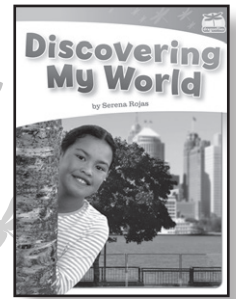


Discovering My World Anchor Books

by Serena Rojas



The *Discovering My World* anchor books are written at three levels – emergent, early, and fluent – to enable differentiated instruction. Each anchor book has the same images but the text becomes more challenging and appropriate at each level. This allows the students to have access to core information, regardless of their reading level.

The anchor books “front load” the vocabulary and introduce the “big ideas” that are expanded on in the topic books, as seen below.

Big Ideas for <i>Discovering My World</i>	The land has different shapes.	People need help to find their way.	Many different people live in the world.	People need to get along and help one another.
Emergent Topic Books	<i>Shapes of the Land</i>	<i>I Can Find My Way</i>	<i>We Celebrate</i>	<i>I Can Help</i>
Early Topic Books	<i>Volcano!</i>	<i>My World from Above</i>	<i>This Is My Family</i>	<i>Two Simple Rules</i>
Fluent Topic Books	<i>Amazing Amazon</i>	<i>Mapping It</i>	<i>Let the Games Begin</i>	<i>A Voice for Children: The Story of Craig Kielburger</i>

Use the *Discovering My World* anchor books to:

- introduce the big ideas and discuss key vocabulary during the whole-class introduction
- take guided reading lessons at three levels – emergent, early, and fluent
- lead into the associated topic books, where the students can read more about the big ideas that the anchor books introduce.



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Whole-class Introduction

A whole-class introduction to this anchor book enables all students, regardless of their reading ability, to discuss core content. It allows them to develop an understanding of the big ideas and vocabulary in the unit.

Anchor words

Emergent

different, find, help, land, move, people, places, shapes, together, way, work

Early

care, change, citizens, country, different, find, help, ideas, land, move, people, place, respect, rules, shape, together, travel, way, work

Fluent

change, country, different, family, find, help, ideas, land, make a difference, maps, people, place, respect, rules, shapes, skills, together, travel, water, way

Introductory activity

- Showing students artefacts related to the topic can help to spark their interest.
- Role-play and discussion prepares students by promoting conversation, questions, and speculation.

The teacher comes into the classroom with a globe, compass, local map, map of the world, and a family photo.

Sample outline of a possible script:

I have lost my way, and I really need your help.

Can you tell me how to find my way to (the nearest cafe, library, movie theatre)?

I am meeting my family there, and I am going to be late.

Take a look at a photo of my family.

Tell the students about where your family comes from,

what they like to do, and the best thing about them. Put the maps on the wall and place the globe where everyone can see it.

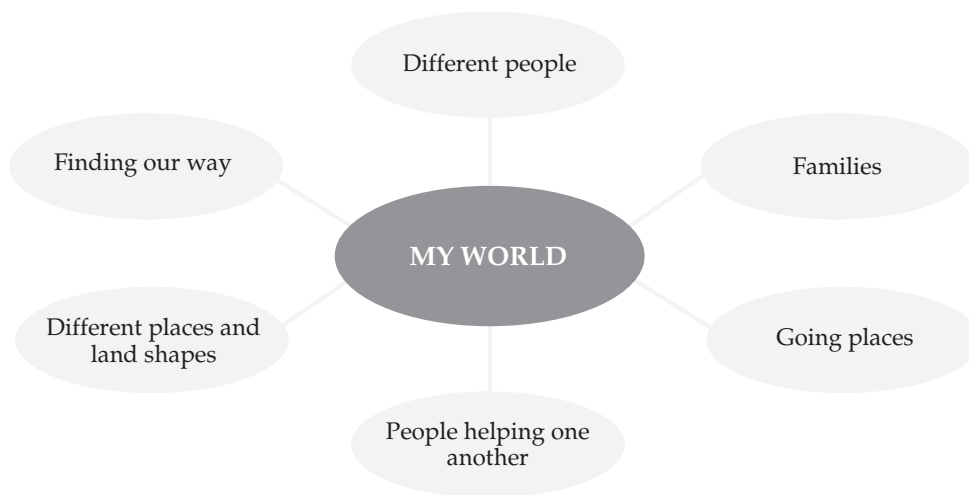
Visual walk-through

Identify which students will be using emergent, early, or fluent anchor books. Hand out the books. Proceed through the books, page by page, with the whole class. At this point, the students will not be reading the text. They will be responding to the same images to share and develop their vocabulary and to become familiar with the big ideas about being a scientist.

