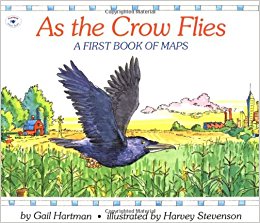
**DASH and As the Crow Flies: Books that support Story Maps**



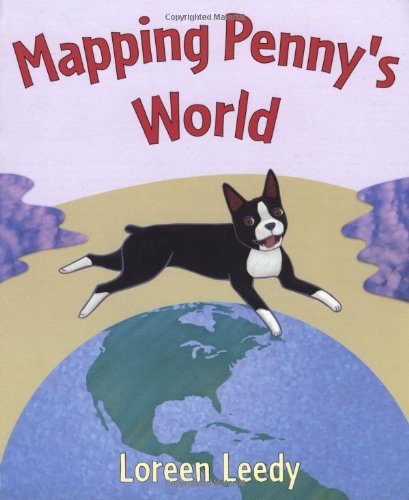
Author Gail Hartman Illustrator Harvey Stevenson (1993). ISBN 10-0689717628 Aladdin Publishers.

Ontario Ministry of Education Social Studies curriculum (<http://www.edu.gov.on.ca/eng/curriculum/elementary/sshg.html> )

|  |  |
| --- | --- |
| **Speaking to Communicate: Visual Aids/ Analyzing Texts** | |
| By the end of Grade 1 students will: | **2.7** use one or more appropriate visual aids ***(e.g., pictures, photographs, props, puppets, masks)*** to support or enhance oral presentations ***(e.g., use a set of plastic***  ***animals during an oral recount about a visit to a zoo)*** |
| By the end of Grade 2 students will: | 2.7: use a few different visual aids, ***(e.g., photographs, artefacts, a story map)*** to support or enhance oral presentations ***(e.g., use a family photograph as part of an oral recount of an event; use a story map to retell a story)*** |
| By the end of Grade 3, students will: | **1.7:** identify and explain the importance of significant ideas and information in oral texts ***(e.g., rank information in order of importance; compare key aspects of two oral texts using a Venn diagram; represent the main elements of an oral text on a web organizer or story map)*** |

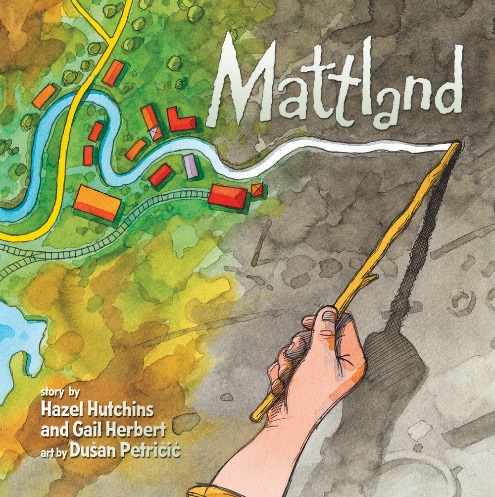
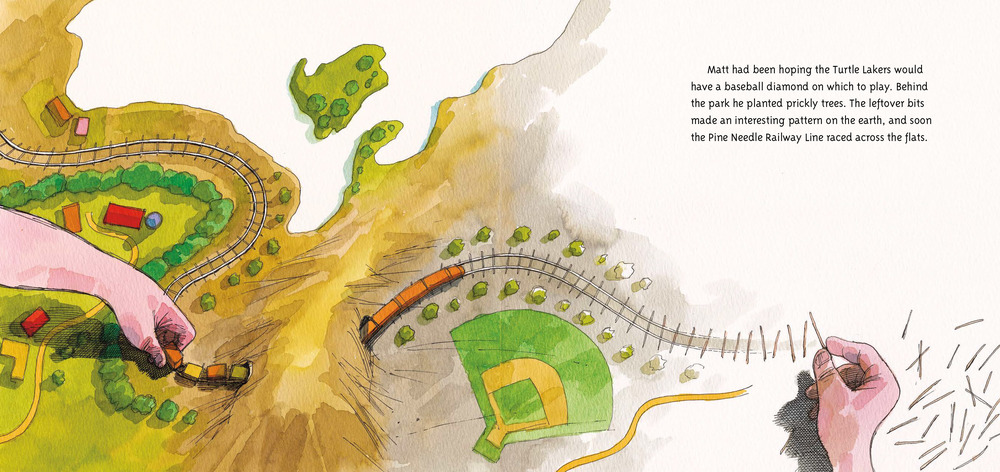
|  |  |
| --- | --- |
| **Reading for Meaning: Variety of Texts** | |
| By the end of Grade 1 students will: | **1.1** read a few different types of literary texts ***(e.g., pattern books, rhymes, books***  ***from home, simple fiction stories)***, graphic texts ***(e.g., calendars, environmental***  ***print, signs),*** and informational texts ***(e.g., morning messages, strategy charts,***  ***instructions, simple non-fiction books, labels)*** |
| By the end of Grade 2 students will: | **1.1:** read some different literary texts ***(e.g., poetry, folk tales, fairy tales from diverse cultures, stories, books from home in their first language)***, graphic texts ***(e.g., simple maps, charts, diagrams, graphs)***, and informational texts ***(e.g., “How to” books, non-fiction books about topics of personal interest, electronic texts, primary dictionaries)*** |
| By the end of Grade 3, students will: | **1.1:** read a variety of literary texts ***(e.g., fables, traditional Aboriginal stories, poetry, chapter books, adventure stories, letters, diaries)***, graphic texts ***(e.g., comic books, posters, charts, tables, maps, graphs)***, and informational texts (***e.g., “How to” books, print and electronic reference sources, magazine articles)*** |
| **Writing: Developing and Organizing Content: Review** | |
| By the end of Grade 3, students will: | **1.6:** determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and gather new material if necessary ***(e.g., discuss the content with a peer or reading buddy; review material using a story map or web)*** |

Other books to inspire mapping:

Author: Loreen Leedy (<http://www.loreenleedy.com/index.html> ) (2000)

ISBN 0-8050-6178-9 Henry Holt & Co. NY: NY

Authors: Hazel Hutchins & Gail Herbert Illustrator: Dušan Petričić (2008)

ISBN 0-978-1-55451-121-1 Firefly Books Ltd. For Annick Press. Richmond Hill: ON.

(1st Photo) Students made maps then coded DASH to travel using washable markers on vinyl. (2nd Photo) Students wrote story, created landmarks (some 3D!), coded DASH to retell story.