

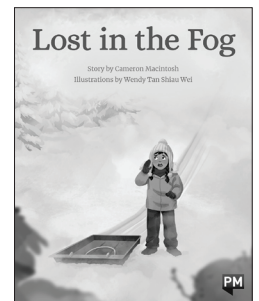
# Lost in the Fog

PM Level 18

Turquoise

**Text Type** Narrative

**Running Words** 450



## Preparing for Guided Reading

### Prior Knowledge

- Students should be familiar with typical snow activities, such as sledding, and with associated weather terms, including *cloud* and *fog*.
- Students should also know the difference between fiction and non-fiction texts, and know what to expect from a narrative text.

### Orientation to the Text

- Ida and Mum are taking turns on the sled when a cloud of fog suddenly rolls in. Ida can no longer see her mum from the bottom of the hill, but she thinks of a clever solution to help Mum find her.

## Building the Balanced Reader

### Vocabulary

#### Key Vocabulary

*deep, easy, later, loudly, minute, rushed, scarf, sled, slid, Suddenly, thick, through, towards*

#### Content Words

*cabin, chocolate, cloud, field, fog, jacket, shiver, snow*

### Decoding

- Talk about the base of adverbs such as *slowly* and *loudly*, and how adding 'ly' changes the meaning.
- Prompt students to think about what is happening in the story, and to look carefully at each part of the word to help them decode unknown words.
- Look at the word *field* on page 7 together. Ask, *What sound does 'ie' make in this word? What other sounds can this letter combination make?*

### Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Ask, *What is happening in the illustration on the cover? How do you think this relates to the title?*
- Read pages 2–3 together. Ask, *What do we know about where this story is set? What tells you this?*
- Continue to page 6. Ask, *What punctuation can you see on this page?* Discuss the function of each type of punctuation, including the difference between the apostrophe of possession in *Poppa's* and the apostrophe in the contraction *let's*.

- Review with students the additional information the reader is given about the setting on pages 6–7. Ask, *How is the setting important to what is happening in the story so far?*
- Read page 10 together. Ask, *What words has the author used to tell us what it is like for Ida? How does that make you feel as a reader?*
- Look at the punctuation on pages 11–12 with students. Ask, *How do the commas on page 11 change the way you read these sentences? What are the functions of the apostrophes on page 12?*
- Read to the end of the text. Ask, *At what time of the day do you think this story might have been set? Do you think the story took place recently or a long time ago? Why?*
- Re-read the text together, focusing on the effect of punctuation such as exclamation marks.

### Comprehension

- Where did Gran and Poppa live? (*Literal*)
- How do you think Ida's mum felt when she couldn't see Ida? (*Inferential*)
- Do you think you would enjoy sledding with Ida? Why or why not? (*Applied Knowledge*)

### Follow-up Activities

- Read a story with a different setting together. In pairs, have students write some words to describe the setting. Bring students back together and allow them to share their ideas. Talk about the significance of the setting to the events of the story.
- Invite students to share their own experiences of being lost. Discuss where they were and how they felt, as well as how they were found again. Make a list of actions that students can take if they are lost, such as calling out or finding a trusted adult such as a police officer.
- Make mini sleds with students by attaching craft sticks to a small rectangle of cardboard. Allow students to decorate their sleds, and then attach string to the front. Students can try out their sleds with a small toy on board. Compare the students' sleds to Ida's sled in the story.

# Lost in the Fog

Date \_\_\_\_\_

PM Level 18

Turquoise

## Learning Intentions

- We are learning to identify and describe the setting in a narrative.
- We are learning to use punctuation to help us read.

• \_\_\_\_\_

## Success Criteria

- I can use information from the text to describe where and when the story is set.
- I can identify and explain why exclamation marks, speech marks, apostrophes and commas are used in the text.

• \_\_\_\_\_

## Guided Reading Notes

| Student's name | Reading focus | Observations/notes | For follow-up |
|----------------|---------------|--------------------|---------------|
|                |               |                    |               |
|                |               |                    |               |
|                |               |                    |               |
|                |               |                    |               |
|                |               |                    |               |
|                |               |                    |               |