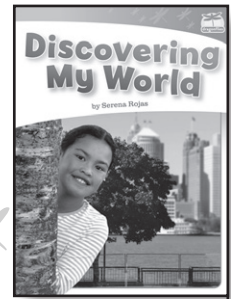


Discovering My World Anchor Books

by Serena Rojas



The *Discovering My World* anchor books are written at three levels – emergent, early, and fluent – to enable differentiated instruction. Each anchor book has the same images but the text becomes progressively more challenging at each level. This allows the students to have access to core information, regardless of their reading level.

The anchor books “front load” the vocabulary and introduce the “big ideas” that are expanded on in the topic books, as seen below.

Big Ideas for <i>Discovering My World</i>	The land has different shapes.	People need help to find their way.	Many different people live in the world.	People need to get along and help one another.
Emergent Topic Books	<i>Shapes of the Land</i>	<i>I Can Find My Way</i>	<i>We Celebrate</i>	<i>I Can Help</i>
Early Topic Books	<i>Volcano</i>	<i>My World from Above</i>	<i>This Is My Family</i>	<i>Two Simple Rules</i>
Fluent Topic Books	<i>The Amazing Amazon</i>	<i>Mapping It</i>	<i>Let the Games Begin!</i>	<i>A Voice for Children: The Story of Craig Kielburger</i>

Use the *Discovering My World* anchor books to:

- introduce the big ideas and discuss key vocabulary during the whole-class introduction
- take guided reading lessons at three levels – emergent, early, and fluent
- lead into the associated topic books, where the students can read more about the big ideas that the anchor books introduce.



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Whole-class Introduction

A whole-class introduction to this anchor book enables all students, regardless of their reading ability, to discuss core content. It allows them to develop an understanding of the big ideas and vocabulary in the unit.

Anchor words

Emergent

different, find, help, land, move, people, places, shapes, together, way, work

Early

care, change, citizens, country, different, find, help, ideas, land, move, people, place, respect, rules, shape, together, travel, way, work

Fluent

change, country, different, family, find, help, ideas, land, make a difference, maps, people, place, respect, rules, shapes, skills, together, travel, water, way

Introductory activity

- Showing the students artefacts related to the topic can help to spark their interest.
- Role-play and discussion prepares the students by encouraging conversation, questions, and encouraging speculation.

The teacher comes into the classroom with a globe, compass, local map, world map, and a family photo.

Sample outline of a possible script:

I have lost my way. I really need your help.

Can you tell me how to find my way to (the nearest café, library, movie theatre)?

I am meeting my family there, and I am going to be late.

Take a look at a photo of my family.

Tell the students about where your family comes from, what they like to do, and the best thing about them. Put the maps on the wall and place the globe where everyone can see it.

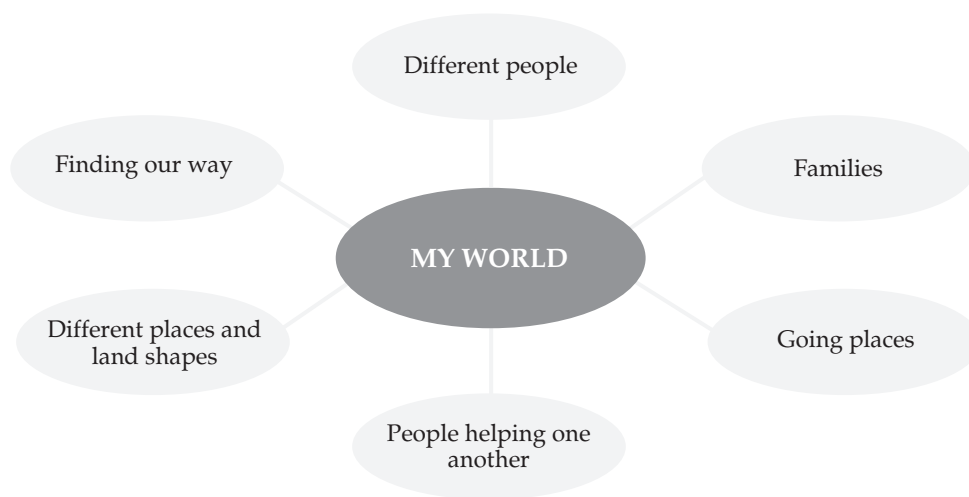
Visual walk-through

Identify which students will be using emergent, early, or fluent anchor books. Hand out the books. Proceed through the books, page by page, with the whole class. At this point, the students will not be reading the text. They will be responding to the same images to share and develop their vocabulary and to become familiar with the big ideas about being a scientist.

