



Classroom Guide for
ADVENTURES AROUND THE
WORLD series: BALARAMA,
ELEPHANT QUEST, GORILLA
WALK, HORSE SONG, PUFFLING
PATROL, and TOP TO BOTTOM
DOWN UNDER

Written and illustrated by **Ted** and
Betsy Lewin

Reading Level

*Reading Level: Grade 4
Interest Level: Grades 1–6
Guided Reading Level: R–S
Lexile™ Levels: 800L–1010L

*Reading level based on the Spache Readability Formula

Themes

World Cultures, Customs, and Festivals; Native Peoples; Biodiversity; Adaptations; Environments and Habitats; Sustainability; Human Impact; World Geography

Synopsis

In this series of six books, Caldecott Honor winners Ted Lewin and Betsy Lewin combine their distinctive artistic styles with captivating text to relate their adventures exploring a variety of countries around the world. Readers will delight in these inside views and personal accounts of little-known lifestyles and landscapes.

Balarama: A Royal Elephant: The Lewins visit Mysore, India, to be part of the centuries-old festival of Dasara and to watch elephant Balarama make his debut carrying the golden *howdah* in the grand finale parade of Dasara festivities.

Elephant Quest: In the Okavango Delta region of Botswana, the Lewins are on a quest to see the majestic African elephants, and along the way they encounter a full range of African wildlife: hippos, lions, leopards, wildebeest, giraffes, wild dogs, baboons, and more.

Gorilla Walk: The Lewins trek through the heat, humidity, mud, and dense vegetation of the Impenetrable Forest of southern Uganda to visit mountain gorilla families and observe the gorillas in their natural habitat.

Horse Song: The Naadam of Mongolia: Visiting a nomadic family of horse trainers in southern Mongolia, the Lewins join in the celebration of Naadam, the summer festival where boys and girls are the jockeys in traditional horse races across fourteen miles of open desert.

Puffling Patrol: The Lewins travel to the Westman Islands, off the coast of Iceland, home to hundreds of thousands of puffins, where they join the children of the Puffling Patrol as they rescue disoriented young puffins on their initial flight to the sea.

Top to Bottom Down Under: From the northernmost tip of Australia to the southernmost tip, the Lewins come face to face with the country's unique animals: kangaroos,

platypuses, dingoes, crocodiles, koalas, echidnas, and more.

The back of each book contains additional information about the featured people/country, featured animal species, updated status of the species, and suggestions for further reading. An index, glossary, and pronunciation guide are also appended.

BACKGROUND

Ted Lewin and Betsy Lewin are an award-winning husband-and-wife writing and illustrating team. They have traveled the globe to bring back interesting stories that open up new worlds for the children who read their books. Readers will also notice two distinct styles of art within the pages of each book. This combination has become a trademark of the Lewins' collaborations. Alongside realistic paintings by Ted there are whimsical field sketches by Betsy.

Each book is based on actual events the Lewins experienced on their trips. Much of the research was conducted while the authors were in the featured country and encompasses their primary experiences and observations, including conversations with guides and local experts there.

BEFORE READING

Pre-reading Focus Questions

(Reading Standards, Craft & Structure, Strand 5 and Integration of Knowledge & Ideas, Strand 7)
(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

Before introducing a book from the series to students, you may wish to develop background and promote anticipation by posing questions such as the following for each book:

1. Take a look at the front and back covers. Take a picture walk. Ask students to make a prediction. Do you think this book will be fiction or nonfiction? What makes you think so? What clues do the authors/illustrators give to help you know whether this book will be fiction or nonfiction?
2. What do you know about texts that are narrative nonfiction? What are the typical features of narrative nonfiction texts? What are some things that will not happen in narrative nonfiction texts? Why do authors write narrative nonfiction texts? How do you think their reasons differ from authors who write fiction?
3. (Adjust for each book being introduced) What do you know about India (Iceland/Botswana/Uganda/Mongolia/Australia)? Where is this place located? What is the climate and environment like? What kinds of animals and plants live there? What are some of the challenges animals living there may face? Why might this place be such a good environment for animals and plants to live and thrive?
4. We are going to be reading about the adventures authors/illustrators Ted and Betsy Lewin experienced traveling to another region, living with people there, and studying the animal species found there. Describe a time you visited a park, zoo, or animal habitat. What animals did you see? Compare your experience of seeing an animal to reading about an animal. What surprised you?
5. Why do you think I chose this book for us to read today?

