

About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 914

Book Summary

Lost Cities explores ancient places around the world such as Pompeii and Atlantis that have fascinated people for generations. Readers will discover how archaeologists try to solve the mysteries of these ruins and the civilizations that dwelt there. Photographs, illustrations, and maps support the text. Fluent readers will delight in investigating strange new places and will also learn about distinguishing between fact and opinion and the importance of subject-verb agreement in sentences.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Ask and answer questions to understand text
- Distinguish details as fact or opinion
- Understand and employ subject-verb agreement
- Place words in alphabetical order

Materials

Green text indicates resources are available on the website.

- Book—*Lost Cities* (copy for each student)
- Chalkboard or dry-erase board
- Sheets of paper
- Ask and answer questions, fact or opinion, subject-verb agreement, 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

*Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- Content words:
 Story critical: **ancient** (adj.), **archaeologist** (n.), **artifacts** (n.), **preserved** (v.), **settlements** (n.), **uninhabited** (adj.)
 Enrichment: **sanctuary** (n.), **siege** (n.), **terraces** (n.)

Before Reading

Build Background

- Have students write a list of places they have read about that interested them. Ask students to describe to a partner the one place they found most fascinating and why they liked it. Ask students to imagine that the place they chose actually exists and they could visit it. Have students discuss with their partner how they would feel there and what they would do.
- Explain to students that in this book they will read about lost cities, places where people once lived but which are now uninhabited. Point out that people thought some of these cities were just places in stories until archaeologists discovered the remains.

- Draw a KWL chart on the board. Remind students that a KWL chart is an organizer for information we learn as we study a subject. Review with students that the *K* stands for what we already *know* about a subject, the *W* stands for what we still *want* to know, and the *L* stands for knowledge we *learned*.
- Write the following names on the board: *Atlantis*, *Pompeii*, *Machu Picchu*, and *Troy*. Ask students to raise their hand if they have heard of any of these places. Discuss with students information they know about the cities listed, and invite them to share with the class information about any other lost cities they know. Record accurate information in the *K* column of the KWL chart.

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).

Introduce the Reading Strategy: **Ask and answer questions**

- Explain to students that effective readers help themselves to understand what they are reading by asking questions before, during, and after reading. Discuss with students how interacting with the book by asking questions and seeking answers will help them understand and remember what they read.
- Direct students to the table of contents. Model how to ask questions.
Think-aloud: The table of contents reveals clues about topics discussed in the book. By reviewing it, I think of questions even before I begin reading. The section titles generate many questions for me that I hope the book addresses. What city is lost in the mountains? How can a city be lost under ash? Who discovered these cities? These are a few examples of the questions that arise as I read the table of contents. As I read, I will search for answers to these and other questions.
- Write your questions in the *W* column of the KWL chart. Introduce and explain the **ask-and-answer-questions worksheet**. Have students write their own questions in the *W* column on their worksheet. Ask students to share with a partner the questions they recorded, and encourage partners to write interesting questions they hear on their own worksheet. Invite volunteers to share a question with the rest of the class, and record these in the *W* column of the KWL chart on the board.
- Explain to students that sometimes readers don't know anything about a topic before they read a book on the subject. Point out that it is acceptable to have a limited amount of information in the *K* section of a KWL chart. Remind students that the class discussed the book's topic earlier, however, so everyone should know a little bit about lost cities.
- Have students review with their partner information about the cities shared in the Build Background portion of this lesson. Ask students to record at least two facts the class already knows about the subject in the *K* column of their worksheet.
- 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 to students that nonfiction books contain details that are either fact or opinion. Review or explain that a *fact* is a detail that can be proven to be true, and an *opinion* is a belief or personal feeling that cannot be proven. Explain to students that it is important for readers to be able to distinguish between facts and opinions.
- Have students turn to page 4, observe the illustration, and read the caption. Ask students to consider any opinions they have about the city in the picture.

