

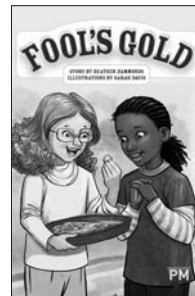
# Fool's Gold

PM Level 27

Ruby

**Text Type** Narrative (Imaginative)

**Running Words** 3940



## Preparing for Guided Reading

### Prior knowledge

- Have students share any prior knowledge about the gold rushes, and how some people made their fortunes while most people found very little gold and faced immense hardship.
- Ask students if they have ever attempted to pan for gold. Did they find any flecks?

### Orientation to the text

- In this story, Ally and her friend Petra go to stay with Ally's grandparents in the country. Grandpa is a keen gold prospector. After the girls make a disappointing discovery of fool's gold (pyrite), Grandpa takes the girls into the bush with his metal detector. While they are there, Petra falls into an old mineshaft. A small stone falls on top of her, hitting her on the head. When Petra is rescued from the old mine, Grandpa identifies the stone as a gold nugget.

## Building the Balanced Reader

### Grammatical conventions

- Have students scan the text for adverbs, and discuss how these help us visualise the characters' actions and the way they say things, e.g. *"The heavy rain must have washed it out of the ground and into the creek," Petra replied, glumly;* *"And I can't wait to get out there again and see if we can find more," said Grandpa, gleefully.*

### Vocabulary

#### Key vocabulary

collection, detector, flecks, gold, horseshoe, household, mine, nuggets, painting, prospecting, pyrite, rainstorm, swirling, treasurer, wealthy

### Spelling

- Have students identify compound words in the text, e.g. *horseshoes, breakfast, everything, everyone, grandparents.*

### Visual literacy

- Have students look at the illustration on pp. 20–21 and share thoughts as to what the girls' different expressions tell the reader about how they each feel about finding fool's gold rather than real gold.

### Focusing on the book – guided reading

- After reading Chapter 1, have students identify the things the girls have encountered that they wouldn't often see back home in the city.
- Have students share thoughts about how gold could still be found, even though so much of it was removed during the gold rush.
- Ask students why they think gold is still so valuable. What do they learn about the properties of gold from reading the story?
- Discuss the most obvious visual similarities between fool's gold (pyrite) and real gold. Why would it be so easy for an inexperienced prospector to get them mixed up?
- Ask students why they think there are still so many dangerous mine shafts scattered throughout the landscape. Can they think of ways that the land near Grandma and Grandpa's house could be made safer?
- Ask students how they think Petra's mum feels when she hears about the discovery of the nugget.

### Comprehension

- Why was Ally concerned when she saw the boys riding through the trees? (*Literal*)
- When people came in search of gold 150 years ago, why was it called a 'gold rush'? (*Inferential*)
- Why weren't all mine shafts closed off properly when miners left the area? (*Applied Knowledge*)

### Follow-up activities

- Have students list the different gold prospecting techniques mentioned in the book, and choose one that they find particularly interesting. Have them draw a set of diagrams to explain how it is done.
- Have students write a story about a gold panning excursion. Ask them to consider a problem that could arise while the main character is panning.

## Learning Intentions

- We are learning how to understand a range of situations that we encounter in everyday life, and understand the impact these have on us.
- We are learning to make predictions about the text based on our knowledge of the structure of the text type, and the typical vocabulary.
- \_\_\_\_\_

## Success Criteria

- I can identify situations in the text that we encounter in our lives, and can talk about the effect they have on us.
- I can use prior knowledge about the text type and vocabulary to make predictions about the text.
- \_\_\_\_\_

## Guided Reading Notes

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