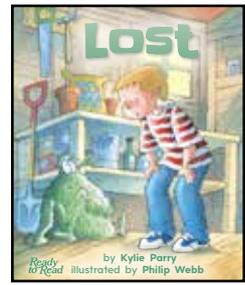


Lost

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illustrated by Philip Webb



Shared reading

Shared reading provides students with opportunities to behave like readers and to engage in rich conversations about texts that they are initially not able to read themselves. The focus is on engagement, enjoyment, and comprehension. Shared reading involves multiple readings of a text, led by the teacher, with increasing interaction and participation by the students. After many shared reading sessions, children become able to read the small books that accompany the big books, with increasing independence and fluency.

Overview

Finn tells Mum he has found a small lost creature in the garden shed. Mum doesn't look at the creature, so she thinks Finn is playing make-believe. But she plays along and tells Finn that the lost creature will need its mother

and Finn will have to find her. After thinking hard, Finn comes up with a plan. Mum is shocked to discover at the end of the story that Finn wasn't making things up! This delightful fantasy story is actually a poem, narrated entirely in rhyme.

There is an audio version of the text as an MP3 file at www.readytoread.tki.org.nz

Cross-curriculum links

Health and physical education (level 1, personal health) – Describe and use safe practices in a range of contexts and identify people who can help.

This text has close links to the key competencies of managing self and using language, symbols, and texts.

Text characteristics

Key text characteristics as described in the reading standards for after one year at school are shown in the boxes with a solid outline. Other boxes show additional characteristics.

The familiar setting (at home) and the context of finding something that is lost

Most content explicitly stated but some implicit content that provides opportunities for students to make predictions and simple inferences

The theme of problem solving and caring for others

Some visual language features (for example, a speech bubble on page 4 and punctuation marks within the illustrations on pages 7 and 8)

Many high-frequency words as a scaffold for independent reading

Interest words (for example, "creature", "eyes", "feelers", "gate", "head", "noise", "paper", "path", "pens", "plan", "posters", "shed"), including a wide range of verbs ("promised", "scooped", "shake", "squealed", "stuck", "waited", "wobbled", "worked"), and some adjectives ("dark and dusty", "furry", "great BIG", "green", "HUGE", "little", "small"), that are likely to be in a reader's oral vocabulary and that are strongly supported by the context, the sentence structure, or illustrations

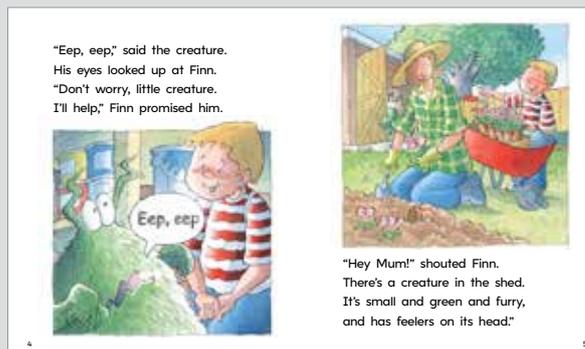
Illustrations that support and extend the meaning but may not exactly match the words (for example, the visual subplot with Mum always looking somewhere else)

The mix of rhyme, (four-line stanzas with an "a-b-c-b" rhyme pattern), rhythm, and repetition, which engages readers and supports fluent expressive reading

Many sentences that run over more than one line but do not split phrases, supporting return sweep and phrasing

The clear narrative structure

Capitalised print for "BIG" and "HUGE" (on page 12) and a range of punctuation, including speech marks, commas, question marks, and exclamation marks to support phrasing, intonation, and meaning



Dialogue between easily identified speakers

Related texts

Rhyming texts: the Ready to Read poem cards, *Splish Splash!* (shared)

Texts with fantasy elements: *Dragons! Dragons! Dragons!, I'm the King of the Mountain, Monster's Lunch, Number One*, (shared); *Treasure Island* (Green 3)

Texts about losing things or finding lost things: *The Crocodile's Christmas Jandals* (shared); *The Missing Socks* (Blue 2)

Texts that feature children solving problems: *A Bird in the Classroom* (Yellow 2); *My Brother* (Green 1); *Mum's New Job, Tim's Costume* (Green 2); *I Want to be the Fox* (Green 3); *Stuck* (Orange 1)

Reading purposes and learning goals

(*What opportunities does this text provide for students to learn more about how to "read, respond to, and think critically" about texts?*)

Select from and adapt the suggestions in this teacher support material according to your students' strengths, needs, and experiences.

