

For students reading at **Literacy Level G/11**, including:

- English-language learners
- Students reading below grade level
- First grade readers

## Objectives at a Glance

### COMPREHENSION

Students will:

- Identify stated main idea and supporting details
- Monitor their reading by discussing ideas with others
- Utilize text and graphic features
- Summarize the information in the book
- Answer text-dependent questions
- Respond to the book

### VOCABULARY

Students will:

- Recognize high-frequency words
- Read academic content vocabulary
- Read place names

### WORD STUDY

Students will:

- Use context clues

### LANGUAGE

Students will:

- Recognize the sentence structures *You can find \_\_\_\_* and *Can you find \_\_\_\_*
- Identify questions and answers

### PHONICS

Students will:

- Problem-solve by searching all the way through words
- Recognize CVCe long "a" in words

### FLUENCY

Students will:

- Read with appropriate pauses

### WRITING

Students will:

- Write to a picture prompt
- Write to a text prompt

# Mapping the Way

## THEME: Using Maps

### • Mapping the Way (Level G/11)

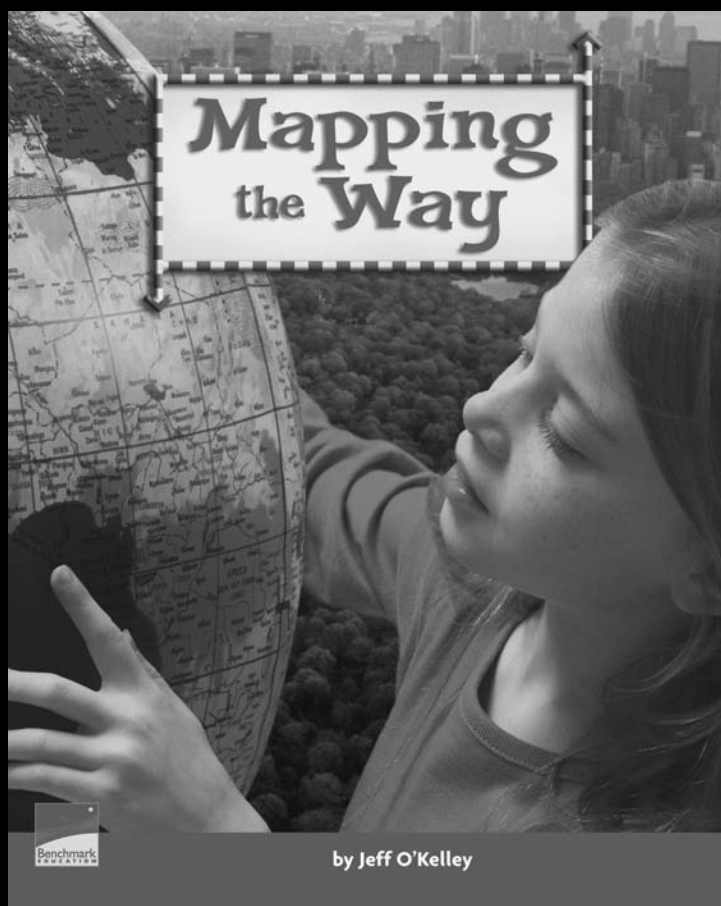
### • Sam Finds the Way (Level G/11)

### • Where Are We? (Level I/15)

### • The Lost Pirate (Level I/15)

## SOCIAL STUDIES BIG IDEA:

Readers learn features of different kinds of maps.



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## Related Resources

The following Benchmark Education Company resources support the skills and strategies taught in this lesson.

### Early Explorers Partner

- *Sam Finds the Way* (Fiction, Level G/11)

### Early Comprehension Strategy Poster

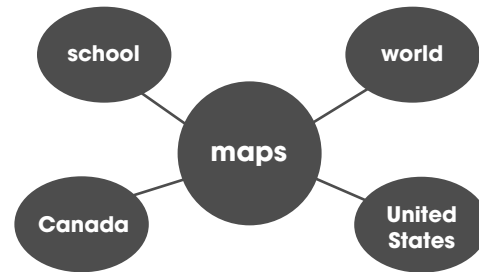
- Identify Main Idea and Supporting Details

### Text-Dependent Comprehension Resources

- *Mapping the Way* Comprehension Question Card
- Power Tool Flip Chart for Teachers
- Student Bookmark

### Assessment

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



## Introduce the Book

- **Preview Cover and Title Page** Give each student a copy of the book. Point to the front. **Say:** *This book is about maps.* Read the title and author, and ask the students to echo-read. Invite them to tell what they see in the photograph. Repeat the process with the title page. **Say:** *The cover and title page get us ready to read the book. Using the think-aloud strategy, model how to make predictions about the book based on the cover and title page information: The title has the word **mapping**. I see some kids looking at a map, too. I think this book will tell how to use maps.* Allow time for students to share their own predictions about the book.

