

Focus Question:

What things does Tosh lose, and where does he find them?

Book Summary

Text Type: Fiction/Fantasy

Have you ever lost something special to you? In *Where Are My Things?* Tosh has to figure out what happened to all of his collections. Colorful illustrations and high-frequency words make this story perfect for early readers. The book can also be used to teach students how to identify the problem and solution as well as how to identify and use interrogative sentences.



Lesson Essentials

Instructional Focus

- ☐ Connect to prior knowledge to understand text
- ☐ Identify problem and solution
- ☐ Describe information provided by illustrations
- ☐ Recognize and identify syllables
- ☐ Identify final consonant Ss
- ☐ Recognize and use interrogative sentences
- ☐ Place words in alphabetical order

Materials

- ☐ Book: *Where Are My Things?* (copy for each student)
- ☐ Problem and solution, final consonant Ss, interrogative sentences worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com. (*) word appears in the lesson but not the book.

- **High-frequency words:** *he, his, where*
- **Words to Know**
Story critical: *branches (n.), collecting (n.), marbles (n.), roots (n.), stamp (n.), trunk (n.)*
- **Academic vocabulary:** *problem (n.)*, solution (n.)**

Guiding the Reading

Before Reading

Build Background

- Place on the board pictures of collections such as stamps, coins, marbles, baseball cards, toy cars, and so on. Ask students what they think the pictures have in common. Guide them to the answer that they are all collections. Write the word *collection* on the board and read it aloud with students.
- Have students discuss with a partner something they collect or would like to collect. Ask students to imagine that one or all of the things in their collection went missing. Have students discuss with their partner what they would do to solve their problem. Invite volunteers to share their answers with the class.

Introduce the Book

- Give students their copy of *Where Are My Things?* 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, illustrator's name).

Introduce the Reading Strategy:

Connect to prior knowledge

Explain to students that effective readers make connections between what they already know and the new information they read, which is called *connecting to prior knowledge*. Remind them that thinking about what they already know helps them better understand and enjoy what they are reading. Have students look at both the cover and the title page of the book and think about how they connect to the book using their prior knowledge. Invite volunteers to share their connections with the class.

Introduce the Comprehension Skill:

Problem and solution

- Explain to students that in stories they read, there is often a problem that needs to be solved. Point out that if there is a problem, then there is a solution,

Guiding the Reading (cont.)

which is what happens in the story to fix the problem. Write the words *problem* and *solution* on the board and read them aloud to students. Explain that characters in stories have problems just like people in everyday life and that they need to work to solve them.

- Review with students a book the class has previously read. Have students work with a partner to determine the problem and solution, and guide students to a class consensus on the answers. Have students look at the title and picture on the cover of this story and make a prediction as to what the problem may be. Invite volunteers to share their predictions with the class.

Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students, and as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

Set the Purpose

- Have students read to find out more about where Tosh’s things are. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *What kinds of collections does Tosh have?* (level 1) page 3
- *What is the problem facing Tosh in this story?* (level 2) page 4
- *How does Tosh feel as he’s looking for his things?* (level 3) multiple pages
- *Where does Tosh look for his cups?* (level 1) page 7
- *How does Tosh find all of his things?* (level 2) pages 11 and 12

Text Features: Illustrations

Explain that illustrations, or pictures, are helpful when reading because they show the reader exactly what something looks like. Point out that

illustrations often tell you many things that are not written by the author. Reread page 3 aloud with students as they follow along. Then have them look at the illustration and discuss with a partner what information is provided that was not included in the text. Invite students to share their ideas with the class. Have students reread page 4 with their partner. Ask students: *What did you learn from the illustration that was not written in the story? Why did the author choose to include this illustration?* Invite volunteers to share their answers with the class.

Skill Review

- Model for students how you connect with prior knowledge as you read. Share any experiences you have had losing things that meant a lot to you. Invite volunteers to share their connections with the class.
- Model identifying a problem and solution. **Think-aloud:** *I know that characters in stories usually face a problem that they must figure out how to solve. I read that all of Tosh’s things disappeared in a storm. The fact that his things are missing is the problem in this story. As I read, I pause every now and then to think about how Tosh would solve his problem of his things being gone. By doing this, I can better understand and enjoy what I am reading.*
- Have students work in small groups to discuss how Tosh solved his problem. Ask them if they think his solution was a good one. Invite them to think of other ways he could have solved his problem.
- Model how to complete the **problem-and-solution worksheet**. Remind students to use specific examples and details from the text.

