



THE
MAPMAKER
CHRONICLES

RACE TO THE END OF
THE WORLD

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**SOME SUGGESTED TEACHING AND LEARNING ACTIVITIES
FOR MIDDLE TO UPPER PRIMARY YEARS**

Compiled by Tracee Cinello

Please note: Before students attempt any of the following comprehension tasks, the teacher MUST model the strategy explicitly.

MAKING CONNECTIONS TO PRIOR KNOWLEDGE BEFORE READING

Read the title of the book. Ask students what they think a mapmaker is. Discuss what the students know about maps. What are they? How are they useful? What types of maps are there? What do we use today to help navigate where we are going?

Teacher displays front cover of book. Ask students what they see in the picture. Have they ever been on a ship? What sort was it? How did it feel? What was the ocean like when you were on the ship? How did the movement of the sea make you feel? Did you see any creatures from the boat/ship? What were they? What sort of animal is on the front cover? What information do you know about this creature?

Read the blurb on the back of the book. Using information from the discussion about the book's title, cover and blurb have students make predictions about the story. Record on chart paper some 'I wonder' statements before reading. At the end of each chapter the students could generate more 'I wonder' statements. This ensures that the students are thinking about the story before they read, during the reading and at the end of the reading.

You could also use a chart similar to the one below. You could complete a class chart or make individual charts.

WHAT WE KNOW

(our experiences, background knowledge and/or connections with the text)

OUR PREDICTIONS

(make predictions before reading and during reading; alter predictions by confirming or rejecting them and make new predictions based on additional information gathered)

Or students may use an “I Wonder” bookmark like the example shown.

Another format that students could use to show justification for their predictions is shown below.

I Predict	I Wonder
Chapter _____ I predict... _____ _____	Chapter _____ I wonder... _____ _____
Clue... _____ _____	Because... _____ _____
Chapter _____ I predict... _____ _____	Chapter _____ I wonder... _____ _____
Clue... _____ _____	Because... _____ _____
Chapter _____ I predict... _____ _____	Chapter _____ I wonder... _____ _____
Clue... _____ _____	Because... _____ _____

MAKING CONNECTIONS

Explain that we can make three different kinds of connections: text-self, text-text and text-world.

As you read to students, stop and use the think aloud strategy to model each type of connection. Explain how the connections help you to understand the story better. For example: Chapter One: Text-self: This text reminds me of a time where I have been bullied; Text-text: This text reminds me of Harry Potter and how Malfoy was mean to Harry and made his life hard. Text-World: My connection to the world is never judge a book by its cover. Sometimes it's the unassuming people in our society that will really surprise us with their skills and knowledge.

As you progress through the text -using selected chapters- have students record their connections while you are reading. They can share their connections with a partner and discuss how their connections helped them to understand the story better. Below are some connecting statements for students/teacher to use:

This part reminds me of....

- I felt like...(character) when I....
- If that happened to me I would....
- This book reminds me of...(another text) because....
- I can relate to...(part of text) because one time....
- Something similar happened to me when

Text-to-self:

- What does this remind me of in my life?
- What is this similar to in my life?
- How is this different from my life?
- Has something like this ever happened to me?
- How does this relate to my life?
- What were my feelings when I read this?

Text-to-text:

- What does this remind me of in another book I've read?
- How is this text similar to other things I've read?
- How is this different from other books I've read?
- Have I read about something like this before?

Text-to-world:

- What does this remind me of in the real world?
- How is this text similar to things that happen in the real world?
- How is this different from things that happen in the real world?
- How did that part relate to the world around me?

