

Strand: Geography

Theme: Maps

Purpose for Reading: To build knowledge of the procedure for making a treasure map.

Comprehension Strategies: Making connections to the world, recognizing factual text types, visualizing, synthesizing, determining author purpose.

Vocabulary

Dictionary Words: felt pens, instructions, key, map, outline

Vocabulary Words: boy, children

High-Frequency Words: an, be, big, do, get, help, make, now, of, people, put, some, what, where, will, with, your

Before Reading

- Ask students what they know about treasure maps.

What does a treasure map look like? What sorts of clues might be found on a treasure map? What does the map lead to? What sort of treasure might be found?

- Read the title and invite students to discuss the cover photo. *What are these children doing? Why might they be drawing a treasure map?*
- Read the title page together. Invite students to discuss the illustration. Have students describe the island and its features and discuss the location of the treasure. *How do you know where the treasure is? Why do you think an X often marks the place where treasures are hidden?*

Introduce the Picture Dictionary

- Ask students to turn to the picture dictionary. Read and discuss the photos and labels. Ask

students to describe what each photo shows. Use questions such as, *What is a key? What information is found in this key? What might the felt pens be used for? Why did the children choose these colours? What part of the map is this boy drawing?*

Take a Photo Walk

- Pages 4–5: Invite students to look at these pages and talk about what this part of the book may be about. Read the labels and the caption and have students infer what colour the children may use to draw mountains, trees, sea, buildings, etc.
- Pages 6–7: Have students look at these pages and describe what the boy is doing. Read the caption. *Why is the boy using such a large sheet of paper?*
- Pages 8–9: Invite students to look at these pages and read the caption. *What is an outline? Why is it a good idea to do the outline first?*
- Pages 10–11: Ask students to look at these pages and describe what the children are doing next. *How do you think these boys worked out where to put things on the map? Why are they adding a variety of different landforms on the map?*
- Pages 12–13: Have students look at these pages and describe what the boys add next. Read the caption and discuss the layout of the key. *Why do you think a key has only a small number of words on it? Why isn't it written in sentences?* Have students read the key together.
- Pages 14–15: Direct students to these pages and have them talk about what happens next with the treasure map. *Why does a treasure map need some*

instructions? Read page 15. As each instruction is read, have students trace a finger over the map to show the path to the treasure.

Read the Book

- Ask students to turn to the front 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

- Revisit the book and discuss the steps followed to make a treasure map. Tell students that the materials used to make the map in this book may not have been used to make treasure maps a long time ago. Draw a table with three columns on the board: *Steps to make the treasure map*, *Materials used in the book*, *Materials that may have been used long ago*.
- Ask students which group of people they associate with treasure maps. Discuss what students know about pirates.

Vocabulary and Word Recognition

- Have students think of words that rhyme with *map*. List the words on the board. Have students write the word *map* in their book, and then quickly make a list of words that share the *-ap* rime, like *cap, lap, rap, sap, tap, zap, chap, clap, flap*. Prompt students to the digraph *ch*, asking which two letters go together to make this sound. For words

beginning with a letter blend, have students stretch out the start of the word to listen for two sounds.

- Ask students to think of all the different types of things that might constitute treasure. Record students' responses on the board.

Oral Language

- Have students take turns explaining the steps involved in making a treasure map.

Writing

- Tell students that the steps in finding the treasure all begin with an action word. Brainstorm other action words that could be used in place of those on page 15. Have the students change the first word of each step to rewrite the instructions.

Creative Extension Activities

- Hide a treasure in your classroom. Have students write some instructions for a friend to search for the treasure. Tell them to make sure their key has clear landmarks and to reread their instructions to make sure they are easy to follow.
- Have students use a variety of materials to make a chest filled with treasures.

Independent Follow-Up Activities

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

Name: _____

Draw three pirates.

Think of interesting names for them.

Write the names underneath.



Write a sentence that describes each pirate.

Name: _____

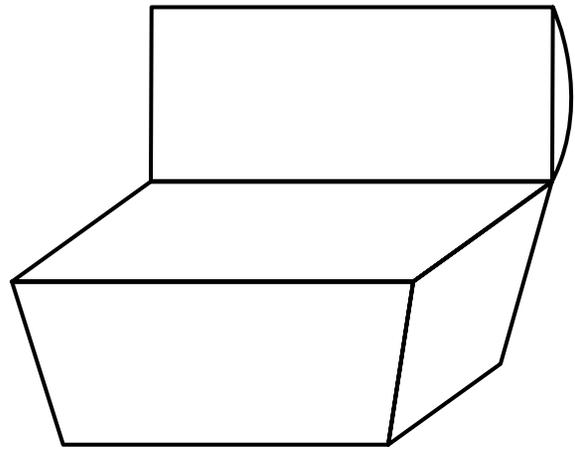
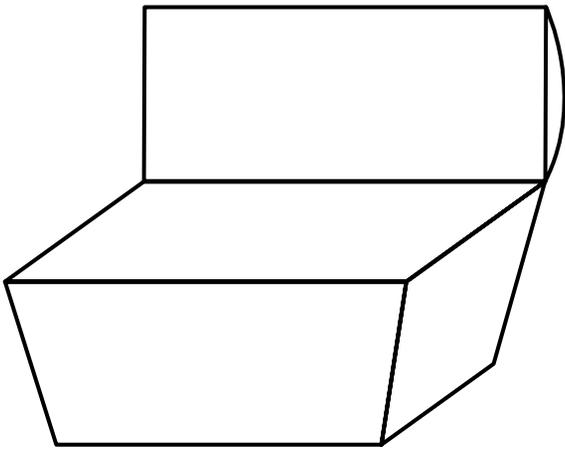
Draw two treasures in the chests.

Draw the things you think pirates tried to find.

Draw the things you would like to find.

Pirate's Treasure

My Treasure



Write what you would like to find in a treasure chest.
