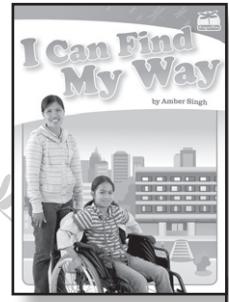


# I Can Find My Way

by Amber Singh



## Overview

This book shows how a girl and her mum go to school. Using photographs and illustrations, the reader is invited to come along for the ride. (Big idea: People need help to find their way.)

## Suggested purposes

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

- making connections between prior knowledge and the text 
- summarising the main ideas. 

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

- using photos and illustrations to get information.

## Key vocabulary

The vocabulary that is focused on includes:

- Anchor words – *find, way*
- Content words – *bridge, door, foyer, library, park, pond, ramp, school, street*
- High-frequency words – *are, can, go, I, my, out, the, to, up, we*

## Features of the text

- Non-fiction features:
  - cover flap, which provides support for identifying the big ideas and anchor words
  - the topic (finding your way), which expands on pages 10 and 11 of the anchor book *Discovering My World*
  - preview question on the back cover
  - step-by-step action photographs
- Word study:
  - initial consonant blends – “br-”, “str-”
  - final consonant blend – “-st”
  - digraph sounds – “sch”, “thr”, “th”
  - medial sounds – “ee”, “oo”
  - prepositions – *across, around, down, into, out, over, past, through, up*
- Exclamation mark
- First-person narrative

## Setting the scene

If you have already introduced the topic using the Whole-class Introduction plan and the anchor book (*Discovering My World*), you can review the discussion and show the students pages 10 and 11 of the anchor book.

Talk about how the students get to school.

- *How do you get to school?*
- *Do you come to school on your own?*

## ELL support

It's important to remember that ELL students are a diverse group of learners. Keep in mind that their experiences can affect both their academic and emotional needs.

## Introducing the book

**Front cover** – Discuss the photograph. *What do you notice about the girl? Who is with her? Where do you think she is going? How do you know?* Read aloud the title.

**Back cover** – Read aloud the preview question. Help the students to make connections with the preview question and their own experiences.

**Using the flap** – Read aloud the text on the flap, and (if relevant) remind the students that they have read this in *Discovering My World*. Read aloud the anchor words on the other side. Tell the students that they can point out the words when they find them in the book. Ask them to leave the flap open as they read.

**Title page** – Read aloud the title. Discuss the photograph. **(Making connections)** *Where can you find your way to?*

## The first reading

**MC** **Pages 2 and 3 – (Making connections)** *What is the girl's mum carrying? What do you take to school? Look at page 3. What word does the author use to show they are leaving the apartment? (out) Why do you think the girl needs a wheelchair?*

**MC** **Pages 4 and 5 – (Making connections)** *What are they doing now? What word describes the area in front of an lift? (foyer) Which word on page 4 explains that they are entering the foyer? (into) Which word on page 5 shows how they move along the street? (down) Where do you think they are going?*

**Pages 6 and 7** *What are they doing now? Which word on page 6 shows where they go in the park? (through) What do you notice about the other people? (photographs on the illustrations) Discuss how the book is a combination of photos and illustrations. Which word on page 7 describes the direction that they walk? (around) **(Making connections)** When you go to a park, who do you like to go with? Where is the nearest park to you? What do you like to do at the park?*

**MC** **Pages 8 and 9 –** *What do you notice about the girl? What word tells you how she crosses the bridge? (over) What does the bridge go over? Which word describes how they move along the ramp? (up) Why does she need help from her mum? **(Making connections)** Where have you seen ramps?*

**MC** **Pages 10 and 11 – (Making connections)** *Discuss the photograph. What is the building they are walking past? Point to the library sign. Is your library close to*

*where you live? Which word on page 11 shows how they are going across the street? (across) How could they keep safe when they cross the street? **(Summarising)** Revisit their journey.*

**Page 12** – Point to the sentence that describes that they have arrived. (Here we are!) Point to the exclamation mark and ask the students what it is. *How does it change the way we read the sentence? Look carefully at the picture. Where are they? How do you know? What do you think will happen next? Why do you think they went this way to school? **(Making connections)** **MC** What is your route to school?*