Use the visuals in the anchor books to promote discussion and develop a web of the big ideas.

- Record the students' words, ideas, and questions as they respond to the visual content of the books.
- Take opportunities to discuss and record **the big ideas** and the **anchor words** as they occur.
- Encourage the students to **make connections** with their own knowledge and experiences.





Attributes on the web could be:

Families (page 3) – Tell the class about your family and something special you have done. The students can discuss their families (how many, who, what they like to do together). Ask them to think of a time when they did something special. Did they take photographs? They can turn to a partner and share their experiences. Ask for volunteers to share with the class. Conclude by asking what is special about being part of a family.

Going places (page 5) – Share a time when you went somewhere. Discuss the students' experiences of travelling somewhere. Elicit information such as where, why, how long, what was it like, and their memories. Ask them to share their experiences with a partner and then with the class. *Why is it fun to go places?*

Friends and other people helping (pages 6 and 7) Tell the students that we all need help sometimes. Share a story of a time you needed help. Have a class discussion. *When do you need help? What kind of help do you need?* Ask them about an experience of needing help (why, how they were feeling, who helped them). They can share their experiences with a partner and then with the class. *How do you feel before you ask for help? How do you feel after?*

Different places and land shapes (pages 8 and 9) Tell the students that our world is very big and many places look different. *What makes places look different?* Talk about a time you saw something different. You could either show them your travel diary, photos or pictures, or share a recount. Ask the students to share their experiences of seeing different land shapes such as mountains and forests. Talk about the land and the environment around them and any special features (mountains, lakes).

Finding our way (pages 10 and 11) Tell the students that we often need help finding our way. Talk about a time you needed help to find your way. Show them any maps that you used. Talk about places the students would need help to find (what, where). What would help them find their way? Ask them to think of a time they needed help finding somewhere (where, what they used, how they got there). They can share their experiences with a partner and then with the class.

Different people (pages 12 and 13) – Explain that all people are different. They live in different parts of the world, which have different climates. They dress differently according to their climate and culture. People eat different foods depending on the climate and landscape and the plants and animals that can live there. People speak different languages, have different animals for pets, different celebrations, and so on. Talk about your family history (where your family are from, what life has been like for them). Discuss the students' experiences.

Display the completed web. This chart can be referred to throughout the unit and reviewed at the conclusion.

Questions

List the students' questions on a separate chart and return to the list over the following days. Discuss any answers the students have found and add any further questions.

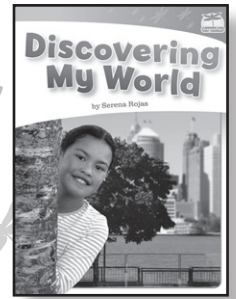
Conclusion

Explain to the students that they will be reading more about Discovering My World.

- Tell them that they will be:
 - able to add to the charts as they find out more about Discovering My World.
 - working in small groups to read their own book about Discovering My World.

Discovering My World

by Serena Rojas



Guided Reading Lesson – Early

Overview

This lesson builds on the whole-class introduction and expands on the Discovering My World unit for early readers. It looks at the shapes of the land, people finding their way, different people and places, and people getting along and helping one another.

Content standards

This book supports the following content standards:

- NSS-G.K-12.2 Places and Regions
- NSS-G.K-12.3 Physical Systems
- NSS-G.K-12.4 Human Systems
- NSS-C.K-4.5 Roles of the Citizen

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**:

- using photographs that support the meaning of the text
- getting information from captions.

Key vocabulary

The key vocabulary that is focused on includes:

- Anchor words – *care, change, citizens, country, different, find, help, ideas, land, move, people, place, respect, rules, shape, together, travel, way, work*
- High-frequency words – *an, as, from, get, has, have, one, there, they, with, your*

Features of the text

- Non-fiction features:
 - introduction of geography and civics concepts and anchor words associated with the topic
 - general information about people and their place in the world (pages 2 to 7) followed by four double-page spreads about specific geographical and civic features
 - personal statement that ends the book
 - preview question on the back cover
 - photographs that support and illustrate concepts
 - captions
- Word study:
 - initial consonant blends – “pl-”, “st-”, “tr”
 - digraphs – “sh”, “ch”
 - plural ending “ies” – *stories, countries*

Note: There is a lot of information in this book. You may like to cover it in two or more sessions. The first session could cover pages 2 to 7. You might take up to four sessions to cover the following four double-page spreads before concluding with page 16.