Exploring the Book(s)

(Reading Standards, Key Ideas & Details, Strands 1 and 2, Craft & Structure, Strand 5, and Integration of Knowledge & Ideas, Strand 7)

Read and talk about the title of the book. Ask students what they think the title means. Then ask them what they think this book will most likely be about and who the book might be about. What places might be talked about in the text? What do you think might happen? What information do you think you might learn? What makes you think that?

Have students observe the two distinct styles of illustration within the pages of the book, the realistic paintings by Ted and the whimsical field sketches by Betsy. Ask students why they think the authors/illustrators decided to include both types of illustrations. Ask students why they think the authors/illustrators might illustrate their books based on their actual experiences with paintings instead of photographs.

Take students on a book walk and draw attention to the following parts of the book: front and back covers, title page, dedications and acknowledgments, introduction (if there is one), realistic illustrations, whimsical field sketches, section headings, maps, index, pronunciation guide, glossary, authors' sources, and additional facts sections.

Setting a Purpose for Reading

(Reading Standards, Key Ideas & Details, Strands 1–3)

Have students read to find out about:

- the characteristics of the country
- the special festivals and traditions the people observe
- the behavioral and physical adaptations of animal species unique to the country
- what makes the featured animal species unique
- how the animal species have adapted to survive in their environment
- the challenges the animal species face
- the relationship people in the region have to these species
- the human impact (positive and negative) on these species and the environment overall

Encourage students to consider why the authors/illustrators would want to share this story with children and create a whole series about their experiences.

VOCABULARY

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

The story contains several content-specific and academic words and phrases that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary below. Encourage a variety of strategies to support students' vocabulary acquisition: look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, create a specific action for each word, list synonyms and antonyms, and write a meaningful sentence that demonstrates the definition of the word.

| <i>Balarama</i> | <i>Elephant Quest</i> | <i>Gorilla Walk</i> | <i>Horse Song</i> | <i>Puffling Patrol</i> | <i>Top to Bottom Down Under</i> |
|-----------------|-----------------------|---------------------|-------------------|------------------------|---------------------------------|
| mammoth | delta | colonial | nomads | eruptions | hemisphere |
| admired | lush | impress | portable | inhabited | reversed |
| festivities | impassable | specimen | essential | colony | remote |
| outlawed | resident | sub/species | ornamented | burrows | aboriginal |
| lumbering | quest | habituation | inseparable | survey | skiff |
| mischief | dusk | pride | stamina | lurches | billabong |
| nutritious | mature | ecotourism | isolated | shortage | spellbound |
| annual | intent/intently | immunity | heritage | eagerly | harmony |
| aura | carcass | vulnerable | honor | duty | carcass |
| devastated | pungent | revenue | mounted | patrol | un/inhabited |
| awe | plunge | dense | procession | tenderly | haughty |
| magnificent | materializes | canopy | pandemonium | anxious | waddles |
| distracted | siphon | pungent | jubilation | peering | sensitive |

| | | | | | |
|------------|-------------|--------------|-----------------|------------|-------------|
| debut | submerged | foragers/ing | jockeys | precious | ferocious |
| majestic | matriarch | intimidate | non/traditional | eagle eyes | monstrous |
| procession | sensitive | opponents | glory | cradling | tenaciously |
| spectacle | pandemonium | tragic | pampered | monitor | lurches |
| flawless | lumbers | fatigue | stallion | survive | landscape |
| century | shallow | descend | pasture | approach | shallow |
| illegal | delicacy | altitude | heartily | | tenaciously |

AFTER READING

Discussion Questions

After students have read the book, use these or similar questions to generate discussion, enhance comprehension, and develop appreciation for the content. Encourage students to refer to passages and illustrations in the book to support their responses. **To build skills in close reading of a text, students should cite evidence with their answers.**

Literal Comprehension

(Reading Standards, Key Ideas & Details, Strands 1–3)

1. Who are the narrators/speakers in the story?
2. What is the climate and environment like in the region the Lewins are exploring? What words or phrases describe the setting?
3. What special festival or local traditions do the Lewins experience?
4. What are the competitors and predators of the animal species on the cover?
5. What animal/s is/are important to the local humans' survival? How do people use the animal/s to meet their needs?
6. What challenges do the featured animal species face in day-to-day life and in the long term?
7. What challenges do the humans and their culture in this region face in day-to-day life and in the long term?
8. How do humans affect the animals in the country?
9. Are the animal(s) habitat(s) in danger? What causes the species' habitat(s) to disappear? What is the impact of reduced habitat on the animals?
10. What are examples of ways humans interact with animals around them? How are animals a part of the local population's daily life and/or special festivities?