- **Preview Vocabulary, Photographs, and Text and Graphic Features** Revisit the photographs on the cover and title page. **Say:** *Nonfiction books have many photographs. Photographs help us understand the words in the book. They help us learn more, too.* Ask students to turn to pages 2 and 3, and point to each photograph as you say its matching label. Repeat the process, inviting students to echo-read. **Say:** *We will see these words in the book.* Then take students on a picture walk. Reinforce the meaning of the previewed words as you discuss the photographs. Also talk about the words **drawing, school, oceans, park, and places**, and make sure students can pronounce each one. In addition, point out the following text and graphic features: (Pages 4–5) **Say:** *This book has maps as well as photographs. Maps show us where places are. This book has captions. See the captions under the photograph and map? Captions can give us more information. Captions can ask questions, too.* (Page 7) **Say:** *The map has labels. Labels name things we find on the map.* (Pages 8–9) **Say:** *This book has place names. Place names begin with uppercase letters. One place name is **Main Street**. We see the place name **Main Street** in the text. We see Main Street on the map, too. Can you find Main Street on the map?*

## Make Connections and Build Background

- **Use Maps** Gather or point out any maps you have in the classroom, such as a wall map of the world, textbook maps of the United States and Canada, and a fire drill map of your school building. **Say:** *We will read a book about maps and places on maps. We will see how maps can help us find our way around. You can find many kinds of maps.* Ask students to tell what kinds of maps they can find in the classroom. After everyone has shared, point out and name any kinds of maps students have not mentioned. Invite students to repeat each category.
- **Use a Graphic Organizer** Draw a circle on the board and write the word **maps** in the center. Read the word and ask students what kinds of maps they have looked at. As students respond, create a concept web about maps. Then read each word and ask the students to echo-read.

- **Preview Sentence Structures** For students who need additional support, write *You can find \_\_\_\_* on the board. Read the sentence structure aloud and ask students to repeat it several times. **Say:** *We used the words **You can find** when we talked about maps. The words **You can find** are in the book, too. Page 7 has a sentence with the words **You can find**.* Model how to frame the sentence between two fingers. Then read the sentence aloud and ask students to echo-read. **Ask:** *Can you frame two more sentences on page 7 with the words **You can find**?* Assist as needed, and then read the sentences aloud and ask students to echo-read. If students need additional practice, allow them to locate and read the sentence structure on page 8. Finally, repeat the process with *Can you find \_\_\_\_* on pages 9, 10, 13, and 15.
- **Use Graphophonic Cues** **Say:** *Another word in this book is **help**. Say the word **help**. What letters you expect to see after the **hl**?* Allow time for students to respond, assisting as needed. Then ask them to find the word **help** on page 11. Repeat the process with the word **start** on page 10. **Say:** *Search all the way through a word to help you when you read.*
- **Scaffold Spanish-Language Speakers** Say the word **map**. **Ask:** *Does **map** sound similar to a word you know in Spanish?* (Allow time for students to respond.) *The English word **map** sounds similar to the Spanish word **mapa**. **Map** and **mapa** mean the same thing. The words look similar, too.* Write the word **map** on the board and ask students to locate it on page 4 in the book. Repeat the process with **park/parquet**, **North America/Norte América**, **Atlantic Ocean/Océano Atlántico**, and **Pacific Ocean/Océano Pacífico**. Then invite students with other first languages to share their cognates.

## Set a Purpose for Reading

- Direct students' attention to the maps web. **Say:** *Now it's time to whisper-read the book. Read to learn about the different kinds of maps.*

## Observe and Prompt Reading Strategies

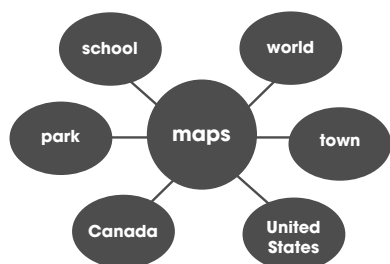
- After the supportive introduction, students should be able to read all or most of the book on their own. Observe students as they read. Take note of the graphophonic, syntactic, and semantic cues they use to make sense of the text and self-correct. Prompt individual students who have difficulty problem-solving 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.

### Strategic Reading Prompts

Cue Source	Prompt	Example	Page
Graphophonic	Search all the way through the word. Are you blending the right sounds?	roads	7
Syntactic	Think about the book's sentence pattern. Use the pattern to make this sentence sound right.	Can you find the school?	9
Semantic	What do you see on the map that would make sense in this sentence?	oceans	14

## Use the Graphic Organizer to Summarize

- Ask students to think about their reading. **Ask:** *What kinds of maps can we add to the web?* Record appropriate responses. Choral-read the entire web. Then ask students to use the graphic organizer to tell a partner about the book.



