

### Focus Question:

*What should you do if you get lost in a store?*

### Book Summary

Text Type: Fiction/Realistic

*Lost and Found* is the story of a bright young girl who finds herself separated from her mom in the store. After discerning safe strangers from unsafe strangers, the girl finally finds the help she needs. Students will learn what to do if they are ever lost in a public place. The book can also be used for identifying problem and solution and identifying simple predicates.



### Lesson Essentials

#### Instructional Focus

- ☐ Retell to understand text
- ☐ Identify problem and solution
- ☐ Describe information provided by illustrations
- ☐ Discriminate initial and final consonant /s/ sound
- ☐ Identify initial and final consonant Ss
- ☐ Recognize and use simple predicates
- ☐ Identify and use high-frequency words *he, no, she*

#### Materials

- ☐ Book: *Lost and Found* (copy for each student)
- ☐ Problem and solution, initial and final consonant Ss, simple predicates 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](http://VocabularyA-Z.com).

- **High-frequency words:** *am, my, what*
- **Words to Know**  
**Story critical:** *guard* (n.), *lost* (adj.), *safe* (adj.), *salesperson* (n.), *stranger* (n.), *uniform* (n.)
- **Academic vocabulary:** *though* (conj.)

### Guiding the Reading

#### Before Reading

##### Build Background

- Write the word *lost* on the board and read it aloud to students. Have students work in small groups to discuss the meaning of the word *lost*. Invite groups to share their discussions. Explain that to be lost means *to not know where one is or to be unable to find the way to a place*. Provide students with a sheet of paper and have them illustrate how they would feel if they were lost in a store. Have students go back to their small groups and share their drawings. If time allows, have students share their illustrations with the class and talk about how they would feel if they were lost.

##### Introduce the Book

- Give students their copy of *Lost and Found*. 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: Retell

Explain that engaged readers stop now and then while they are reading to retell in their mind what has happened so far in the story. Stopping to retell the events of the story helps readers understand and remember what they are reading. Explain that when retelling a story or event, it is important that the details are explained in order. Point out that people retell stories as part of their daily lives, such as what they did at school or what happened in movie they just watched. Use a book that the class has recently read or a familiar story, and demonstrate how to retell a story in correct order. Invite volunteers to help you with the retelling.

##### Introduce the Comprehension Skill:

##### Problem and solution

- Explain to students that in most stories a character is faced with a problem that needs to be solved. Write the words *Problem* and *Solution* on the board

### Guiding the Reading (cont.)

and read them aloud to students. Explain that a problem is a *difficulty or challenge facing the character* and the solution is the *action taken to fix the problem*. Point out that characters in stories have problems just like people in everyday life work to solve problems.

- Have students work with a partner to discuss a problem that they were able to solve. Create a T-chart on the board and label the left side *Problems* and the right side *Solutions*. Have students share their conversations and record their problems and solutions on the board.

### 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 how the girl finds her mom. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer.
- 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 is the problem facing the girl in the story?* (level 2) pages 3 and 4
- *Why does the girl decide not to go outside?* (level 1) page 5
- *Why doesn't the girl ask the man or the kids for help?* (level 2) pages 7 and 8
- *What makes someone a safe stranger?* (level 3) multiple pages
- *Why does the girl's mom tell her that she did the right thing?* (level 3) multiple pages

#### Text Features: Illustrations

Explain to students that the pictures, or illustrations, in a story provide a great deal of information. Point out that illustrations often tell you many things that

are not written by the author. Reread page 4 aloud with students as they follow along. Then have them look at the illustration and discuss in small groups what information is provided that was not included in the text. Invite groups to share their findings with the class. Have students turn to page 6 and reread the page in the small groups. Ask them the following questions: *What did you learn from the illustration that was not written in the story? Why did the author choose to include this illustration?* Invite each group to share their responses with the class.