- Model distinguishing between fact and opinion.
Think-aloud: *In this picture, I see an artist's rendering of the city of Atlantis. The caption informs me that Plato described Atlantis. In this illustration, I see Atlantis as a beautiful place, full of water and lovely buildings. The streets are arranged in a circle, and layers of land form rings between the water. Boats sail in the canals. The large buildings in the center are the most impressive of all. In describing this picture to you, I used a variety of facts and opinions. For example, when I mentioned the streets arranged in a circle, that is a fact about this picture. I can use mathematic principles to prove a circular shape. However, when I said Atlantis is a beautiful place, I was expressing an opinion on the basis of my personal feelings. Other people may disagree and say the city looks ugly.*
- Ask students to discuss with a partner one other fact and one other opinion they heard in the think-aloud. Invite volunteers to share a fact or opinion with the rest of the class, and specify the detail as fact or opinion. Have other students give a thumbs-up signal if they agree.
- Have students share their own opinion about the illustration with a partner. Invite volunteers to share an opinion with the rest of the class, and discuss with students what makes each one an opinion.
- Discuss with students how the picture itself is an opinion, since no one has seen Atlantis, and this illustration is a depiction of what the artist imagines Atlantis would look like.

Introduce the Vocabulary

- Introduce the story-critical vocabulary words listed in the vocabulary section of this lesson and write them on the board.
- Remind students of the strategies they can use to sound out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for words within words, and prefixes and suffixes. They can use the context to work out the meanings of unfamiliar words.
- Turn to the glossary on page 16. Read the words and discuss their meanings aloud.
- Have students divide a piece of paper into four rectangles. In the first rectangle, have students write the word *ancient*. In the second box, have students write the definition for *ancient* in their own words. In the third rectangle, ask students to draw a picture representing the word. In the final box, have students use the word in a sentence that accurately conveys its meaning.
- Repeat the process with the remaining vocabulary words. Have students share their vocabulary papers with a partner. Read each word on the board aloud, and invite volunteers to share their picture and sentence for that word with the rest of the class.

Set the Purpose

- Have students read to find out more about lost cities around the world. Encourage students to ask questions and seek answers while reading.


During Reading

Student Reading

- **Guide the reading:** Have students read from page 4 to the end of page 6. Encourage those who finish early to go back and reread. Ask students to review questions from their ask-and-answer-questions worksheet and see if this part of the text answered any questions. Have students write the answers in the L column of their worksheet.
- Model asking and answering questions.
Think-aloud: *Before I started reading, I had some questions I was curious about. First of all, I wanted to know what city was lost in the mountains. After reading the first three pages of the book, I discovered that Machu Picchu is a lost city in the mountains, high in the Andes of Peru. People still are unsure what the city was used for and why the people left. I also was interested to learn how a city could be lost in ash. So far, the book has not answered that question. I will keep looking for the answer as I read. Another question I was keeping in*

my mind was about who discovered these cities. From what I have read so far, it appears that each city was discovered by different people. At this point, I only know that a man named Hiram Bingham found Machu Picchu when a local guide led him to it, although it had always been known to local people. However, once people find the lost cities, archaeologists arrive to excavate and study. Who else found lost cities? What did the archaeologists learn about these old civilizations? I will keep reading to find out.

- Record answers in the *L* column of the KWL chart on the board. Have students point to other questions from the chart already answered by the book. Invite volunteers to share the answers with the rest of the class, and record them in the *L* column.
- Have students share with a partner the answers they recorded earlier. Have students discuss with a partner new questions the first part of the book generated, and ask them to record these questions on their worksheet. Call on random students to share one question with the rest of the class, and write questions in the appropriate column of the KWL chart on the board.
- Have students review page 6 with a partner. Ask them to discuss all the facts they learned while reading this page. Invite volunteers to share one fact with the rest of the class, and discuss with students how they know these details to be facts. Point out that facts often involve dates, mathematic numbers or principles, or scientific ideas. Have students point to the factual sentences that use any of this information on page 6 (the sentences using dates, and numbers, and those describing the Incan buildings).
- Ask partners to discuss opinions they have about Machu Picchu. Remind them that opinions are personal beliefs or feelings. Invite volunteers to share an opinion with the rest of the class.
- **Check for understanding:** Have students read pages 7 through 10. Have them write answers they found while reading on their worksheet and any additional questions they conceived. Invite students to share what they recorded on their worksheet with the rest of the class. Write new questions and facts learned in the appropriate columns of the KWL chart on the board.
- Discuss with students facts they read about Pompeii, Great Zimbabwe, and Angkor. Have students work in groups to create opinions about these facts. For example, groups recall the fact about the ash forming casts around the bodies of those who once lived in Pompeii and have the opinion that these hollow bodies are a sad reminder of the people who died. Invite groups to share an opinion with the rest of the class, and have other students give a thumbs-up signal if they agree it is an opinion.
- Ask students to work in groups to find opinions expressed in the book (the discoveries of Pompeii amazed people, some archaeologists think invaders attacked the city of Angkor). Remind students that opinions share beliefs or personal feelings. Invite volunteers to share opinions they found with the rest of the class.
- Introduce and explain the **fact-or-opinion worksheet**. Have students record at least one fact and one opinion on their worksheet.
- Have students read the remainder of the book. Remind them to look for answers and write them on their ask-and-answer-questions worksheet. Encourage them to add new questions they might have as they read. Remind them to analyze new details to determine if they are facts or opinions.

