"Lost Underground"
Teacher Guide

Pre-Reading Activity

Teachers:
Read the William James quote that precedes the story. Tell the students that William James is sometimes called the "Father of American Psychology." Students may see a timeline of his life and several photographs at www.uky.edu/~eushe2/Pajares/jphotos.htm.

Ask the students: Do you think our lives are more like islands or trees? Instruct the students to write a paragraph in which they state and defend their position on the James quote. (*Suggested paragraph construction: State position. Give three reasons. Write concluding sentence. Remember to use transition between statements.*)

Introduction

Teachers:
Introduce the story by reading the brief introduction following the title. Use the discussion questions below to guide your conversation.

1. What do you expect to happen in the story?
2. What are some dangers a person, a dog, or other animal may encounter when chasing another animal or object?
3. How can an animal's natural instincts lead it into danger? How does an animal that is domesticated use its natural instincts? How can those instincts help? How can they cause problems?
4. What predictions can you make?

Reading the Story

Teachers:

1. Instruct the students to write a journal reflection about the characters' reactions.
2. Instruct the students to keep a list of unfamiliar words or phrases and figurative language in their reading journal and ...
   - Share the words and phrases in small groups or with a reading buddy. Tell them to try to determine the meanings by reading in context.
   - Look up the words in a dictionary and determine if they were right about the meanings? Have them write a synonym for some of the words and phrases.

     Note: Words and synonyms may be added to classroom word walls.

"Lost Underground"

Post-Reading

Discussion:

1. Use the guide in *Discover and Discuss: The animal and adaptions,* p. 86.
2. Direct the students' attention to the plot. Ask the students: What was the problem or conflict? What were the complications? The climax? The resolution? Was the ending a surprise ending? (Readwritethink.org has in interactive plot diagram. See www.readwritethink.org/files/resources/interactives/plot-diagram)
3. Ask the students: Did you expect the ending? If not, what did you think was going to happen?

Activities:

Teachers:

Let the students work with a reading buddy or in a small group to decide if Noah is a responsible dog owner. Ask: Could he have prevented the incident? Explain.

Reading Extensions and Enrichment (optional)

1. **Connecting Across the Curriculum with Mathematics and the Arts**
   Teachers: Instruct students to follow your directions for constructing an **origami dachshund or** have students follow the written directions to construct the **dachshund. Alternate activity**: Create a maze. See "Origami Across the Curriculum."

2. **Project #1**
   Teachers: Conduct Synectics Thinking Activity allowing students to write their own analogy about **Our Lives.** (Directions included at the end of lesson plan.)

3. **Project #2**
   Let the students write a short paragraph describing the incident from squirrel's point of view and produce a Voki presentation using the avatar Chester. See http://www.voki.com/create.php

4. **Project # 3**
   Let the students create a Wordle using dog and dog-related words or squirrel and squirrel-related words. http://www.wordle.net/

"Lost Underground"

5. **Project #4**
   Direct the students to write a **septolet** poem. A septolet has seven lines and a total of fourteen words. The poem is broken into two stanzas and completes a single thought. Two examples are given at http://www.shadowpoetry.com/resources/wip/septolet.html

Closure

Instruct the students to complete one of the following sentence stems:

- Today I stopped learning because…
- Today I was confused about…
- Today I learned…
- One awesome thing today was…

"Lost Underground"

Lesson Plans with Common Core State Standards

Pre-Reading Activity

Students will write an argument paragraph in which they state and defend their position on a William James quote.
CCSS – W 4-8.1, 4-8.10

Introduction

Students will engage in a class discussion in which they consider relevant possibilities and make predictions.
CSS – SL 4-8.1

Reading the Story

1. Students will write a journal reflection on characters.
   CCSS – W 4-8.10; **RL** 4-8.3, 4-8.6
2. Students will list unfamiliar words and phrases and figurative language in their reading journal. Then they will compare their selections with a reading buddy or in a small group, try to determine the meanings in context, consult a dictionary, and write synonyms.
   CCSS - RL 4-8.4; **SL** 4-8.1; **L** 4-8.5; **RF** 4-5.4

Post-Reading

Discussion:

1. Students will engage in a class discussion of the animal and adaptations.
   CCSS – SL 4-8.1; **LST** 6-8.1
2. Students will analyze the theme, plot, and characters, and discuss how the details contribute to their conclusions.
   CCSS – SL 4-8.1; **RL** 4-8.1, 4-8.2, 4-8.3; 5-6.5

Activities:

Students will work with a reading buddy or in small groups to evaluate actions.

