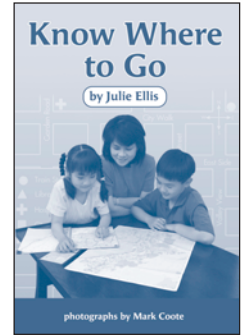


Know Where to Go

by Julie Ellis

photographs by Mark Coote



Book Summary

Jessica and Sam use a variety of maps to help them plan a visit to the city zoo. Detailed maps and diagrams are a feature of the book.

Features of the Book

- Direct speech
- Fact boxes
- Maps
- Question-and-answer format
- Specialized vocabulary – *compass rose, key, route, scale, symbols, transit*
- Third-person narrative

Word Study Opportunities

- Double consonants – *compass, different, Jessica, tells*
- Double vowels – *between, kangaroo, look, need, zoo*
- Verb ending “ing” – *eating, walking, watching, reading*
- Initial blends “pl” and “tr” – *place, plan; train, transit, travel, treasure*
- Regular and irregular plurals – *bison, buses, people, routes*

Purpose

Know Where to Go can be used to introduce and reinforce the following standards-related skills:

- S** making connections between own experiences and the text;
- S** interpreting the information in diagrams, charts, and graphs;
- S** paraphrasing and summarizing information;
- Ph S** exploring initial blends;
- S** forming and supporting opinions about a text;
- S** using charts and diagrams to record information.

The Guided Reading Lesson

- S** Making connections between own experiences and the text
- S** Interpreting the information in diagrams, charts, and graphs
- S** Paraphrasing and summarizing information

Materials needed

- A copy of the text for each child and one for the teacher
- A dry-erase board or chart paper and markers
- A selection of maps
- Optional: the blackline master, markers, and a pencil for each child
- Optional: city, road, transit, world, and weather maps

Introducing the text

Show the children a selection of maps.

– *Have you or has anyone in your family ever used a map? What for?*

Look at the cover of the book and read the title together. Read the blurb on the back cover.

– *What are these people doing?*

– *Why would they need a map to plan a trip to the zoo?*

Read the contents page together and discuss the different types of maps on page 3

– *What would each of these maps tell you?*

Reading and discussing the text

This can be taken over two days. If your group can read the book with less support, adjust the lesson plan accordingly.

Day One

Ask the children to read pages 3 and 4. Discuss the map on page 4.

– *When would you use a map like this?*

Write the words “key,” “scale,” and “symbol” on the board.

– *What do you think these words mean?*

Use the glossary if necessary.

Read the first sentence on page 5 together.

– *What kind of maps might help the family to get to the zoo?*

Ask the children to read chapter 2 silently.

– *What kind of map is shown on page seven?*

– *What is the compass rose for?*

Ask the children to read chapter 3 and to be ready to talk about why the children used different maps.

– *How does each map help them?*

– *How do the keys help you read these maps?*

– *What have you learned about maps from this book so far?*

Record the children’s ideas on chart paper.

Day Two

Ask the children to scan chapters 1 to 3 and to give a summary of each chapter.

Ask the children to read pages 17 to 19. Discuss the zoo map together.

– *What information does the zoo map give?*

– *Which animal would you visit first? Why?*

The children can now read chapter 4 silently.

– *What happened after they looked at the animals? (They ate at the snack bar.)*

– *How did they find the snack bar?*

Refer to the map on page 19 to find the snack bar.

Ask the children to read chapter 5 to find out what Sam’s surprise was.

– *What is a treasure map?*

– *Have you ever made one?*

Discuss the information that should be included on a treasure map.

Ask the children to scan chapters 4 and 5 and to give a brief summary of each chapter.

Revisiting the Text

The activities below can be used immediately after the guided reading lesson or during later reading sessions as mini-lessons or individual activities.

S Exploring initial blends

Write the words “place” and “plan” on chart paper.

– *What do you notice about these words?*

Remind the children that the two consonants at the beginning of each word is called a blend.

– *What sound does the “pl” blend make?*

Read the words together. Write the word “travel” on the chart.

– *What sound does the “tr” blend make?*

– *Find some other words in the book that start with “tr.”*

Add the words that the children find to the chart.

S Forming and supporting opinions about a text

Look at the weather maps on page 9 together.

Compare the forecasts for Friday and Saturday.

– *How does the key help you to read each map?*

– *Which would be the best day to go to the zoo? Why?*

Look at the transit map on page 11.

– *If the family takes the Bridgetown service, what is the last stop on this route?*

– *Is this a useful map? Why?*

Encourage the children to discuss other maps in the book and to share their opinions about how useful they are.

S Using charts and diagrams to record information

Together, draw a map of your classroom. Begin by drawing an outline of the classroom on chart paper, then add the activity areas. Ask questions to encourage the children to think about what makes an effective map.

– *What symbols would we use in our key?*

– *What should the title be?*

B The children can complete the blackline master on page 83.