

A Treasure Island

PM Level 11

Blue

Text Type Narrative

Running Words 176



Preparing for Guided Reading

Orientation to the Text

- Re-read *Down by the Sea* (PM level 11). Recall that rock pools are safe places for little animals and plants to be until the tide comes in again.

Prior Knowledge

- This third story about Meg and Gran has an important environmental message. While on another visit to the beach, Gran helps Meg to understand the importance of caring for and respecting the 'treasures' of the sea.

Key Language Structures

- Two adjectives are used to describe some nouns in the text, e.g. *big green crab*.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

island, rock, take

Content Words

first, seaweed, starfish, treasure

Decoding

- Recall most high-frequency words.
- Use connections between letters, sounds and/or spelling patterns to decode unknown words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.
- Self-correct by re-reading a word/sentence.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation mark, e.g. the different pause for a full stop compared to a comma.

Focusing on the Book – Guided Reading

- Read the title together. Ask students to explain the meaning of the word *treasure*. Write their ideas on a chart.
- Ask students what they think the treasure might be.
- *What can Gran see?* Involve students in looking for the treasure.

- Ask students to identify the starfish and the red seaweed.
- Talk about the removal of the little green crab from its natural habitat. Remind students of why little plants and animals live in rock pools.
- Observe Meg's thoughtful expression. She understands Gran's important message. Discuss Gran's message with students.
- Revise the shape and purpose of the exclamation mark and question mark.
- Discuss irregular verb changes: *sit, sat; run, ran*.
- Revise change of the onset: *my, by; can, ran*.
- Identify the silent letter in *island*.

Comprehension

- What did the big rock look like to Meg? (*Literal*)
- Did Gran really see treasure? (*Inferential*)
- Why did Gran say the starfish and crab needed to stay in the pool? (*Inferential*)

Follow-up Activities

- Talk about and list objects that students value – these are their 'treasures'. Encourage them to write a three- or four-line verse about their treasures. Have them add illustrations. Display attractively.
- Turn a cardboard box with a lift-up lid into a 'treasure box'. Have students paint and decorate the outside. Discuss the environmental care of all plants and animals. List students' ideas on a chart. Have them draw pictures of their 'treasures' onto cards and place them in the box. As each card is taken out, invite students to explain why it is there.
- Using modelling dough or plasticine, encourage students to make models of the plants and animals found in rock pools. Have them write matching descriptions.

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Learning Intentions

- We are learning to remember information to help us understand what we are reading.
- We are learning to self-correct our reading when we make a mistake.

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Success Criteria

- I can retell what I have read in sequence.
- I can stop reading and re-read a word/sentence again to problem solve or confirm the text.

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Guided Reading Notes

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