### Skill Review

- Model for students how to retell what you have read so far, and then have them stop at certain points during the story to retell in their mind what they have read so far. Have students retell the story from the beginning to a partner. Listen to see whether they include the events in detail and in the correct in order. Encourage students to use transition words such as *first*, *next*, *then*, and *finally* when retelling the story.
- Model identifying a problem and solution.  
**Think-aloud:** *I know that characters in stories often face a challenge or a problem that they must find a way to solve. I read that the girl is lost in a store and cannot find her mom. The girl being lost is the problem in this story. As I read, I pause often to consider how the girl would solve the problem of being lost. Pausing to consider the problem and solution of the story helps me to better understand and enjoy what I am reading.*
- Have students work in small groups to discuss how the girl solved the problem. Ask them if they think her solution was a good one. Invite them to consider other ways she could have safely resolved the 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 findings with the class.

### Comprehension Extension

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

### Guiding the Reading (cont.)

#### Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Students' responses should include the following: *If you are lost, you should stay in one place and look for safe strangers to help you.*)

#### Comprehension Checks

- Book quiz
- Retelling rubric

### Book Extension Activities

#### Build Skills

##### Phonological Awareness:

##### Initial and final consonant /s/ sound

- Say the word *safe* aloud to students, emphasizing the initial /s/ sound. Have students say the word aloud and then say the /s/ sound. Read page 10 aloud to students. Have students stand up and sit back down when they hear a word that begins with the /s/ sound.
- Say the word *calls* aloud to students, emphasizing the final /s/ sound. Have students say the word aloud and then say the /s/ sound. Read page 12 aloud to students. Have students stand up and sit back down when they hear a word that ends with the /s/ sound.
- **Check for understanding:** Say the following words one at a time, and have students put their hands on their head when they hear a word that begins with the /s/ sound and put their hands on their shoulders for words that end in the /s/ sound: *sit, cars, bats, sun, sauce, dogs, sand, fans, some*.

##### Phonics: Initial and final consonant Ss

- Write the word *sat* on the board and read it aloud to 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 what sound they hear at the beginning of the word *sat* and what letter makes this sound. Underline the initial consonant *Ss*. Write the word *cans* on the board and read it aloud to students. Then, run your finger under the letters in the word as students say the whole word aloud. Ask what sound they hear at the end of the word *cans* and what letter makes this sound. Underline the final consonant *Ss*.
- Have students practice writing the letter *Ss* on a separate piece of paper while saying the /s/ sound.
- Write the following words that contain the initial and final consonant *Ss* on the board, leaving off the *Ss*: *sit, cats, fans, sag, logs, sun, trees*. Say each word, one at a time, and invite volunteers to come to the board and add the initial or final consonant *Ss* to each word.

- **Check for understanding:** Have students review the story and circle all of the words containing the initial or final consonant *Ss*. Review students' findings as a class.
- **Independent practice:** Introduce, explain, and have students complete the [initial consonant Ss worksheet](#). If time allows, discuss their answers aloud after students finish.

#### Grammar and Mechanics: Simple predicates

- Write the following sentence on the board: *She has a uniform*. Read the sentence aloud with students while pointing to each word as you read.
- Explain that every sentence has two parts, a subject and a predicate. Review or explain that a *simple subject* tells *who or what the sentence is about* and a *simple predicate* is a verb that tells *what the subject does*.
- Ask students to identify the simple subject and simple predicate of the sentence (*she, has*). Circle the simple subject and underline the simple predicate in the sentence.
- **Check for understanding:** Have students locate and underline all of the simple predicates, or verbs, in the sentences on pages 11 and 12. Invite volunteers to share their answers and discuss with the class.
- **Independent practice:** Introduce, explain, and have students complete the [simple predicates worksheet](#). If time allows, discuss their answers aloud after students finish.

#### Word Work: High-frequency words *he, no, she*

- Write the word *he* on the board and read it aloud with students. Explain to students that they will often see this word in books they read and they should memorize it so they can decode it right away.
- Spell the word *he* aloud with students and have them clap as they say each letter. Invite students to turn to a partner and repeat this exercise several times. Ask students to write the word *he* in the palm of their hand as you spell it aloud with them.
- Read page 9 aloud to students and have them locate and point to the word *he*. Invite students to turn to a partner and use the word *he* in a complete sentence.
- Repeat this process with the words *no* and *she*.
- **Check for understanding:** Have students work in pairs to create oral sentences using the words *he, no, and she*. Call on students to share a sentence with the rest of the class, and ask other students to give a thumbs-up signal if they used the words correctly.

#### Connections

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