

THE LOST AND FOUND

Text Dependent Questions/tasks:

1. [\(RL.3.3\)](#) **Students will keep an on-going 2 part-guided response organizer (every 2-4 pages) to record how the characters' actions contribute to the sequence of events. (Left side = page numbers and major events of story; right side = characters' actions (*traits, motivation, feelings*) that led to this event). After every 2 pages, students will stop to fill in their graphic organizers.**
2. [\(RL.3.4, SL.3.1\)](#) **Reread pages 20-21. What does the word furious mean? What clues in the text help you to figure it out? What word could you replace it with?** *Students will reread and write down their responses on a post-it note. Students will then share responses with a partner, looking for similarities and differences. Teacher will facilitate a discussion of responses.*
3. [\(RL.3.7, SL.3.1\)](#) **Reread pages 20-21. How do the illustrations show what is being conveyed by the words in the story?** *Students will reread and write down their responses. Students will then discuss ideas with a partner, looking for similarities and differences of responses.*
4. [\(RL.3.4, SL.3.1\)](#) **Reread pages 22-23. What does the word visible mean? What clues in the text help you to figure it out? What word could you replace it with?** *Students will reread and write down their responses on a post-it note. Students will then share responses with a partner, looking for similarities and differences. Teacher will facilitate a discussion of responses.*
5. [\(RL.3.4, SL.3.1\)](#) **On page 22, why does the author write the words, “LOST AND FOUND,” in all capital letters?** *Students will write down their responses independently and then share ideas in a small group. Students will work together to comprise a new response to share out with class.*
6. [\(RL.3.4\)](#) **Reread page 26. What does the word plunged mean as it used in the sentence? Allow students to respond, and then ask: Would the sentence have the exact same meaning if the author used the word fell? Why or why not? Explain.**
7. [\(RL.3.1, SL.3.1\)](#) **Reread pages 30-31. What makes Wendell say, “Some of this stuff has been here a long time?”** *Students will answer on a post-it note, and then engage in a Mix, Pair Share structure, switching partners 2 times.*
8. [\(RL.3.4, SL.3.1, SL.3.4\)](#) **Reread pages 34-35. Why does the author use an incomplete sentence followed by an ellipsis?** *Students will reread and write down their response on a post-it note. Students will then engage in the SIOP snowball fight activity (crumple up response, throw it, get a new response, get into a group of 4 to discuss all responses, work together to create a new response based on the collaborative conversation.)*

9. **([RL.3.4](#), [SL.3.1](#)) Reread page 36. What does the word dismay mean as it used? What clues in the text help you to understand what it means?** *Students will answer the questions and then share responses with a partner. Students will then create a FRAYER model for the word dismay.*
10. **([RL.3.7](#)) Reread pages 38-43 and play close attention to the illustrations. Would you agree that the children’s hats are lucky? Why or why not?** *Students will reread and write down their responses. Teacher will post posters around the room, each with a line from the text: Mona says, “My lucky hat!” ; “Mona says, “What are we worried about? We’ve all got our lucky hats, right?”; “Wendell’s tassel began to tickle his nose.” “The principal calls, “Wendell and Floyd, come in here please.” Students will go to the poster that they believe either supports that the hats are lucky or does not support that the hats are lucky. (Teacher may wish to leave one poster blank in case students want to add their own evidence to support or refute the hats being lucky.”*
11. **([RL.3.1](#), [SL.3.1](#)) Reread pages 44-45. Do you believe luck has anything to do with Wendell and Floyd’s troubles? Would you agree or disagree that the boys’ luck has changed?** *Provide evidence from the text to support your answers. Students will record their answers and evidence on post-it notes. Students will get into “Inner-Outer” Circles, and share their responses. Students will then rotate to share with a new partner.*
12. **([RL.3.7](#)) Who is more cautious, Wendell or Floyd? Use evidence from the text to support your answer.**
13. **([RL.3.5](#)) Have students read the poems in the Poetry Link.** *Teachers may have students identify the feeling or mood of each stanza, with evidence from the lines in the poem to support these words. Students may also explain how each stanza builds on the previous stanza (if applicable.)*