

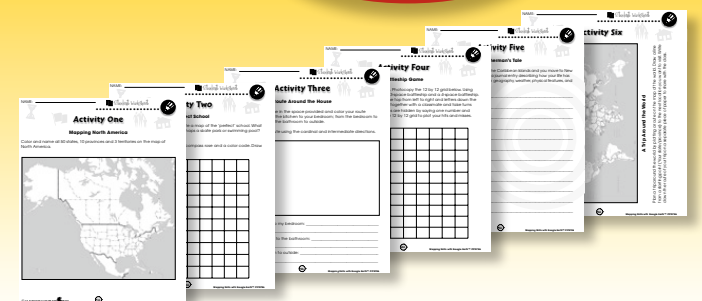
	TEACHER GUIDE	
•	Assessment Rubric	4
•	How Is Our Resource Organized?	5
•	Bloom's Taxonomy for Reading Comprehension	6
•	Vocabulary	6
	STUDENT HANDOUTS	
•	Reading Comprehension	
	<i>How to Read a Map</i>	7
	<i>Map Your Classroom</i>	13
	<i>Map Your Route to School</i>	18
	<i>Map Your Community</i>	23
	<i>Map Your Continent</i>	29
	<i>Map the World</i>	34
•	Crossword	40
•	Word Search	41
•	Comprehension Quiz	42
	EASY MARKING™ ANSWER KEY	44
	STUDENT REPRODUCIBLE MAPS	49
	MINI POSTERS	55

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How to Read a Map

1. Look around the classroom and put a check mark (✓) next to the answer which best describes the position of the item.

a) The teacher's desk is:

- ☐ A at the front of the classroom.
- ☐ B in the back of the classroom.
- ☐ C in the middle of the classroom.
- ☐ D in front of the windows.

b) My desk is:

- ☐ A at the back of the class.
- ☐ B at the front of the class.
- ☐ C in the middle of the class.
- ☐ D in the hall.

2. Match the word on the left to its definition on the right by drawing a line.

- | | | | |
|---|--------------|-------------------------------|---|
| 1 | neighborhood | Shows direction | A |
| 2 | symbols | Small area, where people live | B |
| 3 | compass rose | Pictures that have meaning | C |
| 4 | legend | Using colors to explain | D |
| 5 | color code | Explains symbols on a map | E |
| 6 | map | Drawing of an area | F |



How to Read a Map

A map is like a picture of the Earth, taken from the sky. Maps can show schools, **neighborhoods**, cities, countries, continents or even the whole world.

Maps can show land and water areas. They can also show many things, which are located on the land. For example, trees, houses, churches, post-offices and government buildings. A map of a small area, like your school, would show the playground, the playing fields, the office and your classroom.

Maps use **symbols**, which are a type of picture, to represent real things. For example, some maps use a symbol like this (####) to show where a railway line is on a map. All the symbols used on a map are explained in a **legend**. Sometimes maps use a **color code** to explain what different parts of the map represent. In a color coded map, colors are used to show where land, water and mountains occur. On some maps, color coding is also used to show where the different **states, provinces or territories** are.

Look at the map of a neighborhood to the right. Notice the buildings are brown, the playing field and parks green and the lakes blue. (Use the color overhead "Map Elements on a Neighborhood Map", found on page 60, to complete the exercise.)



How to Read a Map

1. Symbols stand for something. Map makers use symbols to show what things are on their maps. The symbol often looks like the thing it represents on the ground. Match the symbols on the right with the thing they represent on the left by drawing a line.

- | | | | |
|---|--------|--|---|
| 1 | House | | A |
| 2 | Church | | B |
| 3 | Tree | | C |
| 4 | School | | D |

2. Fill in each blank with a word from the chapter.

_____ stand for something. The meanings of symbols are explained in the _____. A _____ is an instrument that shows you the direction you are traveling. A _____ shows you the directions on a map. The four cardinal directions are _____, _____, _____, and _____.



How to Read a Map

Answer each question with a complete sentence.

3. Why is it important to use symbols?

4. How does a legend help you understand maps?

Research

5. Look at a local map. In the space provided, make a list of all the different things that you can find on the map.

6. Create a treasure map. Draw an island, then 5 "landmarks" and an "X" to mark the spot of your treasure. Using cardinal directions, give detailed instructions on how to find the treasure starting from each "landmark". Draw your own symbols and legend for your map.