Setting the scene

If you have introduced the unit using the Whole-class Introduction, review the discussion and the charts that you made. If you haven't used this, choose ideas from the introduction and encourage the students to make connections with their knowledge and experiences. Briefly introduce the big ideas using the associated anchor words.

ELL support

Word banks and word walls support ELL students to learn high-frequency and content words. Those that have been created in the context of content learning are the most useful.

Introducing the book

Front cover – Read the title. Offer any help to read “Discovering”. Explain that “discovering” means finding out things for the first time. *Who is “my”? What are some of the things in the girl’s world?* (tall buildings, trees, water)

Back cover – Read aloud the preview question. Help the students to make connections with the preview question and their own experiences. Explain that “your world” can mean where you live or the whole planet. Write the students’ ideas on the board.

Title page – Show the students a globe of the world. *What is the girl holding? (Main idea) What does a globe show? (countries and oceans) What else is in our world? (people, animals, plants) What do you think this book will be about?*

MI

The first reading

MI **Page 2 – (Main idea)** *What do these photos show?* (people doing things together, friends having fun, dry rocks and hills) **MC** **(Making connections)** *What do you like doing with your friends? What adventures could you have exploring the land around you?*

MC **Page 3 – (Making connections)** Talk about family photographs – why we take them, when, how we group ourselves, how we show we care for one another (standing close together, touching), why we smile (to look our best). Ask the students to think of a time when they did something with their family. Allow them to think of the event, then tell a partner.

MC **Page 4 – (Making connections)** *What is happening in this photo? Where do you think the cars are going? Why do people move from place to place? What different ways do people travel from one place to another? What ways have you travelled? Where would you like to travel?*

MC **Page 5** – Support the reading of “travel” if necessary. *What is special about this place? (Making connections)* Ask the students to turn to a partner and talk about a special place they have visited.

MI **Pages 6 and 7 – (Main idea)** *What do these photos show?* (people helping one another) Ask the students to share with a partner a time when someone older helped them. Discuss how they work together in the classroom. *How does this make your work easier?* (able to share ideas, get help, job is made easier by sharing it)

Pages 8 and 9 – *What shapes can you see in these photographs?* (ovals, triangles) **AQ** **(Asking questions)** *What questions do you have about these land formations? How can a volcano change the shape of the land? Discuss a volcanic eruption. What might have caused the hole in the rock? How long do you think it took for the hole to form? What might happen to this rock in a few more years? What other ways can the land change shape?* (volcanoes, avalanches, tsunamis, earthquakes)

Pages 10 and 11 – *Why do you think the family is looking at the map?* (to plan a hike, find the track) *What is the man in the car looking at? Where do you think he wants to go? Why would the paper map be better than the computer?* (easy to carry, not all maps are on computers) **MC** **(Making connections)** *What maps does your family use? What other things can we use to find our way?* (street/motorway signs, compass)

Pages 12 and 13 – Read pages 12 and 13. Discuss the things that make people look different, such as hair colour, clothes, gender, and height. Discuss what makes us the same, for example, same class, same grade, all have legs, arms, hair, and so on. **MI** **(Main idea)** Explain that some of us like the same things: some of us like different things. All of us are different; all of us are the same in some way.

Explain that people sometimes move to a new country. Ask the students to suggest why people might move. If relevant, locate on a world map any countries that the students have come from.

Pages 14 and 15 – Read pages 14 and 15. *Why is it important to help other people? What ways can we help others?* (Making connections) Ask the students to turn to a partner and tell when they have helped someone. *How do you help other people?* Discuss how the students treat each other with respect. Talk about rules in the classroom. *Why are rules important?*

Page 16 – Read page 16. Find New Zealand on the globe. (Making connections) *How has this book made you think more about the world and your place in it? What was the most interesting part of this book? Why?*

Vocabulary activity

Focus word: place

1. Reread page 4. *In my world, people can move from one place to another.*
2. Say “place” with me.
3. Tell the students that “place” means “where you are” whether you are sitting at your desk, eating dinner, or are up a mountain.
4. “Place” can also mean to put something down: *Kelly, would you please place those pencils on the table.*
It can mean where you finish in a race: *I went to watch my brother at a swim meet. He finished in second place.*
It can mean where something belongs: *Can you put those cups back in their proper place?*
5. Do the following activities:
 - Ask the students to imagine themselves at a particular place (for example, a soccer stadium or a sleepover). They can mime where they are and the other students can guess.
 - Play a variation on Simon Says. Ask the students to give instructions for placing objects on their desks. For example, “Please place the ruler next to the pencil.” If you don’t say “please” before “place”, they are out of the game.
6. *What is the word we’ve been learning that means where you are? Say “place” with me.*

ELL activity

Language objective: Developing an understanding of the words “different” and “same”

- Reread the text with the students.
- Read aloud pages 12 and 13.
- *Let’s look at the word “different”. Say “different” with me.*
- *What does “different” mean?* Draw a Venn diagram on the board, highlighting the outer circles in different colours. Explain that the circles are

highlighted in different colours because the things in these two circles are different. Write “different” beside each one. Highlight the intersected area with a different colour. Explain that this area is for things that are the same. Write “same” beside it.

