

Lost in the Dark

by Sharon Hill

Summary

When Brad goes on a hiking trip, he becomes separated from his group and spends an anxious night lost on the mountain. A search-and-rescue operation begins, and Brad is eventually found, tired and hungry but safe.

Features of the Text

- Fact boxes
- Timeline and twenty-four-hour clock
- Map and key
- Personal recount
- Newspaper article
- Glossary and index

Purpose

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

- S** making personal connections with the text;
- S** summarizing information from the text and graphic features;
- S** exploring the features of a nonfiction text.

The Guided Reading Lesson

- S** Making personal connections with the text
- S** Summarizing information from the text and graphic features

Introducing the text

Look at the cover and title of the book together. Explore the theme of being lost and, where possible, relate it to the students' personal experiences.

- *Have you ever been lost?*
- *What happened? How long were you lost for?*

As the students read, point out the nonfiction features that will help them to locate information and make better sense of the text (fact boxes, clock, timeline, map, chart, etc.).

Reading and discussing the text

Ask the students to read to the end of page 5.

- *How did Brad become separated from the rest of the group?*
- *Do you think he made a good decision when he realized he was separated from the other children? Why/why not?*
- *What do you think will happen to him?*

The students can now read to the end of page 7. Discuss the twenty-four-hour clock on page 7.

- *Why do search-and-rescue people use a twenty-four-hour clock?*
- *Who else might use a twenty-four-hour clock?*

The students can now read to the end of page 13.

- *What information does the timeline give?*
- *How is this information different from that in Brad's personal recount?*

Ask the students to read the rest of the text. Discuss the map and safety chart on page 14.

- *What can we learn from looking at the map?*
- *How is this information different from that on the timeline?*
- *What else could Brad have done to keep himself safe?*
- *How would you keep safe if you were hiking in the wilderness?*

Discuss the way the newspaper article has been written in the third person and how this differs from Brad's personal recount.



Following Up

The students can:

- use the blackline master on page 51 to summarize the steps taken by the different groups searching for Brad
- write a headline for a newspaper article about a time when they were lost
- make a chart showing why their classroom is safe, using the chart on page 14 of the story as a model.