpful for readers who use visual clues to help decode words.

Activity Suggestion: Have students design a basic matrix—a graphic organizer that consists of rows and columns—with three columns labeled “Information,” “Visuals,” and “Text.” Under “Information,” students can write facts or ideas from a double-page spread in the book. Then, they can put a checkmark in the “Visuals” column if the information is conveyed through pictures or other visual elements, and a checkmark in the “Text” column if the words convey the information. (Note: They’ll likely find that many pieces of information will have two checkmarks, illustrating how the two aspects of the book reinforce each other.)

WRITING AND SPEAKING STANDARDS

Common Core puts new emphasis on expository writing, requiring students to branch out from personal narratives to writing that examines and conveys ideas. They are to develop a “topic with facts, definitions, concrete details, quotations, or other information and examples” (Standards 4.2, 5.2). Eye Wonder books are excellent sources for simple writing assignments; they model aspects of these standards and supply the kind of textual evidence—facts, definitions, and concrete details—students need. The survey nature of the Eye Wonder books makes them effective springboards for research projects (Standards 4.7, 4.8), as they highlight many intriguing topics for students to pursue.

The high-appeal subjects of the Eye Wonder books also make them ideal for discussion and speaking projects. Students are innately interested in so many of the topics—snakes, chameleons, disasters, fighter planes, dolphins, the human body—that they enjoy participating in discussing them. Because of their visual nature, the books fit with the speaking standard (SL Standard 5) that requires students to use visual elements in presentations.

Activity Suggestion: When looking for research project topics, have the students look through the Eye Wonder books, jotting down anything that interests them. They can start their research with the information in the Eye Wonder book, then go into more depth, if needed, in other texts and online sources.

TECHNOLOGY TIE-INS

The Common Core Standards describe students who are college and career ready as “[using] technology and digital media strategically and capably.” Because the Eye Wonder topics are timely and connected to the concrete world, they offer many opportunities for technology tie-ins. Age appropriate websites extend such Eye Wonder topics as animals, geography, geology, and transportation, and photographs and videos related to the topics are offered online by educational and government websites that can be used in classrooms.

PART TWO: INDIVIDUAL BOOK ALIGNMENTS



EYE WONDER: AIRPLANES
ISBN 9781465402516

Description: *Eye Wonder: Airplanes* fits perfectly into units on transportation, and also appeals to students looking for independent reading. It opens with a historical review, starting with Leonardo da Vinci and moving chronologically to the Wright brothers and beyond. It then switches to a survey of types of planes and other flying vehicles, like helicopters. The dynamic photographs, many of which show the aircraft in flight, bring history and planes to life.

Standard Alignments: *Reading Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.*

Eye Wonder books are perfect for introducing the concept of a “survey” book that introduces a broad topic, then explores subtopics. Survey books fall into the text structure known as “enumerative” or “listing”; they can be chronological or simply be a collection of subtopics. *Eye Wonder: Airplanes* combines these two approaches, starting with history, followed by double-page spreads on different aspects of planes and flying.

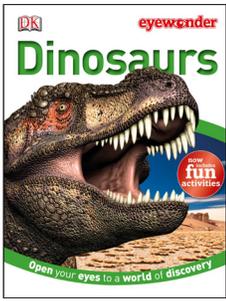
Activity and Discussion Suggestions:

- After students have read the book once, have them go through and look carefully at its organization. Then, as a group, discuss the idea of a survey book and brainstorm the purposes it serves. (Note: While it can be read from cover to cover for an introduction to a topic, a survey book is also unusually good for looking up information by using the index or skimming the headings for topics. This kind of book does not have to be read from beginning to end, but can be “dipped into” since most of the double-page spreads work independently of the others.)
- Have students find books in the school or classroom libraries that have different structures, such as chronological or cause-and-effect, and compare them. This is a valuable lesson in the different uses of informational texts. Have students also compare this kind of organization to the fiction they read, which must be read from beginning to end to make sense.
- Have students choose a topic in the book—such as the Wright Brothers, or planes in World War I—for further research. After rereading the pages in *Eye Wonder: Airplanes* on their topic, the students should gather some more information from books or online, noting important dates. They can then use those dates to create a simple timeline. The class as a whole could create a timeline incorporating important dates from everyone’s research.

Graphic Organizer: Timelines are a type of Graphic Organizer that arrange information chronologically, using words and visual content. *Eye Wonder: Airplanes* includes a timeline on pages 44-45 that shows aviation records.

