

Overview - Lost



The context of the book *Lost* provides many opportunities to engage in authentic communication. The students are introduced to a variety of items that are commonly lost. The language focuses on identifying, describing, and locating lost items. Activities also extend to asking for a lost and found box, relaying information, talking to children about getting lost, and reading community posters that ask for help to find lost items.

Importance of Personalizing

Students have their own experiences of items they have lost, dropped or forgotten. Retelling the events from a story provides practice in the ability to recognize or recall a sequence of events.



Language Development

Vocabulary:

Nouns: cell phone, keys, glove, money, purse, wallet, shoe, backpack, scarf, glasses, lost & found box, bench, chair, parking lot, grass, carpet, computer lab, bus, walking trail, sofa, sidewalk,

Wh Questions: what, where

Verbs: lost, forgot, dropped

Phonics: initial consonants, two sounds of C, L blends

Colors: gray, blue, yellow, red, white, pink, brown, purple, green, orange

Shapes: arrow, circle, square, triangle, octagon (stop sign), cross, heart, X, diamond, star, rectangle