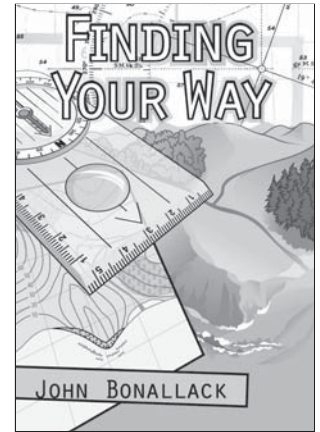


# Finding Your Way

by John Bonallack



## Book Summary

How do you find your way on the ocean? In the desert? In a strange city or in the forest? Seasoned traveler John Bonallack explains how to navigate successfully in each of these situations.

## Features of the Book

- The use of personal narrative and expository text
- The contents page, glossary, and index
- The background design that supports the theme
- Fact files
- Labeled diagrams
- Specialized vocabulary – *GPS, sextant, polestar, hemisphere, navigation*

## Purpose

*Finding Your Way* can be used to introduce and reinforce the following skills:

- S** comparing narrative with informational writing;
- S** using prior knowledge to make sense of a text;
- S** exploring the use of procedural text;
- S** understanding the author's intention;
- S** drawing and interpreting maps;
- S** retrieving information and displaying it in a different format.

## The Guided Reading Lesson

- S** Comparing narrative with informational writing
- S** Using prior knowledge to make sense of a text
- S** Exploring the use of procedural text

## Introducing the text

Discuss the students' own experiences of being lost or finding their way to activate prior knowledge and motivate them to read the text.

- *Have you ever been lost? Where did that happen?*
- *How did you find your way home again?*
- *How can you know where you're going if you're in the forest or at sea?*
- *What kinds of instruments do people use to find their way?*

Discuss the kinds of situation where knowing your position could be a matter of life and death. Make a list of the places you would be in these situations. Look through the chapter headings on the contents page.

- *Are all of these places on our list?*

Discuss getting lost on the ocean, in the desert, in a strange city, or in a forest.

- *Which would be the scariest place to be lost? Why?*

Look at the illustration on the cover of the book.

- *Can anyone explain this picture?*
- *Have any of you ever used a compass like this?*
- *How is it different from other kinds of compass? Why might that be?*
- *What do you think people used for navigation before they had compasses?*

## Reading and discussing the text

Ask the students to read the introduction and chapter 1 independently.

- *As you read, note the different styles of writing in these chapters.*

Discuss the narrative in the main body of the text and compare it with the informational writing in the fact boxes.

- *How has the designer of the book made the two styles different?*
- *How is the language different?*
- *How can you tell from the text that the author has experienced what he is writing about?* (the use of first person point of view and the vivid descriptions)

Discuss the specialized vocabulary in the text and remind the students about the glossary at the back of the book.

The students can now read the rest of the book independently. Ask them to find examples of different language styles used in the narrative and the fact boxes.

Examples from the narrative:


- It's a great feeling sitting by the campfire at the end of the day .... (emotive language)
- My son and I .... (use of personal narrative)
- So I was pretty sure .... (casual language)
- After being in that situation a few times .... (personal narrative)
- It's easy to get lost in a city .... (opinion)

Examples from the fact boxes:

- The tail of this kite-shaped constellation always points toward the south. (fact)
- Lay your compass on the north arrow that is printed on the map. (procedural language)

Ask the students to read the example of procedural text on page 26.

- *Are these directions clear?*

 The students can write directions for a simple task using similar, concise language and share it with a partner.

- *Could your partner follow your directions?*  
*Why/why not?*

Discuss how the directions could be changed so that they are easier to follow.

## Revisiting the Text

The suggested activities below can be used immediately after the guided reading lesson if appropriate or could be taken as a mini-lesson at a later time.

### **S** Understanding the author's intention

Discuss the reasons that people write – to inform, persuade, or entertain.

- *Why did the author write this book?*


Discuss the different writing styles the author has used and consider the possibility that he may have had more than one reason for writing (to inform and entertain).

- *Do you think this combination of writing styles is interesting to read?*

### **S** Drawing and interpreting maps


Look at the map on page 11 and discuss the way that the author's route has been shown.

- *What other things are marked on the map?*
- *What is the information in the bottom left-hand corner?*

 Ask the students to draw a simple map showing how they get to school. Like the example in the book, the map should show the start and finish points and other major landmarks. It could also have a scale and a compass point showing north.

### **S** Retrieving information and displaying it in a different format

Ask the students to reread the book and to find examples of the different methods of determining direction.

 They can list these in two categories using the blackline master on page 81, giving a brief explanation of how the method works.