Use the visuals in the anchor books to promote discussion and develop a web of the big ideas.

- Record the students' words, ideas, and questions as they respond to the visual content of the books.
- Take opportunities to discuss and record the **big ideas** and the **anchor words** as they occur.
- Encourage the students to **make connections** with their own knowledge and experiences.





Attributes on the web could be:

Families (page 3) – Tell the class about your family and something special you have done. The students can discuss their families (how many, who, what they like to do together). Ask them to think of a time when they did something special. *Did you take photographs?* They can turn to a partner and share their experiences. Ask for volunteers to share with the class. What is special about being part of a family?

Going places (page 5) – Share a time when you went somewhere – where, why, for how long, what it was like, memories. Discuss the students’ experiences of travelling somewhere. Elicit information such as where, why, how long, what was it like, and their memories. Ask them to share their experiences with a partner and then with the class. *Why is it fun to go places?*

Friends and other people helping (pages 6 to 7) Tell the students that we all need help sometimes. Share a story of a time you needed help. Have a class discussion. *When do you need help? What kind of help do you need?* Ask them about an experience of needing help (why, how they were feeling, who helped them). They can share with a partner and then with the class. *How do you feel before you ask for help? How do you feel after?*

Different places and land shapes (pages 8 to 9) Tell the students that our world is very big and many places look different. *What makes places look different?* Talk about a time you saw something different. You could either show your travel diary, photos, or pictures, or share a recount. Ask the students to share their experiences of seeing land shapes such as mountains and forests. Talk about the land, the environment around them, and any special features (mountains, lakes).

Finding your way (pages 10 to 11) – Tell the students that we often need help finding our way. Talk about a time you needed help to find your way. Show any maps that you used. Talk about places the students would need help to find (what, where). *What would help you find your way?* Ask them to think of a time they needed help finding somewhere (where, what they used, how they got there). They can share their experiences with a partner and then with the class.

Different people (pages 12 to 13) – Explain that all people are different. They live in different parts of the world, which have different climates. They dress differently according to their climate and culture. People eat different foods depending on the climate and landscape and the plants and animals that can live there. People speak different languages, have different animals for pets, different celebrations, and so on. Talk about your family history (where your family are from, what life has been like for them). Discuss the students’ experiences.

Display the completed chart. This chart can be referred to throughout the unit and reviewed at the conclusion of the unit.

Questions

List the students’ questions on a separate chart and return to the list over the following days. Discuss any answers the students have found and add any further questions.

Conclusion

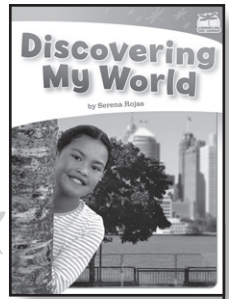
Explain to the students that they will be reading more about their world.

Tell them that they will be:

- able to add to the charts as they find out more about *Discovering My World*.
- working in small groups to read their own book about *Discovering My World*.

Discovering My World

by Serena Rojas



Guided Reading Lesson – Emergent

Overview

This lesson builds on the whole-class introduction and expands on the Discovering My World unit for emergent readers. It looks at the shapes of the land, people finding their way, different people and places, and people getting along and helping one another.




Content standards

This book supports the following content standards:

- NSS-G.K-12.2 Places and regions
- NSS-G.K-12.3 Physical systems
- NSS-G.K-12.4 Human systems
- NSS-C.K-4.5 Roles of the citizen

Suggested purposes

This book supports the following **comprehension strategies**:

- making connections between prior knowledge and the text 
- identifying the main ideas 
- asking questions. 

It supports the following **non-fiction strategy**:

- using photographs to support the meaning of the text.

Features of the text

- Non-fiction features:
 - introduction of geography and civics concepts and anchor words associated with the topic
 - general information about people and their place in the world (pages 2 to 7) followed by four double-page spreads about specific geographical and civic features
 - personal statement that ends the book
 - preview question on the back cover
 - photographs that support and illustrate concepts
- Word study:
 - initial consonant blend – “pl-”
 - digraph – “sh”

Note: There is a lot of information in this book. You may like to cover it in two or more sessions. The first session could cover pages 2 to 7. You might take up to four sessions to cover the following four double-page spreads before concluding with page 16.

Key vocabulary

The key vocabulary that is focused on includes:

- Anchor words – *different, find, help, land, move, people, places, shapes, together, way, work*
- High-frequency words – *and, is, it, my, the, this, to*



Setting the scene

If you have introduced the unit using the Whole-class introduction, review the discussion and the charts that you made. If you haven't used this, choose ideas from the introduction and encourage the students to make connections with their knowledge and experiences. Briefly introduce the big ideas, using the associated anchor words. List the anchor words, saying each one aloud, and briefly explain any unfamiliar words.

