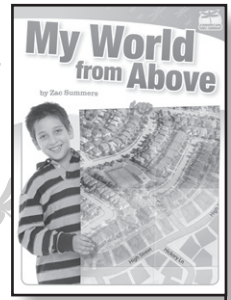


My World from Above

by Zac Summers



Overview

In this book, a boy describes his neighbourhood, suburb, city, district, and country. Simple maps depict his home from each perspective. (Big idea: People need help to find their way from one place to another.)

Suggested purposes

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

- making connections between prior knowledge and the text **MC**
- identifying the main ideas **MI**
- asking questions. **AQ**

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

- reading maps
- using a glossary (boldface type)
- captions that describe locations
- labels and arrows to show locations.

Key vocabulary

The vocabulary that is focused on includes:

- Anchor words – *find, place, way*
- Content words – *city, country, district, highways, house, live, neighbour, neighbourhood, school, street, suburb*
- High-frequency words – *from, get, here, your*

Features of the text

- Non-fiction features:
 - cover flap, which provides support for identifying the big ideas and anchor words
 - the topic (finding your way), which expands on pages 10 and 11 of the anchor book *Discovering My World*
 - preview question on the back cover
 - maps with and without keys
 - captions, labels, and arrows to show and describe locations
 - glossary
- Word study:
 - some repetitive simple sentence structure
 - initial consonant blends – “pl-”, “gr-”
 - contraction – *it’s*
- Exclamation mark for emphasis on pages 2 and 14
- Question mark on page 6 and the back cover



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.

Talk about what we might see if we looked down from a plane or a skyscraper. *What would you see? How could you draw what you see?*

ELL support

It is important that ELL students receive comprehensible instruction – instruction that they can understand. Comprehensible instruction uses visuals, modelling, demonstrations, graphic organisers, vocabulary previews, cooperative learning, and peer tutoring.

Introducing the book

Front cover – Read the title. Discuss the photograph and explain that the boy is named Ethan. Discuss the picture he is holding. *What do you think this book will be about?*

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 of the flap. Tell the students that they can point out the anchor words when they find them in the book. Ask them to leave the flap open as they read.

Title page – Discuss the photograph. *Where do you think this photograph was taken?*

The first reading

Pages 2 and 3 – Discuss the photograph on page 2. *This is Ethan. Where does he live? Look at the map. What is Ethan's address? How far does he have to walk to get to the park? (Making connections) How far are you from a park?*

MC

Pages 4 and 5 – (Main idea) *What is a neighborhood? Use the glossary if necessary. Point to the photographs. What do these show? Where can Ethan go in his neighborhood? How do the arrows and bubbles help us understand the map? Draw the students' attention to the key. Discuss its purpose. What does this tell us? Point to the different places on the map. (Making connections) How is Ethan's neighborhood similar to yours? How is it different?*

MI

MC

Pages 6 and 7 – *What does this map show? Discuss the photographs. Read the captions. Encourage the students to respond to the question on page 6. Find Ethan's street. Check back to page 4 if necessary.*

(Asking questions) Encourage the students to ask questions about the map. Remind them about the key and discuss how it can help them read the different lines and shapes. *Which symbol appears the most?*

AQ

Pages 8 and 9 – (Main idea) *What does this map show? Use the glossary if necessary. Talk about the photograph and the map. How is it different from other maps in this book? Look at the key. How many roads do you see? What are their numbers?*

MI

Pages 10 and 11 – (Main idea) *What does this map show? Clarify "district", using the glossary if necessary. Discuss the photograph and the map. How is it different from the other maps in this book? Which city is closest?*

MI

Pages 12 and 13 – (Main idea) *What does this map show? Clarify "country," using the glossary if necessary. Talk about the photographs and the map. What country is close to New Zealand? What sea is New Zealand next to? How might you travel to Australia?*

MI

Pages 14 and 15 – (Making connections) *How is this picture different from the one on the previous page? Read aloud the address. Who is this letter addressed to? (Asking questions) Prompt the students to ask questions about the letter. I wonder who wrote it? Have the students work in pairs. One student can use the map on page 13 while their partner points to each place on the globe on page 14. ("Point to New Zealand." "Point to the Australia.") They can then swap roles.*

MC

AQ

Page 16 – Have the students work in pairs to arrange the words in order from smallest to largest (neighbourhood, suburb, district, country).

