

Teacher Edition

Treasure Hunt

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alphakids



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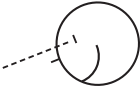
How to use this book

Before reading: Talkthrough




Talk through the book with the children. Encourage them to predict the text from the cover and pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.

During reading: Observe and support



Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support children by assisting them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the child's reading should be minimal and focused on a specified learning need.

After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 12 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

Text highlights

- Displays all the features of a recount
- Clue cards direct children to the treasure
- A map shows where each clue was hidden

Vocabulary

treasure, clues, Sarah

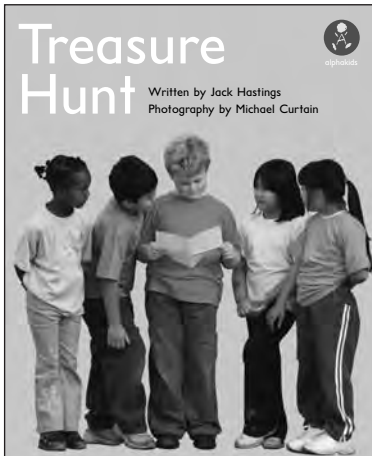
Setting the context

Ask: *Have you ever been on a treasure hunt? How did it work? What were the clues like? Describe where you found the treasure.*

Prepare some simple clue cards for a treasure hunt in the classroom. Have the children complete it prior to reading the book. Talk about what they liked about it.

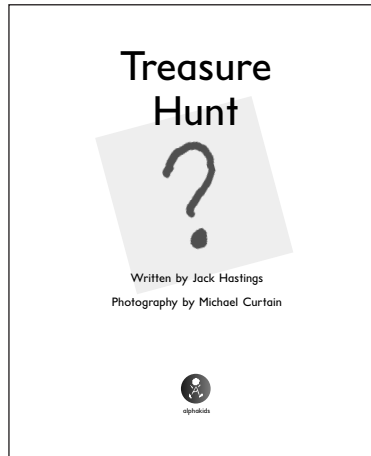
Introducing the book

This book is about a treasure hunt a girl made for her friends. Her friends must work out a series of clues that lead to the hidden treasure.



Front cover

How many children are going to hunt for the treasure? Who do you think designed the treasure hunt?



Title page

Why is there a big question mark on this page? What do you think that the treasure could be? Point out the author's and photographer's names.

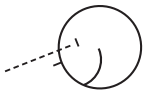


Talkthrough

Look at pages 2–3.

This story is a recount about a treasure hunt. This means that somebody is telling us about their experiences with a treasure hunt.

Ask the children to read aloud the names under each photograph to ensure they can identify all the children.
Who is telling the story?



Observe and support

Does the child understand the text features of the clue cards? Point out the use of the coloured box to indicate the clue card. This is a feature of the text.

Can you locate the clue card? Read the clue. How does the clue look different to the rest of the text?

Point out to the children that each clue card starts with a verb or doing word.

Where do you think that they might find the next clue?

We had a treasure hunt. It was great fun.

I made up the clues and hid the treasure.
Everyone read the first clue.

The first clue said:

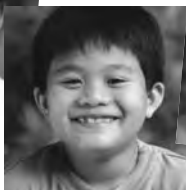
Find something that is grey on the
bottom and green on the top.



Tom



Sarah



Alex



Kim



Me



Talkthrough

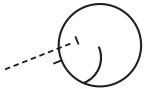
Look at the photograph on page 4.

Why do you think that the photograph takes up the whole page?

Now look at the clue cards on pages 5 and 7.

What words do these clue cards start with? Words like 'find' and 'look' are verbs and they are known as 'doing' words.

Can you think of some other verbs?



Observe and support

Does the child make a reasonable prediction as to where the next clue will be?

Can you predict where they might find the next clue? Were you right? What key words in the clue led you to your prediction?

Can the child identify the verb at the start of each clue?



Everyone looked for something that was grey on the bottom and green on the top.

Then Alex said, 'It's a tree!'

They found the second clue under the tree.
The second clue said:

Find something you can dig in.



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That was easy!

Everyone ran to the sandpit.
We found the next clue in the sandpit
and it said:

Look for something with a
ring at the top.



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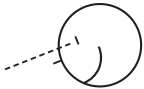


Talkthrough

Read the text on pages 9 and 11.

Who found the clues on these two pages? Who do you think will find the next clue? Does everyone find one of the clues?

What do you think that the treasure may be?



Observe and support

Can the child read the text fluently?

Can you read this smoothly?

Point out to the children that the text is separated by paragraphs.