Extension/Higher Level Thinking

(Reading Standards, Key Ideas & Details, Strands 2 and 3 and Craft & Structure, Strands 4–6)

1. Study the animals that appear in the book. Describe several physical and behavioral adaptations of the animals. What do they need to have or be able to do to survive in their environment?
2. How do Ted and Betsy Lewin and other humans that appear in the book demonstrate respect toward the animals?
3. What do you think is the authors' purpose in choosing the title *Adventures Around the World* for this series of books? What does their choice reveal about the message or the central idea of the series?
4. What is the authors' purpose in choosing this animal species to focus on? What makes it unique compared to other animals in the habitat or country?
5. What do you think Ted and Betsy Lewin want you to learn from this book and series about animal species? What is the central idea(s) of the book and of the entire series? What words or phrases confirm the central idea? What words or ideas do the authors/illustrators use to show the value of preserving an animal species or local tradition involving animals?
6. What does the book teach about sustainability and the impact of humans on their environment?
7. Do you think it is important for communities and governments to save endangered

- species? Why do you think so? What might happen if we don't create safe spaces for wildlife?
8. Why do you think Ted and Betsy Lewin chose this animal to feature for the country/region?
 9. How do the authors create the moods of excitement and anticipation?
 10. How is the information in the book arranged? What evidence do you have that the book is organized by chronology, comparison, description, problem/solution, and/or cause and effect?
 11. Why do you think the authors chose to write about their experiences as a travelogue, instead of as an informational text? What are the advantages of writing the text as a travelogue?
 12. Compare the narrative nonfiction of the book to the informational text included at the end of the book. How are these both examples of nonfiction? What makes them different from each other? Why would the authors/illustrators include additional facts at the end of the book?
 13. What is the tone of the authors' voice? Is it formal or informal? How does the voice make a difference when reading the book?
 14. The book contains two different styles of illustrations. Why do you think the authors/illustrators chose to use both? What is the purpose of each style? Why do you think the authors/illustrators decided to paint and draw their observations, rather than use photographs, as in other informational nonfiction texts? How do both the nonfiction text features and the illustrations help you understand the information presented in the text?

Reader's Response

(Writing Standards, Text Types & Purposes, Strands 1 and 2 and Production & Distribution of Writing, Strands 4–6)

Use the following questions and writing activities to help students practice active reading and personalize their responses to the book. Suggest that students respond in reader's response journals, essays, or oral discussion. You may also want to set aside time for students to share and discuss their written work.

1. Imagine you are a scientist studying (one of) the animal species featured and you need to enlist help from the local government to create a preserved space where this animal species is located. Write a letter, from the point of view of a scientist, asking for help. How will you persuade the local government to leave space for these animals? What might happen if you don't help this species as soon as possible?
2. Imagine you are going to be pen pals with Ted Lewin or Betsy Lewin. Write a letter or email to him or her describing an animal where you live. What does it look like? What does it eat? What are its predators? What challenges does it face? What questions do you want to ask your pen pal about his or her travels?
3. Imagine you get to travel with Ted and Betsy Lewin on their next adventure. Which country or region in the world do you think they should explore next? Why? Which animal species in that place should they study? Why? In a letter to the Lewins, try to persuade them to visit this place and study the species you chose.
4. If you were offered a plane ticket and the opportunity to live among the people of the region featured in the book, would you take it? Why or why not? What special skills would you need to be able to survive there? What challenges would you face? What would be the most exciting part of living someplace else?
5. Describe a time you or someone you know took care of the environment. What was causing harm and how did you or the other person solve that problem? What advice would you give to improve how your school affects the

environment? What can people do at home to improve the environment?

ELL/ESL Teaching Strategies

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6)

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

These strategies might be helpful to use with students who are English Language Learners.

