




Level	13
Word Count	280
Text Type	Literary recount
High Frequency	
Word/s Introduced	first


We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussion that you may have before the children read the book and after the children have completed the reading. This is not an arbitrary division. Some of you may prefer to explore the meaning and the language in more detail before the children read. Your decisions will depend on the gap between the children's current knowledge and the content, vocabulary, and language of the book they are about to read. Remember that the more information the children have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas that we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of children being able to analyse and use the texts they read. The symbols below guide you to the type of question or discussion.


 This symbol relates to comprehension (meaning maker)

 This symbol relates to decoding (code breaker)


 This symbol relates to critical analysis (text critic or analyser)

 This symbol relates to use (text user)

BEFORE READING Cover & Title Page

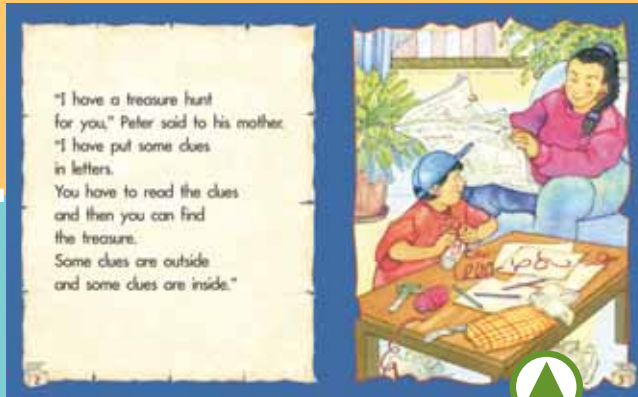
 Ask the children if they know what a treasure hunt is. Have them look at the cover and the title page. Ask them what they think this treasure hunt will be like.



 Ask the children to point to the word *treasure*. Ask them how they knew which word *treasure* was. Look for answers that include first letter recognition, word position, and letter sounds.

Ask children to discuss how a treasure hunt might be organised. What is Peter doing in this picture? How will the treasure hunt start?

Ask students to look at the text and find the word *clue*. Discuss with students the meaning of the word *clue*. Ask students to give you examples of clues.



Ask the children where Peter has put his clues. What does his mother have to do with the clues? What will they lead her to? There are some steps to be followed in this text. What steps does Peter tell his mother that she has to follow?

Ask the children to find the two words that are opposite on page 2.

Ask the children how the treasure hunt gets started. What is it that Peter is giving his mother in this picture? Where do they think the clue will take her?

Ask the children if they can find a word that means number one. For example, what word refers to the number one clue that Peter's mother will come to.

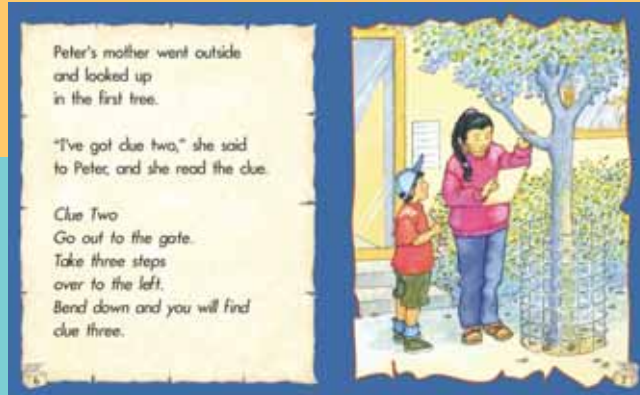


Ask students to examine the text. Where does the first clue tell Peter's mother to go?

Continue the discussion about steps to be followed. What steps must Peter's mother follow on this page? Explain that Peter's clues can also be called directions.

Discuss where the first clue has taken Peter's mother. What is she doing by the tree? What do you think Peter is doing?

Write a list of direction words on the board and have the children read them. Cover the words, then have the children scan the text and locate the direction words that have been used. Tell them there are six words to find.



Ask the children how Peter's mother found clue two. What did she do with it when she found it? Where did clue two tell her to go?

Ask the children if the italics helped them read the clues.

Where do you think Peter's mother found clue three?

