

## Overview

In this humorous poem, Mum has lost her keys again, and she and the children are searching for them in increasingly unlikely places. Eventually, Dad joins the search and finds the keys hanging on the hook, just where they should be!

“Lost Again!” requires students to “confidently use a range of processing and comprehension strategies to make meaning from and think critically about” text (from *The Literacy Learning Progressions*, page 14). This poem provides opportunities for students to make connections between the text and their own experiences of looking for lost items to appreciate the family’s

dilemma. Its rhyme and strong rhythm provide opportunities to practise fluent expressive oral reading.

An audio version of the text is available as an MP3 file at: [www.juniorjournal@tki.org.nz](mailto:www.juniorjournal@tki.org.nz)

## Text characteristics

Key text characteristics relating to the reading standard for after three years at school are shown in the boxes with a solid outline.

Making connections between the ideas in the text and the illustrations and their prior knowledge so students can infer how the characters are feeling

Some unfamiliar words and phrases, the meaning of which is supported by the context or illustrations (Some students may need support to understand the words “massive” and the phrases “for sure” and “long-lost”)

# Lost Again!

My mum has lost her keys again.  
They're not in the front door.  
She says if we don't find them soon  
We'll all be late **for sure**

My mum has lost her keys again.  
A massive hunt is on.  
We've **scoured** the living room and the hall -  
Who knows where they have gone?

My mum has lost her keys again.  
We've searched the kitchen twice.  
The worried look on Mum's face now  
Is really not that nice.



My mum has lost her keys again.  
There's no place we won't look.  
My brother's searched but only found  
A **long-lost** library book!

My mum has lost her keys again.  
I've **combed** the bathroom too.  
No keys in the shower,  
And no keys down the loo.

My mum has lost her keys again.  
Now Dad's begun to look.  
Success at last. He's found them -  
Hanging safely on their hook!

Kylee Goodwin



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The use of repetition, rhythm, and rhyme; and also humour

Words with multiple meanings, such as “scoured” and “combed”, which the students may need support with

**English (Reading)**

Level 2 – Ideas: Show some understanding of ideas within, across, and beyond texts.

Level 2 – Language features: Show some understanding of how language features are used for effect within and across texts.

**Suggested reading purpose**

*(What can the students expect to find out or think about as a result of reading this text?)*

- To find out what happens when Mum loses her keys

**Suggested learning goals for this text**

*(What opportunities does this text provide for students to learn more about how to “read, respond to, and think critically” about texts?)*

**Select from and adapt** the suggestions below according to your students’ strengths, needs, and experiences – their culture, language, and identity. (*Reading and Writing Standards for Years 1–8, Knowledge of the Learner, page 6*).

- The students make connections between the text, the illustrations, and their own experiences of looking for lost things to make inferences about the family and their actions.
- They use multiple sources of information to clarify meanings of unfamiliar words and ideas.
- They read expressively for an audience.
- They identify how the writer has used language for effect.

**Text and language features****Vocabulary**

- Possibly unfamiliar words or phrases, such as “for sure”, “massive”, “worried”, “searched”, “long-lost”, “Success”
- Words with more than one meaning or used in unusual ways: “scoured”, “combed”.

**Possible supporting strategies**

Monitor the students’ **word-solving** attempts by noticing their use of words from the text. Prompt them to remember the strategies they can use, often in combination, for example:

- when decoding
  - using their knowledge that letters and digraphs can have more than one sound (“ou” in “scoured”, the silent “b” in “combed”, “cc” in “success”)
  - using the rhyme pattern to confirm their attempts (“door” to confirm “for sure”)
- when working out the meanings of unfamiliar words and phrases or words used in unusual ways
  - using multiple sources of information, for example, the context, illustrations, sentence structure, and visual information to work out the meaning of “scoured” and “combed”.

Have a dictionary available to confirm or clarify word meanings, preferably after the students have attempted the words. If possible, have appropriate bilingual dictionaries available for English language learners. Remind the students to combine the definition from the dictionary with the context to find the correct meaning.

**Text features**

- The layout of the text as a poem of six 4-line verses
- The strong rhythm of the poem that creates a sense of pace
- The repetition of the first line in each verse, which helps to build the sense of urgency
- The a-b-c-b rhyme pattern.

Remind the students that poems often have a particular rhythm. Before attempting this poem, reread a favourite rhythmic poem, paying attention to the rhythm.

If necessary, model reading some of the verses aloud to clarify the rhythm and support phrasing. Model the use of emphasis for the rhyming words, which helps maintain the rhythm.

You could have the students clap or tap the rhythm.

**Metacognition**

Effective readers are metacognitive. They are aware of the processes and strategies they draw on and are able to explain how they use these to successfully make meaning and think critically. Examples of metacognitive behaviours, or strategies teachers can use to promote metacognitive behaviours, are threaded through the notes and indicated by

**HOW YOU CAN SUPPORT YOUR STUDENTS TO BE METACOGNITIVE**

Ask questions: *Have you come across the word “scoured” before? How did you work out its meaning?*

Use prompts: *The author uses rhythm and rhyme. What effect did this have on the poem? How did it help you when reading the poem?*

## Introducing the text

- Begin the lesson by rereading or reciting some favourite, short rhythmic poems together. Briefly discuss how poetry often sounds different from stories because of things like rhythm, repetition, and rhyme.
- Have the students read the title. Expect them to use the illustration to clarify that it's the keys that are lost and to infer that it's not the first time this has happened. *Do your parents ever lose their keys? What happens?*
- Ask the students to brainstorm some words that mean "looked for".

