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? (page 20) | He writes the sentence as if it is a normal event. |
| Why does Floyd say, “We have no luck.” (page 20) | 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. Both are on page 20. Identify a realistic detail and a fantasy detail in the text. (page 20) | Realistic Detail: sent to the principal’s office, a lost and found bin for clothesFantasy 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? (page 21) | 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? (page 22) | 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. (page 23-24) |  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? (page 26) | Fell into the bin quickly and suddenly. |
| Who is more worried? Wendell or Floyd? How can you tell? (page 28-29) | 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 or illustrations on page 30.  | 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 (page 24). | 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? (page 36) | 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? (page 37) | He’s looking for his own lucky hat, the boys began trying on hats themselves. |
| How is Wendell’s burgundy fez a “lucky hat?” (page 38) | 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 on page 41? | 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? (page 44) | 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? (page45) | 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 | 28 suggested30 examined40 unusual44 lectured | 20 squid21 glanced28 narrow passageway30 gurgled31 grumbled34 winding34 muttered39 groaned42 journal44 merely |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | 20 furious22 situations23 visible26 plunged30 suit of armor30 dismay37 burgandy fez38 tassel38 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.

Supports for English Language Learners (ELLs) to use with Basal Alignment Project Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Basal Alignment Project Lessons to help support your ELLs. They are grouped by when they would best fit in a lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before the reading:**

* Read passages, sing songs, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, or are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
	+ Practice spelling the words using different spelling practice strategies and decoding strategies. Students could take turns spelling with a partner.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Have students fill in a [KWL chart](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about what they will be reading about.
* Have students research setting or topic using a pre-approved website and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Have students fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a short passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Read the text aloud first so that ELLs can hear the passage read by a fluent reader before working with the text themselves.
* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Encourage students to create sketch-notes or to storyboard the passage when they are reading it individually or with a partner. This will help show if they understand what they are reading as they are reading it.
* Ask questions related to the who, what, when, why, and how of the passage. For students that may need a little more help, provide them with [sentence stems](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion).
* Continue to draw attention to and discuss the words that you introduced before the reading.

**Examples of Activities:**

* Have students include the example from the text in their glossary that they created.
* Create or find pictures that represent how the word was used in the passage.
* Practice creating sentences using the word in the way it was using in the passage.
* Have students discuss the author’s word choice.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* Have students fill in a chart to keep track of their 5ws while they read to help them summarize later and figure out the central idea of a passage.
* It may again be beneficial to have somewhere for students to store new words that they encounter while reading the text. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students fill in a KWL, have them fill in the “L” section as they read the passage.
* Utilize any illustrations or text features that come with the story or passage to better understand the reading.
* Compare/contrast the passage with what the illustrations convey about the passage. Have students consider if the illustrations look the way they visualized the passage in their own minds or if the passage matches their predictions based on the illustrations.
* Identify any text features such as captions and discuss how they contribute to meaning.

**After reading:**

* Present directions for any post-reading assignments orally and visually; repeat often; and ask English Language Learners to rephrase.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for the objective(s) that were shared with students.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher-order-thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Reinforce new vocabulary using multiple modalities

**Examples of activities:**

* Using the words that you had students work with before reading, have students write sentences in reference to the passage that you just finished reading.
* Require students to include the words introduced before reading in the culminating writing task.
* For newcomers, print out pictures that represent the words that you focused on and have students match the words to the pictures.
* Based on different features of the words, have the students sort them into different categories and explain their choices. For example, the students could sort the words by prefixes, suffixes, connotation, etc.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* Provide differentiated scaffolds for writing assignments based on students’ English language proficiency levels.

**Examples of Activities:**

* For all students, go over the prompt in detail, making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.
* To further discussion about the passage, have students create their own who, what, when, where, why, and how questions related to the passage to ask each other and have students pair up and practice asking each other the questions. If available, pair students of the same home language to support the use of language still under development.