NAME: _____

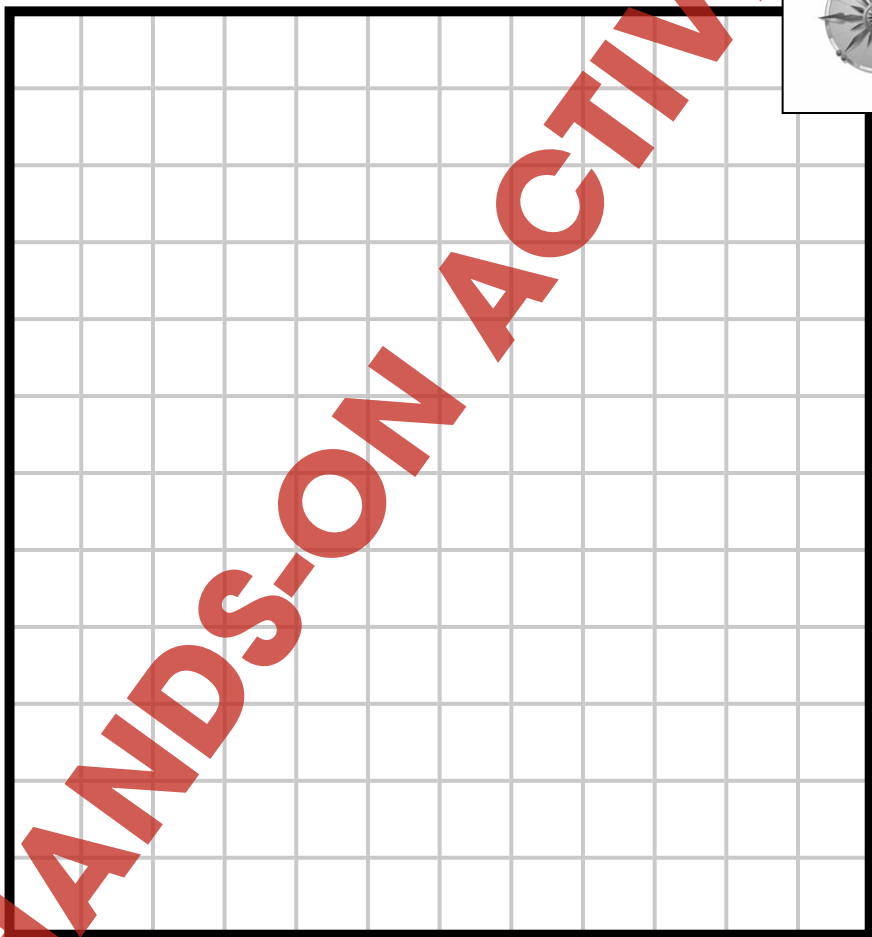
Map Activity



Map Your Classroom

Make a map of your classroom. Give it a title, a compass rose, a legend, a date, and list the author (you).

Title: _____



Date: _____

Author: _____



After You Read

NAME: _____



Crossword Puzzle!

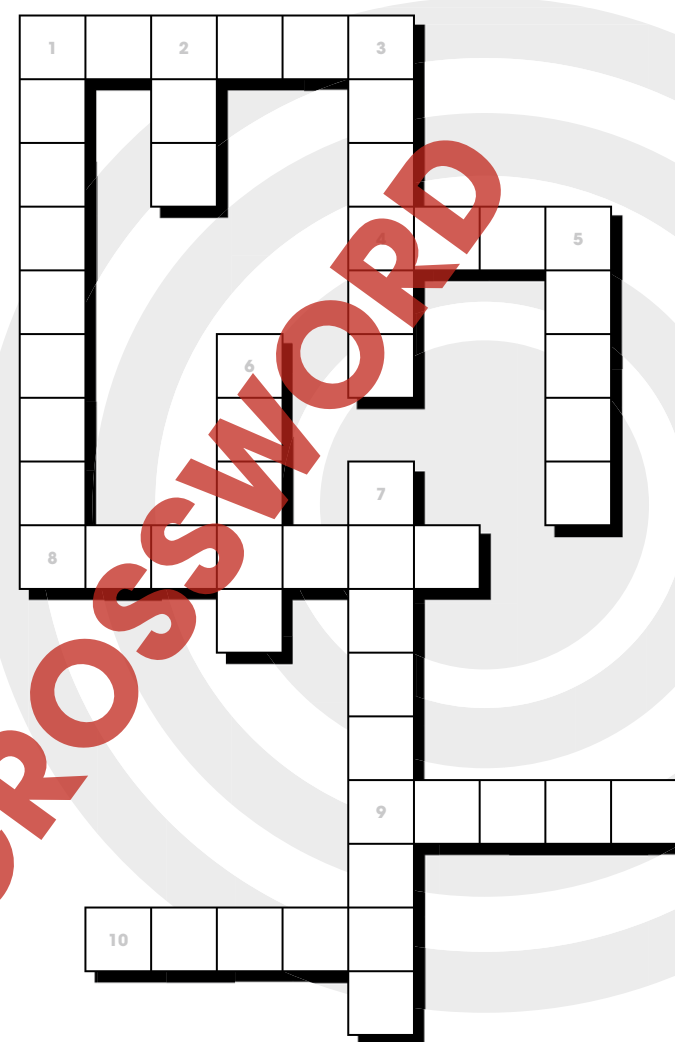


Across

1. A picture, which represents an object.
4. On a compass rose, this direction is to the right.
8. The line of latitude, which circles the middle of the Earth.
9. The direction that is usually at the top of the map.
10. The number of continents.

Down

1. The location at the bottom of the Earth.
2. A picture of the Earth on paper.
3. A description of what the symbols on a map mean.
5. The name of a map.
6. A large body of water.
7. A large area of land.



