



About the Book

Text Type: Nonfiction/Informational **Page Count:** 24 **Word Count:** 2,069

Book Summary

In *Mapping the Woods: Maps and Cartography*, readers are introduced to a variety of maps including physical, political, and data maps. Samples of each type of map, as well as explanations about scale, keys, landmarks, and symbols, are provided.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Use the reading strategy of asking and answering questions to understand nonfiction text
- Identify main idea and supporting details
- Identify commas in a series
- Recognize and use content vocabulary

Materials

Green text indicates resources available on the website

- Book—*Mapping the Woods: Maps and Cartography* (copy for each student)
- Chalkboard or dry erase board
- **Main idea and details worksheet, vocabulary game**
- **Discussion cards**



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

Vocabulary

- **Content words:**

Story critical: *cartographers (n.), landmarks (n.), relief maps (n.), scale (n.), surveying (v.), topographic map (adj.)*

Enrichment: *boundary (n.), compass rose (n.), elevation (n.), key (n.), pictorial map (n.), statistics (n.)*

Before Reading

Build Background

- Involve students in a discussion about driving trips they have taken with their parents or caretakers on which they used a map to help them find their way. Ask them to tell what the map looked like and the kinds of things that were on it. Have them tell how or if they were able to figure out how close they were to their destinations. Ask if they have seen other types of maps (elicit “weather” map).
- Create a KWL chart on the board. Write what students know about maps in the column labeled **K** (What I know).

Preview the Book

Introduce the Reading Strategy: **Ask and answer questions**

- Tell students that asking questions about a topic before reading and looking for the answers as they read will help them understand and remember what they read.
- Give students a copy of the book and have them preview the front and back covers and read the title. Have students discuss what they see on the covers, and ask them what the book might be about.
- Direct students to the table of contents. Remind students that the table of contents provides an overview of what the book is about. Each section title provides an idea of what they will read in the book. Point out that two of the sections in this book are divided into sections. After reviewing the table of contents, model using it as a way to think of questions.
Think-aloud: The first section in the book is titled "Maps and What They Can Do." I wonder what else maps can do besides give directions or show what the weather is going to be like. I'll write that question on the KWL.
- Have students look at the other section titles. Write any questions they have about the maps and mapmaking, based on the covers and table of contents, on the KWL chart. Remind students that no question is ever inappropriate if they truly do not know the answer.
- Have students preview the rest of the book, looking at the photographs and maps. Add any additional questions students may have to the KWL.
- Point out the "Try This" boxes on pages 10, 22 and 23. Encourage students to try the activities when they have finished the lesson.
- Show students the glossary and explain its purpose.

Introduce the Vocabulary

- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for base words and prefixes and suffixes. They can use the context to work out meanings of unfamiliar words.
- Model how to apply word-attack strategies. Point out a word in bold, for example, the word **cartographer** on page 4. Model how students can use context clues to figure out the meaning of the word. Point out that the word *or* in this sentence signals that the definition of the unfamiliar word is provided. In this sentence, the way in which the word is pronounced is also included. Tell students to reread the sentence to see if the definition makes sense.
- Remind students to check whether words make sense by rereading the sentence. Tell them they can also use the glossary or a dictionary to find the meanings of unfamiliar words.

Set the Purpose

- Have students read the book to determine the main idea and important details in each section.

During Reading

Student Reading

- **Guide the reading:** Have students read the first two sections. Tell them to underline the information that answers any of the questions written on the KWL chart. Tell students to go back and reread the section if they finish before everyone else.
- Model answering a question on the KWL chart.
Think-aloud: I found the answer to the first question on our KWL. I read that maps are drawings of a place. Today, most maps are made from overhead photographs. A long time ago, people drew them from memory.
- Have students look at the Key on the map on page 6. Ask them to circle the symbol that stands for buildings.

Lesson Plan *(continued)*

Mapping the Woods: Maps and Cartography

- Have students look at the weather map on page 11. Have them circle the symbol that represents rain.
- Review the remaining questions written on the KWL chart, circling and writing the answers as students provide the information.
- Ask students if they had any other questions while reading. Add these to the chart.
- Tell students to read the remainder of the story, looking for answers to the questions on the chart as they read.



Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

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

- **Comprehension:** Reinforce that asking questions before and during reading, and looking for the answers while reading keeps them interested in the topic, encourages them to keep reading to find the answers to their questions, and helps them understand and remember what they have read.
- Review the KWL chart with students. Circle questions that were answered and write the information students provide.

Teach the Comprehension Skill: **Main idea**

- **Introduce and model:** Explain that every writer has a main idea in mind for a book when he or she writes it. In addition, the writer has a main idea for each section or section of the book. The headings often provide clues as to what the main idea of each section or section is about.
- Have students find the title of the first section. Ask them if they think the title gives them a good idea of what the section is about. (Maps are drawings that show how to go from one place to another.)
- **Check for understanding:** Ask students what they think the main idea is of the third section in the section titled "What Is on a Map?" (Maps have special symbols to show where important places are.)
- **Independent practice:** Give students the [main-idea-and-details worksheet](#) and have them work independently to complete it by identifying the main idea and important details for each section listed. Discuss their responses. If students disagree about the main idea of a section, have them justify their responses by identifying clues in the text.



Extend the discussion: Instruct students to use the inside cover of their book to draw a map of their house.

Build Skills

Grammar and Mechanics: **Commas in series**

- Explain or review that when writers use a series of items in a sentence, the words need to be separated by commas. Without the commas, the sentence will be difficult to read and will not make sense. Write the following sentence on the board: *Grass, trees, and buildings are not always shown on a map.* Erase the commas and ask students why this sentence doesn't make sense.
- Check for understanding by directing students to the first sentence on page 7. Ask students to find two sentences in which a series of items has been separated with commas.



Have students work with partners to go through the book and underline sentences in which commas have been used to show a series of items. Discuss their responses.

Word Work: **Content vocabulary**

- Tell students that many of the words they read in the book are used to tell about maps and mapmaking. Provide opportunities for students to talk about difficult words such as *cartographers*, *statistics*, and *topographic*. Provide opportunities for students to say the new vocabulary words, talk about their meanings, and use the words in sentences.
- Introduce, explain, and have students play the **vocabulary game**.

Build Fluency

Independent Reading

- Allow the students to read their books independently or with a partner. Partners can take turns reading parts of the book.

Home Connection

- Give the students their books to take home to read with parents, caregivers, siblings, or friends.

Extend the Reading

Writing Connection

Have students write stories about a faraway land. Tell them to include interesting characters, setting, and plot. Have them draw maps to go with their stories. Tell them to include a key. As students share their stories with the group, have them point out the route their characters took in the story.

Visit **Writing A-Z** for a lesson and leveled materials on informational writing.

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:

- identify main idea and supporting details
- read a simple map
- understand that commas are used to separate items in a list
- recognize and use content vocabulary

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**