



Oxford Level 5

The Treasure Map

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Teaching notes written by Teresa Heapy.

Text type: fiction

Topic: maps

Synopsis

The magic key takes the children to an island. When they arrive, they spot a pirate ship and it isn't long before they bump into the pirates that it belongs to. The pirates order the children to help them find Big Jim's treasure. The children find the treasure just in time for the king to claim it back.

There is a topic-linked non-fiction book to partner this title, which is called *Map, Compass, Explore!*

Group/Guided reading

Introducing the story

- ➔ *(Predicting)* Look at the cover and read the title together. Ask: *How do you think Biff and Chip feel in this picture? How would you feel if you met a pirate?*
- ➔ Read p2 together. Ask: *Have you ever counted your steps to measure something? What other ways could the children have measured the garden?*
- ➔ Ask: *Why do you think Biff, Chip and Anneena are making a map of the garden?*
- ➔ Ask: *Have you ever made a map?* Encourage the children to share experiences.

Vocabulary check

- ➔ As they read, encourage the children to sound out and blend new words, for example *c-ou-n-t-i-ng*, *t-r-ea-s-ure*.
- ➔ This story includes many decodable words, providing lots of opportunities for children to practise the skill of sounding out and blending new words. There are also some high frequency tricky words used in the book. These words are common but may not conform to the phonic teaching that children will have learned at this point. Support the children with reading these words, explaining that they are tricky but common and useful. If necessary, simply read the word for them:

their looked asked

- ➔ There are a number of story words used in this book. These include words that may be familiar but do not conform to the phonic teaching that children will have learned at this point, and subject-specific vocabulary that may be unfamiliar to children. You can look together at the inside front cover for a list and their definitions. Explain to the children that these words may be challenging but they are important for the topic. Read these words for the children if necessary, to help build familiarity before they read the story.

island palm pirate captain

Reading the story

- ➔ Ask the children to read the story aloud and help where necessary. Praise and encourage them as they read. Where necessary, encourage the children to re-read sentences to focus on meaning.
- ➔ On p5, say: *I wonder how the children feel when they see the pirate ship.* Encourage the children to share suggestions. Ask: *How would you feel if you saw a pirate ship?*
- ➔ After reading p9, ask: *How do you think the children feel when the captain tells them they must help him find the treasure?*
- ➔ *(Questioning)* After reading p13, ask the children to think of some questions they would like to ask Biff, Chip or Anneena about having to dig for treasure in the hot sun.
- ➔ *(Predicting)* After reading p15, say: *I wonder why Anneena asks how tall Big Jim was.* Encourage the children to make predictions.
- ➔ *(Predicting)* After reading p17, say: *I wonder if the pirates will find the treasure this time.* Encourage the children to make predictions.

Returning to the story

- ➔ *(Clarifying)* Ask: *Who is Big Jim? Whose treasure did he steal?* Ask the children to find the answers to these questions in the book.
- ➔ *(Clarifying)* Look again at the picture of the map on p11. Ask: *What do the arrows and letters in the top corner show?* If necessary, explain that they show the directions: north, south, east and west.
- ➔ *(Clarifying)* Ask: *How did Anneena help the pirates to find the treasure?*
- ➔ Turn to p17 and talk together about the characters on this page. Ask: *How do you think the children feel at this point in the story? What about the pirates?*
- ➔ *(Clarifying)* Look again at the picture on p20 and ask: *Why did Anneena help the pirates to find the treasure?*
- ➔ *(Questioning)* Ask the children to think of some questions to ask the pirates to find out more about why it was so important to them to find the treasure.
- ➔ *(Summarizing)* Look at the story map for the book on p22. Ask the children to retell the story and talk about how the children felt throughout the story.