## Reading Strategy Mini-Lesson: Discuss Ideas with Others

- **Reflect** Ask students to think about the parts of the book that were hard for them to understand. **Ask:** *What did you do to help yourself understand what you read?*
- **Model Say:** *I want to make sure I understand what I read. One way is to discuss my ideas with others. I can tell how I feel about something I read. I can ask for help, too. I will turn back to page 4. I want to discuss the word **drawing**. I know that a map is a kind of drawing. Maps are different than other kinds of drawings, though. Maps make everything look flat. Maps also show things in just the right place. Can you think of other ways maps are different? Allow time for students to share their own ideas. **Say:** *Discussing the page helped me. Now I better understand how maps are a special kind of drawing.**

- **Guide** Ask students to turn to pages 6 and 7. Read the pages aloud together. Ask: *What do you notice on 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 **discuss ideas with others** monitor-reading strategy. Then **say:** *You can discuss ideas with others after you read any text. Remember to use discussion 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 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 Comprehension Question Card. **Say:** *I will show you how I answer a Look Closer! question. I will read the question to figure out what to do. The question says: “How are the map on page 7 and the map on pages 8 and 9 alike and different? Explain your answer.” This question asks me to compare and contrast two things. I know because the question has the cue words **alike** and **different**. Now I need to look for other important information in the question. These words tell me what to look for in the book. What information do you think will help me? (Allow student responses.) Yes, I’m looking for the map on page 7 and the map on pages 8 and 9. Now I will look back in the book. I see that both maps show the same town. Showing the same town is how the maps are the same. The map on page 7 is small and harder to see. The map on pages 8 and 9 is bigger and easier to see. The maps are different because of their sizes. I have found the answer in the book.*

- **Guide** Ask students to answer the other questions on the Comprehension 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 “Mapping the Way” graphic organizer on page 8 or draw it on the chalkboard. **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. Good readers pay attention to the main idea and details. This helps readers get the most out of the book.*

- **Model Say:** *Sometimes we can find the main idea on the first page. Page 4 says “A map shows you where places are.” This sentence also tells the most important thing we learn. The most important information is called the main idea. I will write the main idea on the graphic organizer. Now we need to look for supporting details. The details will tell us some places we can find on maps. I see the word **places** on page 7. The places are streets, roads, and buildings. I will write these places on the graphic organizer as well.*

- **Guide Say:** *Let’s find another supporting detail. On page 8 I see a word that names a place. What is another place on a map? Allow time for students to respond, assisting if needed. Say: Yes, Main Street is a place on a map. The words **Main Street** tell us more about the main idea. Main Street is another supporting detail. Let’s add Main Street to the graphic organizer.*

- **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 words that are places, even if the word **place** isn’t on the page. If more support is needed, utilize all or part of the “Guide” process on additional places mentioned in the book. Finally, read the completed graphic organizer aloud and invite the students to echo-read.

NAME \_\_\_\_\_ DATE \_\_\_\_\_

### Mapping the Way

Identify Stated Main Idea and Supporting Details

<b>Main Idea:</b> A map shows you where places are.	→	<b>Detail:</b> streets
	→	<b>Detail:</b> roads
	→	<b>Detail:</b> buildings
	→	<b>Detail:</b> Main Street
	→	<b>Detail:</b> park
	→	<b>Detail:</b> town
	→	<b>Detail:</b> country
	→	<b>Detail:</b> North America
	→	<b>Detail:</b> United States
	→	<b>Detail:</b> Atlantic Ocean
	→	<b>Detail:</b> Pacific Ocean

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**Teacher Tip** Use Benchmark Education Company’s K–2 Early Comprehension Strategy Poster Set to provide additional instruction in identifying main idea and supporting details. Use BEC’s *Comprehension Strategy Assessment* books to assess students’ ability to identify main idea and supporting details in other brief, grade-level texts.