CROSSWORD

Word List			
continent	legend	ocean	symbol
east	map	seven	title
equator	north	south pole	



After You Read

NAME: _____

Comprehension Quiz



Part A

Match the answers in the list to the questions below.

compass rose route relative location title North East

- a) What is the location of a place or object when compared to another place or object?
- b) What is the name of a map also called?
- c) What symbol shows you the direction on a map?
- d) What is the intermediate direction between North and East?
- e) What is the way you travel from one place to another called?

Part B

Label 3 continents, 3 oceans, 3 countries, and 2 lakes on the world map to the right.



Urban Neighborhood

Using the map of an urban neighborhood, find the locations of the following places.

What grid reference is the library at? _____

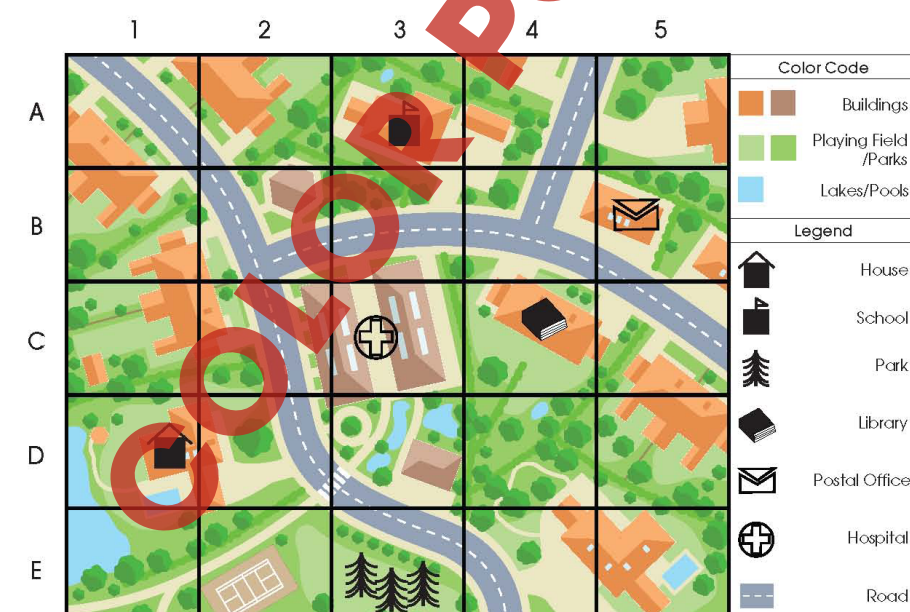
What grid reference is the postal office at? _____

What grid reference is the school at? _____

What grid reference is the hospital at? _____

What grid reference is the house at? _____

What grid reference is the park at? _____



NAME: _____

After You Read



Map Your Community

Answer the questions with a complete sentence.

3. What is the most commonly used map?

4. What do city maps use, instead of drawings or photographs, in order to show where and what things are?

5. What type of route shows roads and train tracks?

6. City maps show man made features and what other type of features?

Research

7. Imagine that you have a friend coming to stay with you for one week. What places would you like to take them to? Pick a place for each day. How will you get to each place? (Walk, Bike, Car, Bus)

Place

How you will get there

Monday: _____

Tuesday: _____

Wednesday: _____

Thursday: _____

Friday: _____

Saturday: _____

Sunday: _____

3.

The most commonly used map is a city map.

4.

City maps use symbols to show where and what things are.

5.

A transportation route shows roads and train tracks.

6.

City maps show physical features.

7.

Answers will vary.

Map Activity

1. House

2. Post Office

3. Hospital

4. Picnic Area

5. Library

6. Restaurant

7. Gas Station

8. Park

27

28

1.

Answers may vary. I live in North America.

2.

The United States, Canada and Mexico are three of the countries in North America.

3.

Arctic, Atlantic and Pacific oceans surround North America.

4.

The five Great Lakes found in North America are Superior, Michigan, Huron, Erie and Ontario.

5.

There are 50 states including Alaska and Hawaii in the United States.

6.

There are 10 provinces in Canada. There are also 3 territories in Canada.

29



1.

Answers may vary. Polar Bears live in the Northern part of North America.

2.

Answers may vary. Whales are a massive creature that calls the Pacific Ocean home.

3.

a) FALSE

b) TRUE

c) FALSE

d) FALSE

d) TRUE

d) FALSE

d) FALSE

d) TRUE

31

Hatchet

- **RSL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RSL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- **RSL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **RSL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RSL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.
- **RSL.5.9** Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- **RSL.5.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
- **RSL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RSL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- **RSL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- **RSL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **RSL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text.
- **RSL.6.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.5.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. **B)** Provide logically ordered reasons that are supported by facts and details. **C)** Link opinion and reasons using words, phrases, and clauses. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **C)** Link ideas within and across categories of information using words, phrases, and clauses. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Provide a concluding statement or section related to the information or explanation presented.
- **WS.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words, phrases, and clauses to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **WS.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.5.9** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.6.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s) and organize the reasons and evidence clearly. **B)** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from the argument presented.
- **WS.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from the information or explanation presented.
- **WS.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **WS.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **WS.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 6 Reading standards* to literature. **B)** Apply *grade 6 Reading standards* to literary nonfiction.