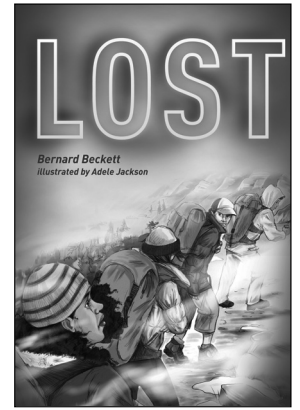


Lost

by **Bernard Beckett**

illustrated by **Adele Jackson**



Book Summary

Damon and his friends go hiking in the wilderness, but conditions aren't as friendly as they had prepared for. This fictional narrative follows the group of friends as a series of bad decisions cause them to wonder if they will survive their adventure.

Features of the Book

- Narrative fiction
- Plot with setting, characters, problem, and resolution
- Told in the third person
- Use of an analogy
- Causes and effects
- Theme of safety and survival
- Factual information

Purpose

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

- S** identifying the features of narrative structure;
- S** identifying and using an analogy to help follow the plot;
- S** exploring character traits;
- S** discussing procedures for safe outdoor activity and how the body responds to extremes in temperature.

Investigation Tools

- Weighing Both Sides – The Great Outdoors, page 29
- Step by Step – Hypothermia, pages 30–31
- Digging Deeper – Hiking Safety, page 32

The Guided Reading Lesson

- S** Identifying the features of narrative structure
- S** Identifying and using an analogy to help follow the plot

Introducing the text

Find out the students' prior knowledge of hiking in remote areas or extreme weather conditions. If necessary, build prior knowledge by talking about the dangers that people hiking in a mountain region might face and how they could prepare to cope with the conditions.

Briefly review the features of narrative structure and list them on the board, including plot, setting, and characters. Discuss the usual form of plot development, using terminology the students are familiar with, such as problem, climax, and resolution. Tell the students that in the story they will read, the author has changed this order and that they will need to think carefully about this as they read.

Hand out the books and examine the cover together. Discuss the last sentence of the blurb.

- *What could this mean? How important do you think luck would be in wilderness survival?*

Reading and discussing the text

Ask the students to read page 3.

- *What do you think is happening? Who is Damon and why is he remembering the voice on the DVD?*
- *What is the analogy the voice uses? How might this relate to the story?*

The students can read the rest of the chapter, thinking about what is happening and how the analogy is being used. Chart what they know about the story so far (setting, characters, problem).

- *We seem to be in the middle of the problem. Why do you think the author started the story here?*
- *How is the softball analogy being used? Is it effective?*

Look at the next chapter together, reading the first paragraph aloud.

- *What is the author doing? What's happened to the narrative structure?*
- *As you read the next chapters, think how the author is using narrative structure. Look out for the softball analogy and notice how it affects your understanding of the plot.*

The students can read the rest of the story (to page 28) independently, pausing to discuss the development of the plot and the way the analogy highlights the things that contribute to the problem. Ask some or all of the following questions, depending on your purposes:

- *How did the softball analogy deepen your understanding of the problem?*
- *There were many factors that led to the problem and to its resolution. How could some of them have been avoided?*
- *What do we learn about the characters? How have they changed as a result of their adventure?*
- *How important were the traits of the different characters to the outcome?*
- *Damon is described as a worrier and a person who didn't have friends. Do you think that people who worry and who "do the right thing" are less popular than other kids? Why/why not?*

The students can read the last pages to gain more information about the risks of outdoor adventure and the ways to reduce risks.


- *Why was Damon the only one who was properly prepared?*
- *Did Amanda have hypothermia? What parts of the story connect with the information on pages 30 and 31?*
- *Did the others do the right things to look after her? What could they have done differently?*

Revisiting the Text

The activities below can be used immediately after the guided reading lesson, during later reading sessions as mini-lessons, or as independent activities.

S Identifying the features of narrative structure

S Identifying and using an analogy to help follow the plot

 The students can use the blackline master to make a timeline of the events in the story. The timeline includes the use of the softball analogy to mark turning points in the plot.

S Exploring character traits

The students can read the description of Mr Glenn on page 8 and discuss the way the author uses exaggeration and forest references. Using this as a model, each student can describe another character in the story.

S Discussing procedures for safe outdoor activity and how the body responds to extremes in temperature

Discuss some other dangers that adventurers might encounter, such as river crossings, bears, sudden weather changes, or injuries. The students can investigate one danger and identify the steps that a person should take to be prepared. They can use page 32 of *Lost* as a model and record their findings.