1. Assign ELL students to partner-read the book with strong English readers/speakers. Students can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader.
2. Have each student write three questions about the text. Then let students pair up and discuss the answers to the questions.
3. Depending on students' level of English proficiency, after the first reading:
 - Review the illustrations in order and have students summarize what is happening on each page, first orally, then in writing.
 - Have students work in pairs to retell either the plot of the book or key details. Then ask students to write a short summary, synopsis, or opinion about what they have read.
4. Have students give a short talk about what they admire about a central figure, culture, or animal species in the book.
5. The book contains several content-specific and academic words that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary. Expose English Language Learners to multiple vocabulary strategies. Have students make predictions about word meanings, look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word.

Comparing and Contrasting *Adventures Around the World* Books

(Reading Standards, Key Ideas & Details, Strand 1 and Integration of Knowledge & Ideas, Strand 9)

(Writing Standards, Research to Build & Present Knowledge, Strand 8)

1. After reading two or more of the *Adventures Around the World* books, discuss the features and characteristics the books have in common. What kinds of things are included in an *Adventures Around the World* book? What are some things that are not included in an *Adventures Around the World* book? What central ideas and lessons are in each book?
2. Have students create a chart to compare different aspects of the region's geography across two or more of the books. Write the names of the countries or regions being compared down the left side of the chart, and list the areas for comparison across the top. Here are some possible topics: Climate and Weather, Important Animals, Physical Features, Celebrations, Language, Continent/Location in the World. Have students record appropriate information as they read and re-read the texts.
3. One [elementary class](#)¹ created an "Around the World with Jan Reynolds" project on [Google Earth](#)² for the [Vanishing Cultures](#)³ series of books. Create a class map for the *Adventures Around the World* books and indicate where each of the countries the Lewins visited is located. Reflect on how geography has helped or hurt the survival of the cultures and unique animal species. Students may create their own maps of the Lewins' travels at [National Geographic's MapMaker's 1-Page Maps](#).⁴

¹ <http://blog.leeandlow.com/2014/04/15/where-in-the-world-how-one-class-used-google-maps-to-explore-the-vanishing-cultures-series/>

² <https://mapsengine.google.com/map/viewer?mid=z-GkpP0rOXRo.kYm20-tFujNk>

³ <https://www.leeandlow.com/collections/185>

⁴ http://education.nationalgeographic.com/education/mapping/outline-map/?ar_a=1

- Using *Elephant Quest* and *Balarama: A Royal Elephant*, compare and contrast the physical and behavioral adaptations of African and Asian elephants. Where does each type of elephant live? What does each eat? What predators does each have? What role have humans played in helping or hurting the survival of both types of elephants? What relationship do elephants have with the local human population in each area?
- Compare the cultural festivals in *Balarama: A Royal Elephant* and *Horse Song*. How are the animals important to the customs? What role do the animals play in the festivities? What does each book teach about traditional customs? How do traditions bring people together in each book? What does each book demonstrate about the value of community? What does each book demonstrate about the relationship between animals and people?
- After reading several books in the *Adventures Around the World* series, think about the characteristics of the writing in a travelogue or narrative nonfiction text. Write your own version about an animal in your area.

INTERDISCIPLINARY ACTIVITIES

(Introduction to the Standards, page 7: Student who are college and career ready must be able to build strong content knowledge, value evidence, and use technology and digital media strategically and capably)

Use some of the following activities to help students integrate their reading experiences with other curriculum areas. These can also be used for extension activities, for advanced readers, and for building a home-school connection.

Social Studies/Geography

(Reading Standards, Integration of Knowledge & Ideas, Strands 7 and 9)

(Writing Standards, Text Types & Purposes, Strand 2 and Research to Build & Present Knowledge, Strands 7 and 9)

- Direct students to the map(s) in the book. Have them identify the country or countries where the animals and people highlighted in the book live. On which continent are they located? How might the location/topography and geography help the people preserve their way of life? How might the location/topography and geography be a good environment for animals and plants to live and thrive?
- If students have read *Top to Bottom Down Under*, have them also read Lee & Low Books' *Vanishing Cultures: Down Under*, another book about the animals, people, and region of Australia.⁵ If students have read *Horse Song*, have them also read Lee & Low Books' *Vanishing Cultures: Mongolia*, another book about Mongolian traditions and celebrations.⁶
As students read and review these books, ask them to compare the text features and structure of the texts. What is the central idea of each book? What do the authors want readers to learn about this region in the world? How is the natural world a part of the local people's lives? What does each book demonstrate about the value of nature and respect for the environment?
- Have students read National Geographic's definition and brief history of [globalization](#).⁷ Using information from the site, ask students to think about which aspects of globalization might affect the habitat and/or culture they just read about. How might globalization help the habitat and/or traditional culture? How might it hurt the habitat and/or traditional culture?