Technology Tie-in: Free timeline tools on the Internet include www.dipity.com and www.xtimeline.com. NCTE’s ReadWriteThink website also offers a simple timeline tool: www.readwritethink.org/files/resources/interactives/timeline.

PART TWO: INDIVIDUAL BOOK ALIGNMENTS



EYE WONDER: DINOSAURS
ISBN 9781465409058

Description: Many children take an interest in dinosaurs from an early age. This overview of dinosaurs and their world capitalizes on that interest, introducing dozens of dinosaurs and highlighting fascinating facts. Colored drawings add information, as do photographs of dinosaur models, skeletons, and other fossils. The book discusses features of dinosaurs and their environment, as well as differences among dinosaurs, and covers subtopics like camouflage, courtship, and nests. Simple games in the back of the book reinforce dinosaur knowledge.

Standard Alignments: *Reading Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.*

Because dinosaurs are referred to by their Latin names, *Eye Wonder: Dinosaurs* leads naturally to a discussion of scientific words and their origins. It introduces many dinosaur names as well as vocabulary related to them, like “extinction,” “paleontologist,” and “Jurassic.” The back matter has both a glossary and an Animal Alphabet, a list of dinosaurs and other animals in the book with page numbers, a brief description, and the period in which they lived.

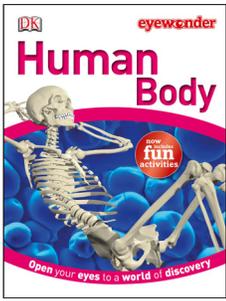
Activity and Discussion Suggestions:

- Have students read the book and jot down unfamiliar words, other than dinosaur names. They can try to understand the word in context, then check the glossary for confirmation.
- After reading the book, briefly discuss the use of Latin in science and the fact that the dinosaur names have English translations. Have each student choose one of the 35 dinosaurs listed in the Animal Alphabet and look it up in the book to find and write down the pronunciation, which is given phonetically. Ask them to listen to the pronunciation online. A website like www.dinodictionary.com, which includes profiles of 300 dinosaurs, is good for this task; each profile gives a phonetic pronunciation that is also a hyperlink to an oral pronunciation. Have students listen and practice the pronunciation to report back to the class. The profiles also provide the translation of the name into English; have students make a note of the meaning and share this with the class, too.

Graphic Organizer: It’s easy to find a Graphic Organizer called a “Vocabulary Square” online, or to make one yourself: Create a large square and divide it into fourths. Label three of the squares “Dinosaur Name,” “Phonetic Pronunciation,” and “English Translation”; the fourth square can be used for a quick fact about the dinosaur, or the meaning of each syllable.

Technology Tie-in: Extend the second activity suggestion above by a discussion of word roots. For example, the syllable *saurus*, which is part of some dinosaur names, means “lizard,” and *Bronto* means “thunder.” Hence, *brontosaurus* means “thunder lizard.” Enchanted Learning has an extensive page of root syllables for dinosaur names: www.enchantedlearning.com/subjects/dinosaurs/allabout/Nameroots.shtml.

PART TWO: INDIVIDUAL BOOK ALIGNMENTS



EYE WONDER: HUMAN BODY
ISBN 9781465409065

Description: Children are innately interested in the human body. This lively volume starts off by noting that, although everyone looks different, “we are all alike inside.” Each following double-page spread covers a subtopic likely to intrigue students; skeletons, blood, and the senses are included, among others. Visual aids like diagrams and insets clarify information.

Standard Alignments: *Reading Informational Text Standard 3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.*

Understanding text features is a skill that needs to be taught, not one that all students pick up on their own, and books on high-interest topics are ideal for introducing or reviewing the subject. The human body is hugely interesting to students, and *Eye Wonder: Human Body*—which includes a table of contents, headings, subheadings, sidebars, captions, a glossary, and an index—is the perfect candidate for a lesson in text features.

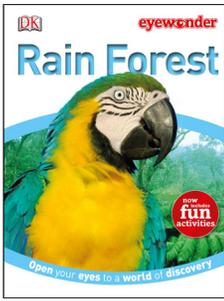
Activity and Discussion Suggestions:

- Before the students read the book, model how to identify text features in an exercise called a “Text Feature Walk,” which provides a preview of the book while also highlighting text features like the table of contents and headings. Share the book with your students page by page, identifying and “thinking aloud” about the features and their uses. For example, talk about how you might use an index or a glossary. How are headings helpful? What purpose does a sidebar serve? While you’re speaking, have students follow along in their books. Then, have them try the same exercise in pairs or small groups, with each student in turn identifying a text feature and discussing what they think they’ll be learning in that part of the book. Lastly, have students read the whole book independently and reflect on whether it contained what they expected based on the text walk. The exercise helps students develop the habit of looking through a nonfiction book before reading it to get a sense of its content. They also become familiar with features that help them quickly find information in books.

