

Lost in the Park

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Level 13

Getting ready for reading

Ask: *Have you ever been lost? What happened? How did you feel? How did you solve your problem?* Share and discuss children's anecdotes.

Talking through the book

You could introduce the book by saying: *This book is called 'Lost in the Park'. It is about a boy called Tom and his dog, Mack.* Turn through the book inviting children to tell what they think is happening in each illustration. You could reinforce their responses using words from the book, for example: *Yes, there was a snake on the track.*

Reading the book

Children read the book individually while the teacher observes each child's reading behaviours and prompts children to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these questions.

Why did Tom get lost?

How did he find his dad again?

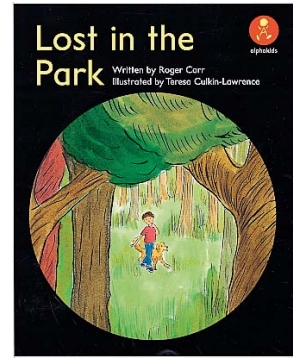
Why was Mack able to find his way out of the park?

Do dogs always know their way home?

Being a code breaker

Children may like to explore the following language features:

- the rime *-ack*: *Mack, track, back, crack, flack, Jack, lack, knack, pack, rack, sack, stack, shack, tack, whack*



TEXT FEATURES

- **This narrative tells the story of how Mack the dog helps Tom to find his way home when lost in the park.**
- **It provides opportunities to explore alternative words to 'said'.**
- **Illustrations support and extend the story.**

Being a text user

Discuss:

Is this book an explanation of something? What?

Could this book help you to not get lost?

Being a text critic

Discuss:

When children get lost, are they always saved?

Would you be allowed to explore a park like this by yourself?

Literacy learning centres – follow-up activities

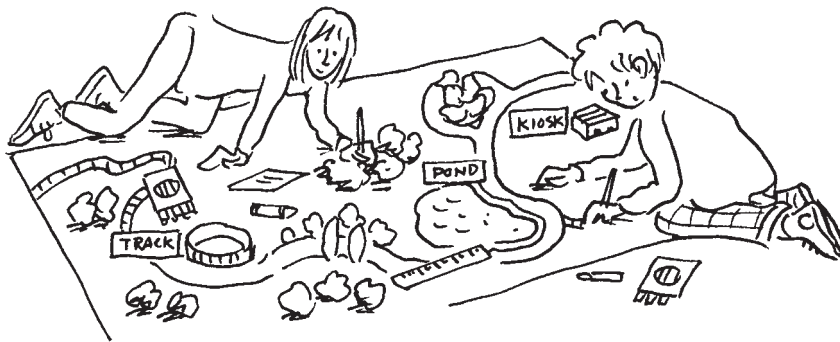
WRITING CENTRE

Working in small groups, children could create a set of sequence cards showing the major events of the story. Other children can then reassemble the cards in the correct order.

INTERACTIVE LITERACY CENTRE

Children could work in cooperative pairs to draw a map of Tom and Mack's adventure, showing where they went and the things that happened at particular places.

Alternatively, children could design and map their ideal park, placing water, trees and tracks for people to use. Encourage them to use labels and symbols. Display the maps for other children to peruse and discuss.



WORD CENTRE

Children could do analogy work with onset and rime:

Mack – back, crack, lack, knack, pack, rack, sack, stack, shack, tack, track

park – bark, dark, hark, lark, mark, stark

BOOK BROWSING CENTRE

The Park in the Dark by M. Waddel (Walker Books) is about three toys that venture into the park on their own at night and have lots of fun, but also get scared. It is written partly in rhyme. Children could also explore versions of *Hansel and Gretel* by Anthony Browne or Jacob Grimm.

Keeping track

Asking children to replicate the sequence of events in a text provides information about their ability to keep track of events while reading.