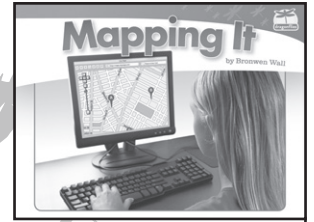


Mapping It

by Bronwen Wall





Overview

This book explores a variety of maps – including mall maps, online maps, and GPS – and how they help people find their way. (Big idea: People need help to find their way around).

Suggested purposes

This book supports the following **comprehension strategies**:

- making connections between prior knowledge and the text 
- identifying the main ideas. 

It supports the following **non-fiction strategies**:

- using maps to get information
- using captions and visuals to expand on information in the text
- using close-up visuals
- using a contents page, glossary (boldface type), and index.

Key vocabulary

The vocabulary that is focused on includes:

- Anchor words – *find, maps, places, way*
- Content words – *buildings, buses, city, computer, directions, islands, key, land, landmarks, north arrow, oceans, parks, rivers, roads, route, sailors, shopping malls, stars, symbol, towns, trains, world*
- High-frequency words – *about, around, each, find, first, give, know, left, look, many, other, people, such, take, their, use, want, where, would*

Features of the text

- Non-fiction features:
 - cover flap, which provides support for identifying the big ideas and anchor words
 - the topic (maps), which expands on pages 10 and 11 of the anchor book *Discovering My World*
 - preview question on the back cover
 - maps
 - captions
 - close-up visuals
 - contents page, glossary (boldface type), and index
- Word study:
 - digraph sounds – “th”, “sh”, “wh”
 - medial vowels – *route*
 - plural endings – *roads, buildings, rivers, parks, places, things, maps, cities, oceans, rocks, islands, sailors, buses, trains, malls, stores, directions, cars, landmarks*
 - contractions – *didn’t, I’m, let’s, don’t*
 - silent letters – *know, islands, palm*
 - compound words – *sometimes, online, anything, inside, landmark*
 - words ending in “y” – *city, way, key*
- Exclamation marks
- Descriptive language (similes) – *The city looks like a map from up there*
- Speech marks and dialogue
- Acronym – *GPS*
- Humour – *don’t forget the map!*



Setting the scene

If you have already introduced the topic using the Whole-class Introduction and the anchor book (*Discovering My World*), you can review the discussion and show the students pages 10 and 11 of the anchor book.

Discuss times when the students have found their way somewhere.

- *Where did you go? Did you need help to get there?*
- *What did you do there?*
- *How can you show me where you went?*
- *If you go to a new town or city, how can you find an address?*

ELL support

Word walls are a good place to post content-word cards that the students have created. These cards can include words and pictures to support ELL students in developing their comprehension of content vocabulary.

The first reading

MC **Page 2 – (Making connections)** Read aloud the contents page. *What might you learn in this book? Tell a partner which heading you are the most curious about.* Have the students brainstorm different kinds of maps (for example, world maps, city maps, transit maps). *What do you know about online maps?* Point out the compass graphic and remind the students that a compass helps us find directions. Explain that as the students read, they should think about the symbols on maps.

Page 3 – Point to the photograph. *Where was the photograph taken? How does it look like a map? What objects can you identify?* Refer back to this page as you look at the maps on following pages.

MC **Pages 4 and 5 – (Making connections)** *Which map shows countries? Which shows streets in a city? What are the differences? Where have you seen maps like these before?* **MI** **(Main idea)** *Why do sailors need to know how deep the ocean is and where rocks and islands are? What could happen if they didn't know?* Briefly discuss the visual features on these maps.

Pages 6 and 7 – *Why is “route” in bold?* (to highlight an important idea and direct us to the glossary) Look it up in the glossary. Discuss the transport map.

Introducing the book

Front cover – Discuss the photograph. *What is this person looking at? Why would they be looking at this?* Read aloud the title. *Why do we make maps?*

Back cover – Read aloud the preview question. Help the students to make connections with the preview question and their own experiences.

Using the flap – Read aloud the text on the flap, and (if relevant) remind the students that they have read this in *Discovering My World*. Read aloud the anchor words on the other side. Tell the students that they can point out the words when they find them in the book. Ask them to leave the flap open as they read.

Title page – Read aloud the title. Discuss the objects. *What are they? How do you know that this is a map?* Discuss the compass. If possible, have one available and show how it works. Explain that a compass has a needle that points to north. It has letters that stand for directions – “N” for North, “E” for East, “S” for South, and “W” for West.

