

# TEACHER'S BOOK

Ana Alonso

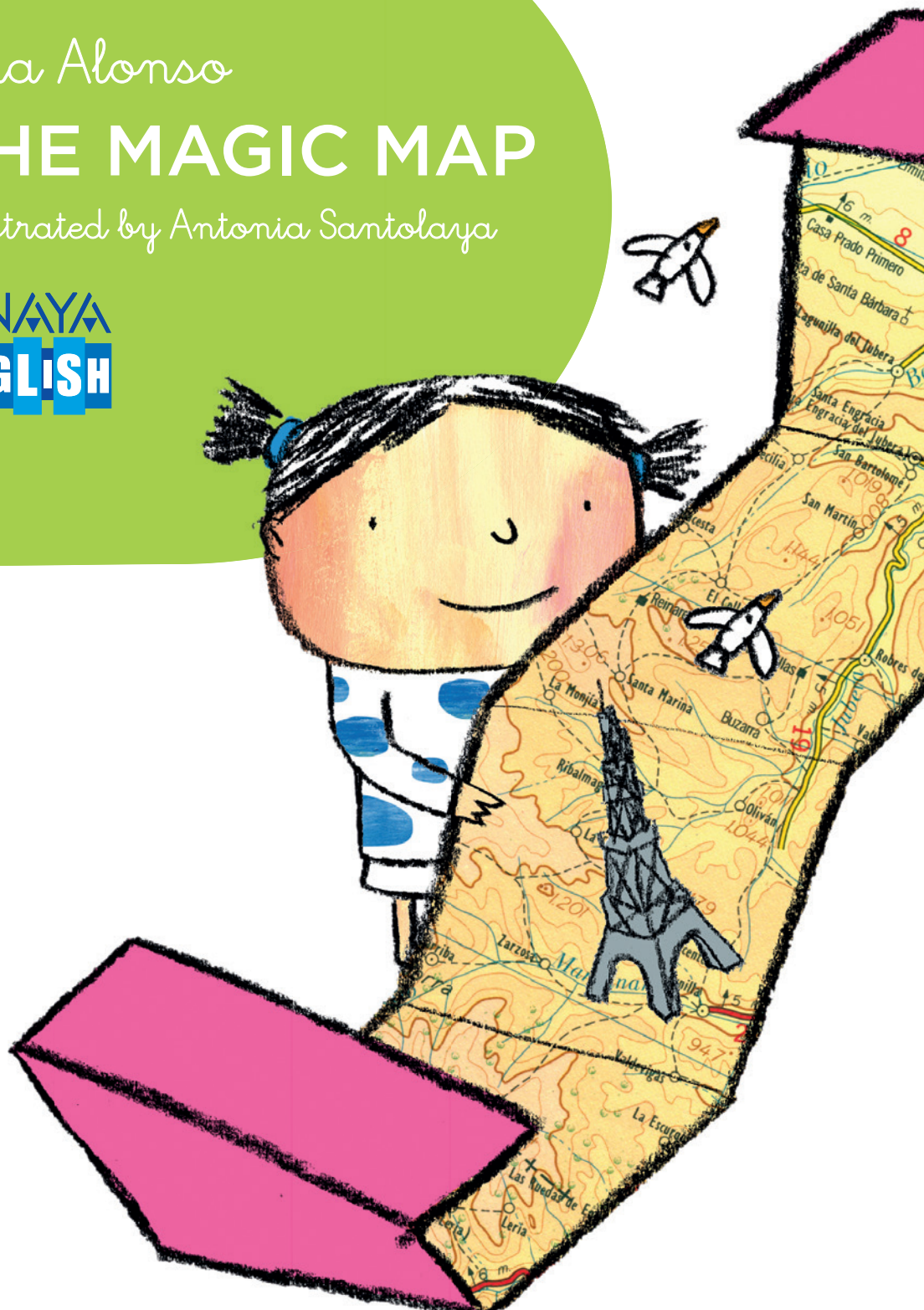
## THE MAGIC MAP

Illustrated by Antonia Santolaya

ANAYA  
ENGLISH



PINCH OF SALT  
FIRST READERS





This book is part of the complementary materials of the Reading Plan for *The Magic Map*, which is included in the PINCH OF SALT. FIRST READERS collection.

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# INTRODUCTION



## WHAT IS PINCH OF SALT. FIRST READERS?

PINCH OF SALT. FIRST READERS is a part of the PINCH OF SALT series which focuses on children who are learning to read or consolidating their reading habits. Each title introduces some common concepts that are applicable to the children's lives.

The collection includes stories that are both easy to understand and interesting for young readers, and they come with attractive illustrations. This allows children to approach reading as a pleasant and ludic activity from the very beginning of the learning process. At the same time, they will enjoy the feeling of achievement that comes from “reading a whole book”, which will encourage them to persevere in their process of acquiring reading habits.

All in all, the purpose is to provide the children who are learning to read with some texts that are quite different from the traditional reading-writing learning materials. By using them, the children's taste for reading can be consolidated from the very beginning, and each book can then become an open door to a fun and imaginative experience.

