

 **Oxford Level 5**

Map, Compass, Explore!

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Teaching notes written by Teresa Heapy.

Text type: report, explanation

Topic: maps

Synopsis

This book follows two explorers as they try to get to a big lake. It looks at how they use a map and a compass together to find their way.

There is a topic-linked fiction book to partner this title, which is called *The Treasure Map*.

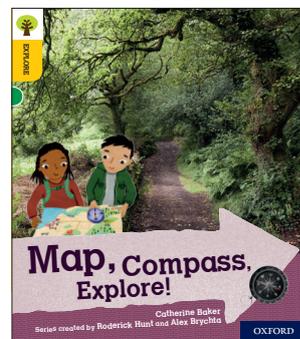
Group/Guided reading

Introducing the book

- ➔ Look at the cover and read the title together. Ask the children if they know what a compass is. Ask: *How do you think you use a compass? Why might you need one?*
- ➔ Look at p3 and read the contents list together. Ask: *Have you or your family used a map together to find your way somewhere?* Encourage the children to share their own experiences of using maps.
- ➔ (*Questioning*) Ask the children to think of some questions about maps and compasses that they would like to know the answers to.
- ➔ (*Predicting*) Read the text on p4 together. Say: *I wonder how the explorers will find their way to the lake.* Encourage the children to make predictions.

Vocabulary check

- ➔ As they read, encourage the children to sound out and blend new words, for example *e-x-p-l-or-er-s*, *kn-ow*.
- ➔ There are a number of topic words used in this book. These include words that may be familiar but do not conform to the phonic teaching that children will have learned at this point, and subject-specific vocabulary that may be unfamiliar to children. You can look together at the inside front cover for a list and their definitions. Explain to the children that these words may be challenging but they are important for the topic. Read these words for the children if necessary, to help build familiarity before they read the book.
compass also picture village always



Reading the book

- ➔ Ask the children to read the book aloud and help where necessary. Praise and encourage them as they read. Where necessary, encourage the children to re-read sentences to focus on meaning.
- ➔ *(Questioning)* After reading p5, ask the children to think of some questions they would like to ask the explorers.
- ➔ *(Predicting)* After reading p7, say: *I wonder how the compass will help the explorers to use the map.* Encourage the children to make predictions.
- ➔ On p9, ask: *How do the explorers know which way north is?*
- ➔ On p13, check the children can spot the red needle and talk about how it needs to point to the north marking on the compass. Ask them to point to north on the compass.
- ➔ On p17, ask: *How do the explorers know the town is to the east of them?*
- ➔ *(Summarizing)* After reading p21, ask: *What two things should you never forget when you go exploring?*

Returning to the book

- ➔ *(Clarifying / Summarizing)* Look again at p8–9 and ask: *Where did the explorers start from? Which features would they have passed to get to the lake?*
- ➔ *(Summarizing)* Ask the children to explain, in their own words, how to use a compass. Prompt them to re-read p12–13 if necessary.
- ➔ *(Clarifying)* Re-read p15 together and ask: *How can you work out which direction south, east and west are?*
- ➔ Say: *I wonder how the explorers felt when they finally made it to the lake.* Encourage the children to share suggestions.
- ➔ *(Questioning)* Ask the children to think of some questions to ask the explorers about their expedition.
- ➔ *(Clarifying)* Tell the children that the Glossary explains the meanings of certain words. These words appear in bold in the book. Turn to p22 and look at the Glossary together. Tell them to look out for these words when they read the book independently and encourage them to use the Glossary when they read the book again.
- ➔ *(Clarifying)* Draw the children's attention to the Index on p22. Tell the children that an Index is an alphabetical list of some of the key words that can be found in the book, with references to the pages they appear on. Choose an example from the book's Index and tell the children that you want to find out more about it. Ask the children to use the Index to help you turn to a page that will tell you more about it.

Independent reading

- ➔ Introduce the book as in the Introducing the book section above.
- ➔ Encourage the children to read the book as independently as possible. Remember to give them lots of encouragement and praise.
- ➔ As they read, encourage the children to sound out and blend new words, for example *ph-o-t-o, n-or-th*.
- ➔ This book contains a number of topic words, which children may need more support with at this stage, but which enrich the book. You can look together at the inside front cover for a list and their definitions. If a word is too difficult, simply read the word for them.
- ➔ Remind the children to use the pictures to support them when reading the text.
- ➔ For suggestions of questions to ask the children after they have read the book to check comprehension, please refer to the Look Back, Explorers page in the book.

Speaking, listening and drama activities

- ➔ Organize the children into pairs and explain that you want one child to provide the other with a set of oral instructions explaining how to use a compass (it would be useful for each pair to have a compass when completing this activity but it isn't essential).
- ➔ Prompt the children to explain how to use the compass with a map, how to find out which way is north, and how to find which direction south, east and west are.
- ➔ Ask the children to swap roles so both children get a chance to deliver the instructions.

Writing activities

- ➔ Provide the children with an aerial photograph of the local area and ask them to make their own map of the area. Prompt them to look at p10–11 of the book to support them if necessary.
- ➔ Ask them to write a key for their maps, similar to the one on p11.
- ➔ Find out which direction is north and ask the children to write 'North', 'South', 'East' and 'West' on their map.
- ➔ Ask children to share their maps with a partner and talk about their key.

