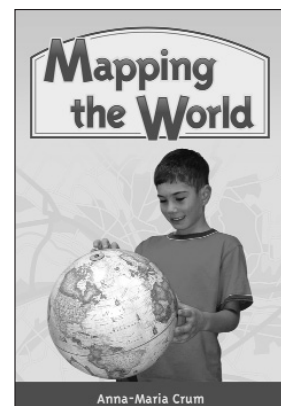


Mapping the World

by Anna-Maria Crum



Book Summary

There are different maps for different purposes. This text describes many kinds of maps and how and when they are used. It also explains how people use a compass and the Global Positioning System (GPS) to find their way.

Features of the Book

- Procedural text
- Historical information
- Mapping activity
- Maps with legends and scales
- Example of a street index
- Specialized vocabulary – *scale, legend, symbol, grid, contour*
- Acronym – *GPS (Global Positioning System)*

Purpose

Mapping the World can be used to introduce and reinforce the following skills and understandings:

- S** identifying the main idea and supporting detail;
- S** summarizing information;
- S** exploring word families;
- S** writing procedural text;
- S** interpreting maps and using them as a source of information.

Investigation Tools

- What's the Background? – Using the Stars, page 4
- Digging Deeper – The First Maps, page 7
- Step-by-step – Map Your Backyard, pages 10–11
- Making Connections – Maps and Globes, page 15
- Looking Closer – The Compass, page 20
- Weighing Both Sides – Driving with a GPS, page 28

The Guided Reading Lesson

- S** Identifying the main idea and supporting detail
- S** Summarizing information

You may need to spend extra time familiarizing your students with the concepts and specialized vocabulary in this book. This lesson could be taken over two or more days.

Introducing the text

Show the students a collection of maps. Discuss how maps are used and identify their features, for example, the legend, the scale, the grid, contour lines, symbols, and the north arrow.

Together read the title of the book and the blurb on the back cover. Discuss the chapter headings on the contents page.

Reading and discussing the text

The students can read chapter 1 silently. Ask them to think about the following questions as they read:

- Do you think the Polynesian sailors got lost very often? Why?
- How do you think maps made explorers' lives easier and safer?

Encourage the students to share their answers and to show you where in the text they found them.

Tell the students that they will be looking for the main ideas as they read this book. Explain that this is a useful skill to develop, particularly when reading to find information. Head a two-column chart with “Main ideas” and “Supporting detail.”

- *What is the main idea in chapter 1?* (Early maps were important because they helped people to explore the world.)
- *What are some of the details that support this?* (Polynesian sailors used the stars, the wind, and the ocean currents to find their way. Early maps weren’t accurate.)

Write the main idea and the supporting detail on the chart.

Now ask the students to read chapter 2 and to think about the main idea and supporting detail. When they have finished reading, encourage them to share their ideas. Explain that the main idea is sometimes stated in the first paragraph (There are many kinds of maps.) and is followed by supporting detail. In this chapter, the supporting detail includes road maps, backyard maps, weather maps, and space maps. Write this information on the chart.

Look at pages 10 and 11 together.

- *Why would someone want to map their backyard?*
- *How does the grid work?*
- *What other places could you map like this?* (the classroom, your bedroom)

The students can now read the rest of the book independently, identifying the main ideas as they read. When they have finished reading, discuss the main ideas in chapters 3 and 4 and add them to the chart. Read the main ideas from the chart.

- *Do you notice what happens when we read them all together?* (They form a summary of the book.)

Explain that a summary gives a brief account of the main ideas in a text and that you make a summary by putting the main ideas into sentences and linking them. Ask the students to practice making an oral summary using the main ideas from the chart.

Revisiting the Text

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

S Exploring word families


Write “use” on the board. Explain to the students that “use” is a root word. Ask them to find other words in the same word family on page 4 (using, used).

- *What other words do you know in the same word family?* (useless, uses)

Use a dictionary to find other words in the “use” family.

S Writing procedural text

Ask the students to look at the FastMap directions on page 25. Talk about why the instructions are easy to follow (the “From” and “To” details, numbered instructions, distance for each step, total distance, driving time). Choose a destination that the students will be familiar with, for example, the public library, the mall, or a favorite restaurant. Together, write FastMap directions from your school. Make sure that the directions include the features discussed earlier.

 The students could use the blackline master on page 78 to write FastMap directions starting from home and going to school or to a favorite place in the community.

S Interpreting maps and using them as a source of information

Look at the map on page 18 together. Ask the students to write answers to the following questions:

- *Which is the biggest city?*
- *Which city is farther north, Richley or Sandon?*
- *How many rivers would you cross if you were traveling from the Richley National Park to Douglas?*

Discuss the answers. Each student can now write a quiz about another map in the book for the group to answer.