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.

Skill Review

Graphic Organizer: Problem and solution

Review the problem-and-solution worksheet that students completed. Invite volunteers to share their answers with the class.

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Sample: *Tosh loses all of his collections. He ends up finding them up in his branches.*)

Guiding the Reading (cont.)

Comprehension Checks

- Book quiz
- Retelling rubric

Book Extension Activities

Build Skills

Phonological Awareness: Identify syllables

- Explain that all words are made up of *syllables*, or word chunks. Model how to identify syllables using the word *behind*. Clap to identify each syllable in the word *behind* (2 syllables). Repeat the process with the word *marbles* (2 syllables).
- Have students practice identifying syllables by clapping out the syllables in the following words with a partner: *storm*, *over*, and *books*.
- **Check for understanding:** Say the following words one at a time, and have students clap their hands to show the number of syllables: *big*, *ground*, *around*, *animals*, *find*, *looking*, and *branches*.

Phonics: Final consonant Ss

- Write the word *things* on the board and read it aloud with students.
- Have students say the /s/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the /s/ sound in the word *cups*.
- Have students practice writing the letter Ss on a separate sheet of paper while saying the /s/ sound. Explain to students that often when the final consonant Ss is added to a word, it shows that there are more than one of something. Write the word *cup* on the board. Ask students what needs to be added to the word to indicate that there are more than one. Add the final consonant Ss and have students use the word in a sentence.
- **Check for understanding:** Write the following words on the board: *car*, *book*, *animal*, and *stamp*. Say each word one at a time and have students explain how the words would change if there were more than one of each item listed. Invite volunteers to come to the board and add the final Ss to each word. Ask students to turn to a partner and use each word in a complete sentence.
- **Independent practice:** Introduce, explain, and have students complete the [final consonant Ss worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics:

Interrogative sentences

- Write the following sentence on the board: *Where are my stamps?* Read the sentence aloud with students.

- Explain that all sentences have a signal at the end to let readers know when to stop reading. Invite a volunteer to come to the board and circle the signal at the end of the sentence.
- Explain that the signal on this sentence is called a *question mark*. Have students say *question mark* aloud. Point out that a question mark is like a stop sign because it tells the readers to stop reading for a brief moment.
- Reread the sentence aloud with students. Point out that the sentence asks a question. Explain that this type of sentence is called an *interrogative sentence*. Have a volunteer come to the board and point to the question mark.
- Have volunteers ask questions about the missing collections in the story. Write the questions on the board leaving off the question mark. Read each question and have students tell what they noticed about your voice as you read. Invite volunteers to come to the board and add question marks to the end of each sentence. Reread the questions and ask students to notice how your voice rises at the end of each one. Explain the importance of your voice as you read questions aloud. Invite volunteers to read some of the sentences from the board.
- **Check for understanding:** Have students locate and underline all the interrogative sentences in the story. Have students practice reading the sentences to a partner. Remind them to make their voice rise at the end of each interrogative sentence.
- **Independent practice:** Introduce, explain, and have students complete the [interrogative sentences worksheet](#). If time allows, discuss their answers.

Word Work: Alphabetical order

- Explain to students that sometimes words are placed in a list in alphabetical order. In order to figure out which word comes first, we need to look at the first letter of each word and determine which letter comes first in the alphabet.
- Write the words *marbles* and *collecting* on the board. Invite a volunteer to explain which word would come first in alphabetical order (*collecting*) and why (because Cc comes before Mm in the alphabet).
- Write the words *big* and *storm* on the board. Have students identify the initial letter in each word (Bb and Ss). Explain that *big* would come first in alphabetical order.
- **Check for understanding:** Write the following words on the board: *stamps*, *branches*, *roots*, *trunk*, *grass*, *cups*, *animals*. Have students write the words in alphabetical order. When they have finished, discuss their answers.

Connections

- See the back of the book for cross-curricular extension ideas.