

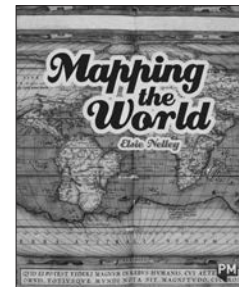
Mapping the World

PM Level 29

Sapphire

Text Type Information Report (Informative), Explanation (Informative)

Running Words 2455



Preparing for Guided Reading

Prior knowledge

- Talk with students about the types of maps they regularly use, including atlases, globes, poster-style maps and digital maps. Ask them to explain why different types of maps are useful for different purposes.

Orientation to the text

- In this book, students learn about the information conveyed by maps, and some of their unique features. They also learn about different types of maps, including thematic maps and sea-floor maps, as well as information about the development of cartography.

Building the Balanced Reader

Grammatical conventions

- Discuss the use of procedural language on p. 24, e.g. *First, the transducer sends sound waves...; Then, the soundings are reflected...; After many soundings have been recorded...*

Vocabulary

Key vocabulary

autonomous, ceased, circumference, convey, density, fertile, forecasters, geographical, irregularly, itineraries, meteorological, pictorial, plateaus, sediment, significant, sonar, submersibles, transducer, mapping

Spelling

- Discuss the word *cholera*, and how its *ch* has a hard sound rather than the softer *ch* in *chalk*.

Visual literacy

- Have students look at the map on p. 3 and suggest what this map might be showing. (The locations of earthquakes and volcanic eruptions.)

Focusing on the book – guided reading

- Discuss the fact that people who design maps are called cartographers, and that their profession is known as cartography.
- Have students suggest reasons why many old maps were drawn to be beautiful as well as useful.

- After reading p. 12, have students look closely at the map on this page and point out any obvious errors, or land masses that seem to be missing.
- Ask students why they think the base map for a thematic map would include features such as country names and rivers.
- Have students contemplate the limited understanding people would have had of the world before the invention of the printing press in 1440. Point out that before this time, very few people would have been able to ever see a world map in their lifetime, and that those who did get to see world maps would only see a limited and incorrect representation of the Earth's continents.
- Discuss some of the reasons why the sea floor is mapped. Ask students why these maps would be a source of useful information to sailors and scientists, and could help to keep ships safe.
- Ask students why cartographers mapping the sea floor with sonar devices would want to distinguish between sediment and other parts of the sea floor.

Comprehension

- What features are included on almost all modern maps? (*Literal*)
- How might the thematic map of the world's volcanic eruptions and earthquakes help people stay safe? (*Inferential*)
- What new details might be included in maps in the future? (*Applied Knowledge*)

Follow-up activities

- Have students prepare, in written form, a series of verbal prompts to direct someone from their home to several places within the local area. Direct them to include a reference map that resembles the screen display on a GPS.
- Have students write a story about an adventure in a submersible vehicle like the one on pp. 26–27.
- Have students identify a particular topic or theme relevant to their school. Ask them to insert this information onto a base map of the school grounds, to create a thematic map.

Learning Intentions

- We are learning to apply a range of skills and strategies to gain maximum understanding of both written and visual information in a text.
- We are learning about a range of language effects that add variety and clarity to a text.
- _____

Success Criteria

- I can read written and visual information to better understand information in a text.
- I can read and understand a range of language effects used by the author.
- _____

Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up