Grade: 3rd
Strategy: Visualizing
Technique: Story Mapping
Text Type: Science

The Compass

Aims of the Lesson:

- Teach students how to identify key events in a text using a story map.
- Help students organize information in a logical sequence by marking the beginning, middle, and end of a story.
- Develop students' understanding of time-order words (e.g., First, Then, Next, Finally) to structure their storytelling.

Text for lesson:

A compass shows the four main directions: North, South, East, and West. It was invented a long time ago for sea navigation. The compass was very important for reaching distant lands.

How does the compass work? It has a needle that always points north. This happens because the Earth has a large magnetic field that pulls the needle. You need to hold the compass in your hand and make sure it can move freely. Then, turn it until the red needle points to N—this is north. If you know where north is, you can also find the other directions. East is to the right of north, South is opposite north, and West is to the left of north. However, you must be careful not to have other magnets nearby, or the compass will not work properly.

A compass can help you find your way in a forest or an unfamiliar city. You can also use it to read a map or even find hidden treasure. It is a very useful tool.

Process Phase 1: Planning (Teacher's Perspective)

- Prepares image of a compass and its directions.
- Identifies 3 key words and explains them to the students
  - Compass – A small tool with a needle that always points north. It helps people find directions.
  - Magnet – An object that can pull metal things towards it, like a fridge magnet.
  - Direction – The way someone or something is moving, like going left, right, north, or south.
- Selects key sequence words such as First, Then, Next, Finally and writes them on the board.

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

Grade: 3rd
Strategy: Visualizing
Technique: Story Mapping
Text Type: Science

- Introduces a story map template with sections for Beginning, Middle, and End.
- Provides guiding questions:
  - What is a compass used for?
  - How does a compass work?
  - Why is it important to know directions?

Cognitive Stage 1: Pre-Reading (Students' Perspective)

- Observe image of a compass and describe what they see.
- Listen to the teacher explain key sequence words and discuss how they help organize information.
- Predict what the text will explain based on the image and words.

Process Phase 2: Teaching (Teacher's Perspective)

- Reads the text aloud while pointing out time-order words.
- Models how to fill in the story map by writing key words in each section.
- Divides students into pairs and gives each pair a story map template.
- Asks students to read the text and write key words in the correct sections:
  - Beginning – What is a compass? Who invented it?
  - Middle – How does a compass work?
  - End – How can we use a compass today?

Cognitive Stage 2: During Reading (Students' Perspective)

- Read the text and highlight important details.
- Work in pairs to fill in the story map with key words.
- Arrange the events in the correct order using sequence words.

Process Phase 3: Feedback (Teacher's Perspective)

- Checks students' story maps and provides feedback.
- Helps students turn their key words into full sentences.
- Leads a class discussion with questions such as:
  - Why is a compass useful?
  - How do you think people travelled before compasses were invented?

Cognitive Stage 3: Post-Reading (Students' Perspective)

- Compare their story maps with a new partner and discuss any differences.
- Write the moral of the story (e.g., "A compass helps us find our way, just like knowledge helps us in life").

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.

- Present their story maps to the class and share what they learned.

Modes of Communication (Skills):

- **Interpretive (Receptive):** Students listen to the teacher's explanation of key words (**compass, magnet, direction**) and read the text. After reading, they listen to their peers and review their story maps to make modifications or additions.
- **Interpersonal (Mixed):** Students collaborate in pairs to sequence the key events of the text. They discuss and negotiate the placement of events in the beginning, middle, and end, using time-order words to structure their responses.
- **Presentational (Productive):** Students present their completed story maps to the class, explaining how a compass works and why it is useful. They summarize the main idea using structured sentences and share their reflections on the importance of directions.

Co-funded by the European Union

Project number: 2022-1-AT01-KA220-SCH-000088183
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or OeAD-GmbH. Neither the European Union nor the granting authority can be held responsible for them.