

### Strand: Geography

### Theme: Maps

**Purpose for Reading:** To develop understandings of what road maps are and how to read them.

**Comprehension Strategies:** Making connections to the world, extracting information, making inferences, setting a purpose for reading, applying knowledge, comparing and contrasting.

#### Vocabulary

*Dictionary Words:* border, boulevard, freeway, hotel, national park

*Vocabulary Words:* bay area, Canada, Florida, Georgia, Indonesia, island, Johannesburg International Airport, Pretoria, Sumatra, United States of America

*High-Frequency Words:* all, from, get, have, help, if, make, may, of, one, people, some, take, that, them, there, they, two, want, where, would

#### Before Reading

- Ask students to talk about what a map is. *When might you use a map? Are all maps the same?* Discuss different types of maps. Why do people make maps?
- Read the title and invite students to talk about what they can see in the cover illustration. *What might the green parts be? What are the blue parts? What might the blue lines be?* Talk about all the things that might be found on a map.
- Read the title page together. Have students look carefully at this map and describe how it is the same as and different from the one on the cover. *What kind of map is this?*

#### Introduce the Picture Dictionary

- Ask students to turn to the picture dictionary. Read and discuss the photos and labels. Ask students to look carefully at each small map and locate where each of the labelled words is situated.

#### Take a Photo Walk

- Pages 4–5: Ask students to look at this map and read the caption. Have students discuss the key and locate the freeway, United States highway, state highway and state border on the map. Ask them to name other things they can see.
- Pages 6–7: Have students look at this map and read the caption. *What is different about this map?* Have students identify names of things they can see on the map. *Why is the word Canada bigger than the other words?*
- Pages 8–9: Read the caption and invite students to talk about this map. *Why do you think this map looks less busy than the others we've seen? What makes this map easier to follow?* Prompt students to notice the straight lines and grid pattern.
- Pages 10–11: Read the caption and ask students to name some interesting features of this map. *Which parts are land and which parts are sea? What does this tell us about the places on the map?*
- Pages 12–13: Read the caption. Ask students what they notice about this map. *How do you know there is a hotel near the airport? What else do you see?*
- Pages 14–15: Read the caption and ask students what makes this road map simple. Have them describe things they see on 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 just point if you need help to check.*
- Ask students to continue reading the book independently. Provide support as needed.

## After Reading

### Comprehension

- Have students return to the book to extract information about road maps. *What do you need to know to be able to read a road map? What do these road maps show? Make a list on the board. What things on a map are easy to read? How might it help the driver to see the green and blue areas clearly marked?*
- Support students to infer the meanings of new words. Turn to pages 6–7. Reread the caption and explain that Canada and the United States are different countries that are joined by land, and that to get from Canada to the United States you need to cross the border. *What do you think the border might be? What might it look like?* Repeat on pages 8–9 using the words *parkways*, *boulevards*, and *causeways*. Have students use the map and the text to infer meanings.
- Have students compare how the maps are similar and different. Make a comparison chart of students' responses.

### Vocabulary and Word Recognition

- Have students find the word *place* on page 3 and discuss the soft *c*. Ask them to think of other words

they know that have a soft *c*. Write them on the board. Ask students how we know when a word should have an *s* or a *soft c*. Tell them that the more words you see, the better you get at recognizing whether words look right. Sometimes it helps to write the word both ways, for example, *plase/place* and think about which way looks right.

- Build vocabulary by having students write all the different words that can be used for streets or roads. Make a list on the board. Have them find words in the book and then guide them to others like *court*, *avenue*, *circuit*, *drive*, *way*, etc.

### Oral Language

- Have students work in pairs and use the map on page 9 to locate two places. Have them take turns instructing their partner on how to get there.

### Writing

- Have students write all the map words that appear in the book. Have them choose two words and write a sentence about each.

### Creative Extension Activities

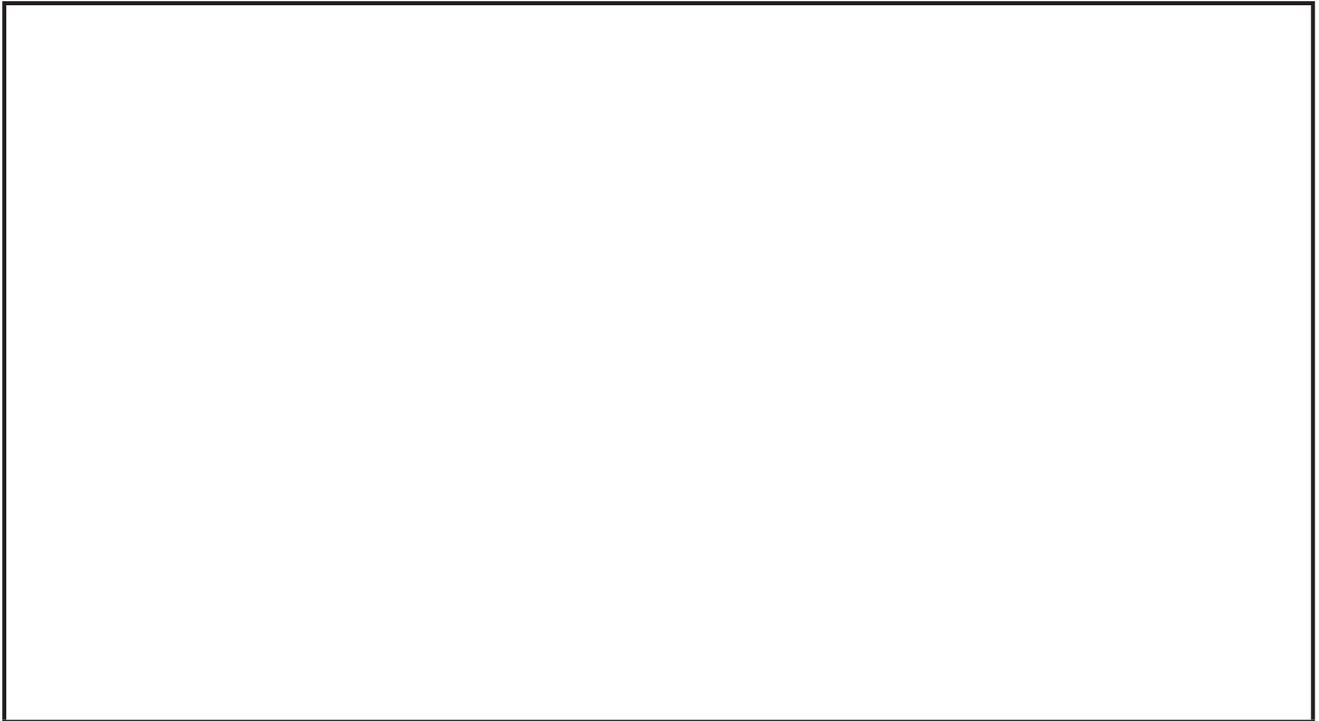
- Have students use a car mat and toy vehicles to play a game with a friend. Each person must describe where they are going as they move their vehicle around the mat. Players must use three or more words that appear on real maps.
- Have students think up a game that they could play in the car or bus on a long trip.

### Independent Follow-Up Activities

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

Name: \_\_\_\_\_

It's good to have things to do on long trips.  
Draw and write about the things you like to do.



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Name: \_\_\_\_\_

Write two different ways to get from Bunyip Park to Emu Park. Use the map on page 9 of the book to help you. Write the directions for each way.

First way:

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Second way:

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