

The Hunt for Gold

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<p>Comprehension strategies</p> <ul style="list-style-type: none"> Comprehension strategies are taught throughout the Teaching Notes to enable pupils to understand what they are reading in books that they can read independently. In these Teaching Notes the following strategies are taught: <i>Prediction, Questioning, Clarifying, Summarising, Imagining</i> 	<p>Tricky words</p> <p>bought, bracelet, brought, buy, excited, little, money, old, one, searched, some, something, somewhere, swallow, took, want, washing, water, were, what, where, your</p> <p>C = Language comprehension</p> <p>W = Word recognition</p>
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Group or guided reading

Introducing the book

- C** (**Prediction**) Look at the cover. Ask: *What do you think is happening?*
 - Read the title and the blurb on the back. Briefly look through the pictures to see what happens.
- C** (**Clarifying**) Look again at the cover picture and ask: *Why do you think they are tipping the pans like that?*
- C** (**Clarifying**) Ask the children to say whether they think this is a magic adventure or not. Ask them to give reasons for their opinions.

Strategy check

Check that the children recognise high frequency words on sight.

Independent reading

- Ask the children to read the story. Remind them to track the text with their eyes, only pointing if they have difficulty.
- C** (**Summarising**) Ask the children to explain how the family was looking for gold. Did they find any?

Assessment Check that children:

- read independently and with increasing fluency longer and less familiar texts
- know how to tackle words that are not completely decodable
- read high and medium frequency words independently and automatically
- use syntax and context to build their store of vocabulary when reading for meaning.

Returning to the text

- C** (**Clarifying**) On page 10, ask: *Why did the boy and girl get angry when they saw the children?*
- C** (**Questioning**) Page 11: *Why did the boy and girl not know what to do with chewing gum?*
- C** (**Imagining**) Look at the pictures of Luke's father. *What do you think might have happened to Luke's father's leg?*
- C** (**Questioning**) Page 15: *Why did the children stand in the river every day? Why couldn't they stand on the river bank?*

C (Questioning) Page 16: *Why has the artist drawn Luke's father's hat up in the air?*

W On page 7, find the word 'adventure'. Ask the children to clap as you say the syllables. Write the word in syllables: ad-ven-ture. Practise spelling the word.

Group and independent reading activities

Objective Draw together ideas and information from across a text.

C (Questioning) Ask questions to check that children understand how the author links the story opening with the magic adventure: *What happened in the story just before the key began to glow? Why was chewing gum important in the story? How did the author make sure that the children had chewing gum in the magic adventure?*

Assessment Could the children explain why bringing chewing gum into the beginning of the story was important later in the adventure?

Objective Know how to tackle unfamiliar words.

W On page 1, find the word 'bracelet'. Ask the children to say the syllables separately: brace-let. Look for the word 'race' in 'brace'. Explain how these strategies help us to read new words. On page 18, find the word 'excited'. Say the syllables: ex-ci-ted. Notice the soft 'c' in both 'excited' and 'bracelet'.

Assessment Could the children use syllables to help them to read these unfamiliar words?

Objective Use context to build their store of vocabulary when reading for meaning.

C (Questioning) Look at page 16. *What is the word for the piece of gold Luke's father found? How would you explain what a nugget is?* On page 29, ask children to find the word 'speck' and read the whole sentence. Ask the children to explain what a speck is.

Assessment Can the children use the context to explain what words mean?

Objective Explain their reactions to texts, commenting on important aspects.

C (Questioning) Use these questions to find out how much the children learned from the story and what they liked about it: *When was this story set? Was it in this country? What did you learn about panning for gold?* Ask the children to find their favourite page in the story and give their reasons for choosing it.

Assessment Were the children able to explain what they had learned from the story and what they enjoyed about it?

Speaking, listening and drama activities

Objective Listen to others in class and ask relevant questions.

C (Clarifying) Ask children to work in pairs to look through the story and list clues that show that this story is set in the past. The clues can be from the text (e.g. 'the magic took them back in time') or from the illustrations (the children are wearing different clothes).

- Ask them to note about four clues.
- Then ask each pair to report back to the group. Ask them to say the page number, then explain their evidence. The other children listen carefully, ask questions, if necessary, and then say whether they agree or disagree that the clue shows the story is set in the past. If they disagree they must give their reasons.
- Collect together all the evidence and use it as a display.

Writing activities

Objective Select from different presentation features to suit particular written purposes on paper or on screen.

You will need a flip chart or board for showing the presentation formats below. Children should have access to computers.

- Talk about ways to present a character profile of two characters from the story – one from the past, one from the present:
portraits with sentences beneath, which describe the characters; full-length drawings with label lines drawing attention to dress and features;
a chart with information that compares the two people in columns, e.g. Name; When did they live?; Where did they live?; How did they dress?; What did they do each day?
- Ask the children to choose two characters from the story and a format. They then use the information in the story and from the illustrations to write notes about the two characters. Children can use the computer to draw characters then select a font and colour for the text.

Assessment Could the children use the selected format to present ideas and information clearly? Was the finished text appropriate to the task?

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