Each reading purpose is accompanied by learning goals. The learning goals are the sorts of behaviours that you want your students to demonstrate after multiple readings of this text.

Often the first reading of a shared text will be with the whole class, with students joining in as they feel confident. The focus is on making meaning – the teacher leads the reading so that the students can concentrate on responding to the storyline and thinking critically about the theme or main idea. Exploration of word-level features should be left for subsequent readings.

English language learners who are just beginning to learn English may benefit from some language work before you read the shared text with the whole group. For example, encourage them to look at the cover illustration and talk about the setting, the characters, and the idea of the creature being lost, ideally in their first language. Provide some English words and phrases orally, for example, "creature", "dark and dusty", "shed", "small", "green", "furry", "feelers on its head".

A suggested purpose for the initial reading

To find out what happens when Finn finds the lost creature

Possible learning goals

The students can:

- make connections to any similar experiences (for example, of losing something, being lost, or trying to find the owner of something) to make inferences about how the characters are feeling and predict what might happen
- notice and discuss some ways the illustrations add to the meaning
- summarise the events in the story
- start noticing language patterns and the teacher's intonation as a support for joining in the reading.

Introducing the text

- Read the title and discuss what is happening in the cover illustration. *Who is lost? What will the boy do?* Feed the word "creature" into the discussion. Read the name of the author and illustrator.
- Turn to the title page. Encourage the students to make predictions about how the creature is feeling and what might happen. Prompt them to make connections to any experiences they have had of being lost.
- Share the reading purpose.

Reading and discussing the text

- Ensure all the students look at the text as they listen to you read aloud, using a pointer to help them track the words.
- **Pages 2 and 3** – Before reading, have the students look at the illustrations and predict what the boy is asking. Pause at the end of page 3 to summarise the situation so far. Ask the students to predict what might happen next.
- Draw attention to the rhyming structure. *What are you noticing about the sound of the words in this story?* Pause at the end of page 3 and have the students predict what might happen next.
- **Pages 4 and 5** – Enjoy the students' response to the "Eep, eep" of the creature and encourage them to infer what he is saying. They may recognise and join in with the repeated description of the creature on page 5.

- **Pages 6 and 7** – Read the page and then discuss what else the illustration is telling them. Wait for their response or prompt them to notice that Mum hasn't seen the creature. *Does Mum believe Finn?* Have the students think, pair, share their ideas about what Finn is thinking and what he will do next. *What can you do if you find someone or something that is lost? How can you find the owner?*
- **Pages 8 and 9** – Before reading, have the students use the illustrations to review their predictions. *What will Finn do with the posters? I wonder if his plan will work.*
- Read the last three pages, enjoying the students' anticipation at the end of page 11 and the happy reunion on page 12. Reread the last page, encouraging the students to join in with the first sentence and the words in capitals.
- Draw attention to Mum's reaction. *Why is Mum looking so surprised?*
- Remind the students of the reading purpose. Support them to recall (summarise) the events, referring to the illustrations as necessary. *Is this what you thought would happen?*
- Encourage them to think critically: *What does the story tell us about Finn?* The students might also like to speculate about how the creature became lost and how his mother had tried to find him.
- Remind the students that the words and illustrations in a picture book both help to tell the story. Reread the story, using questions and prompts to encourage the students to look more closely at the illustrations. For example, you could prompt them to notice how the illustrations show how the characters are feeling. (They may notice that the creature and Finn often have similar expressions!) Draw attention to the exclamation mark and question mark above Finn's head on pages 7 and 8. *What are these telling you about Finn?*
- The students could track the visual subplot about Mum. For example, on page 5: *Has Mum seen the creature? Why do you think she's smiling? Where is she looking?* Draw their attention to Mum's expression on page 11 to reinforce that this is the first time she has noticed the little creature. On page 12, discuss why the characters have reacted in different ways.
- The students could add speech bubbles or thought bubbles for the characters in the illustrations on pages 7, 11, or 12.
- As you read the story, ask the students to listen and look for words and phrases that describe the creature and its mother. Encourage the students to add their own ideas. List the descriptive language and display it for students to add to and use in their own writing. For example, the students could:
 - draw their own creature and write a description of what it looks like, perhaps using the descriptive sentence on page 5 ("It's small and green and furry, and has feelers on its head.") as a model, for example, "It's long and blue and slimy/And has nippers on its head."
 - make a "Found" poster, modelled on Finn's, about something that has been "found" in the playground
 - draw a picture of the creature and its mother and add labels or a sentence that describes them.
- Focus on the rhyming words. Make connections to the students' experiences of reading poem cards or other familiar rhymes, for example, within the shared texts *Haere Atu!* and *Monster's Lunch*. Reread the book to the students and ask them to listen for words that rhyme. Emphasise the rhyming words as you read the first two pages and then pause on subsequent pages so the students can come in with the rhyming words. At the end of the reading, go back through the book and make a list as the students recall and locate the rhyming words. Draw their attention to words that sound the same but are spelled differently, such as "do", "you" and "said", "shed", "head".

