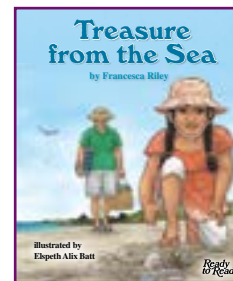


Treasure from the Sea

by Francesca Riley

illustrated by Elspeth Alix Batt

This text is levelled at Purple 1.



Overview

Treasure from the Sea is based on an actual event. Megan loves to stay with Nan and listen to Nan's stories about the treasures she has collected on her beach walks, but Megan would love to find her own treasure and tell her own story. This narrative describes Megan's holiday quest. She finds several objects but nothing really special until she notices a fish that has become stranded in a sandy stream on the beach. With help, Megan manages to get the fish back to the sea, safe from the hot sun and hungry seagulls. At last, she has her own story of "treasure from the sea".

Treasure from the Sea requires students to "confidently use a range of processing and comprehension strategies to make meaning from and think critically about" texts (from *The Literacy Learning Progressions*, page

14). This text provides opportunities for students to make connections between their prior knowledge and information in the text and illustrations to make simple inferences, form hypotheses, and to think critically about Megan's changing ideas about treasure.

There is an audio version of the text as an MP3 file at www.readytoread@tki.org.nz

Cross-curriculum links

Science (Living World) – Levels 1 and 2 – Life processes: Recognise that all living things have certain requirements so they can stay alive. Ecology: Recognise that living things are suited to their particular habitat.

Text characteristics

The students are working towards the standard for after three years at school. These characteristics are shown in the boxes with a solid outline. Other boxes indicate additional characteristics.

Shifts in time, from repeated events (indicated by phrases such as, "Every day", "in the summer holidays", "spent hours", "Every night") to the one specific time of the story ("On this holiday", "The next day")

Many compound words, for example, "bedtime", "seagull", "seaweed", "something", "Sometimes", "storyteller", "Sunday", "sunlight"

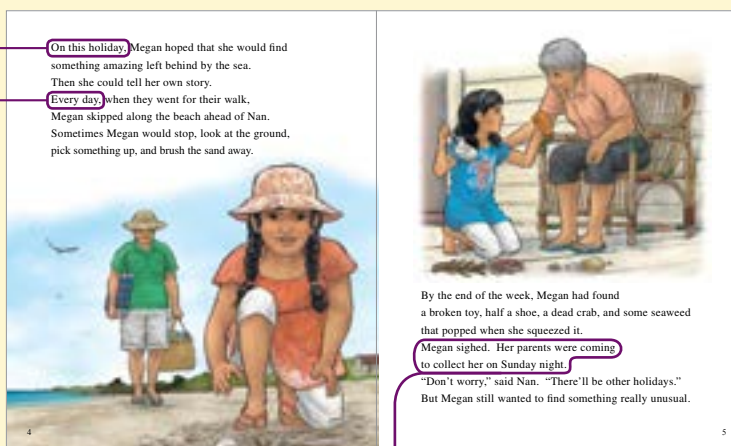
Frequent use of dialogue, some of which is not explicitly attributed, more than one character speaking on a page, and several alternatives to "said" ("asked", "called", "shouted", "smiled", "whispered", "wondered", "yelled")

Some unfamiliar words and phrases, the meaning of which is supported by the context or illustrations, including descriptive vocabulary, for example, "ahead", "amazing", "become stranded", "carefully", "collection", "disappeared", "excitedly", "half", "left behind by the sea", "noisily", "ocean", "sadly", "sandy stream", "shimmered", "sighed", "spent hours", "squawking noisily above", "squeezed", "swooping nearer", "treasure left by the tide", "trench", "unusual", "window sill", "wondered", "wriggling"

The mix of a familiar setting and the (possibly) unfamiliar context of a fish being stranded in a stream on a beach

The main idea that people find treasure in different things

A variety of sentence structures



A suggested reading purpose

To find out if Megan finds treasure and to see if our ideas about treasure change after reading this story

Setting a learning goal

(What opportunities does this text provide for students to learn more about how to “read, respond to, and think critically” about texts?)

To meet the reading purpose, students need to draw on a range of processing and comprehension strategies, often simultaneously. The strategies, knowledge, and skills below link to *The Literacy Learning Progressions*.

Select from and adapt them to set your specific learning goal. Be guided by your students’ particular needs and experiences – their culture, language, and identity. (*Reading and Writing Standards for Years 1–8*, Knowledge of the learner, page 6).

