

# Lesson 1: Where Am I?

## Focus Question:

Where is San Diego located?

## Activity #1 Preview the Organization of the Textbook

Text structure has a direct impact on reading comprehension. The structure of a text includes two components: text organization and text presentation. If this is the first time your students have used the textbook, take a few moments for students to *preview the organization of the textbook* before reading. Note the engaging aspects of the text, including the vivid photos and images, bold headings and subheadings, bullet points, and the effective use of color. Preview the table of contents, the text, and the reference section to help students get “the big picture.”

**Materials needed:** For each student, a copy Harcourt’s *Reflections: Our Communities*. (Note: Although reference is made to specific page numbers in Harcourt’s *Reflection*, the same activities and strategies may be completed using any of the state-adopted social studies textbooks.)

(Optional) For each student/group of students, a copy of ***Preview the Textbook*** (Handout #1.1)

**Correlation:** San Diego Unified School District’s Grade 3 Literacy Unit 1 *Looking Closely, Thinking Big: Investigating Ideas in Non-Fiction Text*.

## Procedure:

**Step 1:** Distribute to each student a copy of Harcourt’s *Reflections: Our Communities*. Provide time for students to look through the textbook. Explain that this book is a non-fiction text. Differentiate it from fiction books.

Coordinate this lesson with the Grade 3 Literacy Unit 1 *Looking Closely, Thinking Big: Investigating Ideas in Non-Fiction Text*. For example, Day 1 suggests you ask the following questions and co-construct a sample chart as shown:

### **Why Do We Read Informational Text?** (Literacy Unit Day 1 – Sample Chart #1)

- To get information
- To learn how to do something
- To get different viewpoints on issues
- To learn about people, places, and events in our world
- To get people’s opinions on a topic/issue

### **What Do We Know About Informational Text?** (Literacy Unit Day 1 – Sample Chart #2)

- Gives the reader information
- Sometimes has photographs
- May have maps or graphs
- The reader does not always have to read the text from beginning to end
- Authors have a reason for writing
- Sometimes has text features: Headings, Sub-headings, Bold or highlighted words, Glossary

**Step 2:** Model for students how to preview the textbook lesson. It is best to discuss the following questions orally, but use Handout #1.1 if you wish to have your students complete it as they preview the textbook. Or, you might have students work in groups to complete the handout and then discuss it as a total class.

- **Table of Contents: Unit Titles, Lesson Titles and Subtitles in each lesson:** What do these tell you about the organization of the text?
- **Look through the book for markers or clues:** Where in the textbook can you find the ideas that are important to remember? (The Big Idea on the 1<sup>st</sup> page of the Unit, the What to Know questions in each lesson, the highlighted words)
- **Look for what you will have to do for each lesson:** Where will you find out what things you will do to complete a lesson? (the Summary, the Review pages)
- **Look at the images and visuals:** How do the pictures and maps help you understand the ideas in the text?
- **Find the Reference section:** Look at the Atlas, Research Handbook, Biographical Dictionary, Gazetteer, Glossary, Index. How might these references be useful?
- **After looking at all these things, what do you think this lesson is going to be about?**

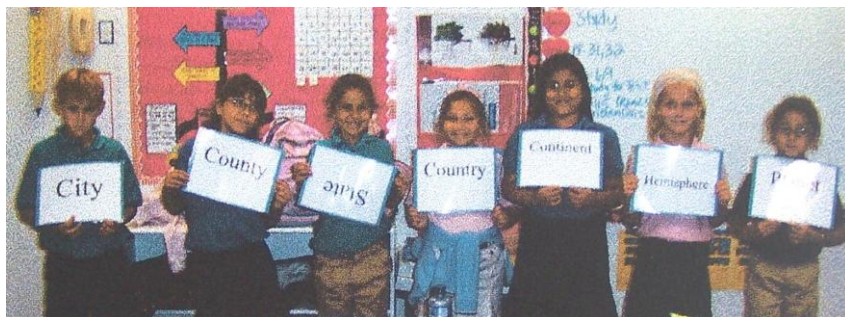
Refer to *Navigating through a Textbook* (Literacy Unit Days 3-4)

| Organization of Our Social Studies Textbook | How Understanding and organization Help Us  |
|---|---|
| • Units, chapters, and lessons              | • Helps us see how ideas are related  |
| • Start with Standards                      | • Tells us what 3 <sup>rd</sup> graders are expected to learn                     |
| • What to Know                              | • Main idea you will learn about in unit/Questions help focus on the main idea    |
| • Vocabulary                                | • Vocabulary words are highlighted in the text.                                   |
| Features of Our Social Studies Textbook     | How the Features Help Us  |
| • Table of Contents                         | • In the beginning<br>• Describes units, chapters, lessons<br>• Give page numbers |
| • Bold/highlighted words                    | • Words we need to know   |
| • Headings                                  | • Tell us what the chapter is about   |
| • Subheadings                               | • Explain what each paragraph/section will be about                               |

**Step 3:** Use the Atlas in the textbook to locate maps that show the World (R2-R5); The Western Hemisphere (R6-7); United States (R8-R11); and California (R12-R13.)