"Lost Underground"

CCSS – SL 4-8.1

Reading Extensions and Enrichment

1. Students follow oral **or** written instructions to construct an **origami dachshund** or create a **maze.**
   CCSS – SL 4-8.1**; or RI** 4-5.7; 6.7, 4-8.10; **see** "Origami Across the Curriculum"
2. Students will engage in class brainstorming and collaboration activities that culminate in creating an individual analogy of the word**s Our Lives.**
   CCSS – SL 4-8.1; **W** 4-8.4
3. Students will produce a Voki presentation describing the events in the story from the point of view of the squirrel.
   CCSS – SL 4-8.5; **W** 4-8.3, 4-8.6
4. Students will create a picture of words.
   CCSS – SL 4-8.5; **L** 4-8.5
5. Students will write an original septolet poem.
   CCSS – W 4-8.4

Closure

Students will complete a concluding self-evaluation statement.
CCSS – W 4-5.1.d, 6-8.1.e

"Lost Underground"

Synectics Activity

What is synectics? Synectics is a *method of identifying and solving problems that depends on creative thinking, the use of analogy, and informal conversation among a small group of individuals with diverse experience and expertise.*

--www.thefreedictionary.com

Use the rules for brainstorming to conduct this activity:

- There are no bad ideas.
- No criticism of other people's ideas.
- Look for quantity, rather than quality, of ideas.

Appoint a recorder, or write the ideas as students give them.

Step 1- Identify the topic. Say: (**Imagination)** _____ is our topic today.

Step 2- Say: What animal do you think of when I say ___(**Imagination)**? Encourage the students to name as many animals as possible. Keep a written list of the animals. After the students run out of ideas or after a given amount of time, tell the students that they will select the animal most closely related to **Imagination**. Read the list, and let the students vote. (*sample student answer: dinosaur*)

Step 3 –Identify the animal receiving the most votes. Tell the students to name as many characteristics of the animal as possible. Encourage them to name as many as possible. Remind them of the different stages of life or to look at a situation from the animal's point of view. Tell the students they will select the two most different or opposite characteristics. Read the list, and let the students vote. (*sample student answer: runs and flies*)

Step 4- Identify the two characteristics selected. Tell them to think of an inanimate object that has those two characteristics. Encourage them to list as many as possible. Let the students select from the list as a group by voting, or alternatively to select individually. (*sample student answers: jumbo jet and seed*)

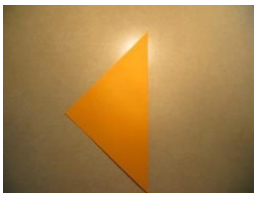
Step 5-The students write an analogy: Imagination is like a dinosaur because both _____. (*Sample student answers: Imagination is like a jumbo jet because with the right resources it can take you anywhere. Imagination is like a seed because under the right conditions it grows and spreads.*)

"Lost Underground"

Origami Dachshund

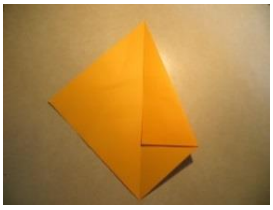
Materials: origami paper (any size—available online or at hobby stores)

Start with a square piece of paper.



Fold in half to form isosceles triangle.

Open fold, leaving crease

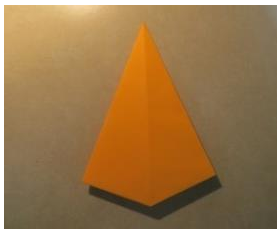


Fold one side in to meet center crease—do the same on the other side.

Fold bottom point up to form triangle.

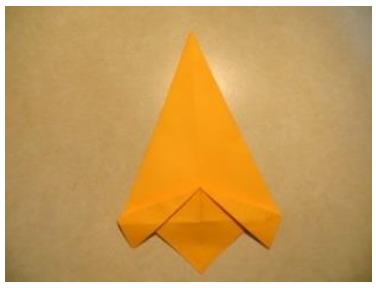
Fold about ½ inch from right bottom to form small triangle.

Fold left bottom side up.



Turn over.

Fold up bottom point to form triangle.



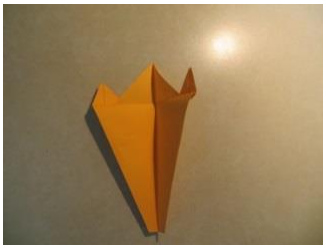
Fold down back flap to make a point.

Flip over and fold up tip.

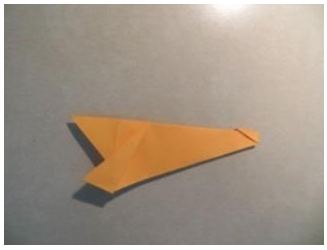
"Lost Underground"

(continued)

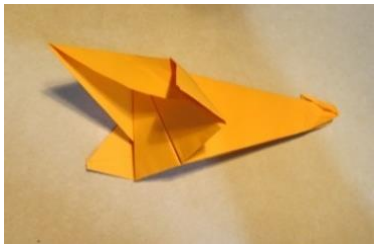
(dachshund continued)



Flip over to side with folds.