Record them on a chart. (Don't expect them to come up with "scoured" and "combed" at this stage.) Encourage English language learners to share words from their first language that mean "looked for". *As you read this poem, look for more examples.*

- Share the reading purpose and learning goal(s).

## Reading and discussing the text

A suggested first reading is given here, as well as some ideas for subsequent readings. A key focus is for the students to be engaged and enjoy reading the poem. Avoid "overworking" the poem.

Instructional strategies you can use to support the students to achieve the learning goals are in the right-hand column. **Select from and adapt** the suggestions according to your students' needs.

### What to look for, prompt, and support as the students work towards achieving their learning goal

The students enjoy the reading experience and reread the poem independently.  
They share their responses to the ideas and language in the poem.

#### Verse 1

The students use clues in the text to infer that the lost keys are a big problem because the family (possibly not Dad) need to go out, and if they can't find the keys, they will be late.

They infer from "My mum" and "we" that the narrator is one of the children.

They make connections between the text, the illustrations, and their own experiences to hypothesise how the characters are feeling and what they will do.

They begin to notice the rhythm and rhyme pattern.

### How you can support students to read, respond, and think critically

As students read the text for the first time, emphasise the rhythm and humour.

Read the first verse together. Ask the students to clarify the problem.  
*What is the problem? How do you know it's a big problem?*

*Who is the narrator? How do you know?*

Encourage the students to share their own experiences of losing items and needing to find them quickly. *How did you feel? What will this family do?*

Reread the verse together, modelling the rhythm and emphasising the rhyming words. Point out that poems like this have the same rhythm and rhyme pattern in every verse.

English language learners may need more support to identify the rhyme and especially the rhythm. After modelling the first verse, display it and mark it up. For example, "My MUM has LOST her KEYS aGAIN." Have the students work in pairs to read it to each other with the correct rhythm. Read it aloud together. If necessary, mark up one or two more verses to support these students.

#### Verses 2 to 6

The students begin to read rhythmically.

They use multiple sources of information to solve unfamiliar words.

The students review their predictions about the characters' feelings of frustration as they look in unlikely places.

Have the students read the rest of the poem to review their predictions. Encourage them to verbalise quietly as they read to help them hear the rhythm and rhyme. You could lead the reading if you feel the students need further support.

*What do you think "scoured" means? The sentence before ("A massive hunt is on.") gives you a clue. We know that the "ed" in scoured also gives us a clue that it is something they are doing. What do you think they are doing? The illustration will help you.*

*Is this what you thought would happen?*

*Have you ever been in a situation like this, looking for things in silly places? Why do you think this happens?*

## Rereading the poem

The students make inferences about the mood of the poem.

They notice some of the ways the writer has used language to convey a sense of urgency.

They reread the poem using intonation and pace to convey feelings of panic and urgency.

☑ The students identify some challenges in the text (for example, “scoured” and “combed”) and explain how they worked (or tried to work) them out.

☑ The students explain how they made use of the rhyme and rhythm within the poem to support their understanding.

Before rereading, prompt the students to use the illustrations to infer that, although losing keys is a problem, this is a humorous poem.

*What have you noticed about the first line of each verse? Why does the narrator keep saying this?*

Ask them to identify the words that mean “looked for” (“scoured”, “searched”, “combed”). Briefly discuss the more usual meanings of “scoured” and “combed”. *How did you work out that they meant something different here?*

Have the students reread the poem, this time keeping in mind the feelings of the narrator. They could read alone or with a partner, perhaps reading alternate verses.

Revisit the reading purpose and learning goal(s).

☑ *What strategies did you use to work out a word? Did they help? How?*

☑ *How did understanding the rhyme and rhythm of the poem help you when reading it?*

## After reading

### Provide opportunities for the students to practise reading expressively for an audience.

- Provide students with opportunities to reread the poem independently.
- The students can read and enjoy other humorous rhythmic poems, in particular poems with repeated lines.
- Encourage students who have a first language other than English to compare the rhyme and rhythm with poems in their first language. If they want to, they could share a poem from their first language with the class.

### Provide opportunities for the students to practise making connections between the poem and their own experiences of looking for lost things to make inferences about the family and their actions.

- Use the verse structure (keeping the rhymes intact) as a writing frame for the students to write and illustrate verses about looking for a lost item. Model it first. For example:  
My \_\_\_\_\_ has lost \_\_\_\_\_ again.  
We've searched the \_\_\_\_\_ twice.  
The \_\_\_\_\_ look on \_\_\_\_\_ face now  
Is really not that nice.  
The students could experiment with changes to other verses.
- The students could write about looking for something or finding lost items in odd places.

### Provide opportunities for the students to practise identifying how the writer has used language for effect across similar texts.

- Identify the synonyms for “searched” in the poem. Together, create a chart of further examples. You could include figures of speech as well, such as “hunted high and low” or “turned things upside down”. Display the chart and encourage the students to add other examples as they discover them and to incorporate the words into their writing.
- See the related texts section below for examples of other texts you could use in a guided or shared reading session.

## Related texts

Humorous poems or texts about families: “Morning Muddle” (JJ 24)

Poems or stories about lost things: “Where’s My Gumboot?” (JJ 44); “Missing” (JJ 42); “Something Strange Going On” (JJ 46)