## Home Connection

- Give students the take-home version of *Mapping the Way* to read to family members. Encourage students to work with a friend or family member to draw a map of their favorite place to play. 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 a map and label it.
- Tell something you learned about maps. Use the sentence frame *A map shows \_\_\_\_\_.*
- Tell about your favorite photograph in the book.
- Rate the book with a 1 (don't like), 2 (okay), or 3 (like a lot). Tell why you chose that rating.
- Write a question you would like to ask the author.
- Write about what you thought was most important in the book

## Write to a Picture Prompt

- **Write a Description** Tell students they will describe a map in the book. Then they will write their descriptions. **Say:** *I like the maps in this book. I like to describe the maps in interesting ways, too. On page 7, I see a map of a town. I will describe the town: The bank is close to the town hall. People can cross the street to go from the General Store to the library. What do you notice about the map? How would you describe the town?* Allow time for students to respond. **Ask:** *Which map do you like best? How would you describe the map?* Allow time for students to respond, prompting further if needed. **Say:** *You have described the map you chose. Now write your description. After you are finished, read your description to a partner.*

## Write to a Text Prompt

- **Write a Personal Narrative** **Say:** *We looked at maps in our classroom. We also looked at maps in our book. Now write about someone you know who uses maps. When you are done, read your sentences to a partner.*

## Phonics: CVCe long “a”

- Ask students to locate the word **place** on page 8. Write **place** on the board. Explain that often a vowel followed by a consonant and final “e” is long. Cross out the “e” and underline the “a” as you **say:** *The letter “e” at the end of the word is silent. The letter “e” doesn’t make a sound. It signals a long vowel in the middle, though. It makes the letter “a” say its own name.* Slowly draw your finger under the word as you blend the sounds. Then ask students to do the same in their books. Repeat the process with **same** on page 7 and **Gate** on page 16. Then point out that the words **places** (page 4), **names** (page 7), and **States** (page 13) also have a silent “e” and the long “a” sound
- Ask students to brainstorm words with the long “a” sound. Acknowledge all correct responses, and record those that have the CVCe pattern on index cards. Then spread the cards out in a pocket chart or on the table. Read each word, inviting students to echo-read.
- **Say:** *Try to find the word I’m thinking of. Then you may pick up the matching card.* Model the process using one of the words. For example: *Which word names a place a bear might live? (cave)* Then invite each student to make up a question about one of the words.

## Vocabulary

- **Academic Content Vocabulary** Review the book with students and record the words **buildings, road, country, street, map, town, drawing, school, oceans, park, and places** on index cards. Ask the students to read the words with you. Then mix up the cards and place them facedown on the table. Choose two cards, turn them over, read them, and model an oral sentence using both words. Finally, invite the students to take turns doing the same. Continue the game until each student has had several turns with different word pairs.

## Word Study: Context Clues

- **Model Say:** *When I read, I want to know what the words mean. Sometimes I'm not sure about a word, though. Then I use the words I do know to help me. These helping words are called context clues. Look at page 7. Pretend I'm not sure what **roads** are. I can use the word **streets** to help me. We can find both streets and roads on a town map. Roads must be something like streets.*
- **Guide** Invite students to read pages 14 and 15 with you. **Say:** *Pretend I don't know what **oceans** are. What words could help me figure it out? (two, on the map, on the left, on the right)*
- **Apply** Pair students. Ask them to read page 10 and show each other how they could use context clues to figure out the word **Start**.

## Language Development: Questions and Answers

- **Model Say:** *Sometimes nonfiction books have questions. We recognize a question by the question mark at the end. Let's turn to page 5 and read the caption together: "How is the map like the picture of the park?" I see a question mark at the end. The author is asking a question. How would you answer this question? Allow time for students to respond. **Say:** *I can ask questions, too. Listen to each question. Use your finger to make a question mark in the air. Then whisper the answer to a partner:*  
*Will we have school tomorrow?*  
*What time will you go to bed tonight?*  
*Which animal is your favorite pet?**

- **Guide** Invite students to read page 13 with you. Ask the following questions, allowing time for students to respond to each one: *Does the author ask a question? How do you know? How would you answer the question?*
- **Apply** Ask students to find another question in the book and read it to a partner. If more support is needed, utilize all or part of the "Guide" process on pages 9, 10, 15, and 16.

## Fluency: Read with Appropriate Pauses

- **Say:** *Good readers do not run all their words together. Instead, they watch for punctuation that tells them to pause. Pausing helps the reader understand the author's ideas. Pausing also helps the listener understand the reader.*
- Ask students to turn to page 9. Read the first sentence without pausing. Then read the sentence again, pausing at the comma. **Say:** *The comma in the sentence tells me to pause. Pausing makes the sentence sound right.* Read the sentence again, asking the students to echo-read.
- Ask the students to turn to page 16. **Say:** *Look at the numbered list. We pause after each number and item when we read a numbered list.* Read the list aloud, pausing after each number and place name. Then read the list again, asking the students to echo-read each line.
- Invite students to take turns rereading *Mapping the Way* with a partner. Remind them to pause when they see a comma or read a numbered list.

# Mapping the Way

Identify Stated Main Idea and Supporting Details

<b>Main Idea:</b>	→	<b>Detail:</b>
	→	<b>Detail:</b>
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