Lesson 26 Teacher’s Guide

The Loch Ness Monster
by Miguela Halcón

Fountas-Pinnell Level I
Nonfiction

Selection Summary
Some people believe that a monster lives in Loch Ness in Scotland, while others do not. To this day, the mystery remains unsolved.

Characteristics of the Text

<table>
<thead>
<tr>
<th>Genre</th>
<th>Nonfiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Structure</td>
<td>Description structure</td>
</tr>
<tr>
<td></td>
<td>Focus on single topic</td>
</tr>
<tr>
<td></td>
<td>Events organized by dates</td>
</tr>
<tr>
<td>Content</td>
<td>History of Loch Ness monster (Nessie)</td>
</tr>
<tr>
<td>Themes and Ideas</td>
<td>People can hold widely different opinions about the same topic.</td>
</tr>
<tr>
<td></td>
<td>Deception and trickery can be difficult to unravel.</td>
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<tr>
<td></td>
<td>Reliable evidence is necessary to prove the truth.</td>
</tr>
<tr>
<td>Language and Literary Features</td>
<td>Two points of view represented</td>
</tr>
<tr>
<td>Sentence Complexity</td>
<td>Many complex sentences</td>
</tr>
<tr>
<td></td>
<td>Some sentences begin with a date: In 1933, two people saw a giant animal in the lake.</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Unusual names: Loch Ness, Nessie, Marmaduke Wetherell, Alastair Boyd, Tim Dinsdale</td>
</tr>
<tr>
<td>Words</td>
<td>Mostly two- and three-syllable words</td>
</tr>
<tr>
<td></td>
<td>Some complex letter-sound relationships: Loch, museum, heard, people, prove</td>
</tr>
<tr>
<td>Illustrations</td>
<td>Color photos with one historic black-and-white photo</td>
</tr>
<tr>
<td>Book and Print Features</td>
<td>Label on one photo</td>
</tr>
<tr>
<td></td>
<td>Diagram that reveals workings of fake monster</td>
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</table>

The Loch Ness Monster  by Miguela Halcón

Build Background
Have children discuss the creatures they would expect to find in a lake. Build interest by asking a question such as the following: What kind of monster might people find in a lake? Read the title and author and talk about the cover photo.

Introduce the Text
Guide children through the text, noting important ideas and nonfiction features. Help with unfamiliar language so they can read the text successfully. Give special attention to target vocabulary. Here are some suggestions:

Page 2: Explain that this book tells about the search over many years for a monster in a lake in Scotland called Loch Ness.
Suggested language: Look at the photo and read the label. Loch is the Scottish word for lake. Some people believe that a monster named Nessie lives in Loch Ness. Do you think that’s possible? Why or why not?

Page 3: When a giant animal was first spotted in the lake, so many people came that things got out of control. Some people wanted to find Nessie and put the monster in a cage. Does that sound like a good plan? Why or why not?

Pages 4–5: One man tried to trick people with proof that Nessie was real. Others were suspicious about the man’s proof. They did not trust that the proof was real. Look at the photo on page 5. It was taken in 1934. Do you think it proves that Nessie was real? Why or why not?

Page 8: Draw attention to the picture. Many scientists with training have come to the lake to look for Nessie. How might their training help them figure out the mystery of the Loch Ness monster?

Page 9: Some sensible people believe they have seen Nessie. Others think they are confused and that Nessie is not real. Why might people be confused about the truth about this monster?

Now turn back to the beginning of the book and read to find out about the Loch Ness monster.

Target Vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>cage</td>
<td>a structure made of wire bars</td>
<td>3</td>
</tr>
<tr>
<td>confused</td>
<td>not understanding what is happening</td>
<td>9</td>
</tr>
<tr>
<td>control</td>
<td>n. ability to affect something</td>
<td>3</td>
</tr>
<tr>
<td>ordinary</td>
<td>not special in any way</td>
<td>3</td>
</tr>
<tr>
<td>sensible</td>
<td>base on common sense</td>
<td>9</td>
</tr>
<tr>
<td>suspiciously</td>
<td>in a not trusting fashion</td>
<td>4</td>
</tr>
<tr>
<td>training</td>
<td>n. process of learning</td>
<td>8</td>
</tr>
<tr>
<td>upset</td>
<td>adj. worried or unhappy</td>
<td></td>
</tr>
</tbody>
</table>
Read
Have children read *The Loch Ness Monster* silently while you listen to individual children read. Support their problem solving and fluency as needed.

Remind children to use the Infer/Predict Strategy and use text clues to figure out important ideas as they read.