The purpose of the goals listed below is to guide you in your lesson planning and your monitoring and support of students. Simplify the wording of the goal(s) when sharing them with students.

This text provides opportunities for students to:

- make connections between their own experiences of being at the beach and information in the story to form hypotheses about what Megan will find and do
- make connections between their own experiences of spending time with grandparents and the information in the text and illustrations to make inferences about Megan’s feelings and why finding treasure is important to her
- combine ideas from the text with their own thoughts about treasure (analyse and synthesise) to think critically about why Megan thought the fish was “treasure” and form new ideas about what treasure can be
- monitor their own reading and self-correct, where necessary, using strategies such as rereading text or checking further sources of information.

Introducing the text

- Read the title and tell the students: *This is a story about a girl called Megan who is staying with her nan, who lives by the sea. Nan loves collecting “treasure” from the beach, and each “treasure” has a story. Megan wants to find treasure so she can tell a story, too.*

- Explore and discuss the illustrations on the cover and title page. You could display enlarged copies and label them during the discussion. Ask the students to brainstorm words associated with the beach. Add these words beside or around the illustrations. If necessary, feed in and illustrate key words from the text (for example, “collection”, “sea”, “ocean”, “sand”, “shimmered”, “squawking”, “swooping”, “tide”, “shells”, “seaweed”).
- Show the title page illustration and ask the students to describe the treasure Nan collects. Make connections to the students’ own experiences of collecting “treasures” at the beach. *What sorts of things do you like to collect? How does treasure get left on a beach? Clarify students’ understanding of the tide.*
- *What do you think treasure is?*
- Share the reading purpose and learning goal(s).

Reading the text

Below are the sorts of behaviours you want students to demonstrate as they read and discuss this text. These behaviours are closely linked and will support each other. Each example is accompanied by instructional strategies you can use to scaffold students’ learning. **Select from and adapt** the suggestions, according to your students’ needs and experiences.

The students make connections between their own experiences of the beach and information in the story to make predictions about what Megan will find and do.

The students make connections between their own experiences of spending time with grandparents and the information in the text and illustrations to make inferences about Megan’s feelings and why finding treasure is important to her.

The students combine (analyse and synthesise) ideas from the story with their own thoughts about treasure to think critically about why Megan thought the fish was “treasure” and form new ideas about what treasure can be.

- **Pages 2 and 3** – Have the students read these pages silently, then ask them to identify any problems they had with the reading. (As the other students read, you can also monitor by having individual students read sections to you.) If necessary, explain that the phrase “spent hours” means doing something for hours and isn’t anything to do with spending money.
- *What does Nan do after she finds the treasure? Show me where it tells us that.*

- Have the students talk with a partner about one thing that made Nan really special to Megan (being the best storyteller).
- **Page 4** – At the end of page 4, ask why Megan wants to find her own treasure. Prompt the students to refer back to the text, if necessary, to clarify that Megan wants her own story to tell.
- **Page 5** – Ask questions and prompt the students to make connections to their own experiences to help them infer how Megan feels about the treasure she’s found so far. *How would you feel about the things Megan has found? Is she happy with them? What clues have you found?*
- If necessary, use the group modelling book to show that “There’ll” is short for “There will”. *How does Megan feel about waiting till the next holiday?*
- Have the students think, pair, and share their ideas of something “really unusual” that you might find on a beach.
- **Pages 6 and 7** – Ask the students to summarise what has happened. *What made Megan notice the fish? If necessary, explain what “shimmered” means. Encourage the students to use their prior knowledge of waves and tides and Nan’s reference to the tide going out to infer how a fish could become stranded.*
- Support the students to infer why Nan suggests having their picnic by the sandy stream. *Why is it a problem for the fish to be in the stream instead of in the sea?*
- **Page 8 and 9** – Notice the build up of pace and tension. You could have the students use their arms to act out “swooping” to clarify its meaning and why the seagulls would be such a danger to the fish. Ask the students to share what they think will happen. *Is there anything Nan and Megan can do?*
- **Pages 10 and 11** – Have the students use the illustrations to check their hypotheses. Then, as they read, prompt them to make connections to their experiences of digging sand with their hands to help with the concept of “scooping”. Have them use the page 11 illustration to clarify what a trench is. You may also need to explain the meaning of the word “ocean”.
- After reading page 11, have the students refer back to page 4 to recall what Megan wanted to happen during her holiday. Confirm that she wanted to find treasure but prompt the students to probe further (*Why did she want to find treasure?*) to clarify that she wanted able to have her own treasure story.
- **Page 12** – Remind the students of the reading purpose and have them read page 12. *Has our understanding of treasure changed after reading this story? What would you say treasure is now? Is it always something you can put on a window sill?*

Monitoring during the reading

The students monitor their reading, drawing on a variety of strategies (at the sentence, paragraph, and whole-text level) when their comprehension breaks down.