Why does this map have different colours? What might happen if it were only black and white? Discuss the students' experiences of using a map to catch a bus or train. **MI** **(Main idea)** *Why are there maps in shopping malls?* Look at the photograph on page 7. *Have you seen a map like this? What are the people doing? What might they be looking for? Do you think they are lost?* (No – they are smiling and pointing as though they know their way.) Discuss the students' experiences of using a map in a shopping mall. *What were you looking for?*

Pages 8 and 9 – Discuss the meaning of “online” and find it in the glossary. Ensure that the students understand that it refers to the Internet. *What is the purpose of the caption?* (to explain how an online map can be used) **MC** **(Making connections)** Discuss the students' experiences of using online maps. *What were you looking for? What did you find?* If possible, demonstrate using an online map. Point to the online map on page 9. *What is the purpose of this close-up?* (to show the details of the map) *How do we know that it is a page from the Internet?* (website address and search words) *Where are the pizzas on the map? What symbols show where you can buy pizza?* **MI** **(Main idea)** *Why would you choose to use an online map? Where do you use an online map? Is it always possible to use one?*

Pages 10 and 11 – Look up “GPS” in the glossary. Explain that a word that is made from the first letters of several words is called an acronym. What are the words? Have the students read each step on page 11, following the maps as they go. *Do you understand how a GPS works? (Main idea) When would a GPS be the best map to use?*

MI **Pages 12 and 13** – Point to the map on page 12. Explain that on a map like this one, only the biggest or most important cities are included. Look up “symbol” in the glossary. Point out the key. Use the key to find the symbols on the map. *Can you find a lake? What is the capital of New Zealand. How many cities are shown in the South Island? Why do you think most maps have a north arrow? Have the students run their fingers along the main highway that leads from one city to another. Find “landmarks” in the glossary.*

Page 14 – Look at the photograph. *What clues show us what the people are doing? (hiking, packs, sleeping bag) Where are they? What are they using to find their way?*

Using the index – Explain that an index helps us to find specific information quickly. It shows which topics are important and gives a more detailed overview than the contents page. *What page would you find information on hiking? What page would you find information on a transport map?*

Vocabulary activity

Focus word: show

1. Turn to page 4. Read: *Maps show where places and things are.*
2. Say “show” with me.
3. Explain that “show” means to display or present something clearly. Another word for “show” is “explain”. *A map explains the layout of a place.*
4. Give examples of how “show” is used.
 - *My friend wants to show me her collection of toy cars.*
 - *When a wolf is angry, it growls and shows its teeth.*
 - *I like to show visitors around the school.*
5. Do the following activities:
 - Have the students show their favourite sport or hobby without speaking. *How have you shown this?*
 - Have them use facial expressions to show how they feel. In pairs, one student can name a food and the other can show how they feel about it.

- Bring a model to class, such as a model car, boat, or house. *What does this model show us? Why is it important to look at a model before the real thing is built?*
6. *What is the word we’ve been learning that means “to explain”? Say the word with me.*

ELL activity

Language objective: Developing oral language to support the big idea “People need help to find their way around.”

N.B. Provide examples of different maps that the students can read and highlight. They will need highlighters for this activity.

- Tell the students that they’re going to practise reading maps and talk about how to get from one place to another.
- Allow the students to look at the maps. In pairs, the students can choose a map to work with.
- Model how to highlight a route to take you from point A to point B, and then how you would give directions to get there.
- Post the content words for this book on the word wall, and where appropriate, refer to them as you model.
- The students can decide on the start and end points on their maps.
- Ask them to show the group point A and point B. They can then talk with their partner about how to get from point A to point B. They can use the example on page 11 to help.
- Give the students time to orally rehearse their directions.
- Each pair can share with the group. Support them to form complete sentences and use as many content words and high-frequency words as possible.
- As an extension, the students can write their directions and read them to the group.

Ideas for revisiting the text

1. Review and check

- Listen as the students reread the text, observing their fluency and decoding strategies.
- Review the key vocabulary words. Ensure that the students understand the meaning of each word and how it is used.

2. Stop and learn

a. Decoding/word attack activities

Practising using the digraph “sh”

- Write “show” on the board, underlining “sh”. Explain that the two letters make one sound. Have the students practise the sound.
- Have the students brainstorm “sh” words (for example, shade, shadow, shake, shark, sharp, sheep, sheet, shell, ship, shiver, shoe, shoulder, shower, shy). Make a word web on the board.

BLM – Sorting words into groups

Have the students sort the words into groups and explain to a partner why they put them together. For example:

- *show, tell, directions* – how maps help us
- *learn, discover* – what we do when we use maps
- *zoom, find* – how we use online maps

b. Comprehension activities

Have the students reread the text. Ask them to focus on the different kinds of maps and how they are used. Encourage them to share which maps they have used.

BLM – Finding the main ideas

Have the students write simple phrases about how each of the maps help us find our way. They can then write a sentence about how maps help us and a sentence about how a map helped them.

c. Writing activities

Have the students:

- draw a map that shows the way from their house to school, including a key that shows landmarks;
- draw a map of the classroom. *What are the most important features?* Have them include a key.

3. Suggestions for further activities

- Go orienteering.
- Do a treasure hunt. Provide a map with instructions.
- Ask a surveyor, park ranger, or an adventure guide to talk about mapping.