We hope that both pupils and teachers will find in these books the “pinch of salt” necessary to stimulate creativity and add excitement to our daily tasks.



## THE AUTHOR



### ANA ALONSO

Ana Alonso is a writer, poet and teacher who has written both the PINCH OF SALT and PINCH OF SALT. FIRST READERS books and the complementary materials in their accompanying Reading Plan. Apart from her extensive literary background, in recent years she has published numerous books for children and young adults, including the prestigious series *La llave del tiempo* (*The Key of Time*), the *Yinn* trilogy and *Versos piratas, piratas en verso* (*Pirate Verses, Pirates in Verse*), in Anaya, and she has received important awards, including the Hiperión Poetry Prize and the Barco de Vapor Children's Literature Award.

## THE ILLUSTRATOR



### ANTONIA SANTOLAYA

Antonia Santolaya studied Fine Arts in Madrid and London. Her work has undergone a process of constant evolution, which became consolidated and was acknowledged in 2000 with the Apelles Mestres Children's Literature Award for *Las Damas de la Luz* (*The Ladies of the Light*), followed by others, such as the Biblioteca Insular Gran Canaria Award for Illustrated Albums, for *Nada el Pensamiento* (*Swimming Thoughts*). She is also the author of travel notebooks such as *Bienvenidos a mi país – Argelia* (*Welcome to my Country – Algeria*).





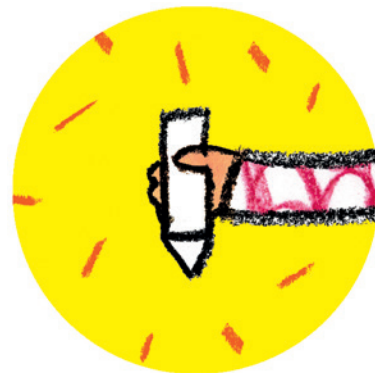
## PUBLISHED TITLES

LIZA THE FAIRY	<i>I like ... / I don't like...</i>
THE MAGIC MAP	<i>Food vocabulary</i>





# PINCH OF SALT. FIRST READERS IN THE CLASSROOM



Each of the books in the PINCH OF SALT. FIRST READERS collection contains an independent story, narrated by using some carefully selected vocabulary related to the topic that the book is about.

Each double page includes an illustration, together with the accompanying text in two typographies: **capital letters** and **joined-up writing**. This will allow pupils to work with the stories from the earliest stages of their learning process of reading-writing, regardless of whether they have already become familiar with capital letters, or if they have started by reading handwritten typography.

The texts and illustrations have been created with the intention to help children enjoy each story, no matter what their learning style is. They also contribute to their awareness of the concepts that each story focuses on.

The following set of proposed activities includes some **photocopiable worksheets** that are related to the contents of the story. The purpose of these is to work on different **skills and competences**, paying special attention to reading comprehension, the consolidation of reading-writing skills, dramatic games and creative activities.



# PROPOSED ACTIVITIES



## THIS IS OUR PROPOSAL



	COMPETENCES	STRATEGIES	SKILLS
<b>1</b> TALKING ABOUT THE BOOK	Reading comprehension and oral expression	Asking questions about the book and the illustrations	Encouraging reading comprehension, conversation and oral expression
<b>2</b> REINFORCING WHAT WE HAVE LEARNED	Consolidating what has been learnt	Doing the activities on <b>WORKSHEETS 1, 2, 3, and 4</b>	Encouraging learning and decision-making
<b>3</b> CONNECTING THE IDEAS WE KNOW	Establishing connections between previously learnt concepts	Doing the activities on <b>WORKSHEETS 1, 2, and 3</b>	Encouraging meaningful learning through the reading of the text and the proposed activities
<b>4</b> PLAYING WITH THE STORY	Interacting with other people in a playful and constructive way	Doing the activities on <b>WORKSHEETS 1 and 2</b>	Encouraging dramatic games, oral expression and the use of body language
<b>5</b> BEING CREATIVE	Stimulating creativity	Doing the activity on <b>WORKSHEET 1</b>	Encouraging imagination and creativity





## TALKING ABOUT THE BOOK

**OBJECTIVE:** Working on reading comprehension and improving the pupils' ability to express themselves orally.

**PROCEDURE:** After reading *The Magic Map*, we can lead the children into a conversation about the story, by asking some of the following questions:

- What happens when you touch a country on Lola's map?
- Where does Lola draw a country?
- What happens when Lola puts her finger on the country that she has drawn?
- Why does the story say that Lola's new country is very strange?
- What are the monuments in the country that Lola has drawn made of?
- What does Lola do in the country that she has drawn?
- What wish does Lola make at the end of the story?

**SUGGESTIONS:** We can stimulate conversation by encouraging the young readers to ask questions about the text and the illustrations in the book. Another idea could be to lead the children into a dialogue by asking about things that they could disagree about, such as:

- What is your favourite illustration in the book? Why?
- Do you think Lola did well when she drew a new country on the map? What would you have done in her place?
- Do you think that the idea that Lola had to visit the country that she had created was a good one? What would you have done?



