

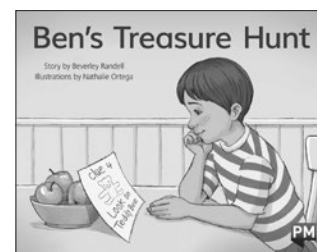
Ben's Treasure Hunt

PM Level 5

Red

Text Type Recount

Running Words 72



Preparing for Guided Reading

Orientation to the Text

- A listening activity: Make a simple six-piece Record audio instructions for students to interpret, e.g.

Find the puzzle pieces to make a teddy jigsaw.

Clue 1: Look under Miss Ross's chair.

(Turn off the audio.)

Clue 2: Look on ... etc.

Count the pieces – 1, 2, ...

Did you find all of them?

Now make the puzzle.

Prior Knowledge

- Our new character Ben and his favourite teddy bear feature in a high-interest story that leads to a very happy ending.
- The repetition in this story builds excitement.

Key Language Structures

- This book assists decoding difficult words through repetitive supporting text.

Building the Balanced Reader

Concepts About Print

- Initial letter – Tt: *table, television, Teddy, to, treasure.*
- Picture interpretation and context clues.
- Prediction and reasoning.

Vocabulary

Key High-frequency Words

for, love, shouted, went, you

Content Words

clue, Mum, plane, pocket, swing, table, Teddy Bear, television

Decoding

- Recognise high-frequency words within the text.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.

- Apply change in voice to reflect punctuation marks.

Focusing on the Book – Guided Reading

- Discuss the above jigsaw puzzle activity – liken it to a treasure hunt.
- Show students the clues written out on cards.
- Discuss the story title. Encourage students to guess what treasure Ben will find.
- Read along with students, encouraging them to take risks in their attempts with new vocabulary.

Comprehension

- When Ben read clue 4, where did he have to look next? (*Literal*)
- At the end of the story, why did Ben say, “I love you, Mum.”? (*Inferential*)

Follow-up Activities

- Talk and write about real experiences – treasure hunts at the school Gala Day or at a friend's birthday party. Record these stories for students using bright felt pens. Glue them into a shared book for the class library.
- Make up a five-clue treasure hunt with students. The clues could be written by the teacher from students' instructions or written by students themselves as an individual or paired activity. These treasure hunts need to be carried out to gain maximum benefit from the activity.
- Act out *We're Going on a Bear Hunt* by Michael Rosen (Walker Books, 1993). Percussion instruments could be used for the sound effects.
- Paint a colourful mural of the bear hunt. Add large captions in an interesting way.

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Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning the purpose of punctuation marks.

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Success Criteria

- I make sure that when I attempt to read an unknown word, it sounds and looks correct, as well as makes sense.
- I change my voice to show that there are quotation marks and words printed in bold in the text.

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Guided Reading Notes

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