

### About the Book

Text Type: Fiction/Realistic Page Count: 16 Word Count: 714

#### Book Summary

Does Bigfoot exist? In *Looking for Bigfoot*, a boy sets out to trap Bigfoot so he can take it to school as his science fair project. He reviews his Bigfoot Secret Files, which include information about where and when Bigfoot has been sighted, what Bigfoot is thought to look like, and why many people don't believe Bigfoot is real. Illustrations, photographs, maps, and diagrams support the text.

### About the Lesson

#### Targeted Reading Strategy

- Retell

#### Objectives

- Retell to understand and remember story events
- Distinguish fact or opinion
- Identify variant vowel /oo/
- Understand and use prepositions within sentences
- Arrange words in alphabetical order

#### Materials

Green text indicates resources are available on the website.

- Book—*Looking for Bigfoot* (copy for each student)
- Chalkboard or dry-erase board
- Sticky notes
- Dictionaries
- Extra copy of the book
- [Fact or opinion, prepositions, alphabetical order worksheets](#)
- [Discussion cards](#)



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

#### Vocabulary

\*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](#).

- Content words:  
 Story critical: **creatures** (n.), **evidence** (n.), **exist** (v.), **hoax** (n.), **primates** (n.), **sightings** (n.)  
 Enrichment: **footage** (n.), **species** (n.), **stride** (n.)

### Before Reading

#### Build Background

- Write the word *Bigfoot* on the board. Ask students if they have ever heard of Bigfoot and to share what they know or have learned.
- Show students the front and back covers of the book and read the title. Ask students to predict what this book is about. Record their ideas on the board.

## Preview the Book

### Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

### Introduce the Reading Strategy: **Retell**

- Explain to students that one way to understand and remember what they read is to stop occasionally during reading to retell in their mind what is happening in the story.
- Explain to students that when someone retells something, he or she explains the details of what happened in order. Point out that people retell stories as part of their daily lives, such as explaining what happened in school to a student who was absent. Ask students to share other examples of when people might give a retelling.
- Model retelling a familiar story in detail, such as *The Three Little Pigs*.  
**Think-aloud:** *In The Three Little Pigs, three pigs each decide to build a house. The first pig decides to make his house out of straw. He gathers all of the materials and builds his house. The second pig decides to build his house out of sticks. He gathers all of the materials and builds his house. The third pig gathers the materials and builds his house out of bricks. One day a big bad wolf comes to the house of the first little pig. He wants the little pig to let him inside and says, "I'll huff and I'll puff, and I'll blow your house down."*
- Continue retelling in detail to the end of the story. Invite students to suggest information for the retelling of this story.
- Have students place sticky notes on pages 5, 6, 10, 13, and 15 of their books. Explain that as they read, they should stop after reading these pages to think about what has happened in the story. Encourage students to retell in their mind what happens in the story as they read.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Comprehension Skill: **Fact or opinion**

- Explain that a *fact* is something that a person can prove to be true in real life. An *opinion* is a belief, on the basis of a personal feeling. Talk about the many different kinds of foods that one might eat, some of which may seem unappetizing to one person, but delicious to another. Relate this to the concept of fact versus opinion.
- Read page 4 aloud to students. Model how to identify and compare fact or opinion.  
**Think aloud:** *When I read about the boy who wants to catch Bigfoot for his science fair project, I don't think it is a good idea. I think he might not end up with a science project at all, if he isn't able to catch anything, and that it is too risky. That is my opinion, on the basis of a personal feeling. If the author later writes that people from around the world can prove they have seen Bigfoot, that information is a fact. I'll have to read the book to find out more.*
- Write on the board: *Opinion: I think the boy should not try to catch Bigfoot for his science fair project.*
- Have students turn to page 11 and look at the photograph and diagram. Review the information stated with arrows (Bigfoot cast, human foot, strange prints, plaster cast). Ask students if this information tells about a fact or an opinion. Write on the board: *Fact: There is a plaster cast of Bigfoot's foot. Opinion: I think somebody made a fake plaster cast.* Many different opinions may be shared and written on the board. Discuss the possibility of there being many different opinions related to one fact.