- *Look at this pen and pencil. How are they different?* Provide examples to support the students. *How are they the same?*
- Record their ideas on the Venn diagram.
- Talk about how the students are different from one another and how they are the same.
- Ask them to create a Venn diagram in pairs showing how they are different and how they are the same. Support them to label their diagram with their name and their partner’s name. Label “different” next to each name and “same” on the intersection.
- Show them how to fill in the diagram with words (not sentences) and pictures.
- *Today we talked about how we are different and how we are the same. Let’s say those two words – different, same.*
- Ask them to tell you one way they are different from another student. *I am different from _____ because _____. Ask them to tell you one way they are the same as that student. We are the same because _____.*

Ideas for revisiting the text

1. Review and check

- Listen as the students reread the text, observing their fluency and decoding strategies. Provide support where necessary.

2. Stop and learn

a. Decoding/word attack activities

- Write “story” on the board. *What is the word for more than one story?* Write “stories” on the board.
- Tell the students that sometimes when we want to make a word plural, we change the end of the word before we add an “s”. With the word “story” and all other words that end in “y”, the “y” becomes “i” and then “es” is added.

BLM – Making words plural

The students can practise making words plural by completing the BLM. Review the words in the BLM to make sure they can read and understand them.

b. Comprehension activity

Tell the students that people often need help to find their way. Pretend that a new student has started school. Practise writing instructions, using signal words such as “next”, “then”, and “now” to get from the classroom to the adventure playground.

BLM – Writing instructions

The students can write instructions to get from the classroom to the playground. They can then draw a map of their directions.

c. Writing activity

Ask the students to choose an interesting place in their neighbourhood and write an advertisement explaining why people should visit it. They can draw a picture and write three interesting facts about it.

3. Suggestion for further activities

- Read fiction and non-fiction stories about people moving from one country to another.

Connecting with the topic books

The big ideas and anchor words in the anchor book are repeated and expanded on in the topic books. Select from these early topic books in the *Discovering My World* unit to use in further guided reading lessons – *Volcano!*, *My World from Above*, *This Is My Family*, and *Two Simple Rules*.

Unit Activities

These activities can be started after the introduction of the anchor book and throughout the reading of the topic books.

1. Learning centre

Include materials and activities so the students can become actively involved in building their understandings of the big ideas. For example:

- Maps of your local area
- A world map – the students can mark with pins where they come from and place string from that country to their town or city
- A computer for looking at satellite pictures from space
- A globe
- Travel diaries
- Games from other cultures, such as Mancala
- Lego, meccano, and other building sets for building trains, planes, and other kinds of transport
- Wall displays with photos of family celebrations and family trips.

2. Writing

- Provide the students with a postcard-size piece of card. Have them draw a picture of their home, family, or school on one side. On the other side, they can write a message about their picture.
- They could plan a celebration and write about the things they will do and the food they will eat.
- They could write poems about the landscape by brainstorming words that describe mountains, rivers, deserts, and jungles. They can combine the words to create list poems and display them with painted scenes.
- The students could do morning messages, shared writing or journal, writing on family celebrations, holidays, problems, and so on.

Emergent – for the students at this level, the drawing will be the important part. Scribe their story if they need some help or get one of the students to buddy.

Early – the students at this level should be able to write up to three sentences.

Fluent – the students at this level should be able to develop a story of at least five sentences.

3. People and places

- Have the students create a family tree. Use a tree branch for the tree. Model how a family tree works. The students may need to ask their family questions. They can draw pictures and write labels for family members. They could place their grandparents on the top of the tree, their parents on a lower branch, and themselves on the bottom branches.
- Family migration – ask the students to interview family members to find out where their parents, grandparents, and great grandparents were born, grew up, and married. *When did they move? Where did they go? Why? What were their stories?* Collect one story to tell. Use sticky notes or pins on a large map to show the journey.
- Penpals – they can write to a penpal or buddy up with another class in the world. Have them send drawings, photos, letters, and artefacts to show what life is like where they live.