Graphic Organizer: Once students are familiar with text features, have them conduct a “scavenger hunt” for text features in other informational books. Use a simple three-column graphic organizer in which they write the feature in the left-hand column, the book and relevant page number in the middle column, and how the feature is helpful in the right-hand column.

Technology Tie-in: Reading Rockets, a literacy initiative, has a useful article for teachers on Text Walks: <http://www.readingrockets.org/article/52137>. This is an excellent, detailed introduction to Text Walks that includes a chart of text features to teach and a set of instructions for students doing Text Walks. The site also offers research that demonstrates their effectiveness.

PART TWO: INDIVIDUAL BOOK ALIGNMENTS



EYE WONDER: RAIN FOREST
ISBN 9781465409072

Description: Rain forests, which play a vital part in our global environment, easily capture the imagination of children. This introductory book, filled with dazzling photographs, opens with an overview and brief discussion of flora, then goes on to introduce a host of animals. The double-page spreads group the animals by habitat such as canopy, understory, forest floor, and riverbank. Other sections look at animal life such as nests, families, and hunting.

Standard Alignments: *Reading Informational Text Standard 4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.*

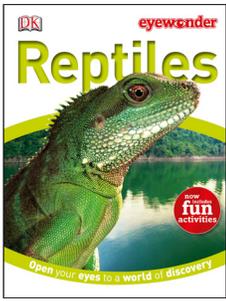
Activity and Discussion Suggestions:

- After students have read the book, have them respond by creating a travel brochure for someone going to the rain forest who wants to explore its different features. Discuss what might go into a brochure such as descriptions of places and well chosen details. Working alone or in small groups, students will read through the text a second time, taking notes about parts that would fit into a brochure. (Note: They can use a graphic organizer for the notes as suggested below.) Then have them write short paragraphs of text that combine information and persuasion. They can draw pictures or find photographs on the internet to use for visual content.
- When the brochures are completed, have students present them to one another and display them in the classroom or elsewhere in the school.

Graphic Organizer: Many note-taking graphic organizers are available online, or you and your students can devise your own as a group: List the objectives down one side, such as “Interesting Places” and “Exciting Details,” with a column for students to jot down comments and page numbers. They can then use the graphic organizer when creating their brochures.

Technology Tie-in: Brochure templates are available in word processing programs and online. Students can also design their own brochure by folding an 8x11 sheet of paper in thirds. NCTE’s ReadWriteThink website has a template where text and images can be uploaded, and the brochure printed out (http://www.readwritethink.org/files/resources/interactives/Printing_Press). Free photos for education are available at <http://www.pics4learning.com>.

PART TWO: INDIVIDUAL BOOK ALIGNMENTS



EYE WONDER: REPTILES
ISBN 9781465409089

Description: Snakes, lizards, alligators, crocodiles—some of the most fascinating (and scariest!) animals in the world are reptiles. This entry in the Eye Wonder series features outstanding photographs—including stunning close-ups—of a variety of reptiles, often shown in their habitat. It explains their traits and habits, and their similarities and differences. Students may be especially intrigued by different survival techniques such as camouflage and venom.

Standard Alignments: *Writing Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.*

This survey book on a popular topic for young readers can be used to generate ideas for short research projects and brief essays, written individually or in small groups, on a specific animal.

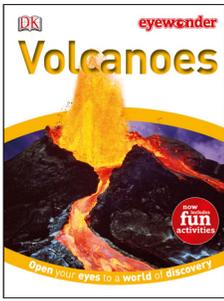
Activity and Discussion Suggestions:

- A large number of reptiles are mentioned in this text and shown in photographs. After reading the book, have students go back and choose an animal to research; the broader the choice—such as “snakes” instead of “milksnakes”—the more easily they will find information.
- As a group, generate questions to answer about the reptiles. Students can add their own questions to the general list. Have them start their research with this book and then expand it with other books and websites, if needed. Their short expository essay should answer some of the questions and show an understanding of the chosen animal. (Note: *Eye Wonder: Reptiles* contains “Reptile Files,” which are sidebars, or boxed text with extra information in it. Students sometimes overlook sidebars in their focus on the main text. Before they start their research, go through the book with the students as a group and have them identify the small sidebars, which contain intriguing facts and details.)