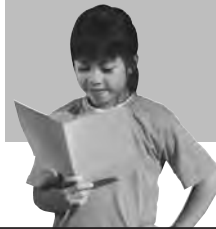
Everyone really had to think about this clue.

'The basketball ring!' said Kim.

They found the next clue at the bottom of the basketball ring.

This clue said:

Go through me on the way home.



Tom worked it out.

They found the next clue at the gate.

The next clue said:

Sit down and have a rest.





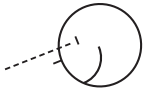
Talkthrough

Look at the photograph on pages 12–13 and read the text.

The children ran to the seat. What did they find?

Now look at pages 14–15.

How do you think that they feel about finding the treasure?



Observe and support

Does the child know what a compound word is?

'Everyone' is a compound word. What does this mean?

Ask children to locate other compound words on these pages. (something, jellybeans)

Can you find another compound word in the book?

Everyone ran to the seat.

There was something under it.



The treasure!

Jellybeans for us!

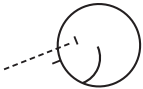




Talkthrough

This page has a map showing all of the places they went on the treasure hunt. Can you point to the sandpit? What helped you to locate it?

Point out the features of the map: drawings, arrows and labels. Highlight that the map may show the layout of the park or the schoolyard.

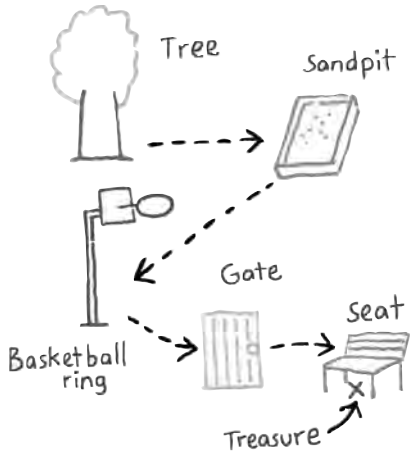


Observe and support

Does the child scan the text for key words?

Can you find the word 'seat'? What helped you to locate this word?

This is a map of all the places we went on our treasure hunt.



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Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these questions:

What was the treasure?

How do you think the girl in the book thought of the clues?

What is a treasure hunt?

Where else might people go on a treasure hunt?

Being a code breaker

Explore the following language features:

- The language indicating the order of events: first, second, next.
- Compound words: everyone, sandpit, something, basketball, jellybeans.
- The sound /s/ as in treasure: measure, pleasure, closure, evasion.
- The use of a colon in the text.

Being a text user

What did this book help us to learn about treasure hunts?

What else would you need to know?

Do you think this book explains

treasure hunts well? What else could it have included?

Being a text critic

Do all children get to make up treasure hunts?

Could you?

Is the schoolyard in the book like yours? How is it different?

Responding to text



Work in cooperative groups to plan and make clues and maps for a treasure hunt in your schoolyard or classroom. Children could invite members from another group or class to complete their treasure hunt.



Collect a range of pictures from magazines and mount these on cards. Children work in pairs. They each select a picture and write clues for their partner to locate a 'special treasure spot' in the picture.



List and illustrate all of the words in the book that are nouns: treasure, clues, tree, sandpit.

Writing links

Interactive writing

Examine each of the clues in the book. Ask children to state the features of writing clues. (They each start with a verb and usually use some directional language: in, through, down.)

Children share the pen as they assist the teacher to write a clue. The teacher quickly writes the words that the children know how to spell. The children can spell the unknown words using a range of strategies.

Assessment

Can the child:

- Identify the features of a recount?
- Read different aspects of the text such as clues and a map?
- Retell the story in the correct sequence?



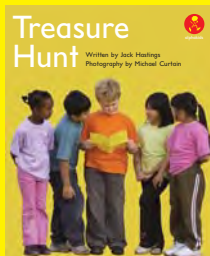
whole text activity



sentence activity



word activity



Teacher Edition

Topic: Cultures

Curriculum link: Studies of Society and the Environment

Text type: Recount

Reading level: 12

Word count: 193

Vocabulary: treasure, clues, Sarah

Possible literacy focus

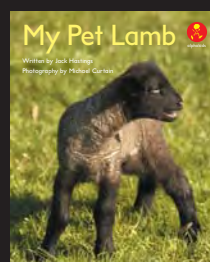
Understanding the structure and features of a recount.

Developing visual literacy skills by reading different text features such as clues and a map.

Summary

This book is a recount about a treasure hunt that a girl wrote for her four friends. The book provides a series of clues and a map of the their treasure hunt.

Other books at this level



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