 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

- Review with students the remaining questions on the board. Invite volunteers to share information pertaining to each question, and record it in the L column of the KWL chart on the board.
- **Think-aloud:** *I wanted to know what archaeologists discovered about the lost cities and also who discovered each one. The book taught me that archaeologists learned how people in those cities lived in the past. They discovered the Incas built the complicated buildings and terraces of Machu Picchu without iron, steel, or wheels. They found evidence that twelve thousand people or more lived in Great Zimbabwe. They learned Angkor had an advanced system for holding and carrying water through the city and that the stone city of Petra also relied on a complex water system. Archaeologists uncovered to the world that the city of Troy actually existed. Archaeologists have learned so much by studying these ancient cities. As for who discovered each lost city, the book does not give me a lot of information on the topic. I learned Hiram first revealed Machu Picchu to the outside world and that an excavation team in Turkey found the remains of Troy, but the other sections don't describe who located each place. If I want to know more about the subject, I could research each individual city in more depth. A single book may not always answer every question, but other resources on the same topic are usually available for more research. Even though I didn't discover answers to all of my questions, by asking questions and searching for answers, I was involved with what I read and focused on the information I learned.*
- **Independent practice:** Have students complete their ask-and-answer-questions worksheet. Ask students to work with a partner to review the questions they asked while reading and the information they found. Have students circle any unanswered questions.
- Reinforce that asking questions before and during reading engages readers with the topic and encourages them to keep reading to find answers to their questions. Discuss with students how this strategy helps them understand and enjoy what they read.
- Invite volunteers to come to the board and circle any unanswered questions. Point out to students that not all questions are always answered in a book. Brainstorm to generate a list of other sources they might use to locate additional information on the subject, such as websites, books, articles, and so on. Encourage students to choose one unanswered question to research using outside sources.

Reflect on the Comprehension Skill

- **Discussion:** Write the following sentence from page 15 on the board: *The most famous of all, however, is still Atlantis.* Discuss with students whether this detail is a fact or an opinion (*opinion*). Emphasize the point that the statement could be disputed by others believing a different city is the most famous. Explain to students that opinions often use superlatives such as *most*, *best*, and *worst*. Ask students to share with a partner whose opinion this sentence reflects. Discuss with students how authors reveal their own point of view by including opinions in the text.
- Direct students to page 11. Have students work with a partner to figure out how archaeologists know a king of a neighboring country attacked Petra (*records show*). Remind students that facts can be verified, or proven. Discuss with students how the records prove this detail, and others like it, is a fact.
- **Independent practice:** Have students complete the fact-or-opinion worksheet. If time allows, discuss their answers aloud.
- **Enduring understanding:** In this book, you learned many facts about explorations of lost cities. Which of these cities would you most like to visit, and why? What would you learn there?

Build Skills

Grammar and Mechanics: **Subject-verb agreement**

- Write the following sentence on the board: *The layers of ash preserve the city of Pompeii.* Read it aloud with students. Have students point to the verb in the sentence, and remind students that a verb shows action. Underline the word *preserve*.