### Introduce the Vocabulary

- Write the following words from the content vocabulary on the board: *evidence*, *exist*, and *sightings*.
- Give groups of students three pieces of blank paper. Have students write one word on each piece of paper. For each word, have them write or draw what they know about the word. After all groups have finished, invite students share what drew and wrote, and create a class definition for each word using students' prior knowledge.
- Point out the glossary at the back of the book. Review or explain that a glossary and a dictionary contain lists of words and their definitions.
- Model how students can use a dictionary to find a word's meaning. Have them locate the word *evidence* in the dictionary. Invite a volunteer to read the definition for *evidence*. Have students compare the dictionary definition with the glossary definition. Have them compare these with their prior knowledge of the word.
- Have students follow along on page 9 as you read the sentence in which the word *evidence* is found to confirm the meaning of the word. Repeat the exercise with the remaining two vocabulary words.

### Set the Purpose

- Cut out the pages from an extra copy of the book. Place the title page and pages 4 and 5 in a pocket chart or along the ledge of the board.
- Have students read to find out more about Bigfoot. Remind them to stop reading at the end of each page with a sticky note and to quickly retell in their mind the details of the story.

## During Reading

### Student Reading

- **Guide the reading:** Have students read to the end of page 5. Encourage students who finish before everyone else to go back and reread.
- Model retelling the events of the story, using the illustrations as a guide.  
*Think-aloud: I stopped after a few pages to retell in my mind what I had read so far. I read that no one has ever caught Bigfoot and that a boy wants to prove that Bigfoot is real. He is going to set a trap to catch Bigfoot, then take it to class for his science fair project. He has been learning everything he can about Bigfoot.*
- Remind students that a retelling includes details and descriptions about the events of a story, using a sequence of the most important events that someone would need to know to tell that story correctly.
- Place page 6 next to the pages from the beginning of the book in the pocket chart or board ledge. Have students read page 6. Ask students to work with a partner, using the photograph on the page as a guide to retell the details given. Listen to students' retellings for a correct description of the details from the character's Bigfoot Secret Files.
- Have students read pages 7 and 8. Have volunteers give facts about discovering new species (discovering the lesula in 2012, getting a photograph of a giant squid in 2006, and so on). Ask students their opinion as to whether they think Bigfoot exists. Write on the board: *Fact: Many people from all around the world claim to have seen Bigfoot. Opinion: I think Bigfoot may be real.* Encourage others to share their opinions.
- **Check for understanding:** Place pages 3 and 10 next to page 6 in the pocket chart or board ledge. Have students read to the end of page 10. Ask volunteers to tell facts and opinions about Bigfoot. Write them on the board. Have students work in pairs to retell the description of details from the character's Bigfoot Secret Files, located on pages 9 and 10 of the text. Circulate between pairs to listen for accurate retellings.
- Have students read the remainder of the book. Remind them to stop when they see a sticky note and retell in their minds what they have read so far about Bigfoot.



Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

### After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Reflect on the Reading Strategy

- Retell in detail with students the details of the story from pages 11 through 13, using the illustrations, photographs, and diagrams from the book.
- **Think-aloud:** *The boy's Bigfoot Secret Files include information about plaster footprints made from footprints found in the earth. Some of the casts show skin patterns like humans, but the casts are way too big to be a human print. The Bigfoot prints are like no other primate's known. The most famous video footage of Bigfoot was taken in 1967 in California. After his horse got spooked at the sighting, Roger Patterson grabbed his camera and filmed a seven-foot-tall female creature in motion. No one has been able to prove the film is a fake. Around the globe, large, hairy apelike creatures have been sighted, and are known by many names in different countries. Some names are Bigfoot, Sasquatch, and Yeti.*
- Have volunteers retell the events to the end of the book, using the illustrations from pages 14 and 15. Then have students retell the entire story to a partner, starting at the beginning of the book. Circulate between pairs to listen for accurate retellings.
- Ask students how retelling the details of the story in their mind as they read helped them understand and remember the story.


### Reflect on the Comprehension Skill

- Have volunteers provide examples of different facts from the book. Have other volunteers offer examples of their opinions about those facts. Write the examples on the board.
- **Check for understanding:** Ask students to turn to page 12 and reread the facts about Roger Patterson's sighting. Ask a volunteer to share the facts. Ask students to share their opinions. Write the facts and opinions on the board.
- **Independent practice:** Introduce, explain, and have students complete the [fact-and-opinion worksheet](#). Read and discuss the correct answers once all students have finished working independently.
- **Enduring understanding:** In this book, you read about a boy who is trying to capture Bigfoot, to prove he really exists. He shares a lot of facts to prove his theory. Now that you know this information, do you believe Bigfoot is real?

