

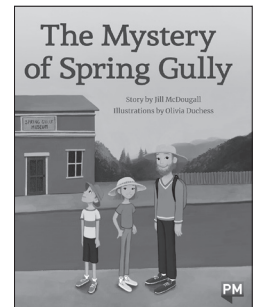
The Mystery of Spring Gully

PM Level 21

Gold

Text Type Narrative

Running Words 727



Preparing for Guided Reading

Prior Knowledge

- Students should have a basic understanding of what a gold rush is and how people rushed to areas where gold was found, then left when there was no more gold to be found.
- Students should also know what a museum is and the kinds of things they might expect to find in a museum.

Orientation to the Text

- Dad promises Violet and Jasper adventures when they visit Spring Gully, and they are not disappointed. From an abandoned town to a missing gold nugget, the family follows clues to solve some interesting mysteries.

Building the Balanced Reader

Vocabulary

Key Vocabulary

adventure, amazement, believe, beneath, edge, guess, piece, promised, replied, several, silent, wander, Welcome, written, wrong, You'll

Content Words

daughter, digger, dusty, Gully, holding, kneeling, museum, mysteries, mystery, nugget, solved, statue, treasure

Decoding

- Talk about the vowel sounds in words such as *leave* and *street*. Encourage students to think of other words with the same letter-sound patterns.
- Encourage students to monitor for accuracy as they read by ensuring they read through to the end of the word, rather than relying only on initial letter cues.
- Together, look at the words *mystery* and *mysteries* on page 2. Ask, *How are the words related? How are their meanings different?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Ask, *What is a mystery? What sort of mystery do you think will be in this book? Why?*
- Read pages 2–5 together. Ask, *Why do you think there are no people in Spring Gully?* Encourage students to articulate the reasons for their predictions.

- Point out the word *She* on page 6 and explain what a pronoun is. Ask, *Who is the 'she' that the last sentence on the page is referring to? How do you know?*
- Continue to page 9 and invite students to revisit their predictions about why people left the town. Ask, *Do you think your original prediction could still be right? Why or why not?*
- Find the pronouns on page 12 together. For each, ask, *Which word does this pronoun refer to?*
- Read to page 17 and ask students to predict where Paddy hid his treasure. Discuss the reasons for their predictions.
- Continue to page 22 and discuss whether any of the students' predictions are likely to be true. Ask, *What do you think Violet will find in the tree? Why?*
- Continue to the end of the text. Ask, *What do you think Paddy did with the gold? What makes you say that?*

Comprehension

- What did Violet find in the tree trunk? (*Literal*)
- Why do you think the town built a statue of Paddy McGee? (*Inferential*)
- What would you say your greatest treasure is? Why? (*Applied Knowledge*)

Follow-up Activities

- Conduct some research with students into the largest gold nuggets ever found, such as The Welcome Stranger and The Hand of Faith. Choose one and find out how much it weighed. Identify items of a similar mass to give students an idea of how heavy the nugget was.
- Discuss what a museum is with students and the kinds of things that you might expect to find in one. Give students time to take a virtual tour of one of the world's great museums, such as The Louvre, The British Museum or The Smithsonian. Ask them to choose something of interest that they find to share with the rest of the group.
- Revisit the clue that Paddy McGee left about where his treasure was hidden. Ask pairs or small groups of students to choose a 'treasure' of their own to hide in the classroom or school ground. Students should then write one or more clues to guide others to find the treasure. Have students swap clues and try to find each other's hiding places. Come back together and discuss the criteria for writing good clues.

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Date _____

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Learning Intentions

- We are learning to think about what we read.
- We are learning to identify how authors use pronouns.

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Success Criteria

- I can make predictions about what will happen in the text.
- I can adjust my predictions based on what I have read.
- I can identify the noun that a pronoun is referring to and explain why the author used it.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up