You Will Need

- The Hidden City: Based on a True Story, Level Q
- whiteboard

Visit fp.pub/resources to download online resources to support this lesson, including:
- Recording Form

Goals

Think about the readers and the behaviors and understandings to notice, teach, and support at Level Q in The Fountas & Pinnell Literacy Continuum. Select goals that match the needs of your students. The following may be appropriate.

Reading
- Search for and use information from a wide variety of illustrations and graphics.
- Notice a variety of punctuation and reflect it with the voice.
- Add to vocabulary through reading (pyramid, failure).
- Infer information about characters, setting, plot, and action from graphic texts.
- Understand how a setting is important.
- Recognize and understand variations in plot structure (flashback).
- Infer the larger message in the text, that it may take perseverance to reach an important goal.

Word Work
- Recognize and use vowel sounds with r.
- Read and write high-frequency words: before, everyone, pictures.
- Write a sentence with decodable and high-frequency words.

Writing About Reading
- Recognize the importance of the setting to plot in historical fiction.

Analysis of Book Characteristics  The Hidden City: Based on a True Story, Level Q

How the Book Works  This historical fiction graphic text is organized chronologically, with some flashback. Graphics are important to understanding the setting. Ivan and his team search the rainforest for the ruins of old Maya cities.

Genre/Form
- Fiction
- Historical
- Graphic text

Text Structure
- Variation in structure [simple flashback]

Content
- Text with new content that will engage and interest readers and expand knowledge [the Maya culture]
- Setting that requires content knowledge of geography and history [Maya empire, tropical forests]

Themes and Ideas
- Ideas and themes that require understanding of cultural diversity [the Maya culture]

Language and Literary Features
- Setting that is distant in time and geography [Maya forest]
- Language that creates suspense [But it’s also all full of dangers like snakes, bees, and wild cats.]
- Use of expressive language in dialogue [Look out! Wow!]

Sentence Complexity
- Many sentences beginning with phrases [For explorers like us, the forest is full of wonderful surprises. Apart from the snakes, there are spiders.]

Vocabulary
- Some idioms (you can say goodbye, a close call, keep your eyes open, Beat it)
- Many multisyllable words [explorer, wonderful, fascinating, discovered]
- Base words with affixes [deadly, disappeared, carefully]

Illustrations
- Illustrations that enhance the text

Book and Print Features
- Mostly small but readable font size
- Variety in print placement

© 2024 by Irene C. Fountas and Gay Su Pinnell from Fountas & Pinnell Classroom®. Portsmouth, NH: Heinemann. All rights reserved.
Warm-Up: Phonics

Help students recognize and use vowel sounds with r using examples of words from the book.

- Tell students you are going to say the word explore and match the sounds with the letters. Look at my mouth as I say this word slowly: /e/ /x/ /p/ /l/ /ôr/. Say the word slowly with me and tell the letter or letters I should write. • Match the letters and sounds in the word.
- What do you notice about the letters that represent the /ôr/ sound? • You noticed that the letters o, r, e stand for the sound /ôr/. When the letter r follows a vowel or vowel combination, blend the vowel sound with r.
- Repeat with the words leader, danger.

Introducing the Text

Consider the strengths and needs of your readers and the demands of the text as you craft the introduction. The following bulleted items provide an example of one way to introduce the book. The introduction should be interactive and should allow time for students to respond (indicated by •).

- Do you think a whole city could be hidden for a thousand years? • These explorers are going to find one.

This book is The Hidden City: Based on a True Story by Harold Williams. It is illustrated by Amit Tayal. It is a graphic text. Talk about some of the key characteristics of graphic texts, such as dialogue in speech bubbles and narrative description in rectangular boxes. Be sure to explain that each illustration on a page is called a frame.