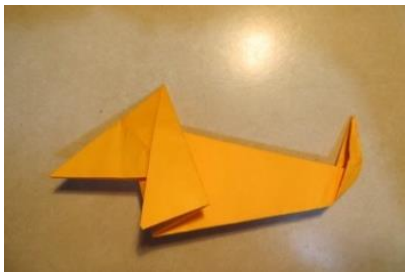


Turn on side and fold in half, creasing well along top edge.

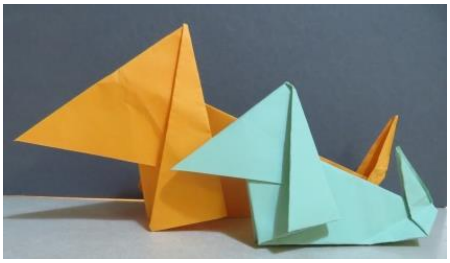


On left side, press fingers under top point and gently press open.

Push back and flatten to make ears.



Open up tail point, push up and flatten to form tail.



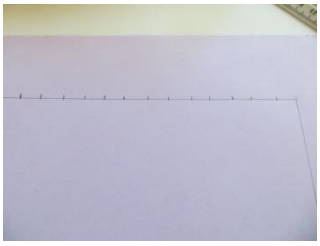
Make a dachshund family using different colors and sizes of paper.

"Lost Underground"

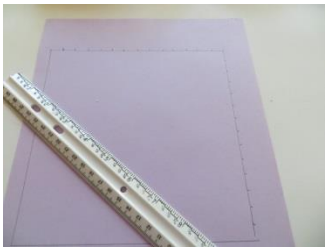
Make a Maze

Materials: cardstock, pencil, ruler, scissors

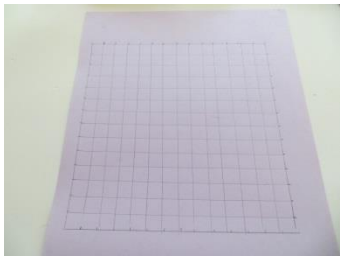
Start with a sheet of paper or cardstock
Mark off a rectangle—this one is 7"x7".



Use ruler and pencil to mark
½ inch spaces across top.

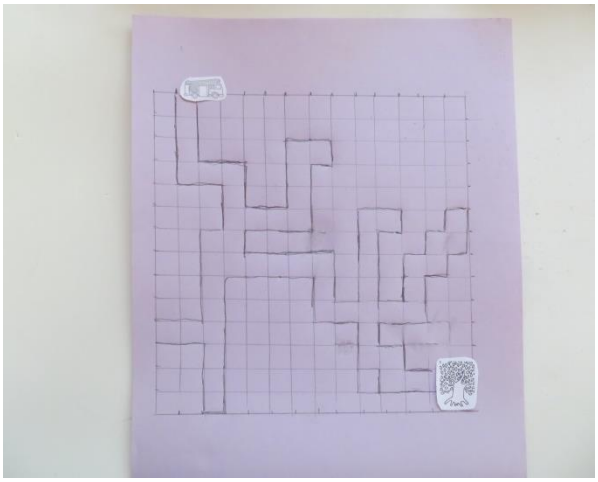


Do the same along the side.



Now draw lines to connect and make a graph

Use the images of a tree and fire truck to mark start and end or create your own image.



Mark off the graph to form a maze. Create some dead end paths. When the maze is complete, erase the pencil lines (optional).

"Lost Underground"

Go over the maze with a pen or marker.

Images for Maze

Origami Across the Curriculum

The word "origami" is derived from two Japanese words "ori" meaning folding and "kami" meaning paper. Origami comes from the traditional Japanese art of paper folding, which started in about the 17th century AD. The art became popular in the U.S. and other countries in the 20th century.

Origami involves transforming a plain sheet of paper into something three dimensional. In traditional origami, artists use only the paper—no scissors, no glue. Most designs begin with a square sheet of paper, any size square, but usually between 2" to 6". Basic techniques used in origami have names like valley fold, mountain fold, pleats, reverse folds and squash folds.

One of the most famous origami designs is the crane, made popular through the book "Sadako and the Thousand Cranes." The crane has come to represent peace. Origami butterflies have been used in Shinto weddings, and Samurai warriors are said to have exchanged gifts decorated with good luck tokens made of folded paper. Today, scientists and engineers use origami technique. For example, car manufacturers have used origami folding techniques to help fold and flatten airbags. In 2008, the Japan Space Agency tested a prototype of an origami airplane that they plan to one day launch from space.

Benefits: dexterity, math skills, focus, multi-cultural awareness

Common Core Mathematical Practice—Grade 5

- Mathematical Practices
- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.