Read together and discuss *Looking at Earth* (p. I10-I11) and *Reading Maps* (I12-I13).

### Activity #2 Construct a Flip Book of "Where I Live"



#### Materials needed:

A globe and copies of a world map, a State of California map, maps of San Diego and San Diego County, and maps of your local community. Set of word cards with city, county, state, country, continent, hemisphere, and planet.

## Procedure:

Step 1: Working in pairs, provide time for students to closely study the globe and the maps.

Step 2: On the maps, have students locate:

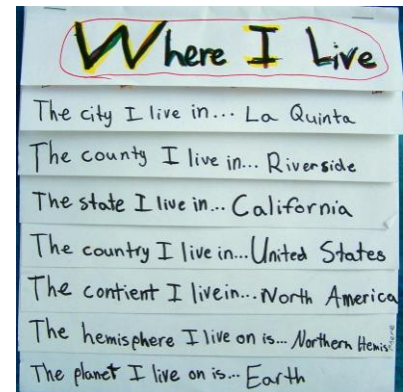
- their school and home neighborhood
- their city on a map of San Diego County
- the local region (San Diego County) on a California map
- California in relation to the United States, Canada and Mexico
- the United States in relation to the world

Step 3: Distribute the set of word cards. Help students rank the words according to size.

## Activity # 3 Construct a FLIP Book – Where I Live

Materials needed: For each student, a copy of *Construct a FLIP Book called “Where I Live”* (Handout #1.2); 4 sheets of 8 ½” x 11” construction paper – white or a light color; scissors, staplers, colored pencils or crayons.

Correlation: San Diego Unified School District’s Grade 3 Literacy Unit 1 Day 7 – Procedural Text. *Construct a FLIP Book called “Where I Live”* (Handout #1.2) may be used as a procedural guide.



## Procedure:

Step 1: Distribute to students copies of *Construct a FLIP Book called “Where I Live”* (Handout #1.2). Explain to students that this is an example of “procedural text” because it gives us the procedure or directions for constructing a FLIP Book.

Step 2: Discuss with students the following **Characteristics or Features of Procedural Text**

- Gives instructions how to do something or make something
- Usually written out in step-by-step directions
- Lists materials (in order of use)
- Steps are chronological and are sometimes numbered or listed
- Uses action verbs (cut, paste, twist, hold)
- Often uses sequence words (first, next, after)

Step 3: Have students construct a Flip Book of “Where I Live.” Save the flipbooks to include in the *Atlas of San Diego* developed at the end of the unit.

## Activity #4 Preview the Organization of the Lesson - Finding Your Location

When students analyze the structure or organization of the lesson they are about to read, they develop positive self-efficacy – a “can-do” attitude – for the assignment and become engaged in the reading. Previewing the lesson helps the reader organize his or her schema about the topic prior to the actual reading. This allows the reader to feel confident that he or she now knows some of the information to be presented in the text. Once students know how to use it, the page layout in informational text serves a special comprehension function. It allows readers to move about the text, selecting pages that will provide the most assistance at accessing information with efficiency and comprehension.

**Materials needed:** For each student, a copy of *Lesson Structure: Previewing the Organization of a Lesson* (Handout #1.3) Optional: As an alternative, try the *Scavenger Hunt* (Handout # 1.4).  
Harcourt's *Reflections: Our Communities* - Refer to textbook Unit 1, Lesson 1, pages 10 to 13

### Procedure:

**Step 1:** Model for students how to preview the organization of a lesson using Lesson 1 pages 10 to 13:

- Use the Table of Contents to locate the page number for the lesson.
- Read the title of the lesson.
- Review the information on the left banner of the first page.
- Identify the headings for each part of the lesson and read the first sentence.
- Look at and discuss all pictures, maps and charts.
- Read the lesson summary.
- Look over the review section of the lesson.
- Ask students, "Based on the information in our Lesson Preview, what will the lesson be about?"

**Step 2:** Help students record information on their copy of *Lesson Structure: Previewing the Organization of a Lesson* (Handout #1.3) or, as an alternative, *Scavenger Hunt* (Handout # 1.4).