Science

(Reading Standards, Key Ideas & Details, Strands 2 and 3 and Integration of Knowledge & Ideas, Strands 7 and 9)

(Writing Standards, Text Types & Purposes, Strand 2 and Research to Build & Present Knowledge, Strand 7)

⁵ <https://www.leeandlow.com/books/2466>

⁶ <https://www.leeandlow.com/books/2470>

⁷ http://education.nationalgeographic.com/education/encyclopedia/globalization/?ar_a=1

1. Have students research the environment and geography of the location where Ted and Betsy Lewin travel. What physical features are part of the landscape? What is the climate throughout the changing seasons? Which animals and plants are found there? What culture(s) are found there? What makes the region unique from other parts of the world? How might the region's geography make it attractive to humans and animals that want to live there?
2. Create a food web for the animal shown on the cover of the book. The diagram should include the species' competitors, predators, and food. Use both the narrative text, additional facts at the end of the book, and other online research to obtain the information needed to create the food web.
3. If students have read *Puffling Patrol*, have them also read Lee & Low Books' [Parrots Over Puerto Rico](#).⁸ Use the [compare and contrast](#) information online to help students study more about the physical and behavioral adaptations of Puerto Rican parrots and Atlantic puffins.⁹ Where does each species live? What does each eat? What predators does each have? What role have humans played in helping or hurting the survival of both species? Create a poster showing the life cycle and food web of both the Atlantic puffin and Puerto Rican parrot.
4. Encourage students to research an animal species found in their town, state, or region of the United States. What does the species eat? What are its predators? What relationship do people have to this species? What impact have humans had on this species? What physical and behavioral adaptations does the animal have to help it survive in its particular geography and climate? Describe its habitat in as much detail as possible.
5. Have students compare and contrast their community's biome with the one featured in the book. Allow students to explore the [Missouri Botanical Garden's "What's It Like Where You Live?"](#) to learn about the biomes of the world.¹⁰ Students can investigate the species of their biome, what the climate is like, where in the world their biome is found, and how it compares to where Ted Lewin and Betsy Lewin have traveled.

Writing

(Writing Standards, Text Types & Purposes, Strand 1 and 2 and Production & Distribution of Writing, Strand 4)

1. Create a timeline of Ted and Betsy Lewin's trip. Use section headings and look for time words in the text as clues to the length of their trip and what they saw on each leg of the journey.
2. If the Lewins were to come to your community, what animal species should they study and write a travelogue about? Why? Ask students to write a letter to persuade the Lewins that an animal species of their choosing is an important species to study. What makes the species in your community special? For example, is it a symbol of the town or state, is it incorporated into a cultural tradition, is it threatened or endangered, or does it have another special feature that makes it unique?
3. Earth Day is celebrated each year on April 22. It is a day on which events are held worldwide to demonstrate support for environmental protection. What parts of this book or series make it a leading example for an Earth Day read aloud? Write a letter to your teacher arguing why this book or series should be used during a celebration of Earth Day.

Art

(Writing Standards, Text Types & Purposes, Strand 1, Production & Distribution of Writing, Strand 4, Research to Build & Present Knowledge, Strand 7)

(Speaking & Writing Standards, Comprehension & Collaboration, Strands 1 and 2 and Presentation of Knowledge & Ideas, Strand 4)

⁸ <https://www.leeandlow.com/books/2835>

⁹ <http://blog.leeandlow.com/2014/02/03/how-to-compare-and-contrast-with-the-common-core-in-fourth-grade/>

¹⁰ <http://www.mbgnet.net/>

1. Encourage students to design and create a travel poster advertising the area Ted and Betsy Lewin visit. Persuade potential tourists to visit this region/country based on facts about its climate, animals, geography, and weather found in the book. Think about the time of year that would be best to visit this region. Students may wish to study examples of travel advertisements in newspapers, magazines, travel agencies, or online travel sites for inspiration.
2. Show students how Betsy Lewin creates a field sketch using a [puffin](#) as her model.¹¹ Find photographs to bring in and show students live puffins through [Explore.org](#)¹² or [Audubon's Project Puffin](#).¹³ Based on their observations, have students try to draw a puffin for themselves. Have students reflect on the challenges and advantages of observation.
3. Ted and Betsy Lewin choose to use watercolor paints to illustrate the book. How do watercolors help them tell the story and capture their observations? How do watercolor images compare to photographs? How do the Lewins use watercolors differently from each other? If possible, have students practice painting a scene with watercolor paints. Have students reflect on the material, time involved, and process of painting with watercolors. Have students infer whether the Lewins painted during the trip or after they returned to their studios. Then show them the [video interview](#) with the Lewins in their studios.¹⁴

