



About the Book

Text Type: Fiction/Adventure Page Count: 26 Word Count: 3,776

Book Summary

The Lost Dutchman is a fictional story about two boys, Billy and Jacob, and their teacher, Mr. Martinez. While learning about the Gold Rush in Arizona in the late 1800s, something very odd happens. Suddenly, Billy finds himself, his friend, and his teacher searching for gold in the Superstition Mountains. Their adventure ends abruptly when Billy realizes he has been daydreaming. Or has he?

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions

Objectives

- Use the reading strategy of making, revising, and confirming predictions
- Understand and identify characters, setting, plot, and theme
- Understand the use of quotation marks and commas in dialogue
- Understand and use content vocabulary

Materials

Green text indicates resources available on the website

- Book—*The Lost Dutchman* (copy for each student)
- Chalkboard or dry erase board
- Story elements: identify characters, setting, plot, and theme, quotation marks and commas, content vocabulary worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if 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: *ideal* (adj.), *legendary* (adj.), *mesmerizing* (adj.), *portals* (n.), *prospectors* (n.), *skeptics* (n.)

Enrichment: *ancient* (adj.), *binoculars* (n.), *burro* (n.), *canteen* (n.), *cringed* (v.), *emerged* (v.), *exasperated* (adj.), *Gila monsters* (n.), *hydrated* (adj.), *rearranging* (v.), *ridge* (n.), *stash* (v.), *tattered* (adj.), *theories* (n.), *veered* (v.), *washes* (n.), *whittling* (v.), *willingly* (adv.)

Before Reading

Build Background

- Have students tell what they know about gold mining and the Gold Rush of 1849. Ask them to tell what they know about the men who searched for gold in California during the Gold Rush.

Preview the Book

Introduce the Book

- Give students a copy of the book and have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about. Direct students to the table of contents and read the chapter titles.
- Show students the title page. Talk about the information that is written on the page (title of book, author's name, illustrator's name).
- Show students the glossary and explain its purpose.

Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Tell students that a fun way to read that will help them understand a story is to make guesses, or predictions, about what will happen in the book.
- Model how to make a prediction as you preview the book.
Think-aloud: On the front cover, I see a mountain in the background with some saguaro cacti. On the back cover, I see a person using a shovel. A pickax is lying on the ground. Since the title of the book is The Lost Dutchman, I think the book might be about a person. The chapter titles in the table of contents make me think this book has something to do with camping, gold, and mountains. I'll have to read the book to find out what happens.
- Ask students to share a few predictions about what they think they will read in the book.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary



- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out a word. They can look for base words within words, prefixes, suffixes, and/or other word endings. They can use the context to work out meanings of unfamiliar words.
- Model how to apply word-attack strategies. Direct students to page 5. Have them find the bold word *Prospectors* in the last sentence. Tell students they can look at the letters at the beginning and end of a word to figure out how to say the word. Tell them they can then look at the base word and the suffix to figure out the meaning. Explain that the word *prospect* is the base word and that the suffix is *-or*. Ask students to tell what the word *prospect* means (to search for gold). Ask what the suffix *-or* means when added to a word (one who). Tell students that the unfamiliar word means one who searches for gold. Explain that they can then use context clues from the previous sentences, as well as the sentences that follow, to make sense of the unfamiliar word.
- Remind students to check whether a word makes sense by rereading the sentence. Read the sentence on page 5, substituting the words *People who searched for gold*. Tell students that, if the meaning they come up with doesn't make sense in the sentence, they can look the word up in a dictionary or thesaurus.
- Review any other vocabulary words students may have difficulty with, such as *mesmerizing* or *skeptics*.
- Have students turn to the glossary on pages 25 and 26. Have them read the glossary words and their definitions aloud. Next, have students turn to the pages indicated and read each glossary word in the sentence in which it is found. Use context clues in the surrounding sentences to work out unfamiliar vocabulary words as necessary.

Set the Purpose

- Tell students as they read the book to make predictions about what will happen based on the clues in the story. Remind them to revise or confirm their predictions as they learn more information about the characters and plot.

During Reading

Student Reading

-  **Guide the reading:** Have students read pages 3 through 12. Tell them to underline the words or phrases in the book that tell the names of characters, where the action takes place, and any major events. If they finish before everyone else, they should go back and reread.
- When they have finished reading, have students identify the characters. Ask if they were able to identify the places and time periods in which the story takes place. Explain that the story begins in one time and place (present, at school) but quickly changes to another (1800s, Superstition Mountains). Have students tell the major events they underlined.
- Ask students to explain why the first chapter is titled “The Legend.” Ask students to tell how the author has woven present-day references, such as the Internet, with the past.
- Model how to continue making predictions.
Think-aloud: I think Billy will catch up to Mr. Martinez, but I think they are all going to get soaked in a rainstorm. I don't think they are going to find the gold because lots of people have looked for it and no one has found it yet. I also think Mr. Martinez might get into trouble for taking the boys out of school. I'll have to keep reading to see what happens.
- Ask students what they think might happen next. Remind them as they read to pause and think about a prediction, and then decide if it is confirmed by something they've read in the story. Tell them to revise their predictions if they learn something that makes them think differently than they did when they began reading.
-  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

- Discuss how making predictions about what will happen in the story keeps them actively involved in the reading process and helps them remember what they've read.

