

A Visit to Gold Town

PM Level 20

Purple

Text Type Recount (Imaginative)

Running Words 569



Preparing for Guided Reading

Prior knowledge

- Talk about school excursions, and some of the things students have experienced and learned about on excursions.
- Have students share any prior knowledge they have about the gold rushes, and how people lived then.

Orientation to the text

- In this book, the reader learns about a girl's visit to a historical village that gives people a realistic experience of life during the gold rush.

Building the Balanced Reader

Vocabulary

Key vocabulary

yesterday, visited, people, near, clothes, along, everyone, stopped, alongside, digging

Content words

gold, rush, trotting, carriage, barley, sugar, damper, mine, bowling

Decoding

- Encourage automatic recognition of an increased range of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes, syllabification and scanning across words to assist in decoding unfamiliar words.
- Observe students' ability to use strategies to integrate meaning, language structures and visual information as they read. Provide support when necessary.

Focusing on the book – guided reading

- Discuss the fact that this text is written as a letter from a girl to her grandpa, and follows conventions of letter writing.
- Discuss what is achieved by the staff at Gold Town dressing in clothes from the past, such as the soldiers with their red coats and tall hats.
- After reading p. 7, talk about the types of transport we use today that would not have been available to people living in Gold Town during the gold rush.

- Discuss damper, a bread made from simple ingredients including water, flour and salt. Ask students if they have tried damper, and whether they liked it.
- Talk about gold mines – deep holes that were dug to find gold after most of the gold near the surface had been found.
- After reading pp. 18–19, have students talk about some of the differences between bowling in the gold rush and bowling today, at a modern bowling alley. Ask, *Who do you think had to reset all the bowling pins after they had been knocked down?*
- Have students compare their own classroom with the classroom seen on p. 20 of the book. Ask which classroom they think would be more enjoyable to go to in summer and winter.
- Ask students if they have ever tried to write with a pen that needs to be dipped in ink. Have them discuss some of the challenges involved, particularly the potential for mess!
- Revise the silent letters in words such as *people, courage, building*.

Comprehension

- Where was gold found long ago? (*Literal*)
- Why did the teacher buy some barley sugar for the children to try? (*Inferential*)
- Why were soldiers needed at Gold Town long ago? (*Applied Knowledge*)

Follow-up activities

- Have students write a letter to a grandparent or other family elder, telling them about a recent outing or school excursion, and what they learnt on the day.
- Using the BLM, have students list some of the things in the book that have stayed the same since the gold rush, and some of the things that have completely changed.
- As a class, play a game of skittles. After the game, discuss the similarities with bowling during the gold rush, particularly in terms of the extra tasks required to set up and keep playing after each bowl.

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Date _____

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Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, syllables, and affixes and scanning across words to decode the text.
- We are learning to integrate reading skills and strategies to derive greater meaning from the text.
- _____

Success Criteria

- I can use my knowledge of high-frequency words, phonics, syllables, affixes and scanning across words to assist me in decoding the text.
- I can use various reading skills and strategies to improve my understanding of the text.
- _____

Guided Reading Notes

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