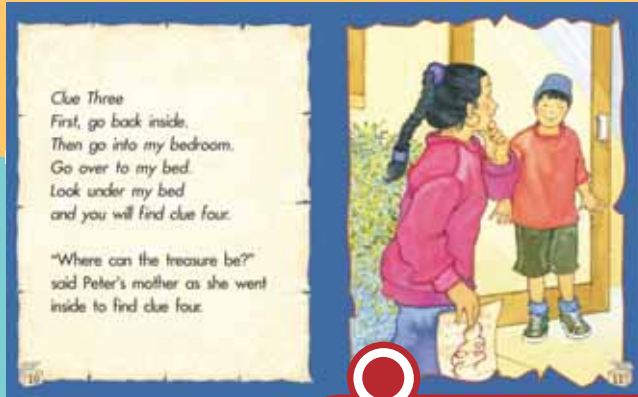
Find words on this page that mean to lift something from the ground. The same word can also mean to get fruit from a tree.



Where did the directions in clue two take Peter's mother? What steps did she have to follow to get there? What did she do when she found the clue?

BEFORE READING 10/11

Ask the children if they can tell where the third clue is going to take Peter's mother. Will it be to the treasure this time?



Ask the children where clue three took Peter's mother. Where will she find clue four?

Think about what Peter's mother says at the end of this page. Has the illustrator linked the picture to help the reader understand how Peter's mother is feeling now?

AFTER READING

Magpie Magpie's Pie

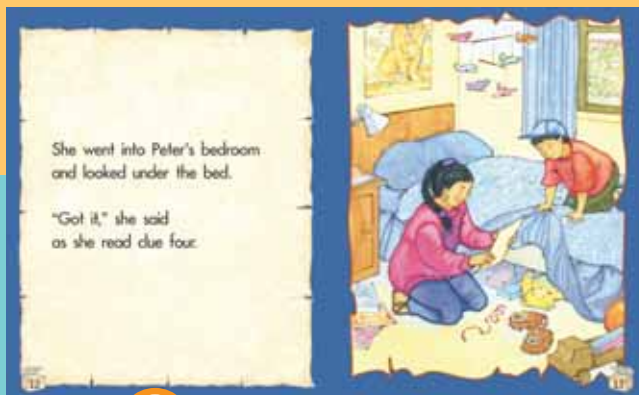
Wendy Wornis Adventure

Peter's Treasure Hunt

Fur

BEFORE READING 12/13

Ask the children whose bedroom this is. What clues tell them whose bedroom this is? Why is Peter's mother on the floor? What is she doing?



Ask the children what Peter's mother says on this page. Why does she say that? What does it mean?

AFTER READING

The Clowns with Frowns Parade

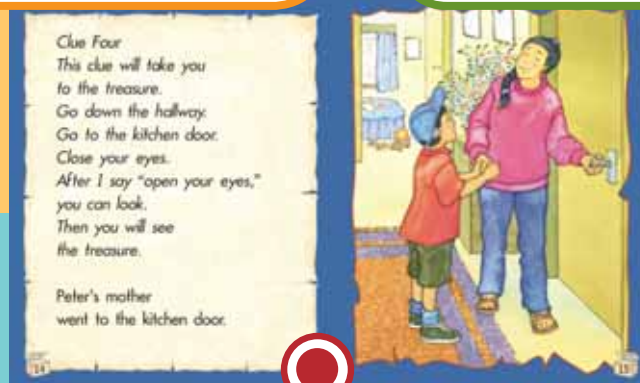
Alligators to Zebras

Grizzly Bear Finds a Friend

Australian State Plants

Tell the children that this door is not open. What do they think is behind it? Why does Peter's mother have her eyes closed? What is Peter saying to her?

Two parts of a house are mentioned on this page. Have the children scan the text. Ask them to find *kitchen* and *hallway*.

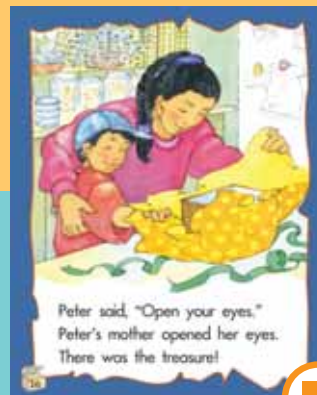


Ask the children to say where clue four will take Peter's mother. Why has she stopped outside the kitchen door? What does she have to wait for Peter to say?

Engage the children in a discussion about what a clue is. Ask the children if the clues in this story seem like clues or more like directions. Ask them what the difference is. Ask the children what gives a car driver directions. Can they think of another way people use directions?

Ask the children what the wrapping is for. Can they see the treasure? Where do they think the treasure is?

Have the children read the book independently. Ask them to notice as they read, how the text changes to italics when they read the clues.



Ask students what they could use this text for. What ideas does it give them? What is it about the way it is written that helps them? Have them write their own directions using the text as a guide for how to do this.