- You may notice students using strategies to self-monitor their reading when asked to locate information in the text. (*Read me the part that tells ...*)
- Draw attention to the student’s self-monitoring by asking questions (asking students to articulate the strategies they are using) and giving feedback. *I noticed that you got confused here. How did you know that was wrong? What made you think there was a problem? What did you do to sort it out? What else might have helped?*
- Prompt the students to “break up” multisyllabic words into recognisable chunks or syllables, for example, “col-lec-tion”, “a-maz-ing”.
- Remind students to use more than one source of information (for example, the rest of the phrase or sentence, any other references in the text and/or the illustrations) to help them clarify the meaning of unfamiliar words. For example, “trench” and “scooping” are strongly supported by the illustration on page 10.
- Remember to base these types of prompts on what you know about the students’ prior knowledge. For example, asking an English language learner if a word sounds right will not be useful if they are not familiar enough with English phonemes and vocabulary to know the answer. In this case, an explanation and further examples will be more effective.
- For further suggestions about ways to support students to self-monitor (to cross-check, confirm, and self-correct), see *Effective Literacy Practice in Years 1–4*, page 130.

After reading: practice and reinforcement

After-reading tasks should arise from monitoring the students' needs during the lesson and should provide purposeful practice and reinforcement. The suggestions below relate to this text and, where possible, links should be made to other aspects of the literacy programme (for example, to other reading texts, the students' own writing, oral language, handwriting, and word games and activities) and other curriculum areas.

Select from and adapt these suggestions, according to the needs of your students.

- The students can build their comprehension and fluency by rereading the text while listening to the audio version on the MP3 files. Audio versions also provide English language learners with good models of pronunciation, intonation, and expression.
- Have the students use the illustrations on the title page and page 2 along with their own experiences of collecting items from the beach to develop criteria for treasure collecting, for example, something that won't be smelly, not too big or too small, not dangerous.
- Ask the students to write about what they like to do or to talk about when they visit their grandparents or other whānau.
- Have the students write or tell a story about their own experience of finding a treasure or something special.
- Have the students add thought bubbles to photocopies of pages 4, 5, and 10 to show what Megan is thinking at these points in the story. Have the students share their pages. For English language learners who are not able to independently construct their own sentences, you could provide cloze (gap-fill) sentences or sentence starters. Select which and how many words to leave out according to the language your students know. You could provide a word bank if appropriate.
- Have the students talk with a partner about a family treasure or taonga and why it is important to their family. You could follow this up by having the students draw and write about this family treasure. English language learners could write this in their first language and tell you what they have written, or you could get their writing translated if possible. English language learners of this age benefit from continuing their literacy in their first language, as they can make connections with the language and literacy knowledge they already have. They see that this knowledge is valued and valuable.

- Provide the students with opportunities to practise reading and creating complex sentences. Choose an interesting example from the text, such as the first sentence on page 8. Model reading it smoothly and expressively. Explain that the author has chosen to combine two ideas in one sentence to make it sound more exciting. Model how different it would sound as two sentences and how it would change the meaning or the sequence of events: "Squawk! Squawk!" called a hungry seagull. The seagull swooped nearer."
- Write the sentence within a frame and show some pictures (perhaps in beach settings) that will act as prompts to innovate on the sentence. Have the students add their own ideas and co-write sentences describing what's in the pictures. Practise combining the phrases to create new sentences, then have the students choose one or two to write and illustrate.

What they said	How they said it	Who said it	What they did as they said it
"Squawk! Squawk!"	called	a hungry seagull,	swooping nearer.
"Woof! Woof!"	barked	the excited dog,	running along the beach.
"Stop! Stop!"	shouted	the angry boy	chasing after the dog.

Related texts

- Texts about treasures from the sea (or rivers): *Whitebait Season* (Purple); "Shark Attack" (JJ43)
- Texts that feature strong family relationships: *A Special Visit to Koro and Nanny* (Orange); *Nana's in the Plum Tree* (Purple); *That's the Way!* (Purple); *A Quilt for Kiri* (Purple)
- Texts that feature treasured items: *Kapa Haka* (Turquoise); *A Quilt for Kiri* (Purple); "Shark Attack" (JJ43).