ELL support

Providing ELL students with access to visuals is a great way to enhance their understanding of content. Drawings done by the teacher can help them associate symbols with new vocabulary words or ideas.

Introducing the book

Front cover – Read aloud the title. Offer any help to read “Discovering”. Explain that “discovering” means finding out things for the first time. *Who do you think the “my” is? What are some of the things in the girl’s world?* (tall buildings, trees, water)

Back cover – Read aloud the preview question. Help the students to make connections with their own experiences. Explain that your world can mean where you live or the whole planet. Emphasise that the girl’s world “my world” and the students’ world are the same thing – “It’s our world.” Encourage the students to share their ideas and record them.

Title page – Show the students a globe of the world. *What is the girl holding? What does a globe show?* (countries and oceans) *All these make up our world. What else is in our world?* (people, animals, plants) *What do you think this book will be about?*

The first reading

MI **Pages 2 and 3 – (Main idea)** *What do these photos show?* (people doing things together, friends and family, dry red rocks, hills, forest) Read page 3. Point to the word “people” and then to the photos of people. Point to the word “places” and then to the photo on page 2. **MC** **(Making connections)** *What do you like to do with your friends?* Encourage the students to talk about when they had a family photo taken. *What was the occasion?*

Pages 4 and 5 – Read pages 4 and 5. *Where do you think the people are going? Why do people move from place to place? What different ways do they travel?* **MC** **(Making connections)** *What ways have you travelled? What ways would you like to travel?* Look at page 5. *What is special about this place?* Ask the students to turn to a partner and talk about a place they have visited.

MC **Pages 6 and 7 – (Main idea)** *What do these photos show?* (people helping each other) Point to “work together” and then to the photo on page 7. *The boy and girl are working together. Why is it important that people learn to work together?* **MC** **(Making connections)** Ask the students to share with a partner a time when someone older helped them. Discuss how they work together in the classroom. How does this make their work easier or more interesting? (able to share different ideas, get help, job is made easier)

Pages 8 and 9 – The students should now be familiar with the sentence pattern on page 8. Ask them to read this page independently. Read page 9 together. Point to the photos. Support the reading of “different shapes”. *What shapes do you see?* (circles, triangles) **MC** **(Making connections)** *What would it be like to play on the land on page 8?* Discuss what the students know about volcanoes. **MC** **(Asking questions)** *What questions do you have about the land in these photos?*

Pages 10 and 11 – Explain that this family is looking at a map. *Does it look like they’re lost? How can you tell? Why do you think they are looking at a map?* (to plan a hike, find the trail) Read page 11 together. Support the reading of “people”. Discuss the differences between the two kinds of maps. *What is the man looking at? Why would the paper map be better for the family?* (easy to carry) *What other things can we use to find our way?* (street signs, compass) **MC** **(Making connections)** Discuss when the students have used maps.

Pages 12 and 13 – Discuss the things that make people different, such as hair colour, footwear, clothes, age, gender. Talk about what makes us the same, for example, class, legs, arms, hair, and so on. **MI** **(Main ideas)** *All of us are different in some way. All of us are the same in some way.*

Pages 14 and 15 – How are the children in the photographs helping each other? **(Making connections)** How do you help other people? How do you feel when you help someone? Why is it important to help other people?

Page 16 – Find New Zealand on the globe. **(Main idea)** How has this book made you think about the world and your place in it? What was the most interesting part of this book? Why?

Vocabulary activity

Focus word: land

1. Reread page 9. *The land has different shapes.*
2. Say “land” with me.
3. Tell the students that “land” is the ground we walk on.
4. Explain that “land” can mean soil. *The land is good for growing vegetables.* It can tell what the country looks like. *The land is flat.* “Land” can also mean to come to a stop. *The cat jumps from the tree and “lands” on her feet.*
5. Ask the students the following questions:
 - What kind of land would be good for cows to live on? Hilly or flat land?
 - What kind of land would be good for racing cars?
 - Would you like to camp on land covered in forest or rocks?
 - What would the land look like if you travelled to the moon?
6. What is the word we’ve been learning that means the ground we walk on? Say “land” with me.