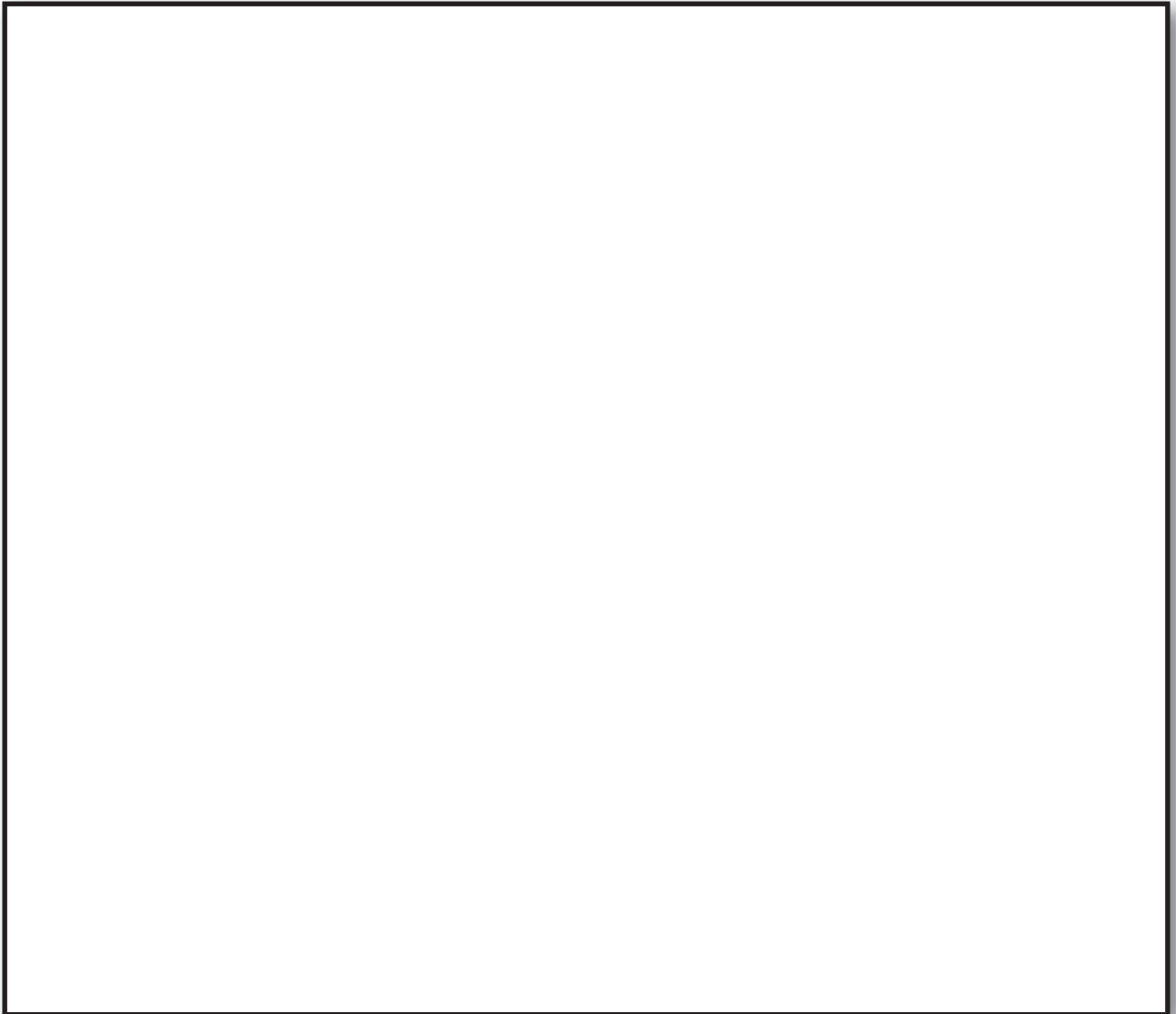
Ask the children how they feel when they get a surprise. Ask them how they think Peter's mother feels. How does Peter feel waiting for his mother's reaction?

13 c Peter's Treasure Hunt

Name _____

I. Read the sentences and draw the picture.

“I have a treasure hunt for you,” Peter said to his mother. “I have put some clues in letters. You have to read the clues and then you can find the treasure.”



13 c Peter's Treasure Hunt

Name _____

1. Colour in the picture.



2. Complete the sentences below.

Peter's _____ went _____ gate.

She took _____ steps _____ to her _____, and then _____.

Word bank

three she mother over down to bent the left