

# Treasure on Crocodile Island

PM Levels 14/15

Green

**Text Type** Procedure

**Running Words** 146



## Preparing for Guided Reading

### Orientation to the Text

- Explain that this book shows how to make a treasure map. Discuss treasure maps, what they look like, what the signs and symbols on them mean and what treasure they might lead to.
- Read the title of the book. Discuss the cover photograph. Talk about the advantages and disadvantages of hiding treasure on an island inhabited by crocodiles!
- Read *A Map of Sunny Hill* (PM level 14/15) to reinforce students' understanding of what a map looks like and how it is used.

### Prior Knowledge

- This procedural text describes how to make a treasure map for pirates. It provides an opportunity for students to explore a form of communication that relies on the interpretation of signs and symbols.

### Key Language Structures

- Some sentences have two independent clauses joined with a conjunction, e.g. *Draw some trees around the beach and in the hills.*

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*ask, draw, side, small, these, write*

#### Content Words

*paper, pencils, pictures, sandy*

### Decoding

- Encourage automatic recognition of high-frequency words.
- Recognise and use word parts, such as onset and rimes, to break words into small parts.

### Fluency and Phrasing

- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including: applying prior knowledge; thinking aloud; attending to details in illustrations; re-reading; reading on.
- Emphasise reading with fluency. Teach students to use commas to separate information in a sentence into readable units.

### Focusing on the Book – Guided Reading

- Turn to the title page. Reinforce the key features of non-fiction texts. Read the list of contents. Revisit the meaning of *goal, materials* and *steps*.
- Study the photographs. Explain that the photographs show each step in the construction of the map. Emphasise the sequential order of the steps. Identify links between the small pictures drawn on the key and the bigger pictures on the map. Introduce key interest words. Have students indicate the path they would take to get to the treasure. Ask them to provide supporting reasons.
- Discuss the glossary on page 16. Recall that glossary words are in bold font within the book.
- Talk about the suffix *-y* on *sandy*. Add this suffix to: *dirt, rain, wind*.
- Change the onsets in these words to make new words: *map, small, hide*.
- Talk about the silent letters in these words: *write, island*.
- Ask students to try again or to re-read from the beginning of the sentence or phrase when unsuccessful attempts are made to decode unfamiliar vocabulary.
- Remind students to adjust the pace of their reading if meaning needs to be clarified.

### Comprehension

- Who is this treasure map for? (*Literal*)
- What materials do you need to make the treasure map? (*Literal*)
- Where does the treasure box get hidden? (*Literal*)
- What does the key on the treasure map tell you? (*Inferential*)
- Why is the key drawn on one side of the paper? (*Inferential*)
- Which path do you think would be the best way to the treasure? (*Inferential*)

### Follow-up Activities

- Have students make their own treasure maps to locate treasure hidden in the classroom or around the school. Identify similarities and differences between what is included in the key in the book and what students would need to include in the key in their new treasure maps.

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## Learning Intentions

- We are learning to actively decode words while reading at a consistent pace.
- We are learning to think beyond the text.

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## Success Criteria

- I can use word parts to help me decode fluently, e.g. onset and rimes, compound words, spelling clusters.
- I can differentiate between known and new information about a topic as I read.

• \_\_\_\_\_

## Guided Reading Notes

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