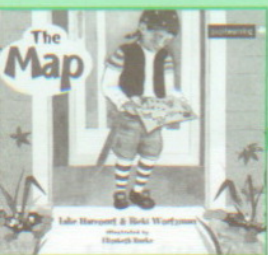


THE MAP



Story Synopsis

This story about spatial relationships begins with a young boy finding a map. He follows the map past a gate, along a path, over a bridge, and so on. He continues to follow the map's directions until he reaches a playground, where he enters a shed decorated as a pirate ship. Children will enjoy the pirate theme and the surprise ending.

LITERACY ELEMENTS

connecting words: and

WORDS TO DISCOVER

I
found
went
and
positional words
the

MATH CONNECTIONS

GEOMETRY AND SPATIAL SENSE
relative position
position of objects in space

ESL CONSIDERATIONS

Positional language (e.g., along, beside, between) becomes more accessible when modelled.

Overall Learning Opportunities



Children will:

- demonstrate understanding of a variety of written materials that are read to them
- make sense of simple written materials
- use and respond to a variety of media materials



Children will:

- use language accurately to describe basic spatial relationships

Activity Menu

Reading Together, page 78

Read the story to the class or a small group. The pattern of the book will encourage children to predict what happens next.

Guided Reading/Picture Walk, pages 79–80

Meet with children who are at Instructional Level D to guide them through the text, using discussion, a Picture Walk, Independent Reading, and Revisit and Reinforce the Story.

As a Group, pages 81–82

Following Directions – Children create a map to show understanding of locating/positional words.

Obstacle Course – Children use positional words to work through an obstacle course.



Where Is It? – Children respond to positional language to locate a hidden treasure.

The Map Says – Children respond to positional language as they play a variation of *Simon Says*.

Independent Work, pages 83–86

Blackline Master 33 asks children to draw what they read.

Blackline Master 34 provides practice in putting the story in order.



Blackline Master 35 provides practice in interpreting and describing spatial relationships.

Blackline Master 36 asks children to draw different objects and describe their positional relationships.

LEARNING OPPORTUNITIES

Children will:

- listen to stories for enjoyment and information
- make connections between their own experiences and those of storybook characters
- identify some features of books
- demonstrate understanding of a story by making predictions

YOU WILL NEED

- index cards with the positional words from the story
- props to stand for places in *The Map*
- index cards with the names of places from *The Map*

PLANNING AHEAD

Make a large, simple map of the classroom, showing a roundabout route from the story area to a large X. Before you read *The Map*, place the book at the X.

TEACHING tip

Before rereading the story, invite a volunteer to point to and read the title of the book. Invite children to chime in as you read the story aloud.

Getting Ready to Read

Post the treasure map that you made (see Planning Ahead in the margin) and challenge children to direct a volunteer through the route until they reach the book.

Show the cover art and ask children to predict what the title might be. Look at the picture on the cover and ask:

- Why do you think the boy is dressed as a pirate?
- What has the boy found on his front step? How do you think it got there?
- What do you think the boy will do with the map?

As You Read

Use your finger to follow the path that the boy takes. Pause after reading “I found” and invite children to anticipate where the boy will go next. Stop at the end of page 7 and ask:

- What do you think the boy might find inside the ship?

Turn the page and find out.

Returning to the Story

Engage children in talking about the story by asking open-ended questions, such as:

- What was your favourite part of the story?
- Who do you think left the map for the boy? Why?
- What kind of theme parties have you been to?
- What do you like to do on your birthday?

Ask children questions to help them recall specific details, such as:

- Where did the boy go first? What did he find there?
- Where did the boy go next? What did he find there?
- What did the boy do after he went up the ladder?
- Where was the last place the boy went?

Extending the Reading Experience

• Give each child an index card with one of the positional words from the story (through, along, between, over, under, up, down, in) written on it. Children can hold up their card when you get to their part of the story. Point to a card at the appropriate time so the class can read it together.

