Unit 1/Week 1

Title: The Lost and Found

Suggested Time: 3 days (45 minutes per day)

Common Core ELA Standards: RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.7; RF.3.3, RF.3.4; W.3.2, W.3.4, W.3.10; SL.3.1, SL.3.2, SL.3.6; L.3.1, L.3.2, L.3.4, L.3.6

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

Two students attribute events in the story to being lucky or unlucky.

Synopsis

Two students hide in the bathroom in order to avoid taking the math test. Their explanation to the teacher was that they were trapped in the bathroom by a giant squid. While waiting to speak to the principal about it, they go in to the lost and found with a new student to help her find her lost hat. They enter in to an imaginary world hidden in the lost and found bin.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along.

(Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)

1. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text Dependent Questions** | **Answers** |
| How does the author make you believe a squid really trapped Wendell and Floyd? | He writes the sentence as if it is a normal event. |
| Why does Floyd say, “We have no luck.” | The boys escape from a squid only to get into trouble with their teacher and the principal. BUT students may respond because they got in trouble or got caught. |
| Realistic and fantasy details differ. A realistic detail is something that can actually happen in real life. A fantasy detail is make-believe; it cannot happen in real life. Identify a realistic detail and a fantasy detail in the text. | Realistic Detail: sent to the principal’s office, a lost and found bin for clothes  Fantasy detail: giant squid in the restroom, falling in to a lost and found bin, the tunnels/lakes/passageways in the lost and found. |
| Why does Mona need to find her hat? | She believes she does not have luck without it. Could paraphrase: “neither do I” “at least without my hat.” |
| What do the boys believe caused them to get in trouble today? How do they feel as a result? | They believe that a situation beyond their control has caused them to get into trouble. If they had luck, they wouldn’t get into these crazy situations. Because they feel as though the situation was beyond their control, they feel helpless and unlucky. |
| The author writes, “Mona leaned farther into the bin. Soon only her feet were visible.” What does the word “visible” mean? In your own words, explain happens on page 23-24 and what the boys decide they must do about it. | Visible means what you can see. So, the only part of Mona’s body that you can see is her feet. “Mona is lost in the bin.” “The boys walked over to have a closer look.” We are to believe that Mona fell into the bin, and the boys go to look for her. |
| Read “they climbed into the bin and instantly *plunged* into a deep well of lost toys and clothing.” What does the word plunged mean? | Fell into the bin quickly and suddenly. |
| Who is more worried? Wendell or Floyd? How can you tell? | Floyd; he suggests that they go back and worries about getting lost. |
| How do you know this is a fantasy? Provide some details from the story. | It’s much bigger than it should be; it contains a cave, a gurgling lake, and a suit of armor. |
| Summarizing is when we restate the important story events and ideas in our own words. Summarize what has happened since Mona disappeared. | Summary should include: Mona looked into the lost and found bin, Mona disappeared into the bin, the boys followed her, they found each other at the bottom of the bin, they followed a passageway to a cave and a lake, they found a suit of armor, and decided to take a boat to keep looking for Mona’s hat. |
| Why do Mona and Wendell feel less sure now? | They can’t find the hat room; their experiences keep getting stranger. |
| On page 36, it says that “Mona shook her head in dismay”. How is Mona feeling? How do you know? | Upset and overwhelmed, “there’s too many! I’ll never find my hat in here.” |
| Why does Floyd ask how to tell is a hat is lucky? | He’s looking for his own lucky hat, the boys began trying on hats themselves. |
| How is Wendell’s burgundy fez a “lucky hat?” | The tassel tickled Floyd’s nose, Floyd was going to sneeze, Mona reached for a tissue in her purse and found her lucky hat. |
| Confident means to feel sure of yourself and sure of what to do. Why is Mona so confident? | She’s convinced that the lucky hats will help them find their way back. She says “What are we worried about?” |
| Why did the principal lecture the boys about telling the truth? | They had hidden in the bathroom and had told the teacher that they were trapped. |
| When walking home, they paused to put on their hats. Why did they do that? | They were going to take a shortcut, and they didn’t want to get lost. The “lucky hats” made them feel lucky. |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING**  Words addressed with a question or task | **WORDS WORTH KNOWING**  General teaching suggestions are provided in the Introduction |
| **TEACHER PROVIDES DEFINITION**  not enough contextual clues provided in the text | suggested  examined  unusual  lectured | squid  glanced  narrow passageway  gurgled  grumbled  winding  muttered  groaned  journal  merely |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | furious  situations  visible  plunged  suit of armor  dismay  burgandy fez  tassel  rumpled |  |

Culminating Task

* Re-Read, Think, Discuss, Write

*Use details from the story to describe how Wendell and Floyd think that their luck has changed from the beginning of the story to the end.*

Answer: They thought they had bad luck in the beginning due to the giant squid trapping them in the restroom causing them to miss their test and make Ms. Gernsblatt furious, falling in to the Lost and Found bin, getting lost in the tunnels, not finding Mona’s hat. At the end, they thought their luck was changing because they found their own lucky hats, and they didn’t get into too much trouble.

Additional Tasks

* *This story uses many verbs in addition to said and told. These include suggested, gurgled, steamed, grumbled, muttered, rumbled, lectured. For each of the words, give examples or imitate the manner of speaking. Ask students to look for examples of these verbs in dialogue as they read. Why would the author choose one over another?*

Answer: Students should be able to identify the various verbs within the text. They should be able to use the illustration and the context of the situation as clues as to why the author used one over another (eg. The principal lectured the students is more appropriate than suggested.)

* *Adventures include action, suspense, and unusual or risky happenings. What parts of The Lost and Found selection make it an adventure?*

Answer: Students should be able to reference specific actions or illustrations. They might include: a giant squid in the restroom, plunging in to the Lost and Found bin, the gurgling lake, riding the boat, going through the narrow passageways, finding the different doors and not knowing which one to take, etc.

Note to Teacher

* The Teacher Edition suggestions take the questioning in several directions: summarizing, sequence of events, predictions, vocabulary, drawing conclusions, verb usage in dialogue, concept of fantasy vs reality. If not deliberate and intentional, the purpose of the lesson can be unclear to students. It is important to identify the purpose for the reading to help guide the text dependent questions. We chose to focus on the big idea of “luck” driving outcomes so that actual events, dialogue, or illustrations could be referenced when students responded to questions.