

- For students reading at
Literacy Level E/7, including:
- English-language learners
 - Students reading below grade level
 - K–1 emergent readers

Objectives at a Glance

COMPREHENSION

Students will:

- Identify stated main idea and supporting details
- Discuss ideas with others
- 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 sentence structures *I can* ____ *to* ____ and *The* ____ *is* ____
- Use present tense verbs

PHONEMIC AWARENESS

Students will:

- Listen for initial /m/

PHONICS

Students will:

- Use final-letter cues to solve words
- Recognize words with initial "m"

FLUENCY

Students will:

- Read with appropriate stress or emphasis

WRITING

Students will:

- Write to a picture prompt

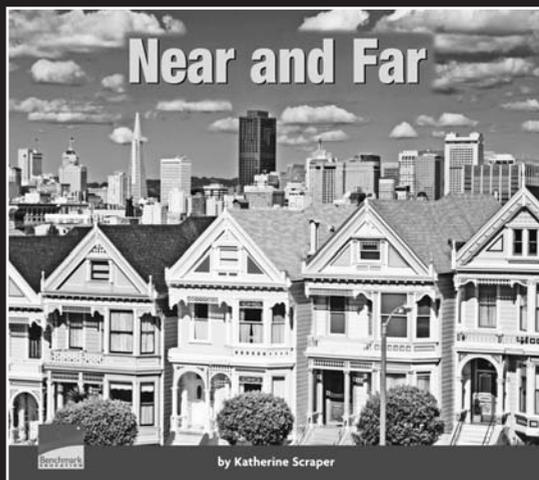
Near and Far

Theme: Using Maps

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

Social Studies Big Idea:

Readers learn how to identify places in the community on a map.



ISBN 978-1-4008-7501-3



9 781410 875013



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

- *Near and Far* Audio CD

Comprehension Resources

- *Near and Far* question card
- Power Tool Flip Chart for Teachers
- Student Bookmark
- Identify Main Idea and Supporting Details poster

Assessment

- *Early Explorers Overview & Assessment Handbook*
- *Grade K or 1 Comprehension Strategy Assessment Book*

Make Connections and Build Background

- **Use Maps** Display a city or town map.
Say: *We will read a book about a map. The boy in the book finds places on the map. Some places are near his home. Some places are far from his home. Locate your school and another familiar place on the map, such as a park. Ask students whether the park is near or far from the school. Then invite student partners to locate other places on the map and determine whether they are near or far from the school. Provide support as needed.*

- **Use a Graphic Organizer** Write the word **Places** on the board and underline it. Read the word and ask students to help you list different places in your community. As students respond, write the words under the heading. Then read each word and ask students to echo-read.

<p><u>Places</u> school park hospital library fire station</p>
--

Introduce the Book

- Give each student a copy of the book. Remind students they will read about places in a community. 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.*

Pages	Text and Graphic Features	Words to Discuss	English/Spanish Cognates	Sentence Structures
Cover	title, author, photo			
1	title page, photo			
2–3	photos, labels	library, mall, park, school		
4–5	photo, map	map, places, near, home, far away	map/mapa	
6–7	photos, map	school, walk	to, too/tu (false cognate)	I can ____ to ____.
8–9	photo, map	store		The ____ is ____.
10–11	photos, map	park	park/parque	
12–13	photo, map	library, bike		
14–15	photos, map	mall, car	car/carro, me/mi (false cognate)	
16	photo			

- **Page 4 Spanish Cognate** 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. What is one thing you might see on a **map**? (Allow time for students to respond.) Write the word **map** on the board and ask students to locate it on page 4 in the book.
- **Page 5 Graphic Feature** This page has a **map**. A map can show many places. This map shows places in the boy's community. What place is the boy pointing to on this map? (his home)
- **Page 7 Sentence Structure** Write *I can ___ to ___* 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 we can do. Model using the sentence structure to tell about things you can do, such as I can go to the office or I can send a letter to my friend. 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 7? Frame the sentence. Let's read the sentence together.*

Rehearse Reading Strategies

- **Say:** *One word in this book is walk. Say the word walk. What letter do you expect to hear at the end? Allow time for students to respond, assisting as needed. Then ask them to find the word walk on page 7. Say: Use final-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 list of places. **Say:** *Now it's time to whisper-read the book. Read to learn where the boy goes in his town.*

Cue Source	Prompt	Example	Page
Graphophonic	Look at the final letter.	near	6
Syntactic	Think about the sentence structure.	I can walk to the store.	9
Semantic	Check the picture.	mall	14-15

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 list. Which places did we read about in the book?* Put a ✓ beside any matching responses. Then ask students to name other places the boy went. Add these words and put check marks beside them. Choral-read the checkmarked words. Then ask students to use the graphic organizer to tell a partner about the book.