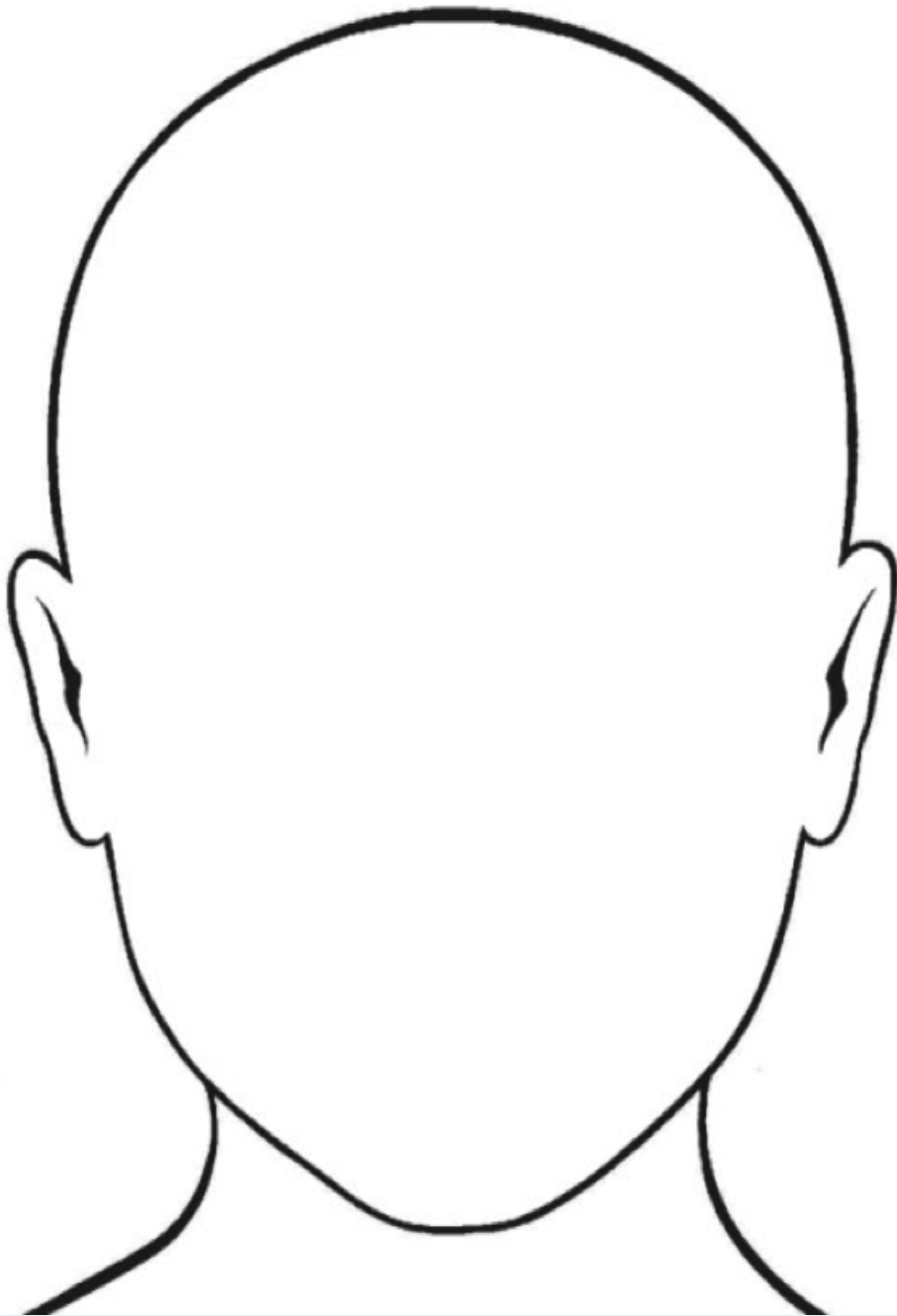
MAKING CONNECTIONS: TEXT-TO-SELF

VISUALISING

Invite students to draw and colour a portrait of a character from the story for example, Quinn. Students cut out the portrait and use it to trace on one or several sheets of paper to create one or more blank heads. Staple the colour portrait and the blank sheets together.

While the teacher is reading the students fill the head with words and pictures to represent the thoughts and feelings of the character. After each chapter the students can do a partner share. The outline below could be used.

MY CHARACTER



Example of text for Quinn:

- Quinn was a quiet and shy farm boy who loved to read.
- Quinn understood that knowledge meant power.
- He was small in stature.
- He was a 'homebody'.
- He possessed a special gift – a photographic memory

SUMMARISING

After reading the story, show students the format for writing narrative pyramids.

Line 1 – character's name

Line 2 – two words describing the character

Line 3 – three words describing the setting

Line 4 – four words stating the problem

Line 5 – five words describing one event

Line 6 – six words describing another event

Line 7 – seven words describing a third event

Line 8 – eight words describing the solution to the problem

Create a Narrative Pyramid as a class. Then have students create their own in small groups or pairs. Use the completed pyramids to lead into discussions about the characters in the book. A proforma like the one below could be used as a scaffold for the students.