**Step 3:** Discuss the following questions from the Literacy Unit:

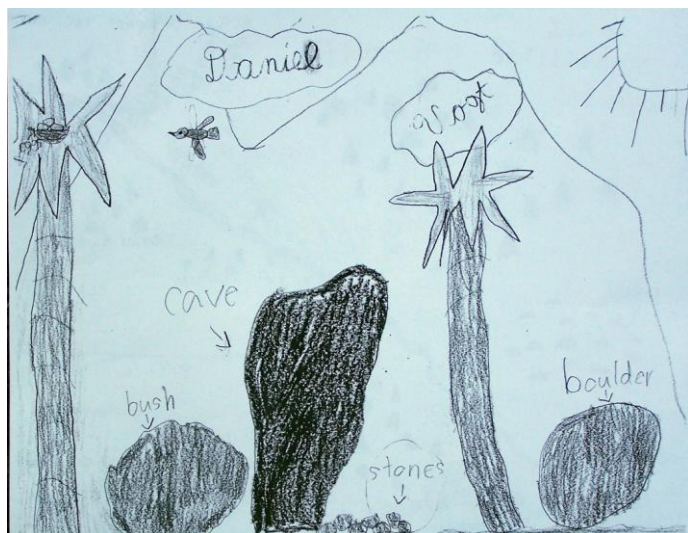
How is reading a textbook different from reading other informational text?

What are the challenges in reading a textbook?

How will your understanding for the features and organization help you as a reader?

### Activity #5 Physical Features - Tapping Prior Knowledge

Ask students, "What are some examples of landforms and water features?" Brainstorm a list. Engage students in a discussion of landforms prominent in San Diego County. This list can serve as an assessment of what students know. As an individual pre-assessment, ask students to **sketch from**



**memory, a map of the San Diego.** At this time, the students' maps will be limited. It is common for students to draw a picture rather than a map. As an example, refer to the student work shown to the left. Retain the maps and compare them with maps completed later in the unit. The comparison will help document the learning that occurs during the unit

### Assessment:

Assessment of this lesson is integrated with the instruction and occurs throughout the lesson. The focus question provides a framework for the evaluation of the lesson. It is recommended you save student work to be included in the

unit project, *An Atlas of San Diego*. Student work to be assessed from this lesson includes:

- Flip Book of "Where I Live" (Handout #1.2)
- *Lesson Structure: Previewing the Organization of a Lesson* (Handout #1.3) or *Scavenger Hunt* (Handout # 1.4).
- Pre-assessment sketch, from memory, of a map of the San Diego

## Preview the Textbook

1. **Table of Contents: Unit Titles, Lesson Titles and Subtitles in each lesson:**  
What do these tell you about the organization of the text?
2. **Look for markers or clues:** Where can you find the ideas that are important to remember?
3. **Look for what you will have to do for each lesson:** Where will you find out what things you will do to complete a lesson?
4. **Look at the images and visuals:** How do the pictures and maps help you understand the concepts and ideas in the text?
5. **Find the Reference section:** How might these references be useful?
6. **After looking at all these things, what do you think this lesson is going to be about?**

## Construct a Flip Book called “Where I Live”

**You will “flip” over this great way to show your location in the world.**

- First, get 4 sheets of 8 ½” x 11” construction paper – white or a light color.
- From the bottom of sheet #1, measure up 1 inch and draw a line. Bring the top down to the line and fold.
- From the bottom of sheet #2, measure up 2 inches and draw a line. Bring the top down to the line and fold. Place sheet #1 inside of sheet #2.
- From the bottom of sheet #3, measure up 3 inches and draw a line. Bring the top down to the line and fold. Place sheets #1 and #2 inside of sheet #3.
- From the bottom of sheet #4, measure up 4 inches and draw a line. Bring the top down to the line and fold. Place sheets #1, #2 and #3 inside of sheet #4.

**You have now assembled your 8 page Flip Book. Staple it at the fold – a long stapler works best. Lightly number the pages. Begin with page 1 on top. Get ready to write in your book.**

- Write a title of your book, *Where I Live*, on page 1. Illustrate each page as follows.
- On the bottom of page 2, write, “The city I live in is \_\_\_\_\_.” Fill in the name of the town or city and draw a picture to show what it looks like. You could draw where you live and write your address.
- On the bottom of page 3 write, “The county I live in is \_\_\_\_\_.”
- On the bottom of page 4 write, “The state I live in is \_\_\_\_\_.”
- On the bottom of page 5 write, “The country I live in is \_\_\_\_\_.”
- On the bottom of page 6 write, “The continent I live on is \_\_\_\_\_.”
- On the bottom of page 7 write, “The hemisphere I live on is \_\_\_\_\_.”
- On the bottom of page 8 write, “The planet I live on is \_\_\_\_\_.”

## Lesson Structure: Previewing the Organization of a Lesson

| <b>Textbook Feature:</b>   | <b>Information:</b> |
|--|---------------------|
| Lesson # and Title<br>Page #'s   |                     |
| What to Know   |                     |
| Objectives – What I<br>have to be able to do.  |                     |
| Vocabulary   |                     |
| Boldface Subheadings<br>(List)   |                     |
| Illustrations and their<br>captions, including<br>photographs,<br>drawings, cartoons,<br>paintings, maps,<br>documents, other... |                     |
| Summary  |                     |
| Review   |                     |
| Reading Skill  |                     |

Based on the information gathered above, what will the lesson be about?

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