

Texture Treasure Hunt

GOALS

Comprehension

Is this book fiction or non-fiction? How do you know? What is the difference?
Make predictions about the story from the title and front cover illustration.

Vocabulary

Focus High-frequency Words: before, find, jump, only, right, take, two, will

Focus Content Words: fluffy, hard, hunt, rough, slippery, smooth, soft, squishy, texture, treasure

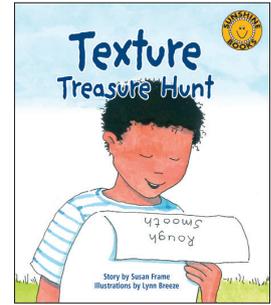
Phonics

Letters and Sounds: Recognise and produce words that have the same sound: gh /f/

Words to Blend and Segment: cough, enough, laugh, rough, tough

Fluency

Model fluent reading of a section of the text, noticing the descriptive words, questions and answers and different characters, for students to repeat.



Alex goes on a treasure hunt with a difference.

Before Reading

- Ask: Has anyone ever been on a treasure hunt? What is treasure? Read the title and the names of the author and illustrator. Notice the alliteration in the title and the two words ending with -ure. Ask: Have you read other stories by Susan Frame? (*Getting Around, It's Good to Share*) Did you like reading them?
- Discuss what students see on the cover. Ask: What is the boy doing in the picture? What words are on his list? Is this a fiction or a non-fiction book? How do you know?
- Look at the back cover to discuss what texture means. Ask: How would the different things feel to touch. Look at how the words start. How would the rocks feel? Wet? Is the word wet? No, it starts with sl-. The rocks are *slippery*. Try this with all the pictures.
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? What words are on the list now? Do you recognise some from the back cover? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *fluffy, hard, hunt, rough, slippery, smooth, soft, squishy, texture, treasure* into the conversation. On page 15, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: What are Alex and his Dad doing? Find the words *treasure* and *hunt* to confirm. What is *texture*? Find the word. (Look for the x.) Read the sentences together.
- On pages 4–5, ask: What are they doing? Look for the texture words *hard* and *soft* in the picture and text to confirm. Read the words together.
- Follow this pattern to page 15, using the illustration, text and contextual cues to read the words together. Review the predictions made earlier, then turn the page to reveal the ending.
- Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the sentences.

After Reading

Check the accuracy of students' predictions. Invite them to discuss the story. Prompt if needed.

- Identify the main idea of the story and the two characters in it. What can you say about each one? Did they get along well? Did they have fun? Would you like to do a texture treasure hunt?
- Reread the story together. Be aware of the punctuation marks. Change voices for the characters and emphasise the descriptive words, e.g. *squishy*.
- Revisit the outside back cover. Students think of other words to use for how things feel, e.g. sticky, prickly.
- Reread page 8, focusing on the punctuation. Discuss with students the purpose of the capital letters, full stops, commas, speech marks and exclamation marks. Demonstrate how reading without punctuation marks sounds, and then repeat, acknowledging the difference when you use them. Students notice how meaning becomes clearer when punctuation marks are observed.

Phonics

- Write the words *cough, enough, laugh, rough, tough* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. c-off, *cough*. Read the words together and talk about the meaning of each.

Word Study

- Talk about the words *before, find, jump, only, right, take, two, will*. Read them together. Ask students to find the words in the text. Photocopy multiple sets of the flash cards from the inside front cover and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book, e.g. *before* is the opposite of after (page 6).
- Read the word *treasure*. Have students notice the /zh/ sound in the middle. They think of other words that have this sound. (pleasure, measure)
- Have students find the past tense to match the base verb, e.g. sit/sat; take/took; tick/ticked; climb/climbed; find/found, jump/jumped; wash/washed. List these in a two-column chart to read. Talk about how some words don't add -ed but most do.
- Students find the adjectives, e.g. *hard* describes the *seat* (page 8). They think of examples to add to the list and make a two-column chart for the adjectives and the nouns they describe.
- Look for words that end in y. (*slippery, fluffy, squishy*) Notice the y sounds like a long e.
- On a piece of paper, have students draw a picture from the story. They find the words in the story, write them and read their sentence to a partner.

Fluency

- Model fluent reading of a section of the text, noticing the descriptive words, questions and answers and different characters, for students to repeat.

Writing

- Students make a timeline noting the events in the story. They illustrate and label the timeline, then use it to re-tell the story to the class.
- Together make a list of opposite textures on the board, e.g. soft/hard. Read them together. Students look for different textures around the room and label them. They write a sentence about the texture they found.