

- For students reading at
Literacy Level C/3, including:
- English-language learners
 - Students reading below grade level
 - Kindergarten emergent readers

Objectives at a Glance

COMPREHENSION

Students will:

- Compare and contrast
- Read aloud to clarify
- Utilize text and graphic features
- Summarize the information in the book
- Answer text-dependent questions

VOCABULARY

Students will:

- Recognize high-frequency words
- Develop Tier Two vocabulary
- Develop Tier Three vocabulary

GRAMMAR AND LANGUAGE DEVELOPMENT

Students will:

- Recognize the sentence structures *The ____ is in my ____* and *The ____ is on my ____*
- Use the prepositions **on** and **in**

PHONEMIC AWARENESS

Students will:

- Listen for initial /h/

PHONICS

Students will:

- Use first-letter cues to solve words
- Recognize words with initial "h"

FLUENCY

Students will:

- Stop at the end of each sentence

CONCEPTS ABOUT PRINT

Students will:

- Read a spread left to right

WRITING

Students will:

- Write to a picture prompt

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A Map of My House

Theme: Using Maps

- A Map of My House (C/3)
- Near and Far (E/7)

Social Studies Big Idea:

Readers learn to identify the rooms in a house on a map.



Before Reading

Related Resources

The following Benchmark Education resources support this lesson.

Other Early Explorers Books

- Mapping the Way G/11
- Sam Finds the Way G/11
- The Lost Pirate I/15
- Where Are We? I/15

Fluency and Language Development

- *A Map of My House* Audio CD

Comprehension Resources

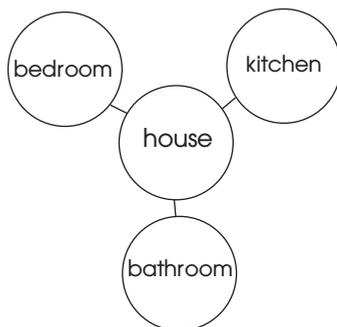
- *A Map of My House* question card
- Power Tool Flip Chart for Teachers
- Student Bookmark
- Compare and Contrast poster

Assessment

- *Early Explorers Overview & Assessment Handbook*
- *Grade K Comprehension Strategy Assessment Book*

Make Connections and Build Background

- **Use Art** Give each student a pencil and piece of paper. **Say:** *We will read a book called A Map of My House. I will draw a map of my bedroom.* Sketch a simple drawing, including the furniture and doorways. Show your map to the group and point out its details. Then invite each student to sketch a map of a room and share it with the group.
- **Use a Graphic Organizer** Draw a circle on the board and write the word house in the center. Read the word. **Ask:** *What are some rooms in a house?* As students respond, create a concept web about a house. Then read each word and ask students to echo-read.



Introduce the Book

- Give each student a copy of the book. Remind students they will read about a map of a house. Preview the book, encouraging students to interact with the pictures and text on each page as you emphasize the elements from the page 3 chart that will best support their understanding of the book's language, concepts, and organization. (Items in bold print include sample "teacher talk.")
- **Pages 2–3 Words to Discuss** Ask students to point to each photograph as you say its matching label. Repeat the process, inviting students to echo-read. After students Think/Pair/Share what they know about each word, fill in any missing details. **Say:** *We will see these words in the book.*
- **Page 4 Graphic Feature** *This page has a **map**. A map is a drawing of a place. What is on the map?* (the rooms and hall in a house)
- **Page 4 Spanish Cognate** **Say:** *Does **map** sound like a word you know in Spanish?* (Allow time for students to respond.) *The English word **map** sounds like the Spanish word **mapa**. **Map** and **mapa** mean the same thing.* Write the word **map** on the board and ask students to locate it on page 4 in the book.