## Vocabulary activity

### Focus word: past

1. Reread page 10. *We go past the library.*
2. *Say "past" with me.*
3. Explain that in this story "past" describes that the mother and daughter have walked beyond the library. Another word for "past" is "beyond". *We walk past lots of things every day.* Invite two students to stand at the front of the class. Ask one student to walk past the other. *Look, Mike has walked past Cate.*
4. We can use "past" in different ways. When we tell the time, we might say "The time is ten minutes past four."
  - *I watched him walk past the classroom.*
  - *I can count past one hundred.*

- Display some objects around the room. Blindfold a student and ask another student to give instructions to find the item. If the blindfolded student goes past the object, the other students can shout “you have gone past it”.
- Ask the students to think about their trip to school that morning. With a partner, they can use the sentence starter “On my way to school, I went past a [swimming pool].” The next student continues “On my way to school, I went past a [swimming pool] and a [red bus]” and so on.
- What is the word we've been learning that means “beyond”? Say the word with me.

## ELL activity

### Language objective: Picture sequencing from a shared experience

NB: This lesson can be done with the whole class or when another staff member can “cover” the classroom.

- Reread the book with the students. Tell them that they have read about a girl going to school with her mum. *Today we're going to walk to the \_\_\_\_\_* (choose a location in the school). *We're going to find our way to the \_\_\_\_\_.*
- Tell them that they're going to draw pictures of things they see on the way. Each student will need a clipboard and a piece of paper.
- As you're walking, stop at familiar places (the office, the playground). Have the students draw pictures that will help them remember what they passed, walked through, went around, and so on. Model by drawing your own pictures.
- As you walk, model the sentence: “We go \_\_\_\_\_” and the prepositions “out”, “into”, “down”, “through”, “around”, “over”, “up”, “past”, and “across”.
- When you reach your destination, review the sequence with the students. Show them your pictures and model the sentences that tell where you went. “We can find our way to the \_\_\_\_\_.” “We go \_\_\_\_\_.”
- Return to the classroom. Explain that you will make a group book. Provide each student, or pairs, with a large piece of paper. Give them a location from the walk to illustrate.
- Ask the student to read aloud the sentence that matches their drawing. Do this in the proper sequence. Scribe the sentence for them. “We go \_\_\_\_\_.”
- Create an opening page: “We can find our way to the \_\_\_\_\_.”

- Assemble the book for independent reading and/or shared reading experiences.

## Ideas for revisiting the text

### 1. Review and check

- Listen as the students reread the text, observing their use of one-to-one correspondence and their ease of using the sentence frame “We go \_\_\_\_\_.”
- Review the anchor and content words. Check that the students know what each word means and how it is used.

### 2. Stop and learn

#### a. Decoding/word attack activities

##### Practising onset and rime

- Write “way” on the board. Have the students say it with you.
- Ask them to identify the letters “ay”. Note that this sound is like the letter “a”.
- Build a word family on the board. Discuss the meanings of the words. (day, grey, hay, lay, pay, play, ray, spray, stay, sway, tray)

##### BLM – Using onset and rime

The students can complete the words by adding the “ay” ending. They can then draw pictures of each word.

##### Practising changing tense of irregular verbs

- Write “We go out the door” on the board. Underline “go”. Have the students read aloud the sentence.
- Explain that you want to write “Yesterday, I went out the door.”
- How do you spell “went”?
- Discuss replacing the word “go” with “went”.
- Explain that we have changed the sentence so that it happened yesterday (past).

#### b. Comprehension activities

##### Summarising the main ideas

Discuss how the story is about the girl's journey to school. Ask the students to recall some of the words that describe how she went to school (out, into, down, through, around, over, up, past, across). These words help us to describe how she travelled to school. *What things might the girl find difficult? What problems might arise for her mother?*

#### BLM – Matching words with pictures

The students can cut out and paste the prepositions next to the appropriate picture. They can check their answers in the book.

#### c. Writing activities

Have the students write:

- a map detailing their route to school.
- a shared writing, morning message, or journal writing activity. Write about things they see as they walk to school.

### 3. Suggestions for further activities

- Using the words and punctuation cards for this book, reassemble the sentences with the students.
- Find your house and school on an online map.
- Interview someone in a wheelchair about how they get to school or work.