• Extend the middle of the story. Put the index cards with the positional words in one pile and the index cards with places in the story in another pile. Invite children to mix up the words from the piles and describe other places the map might have taken the boy. Record their choices in the pattern of the story text:

I went (over) the (table) and found the (ladder). I went (under) the (ladder) and found the (slide).

Invite interested children to illustrate the new map the class creates.

• Set up some simple props in the classroom, gym, or playground. Label the props with the index cards of places from the story (gate, path, trees, bridge, table, ladder, slide, ship). Ask for volunteers to act as the little boy while you and other children read the directions. When the volunteer reaches the final destination, everyone yells Surprise!

LEARNING OPPORTUNITIES

Children will:

- listen to stories for enjoyment and information
- make connections between their own experiences and those of storybook characters
- retell stories in their own words

YOU WILL NEED

- some maps: to the school, of the school, a road map, and so on
- colouring materials

TEACHING tip

During *Picture Walk*, to elicit first person singular responses to your prompts (I found, I went), role-play that you are the boy in the story. To reinforce the positional words, confirm the various responses, for example, "Yes, I went through the gate and found the path."

Setting the Scene

Show the children some map samples.

Ask:

- What is a map used for?

Show the children the map on the cover of the book. Ask:

- What is this map showing?
- What do you think this story is about? Why do you think that?

Reading the Text

Picture Walk

By role-playing the boy in the story, you will elicit first person singular responses to your prompts (I found, I went).

Have the children turn to pages 2–3. Ask:

- What did I find on my doorstep?

Turn to pages 4–5. Ask:

- When I went **through** the gate, what did I find?
- I went **along** the path and what did I find?
- What did I go **between** to find the bridge?
- I went **over** the bridge and found the ___?

Turn to pages 6–7. Say:

- I went **under** the ___ and found the ___.
- What did I go **up** to find the slide?
- I went **down** the ___ and found the ___.
- I went **in** the ship and found . . .

Encourage guesses from the children. Ask:

- What do you think I found in the ship?

To reinforce the positional words, confirm the various responses, for example, "Yes, I went through the gate and found the path."

Turn to page 8. Ask:

- What did I find?

Invite children to "read" the picture and gather information from it. Focus children by using prompts, such as:

- What do the footsteps show us? How do you know?
- How do you know this is a surprise party?
- What is the reason for the party? How do you know?

Independent Reading

Have the children read the whole book independently with as little assistance as possible.

After Reading

Say to the children:

- The boy in the story was surprised by the birthday party. Tell us about a time when someone surprised you. What did you do? Show us how your face looked. What did you say? Was it fun?
- Do you like surprises/being surprised? Why or why not?

OBSERVING FOR ASSESSMENT

During *Independent Reading*, assess specific reading behaviours and make anecdotal notes of your observations. For example, does the child:

- show an interest in reading the book independently?
- finger point?
- self-correct?

Revisit the Story

Discuss the story using open-ended prompts to engage children in talk. Ask:

- What part of the story did you enjoy most? Why?
- Which picture did you think was the most interesting? Why?
- Where would you like to go if you were following a map? Why?

Engage children in recalling specific information from the story. Ask:

- Why did the boy's mother drop the map?
- What would have happened if the boy hadn't found the map?
- Starting with the gate, what were the things the boy saw that led him to the party?
- The ship wasn't really a ship. What was it?

Focus children on the language of the story, with particular emphasis on the meaning of the concept words: over, under, through, between, in, up, along, and down. To secure the meanings of these words, have a few children demonstrate the meaning by walking or crawling over, under, and so on.

Reinforce the Story

To reinforce the landmarks and the children's understanding of the word meanings, have them use **Blackline Master 33** to draw pictures of the various places the boy had encountered in the book. Invite children to retell the story in their own words by using the pictures as a guide.



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LEARNING OPPORTUNITIES

Children will:

- make connections between their own experiences and those of storybook characters
- listen and respond to others in a variety of contexts
- contribute words or sentences to a class narrative

YOU WILL NEED

- scissors and glue

Activity: Following Directions

Ask children to describe how to get from the classroom to another place in your school, such as the library, the office, or the gym. Write the directions given.