Pages	Text and Graphic Features	Words to Discuss	English/Spanish Cognates	Sentence Structures
Cover	title, author, photo			
1	title page, photo			
2–3	photos, map	hall, kitchen, map, living room		
4–5	photo, map	map, house	map/mapa	
6–7	photo, map	kitchen	in/en	The ___ is in my ____. The ___ is on my ____.
8–9	photo, map	hall		
10–11	photo, map	bathroom		
12–13	photo, map	bedroom		
14–15	photo, map	living room		
16	photo	family	family/familia	

- **Page 6 Sentence Structure** Write *The ____ is in my ____* on the board. Read the sentence structure aloud and ask students to repeat it several times. **Say:** *We use this sentence structure to tell about something.* Model using the sentence structure to tell about something in the classroom, such as *The book is in my desk.* Then assist students in forming their own sentences using the structure. **Say:** *This sentence structure is in the book. Can you find the structure on page 6? Frame the sentence. Let's read the sentence together.*

Rehearse Reading Strategies

- **Say:** *One word in this book is **room**. What letter do you expect to see at the beginning?* Allow time for students to respond, assisting as needed. Then ask them to find the word **room** on page 14. **Say:** *Use first-letter sounds to help you when you read.*
- Remind students to use other reading strategies they are learning as well, such as checking the pictures and returning to the beginning of the sentence if something doesn't sound right.

Set a Purpose for Reading

- Direct students' attention to the web. **Say:** *Now it's time to whisper-read the book. Read to learn about rooms in a house.*

Cue Source	Prompt	Example	Page
Graphophonic	Look at the first letter.	family	16
Syntactic	Think about the sentence structure.	The hall is in my house.	8
Semantic	Check the picture.	bedroom	12

During Reading

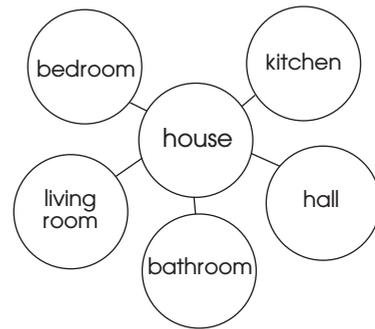
Observe and Prompt Reading Strategies

- After the supportive introduction, students should be able to read all or most of the book on their own. Observe students as they read. Take note of the graphophonic, syntactic, and semantic cues they use to make sense of the text and self-correct. Prompt individual students who have difficulty problem-solving independently, but be careful not to prompt English-language learners too quickly. They may need more time to process the text as they rely on their first language for comprehension.

After Reading

Use the Graphic Organizer to Summarize

- Ask students to think about their reading. **Say:** *Look at our web. Do we need to add any rooms? Record words students suggest. Choral-read the entire web. Then ask students to use the graphic organizer to tell a partner about the book.*



Reading Strategy Mini-Lesson: Read Aloud to Clarify

- **Reflect Ask:** *Did you understand what you read? What parts were hard to understand? How did you help yourself?*
- **Model Say:** *I want to understand what I read. Sometimes I read aloud to figure out a tricky part. Ask students to turn to page 7. **Say:** The first time I looked at this page I was confused. Why was one section of the map a different color? Then I read the page aloud: The kitchen is on my map. Now I understand that the map shows the kitchen in color. Now the page makes sense. I'm ready to keep whisper-reading.*
- **Guide** Ask students to turn to page 12. **Ask:** *What room is this page about? (Allow time for students to respond.) Let's check by reading the page aloud together. Then we will be sure we understand what room this is. Read the page aloud together and briefly discuss how this clarifies or confirms students' understanding.*
- **Apply** Invite students to turn to a tricky page. Then ask students to tell a partner about the page. Afterward, they should read the page aloud to make sure they understand it. Observe students as they read aloud to clarify, providing assistance if needed. See the *Early Explorers Overview & Assessment Handbook* for an observation chart you can use to assess students' understanding of the monitor-reading strategy. Then **say:** *You can read aloud any time you need to. Remember to read aloud to help you understand.*

