

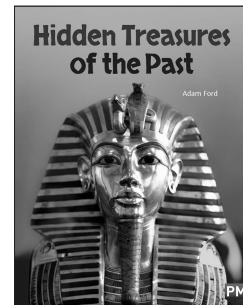
Hidden Treasures of the Past

PM Level 24

Silver

Text Types Description/Imaginative Recount

Running Words 1480



Preparing for Guided Reading

Prior Knowledge

- Talk with students about the concept of recording history, and discuss what they already know about civilisations of the past, such as the ancient Egyptian civilisation. Ensure that students are familiar with the two text types in the book and what to expect in terms of structure and content.

Orientation to the Text

- Many civilisations of the past have left behind treasures that hold secrets to how people lived long ago. Archaeologists are excited when they find such treasures and learn more about those who came before us.

Building the Balanced Reader

Vocabulary

Key Vocabulary

ancient, archaeological archaeologist, Egyptians, emperor, empire, excavated, poisonous, precious, preserved, ruin, tombs, treasures

Content Words

afterlife, architecture, chariots, disaster, enslaved, Inca, Machu Picchu, Mediterranean, mummification, Osiris, Pachacuti, pharaoh, Pompeii, sarcophagus, temples, terracotta, Tutankhamen, vineyards, warrior

Decoding

- Direct students to the pronunciation guides for technical words such as *Tutankhamen* and *Pompeii*. Ask, *How do these guides help you to read and understand the words?*
- Remind students to look for parts of words that they know when they are faced with an unfamiliar word, such as *poisonous*.
- Read the words *archaeologist* and *architecture* together. Ask, *What do you notice about the start of both these words? How would you say the word 'arch' if it were by itself?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Say, *This book has a description and an imaginative recount. Which of the two is fiction? What do you think you will learn about in a description of hidden treasures of the past?*

- Read pages 2–3 together. In pairs, ask students to summarise the information from the introduction. Ask, *What makes a good summary? How might you tell which information is the most important?*
- Continue to page 7. Talk about the main purposes an author might have – to entertain, explain, inform or persuade. Ask, *Which of these do you think is the purpose of this text? What parts of the text make you say that?*
- Read the chapter 'The Terracotta Warriors' on pages 16–18 together. After each page, invite students to summarise what they have read. Ask, *Is there anything on these pages that you didn't understand? Why might it be difficult to summarise if you haven't understood everything?*
- Read the evaluation of the description on page 19. Ask, *What does this tell us about why the author wrote this text? What is the main message?*
- Read pages 20–21 together and talk about how the text is similar to and different from 'Hidden Treasures of the Past'. Ask, *What do you think the author's purpose is for this text? What makes you think that?*
- Continue to page 22 and invite students to summarise the imaginative recount in their own words. Ask, *How did you know which information to leave out?*

Comprehension

- Which country is Machu Picchu in? (*Literal*)
- Why do you think the Terracotta Army was buried with Emperor Qin Shi Huang? (*Inferential*)
- Why might people in ancient times have built or made the treasures described in the book? (*Applied Knowledge*)

Follow-up Activities

- Choose one of the civilisations represented in the text to find out more about together. Allocate pairs or small groups to research specific aspects, such as food, jobs and housing. Bring students back together to share their findings and build their collective understanding of the culture.
- Revisit the imaginative recount 'Howard Carter's Field Diary' together. Ask students to write their own imaginative recount from the perspective of a person from the civilisation that you researched together, using the information that students found.

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Learning Intentions

- We are learning to summarise what we read.
- We are learning to identify why the author wrote a text.

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Success Criteria

- I can retell what I have read, using my own words.
- I can identify the important points in what I have read.
- I can explain whether the author wanted to entertain, explain, inform or persuade.

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Guided Reading Notes

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