4. Changing landscapes

- Find some photos of your local area from a long time ago. Discuss how the area has changed. Ask the students to recognise parts of the neighbourhood. Talk about how large buildings can change the shape of the landscape or cityscape.
- Ask the students to draw a picture of what their neighbourhood might look like in a hundred years.
- Set up a sand box or tray of soil. Encourage the students to build mounds of earth and trickle water across it to observe how water can change the shape of the land.
- Make an exploding volcano – create a papier mâché volcano around a small glass bottle that has four tablespoons of baking soda in it. In another container, add some red food colouring to one cup of vinegar. Pour the vinegar into the bottle that contains the soda.

5. How do I get to ...?

- Ask the students to draw a map showing how they get from their home to school.
- Ask the students to find the Southern Cross on a clear night. The Southern Cross has been the best friend of explorers and hikers for thousands of years. The tail of this kite-shaped constellation always points towards the south.

- Explore the United States – look at a map of the United States and create some “look and find” challenges. For example:
 - Which state touches only one other (Maine)
 - Which states are split into two parts. (Virginia, Michigan)
- Make a puzzle of the world – lay a sheet of tracing paper over a world map. Trace the continents. Cut them out and try fitting them together like a puzzle.
- Follow a treasure map – lay out a trail. Establish a starting point and use a circular path. Make the treasure map from torn pieces of paper. Write some clues that lead to a spot and ask the students to collect things along the way.
- Make, decorate, and fly paper planes.
- Make a boat using styrofoam.
- Treasure walk – the students can draw the route with a partner. Each student can search for his or her special treasure (something interesting or beautiful). At the end of the walk, they can share the treasure and the map showing where he or she found it.
- **Game – Flying Dutchman**
 Tell the students that the Flying Dutchman is the name of a famous ship and that a port is where ships dock. This game is about the Flying Dutchman, which is lost and roams the seas in search of a port.
 - Everyone joins hands in a circle except for two people.
 - These two people are the Flying Dutchman. They hold hands and walk along the outside of the circle looking for a port.
 - When they decide on a likely port, they have to break the handholds of two people in the circle.
 - The Flying Dutchman then runs around the circle one more time.
 - The two players whose handholds were broken have to rejoin hands and run around the circle in the opposite direction. They have to return to their port before the Flying Dutchman.
 - The first pair to return to their port closes the circle.
 - The partners on the outside have to roam in search of a new port.

6. Working Together

When there is conflict between students, they can work through a resolution process and come to a “win win” situation. Each person will have an opportunity to say what happened. The teacher or the student listening can summarise what they have heard and clarify what the other person meant to say.

- Together they can brainstorm ways to solve the problem.
- Then they can choose a solution and agree to put it into practice.

Investigate starting a peer mediation programme in the school.

A race with no rules

- Split the class into teams. Pair teams so that each one is facing another team.
- Give one team a ball, a plastic glass, and a plastic spoon. (Don’t tell them what to do with them.)
- Tell them that they are going to have a race. Say “ready – set – go”. Don’t give them any more information.
- After a couple of minutes, declare a winner and congratulate them. Interview them to find out how they are feeling about their victory.
- Discuss what happened (there needs to be rules to make this game work).
- The teams can make up some rules. One team will provide the rules and rerun the race. Discuss the differences between the two races.
- Let the other teams use their rules and rerun their races.

Game – Knots

This game gets people together by keeping them apart. To achieve this, everyone has to work together. Ask the students to form a knot by standing in a circle, shoulder to shoulder. They cross their arms, place their hands in the centre, and hold onto the hands either side of them. (Make sure that no one holds both hands of a person right next to them). Now, without letting go, they have to try and untangle their hands by weaving under and around.

A helping day

- Provide each student with a skill that that he or she can do. Pair up the students. Each student can help the other with that skill during the day.
- Note the students' progress throughout the day. Discuss when they have been given help and how it feels.

7. Games

- Create some track-and-field activities and hold a class mini-Olympics.
- Find out about sports from other countries and teach the students how to play them.
- Play cooperative games.
- Do some orienteering games.

8. Art activities

- Collage activity – the students could use photographs from home and pictures from magazines to create a collage of “my world”.
- Ask someone to teach the students about art from different cultures, for example, origami from Japan, Aboriginal dot painting from Australia, Native American rock painting.
- Painting scenes with monotonous – the students could paint:
 - a desert scene using yellows and browns, with some green
 - a jungle – shades of green with splashes of black.