

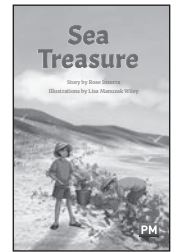
# Sea Treasure

PM Level 26

Emerald

**Text Type** Narrative

**Running Words** 2138



## Preparing for Guided Reading

### Prior Knowledge

- Talk about what beachcombing is and invite students to suggest things you might find on a beach. Invite them to share experiences they have had finding unexpected treasure at the beach or in other places.

### Orientation to the Text

- Charlie and Belle are disappointed when rain spoils the start of their beach holiday. Their imagination is sparked by visits to the museum and the lighthouse when they learn of the treasure that has been found from the many shipwrecks in the area, and they resolve to find some treasure of their own.

## Building the Balanced Reader

### Grammatical Conventions

- Guide students to notice the use of prepositional phrases by the author to add further detail, such as *in the sunshine* and *by the rain and the cold*. Talk about how the sentences still make sense without these phrases but they give us more information.

### Vocabulary

#### Key Vocabulary

*beachcombing, cargo, cliffs, condition, corroded, dangerously, debris, disaster, looters, museum, shipwreck, submerged, treasure, Trove, valuable, wreckage*

### Spelling

- Locate the word *valuable* in the text, and discuss how the base 'value' drops the final 'e' when the suffix 'able' is added. Think of other examples of this pattern together.

### Visual Literacy

- Discuss the interplay between the text and the accompanying images with students. Talk about the way the pictures enhance and add to the story.

### Focusing on the Book – Guided Reading

- Look at the front cover and read the title with students. Ask, *What does the title mean? What do you already know about the characters and setting from the cover?*

- Read to page 3. Point out the word *lighthouse* on page 2 and remind students that it is a compound word. Ask, *What two smaller words make up lighthouse? How do they relate to the meaning of the word?*
- Continue to page 8. Ask, *Why did Charlie say that the holiday was a disaster? Where in the text did you find the answer?*
- As you read to page 15, invite students to identify all the compound words. For each, ask, *How do the two smaller words that make up the compound words help us to understand what they mean?*
- Read to page 16. Ask, *How is the staircase described? Point to the part of the text where this information can be found.*
- Point out the word *beachcombing* on page 20. Ask, *Do you think this word is a compound word? Why?*
- Continue to page 29. Ask, *How did Charlie come across his treasure?* Guide students to locate the answer in the text, rather than relying on memory.
- When you have finished reading the text, ask students to re-read the story and find as many compound words as they can. Discuss the meaning of each.

### Comprehension

- Who worked out what the treasure Charlie found was? (*Literal*)
- Why do you think Anna invited Charlie and Belle to the night market? (*Inferential*)
- Why does being submerged make shipwrecks break up when they are raised out of the water? (*Applied Knowledge*)

### Follow-up Activities

- With students, read and/or watch an online video about the 'treasures' that have been recovered from the *Titanic*. Talk about whether any of the items were damaged or corroded and how the artefacts survived.
- Make a list of all the words that relate to beaches and the ocean in the text together. Invite students to contribute additional words of their own. Use a thesaurus to explore alternatives to the words.
- Ask students to write a sequel to the text that tells what happens to Charlie and Belle the next time they visit Silver Cove. Remind them to include an orientation, complication and resolution.

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Date \_\_\_\_\_

## Learning Intentions

- We are learning to understand what we read.
- We are learning to read longer words.
- \_\_\_\_\_

## Success Criteria

- I can find key words and phrases in the text to answer questions.
- I can break down compound words into two smaller words.
- I can explain how the meaning of the two smaller words relates to the compound word.
- \_\_\_\_\_

## Guided Reading Notes

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