- The hidden city: what could that be? • Ivan, the man on the right, and his team of explorers are going into the Maya Forest in southern Mexico to search for lost cities. A lost city is one that was abandoned, or left by its people, a long time ago, so long ago that now it might be covered by trees, dirt, or grasses. This book is fiction, but it’s based on things that really happened to Ivan and his team. What other dangers besides snakes might they have faced? • Read the back cover and ask for comments.

- Take a good look at pages 2 and 3. What do you notice? • Just like most books you read, graphic texts are read from left to right, top to bottom. Look at page 3. Which frame comes first? • It’s good to start each page by previewing the frames to figure out the right order. Now look closely at the first frame on this page. Then turn to a partner and talk about what happened in the frame. • Do you think Ivan and his team will see another snake? • You can read this book to find out!

- Turn to pages 4 and 5. On these pages you’ll learn about some people called the Maya who lived more than a thousand years ago. They built great cities made of stone with temples shaped like pyramids. Find the word pyramids on page 5. • Point to something in the illustration that is the shape of a pyramid. • Eventually, the Maya moved out of the city and nobody ever lived there again. Ivan and his team think the Maya Forest grew over the cities, and now they are hidden.

- On page 6, the narrator says, “Ivan’s team isn’t searching blindly.” What does “searching blindly” mean? • If the team were searching blindly, they would have no plan or maps. There could be big problems going into a big forest that way.

- Turn to pages 10 and 11 now. The title of this chapter is Failure! Put your finger under that word and say it. What happens when something is a failure? • What do you think happens here? • What might happen next?

- Return to the beginning of the book and read to find out if Ivan and his team ever find what they are looking for and what happens to them along the way.

Reading the Text

Students will be reading silently, but you may want to sample the oral reading of a particular student or students.

- Prompt for taking apart new words to solve them. For example, What word parts do you recognize? Where can you break the word into syllables? Reinforce with language such as You looked at the parts.

- If the student’s reading sounds monotone, prompt with Make your voice read the punctuation. Reinforce fluent reading of punctuation with You read the punctuation.
Discussing and Revisiting the Text

Engage all group members in sharing their responses to the book. Encourage them to listen and respond to each other’s thinking during the discussion.

- Invite students to share their thinking about The Hidden City: Based on a True Story.
- To encourage discussion, you may want to select from the following questions/prompts:
  - Let’s talk about what happened in the book. Why did Ivan and his crew go to the Maya Forest? What problems did they face? How did they solve the problems?
  - This story takes place in the Maya Forest. Why is the setting so important in this story? What do you learn about the characters from how they act and talk in this setting?
  - This book is historical fiction. That means it is fiction but based on real people, places, and events. Talk about the parts of the book that are true and those that are made up. You might read the inside back cover to students to help them determine which elements are factual.
  - The first chapter tells about the beginning of the trip into the forest. In the second chapter, the writer writes about the lost Maya cities more than a thousand years ago. When does the chapter “Planning the Trip” take place? After that, the story jumps back to the forest exploration. Why did the writer include “Planning the Trip”? Talk about why the story is organized this way.
  - What do you think is the message the writer wants you to understand after reading this story?
- Continue the discussion, guiding students toward the key understandings and the main messages of the text. Some key understandings students may express:

Thinking **Within** the Text

- Ivan and his team enter the Maya Forest in search of lost cities. They had planned earlier where to search.
- The team encounters a snake, and their truck gets stuck in the mud. They set up a camp for the night.
- The first place they search is a hill, not a hidden pyramid. A few days later, they find the lost city of Lagunita.
- The lost city is almost completely hidden by the forest.

Thinking **Beyond** the Text

- The setting poses many problems for Ivan and his team, from poisonous snakes to deep mud holes and angry bees. Even so, he and the team keep searching. This shows their dedication and bravery.
- The setting was once a thriving city in the Maya civilization.
- The Maya Forest is very hot, thick, and uncomfortable.
- The Maya Forest is home to many different animals and insects.