Discuss and Revisit the Text

Personal Response
Invite children to share their personal responses to the text.
Suggested language: *If you had a chance to go to Loch Ness, how would you try to find Nessie?*

Ways of Thinking
As you discuss the text, help children understand these points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Since 1933, some people have reported seeing a monster in Loch Ness.</td>
<td>• People can have different opinions about a topic.</td>
<td>• A photo label identifies the lake.</td>
</tr>
<tr>
<td>• Some people have tried to trick others into believing there is a real monster.</td>
<td>• Some people may try to trick others.</td>
<td>• A diagram shows how a model of the monster works.</td>
</tr>
<tr>
<td>• Some people do not believe in the monster at all.</td>
<td>• Without proof, ideas cannot be confirmed.</td>
<td>• The author includes the dates of events and the names of people involved in the hunt for the monster.</td>
</tr>
</tbody>
</table>

Choices for Further Support

• Fluency  Invite children to choose a page from the text to read aloud. Remind them to use expression as they read to show their understanding of the meaning of the text.

• Comprehension  Based on your observations of the children’s reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind children to go back to the text to support their ideas.

• Phonics/Word Work  Provide practice as needed with words and word parts, using examples from the text. Remind children that longer words are often formed from shorter, familiar words. For example, the word *newspaper* on page 4 is a compound word combining the words *news* and *paper*. Shorter words can sometimes help with the meaning of longer words. Provide other content words as examples: *footprints, someone, underwater, something.*
Writing about Reading

Vocabulary Practice
Have children complete the Vocabulary questions on BLM 26.1.

Responding
Have children complete the vocabulary activities on page 11. Remind them to answer the Word Teaser on page 12. (Answer: upset)

Reading Nonfiction
Nonfiction Features: Diagram Remind children that nonfiction has many features to help readers understand important information. A diagram is one of these features. Explain that a diagram is a drawing that can show how something works. Diagrams give the reader more information about something that is mentioned in the text.

Have children look at the diagram on page 7. What does the diagram show? How does it help you understand how the model of Nessie works? Mention that diagrams often have labels that name the parts. Have children think of labels for this diagram. They can write their labels on small self-stick notes and post them on the diagram.

Writing Prompt: Thinking Beyond the Text
Have children write a response to the prompt on page 6.

Assessment Prompts
• On page 3, the expression things got out of control means ____________________.
• On page 4, the word suspicious means _________________________.

English Language Development

Reading Support Pair English-speaking and English language learners so that they can check their understanding with each other.

Cognates Understanding Spanish words may help children learn English words. The Spanish words sospechoso and confundido are cognates for suspicious and confused.

Oral Language Development

Check children’s comprehension, using a dialogue that best matches their English proficiency level. Speaker 1 is the teacher, Speaker 2 is the child.

Beginning/Early Intermediate

Speaker 1: What is the name of the monster?
Speaker 2: Nessie
Speaker 1: Where do people think Nessie lives?
Speaker 2: in a lake

Intermediate

Speaker 1: What is the name of the lake where Nessie lives?
Speaker 2: Loch Ness
Speaker 1: How did a hunter try to trick people about Nessie?
Speaker 2: He made footprints with hippo feet.

Early Advanced/Advanced

Speaker 1: Why do some people think there is a monster in Loch Ness?
Speaker 2: Some people have seen a big animal in the lake.
Speaker 1: What trick did one family play about Nessie?
Speaker 2: They made a model of Nessie and took a photo.
The Loch Ness Monster

Thinking Beyond the Text
Think about the questions below. Then write your answer in one or two paragraphs.

In the book, the author explains that some people believe Nessie is real and some do not. Do you think Nessie is real? Why or why not? Use details from the book to support your opinion.

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Target Vocabulary

Find the Target Vocabulary word that answers each question. Write the word on the line.

1. Which word goes with power?
   __________________________

2. Which word goes with unhappy?
   __________________________

3. Which word goes with pen?
   __________________________

4. Which word goes with wise?
   __________________________

5. Which word goes with mixed up?
   __________________________

6. Which word goes with normal?
   __________________________

7. Which word goes with learning?
   __________________________

8. Which word goes with in a strange way?
   __________________________
Many people say that a monster lives in a lake in Scotland. Some people call it Nessie, because the lake is named Loch Ness. Other people do not believe that Nessie is real at all!

Many ordinary people have reported seeing Nessie. In 1933, two people saw a giant animal in the lake. News reporters and other people rushed to Loch Ness. There were so many people that things got out of control. Some people wanted to find Nessie and put the monster in a cage.

A newspaper hired a hunter to find Nessie. His name was Marmaduke Wetherell.