

# Literacy Activity Inventory: Settings Map

See our [General Information and Classroom Management Suggestions](#)

**Curriculum Continuum** - Sample expectations from the Grades 2, 4 & 6 Curriculums.

Students will:

**Social Studies** (2z40) ...use legends (e.g., blue line/river) and recognize pictorial symbols (e.g., for homes, roads) on simple maps;

**Reading** (4e36) ...make inferences while reading;

**Social Studies** (4z55) ...create sketch maps of familiar places, using symbols for places and routes.

**Social Studies** (6z39) ...create sketch maps to show the relative positions of places.

**Activity:** As students read their books, ask them to prepare a sketch map that illustrates the settings for each chapter of the book, or that represents the route or travels of the main character. The map should show the relative positions of places that are represented by pictorial symbols. This information may not be clearly stated in the book and may require some 'reading between the lines', and/or close examination of the illustrations in the book. Various settings may be related to one another through information in the text such as; driving a car, or walking, or taking a plane to the next setting. This would indicate their approximate positions in relation to one another, and indicate on which scale your map should be planned - local area to world scale. If no information is offered relating one setting to another, ask students to make their best guess based on information they do have. Students may work with partners with a focus on challenging each other to justify, with evidence from the text, the placement of the "settings" on their maps.

**Variation For Primary Students Reading Picture Books** -Sample expectations from the Grades 2 & 3 curriculums.

Students will;

**Writing** (2e9) ...identify nouns as words that name people, places, and things;

**Reading** (3e37)...identify and describe some elements of stories (e.g., plot, central idea, characters, setting).

**Activity:** For this activity students are to locate nouns in the picture book, that indicate places, and write them in their notebooks. Students may also be asked to note words from the book that are used to describe the places. Working with a partner encourages discussion, and often more comprehensive responses.

Tell the students that these places are often story elements called, settings. They let us know where the story takes place, and may change often during the course of a story.

Discuss with the whole group, or smaller groups, how the settings affect the story, and characters - in particular, the main character. Use the story being presently studied for examples, but encourage further connections e.g. to other stories, the students' own lives, movies, etc.