When the directions are complete to the satisfaction of the children, use them to sketch a map that you will follow on a class journey. Walk slowly, following the directions. As you go, encourage children to help you revise the map if necessary. Back in the classroom, talk about how your map and your journey were similar to, and different from, the boy's experience in the story.

Extension

Brainstorm a list of the various "landmarks" you met on your walk from the kindergarten to your selected destination. Together, organize the items so they are in sequential order from the kindergarten to the destination. To reinforce the importance of sequence, use Blackline Master 34 to have the children put the pictures in the order the boy encountered along the way.



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LEARNING OPPORTUNITIES

Children will:

- listen and respond to others in a variety of contexts

YOU WILL NEED

- index cards with positional words on them
- equipment for building an obstacle course

Activity: Obstacle Course

Place a positional word card at each of several locations in a large, open area in the classroom or gymnasium.

Divide the class into small groups. Have each group go to one of the locations. Ask each group to read to the class the card it finds there.

Invite each group to choose furniture or equipment that could be used to demonstrate its positional word. Each group can set up its obstacle, then return to the larger group.

The children then take turns going through the obstacle course, following the direction of the positional word card at each station.

Extension

Ask the children if they've ever made something into something else. For example, maybe they've pretended that a table was a house, or an upside-down table was a car or a boat or a train. Encourage children to use the materials from the obstacle course for another purpose. Invite them to share their ideas with the class.

As a Group

LEARNING OPPORTUNITIES

Children will:

- use language accurately to describe basic spatial relationships

YOU WILL NEED

- a treasure box

PLANNING AHEAD

Hide a treasure box, preferably decorated, somewhere in the classroom.

Activity: Where Is It?

Reread *The Map* and encourage children to listen to where the map took the boy. List the positional phrases. Ask:

- What did the boy find at the end of the map?

Tell children they are going to follow directions, just like the little boy, to find a treasure box that is hidden in the classroom. Invite 1 or 2 volunteers to look for the treasure by following your instructions. Include such positional words as above, below, over, under, between, in, and out. Repeat with other volunteers.

On other days, invite volunteers to hide the treasure box and offer the instructions for their classmates to follow.

Extension

Use **Blackline Master 35** to provide additional practice in describing spatial relationships. Ask children to colour, following the directions you give, such as:

- Draw a bird **above** the boy's head.
- Draw a flower **below** the bridge.
- Draw a ball going **down** the slide.
- Draw a tree **beside** the play structure.
- Draw someone going **up** the ladder.
- Draw something **in** the playhouse.

Ask children to describe where the boy is in the picture.



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LEARNING OPPORTUNITIES

Children will:

- use language accurately to describe basic spatial relationships

YOU WILL NEED

- a mock map
- a variety of stamps, cutouts, drawings, stickers, and so on

Activity: The Map Says

Remind children how the boy had to follow directions in *The Map*. Explain that you are going to give the children some directions to follow as you play a variation of the game *Simon Says*. It's called *The Map Says*. You may want to pretend to be reading from a map. Provide simple instructions for the children to follow, such as:

- The map says sit on a chair.
- The map says stand beside a table.
- Put your hands behind your back!
- The map says stand between 2 tables.

Include a variety of positional and spatial words. Invite volunteers to suggest actions or to lead the game.

Extension

Use the scene on **Blackline Master 36** to have children show different positional relationships, using stamps, drawings, stickers, and so on. You might define the words to illustrate or prompt children select their own. Children can use counters or toy figures to act out a story involving positional language before being asked to draw on their own. Encourage children to share their pictures and describe the position of each object they include.



Page 86

Name _____

Draw pictures.

the gate

the path

the trees

the bridge

the table

the ladder

the slide

the ship

Name _____

Cut and put in order.

1.



5.

2.

the path

6.

the gate

3.

the bridge

7

the trees

4.

8.



the ladder

the table



the slide

The Map

BLM 35

Name _____

Draw



Name _____

Draw.