Teach the Comprehension Skill: **Story elements: identify characters, setting, plot, and theme**

- Discussion:** Ask students to tell some of their predictions they had to revise. Have them tell what clues in the plot eventually helped them to confirm their predictions. Tell students that authors often want the reader to be surprised about what happens next. Ask if they were surprised by the ending of this book.
- Introduce and model:** Review or explain that most stories usually include four elements: setting, characters, plot, and theme. Tell students that these are what the author uses to make the story interesting. Explain that some authors focus on one element more than another, but most stories do contain all four.
- On the board, draw and label a circle *Setting*. Review that the setting includes both where and when the story takes place. Check for understanding by reviewing where and when the first chapter in the book takes place.
- Draw and label another circle *Characters*. Review or explain that the characters are the people in the story and that they may be major or minor characters. Explain that a major character is someone who must be in the story, and that without that character, the story could not happen. Explain that a minor character may add interest but is not necessary to move the story along. Check for understanding by asking students to identify the major and minor characters they read about in the first chapter (major: Billy, Jacob, Mr. Martinez; minor: Heather).

- Draw and label another circle *Plot*. Review or explain that this is a very important element because without the events, there would be no story. Check for understanding by having students tell the major events they read in chapter one.
- Draw and label another circle *Theme*. Tell students that the theme of a story is what the author wants the reader to think about after reading the book. Explain that the theme is the “message” the author wants the reader to remember about the story. Ask students what they think the theme of this story is. (Daydreams can take us many places. There’s a lot of history in the mountains of the West.)
- **Independent practice:** Introduce, explain, and have students complete the [story elements: identify characters, setting, plot, and theme worksheet](#). If time allows, discuss their responses.



Extend the discussion: Instruct students to use the last page of the book to write whether or not they believe the legend of the Lost Dutchman’s Gold Mine, and to explain why.

Build Skills

Grammar and Mechanics: Quotation marks and commas

- Have students find the first paragraph on page 6. Ask a volunteer to read the first sentence. Ask students to tell who is speaking and what he is saying. Review or explain that *quotation marks* are *placed before and after the words a speaker says*. Point out the comma placed inside the quotation marks and explain that the comma is placed inside to separate the speaker’s words from the rest of the sentence.
- Have students read the remainder of the paragraph. Ask them how these sentences are different from the first sentences. Point out that the quotation marks are placed at the beginning of the speaker’s words and again at the end. Tell students that a period is placed at the end of each sentence because each group of words expresses a complete thought. Explain that because the speaker has already been identified, it isn’t necessary to do so again.
- **Check for understanding:** Have students find the third paragraph on page 6. Ask them to identify the punctuation mark that is inside the quotation marks. Review or explain that when the quotation is a question, the question mark is always placed inside. Point out that there is no need for a comma.
- Have students complete the [quotation-marks-and-commas worksheet](#).

Word Work: Content vocabulary

- Tell students that the vocabulary words in the book are used to talk about the West during the Gold Rush. Provide opportunities for students to talk about difficult words such as *exasperated*, *hydrated*, and *skeptics*. Ask students to think of a word that means the same thing as *mesmerizing*. Provide opportunities for students to say the new vocabulary words, and use the words in sentences.
- **Check for understanding:** Have students complete the [content vocabulary worksheet](#).

Build Fluency

Independent Reading

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

Home Connection

- Give students their books to take home to read with parents, caregivers, siblings, or friends.

Extend the Reading

Writing Connection

Have students work in small groups to write another adventure in the series “Adventures of the Martinez Gang.” Tell them to include the elements of setting, characters, and plot. Have students share their stories with the group.

Social Studies Connection

Provide resources for students to research the Gold Rush of 1849. Have them select a person, place, or thing as their topic. For example, one student might research gold mining in the Trout River in California. Another may find information about the impact of the Gold Rush on the state or find information about the roles of John Sutter and James Marshall in the Gold Rush. Have students prepare posters and/or reports. As a class, develop a time line and have students present their information in the order in which it happened.

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:

- make, revise, and confirm predictions while reading to understand and remember events in text
- identify story elements of characters, setting, plot, and theme in a book and on a worksheet
- identify and use quotation marks and commas in discussion and on a worksheet
- understand and use content vocabulary in the book and on a worksheet

Comprehension Checks

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