

Strand: Government/Authority

Theme: Rules

Purpose for Reading: To find out what to do if you are lost.

Comprehension Strategies: Making connections to self, recognizing factual text structures, making inferences, synthesizing, evaluating, setting a purpose for reading.

Vocabulary

Dictionary Words: forest, home, mall, town,

Vocabulary Words: boy, child, girl

High-Frequency Words: did, do, down, get, have, help, her, him, if, not, of, one, out, people, put, they, too, were, what, when, where, will, your

Before Reading

- Ask students whether they have ever been lost. Have students share their experiences. Prompt with questions such as, *Where were you? How did you feel? What did you do when you realized that you couldn't see Mum/Dad/Grandma? Did anyone help you?*
- Read the title and have students talk about the cover photo. *Who is the man in the photo? What do you think is happening? Where do you think this photo was taken?*
- Read the title page together and ask students to discuss what they see. *Where is this boy? What might he have been doing before he got lost?*

Introduce the Picture Dictionary

- Ask students to turn to the picture dictionary. Read and discuss the photos and labels. Ask students to describe what is happening in each photo. Use questions such as, *Where is this girl?*

Who is she talking to? What do you think the police officer will do?

Take a Photo Walk

- Pages 4–5: Invite students to look at these pages and discuss the photo. Have them identify where this girl is lost. Read the caption. Ask students what they think she should do. *Who might be able to help her? What information should she give to a shopkeeper/police officer/security guard, etc?*
- Pages 6–7: Invite students to look at the photo and describe where this boy is lost. *Who is he talking to? Read the caption. What information should the boy give to the police officer?*
- Pages 8–9: Have students look at these pages and identify where this boy is lost. *Who is the woman he is speaking to? Read the caption. What could the shopkeeper do to help this boy? Should the boy wander around the mall looking for his parents? Why not?*
- Pages 10–11: Ask students to look at these pages and talk about where this boy is lost. Read the caption. *What do you think this boy was doing in the forest? What is he doing in the photo? Is it a good idea to sit and wait for help if you are in the forest, or would it be better to wander around looking for other people? Why? What could this boy do to help others find him?* Prompt students to suggest that he should call out or make a loud noise.
- Pages 12–13: Invite students to look at these pages and chat about where this girl is lost. Read the caption. *What information do you think she should give to the people in this house? What if*

she doesn't know her address and telephone number?

Discuss the table on pages 14–15. Explain to students that this table tells us what you should do if you get lost in any of these places.

Read the Book

- Ask students to turn to the cover and read the title independently.
- Turn to pages 2–3. Read the dictionary words and the sentences on page 3.
- Turn to pages 4–5. Ask students to read these pages independently. Remember to use your eyes, and point only if you need help to check.
- Ask students to continue reading the book independently. Provide support as needed.

After Reading

Comprehension

- Have students revisit the book and discuss what they should do if they get lost at any of the locations. Ask them to think of other people that might be able to help them at each of the locations.
- Revisit the table on page 14. Discuss each of the headings and ask students to explain the reasons for the ticks on the table. *Why would it be important to stay warm if you are near home, in town, or out in the forest? Why do you think staying warm is not ticked for the mall?*
- *What personal information is very important if you are lost? How might it be difficult to find your parents if you don't know this information?* Ask students whether they know their address and telephone number. Have students tell a partner their full name, address, and telephone number.

Vocabulary and Word Recognition

- Have students locate the word *they* on page 4. Tell them point to it as they say it. Have them write the word *they* five times, saying it as they write it.
- Have students find the word *mall* on page 4. Ask them to find this word each time it appears on page 8. Have them search page 10 to find a word that looks like *mall*. Write the words *mall* and *call* on the board. Ask students to identify the part of the words that is the same. Trace over these letters in a different colour. Ask students to give more words that rhyme with *mall*. Add these to the board, writing the *all* in a different colour.

Oral Language

- Have students choose one of the following locations: bakery, beach, library, park. Have students work in pairs to discuss what they should do if they get lost at this location.

Writing

- Have students choose one location from the book and write three things they should do if they get lost at this location.

Creative Extension Activities

- Have students trace around each other's bodies and paint or draw themselves dressed as police officers.
- Around the outside of their body picture, have the students write different things police officers do.

Independent Follow-Up Activities

- Reread the book to a partner to build fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: _____

Write the places the children in the book were lost.

_____	_____
_____	_____

Write the people who could help you if you get lost.

_____	_____
_____	_____

Put the list of people in alphabetical order.

Draw someone who could help you if you get lost.

Draw the person on a separate sheet of paper.

Name: _____

Draw a picture and write a story about being lost at one of the places in the book.