Answer Text-Dependent Questions

- **Explain** Remind students that they can answer questions about books they have read. **Say:** *We answer different kinds of questions in different ways. I will help you learn how to answer each kind. Tell students today they will practice answering Look Closer! questions. **Say:** The answer to a Look Closer! question is in the book. You have to look in more than one place, though. You find the different parts of the answer. Then you put the parts together to answer the question.*
- **Model** Use the second Look Closer! question on the question card. **Say:** *I will read the question to figure out what to do: What sentence tells the main idea for this book? The words **main idea** mean I need to look for the most important statement. What other words in the question will help me? (Allow student responses.) Yes, I need to look for a **sentence** that **tells** the main idea. Model looking through the book. **Say:** *I see a map that shows all the rooms in the house. Then turn to page 4. **Say:** I read: I have a map of my house. This sentence states the main idea of the book. The answer makes sense. I have found the answer in the book.**
- **Guide** Ask students to answer the other questions on the question card. Use the Power Tool Flip Chart and Student Bookmark to provide additional modeling as needed. Remind students to ask themselves: *What is the question asking? How can I find the answer? Does my answer make sense? How do I know?*

Build Comprehension: Compare and Contrast

- Explain** Create an overhead transparency of the “A Map of My House” graphic organizer on page 12 or draw it on the board. Label the columns **All Rooms**, **Many Rooms**, and **Some Rooms**. **Say:** *Nonfiction books sometimes tell how things are alike and different. We **compare** by telling how things are alike. We **contrast** by telling how things are different.*
- Model Say:** *Let’s figure out how **all** the rooms in A Map of My House are alike. Ask students to turn to page 4. **Say:** We see a map of the girl’s house. All the rooms are on the map. All the rooms have doors. Being on the map and having doors are ways all the rooms are alike. Write these details in the first column of the graphic organizer. **Say:** Now let’s look for a way **many** of the rooms are alike. I see on the map that many rooms have chairs. I see chairs in some of the photographs, too. Write this detail in the second column. **Say:** Now let’s find ways **some** rooms are different. For example, the room on page 12 has a bed. Write this detail in the third column.*
- Guide Say:** *Let’s find other ways rooms are different. What do the rooms on pages 6 and 10 have? (Allow time for students to respond, assisting if needed.) Yes, both rooms have a sink. No other room in the house has a sink, though. Where should we write about sinks on the graphic organizer? (Again allow time for students to respond.) Yes, we can write “have a sink” in the third column.*

- Apply** Ask students to work with a partner to find other things that all, many, or some of the rooms have. If more support is needed, utilize the “Guide” process. Finally, read the completed graphic organizer aloud and invite students to echo-read.

Name: _____ Date: _____

A Map of My House

All Rooms	Many Rooms	Some Rooms
<ul style="list-style-type: none"> • on the map • have doors • have things made of wood 	<ul style="list-style-type: none"> • have chairs • have a window • have pictures on the wall 	<ul style="list-style-type: none"> • have a bed • have a sink • have a lamp • have a plant

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Home Connection

- Give students the take-home version of *A Map of My House* to read to family members. Encourage students to work with a friend or family member to draw a map of their own home. Invite them to bring their maps to share with the group.

Reader Response

Invite students to respond to the book in a way that is meaningful to them. Model and use think-alouds as needed to scaffold students before they try the activities on their own.

- Draw your favorite room in the book. Tell why you like it.
- Write three words that describe the girl's house.
- Tell about another map you have seen.
- Use the photographs in the book to retell the information to a partner.
- Write about a connection you made to the book.
- Pretend you live in the house in the book. Tell a partner about each room.

Write to a Picture Prompt

- **Analyze Feelings** Tell students they will talk about a picture from the book. Then they will write about the picture. Ask them to turn to page 16. **Say:** *I will look at the faces of the family members in this picture. I will try to figure out how the family feels. **Everyone in the family is smiling. I think the family is happy to be in their house.** Now I will write my ideas.* Model writing your sentences on the board. Ask students to describe the feelings of someone in a picture. Allow time for students to share their descriptions, providing assistance as needed. Then **say:** *You figured out how someone in a picture might feel. Now write your idea. After you are finished, read your writing to a partner.*

Concepts About Print

- **Read a Spread Left to Right** Turn to pages 10 and 11. Explain that the pages readers see in an open book are a **spread**. Point out that some spreads have words on both the left and right page. **Say:** *We read the left page first. Then we read the right page.* Without reading aloud, model how to slide your finger under the first and second lines of print on the left page. Then move your hand and slide your finger under the first and second line of print on the right page. Invite students to mimic your actions.