Cross-curricular activity

Geography

- ➔ Provide the children with a simple map of the playground, field or local park. Ask them to work in pairs to find their way to a specified point on the map using a compass to help them.

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Curriculum links and assessment

Links to Oxford Reading Criterion Scale

- Can use growing knowledge of vocabulary to establish meaning when reading aloud. (D) (ORCS Standard 1, 7)
- With support, can answer simple questions/find information in response to a direct question. (R) (ORCS Standard 2, 12)
- Can use phonic strategies when reading unknown words, however may need support when reading long vowel phonemes that have several representations (e.g. raid, play, plate) or graphemes that have more than one sound (e.g. bread, beach; shower, flowing; crib, rice). (READ) (ORCS Standard 2, 13)
- Is beginning to identify when reading does not make sense and attempts to self-correct. (READ) (ORCS Standard 2, 15)

Letters and Sounds: Phase 5

Explore with Biff, Chip and Kipper titles are designed to support children with the transition from phonic readers to richer reading with highly decodable fiction and non-fiction. These titles tell a complete story or cover a non-fiction topic using natural language, with a high proportion of phonically decodable words and a selection of high frequency tricky words. Each book also has a limited number of non-decodable but achievable words to enrich the language and expand children's vocabularies and knowledge.

ENGLAND Statutory framework for the early years foundation stage

	National Curriculum objectives	Book-related assessment pointers
Spoken language	give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings (SpokLang.5)	Check the children can provide clear, structured instructions, explaining to a partner how to use a compass.
Reading: Word reading	read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (Y1 ReadWord.3)	Check the children use their phonic knowledge to decode new and unfamiliar words.
Reading: Comprehension	making inferences on the basis of what is being said and done (Y1 ReadComp.2iv) drawing on what they already know or on background information and vocabulary provided by the teacher (Y1 ReadComp.2i)	Check the children are able to answer questions about how a compass works and talk about how the explorers knew which way to go.
Writing: Composition	discuss what they have written with the teacher or other pupils (Y1 WritComp.2)	Check the children draw their own map and key, and talk about their maps with their partners.

SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes, First Level

	Experiences and outcomes	Book-related assessment pointers
Listening and talking	I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage others, and I can use what I learn (ENG 1-03a)	Check the children can provide clear, structured instructions, explaining to a partner how to use a compass.
Reading	I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. (ENG 1-12a)	Check the children use their phonic knowledge to decode new and unfamiliar words.
	Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose. (LIT 1-14a)	Check the children are able to answer questions about how a compass works and talk about how the explorers knew which way to go.
Writing	I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. (LIT 1-20a / LIT 2-20a)	Check the children draw their own map and key, and talk about their maps with their partners.

WALES Curriculum for Wales: Foundation Phase Framework, Year 1

	Framework objectives	Book-related assessment pointers
Oracy	retell narratives or information that they have heard using simple connectives (Y1_OracList.7)	Check the children can provide clear, structured instructions, explaining to a partner how to use a compass. Check the children use connectives to link the ideas in their instructions.
Reading	apply the following reading strategies with increasing independence – phonic strategies to decode words (Y1_ReadStrat.5i)	Check the children use their phonic knowledge to decode new and unfamiliar words.
	make links between texts read and other information about the topic. (Y1_ReadResp.3) identify information related to the subject of a text (Y1_ReadComp.2)	Check the children are able to answer questions about how a compass works and talk about how the explorers knew which way to go.
Writing	write words, phrases and simple sentences and read back own attempts (Y1_WritMean.5)	Check the children draw their own map and key, and talk about their maps with their partners. Check the children read back the words in their key to check them.

NORTHERN IRELAND Levels of Progression in Communication across the curriculum:
Primary Level 1/2

	Levels of progression	Book-related assessment pointers
Talking and listening	identify the main points of conversations and explanations (L2_com_talk.1i) use vocabulary from within their experience to describe thoughts and feelings (L1_com_talk.3)	Check the children can provide clear, structured instructions, explaining to a partner how to use a compass.
Reading	understand that words are made up of sounds and syllables and that sounds are represented by letters (L1_com_read.2i) use a range of reading strategies (L2_com_read.2)	Check the children use their phonic knowledge to decode new and unfamiliar words.
	show understanding of the meaning carried by print, pictures and images (L1_com_read.1) talk about what they read and answer questions (L1_com_read.5)	Check the children are able to answer questions about how a compass works and talk about how the explorers knew which way to go.
Writing	express thoughts, feelings and ideas, from within their experience, using symbols, pictures, words, phrases and simple sentences (L1_com_writ.2)	Check the children draw their own map and key, making phonetically plausible items to write the labels in the key.

CAMBRIDGE INTERNATIONAL Primary English Curriculum Framework: Level 1

	Learning objectives	Book-related assessment pointers
Speaking and listening	Speak clearly and choose words carefully to express feelings and ideas when speaking of matters of immediate interest. (1SL1)	Check the children can provide clear, structured instructions, explaining to a partner how to use a compass.
Reading	Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words. (1R06)	Check the children use their phonic knowledge to decode new and unfamiliar words.
	Talk about events in a story and make simple inferences about characters and events to show understanding. (1Ri2)	Check the children are able to answer questions about how a compass works and talk about how the explorers knew which way to go.
Writing	Use knowledge of sounds to write simple regular words, and to attempt other words including when writing simple sentences, dictated by the teacher, from memory. (1W04)	Check the children draw their own map and key, making phonetically plausible items to write the labels in the key.