ELL activity

Language objective: Developing an understanding of the words “different” and “same”

- Reread the text with the students.
- Read aloud pages 12 and 13.
- Let’s look at the word “different”. Say “different” with me. Write it on the board.
- Support the students to understand the meaning, using familiar objects. *Look at this pen and pencil. How are they different?* Provide examples to support their conversation.
- *How are the pen and pencil the same?* Write “same” on the board.
- Talk about how the students are different from one another and how they are the same.
- *How are you different?* Model how you would begin this conversation. *You are different from each other because you are a boy and you are a girl.*

- Support the students to use complete sentences. *I am different from ____ because ____.*
- Support them to use complete sentences to say how they are the same.
- *Today we talked about how we are different and how we are the same. Let’s say those two words – different, same.*
- Ask them to tell you one way they are different from someone else in the class. *I am different from ____ because ____.*

Ideas for revisiting the text

1. Review and check

- Listen as the students reread the text, observing their fluency and expression.
- Review the concepts and vocabulary, identifying any that may need further discussion or explanation.

2. Stop and learn

a. Decoding/word attack activities

Initial consonant sounds

- Say “world”. Ask the students to look at a partner as they practise saying “world”.
- *How does the “w” sound look when you say it?*
- Say other “w” words. (weather, Wednesday, wag, wall, wallet)
- Repeat for “l”. (land, leaf, library, lesson, lemon)
- Repeat for “m”. (mask, May, magic, mad)
- Discuss the shapes of “w” and “m”.

BLM – Recognising the relationships between letters and their initial consonant sounds

The students can cut out the pictures. They can say aloud the name of the item in each picture, then paste it under the sound of the first letter.

b. Comprehension activities

- Discuss when the students have gone somewhere special with their family, where they have travelled, a favourite memory of a trip, how they got there, and so on.
- Talk about where the students live – what the land is like, what the streets are like (large and busy, small and quiet), places close by (large city, forest, beach).
- Ask the students to talk about their best friend. *What makes them a good friend?* Talk about the times they have had fun, helped each other out, and so on.

BLM – Recording the main ideas in the text

- Turn to page 3. Discuss the family picture. *Who is in the photo? People usually smile when they are having their photo taken. Why?* (so they look their best) Discuss how the family members show they care for each other (they are close together). Discuss their clothes (grandmother in traditional clothing, others in casual clothing).
- Ask the students to think of a special time when they would like to have had a photo taken of their family. They can draw a picture on the BLM and write one sentence to describe the event. Display the drawings under the heading “In my world there are many different people”.

c. Writing activity

The students can complete the sentence frame “The land has ...” They can then draw a picture of the land they have written about. Put the students’ drawings into a class book titled “This is My World”.

3. Suggestions for further activities

- Using the words and punctuation cards for this book, reassemble the sentences with the students.
- The students could make a collage of their world.
- They could talk to their grandparents about how the world has changed since they were children. They could then make a poster.

Connecting with the topic books

The big ideas and anchor words in the anchor book are repeated and expanded on in the topic books. Select from these emergent books from the *Discovering My World* unit to use in further guided reading lessons – *Shapes of the Land*, *I Can Find My Way*, *We Celebrate*, and *I Can Help*.

Unit Activities

These activities can be started after the introduction of the anchor book and throughout the reading of the topic books.

1. Learning centre

Include materials and activities so the students can become actively involved in building their understandings of the big ideas. For example:

- Maps of your local area
- A world map – the students can mark with pins where they come from and place string from that country to their town or city
- A computer for looking at satellite pictures from space
- A globe
- Travel diaries
- Games from other cultures, such as Mancala
- Lego, meccano, and other building sets for building trains, planes, and other kinds of transport
- Wall displays with photos of family celebrations and family trips.

2. Writing

- Provide the students with a postcard-size piece of card. Have them draw a picture of their home, family, or school on one side. On the other side, they can write a message about their picture.
- They could plan a celebration and write about the things they will do and the food they will eat.
- They could write poems about the landscape. Brainstorm words that describe mountains, rivers, deserts, jungles. Combine words to create list poems. Display them with painted scenes.
- The students could do morning message shared writing or journal writing on family celebrations, holidays, problems, and so on.

Emergent – for the students at this level, the drawing will be the important part. Scribe their story if they need some help or get one of the students to buddy.

Early – the students at this level should be able to write up to three sentences.

Fluent – the students at this level should be able to develop a story of at least five sentences.

3. People and Places

- Have the students create a family tree. Use a tree branch for the tree. Model how a family tree works. The students may need to ask their family questions. They can draw pictures and write

labels for family members. They could hang their grandparents from the top of the tree, their parents from a lower branch, and themselves on the bottom branches.

- Family migration – ask the students to interview family members to find out where their parents, grandparents, and great grandparents were born, grew up, and married. *When did they move? Where did they go? Why? What are their stories?* Collect one story to tell. Use post-it notes or pins on a large map to show the journey.
- Penpals – write to a penpal or buddy up with another class in the world. Send drawings, photos, letters, and artefacts to show what life is like where you live.

