

Strand: Geography

Theme: Maps

Purpose for Reading: To develop an understanding of maps and how to read them.

Comprehension Strategies: Making connections to text, recognizing factual text structures – maps, visualizing, applying knowledge, finding similarities and differences, setting a purpose for reading.

Vocabulary

Dictionary Words: classroom, computer room, library, office, playground

Vocabulary Words: book, children, class, student, teacher, woman

High-Frequency Words: after, be, big, do, down, from, get, make, of, out, some, there, will, your

Before Reading

- Ask students what they know about maps. Ask students to suggest different types of maps they know. *Why might a person use a map? What does a map look like? What kind of information is on a map?*
- Read the title and have the students predict what this book will be about. *What is happening in the photo? What do you think this book might be about? Will the school in this book look the same as your school? What do you think you might see in this school that is the same as in your school?*
- Read the title page together and ask students what the children are doing in the photo. *What part of the school do you think this is? What time of day do you think this photo may have been taken? What game are the children playing? What is the same about the children in this photo? How could a map help people that visit this school?*

Introduce the Picture Dictionary

- Ask students to turn to the picture dictionary. Read and discuss the photos and labels. Ask students to describe what is happening in each photo. Use questions such as, *Who could the person in the office be, and what might she be doing?*

Take a Photo Walk

- Pages 4–5: Invite students to look at the illustrations and describe what they see. Discuss students' inferences about page 5. *Where do you start reading the map? How do you know you start at the red dot? Which direction do we read? How do you know?*
- Pages 6–7: Discuss the photo and caption on page 6. Invite students to read the map on page 7. *Where does the map take us next? What do you think is happening in Room 1?*
- Pages 8–9: Discuss the photo and caption on page 8. Invite students to read the map on page 9. *Where does the map take us now? What can you tell about the size of the library compared to the other rooms? Why do you think the library needs more space?*
- Pages 10–11: Discuss the photo and caption on page 10. Ask students where the map takes us next. *What is happening in the computer room?*
- Pages 12–13: Discuss the photo and caption on page 12. Ask students where the map takes us next. *What time of day might this be?*
- Pages 14–15: Discuss what is happening in the picture on page 14. Ask students to predict what time of day it is. *Where do you think we need to go to eat lunch?* Have students infer from the map.

Read the Book

- Ask students to turn to the cover and read the title independently.
- Turn to pages 2–3. Read the dictionary words and the sentences on page 3.
- Turn to pages 4–5. Ask students to read these pages independently. *Remember to use your eyes, and point only if you need help to check.*
- Ask students to continue reading the book independently. Provide support as needed.

After Reading

Comprehension

- Ask students questions such as, *Why do you think the author wrote this book? How could a map of the school help new students? Who else could benefit from having a map of the school?*
- Ask students to look through the map pages again. *What do you notice about the maps? Why do you think extra words are added to the maps as we move through the book?*

Vocabulary and Word Recognition

- Tell students that words that are made up of two smaller words are called compound words. Write some examples on the board using one colour chalk for the first part of the compound word and a second colour to show the second word. Ask students to think of more compound words. List other examples in the same way.
- Have students turn to page 12 and find the compound word *playtime*. Clap the word *playtime*. *How many parts does this word have? What are the smaller words in this compound word?* Add this word to the blackboard list using the two colours. Direct students to find more compound words on pages

12 and 14 (*playground, lunchtime*). Clap each word to identify how many sounds it has, and add these words to the blackboard list.

- Ask students to look at the map on page 15. Discuss the use of capital letters on the map.

Oral Language

- Have the students chat with a partner about the types of things people could be doing in the office, computer room, lunch room, classroom and library. Ask students to think of as many things as they can, and to look back through the pictures to get more ideas.

Writing

- Ask students to write two lists: *Things I Like about School* and *Things I Don't Like about School*. Compare students' lists. Make one shared list on the board.

Creative Extension Activities

- Have students make a stick puppet of themselves and a visitor to use on the map they make from page 16 of the book.
- Have students use their stick puppets to show and tell visitors about their school.

Independent Follow-Up Activities

- Reread the book to a partner to build fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: _____

What do you like to do at school?

Draw and write about what you like best.



Name: _____

What do you like about school?

Read the words. Write your answers.

A book: _____

A game: _____

A song: _____

Learning about: _____

Time of day: _____

Food for lunch: _____

A place: _____

My friends: _____