Thinking **About** the Text

- This historical fiction graphic text features a real-life setting and a character based on a real person who experienced many of the events in this story.
- The writer uses a flashback to give information about what the characters did before starting the search.
- Jagged edges on speech bubbles indicate urgency or panic.
- The illustrations in a graphic text help tell the story.

**MESSAGES** The world still contains many undiscovered treasures and poses unsolved mysteries. Preparation and dedication are necessary for success in anything you do.

**Teaching Point**

Select a teaching point that will be most helpful to your group of readers. If it’s appropriate, use the suggestion below, which supports thinking beyond the text.

**Inferring: Information from Illustrations**

- In graphic texts, the pictures are very important. They show important details that help you understand what’s happening in the story.
- Turn to pages 12 and 13. Look at the first two frames on page 12. From the first, I can see just how thick the jungle is from the picture. In the second, the character says, “Look! Over there!” I can see from the picture that he is pointing at a jaguar. The writer doesn’t have to tell you because the picture shows it.
- Have students choose a picture from the book that helped them understand the action or characters. How did this picture help you understand the story?
Word Work
Help students become more flexible working with letter-sound relationships.

Instructional Routine: Make Words
1. Tell the students they are going to think about sounds and letters to make a word with a vowel and the letter r. Have students say the word forest.
2. Have students map the sounds to the letters. Let’s make the word forest. What is the first sound in the word? What letter or letters should I put first? Next? Next? Continue through the rest of the word.
3. Read the word as you run your finger under the letters. When the letter r follows a vowel or vowel combination, blend the vowel sound with r: forest.

Repeat the routine with the words air, before, farther. Read the words again with the students. Reinforce the principle: When the letter r follows a vowel or vowel combination, blend the vowel sound with r.

If time permits, have students read and write high-frequency words: before, everyone, pictures.

Dictate-Write-Read: Say the sentence Before their trip, the explorers looked at pictures taken from the air. Have students say the sentence. As you dictate one word at a time, have students write the sentence, reread it, and illustrate it if time allows.

Writing About Reading (Optional)
If you choose to have the students write about what they have read, the following is an option.

Independent Writing: Short Write
■ Talk with students about the setting of the story. Where does the story take place? What is the setting like? Could this story take place somewhere else?
■ In the Reader’s Notebook, write for a few minutes about why the setting is important to the story.
■ If time permits, ask students to share their writing with the group.

Supporting English Learners
Support students’ independent writing.
■ As you discuss the setting, elicit key words and phrases and write them on the board, such as thick/Maya forest; deadly/dangerous/fascinating animals; hidden/lost/grand cities; temples; pyramids; carved stones; and amazing.
■ Have partners discuss before sharing with the class. Provide oral sentence frames (e.g., The story takes place in ___. This story could/could not take place anywhere else because ___).
■ Have students refer to the words and use their oral sentence frames as they write.

The Hidden City: Based on a True Story, Level Q
For more information about concepts presented in this lesson, see Letter-Sound Relationships row 31 and High-Frequency Words row 9 in the Comprehensive Phonics, Spelling, and Word Study Guide.

To give students the opportunity to practice a phonics skill aligned to this Guided Reading book, assign the independent phonics activity in FPLD.

Assessment
Refer to the goals stated on page 1 of this lesson guide and make notes of behavioral evidence, demonstrating that these goals were achieved.
■ Refer to Level Q in The Fountas & Pinnell Literacy Continuum and note the behaviors and understandings the readers in the group control or need to control. Make notes about what the readers learned how to do and what they need to learn how to do next.
■ Use the Recording Form to take a reading record and assess an individual’s processing on yesterday’s new book. You may want to select a student before or after the lesson, or at some other point in the day, to code the record. After coding the reading, select an immediate teaching point that will be helpful to the particular reader.

The whole story is about searching for a lost Maya city, so the story has to happen in the Maya Forest. Some parts of the setting cause problems in the story and make it interesting, like the snakes almost biting them and getting stuck in the mud.