Home-School Connection

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3)
(Writing Standards, Text Types & Purposes, Strands 2 and 3)

1. Have students study the format, text features, structure, and topics covered in the book. Encourage students with their families to write a travelogue about their travels to a neighborhood, state, or national park. Describe the environment in as much detail as possible. What animals do they see? How do the animals interact, if at all, with people? Include a sketch based on the observations of an animal, the plants, or a special moment on the visit.
2. Encourage students and their families to participate in [Wildlife Watch](#), the National Wildlife Federation's national nature-watching program created for people of all ages.¹⁵ Students and families share the details of the wildlife they see in their communities to help National Wildlife Federation track the health and behavior of species worldwide.

About the Authors/Illustrators

Ted Lewin and **Betsy Lewin** have been traveling the world together for decades and have chronicled many of their wide-ranging adventures in books for young readers. They both have won numerous awards and honors for their books, including Caldecott Medal Honors, ALA Notables, *New York Times* Best Illustrated Books, and *School Library Journal* Best Books. Ted Lewin was awarded a Caldecott Medal Honor in 1994 for *Peppe the Lamplighter* and Betsy Lewin was the recipient of a Caldecott Medal Honor in 2001 for *Click, Clack, Moo: Cows That Type*. When not teaching, visiting with young fans, or traveling, the Lewins are usually drawing and painting in their Brooklyn, New York, home studios. You can visit Betsy Lewin online at [betsylewin.com](#)¹⁶ and Ted Lewin online at [tedlewin.com](#).¹⁷

Book Information

¹¹ <http://blog.leeandlow.com/2012/05/17/betsy-lewin-shares-how-to-draw-a-puffin/>

¹² <http://explore.org/search/?q=puffin>

¹³ <http://projectpuffin.audubon.org/audubon-live-cams>

¹⁴ <https://www.leeandlow.com/writers-illustrators/interviews/inside-the-artists-studio-with-ted-and-betsy-lewin>

¹⁵ <http://www.nwf.org/Wildlife/Wildlife-Conservation/Citizen-Science/Wildlife-Watch.aspx>

¹⁶ <http://betsylewin.com/>

¹⁷ <http://tedlewin.com/>

\$11.95, PAPERBACK

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Elephant Quest 978-1-62014-183-0

Gorilla Walk 978-1-62014-182-3

Horse Song 978-1-62014-185-4

Puffling Patrol 978-1-62014-187-8

Top to Bottom Down Under 978-1-62014-184-7

40 or 48 pages, 8 1/2 x 10 1/8

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*Reading level based on the Spache Readability Formula

Interest Level: Grades 1–6

Guided Reading Level: R–S

Lexile™ Levels: 800L–1010L

Themes: World Cultures, Customs, and Festivals; Native Peoples; Biodiversity; Adaptations; Environments and Habitats; Sustainability; Human Impact; World Geography

RESOURCES ON THE WEB

Learn more about the *Adventures Around the World* series at:

<https://www.leeandlow.com/books/2766>

<https://www.leeandlow.com/books/2512>

<https://www.leeandlow.com/books/2709>

<https://www.leeandlow.com/books/2868>

<https://www.leeandlow.com/books/2869>

<https://www.leeandlow.com/books/2870>

BookTalk with Ted and Betsy Lewin on *Puffling Patrol*

<https://www.leeandlow.com/books/2766/interviews>

BookTalk with Ted and Betsy Lewin on *Horse Song*

<https://www.leeandlow.com/books/2512/interviews>

Order Information

On the Web:

<http://www.leeandlow.com> (general order information)

<https://www.leeandlow.com/books/2766>

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By Phone:

212-779-4400 ext. 25

212-683-1894 fax

By Mail: Lee & Low Books, 95 Madison Avenue, New York, NY 10016

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For questions, comments and/or more information,
please contact us at general@leeandlow.com