

Trash and Treasure

PM Level 26

Emerald

Text Type Narrative

Running Words 1536



Preparing for Guided Reading

Orientation to the Text

- Jon's class thinks they've drawn the short straw when they 'choose' to run the Trash and Treasure stall at the school fête. They resign themselves to the fact that they had better make the most of it and set to work asking people in the neighbourhood to donate items to their stall. Jon and his mother visit Mrs Cesinski, a very old lady whose husband has recently died. Even though he feels uncomfortable, Jon asks her if she would like to donate anything to the fête. She finally gives him an old cardigan that belonged to her late husband, but will anyone want it?

Prior Knowledge

- Have you ever been to a trash and treasure stall at the markets? Have you ever run a trash and treasure stall?

Building the Balanced Reader

Grammatical Conventions

- Use of reported speech and direct speech, e.g. Sam said we could make flyers to put in letterboxes in our streets; *'That way, they'll have time to look for lots of things to give us,' said Sam.*
- Noun groups build descriptions of characters and places, e.g. *I could see a row of pegs on the wall, with hats and coats hanging on them; She's very old and she lives in a very small house in our street.*
- Use of temporal and causal conjunctions, e.g. *then, while, but, when, because, on our collection day*
- Complex sentences, e.g. *My class was pretty disappointed when we got Trash and Treasure for our stall at the school fête.*

Vocabulary

Key Vocabulary

absolutely, assigned, cardigan, decorated, donate, dramatically, entrepreneurs, insisted, nudge, politely, sponge, suspiciously, sweater

Spelling

- Locate words in the text that contain the digraph *ea*. Listen to the sound made by these letters. Group words that contain the same sound, e.g. *treasure, sweater; streamers, reached.*
- Expand and write the long form of less common contractions, e.g. *S'pose.*

Visual Literacy

- What do the illustrations tell you about the relationship between Jon and Mrs Cesinski? How has the illustrator shown this?
- Does the cardigan tell you anything about Mr Cesinski and, if so, what?

Focusing on the Story – Guided Reading

- Discuss with students whether they think Jon was happy with the cardigan he was given. Why?
- Talk about why Mrs Cesinski's grass was long. Who might have attended to the lawns and the rubbish bin in the past?
- Consider how Mrs Cesinski would have felt when she donated the cardigan.
- Talk about why Jon tried to hide the cardigan when he saw Mrs Cesinski coming. Was this the right thing to do?
- Discuss whether Jon should have taken money for doing the odd jobs around Mrs Cesinski's home. How does working as a volunteer make you feel? How is it different to working in a paid job?
- Discuss why Mrs Cesinski might still have clothes belong to her husband. Why is it sometimes difficult to let go of personal items?

Comprehension

- How did students advertise their stall? (*Literal*)
- What stall did 5L run at the school fête? (*literal*)
- Why were students disappointed they got the 'trash and treasure' stall? (*Inferential*)
- What did Jon learn about Mrs Cesinski by the end of the story? (*Applied Knowledge*)

Follow-up Activities

- Making people aware of an upcoming event is one of the most important parts of organisation. In small groups choose from the following to advertise the school fête: a flyer, a newspaper advertisement or a radio ad. Design an appropriate advertisement.
- Retell a situation where you couldn't really tell what people were thinking. Explain how you learned more about the situation as time went on.

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Learning Intentions

- We are learning to understand a broader range of themes in the text, that allow us to develop the skills of problem solving.
- 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 themes in the text, and can improve my problem solving skills relating to issues faced by the characters.
- 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