Places
school ✓
park ✓
hospital
library ✓
fire station
store ✓
home ✓
mall ✓

Reading Strategy Mini-Lesson: Discuss Ideas with Others

- **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. One way is to discuss my ideas with others. I can share my thoughts. I can ask for help, too. Ask students to turn to pages 4 and 5. **Say:** I want to discuss the map. The boy is pointing to his home. What places are near his home? What places are far away? Allow time for students to point out and discuss different places on the map. **Say:** Discussing this map helped me. Now I better understand what the boy's town is like.*
- **Guide** Invite students to read pages 6 and 7 with you. **Ask:** *What do you notice about these pages? Does the information make you think of something? Do you have questions? What would you like to discuss with the group?* Allow time for students to share their thoughts. Then invite them to tell how the discussion helped them better understand pages 6 and 7.
- **Apply** Ask students to read their favorite page to a partner and conduct a discussion about it. Observe students as they read and discuss, 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 discuss ideas with others after you read any text. Remember to discuss ideas to help you understand.*

Answer Text-Dependent Questions

- **Explain** Remind students 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 Vocabulary questions. **Say:** *The answer to a Vocabulary question is in the book. You can define the word if you know what to look for.*
- **Model** Use the first Vocabulary question on the question card. **Say:** *I will read the question to figure out what to do. What does the word **map** mean in this book? Look for clues on page 5. This question asks me to figure out what the word **map** means. I will look for the word **map** on page 4. I will look for a map in the photograph on page 5, too. Read page 4 aloud. Then direct students' attention to the photograph. **Say:** *I read that the boy made a map. The map has places near his home and places far away. The photograph shows the boy holding a map of his town. I know what the word **map** means in this book. A **map** is a drawing of where you live. This definition answers the question. The answer makes sense. I have found the answer in the text.**
- **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: Identify Stated Main Idea and Supporting Details

- **Explain** Create an overhead transparency of the “Near and Far” graphic organizer on page 12 or draw it on the board. **Say:** *Nonfiction books have main ideas and supporting details. The main idea is the most important thing we learn. Details tell about the main idea.*

- **Model Say:** *Sometimes the main idea is on the last page. Ask students to read the first sentence on page 16 aloud. **Say:** *This sentence tells the most important thing we learn. This sentence is the main idea of the book. Write **I can go to many places** on the graphic organizer and read it with students. **Say:** *Now we need to look for supporting details. The details tell us places the boy can go. Ask students to read page 7 with you. Write **school** in the first detail box on the graphic organizer.***

- **Guide Say:** *Let’s find another supporting detail. On page 9 we read about another place the boy can go. Where can the boy go? Allow time for students to respond, assisting if needed. **Say:** *Yes, the boy can go to the store. The word **store** tells us more about the main idea. The **store** is another supporting detail. Write **store** in the next Detail box.**

- **Apply** Ask each student to work with a partner to find other supporting details to add to the graphic organizer. Remind them to look for places the boy can go. If more support is needed, utilize all or part of the “Guide” process. Finally, read the completed graphic organizer and invite students to echo-read.

Name: _____ Date: _____

Near and Far

Main Idea: I can go to many places.	→	Detail: school
	→	Detail: store
	→	Detail: park
	→	Detail: library
	→	Detail: mall

NEAR AND FAR ©2007 Benchmark Education Company, LLC

Home Connection

- Give students the take-home version of *Near and Far* to read to family members. Encourage students to work with a friend or family member to draw a map of where they live. 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.

- Tell about another book you have seen about maps.
- Write a question you would like to ask the author.
- Act out coming to school with a partner. Describe how you get from your home to school.
- Draw a map that shows three places in your town.
- Name your favorite place in the book. Tell why you like it.
- Write about a connection you made to the book.