Independent reading

- ➔ Introduce the story as in the Introducing the story section above.
- ➔ Encourage the children to read the story as independently as possible. Remember to give them lots of encouragement and praise.
- ➔ As they read, encourage the children to sound out and blend new words, for example *ea-s-t*, *m-ea-s-ure*.
- ➔ Support the children with reading high frequency tricky words.
- ➔ This book also contains a number of story words, which children may need more support with at this stage, but which enrich the story. You can look together at the inside front cover for a list and their definitions. If a word is too difficult, simply read the word for them.
- ➔ Remind the children to use the pictures to support them when reading the text.
- ➔ For suggestions of questions to ask the children after they have read the story to check comprehension, please refer to the Look Back, Explorers page in the book.

Speaking, listening and drama activities

- ➔ Organize the children into small groups. Ask one child to take on the role of Anneena and to sit in the hot seat.
- ➔ The other children in the group should ask Anneena questions about how she felt at various points in the story. Prompt the children by saying: *I wonder how Anneena felt when she saw the pirate ship. I wonder how Anneena felt when she realised she was going to have to hunt for stolen treasure.*
- ➔ Encourage the children to ask Anneena questions about what she thinks will happen next, e.g. *What do you think will happen to the treasure now?*
- ➔ Provide opportunities for children to hot-seat different characters from the story and repeat the activity.

Writing activities

- ➔ Ask the children to work with a partner to create their own treasure map showing where some treasure is hidden in their playground (you may like to ask the children to hide objects in the playground or it may just be an imaginary treasure).
- ➔ Remind them to draw an 'X' to show where the treasure is hidden, to add labels, and to add the compass points.
- ➔ If there is time, provide the children with cold tea and coffee to stain their maps and make them look old.
- ➔ Ask the children to swap their maps with another pair and to hunt for each other's treasure.

Cross-curricular activity

Geography

- ➔ Show the children a map of the local area and then use the Internet to find an aerial view of the same area. Talk about the similarities and differences between the map and the photograph.

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The Treasure Map

Curriculum links and assessment

Links to Oxford Reading Criterion Scale

- Can make plausible predictions about the plot of an unknown story, using the text and other book features. (D) (ORCS Standard 2, 9)
- Can make plausible predictions about characters, using knowledge of the story and own experiences. (D) (ORCS Standard 2, 10)
- Can use phonic strategies when reading unknown words, however may need support when reading long vowel phonemes that have several representations (e.g. raid, play, plate) or graphemes that have more than one sound (e.g. bread, beach; shower, flowing; crib, rice). (READ) (ORCS Standard 2, 13)
- Can express opinions about main events and characters in stories, e.g. good and bad characters. (E) (ORCS Standard 2, 14)
- Is beginning to identify when reading does not make sense and attempts to self-correct. (READ) (ORCS Standard 2, 15)

Letters and Sounds: Phase 5

Explore with Biff, Chip and Kipper titles are designed to support children with the transition from phonic readers to richer reading with highly decodable fiction and non-fiction. These titles tell a complete story or cover a non-fiction topic using natural language, with a high proportion of phonically decodable words and a selection of high frequency tricky words. Each book also has a limited number of non-decodable but achievable words to enrich the language and expand children's vocabularies and knowledge.

ENGLAND The National Curriculum in England: English Programme of Study, Year 1

	National Curriculum objectives	Book-related assessment pointers
Spoken language	ask relevant questions to extend their understanding and knowledge (SpokLang.2) give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings (SpokLang.5)	Check the children are able to ask Anneena questions to try to find out how she feels at various points in the story. Check the children in the hot seat listen carefully to the questions and respond appropriately.
Reading: Word reading	apply phonic knowledge and skills as the route to decode words (Y1 ReadWord.1)	Check the children use their phonic knowledge to decode new and unfamiliar words.
Reading: Comprehension	making inferences on the basis of what is being said and done (Y1 ReadComp.2iv)	Check the children can clarify why Anneena helped the pirates to find the treasure.
	predicting what might happen on the basis of what has been read so far (Y1 ReadComp.2v)	Check the children are able to make predictions about the reason for Anneena asking how tall Big Jim was.
Writing: Composition	discuss what they have written with the teacher or other pupils (Y1 WritComp.2)	Check the children can make a map in pairs, adding relevant labels, and then share it with other pairs.

SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes, First Level

	Experiences and outcomes	Book-related assessment pointers
Listening and talking	When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. (LIT 2-02a)	<p>Check the children are able to ask Anneena questions to try to find out how she feels at various points in the story.</p> <p>Check the children in the hot seat listen carefully to the questions and respond appropriately.</p>
Reading	I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. (ENG 1-12a)	Check the children use their phonic knowledge to decode new and unfamiliar words.
	I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features. (ENG 1-19a)	<p>Check the children can clarify why Anneena helped the pirates to find the treasure.</p> <p>Check the children are able to make predictions about the reason for Anneena asking how tall Big Jim was.</p>
Writing	I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. (LIT 1-20a / LIT 2-20a)	Check the children can make a map in pairs, adding relevant labels and then share it with other pairs.

WALES Curriculum for Wales: Foundation Phase Framework, Year 1

	Framework objectives	Book-related assessment pointers
Oracy	<p>show understanding of what they have heard by asking questions to find out more information (Y1_OracList.10)</p> <p>Listen to others, with growing attention, usually responding appropriately, e.g. <i>carrying out instructions</i> (Y1_OracList.1)</p>	<p>Check the children are able to ask Anneena questions to try to find out how she feels at various points in the story.</p> <p>Check the children in the hot seat listen carefully to the questions and respond appropriately.</p>
Reading	<p>apply the following reading strategies with increasing independence</p> <p>– phonic strategies to decode words (Y1_ReadStrat.5i)</p>	Check the children use their phonic knowledge to decode new and unfamiliar words.
	look for clues in the text to understand information (Y1_ReadStrat.12)	Check the children can clarify why Anneena helped the pirates to find the treasure.
	use prediction in stories, adding more detail (Y1_ReadComp.5)	Check the children are able to make predictions about the reason for Anneena asking how tall Big Jim was.
Writing	<p>communicate purposefully in writing, e.g. may be supported by a drawing (Y1_WritMean.2)</p> <p>use written language for different purposes or functions within play and active learning (Y1_WritMean.7)</p>	Check the children can make a map in pairs, adding relevant labels and then share it with other pairs.

NORTHERN IRELAND Levels of Progression in Communication across the curriculum:
Primary Level 1/2

	Levels of progression	Book-related assessment pointers
Talking and listening	ask and answer questions to develop understanding (L2_com_talk.2ii) use vocabulary from within their experience to describe thoughts and feelings (L1_com_talk.3)	Check the children are able to ask Anneena questions to try to find out how she feels at various points in the story. Check the children in the hot seat listen carefully to the questions and respond appropriately.
Reading	understand that words are made up of sounds and syllables and that sounds are represented by letters (L1_com_read.2i) use a range of reading strategies (L2_com_read.2)	Check the children use their phonic knowledge to decode new and unfamiliar words.
	talk about what they read and answer questions (L1_com_read.5)	Check the children can clarify why Anneena helped the pirates to find the treasure.
	express opinions and make predictions (L2_com_read.5ii)	Check the children are able to make predictions about the reason for Anneena asking how tall Big Jim was.
Writing	show a sense of structure and organisation (L2_com_writ.2ii)	Check the children can make a map in pairs, adding relevant labels and then share it with other pairs.

CAMBRIDGE INTERNATIONAL Primary English Curriculum Framework: Level 1

	Learning objectives	Book-related assessment pointers
Speaking and listening	Talk about events in a story and make simple inferences about characters and events to show understanding. (1Ri2)	Check the children are able to ask Anneena questions to try to find out how she feels at various points in the story.
	Listen to others and respond appropriately. (1SL7)	Check the children in the hot seat listen carefully to the questions and respond appropriately.
Reading	Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words. (1R06)	Check the children use their phonic knowledge to decode new and unfamiliar words.
	Anticipate what happens next in a story. (1Ri1)	Check the children are able to make predictions about the reason for Annena asking how tall Big Jim was.
Writing	Use knowledge of sounds to write simple regular words, and to attempt other words including when writing simple sentences, dictated by the teacher, from memory. (1W04)	Check the children make phonetically plausible attempts to add labels to their maps.