Vocabulary activity

Focus word: state

1. Turn to page 10. Read: *This is my district.*
2. Say the word “state” with me.
3. Explain that “state” is used in the title of our country, the United States of America. *Fifty-two states make up our country. We live in the state of [Washington].*
4. Have a map of the United States. Describe three ways of using “state.”
 - *Last summer, I visited my grandmother in Seattle. She lives in Washington state.*
 - *The Statue of Liberty is a famous statue in the state of New York.*
 - *Many people from all over the world travel to see the Grand Canyon. It is in the state of Arizona.*
5. Using a clearly marked map, help the students locate their state on a map. Have them trace the boundary lines with a finger. Point out and name the neighboring states.
 - Have the students talk with a partner about where their extended family live. Have a few students share their stories. (If they can name only the city or town, locate the state on the map. Then point to the boundary lines to show which state the city or town is in.) Prompt: “My [grandparents] live in the state of [Nebraska].”
 - Give each student a map of the United States, with state boundaries clearly marked. Have them use colored pencils to shade the states that they have visited. Alternatively, use a large map and place colored pins on the states that the students have visited.
6. *What is the word we have been learning that means a part of a country? Say the word “state” with me.*

ELL activity

Language objective: Developing content vocabulary through a cloze paragraph

- Reread the book together.
- *What did we learn about the boy in the book? Support the students to talk about where the boy lives, his neighbourhood, his suburb, his district, and his country.*
- *Today, we’re going to talk about where we go to school and where our school is. What’s the name of our school? What is the name of the street where our school is? Encourage the students to include the full address (number and street name). Let’s say our school’s address.*

- *What city is our school in? Record the name on the board. Let’s say the name of our city. If the students are confused, support them by using the target vocabulary. ____ is the name of our district. ____ is our city.*
- *What district is our school in? Record the name on the board. Let’s say the name of our district.*
- *What country is our school in? Record the name on the board. Let’s say the name of our country.*
- *Let’s say all of this together. We go to _____ school. The address of our school is _____. Our school is in _____ (city), _____ (district). We go to school in _____ (country).*
- Write this paragraph on the board. Fill in the blanks while reading it with the students. Practise the paragraph several times – a few times with all the words visible, and a few times with the key words covered.
- The students can copy the sentences into their journals for independent practice.

Ideas for revisiting the text

1. Review and check

- Listen as the students reread the text, observing their fluency and decoding strategies.
- Review the anchor and content words. Check that the students know what each word means and how it is used.

2. Stop and learn

a. Decoding/word attack activities

Practising blends

- Write “street” on the board.
- Ask the students to practise saying “str”.
- Ask the students to watch each other say “street”.
- *What other words begin with “str”? (Straight, stranger, strap, strawberry, stream, stretch.) Put the words on the word wall.*

Practising contractions

- Write “it’s” on the board.
- Say “it’s”.
- Write the two words (it is) on the board.
- Give examples to show that the contraction does not lose its meaning.

BLM – Using contractions

The students can identify the words that make up the contractions. They can complete the sentences using contractions.

b. Comprehension activities

- Talk about where Ethan lives. Discuss the different maps in the book. *Who would use this map? What would we use this map for?*
- Remind the students how to use the key.

BLM – Showing directions

The students can find Ethan's house on the map. They can show directions between several places. They can then name the highway.

c. Writing Activities

- Have the students write their name and address on a postcard or envelope. They can then write letters to a friend or family member who lives in another city.
- Photocopy a map of the neighbourhood or city. Have the students label places that are important to them, such as a sports park, movie theatre, mall, or school.
- Have the students write instructions for how they get to school.

3. Suggestions for further activities

- Collect and make a display of maps.
- Visit a tall building and take in the aerial view.
- Use the Internet to find aerial views of interesting places.