### Build Skills


#### Phonics: Variant vowel /oo/

- Have students turn to the title page and find the word *Looking*. Ask students what sound the oo letter combination makes in this word. Explain that the two letters blend together to make one sound.
- Have students return to the title page and find another word that blends the letters oo together to make one sound (*Bigfoot*). Ask them what sound the oo letter combination makes in this word. Explain that the two letters blend together to make one sound again, as in the word *good*.
- Write the words *good*, *looking*, and *Bigfoot* on the board. Have students read the words aloud. Read the words again slowly, over-enunciating the different sounds the variant vowel /oo/ makes. Point out the similarities in these examples, regardless of which syllable the sound is found in.

 **Check for understanding:** Have students circle all the words in the book that have the variant vowel oo letter combination that makes the same sound as in *good*.

### Grammar and Mechanics: **Prepositions**

- Explain that *prepositions* are words that *show a relationship between things*. They provide information about *where, when, how, why, and with what* something happens. For example, in the sentence *I'll do this after lunch*, the word *after* is a preposition that provides information about when something happens.
- Ask students to turn to page 5. Write the following sentence from the book on the board: *Also, I set a trap for one behind my house*. Point to the word *behind*. Have a volunteer explain how the preposition is used in this sentence (it explains *where* the trap is).
- Explain that prepositions are also defined as relationship indicators; they explain the relationship of a subject to the rest of the sentence. Have a volunteer draw a picture of Bigfoot on the board. Have another volunteer draw a rock in front of Bigfoot. Ask a volunteer to name a preposition that tells where the rock is in relation to Bigfoot.
- Write the following sentences on the board: *Bigfoot goes \_\_\_\_\_ the rock. Bigfoot is \_\_\_\_\_ the rock*. Next, draw a line from Bigfoot *over, under, through, beside, and to* the rock, one at a time. Have a volunteer come to the board and write each preposition in the correct sentence.

 **Check for understanding:** Have students reread pages 5 and 6, circling examples of prepositions. Record on the board the prepositions that students identify in the book. Discuss the type of information each preposition provides (how, when, why, and so on) and how each one links the words in the sentence.

- **Independent practice:** Introduce, explain, and have students complete the [prepositions worksheet](#). Read and discuss the correct answers once all students have finished working independently.

### Word Work: **Alphabetical order**

- Review or explain the process of putting a list of words in alphabetical order, modeling with a dictionary. Remind students that if the first letter of two words is the same, they must compare the next two letters instead.
- Write the words *creatures* and *footage* on the board. Have a volunteer explain which word would appear first in alphabetical order (*creatures*) and why (because *c* comes before *f* in the alphabet).
- Write the words *exist* and *evidence* on the board. Point out that the words begin with the same letter (*e*). Ask a volunteer to tell which word would appear first in alphabetical order and to explain his or her thinking (*evidence*, because the second letter, *v*, in *evidence* comes before the second letter, *x*, in *exist*). Have pairs of students work together to find each word in the dictionary to confirm their answer.
- **Check for understanding:** Write the words *species* and *sightings* on the board. Have students write the words in alphabetical order and explain their thinking on a separate piece of paper. Discuss their answers aloud, pointing out that it is necessary to examine the second letter in each word to correctly alphabetize the words. Invite pairs of students to work together to find each word in the dictionary to confirm the correct alphabetical order.
- **Independent practice:** Introduce, explain, and have students complete the [alphabetical order worksheet](#). Read and discuss the correct answers once all students have finished working independently.

## Build Fluency

### Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them discuss the connections they made to the book with someone at home.

### **Extend the Reading**

#### Realistic Fiction Writing Connection

Have students write a realistic fiction piece, continuing the story where the book left off. Have them write about the same main character and continue the story about capturing his dad as Bigfoot and sharing all of his Bigfoot knowledge for the science fair. Explain to students that the story needs to include a day at the science fair and how things worked out for the main character. Remind students to keep the characters and events believable, staying in the genre of realistic fiction.

Visit [WritingA-Z.com](http://WritingA-Z.com) for a lesson and leveled materials on realistic fiction writing.

#### Social Studies Connection

Provide Internet resources for students to learn more about Bigfoot sightings around the world. Show a large world map similar to that on page 3. Talk about the locations of different sightings, pointing them out on the map. Talk about the different names for Bigfoot, depending on the country. Ask what students think about the likelihood of Bigfoot's existence.

#### Skill Review

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

### **Assessment**

#### Monitor students to determine if they can:

- accurately demonstrate retelling the story during discussion
- correctly distinguish fact or opinion during discussion and on a worksheet
- fluently read variant vowel /oo/ during discussion and independently
- correctly identify and use prepositions during discussion and on a worksheet
- understand the process of arranging words in alphabetical order during discussion and on a worksheet

#### Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**