

Lost in the Woods

A terrifying forest. Two lost kids. A desperate search.

About the Story

Lexile: 980L

For qualitative complexity factors, go to Scope Online.

Learning Objective:

to read an article and watch a video about search-and-rescue dogs and to draw key details from both to respond to a prompt

Key Skills: mood, author's craft, author's purpose, text structure, text feature, figurative language, synthesizing

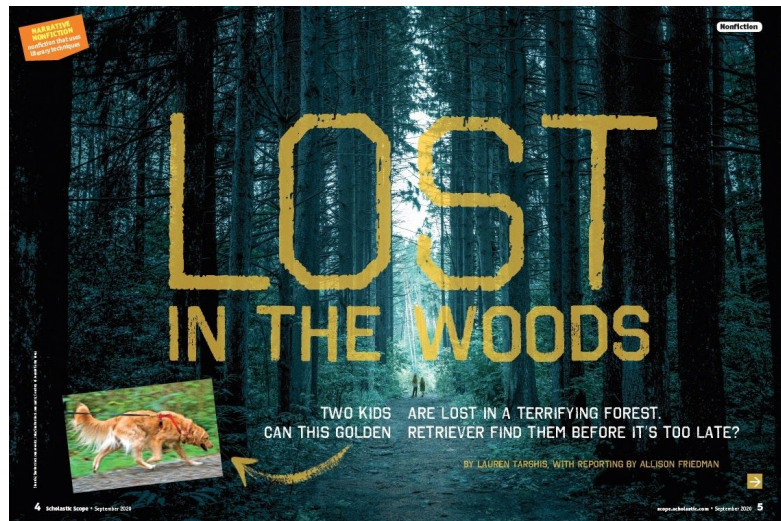
Essential Questions:

- What is the relationship between humans and dogs?
- How do authors create suspense?
- How can using multiple sources enhance your understanding of a topic?

Standards:

The article and lesson support these Common Core anchor standards: R.1, R.2, R.3, R.4, R.5, R.7, W.2, SL.1, L.4, L.5, L.6

For more standards information—including TEKS—go to Scope Online.



Your Teaching Support Package

Find your full suite of support materials at scope.scholastic.com.

Audio:

- Author Read-Aloud
- Vocabulary
- Text to Speech

Video:

- Video: Beyond the Story

Differentiated Articles:

- Lower-Lexile version
- Spanish language version

Literature Connections: ideas for connecting to curricular texts

Skill Building Activities to print, project, or share digitally:

- Vocabulary
- Close Reading and Critical Thinking
- Preparing to Write: Search-and-Rescue Dogs
- Video Discussion Questions
- **Core Skills Workout:** Central Ideas and Details*, Summarizing*, Text Features, Text Structures, Mood
- Nonfiction Elements
- Choice Board
- Quiz*
- Contest Entry Form

*Available on two levels

Step-by-Step Lesson

Close Reading, Critical Thinking, Skill Building

1. Preparing to Read

10 minutes

Do-Now: Solve a Riddle. (5 minutes)

- Post this riddle in your classroom or virtual hangout: *I can smell whale poop. I come in many shapes and sizes. Americans spend billions of dollars on me every year. I sweat through my feet. I can run faster than you. What am I?* Give students a few minutes to guess. Then invite students to share their responses. Finally, reveal the answer: a dog.
- *Alternative idea:* If you're meeting in a virtual classroom, invite students to introduce their dogs (or any pets) and share one fun fact about them.

Preview Vocabulary (5 minutes)

- Share **Vocabulary: Words and Definitions** and review the words as a class. (Optionally, have students complete the **practice activity** for homework.) Highlighted words: *acute, deployed, disoriented, elite, emit, innate, unfazed*

2. Reading and Discussing

45 minutes

- Have a volunteer read the As You Read box on page 6 of the magazine or at the top of the digital story page.
- Read the story once through as a class. Optionally, have students listen to the author read the story while they follow along. (The **audio read-aloud** is located in the Resources tab in Teacher View and at the bottom of the story page in Student View.) *Differentiation: Share the **lower-Lexile version** of the article with any students who may need it.*
- Divide students into groups to read the story again and respond to the following close-reading questions. *Tip: If you're remote, you can have each group respond in a shared Google Doc or discuss the questions in their own chat rooms.*

Close-Reading Questions

(10 minutes)

The following questions can be shared in printable or interactive form.

1. **What mood does author Lauren Tarshis create in the introduction? How does this mood help draw the reader into the article?** (mood, author's craft) *The author creates a mood of fear and anxiety by immediately situating two girls in a real-life "nightmare." She writes that they are "lost in the woods on a dark and rainy night." This mood gets the reader emotionally involved in the story and makes the reader want to find out what happens.*
2. **What does the section "Extraordinary Powers" contribute to the article?** (text structure) *The section contributes to the article by helping readers understand what makes search-and-rescue dogs effective: their sense of smell. The section explains how powerful a dog's sense of smell can be and how dogs can detect individual scents among thousands of different smells. This section further contributes to the article by helping readers understand why Maddee was able to find Ali and Sammie.*
3. **What idea is supported by the details about search-and-rescue dogs in other disasters (such as the earthquake in Haiti and the hurricane in Puerto Rico)?** (author's purpose) *The author likely included these details to support her claim that search-and-rescue dogs have saved countless lives.*
4. **What can the reader conclude from the information in the text feature "Dogs on the Job"?** (text feature) *The reader can conclude that dogs have been an important part of human life for thousands of years—and not simply as pets. They have helped humans get food, fight wars, tend to sheep, and more. In other words, dogs have been partners to humans for a very long time.*
5. **What are some examples of figurative language—such as simile, metaphor, personification, and imagery—in the article? How does the figurative language affect the reading experience?** (author's craft, figurative language) *Examples include: "The swiftly darkening woods swallowed her words" (p. 6); "Flashlights punctuated the darkness like giant fireflies. The blades of a helicopter thwacked the air overhead. Walkie-talkies crackled" (6); "The helicopter overhead made it almost impossible to hear. People were slipping and falling along the muddy trails" (9); and "Then two voices rose out of the darkness" (9). Students might offer that the figurative language makes the reading experience more interesting—that it helps the reader imagine scenes from the article or that it engages the reader's imagination.*
6. **How does the author create suspense throughout the article?** (mood, author's craft) *The author creates suspense by taking the reader through the girls' disappearance moment-by-moment, through the experiences of the people who were searching for them, so that the reader has no more information about what happened to the girls than their parents or any of the searchers did. In addition, the author includes sensory details about the darkness and wetness of the woods and the sounds of helicopter blades and walkie-talkies, which helps create a mood of tension and anxiety, heightening the suspense.*

- Watch the **Beyond the Story video**, which explores how search-and-rescue dogs are trained. Then have students respond to the **Video Discussion Questions** in groups or independently.
- Share the following critical-thinking question with students and let them respond in small groups.

Critical-Thinking Question

(5 minutes)

The following question can be shared in printable or interactive form.

1. Imagine that the editor wants to turn this article into a longer piece—the length of a chapter in a book. What additional information should be included? *Answers will vary, but students might suggest additional information about the girls' personalities and their friendship, as well as about their prior experience hiking in the woods; details about Maddee's background and training; and more details about the girls' experience while they were lost.*

3. Skill Building and Writing

20 minutes

- Have students complete **Preparing to Write: Search-and-Rescue Dogs**. This activity will help them organize their ideas in preparation for the writing prompt on page 9 in the printed magazine and the bottom of the digital story page.
- Alternatively, have students choose a culminating task from the **Choice Board**, a menu of differentiated activities.