Mini-Lessons

for Differentiating Instruction

Write to a Picture Prompt

- **Write Dialogue** Tell students they will talk about a picture from the book. Then they will write about the picture. Ask them to turn to page 11. **Say:** *I can pretend I am in this picture. I will talk to the kids at the park: I like to play basketball! May I play with you? Now I will write my idea.* Model writing your sentences on the board. Ask students to tell a partner what they would say to someone in a picture. Allow time for students to share their dialogue, providing assistance as needed. Then **say:** *You thought of something to say to a person in a picture. Now write your idea. After you are finished, read your writing to a partner.*

Phonemic Awareness: Initial /m/

- Tell students you will read a sentence from *Near and Far*. Ask them to listen for words that begin with the **/m/** sound: *I made a map* (page 4). Reread the sentence if needed so students can identify the words **made** and **map**.
- **Say:** *I will say some names of towns. Some begin with the **/m/** sound and some do not. Please listen carefully. Say **mmmmmm** if you hear a word that begins with **/m/**: **Midland, Springfield, Madison, Mobile, Colfax, Mayfield, Encino, Meridian.***

Phonics: Initial “m”

- Write the letter “m” on the board. Then write the words **made, map, many, my, mall, mom, and me**. Ask students to locate each word in the book and frame the letter “m” between their fingers.
- Ask students to brainstorm words that begin with /m/. List the words on the board. Read each word, inviting students to echo-read.
- **Say:** *I will act out one of the words. You can guess the word. I will circle the letter “m” in the word. Then you will know you guessed correctly.* Model the process using one of the words on the list, such as stepping in **mud**. Then invite each student to act out one of the words and circle the letter that makes the /m/ sound.

Vocabulary

- **Tier Two Vocabulary** Pronounce the word **pleasant** and ask students to repeat it. **Say:** *Something **pleasant** is nice. The boy in the book rides his bike in **pleasant** weather. The boy has a **pleasant** time at the park, too.* Discuss other things that are **pleasant**, such as listening to a song you enjoy, reading a good book, or eating your favorite kind of ice cream. Then model a sentence, such as *My neighbor is always **pleasant** and friendly.* **Ask:** *What word have we been talking about? Yes—**pleasant**. Let’s try to use the word **pleasant** 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 **home, school, store, park, library, mall, bike, car, and map** on index cards. Ask volunteers to draw illustrations for the words on another set of cards. Show the picture cards one at a time. Ask students to find the word that names the picture, read it aloud, and place the two cards on the chalk ledge. Continue until all the words have been matched with their pictures. For additional practice, students may work as a group or in pairs to complete the vocabulary activity on page 11.

Grammar and Language Development

Present Tense Verbs

- **Model** Explain that authors sometimes write about events that happen often. Ask students to read the second sentence on page 7 with you: *My friends walk to school, too.* **Say:** *The word walk tells how the friends get to school every day. I can talk about things I do every day, too.* Pantomime simple activities as you model present tense sentences, such as: *I **eat** breakfast. I **read** the newspaper. I **pet** my dog.*
- **Guide** Invite students to read the second sentence on page 11 with you. **Ask:** *What word tells something the boy does often? (play) What does the boy play? (ball)*

- **Apply** Ask students to find and discuss another present tense verb on page 15. (takes) Then invite student partners to use the word **takes** in an oral sentence about something that happens often.

Fluency: Read with Appropriate Stress or Emphasis

- **Say:** *We do not read every word the same way. Instead, we watch for important words to stress or emphasize.*

- Ask students to turn to page 16. First, read the page in a flat voice. Discuss how this makes the listener feel. Then read the page again, emphasizing the word **best**. Point out that **best** is followed by an exclamation point.

Say: *Sometimes an exclamation point shows us what to emphasize.* Read the page again, asking students to echo-read.

- Ask students to turn to page 15. Point out that authors do not always use exclamation points to show what to emphasize. Help students locate words they might want to emphasize, such as **mall**, **mom**, and **car**. Choral-read the page with them, emphasizing the words discussed.

- Invite students to take turns rereading *Near and Far* with a partner. Remind them to stress or emphasize important words and sentences as they read.

Name: _____

Date: _____

Vocabulary

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

library	school	park	home	mall	store
---------	--------	------	------	------	-------

Word: _____

Sentence: _____

Name: _____

Date: _____

Near and Far

Main Idea:

Detail:



Detail:



Detail:



Detail:



Detail:

