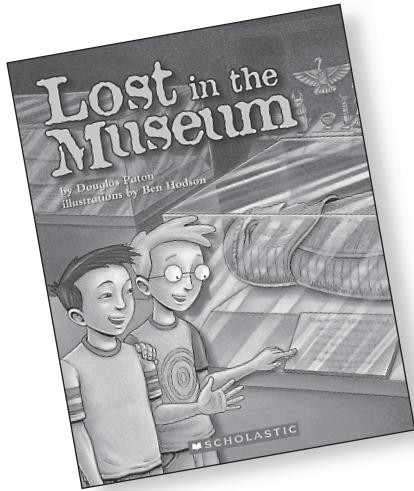SCHOLASTIC
Literacy Place
for the Early Years

Lost in the Museum

Written by Douglas Paton

Illustrated by Ben Hodson

Text Type: Fiction: Narrative — Adventure Story

Guided Reading Level: N

Summary: In this book, two boys get separated from their class during a museum visit. When they encounter two Japanese statues, the boys' imaginations take over. At the end, the boys discover the source of the scary sights and sounds.

Text Features

▶ headings

Visual Literacy

▶ environmental print
▶ Japanese symbol
▶ italicized words

Text Supports

▶ illustrations support the text

Possible Text Challenges

▶ subject specific vocabulary, e.g., *museum, skeleton, plaque, exhibits, dinosaurs, mummies, statue, medieval, Asian dynasties*
▶ multi-syllabic words

First Session (pages 2-15)

Reading Strategies

Comprehension

▶ predicting
▶ inferring

Working with Words

▶ use syllabication, familiar word parts, and picture cues to solve multi-syllabic words

Assessment Opportunities

Note each student's ability to:
▶ make predictions
▶ make inferences about characters' emotions by examining the text and illustrations
▶ solve unfamiliar words using syllabication, familiar word parts, and picture cues

Oral Language Opportunities

▶ discussing with a group
▶ discussing with a partner
▶ think-pair-sharing

🐝 BEFORE READING

Making connections: text to self

Activating and Building Prior Knowledge

Invite students to share their experiences visiting museums. Discuss what they might see at a museum such as, exhibits, dinosaurs, skeletons, models, glass cases filled with artifacts, displays, statues, totem poles, and mummies. Use vocabulary from the story during this discussion, as this will help familiarize students with these new words. Provide explanations of unfamiliar words using the text itself or other resources, such as, dictionaries, brochures from museums, and brochures from art galleries, if possible.

Making connections: text to self

Read the title of the book, then the names of the author and illustrator. Invite students to share any experiences they may have had being lost. Talk about how they felt when they realized they were lost and how relieved they were when they were finally found.

Predicting

Introduce the main characters, Taku and Jeff. Direct students' attention to the front cover and read the back cover text. Initiate a think-pair-share activity with pairs of students to predict what they think will happen in the story. Have students share their ideas and record the predictions on chart paper.

Overcoming Text Challenges

Word solving and building/ language predictability

Say, *In this book, the boys visit a natural history museum and see mummies and dinosaurs. They encounter an exhibit about medieval times. Taku is especially interested in seeing the Asian dynasties section because his grandfather has told him many stories about their heritage.* Write the words *medieval* and *Asian dynasties* on the board. Have students turn to pages 6 and 7 and identify the items in the illustration. Demonstrate how you can infer the meaning of the word *medieval* from the illustration. Ask, *Are these objects from today? How do you know? When do you think you might have seen such things?* You may also wish to give the dictionary definition.

Word solving and building/ visual literacy

Point out other unfamiliar words that will be challenging, such as the italicized words *Tyrannosaurus Rex.* Help students pronounce the words using strategies such as finding words they recognize within the word (e.g., *ran, no, us*) and stretching the word so it breaks into parts, sounding out each syllable. Encourage students to use multiple strategies to solve other unfamiliar words, such as syllabication, familiar word parts, picture and context cues, and personal knowledge.

Inferring/visual literacy
Hand out copies of the books and have students turn to pages 2 and 3, and point out the boys' expressions. Say, *How do you think they are feeling?* Ask students to turn to pages 6 and 7 and indicate that the boys are gaining information about the medieval exhibit by reading a plaque. Remind students to read information on other signs found on pages 9 and 10.

Teaching Tip: When assessing student learning, make sure you observe students throughout the Guided Reading session and not just at the end.

Setting a Purpose

Predicting
Remind students of their earlier predictions of what this story is about and have them read to the end of page 15.

DURING READING

Ask students to read the text independently to page 15, thinking about the purpose for their reading.

Observe and listen to students as they read the text, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts, such as, *What might happen next? Did you change your mind about what was going to happen? What do you think now?*

Take note of students' successful use of strategies and any difficulties they encounter.

If students finish before others have completed the reading, ask them to share with a partner what they have learned.

ESL Note: As you assist students with vocabulary, draw their attention to the many examples of "two-word" verbs in the story, such as *check out, catch up, watch out, do without, wander off, run around,* etc. Ask students what these words mean.

AFTER READING

Predicting
When students have finished their reading, have them compare their predictions to the events that have occurred so far in the story. Confirm or eliminate predictions from the chart with supported evidence from the text.

ESL Note: Review the story to page 11 by giving students sentence starters they are to complete orally. For example, *Jeff and Taku were looking at...; When they looked around...; An hour later, they saw their group but...; They went to the Asian dynasties section because...,* etc.

Inferring

Ask, *How were the boys feeling when they realized their class had gone ahead? What caused their feelings to change?* Encourage students to find support for their opinions using evidence from the text.

Making connections: text to self

Ask, *Have you ever seen similar statues to those in the story?* Discuss with students where they have seen statues. Make a list of places you might encounter a statue, for example, old buildings, government buildings, art galleries, large lawn ornaments, parks, and fountains.

Word solving and building

Revisit the words *museum, skeleton, plaque, exhibits, dinosaurs, mummies, statue, medieval*, and *Asian dynasties*. Ask students to explain the strategies they used to work out these and any other challenging words.

Point out positive reading strategies you saw students use during this session, e.g., say, *I noticed Sara looked at the word* skeleton *on page 2, read ahead, and then checked the picture on page 3. She recognized the word part "-ton" and then broke the word into syllables* skel-e-ton *and read* skeleton. *That's what good readers do!*

Second Session (pages 16-20)

Reading Strategies

Comprehension

▶ predicting
▶ analyzing

Working with Words

▶ using word parts to read unfamiliar words

Assessment Opportunities

Note each student's ability to:
▶ make predictions
▶ analyze text for specific facts and new information
▶ solve unfamiliar words using syllabication and familiar word parts

Oral Language Opportunities

▶ discussing with a group
▶ discussing with a partner
▶ retelling

BEFORE READING

Synthesizing/predicting

Activating and Building Prior Knowledge

Invite students to recount what has happened so far in the story. Encourage students to refer to the text to aid in their retelling. Then ask, *What do you think you will be reading about in the rest of the book?* Prompt students' ideas by asking them to look for clues using the illustration on page 15. Ask, *What do you think is making the shadow behind Taku? Is this a clue? Why do you think so?* Add students' ideas to the list of predictions made in the previous session.

Overcoming Text Challenges

Word solving and building

Revisit some multi-syllabic words from the first session, such as *favourite, corridors, especially, convinced*, and *pretending*. Have students demonstrate how

to break these words into syllables by stretching the word so they break it in parts, sounding out each syllable.

Visual literacy Point out the Japanese symbol on the pillowcase shown on page 19. Explain to students that these strokes are similar to our letters and indicate a word in Japanese. Tell students they will find out the meaning of this symbol after reading the entire text.

Setting a Purpose

Predicting Remind students of their predictions and then say, *Read the rest of the story to find out what happens to Taku and Jeff.*

🦋 DURING READING

Tell students to read the rest of the text independently, thinking about the purpose that has been set.

Encourage students to stop after each page to reflect on their reading and to think about what is happening. Observe and listen to students as they read, assisting them with word-solving strategies, vocabulary, and comprehension queries. Offer prompts, such as, *Have you changed any of your predictions based on what you have read? Did you expect the security guards to find the boys?*

Take note of students' successful use of strategies and any difficulties they encounter.

If students finish before others have completed the reading, ask them to discuss any unexpected event with a partner.

🦋 AFTER READING

Predicting When all students have finished reading the text, compare what happened in the story to the predictions that had been made. Ask, *What did happen next to Taku and Jeff? Who made the shadow on the wall on page 15? Did you expect that to happen? Why did you think so?*

Inferring/sequencing Make an ordered list of the sequence of emotions experienced by the boys during their visit to the museum. Have students pair each emotion with the event that caused the reaction. For example, excited—looking at the dinosaurs; worried—boys are lost. Invite students to refer to specific pages in the book, if necessary. Discuss the ending of the story. Ask, *How does Taku feel when he climbs into bed? How do you know? Do you think Jeff feels the same way? Why do you think so?*

Making connections: text to world Talk with students about other things that frighten children, such as scary movies, loud noises, and the dark. Discuss the reasons children might be afraid of such things.

Analyzing

Refer students to page 20 and invite them to share the new information they learned about the creatures *Kappa* and *Baku*. Ask, *How can you avoid being eaten by a Kappa? Why is the Japanese character for* Baku *written on pillowcases?*

Word solving and building

Select a few of the challenging words, such as *sheepishly, Japanese, bowl-shaped, cucumbers*, and *character*, or any other words that were challenging for students. Ask them what strategies they used to work these out, referring to the text if the strategy involved visual cues.

Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

Focused Follow-up

The following activities are optional. Choose those that best meet the needs of your students.

Comparing Monsters

Analyzing

Create a two-column chart using the information provided in the text. One heading will be "Kappa" and the other "Baku." Have students provide comparable facts about the monsters by looking at the information provided on page 20. For example, they could say, *Kappa are water monsters. Baku are good spirits.* Add the information students find under the appropriate heading in the chart. Once the chart is complete, discuss how Kappa and Baku are the same and how they are different.

Kappa	Baku
eats children	eats bad dreams

Research

Making connections: comparing

Discuss other monsters or characters found in myths or legends, such as Sasquatch, Ogopogo (both from Canadian legends), the Loch Ness monster, trolls, ogres, and Anansi the spider. Create a list of topics suitable for the needs of your students. Ask each student to choose one topic to research. Review the headings on the BLM and remind students they are to include the following: the name of the character; the country of origin or where the legend began; its special characteristics; and any interesting facts. Students can record their findings on a copy of the BLM and include a drawing of their character, as well. After students have completed their research, they can share their findings with the rest of the class.

Read Aloud

Evaluating

Have students select their favourite chapter and practise reading it as the author intended. Students can read into a tape recorder to fine-tune their performance. After practising, students can read their chapter to their reading buddy or group.

Alternatively, students may choose to read in groups of three, taking the parts of Taku, Jeff, and the narrator.

Other Words for "Said"

Word solving and building

Read a sentence from the text that has the word *said* in it and record it on the board, for example, "'Check out those tiny little arms,' he said." Circle the word *said*. Explain to students that the author has used many different words for the word *said* in the story. Have students search the story for such words. Make a list of students' suggestions, such as, *replied, asked, shouted, called, explained, repeated, whispered,* and *yelled*. The list can be posted at the writing centre and other examples added to it as they are encountered. Encourage students to refer to the list and use these words in their own writing.

Visual literacy

Point out the symbol for *Baku* in Japanese as illustrated on page 19. Compare this symbol with other well-known or international symbols, such as a happy face, men and women's washrooms, the peace sign, and an escalator. Create a chart of these symbols. Talk with students about how helpful these symbols are. Have students search for other examples in their community, in newspapers, and in flyers.

Characters From Myths or Legends

Name: _____

Name of Character _____

Country of Origin _____

Special Characteristics _____

_____

_____

Interesting Facts _____

_____

_____

Picture