- Ask students to identify the subject. Encourage students to ask themselves what preserved the city (*layers of ash*). Remind students that a subject is the person or thing who performs the action. Point out that subjects are nouns. Circle the words *layers of ash*.
- Explain to students that writers and readers need to know the rules about how words interact with each other in a sentence. Point out that one rule concerns the relationship between subjects and verbs. Explain that *subject-verb agreement* means each subject matches a particular verb tense.
- Rewrite the sentence on the board to read as follows: *A layer of ash preserves the city of Pompeii*. Have students discuss with a partner the difference between this sentence and the first. Invite a volunteer to identify how the verb has changed (ends in *s*). Discuss with students how the subject changed. Explain to students that when the subject is singular, the verb ends in *s*, and when the subject is plural, the verb has no added ending.
- Write the following subject-verb pairs on the board: *people/search*, *cities/grow*, and *dogs/bark*. Have students share with a partner whether the subjects are singular or plural. Point out that since the subjects are plural, the verbs have no added ending.
- Edit the subjects so they are singular. Ask students if these subjects and verbs agree (*no*). Have students discuss with a partner how they should change the verbs to agree with the subject. Invite volunteers to come to the board and change each verb by adding the letter *s* to the end.
- Write several sentences on the board and read them aloud with students. Invite volunteers to come to the board and circle the subjects and underline the verbs. Confirm with students that each sentence uses correct subject-verb agreement.
- Discuss with students the irregular verbs *be* and *have*. Explain that these verbs use two entirely different words to agree with the subject, not just different word endings. Explain to students that for the verb *be*, a singular subject uses the form *is*, and a plural subject uses the form *are*. Explain that for the verb *have*, a singular subject uses the word *has*, and a plural subject uses the word *have*. Write the subject-verb pairs *is/are* and *has/have* on the board.
- **Check for understanding:** Write several sentences on the board, some sentences using proper subject-verb agreement, and some sentences not using proper agreement. Read each sentence aloud, and have students give a thumbs-up signal if they believe the sentence is correct and a thumbs-down signal if they believe it is not. Circle incorrect sentences. Have students discuss with a partner how to correct each one so the subject and verb agree. Call on random students to come to the board and correct the sentences.
- **Independent practice:** Introduce, explain, and have students complete the [subject-verb-agreement worksheet](#). If time allows, discuss their answers.

Word Work: Alphabetical order

- Remind students that alphabetical order is a tool used to organize a list of information. Review with students the process of putting a list of words in alphabetical order by using the first, second, third letters of each word and so on. Remind students to compare the letters of the word against the order of the alphabet and to always begin with the first letter in each word.
- Write the words *preserved* and *artifacts* on the board. Have students discuss with a partner which word would appear first in alphabetical order and why (*artifacts*, because *a* comes before *p* in the alphabet).
- Write the word *archaeologist* on the board. Have students work with a partner to compare *archaeologist* to the two words already on the board and determine where it belongs in the alphabetical list. Point out to students that the word *preserved* clearly comes last on the list because it begins with the letter *p*. Ask students to discuss with their partner whether *archaeologist* or *artifact* comes first and how they know.
- Review with students that if two words start with the same letter, they compare the second letter of each word. Explain to students that when words begin with the same two letters, they need to compare the third letter of each word. Point out that since *archaeologist* and *artifact* both begin with the letters *ar*, students need to compare the third letters in these words, the *c* and the *t*. Have students call out which word comes first (*archaeologist*).

- **Check for understanding:** Write the words *settlement*, *ancient*, and *siege* on the board. Ask students to compare these words to the three already arranged in alphabetical order. Have students work with a partner to arrange all six words in alphabetical order and write the list on a separate sheet of paper. Invite volunteers to read their list aloud, and have other students give a thumbs-up signal if they agree the words are in the correct order.
- **Independent practice:** Introduce, explain, and have students complete the [alphabetical order worksheet](#). If time allows, discuss their answers.

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 students demonstrate how a reader asks questions then reflects on the answers while reading.

Extend the Reading

Informational Writing and Art Connection

Have students choose a local place, such as a park or neighborhood. Ask students to act like archaeologists and study their chosen area. Have students examine objects they find to see if they can learn about what kind of people live there and what they do. Have students write two paragraphs describing their chosen spot and the objects they found. Have students write one more paragraph analyzing the objects and buildings and what they indicate about the people who live in that area. Have students draw a picture of their location to accompany the paragraphs. Visit WritingA-Z.com for a lesson and leveled materials on informational writing.

Social Studies Connection

Break students into groups, and assign each group a country represented in the book. Lead students in researching their country, using resources at the library and in the classroom. Ask students to discover information in the following areas: language, food, holidays, religion, schools, and clothing. Provide students with graphic organizers to record notes on everything they find. Have students use the information they learn to create a poster that visually represents all of the topics studied. Have students present their country to the class using the poster as a visual aid.

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:

- consistently use the strategy of asking and answering questions to comprehend the text during discussion and on a worksheet
- accurately distinguish between fact and opinion during discussion and on a worksheet
- correctly employ subject-verb agreement during discussion and on a worksheet
- accurately place words in alphabetical order during discussion and on a worksheet

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)