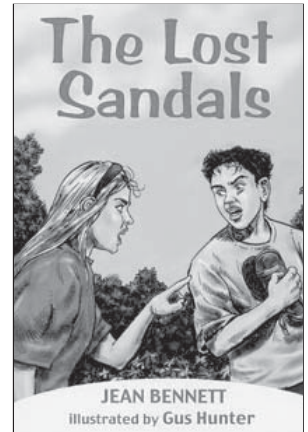


The Lost Sandals

by Jean Bennett

illustrated by Gus Hunter



Book Summary

David is sure that he left his new sandals in the locker room when he changed into his track shoes for long-jump practice. But now they're gone – and Rebecca is wearing a pair that look just like his. David's efforts to get the sandals off Rebecca are complicated and made more interesting by the rivalry between them in the long jump.

Features of the Book

- Realistic informal dialogue
- Colloquial language – *Fat chance; Mom will go ballistic; Miss Know-it-all*
- The different perspectives in the illustrations
- The use of simile – *Rebecca's legs stretched over the creek like rubber bands*
- The facial expressions of the characters
- The twist in the tale
- Verbs – *pounded, sailed, snatched, snapped, skidded, glanced, hurtled*

Purpose

The Lost Sandals can be used to introduce and reinforce the following skills:

- S** using prior knowledge and experience to make sense of a text;
- S** making predictions and supporting them with evidence from the text;
- S** identifying everyday synonyms and antonyms;
- S** looking at colloquial language.

The Guided Reading Lesson

- S** Using prior knowledge and experience to make sense of a text
- S** Making predictions and supporting them with evidence from the text

Introducing the text

Ask the students to think of situations where they have lost something important.

- *How did you feel? What was the first thing you thought?*
- *Did you think someone had stolen it? How did that make you feel?*

Look at the cover of the book together and discuss the title and illustration.

- *Do you think the sandals in the picture could be the sandals mentioned in the title?*

Ask the students to look at the body language and facial expressions of the two characters.

- *What might the two be feeling toward each other?*
- *What might they be saying?*

Read the blurb on the back cover together.

- *Does this help us to understand what the title means?*
- *What do we learn about the two characters?*
- *How can you tell that David is unhappy with Rebecca?*

Ask the students for examples of words or phrases in the blurb as evidence. Discussing the students' own experiences of these situations will help to activate their prior knowledge and to make sense of the text they are about to read.

Reading and discussing the text

Ask the students to read chapter 1 independently. As they read, they could think about the following question:

- Which words and phrases make you think that David and Rebecca are not getting along well at the moment?

Discuss the students' suggestions and ask them to justify their answers. For example,

- when Rebecca stood on David's toes, she said sorry, but then she smiled over her shoulder at him as if she'd done it on purpose.

Other examples from the text are:

- That was the second time today that she'd annoyed him.
- Right now, he wished she was a million miles away.
- But lately she'd started to bug him.

Ask the students to read to the end of page 11, where David thinks he has found his sandals. When they have finished reading, read the first four sentences on page 12 to them.

- *What do you think David is thinking?*
- *Can you predict how he is going to get the sandals back?*

The students can now read the rest of the chapter. When they have finished reading, discuss their predictions.

- *What tells you that Rebecca may like David more than you first thought? (She didn't "snitch" on him.)*

The students can now read the rest of the book independently.

- *When you've finished reading, look back over the book for a word, phrase, or sentence you really liked. Be ready to share it and say why you liked it.*

After the students have finished reading, discuss the book in general terms.

- *Did you like the story? Which part did you like best?*
- *What was your favorite sentence? Can you read it aloud to the group?*

Revisiting the Text

The suggested activities below can be used immediately after the guided reading lesson if appropriate or could be taken as a mini-lesson at a later time.

S Making predictions and supporting them with evidence from the text

- *What do you think of the two main characters? Do they seem like real people to you?*
- *How do they change during the story?*
- *Have you ever behaved like either of them?*

Ask the students to predict what will happen to David and Rebecca's relationship.


- *Will they become good friends? Which words, phrases, or pictures in the text make you think that?*

Some examples from the text could include:


- Rebecca relaxed and smiled. "Sorry I took your sandals," she said, holding them out to him.
- He grinned at her. "You're good at the long jump."
- David stood up and held out his hand to her.

S Identifying everyday synonyms and antonyms

Help the students to build their knowledge of synonyms and antonyms by using examples of words or phrases from the story. For example, ask the students to look on page 5 for two words or phrases that mean the opposite to "behind" (in front, ahead). Explain that such words are called antonyms.

 The students can use the blackline master on page 71 to find antonyms for the list of words from chapter 2. You could also try the same exercise with synonyms – words or phrases that have meanings that are the same or similar.

S Looking at colloquial language

 Ask the students to make a list of the colloquial expressions used throughout the book. Discuss the use of this kind of language in fiction by asking questions such as:

- *What does this word/phrase mean? Can you think of another way to say it?*
- *How would you say it in a formal way?*
- *Why do you think the author has used language like this in the story?*