

About the Book

Text Type: Fiction/Realistic Page Count: 12 Word Count: 133

Book Summary

In *Following the Map*, Mom gives Kelly a map and a compass to use to locate her birthday surprise. High-frequency words, repetitive phrases, and detailed illustrations support readers, and they will have the opportunity to sequence events as well as to ask and answer questions as they read this fun-filled story about following a map.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Ask and answer questions to understand text
- Sequence events
- Discriminate final consonant *st*-blends
- Identify final consonant *st*-blends
- Identify and use past-tense verbs
- Identify and use number words

Materials

Green text indicates resources are available on the website.

- Book—*Following the Map* (copy for each student)
- Chalkboard or dry-erase board
- Extra copy of the book
- Sequence events, final consonant *st*-blends, past-tense verbs worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- High-frequency words: *her, she, went*
- Content words:
Story critical: *compass (n.), east (n.), map (n.), north (n.), south (n.), west (n.)*

Before Reading

Build Background

- Write the word *compass* on the board and point to the word as you read it aloud to students. Repeat the process and have students say the word aloud.
- Ask students whether or not they have ever seen or used a compass. Explain that a compass is a tool with a magnetic needle that always points north, and it is used for showing direction. Discuss some instances when people might need to use a compass.

Book Walk

Introduce the Book

- Show students the front and back covers and read the title with them. Ask what they think they might read about in a story called *Following the Map*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of story, authors' names, and illustrator's name).
- Write the following repetitive sentence on the board: *Kelly checked her compass*. Read the sentence aloud, pointing to the words as you read them to students. Have students read them aloud. Explain that these words repeat throughout the story.

Introduce the Reading Strategy: Ask and answer questions

- Explain to students that effective readers ask questions before and during reading a book, and look for answers as they read. Explain to students that asking and answering questions helps readers understand and enjoy the book.
- Model asking questions as you preview the book.
Think-aloud: *When I look at the picture on the cover, I see someone's hands holding a map and a compass. It looks as though the person is getting ready to follow the path on the map. I wonder where it will go. I will write that question on the board. (Where will the path on the map go?) On the back cover, I see a girl at the end of the path. She has the map and compass in her hand. I wonder who she is. I will write that question on the board too. (Who is the girl?) I will have to read the book to find the answers to my questions.*
- Have students preview the rest of the book, looking at the pictures and covers. Ask them to share any questions they have.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: Sequence events

- Remind students that stories are generally told in order from beginning to end. A list of events in the correct order is called a *sequence of events*.
- Explain that certain words are often used to explain a sequence of events. Words such as *first*, *next*, *after that*, and *finally* help us think about the correct order of events. Write these transition words on the board.
- Model sequencing the main events of a story about a birthday party.
Think-aloud: *If I want to tell someone a story about my brother's birthday party, I need to include certain events in order to tell the story correctly. In my birthday story, first we arrived at the park. Next, my brother's friends came to the party and brought presents. Then, we played games. After that, my brother blew out the candles on his cake while we sang "Happy Birthday." Then, he opened all of his presents. Finally, my brother thanked his friends, and we all went home.*
- Tell the story using key words on the board to sequence the events of the story out of order. Ask students to explain why the order of the events is important (the sequence of events does not make sense when told out of order). Discuss with students that a story does not make sense when the events are out of order.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 3, you might say: *Mom gave Kelly a map and compass as a gift. Mom told Kelly to follow the path on the map to her surprise.*

- Remind students to look at the picture on the page and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *north* on page 4 and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows a map with footsteps moving forward from the house along the path. When I look at the first part of the word, I see that it starts with the /n/ sound. However, the word forward starts with the /f/ sound, so this can't be the word. I know the compass shows the footsteps are going north. The word north starts with the /n/ sound. The sentence makes sense with this word. The word must be north.*

Set the Purpose

- Have students use what they already know about maps and following directions to ask questions as they read. Remind them to think about the sequence of events as they read.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 3 (*Mom*). Point out to students where to begin reading on each page. Remind them to read the words from left to right.
- Ask students to place their finger on the page number in the bottom corner of page 3. Have them read to the end of page 5, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Model answering questions.
Think-aloud: Earlier I asked the question, who is the girl? After reading the first part of the book, I learned the girl's name is Kelly. Her mom gave her a map and compass as a gift. I also asked the question, where will the path on the map go? So far, I have read that Kelly walked fifteen steps and bumped into the mailbox. I wonder where she will go next. I will have to keep reading to find out.
- Invite students to share some questions they asked and answered while reading the book.
- Cut apart the pages of an extra copy of the book. Place pages 3 through 5 out of order in a pocket chart or along the board ledge. Have a volunteer place the pages in order and tell the sequence of events using the sequence words listed on the board.
- **Check for understanding:** Have students read to the end of page 8. Encourage them to share questions they asked and answered as they read the book. (Accept all answers that show students understand how to ask and answer questions.)
- Use the cutout pictures to discuss the sequence of events through page 8.
- Have students read the remainder of the book. Remind them to ask and answer questions about following a map as they read and to identify important details on each page.



Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- **Think-aloud:** *Earlier I asked the question, where will the path on the map go? First, I read Kelly walked to the mailbox. Then, she walked to the garden. After that, she walked to a tree, and then she ran to her friend's house. Finally, her friends jumped out and yelled, "Happy Birthday!" I was able to answer my questions by reading the story and thinking about the sequence of events.*
- Ask students to explain how asking and answering questions helped them understand and remember what they read.

Reflect on the Reading Skill

- **Discussion:** Discuss the sequence of events through the end of the book. Place the pictures in order in the pocket chart or along the board ledge. Have students practice telling the sequence of events to a partner using the pictures in the pocket chart.
- **Independent practice:** Introduce, explain, and have students complete the [sequence events worksheet](#). If time allows, discuss their answers.
- **Enduring understanding:** In this book, you read about a girl following directions on a map using a compass. She checked her compass after she walked each section on the map. You learned that a compass is used for showing direction. Now that you have thought about this information, name some other uses for a compass. How could a compass help someone that is lost?

Build Skills


Phonological Awareness: **Final consonant st-blends**

- Say the word *west* aloud to students, emphasizing the final /st/ sound. Have students say the word aloud and then say the /st/ sound.
- Have students practice making the /st/ sound with a partner. Have students work with a group to brainstorm to generate a list of other words that end with the /st/ sound. Invite volunteers to share their words.
- **Check for understanding:** Say the following words one at a time and have students give the thumbs-up signal if the word ends with the /st/ sound: *east, compass, nest, north, map, and quest*.

Phonics: **Final consonant st-blends**

- Write the word *west* on the board and say it aloud with students.
- Have students say the /st/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letters represent the /st/ sound in the word *west*.
- **Check for understanding:** Write the following words that contain the /st/ sound on the board, leaving off the final consonant: *nest, twist, last, and must*. Say each word, one at a time, and have volunteers come to the board and add the final *st* to each word.
- **Independent practice:** Introduce, explain, and have students complete the [final consonant st-blend worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: **Past-tense verbs**

- Review or explain that some words name actions. Remind students that action words are called *verbs*.
- Write the following sentences on the board: *I jump on my trampoline. I kick my soccer ball.* Have volunteers come to the board and underline the action word in each sentence.
- Explain that when an action happened in the past, the *ed* letter combination is usually added to the end of the verb. Explain that these words are called *past-tense verbs*. Add the word *yesterday* to each sentence. Have a volunteer come to the board and add the *ed* letter combination to each verb.
- Have students turn to page 4 and read the second sentence. Ask them to locate the past-tense verb (*checked*). Have a volunteer name the present-tense verb (*check*).
-  **Check for understanding:** Have students locate the past-tense verbs in the story and circle each one. Invite students to share their results with the class.
- **Independent practice:** Introduce, explain, and have students complete the [past-tense-verbs worksheet](#). If time allows, discuss their responses.

Word Work: Number words

- Explain that there are different groups, or categories, of words. Some words, such as *verbs*, name actions. *Nouns* name people, places, and things. Other words tell about a concept or idea, such as a number. Point out that a *number word* is a word used to count.
- Have students name some times when they might need to count.
- Write the number words *fourteen*, *twenty*, and *forty-six* on the board. Have a volunteer come to the board and write the numerals that match each number word. Have students read page 4 and locate the number word (*fifteen*). Have a volunteer come to the board and write the numeral that matches the number word.



Check for understanding: Have students reread the book and underline all of the number words in the book. When they have finished, make a list of the number words on the board and write the numeral for each.

Build Fluency
Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them discuss the sequence of events from the book with someone at home.

Extend the Reading
Realistic Fiction Writing and Art Connection

Have students draw a picture of one of the places Kelly went in the story. Under the picture, have students write sentences to describe their picture.

Visit WritingA-Z.com for a lesson and leveled materials on realistic fiction writing.

Social Studies Connection

Create several simple maps of the area around the school or playground much like the one in the book. Set up a surprise at the end of each course. Divide students into small groups. Give each group of students a map and a compass. Have them follow the map and find the surprise. Have each group share the course they followed and the surprise they found.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment**Monitor students to determine if they can:**

- consistently use the strategy of asking and answering questions to understand text during discussion
- accurately identify the sequence of events during discussion and on a worksheet
- accurately discriminate final consonant *st*-blend sound during discussion
- identify and write the letter symbols that represent the final consonant *st*-blend sound in text, during discussion, and on a worksheet
- correctly understand, locate, and use past-tense verbs during discussion and on a worksheet
- correctly identify, write, and use number words during discussion and in text

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)