NARRATIVE PYRAMID

1. _____
Character's name

2. _____
Two words describing the character

3. _____
Three words describing the setting

4. _____
Four words stating the problem

5. _____
Five words describing one event

6. _____
Six words describing another event

7. _____
Seven words describing a third event

8. _____
Eight words describing a solution to the problem

After the reading of a chapter, working in pairs or threes, the students decide on one symbol to represent the main idea of the chapter. They draw this in the middle of an A3 sheet of paper. However, to draw the picture they can only use 3 or 4 colours and the colours must represent the emotions of the characters in the chapter they are summarising. Around their image they write the name of the characters and words to describe the characters in the chosen colour. In the corners of the sheet they are to record four quotes from the chapter which they feel are important and they need to justify their choices when reporting/sharing to the whole class. They must also explain why they chose their particular image.

Refer to example below.

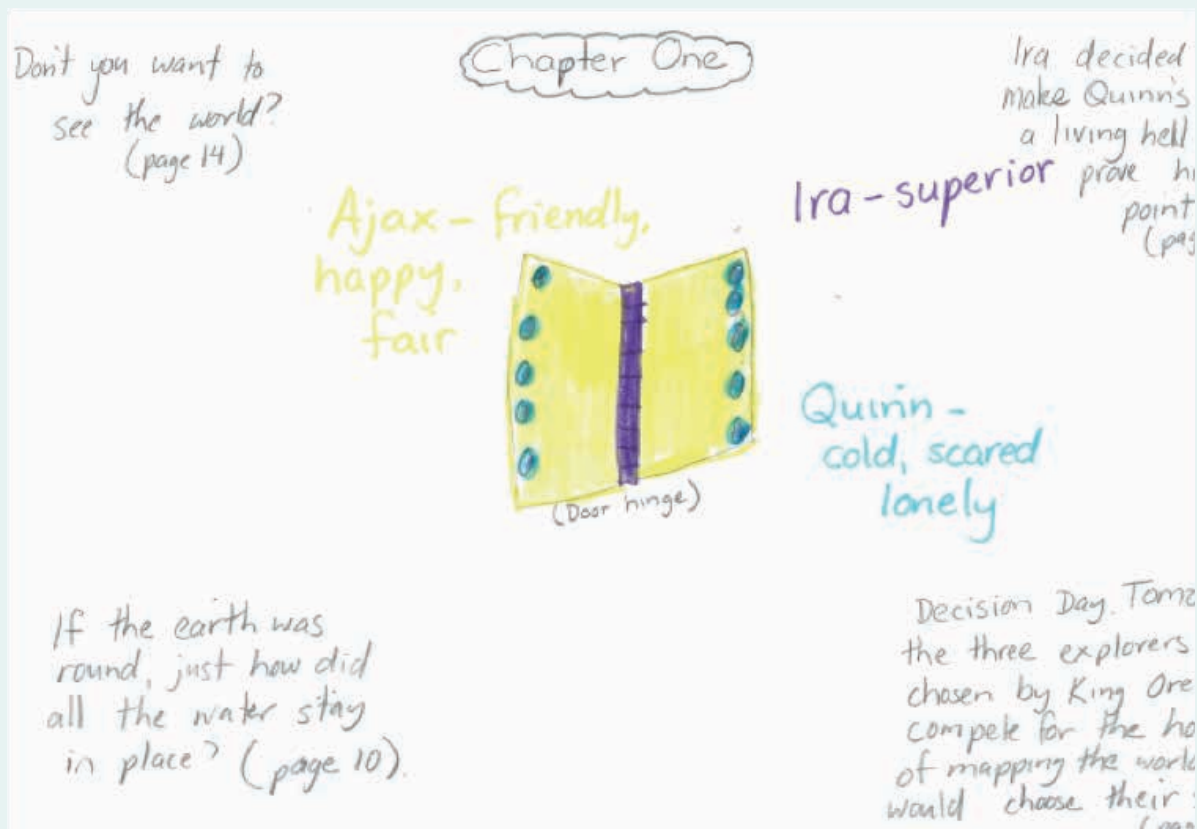
The door hinge was chosen to represent how Quinn is 'locked away' by his own emotions and how he has to learn the 'trick' to escape. The colour yellow was chosen for Ajax to show his happy-go-lucky nature; purple for Ira because he sees himself as being above everyone else and he is the son of a Lordling and blue for Quinn as he is homesick and sad to be away from his home.

Quotes – “Don’t you want to see the world?” – shows Quinn’s reluctance to go on the adventure.

“If the earth was round, just how did all the water stay in place?” – shows Quinn’s inquiring mind but also his fear of the unknown.

“Ira decided to make Quinn’s life a living hell to prove his point.” – Quinn has made An enemy in Ira and this maybe foreshadows what will occur later in the book.