Graphic Organizer: A simple question/answer chart, with the questions along the left-hand side and space for the answers to the right, gives students structure for gathering information.

Technology Tie-in: The Association for Library Service to Children (ALSC), part of the American Library Association (ALA), evaluates websites for kids. The section on websites about animals is a good starting point for online research: <http://gws.ala.org/category/animals/animals>.

PART TWO: INDIVIDUAL BOOK ALIGNMENTS



EYE WONDER: VOLCANOES
ISBN 9781465409096

Description: Even reluctant readers are drawn to the topic of volcanoes with their dangerous eruptions, rivers of red-hot lava, tsunamis, and ash-covered cities like Pompeii. This highly appealing book explains the geology of volcanoes using diagrams and maps. It discusses specific eruptions including the relatively recent birth of the Icelandic island of Surtsey, created from volcanic lava. Other double-page spreads cover strange land formations caused by volcanoes, the benefits volcanoes bring by enriching soil, and much more.

Standard Alignments: *Reading Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

Like all the books in this series, the visual components of this volume provide a great deal of information. Few students are ever going to see a volcano erupt or lava flow, but photographs can show them these sights.

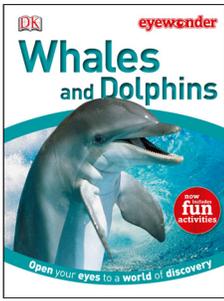
Activity and Discussion Suggestions:

- After reading this book, go through some of the double-page spreads with your students, who will follow along in their own books, to discuss as a group the content that is supplied visually. What do the visual elements add that goes beyond the text? Start with the photographs, but also include other graphic features. This exercise can be used as a way to review special features such as diagrams, cutaways, and maps. Discuss the role of captions and labels. The pages on the tsunami use arrows to show the water movement; discuss why and how well it works. The games and activities in the back reinforce the role of visual content.
- Have students divide into pairs to study a double-page spread carefully. Have them note what kind of visual elements the pages have besides photographs. Do the text and visual elements provide some of the same information? For example, words might describe the color of lava, which is also shown in the image. What information does only the text supply? What information do only the visuals supply?

Graphic Organizer: Students can use a Venn Diagram to organize their notes; one circle can indicate visual information, one text information, and the overlapping area can include information provided by both.

Technology Tie-in: After the reading and discussion, you might like to show students a video related to volcanoes. This United States Geological Survey provides several short videos, including some featuring the 1980 eruption of Mount St. Helens in Washington State: http://volcanoes.usgs.gov/volcanoes/st_helens/st_helens_multimedia_11.html.

PART TWO: INDIVIDUAL BOOK ALIGNMENTS



EYE WONDER: WHALES AND DOLPHINS
ISBN 9781465409102

Description: The crisp color photographs of whales and dolphins that fill *Eye Wonder: Whales and Dolphins* are of particular appeal to children. The book first describes whales and dolphins including physical features, eating habits, family life, and communication. It then provides a survey of other marine animals, such as walrus and seals, and concludes with a look at the movement to save whales from extinction.

Standard Alignments: *Reading Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*

Speaking and Listening Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Activity and Discussion Suggestions:

- Use this book to practice the basic skill of reading informational text carefully and reporting back on it. After reading the book together as a class, have the students divide into pairs and assign each pair one double-page spread. Have them take turns reading the short paragraphs aloud, then discussing the content with each other. They should check the glossary for unfamiliar words and jot down their meaning. Together the students should write down four interesting facts, two for each to share with the class, then practice how they will report them. Gather the class again as a whole and have each student report briefly on their findings. After each pair of students speaks, other students can ask questions or add ideas (Speaking Standard 4).
- The above exercise can be extended to a longer formal report that would be delivered orally, with the option of adding visuals (Speaking Standard 5). The students could look further into the topic of their short report or pursue a different one.

Graphic Organizer: A basic organizer for preparing a simple paper or presentation is the sandwich format, easily found on the Internet. It looks like a hamburger, with the top bun as the Main Idea/Topic, the bottom bun as the Concluding Sentence, and three or more fillers (that resemble hamburger, tomatoes, cheese slice, and the like) for details, sentences, paragraphs, etc.

Technology Tie-in: The free online digital media tool Prezi (www.Prezi.com) works well for multimedia presentations. It incorporates text, images, sound, videos, hyperlinks, and more. The format is nonlinear, so presenters can navigate among ideas and images to show relationships. It also allows presenters to zoom in on part of an image; for example, a student talking about a whale's blowhole can first show the whole whale, then zoom in on the blowhole, and then pull back again to the larger picture.