Phonemic Awareness:

Initial /h/

- Tell students you will read a sentence from *A Map of My House*. Ask them to listen for words that begin with the **/h/** sound: *"The hall is in my house."*

(page 8) Reread the sentence if needed so students can identify the words **hall** and **house**.

- **Say:** *I will name some things you might see in a house. Some begin with the /h/ sound and some do not. Listen carefully. Say “hello!” if you hear a word that begins with /h/: **hamper, hat, table, rug, hose, lamp, bed, ham.***

Phonics: Initial “h”

- Write the letter “**h**” on the board. Tell students they will go on a letter “**h**” hunt in *A Map of My House*. Ask them to locate words that begin with “**h**” on pages 4, 6, 8, 9, 10, 12, 15, and 16.
- Ask students to brainstorm words that begin with /h/. Make a list on the board. Read each word, inviting students to echo-read.
- **Say:** *I will tell you a riddle. You can guess which word answers the riddle. I will circle the letter “h” in the word. Then you will know you guessed correctly. Model the process using one of the words on the list, such as *I am like a small mountain. What am I? (hill)* Invite each student to make up a riddle about one of the words and circle the letter that makes the /h/ sound.*

Vocabulary

- **Tier Two Vocabulary** Pronounce the word **distinct** and ask students to repeat it. **Say:** *Something that is **distinct** is different and special. Every room in a house is distinct from the others. A bedroom is distinct because it has a bed. A kitchen is distinct because it has a stove. Discuss other*

things that are **distinct**, such as the cover of a book or the stripes on a zebra. Then model a sentence, such as *My desk is **distinct** because it is large and has a can of pencils on top.* Invite students to share their own sentences, providing assistance as needed. **Ask:** *What word have we been talking about? Yes—**distinct**. Let’s try to use the word **distinct** many times today. We can use the word at school and at home.*

- **Tier Three Vocabulary** Review the book with students and write the words **map, house, hall, kitchen, living room, bathroom, bedroom,** and **family** on the board. Ask students to read the words with you. Then invite pairs of students to take turns responding to naming requests about the words, such as *Name two things you might see in a **kitchen**.* For additional practice, students may work as a group or in pairs to complete the vocabulary activity on page 11.

Grammar and Language Development

Prepositions **on** and **in**

- **Model** Explain that authors sometimes use phrases that begin with the word **on**. Ask students to read the sentence on page 7 with you: *The kitchen is on my map.* **Say:** *The words **on my map** explain where the kitchen can be found. I use the word **on**, too. Pantomime some simple actions and make up a sentence for each one, such as:*
*The pencil is **on** my desk.*
*The list is **on** the board.*
*The poster is **on** the wall.*

- **Guide** Invite students to read the first sentence on page 8 with you. **Ask:** *Where is the hall?* (in my house) Ask students to name something that is **in** something else, such as a book **in** a desk. Then invite them to make up sentences using the word **in** and pantomime the actions.
 - **Apply** Pair students. Give each pair a box and two small objects. Ask them to put one object in the box, one object **on** the box, and make up sentences describing their actions. As each partnership shares, write their sentences on the board and circle the words **on** and **in**.
- Ask students to turn to pages 12 and 13. Choral-read the two pages with them, stopping at the end of each sentence.
 - Invite students to take turns reading *A Map of My House* with a partner. Remind them to stop at the end of each sentence.

Fluency: Stop at the End of Each Sentence

- **Say:** *Each sentence in a book is a complete thought. We stop at the end of each sentence.*
- Ask students to turn to pages 6 and 7. First, read the sentences without stopping. Discuss how this makes the listener feel. Then read the pages again, stopping at the end of each sentence. Ask students to echo-read.

Name: _____

Date: _____

Vocabulary

Choose four words from the box. Write a sentence for each word. Draw a picture for each sentence.

map	hall	kitchen	living room
bathroom	bedroom	house	family

Word: _____

Sentence:

Name: _____

Date: _____

A Map of My House

All Rooms	Many Rooms	Some Rooms