“Decision Day. Tomorrow the three explorers chosen by King Orel to compete for the honour of mapping the world would choose their scribes.” – Quinn will find out his destiny.



STORY MAPPING

A story map is a strategy that uses a graphic organizer to help students learn the elements of a book or story. By identifying story characters, plot, setting, problem and solution, students read carefully to learn the details. The teacher uses a proforma like the one below to jointly discuss and construct a story map of a well-known story. In pairs, students then could use the following example to create their own story map.

Story Map

Title: _____

Author: _____

Climax:

8. _____

7. _____

6. _____

5. _____

4. _____

3. _____

2. _____

1. _____

Major Characters: _____

Minor Characters: _____

Initiating Event

Introduction

Rising Action/Events

Falling Action/Conclusion

9. _____

10. _____

Conflict:

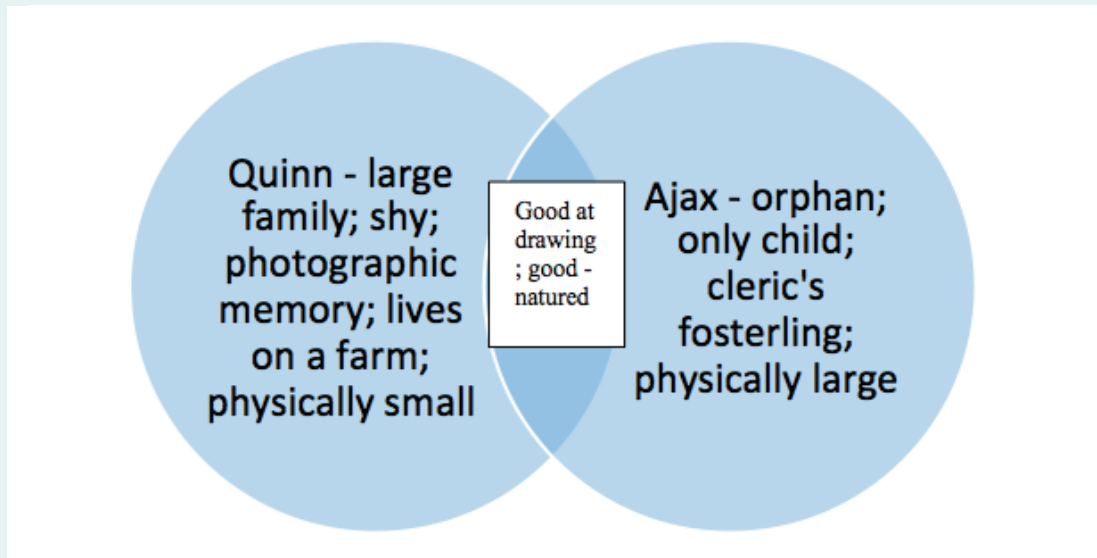
Resolution:

Setting:

Author's Theme:

CHARACTER COMPARE AND CONTRAST

Students choose two characters for example, Quinn and Ajax and complete a venn- diagram displaying traits that are similar with the characters and traits that are different. Students can complete this task with a partner and then share in small groups.



Name _____

Directions: Pick two characters from the story. Think about their similarities and differences. Use the Venn Diagram below to compare and contrast them.

Character compare and contrast

_____ character 1 both character 2 _____

REFERENCES

Building Comprehension Strategies for the Primary Years (2011) – A. Davis

Guided Comprehension in Grades 3-8 (2009) – M.McLaughlin & M.B.Allen

Revisit, Reflect and Retell (2009) – L.Hoyt

Solutions for Reading Comprehension Strategic Interventions for Striving Learners (2011) – L.Hoyt, K.Davis, J.Olson & K.Boswell

USEFUL WEBSITES ABOUT MAPPING

<http://math.rice.edu/~lanius/pres/map/>

http://mapmaker.education.nationalgeographic.com/?ar_a=1&b=1&ls=000000000000 –
Mapmaker interactive

<http://www.nationalgeographic.com/xpeditions/lessons/09/g68/cartographyguidestudent.pdf> (Map
making guide)

<http://www.teachingideas.co.uk/geography/files/mapwork.pdf> - How Far

http://www.teachingideas.co.uk/geography/contents_maps.htm - Teaching Ideas about Maps

<http://earthexplorer.usgs.gov/> - Find aerial views of school

<http://education.usgs.gov/lessons/schoolyard/MapSketch.html> - Map your school yard