The Hunt for Gold

Teaching Notes Author: Thelma Page

Comprehension strategies
- 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: Prediction, Questioning, Clarifying, Summarising, Imagining

Tricky words
bought, bracelet, brought, buy, excited, little, money, old, one, searched, some, something, somewhere, swallow, took, want, washing, water, were, what, where, your

C = Language comprehension
W = Word recognition

Group or guided reading

Introducing the book

(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.

(Clarifying) Look again at the cover picture and ask: Why do you think they are tipping the pans like that?

(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.

(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

(Clarifying) On page 10, ask: Why did the boy and girl get angry when they saw the children?

(Clarifying) Page 11: Why did the boy and girl not know what to do with chewing gum?

(Imagining) Look at the pictures of Luke’s father. What do you think might have happened to Luke’s father’s leg?

(Questioning) Page 15: Why did the children stand in the river every day? Why couldn’t they stand on the river bank?
**Group and independent reading activities**

**Objective** Draw together ideas and information from across a text.

**Questioning** 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.

**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.

**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.

**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.

**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.

**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?