## 2

## REINFORCING WHAT WE HAVE LEARNT

**OBJECTIVE:** Consolidating what has been learnt with the book by doing simple reading and writing activities.

**PROCEDURE:** We can photocopy the following worksheets for the children to do either some or all of the exercises, once they have read the book.

**SUGGESTIONS:** We can let them choose from the proposed activities, for them to learn to use an activity worksheet and to make decisions about their own work. Another option would be for us to choose the activities that each pupil has to do, depending on their specific needs and the learning stage that each of them is in.







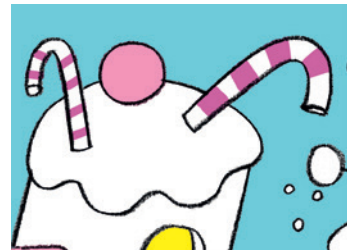
WRITE THE WORD  
FOR EACH PICTURE

M



L

C



M

L







## COPY AND DRAW

Lola's map is magic.


Do you like maps?

☐

Yes.

☐

No.

That is a cake house.


Do you like cakes?

☐

Yes.

☐

No.





## COPY AND DRAW

Lola's country is on the North Pole.


Do you like Lola's country?

☐

Yes.

☐

No.

There are cheese monuments.


Do you like cheese?

☐

Yes.

☐

No.





WRITE IN THE BOX

L \_ \_ \_

D \_ \_ \_

C \_ \_ \_ \_

M \_ \_ \_



COMPLETE THE WORDS



MO \_ \_ UM \_ NT



M \_ G \_ C M \_ P





## CONNECTING THE IDEAS WE KNOW

**OBJECTIVE:** Connecting the story that we have read with the children's previous knowledge and interests.

**PROCEDURE:** This section contains three worksheets to be done in the classroom.

- **WORKSHEET 1:** To do this task we will show the children the pictures in the worksheet and will ask them the following questions:

- Do you know any other countries apart from Spain? What do you know about them?
- Which country would you like to visit? Why?
- If you had to travel to a different country, what would you do? How would you prepare for the journey?

After that, we will explain them a little bit about the three pictures and will ask them to choose their favourite one, and to explain why they have chosen it.

- **WORKSHEET 2:** We can ask the pupils to choose a point on the globe that they would like to visit. We could show them the same place on a map, so that they can become familiar with different ways of representing the Earth. We will ask them about the reasons why they have chosen that place in particular. Then we will try to give them some simple information about the place that they have chosen: the continent where it is, the type of weather it has, and some other interesting details.

Finally, we could sum up by asking each of the children to talk about the place that they have chosen.

- **WORKSHEET 3:** We can tell the children about pirate maps and the characteristics that make them special. Then we can ask them if they know any stories about treasure maps or pirates and encourage them to say what they know about them.





WHAT DO YOU KNOW  
ABOUT OTHER COUNTRIES?







WHERE WOULD YOU LIKE  
TO TRAVEL TO?







## A TREASURE MAP





# 4

## PLAYING WITH THE STORY

**OBJECTIVE:** Encouraging dramatic games among pupils in order to help them improve their oral expression and body language, as well as their ability to interact with others in a constructive and enjoyable way.

**PROCEDURE:** After reading the story, we can propose the following activities to the children:

**WORKSHEET 1:** We will show them the worksheet and ask them to imagine what it would be like to visit the country that Lola has created. We will ask them to come to the front one by one to explain an imaginary journey to that country and the things that they would have seen and done there.

**WORKSHEET 2:** We will ask them to draw a map of an imaginary territory. They will have to invent a name for that territory and write them down (we can help them by giving them some examples of fun names). We will then collect all the drawings and hand them out randomly, trying to make sure that the children don't get their own drawing. Then, we will ask them to look at the map and explain how they imagine that place. Finally, the child who has drawn the picture will also come to the front and will explain how he or she had imagined that territory when drawing it.

**SUGGESTIONS:** We can set up an exhibition with all the maps that the children have drawn.



# LOLA'S MAGIC COUNTRY







## YOUR SECRET MAP

A large yellow hand-drawn border surrounding the central area. The top-left corner is a scroll-like shape. There are five yellow stars on the left side and five on the right side.




## 5 BEING CREATIVE

**OBJECTIVE:** Stimulating the children's creativity through the story narrated in the book.

**PROCEDURE:** We will photocopy **WORKSHEET 1** and give the copies to our pupils. We will then explain what they have to do: they have to draw in the box a country invented by them, in as much detail as possible. While they draw it, we will ask them imagine what living is like in the country that they are inventing. They will then have to cut out the drawing.

**FINALLY,** we will invite each child to explain their drawing and all the interesting details about the country that they have imagined for this activity.

**SUGGESTIONS:** We can suggest some names of imaginary countries to help their inspiration, such as 'The Green Country', 'The Rainbow Country', 'The Music Country', 'The Water Country', etc.







DRAW AND CUT OUT