Suggested reading purposes for subsequent readings

You can return to this text many times with a different purpose. Subsequent readings of the big book may be with a group of students who have similar learning needs rather than with the whole class. **Select from and adapt** the following suggestions.

Suggested reading purposes

To explore some of the ways the illustrator has helped us understand and enjoy this story

To enjoy some of the ways the writer has used language in this story

Learning goals

Over a number of sessions, the students can:

- identify and discuss how the illustrations provide more information about the characters
- explore the descriptive language
- identify and discuss the rhyming words.

Choose one of the suggestions below for each session.

- Provide copies of selected pages of the text with spaces left for the rhyming words. Have the students fill in the rhyming words (referring to the book) and illustrate the rhyme.

Suggested reading purpose

To think about the beginning, the middle, and the end of this story

Learning goals

Over a number of sessions, the students can:

- make connections to their knowledge of story structure, particularly in fantasy stories
- identify the events in the story
- identify the beginning, the middle, and the end of the story.

Choose one of the suggestions below for each session.

- Prompt the students to make connections to a familiar story with a similar structure, such as the shared book *Dragons! Dragons! Dragons!*, and discuss what happens at the beginning (the dragons have a problem), the middle (they try to fix the problem), and the end (the dragons solve their problem). Reread *Lost* and ask the students to retell the story, referring to the book as required. Now tell the students you want them to think about the beginning, middle, and end of the story. *What is the problem at the beginning? What happened in the middle of the story? What did Finn do to try and solve the problem? Draw out the idea that Finn tried two ideas (telling Mum and then making the poster). What happened at the end?* Give the students a simple framework as shown below. Have them draw a picture for each section and complete a sentence to explain what happened, for example:

In the beginning, Finn ...	In the middle, Finn tried to help by ...	At the end, Finn was happy because ...

Suggested reading purpose

To read with fluency and expression

Learning goals

Over a number of sessions, the students can:

- draw on their developing reading vocabulary, their overall knowledge of the story and its rhyming structure, and the punctuation, to read with appropriate phrasing, intonation, and expression.

This reading purpose can be returned to many times, with the students building up their confidence and independence. Your modelling of fluent, expressive reading will be a major support for achieving this learning goal. The students can also build up their comprehension and fluency by reading the text while listening to the MP3 file.

Choose one of the suggestions below for each session.

- Reread the story, emphasising the rhythm and use of expression. You could point out particular features of the text that help to support phrasing and expression (for example, the use of commas, question marks, and exclamation marks) and the use of speech marks and attributions to clarify who is talking and what they are saying. Draw attention to the words in capital letters on the last page. *How does the writer want us to read this page?*
- Provide English language learners with many opportunities to listen and practise with the MP3 file. Offer the students guidance on particular sounds (for example, “t”, “d”, “k”, “l”, consonant endings in general, and consonant clusters) or intonation patterns that are causing problems for them in their speaking and listening in English.
- The format of this text as a narrative poem, means that each line begins with a capital letter. You can use this opportunity to build students’ familiarity with the capitalised form of several common words (for example, “It”, “In”, “Are”, “Can”). This provides valuable support for students in managing these words when they come across them in guided reading texts.
- Build the students’ awareness of word structure by drawing attention to the verbs ending with “ed”. For example, reread page 5. *What did Finn do? That’s right, he “shouted”.* Write the word “shout” on the whiteboard. *This word is “shout”. Show me how we can make it into “shouted”.* Read the word together. Repeat with other examples from the story. Have the students underline the “ed” endings. They could practise creating new sentences (oral or written) using the verbs.