4. Changing landscapes

- Find some photos of your local area from a long time ago. Discuss how the area has changed. Ask the students to recognise parts of the neighbourhood. Talk about how large buildings can change the shape of the landscape or cityscape.
- Ask the students to draw a picture of what their neighbourhood might look like in a hundred years.
- Set up a sand box or tray of soil. Encourage the students to build mounds of earth and trickle water across it to observe how water can change the shape of the land.
- Make an exploding volcano. Create a papier mâché volcano around a small glass bottle that has four tablespoons of baking soda in it. In another container, add some red food colouring to one cup of vinegar. Pour the vinegar into the bottle that contains the soda.

5. How do I get to ...?

- Ask the students to draw a map showing how they get from their home to school.
- Ask the students to find the Southern Cross on a clear night. Explain that the Southern Cross has been the best friend of explorers and hikers for thousands of years. The tail of this kite-shaped constellation always points towards the south.
- Explore the United States – look at a map of the United States and create some “look and find” challenges. For example:
 - Which state touches only one other state? (Maine)
 - Which states are split into two parts? (Virginia, Michigan)
- Make a puzzle of the world. Lay a sheet of tracing paper over a world map. Trace the continents. Cut them out and try fitting them together like a puzzle.

- Follow a treasure map. Lay out a trail. Establish a starting point and use a circular path. Make the treasure map from torn pieces of paper. Write some clues that lead to a spot and ask the students to collect things along the way.
- Make, decorate, and fly paper airplanes.
- Make a boat using styrofoam.
- Do a Treasure walk. The students can draw the route with a partner. Each student can search for his or her special treasure (something interesting or beautiful). At the end of the walk, they can share the treasure and the map showing where he or she found it.

Game – Flying Dutchman

Tell the students that the Flying Dutchman is the name of a famous ship and that a port is where ships dock. This game is about the Flying Dutchman, which is lost and roaming the seas in search of a port.

- Everyone joins hands in a circle except for two people.
- These two people are the Flying Dutchman. They hold hands and walk along the outside of the circle looking for a port.
- When they decide on a likely port, they have to break the handholds of two people in the circle.
- The Flying Dutchman then runs around the circle one more time.
- The two players whose handholds were broken have to rejoin hands and run around the circle in the opposite direction. They have to return to their port before the Flying Dutchman.
- The first pair to return to their port closes the circle.
- The partners on the outside have to roam in search of a new port.

6. Working Together

When there is conflict between students, they can work through a resolution process and come to a “win win” situation. Each person will have an opportunity to say what happened. The teacher or the student listening can summarise what they have heard and clarify what the other person meant to say.

- Together they can brainstorm ways to solve the problem.
- Then they can choose a solution and agree to put it into practise.
- Investigate starting a peer mediation programme in the school.

Game – A Race with no Rules

- Split the class into teams. Pair teams so that each one is facing another team.
- Give one team a ball, a plastic glass, and a plastic spoon. (Don’t tell them what to do.)
- Tell them that they are going to have a race. Say “Ready – set – go”. Don’t give them any more information.
- After a couple of minutes, declare a winner and congratulate them. Interview them to find out how they are feeling about their victory.
- Discuss what happened (there will need to be rules for this game to work).
- The teams can make up some rules. One team will provide the rules and rerun the race. Discuss the differences between the two races.
- Let the other teams use their rules and rerun their races.

Game – Knots

This game gets people together by keeping them apart. To achieve this, everyone has to work together. Ask the students to form a knot by standing in a circle, shoulder to shoulder. They cross their arms, place their hands in the centre, and hold onto the hands either side of them. (Make sure that no one holds both hands of a person right next to them.) Without letting go, they have to try and untangle their hands by weaving under and around.

A helping day

- Provide each student with a skill that that he or she can do. Pair up the students. Each student can help the other with that skill during the day.
- Note the students’ progress throughout the day. Discuss when they have been given help and how it feels.

7. Games

- Create some track-and-field activities and hold a class mini-Olympics.
- Find out about sports from other countries and teach the students how to play them.
- Play cooperative games.
- Do some orienteering games.

8. Art activities

- Collage activity – the students could use photographs from home and pictures from magazines to create a collage titled “my world”.
- Ask someone to teach the students about art from different cultures, for example, origami from Japan, Aboriginal dot painting from Australia, Native American rock painting.
- Painting scenes with monotones – the students could paint:
 - a desert scene using yellows and browns, with some green
 - a jungle – shades of green with splashes of black.