



The Lost Dog

Level J / 766 words / fiction

High frequency words:

about, again, around, once, soon, thank, wish

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever been lost? What did you do? How did you feel?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *biscuit, predict, knock, quickly, snuggled, absolutely, neighbor, Wiggins, and sure*. Discuss meaning, word structure, and sounds you expect to hear in those words.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Identify and discuss the basic story elements in the text: characters, setting, problem, and solution.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Prompt, "Summarize what you read today." Ask, "What was the main problem in the story? How was the problem solved?" Have students read the pages that support their answers and responses.

- **Inferential comprehension:** The answers are in your head. Ask, "Would you like to be a character in this story? Why or why not? If you could trade places with one of the characters, who would it be and what would you do?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words with the *st* blend: *lost, storm, stuck, stop, and still*.
- Find and practice the words with the *CVCe* pattern: *cute, ride, game, hide, made, and pine*.
- Find and discuss the punctuation marks in the text.

Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing, intonation, and word stress.

Writing activity

- Either provide copies or have students draw their own pictures of the characters from the story. Have the students write words describing the characters on separate cards. Then have the students match the appropriate word descriptions to each character.
- Using the same pictures, have the students work in pairs to retell the events from the story.

FUN FACT

Ten items you will always find in the Lost and Found at school: lunchboxes, keys, water bottles, jackets, umbrellas, cellphones, school IDs, toys, textbooks, and backpacks.

Teaching Points: Introducing new words; Identifying and understanding basic story elements in a text; Practicing words with the *st* blend; Practicing words with the *CVCe* pattern; Noticing punctuation; Rereading; Retelling.