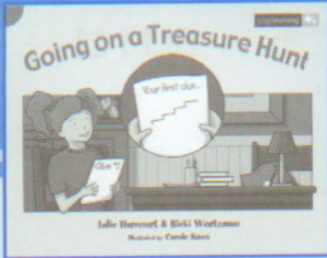


# GOING ON A TREASURE HUNT



## Story Synopsis

*Going on a Treasure Hunt* is the story of a girl's quest for a hidden treasure. Each clue that Molly uncovers, starting at her family's table, leads her to a subsequent clue — and ultimately to the surprise that has been placed for her in the barn. This book uses patterned language, emphasizing the step-by-step progress of Molly's quest. The book also contains visual patterns: each clue is a visual riddle, consisting of a pattern of lines that represents something in Molly's environment. The first clue, for example, is a zigzag line that corresponds to four stairs in Molly's house — the location of the next clue. An interesting twist in this storybook is that its illustrations contain many *visual* references to the different kinds of lines Molly looks for during her treasure hunt. The students will enjoy discovering and comparing these visual patterns.

### LITERACY ELEMENTS

action verbs: looks, goes, walks, climbs, opens, runs, hops

quotation marks to indicate speech

pronoun substitution (*she* for Molly)

### CONNECTIONS

DRAMA/DANCE  
interpreting stories using drama techniques

MUSIC  
recognizing that mood can be created through music



### WORDS TO DISCOVER

stairs  
steps  
fence  
bridge  
rocks  
ladder  
bale

### ESL CONSIDERATIONS

Provide opportunities for students to act out the various action verbs and to look in magazines for pictures of items from the story in order to reinforce the meanings of these words.

## Overall Learning Opportunities



-  Students will:
  - use elements of design in ways appropriate for this grade
  - use art terminology correctly
  - bring personal meaning to artwork
-  Students will:
  - express clear responses to written materials, relating the ideas in them (thoughts, feelings, experiences) to their own knowledge and experience
  - understand language structures appropriate for this grade level
  - use other forms of representation to explore learnings

## ACTIVITY MENU



*Exploration: Multimedia Lines*, page 57

*Guided Reading*, pages 58–59

*As a Group*, pages 60–61

- 
  - *Tracking Textures*: creating texture rubbings
  - *Crayon Resist*: scratching texture lines in crayon drawings
- 
  - *We're Going on a Treasure Hunt*: interpreting clues for a treasure hunt
  - *Act It Out*: acting out sentences from the story

*Independent Work*, pages 62–64

- 
  - *BLM 22*: making rubbings of different objects
- 
  - *BLM 23*: ordering the events of the story
  - *BLM 24*: completing sentences from the story





# Multimedia Lines

## LEARNING OPPORTUNITIES

Students will:

- describe different kinds of lines
- use a range of materials and processes

## YOU WILL NEED

- chart paper
- a variety of media (markers, crayons, chalk, paint, brushes)
- medium-sized and large construction paper in various colours

## OBSERVING FOR ASSESSMENT

Does the student:

- use a variety of lines and materials?
- make choices independently?

## TEACHING tip

Even the youngest students can make choices and evaluate the results. As classroom organization allows, provide a choice of size and colour of paper, and a choice of two or three media. In your discussion, include questions such as, "What happened when you chose...?" and "What might you do differently next time?"

## Reading the Story

As you reread *Going on a Treasure Hunt* with the children, discuss the importance of the black lines that appear in the clues for Molly. Ask:

- How does Molly know where to go next? (In the clues, the lines are hints.)
- What kinds of lines does the illustrator use in the pictures? (straight, curved). Turn to page 5 and show me some lines that go straight across. These are called *horizontal* lines.

Work with the children to help them understand the concept of *horizontal*. Use a similar approach with terms such as *vertical*, *jagged*, *slanted*, *curved*. Ask:

- Where does this artist use straight lines? (buildings, furniture) Where does she use curved lines? (people, animals, flowers, clouds)

Introduce the term *pattern*. Say:

- When lines are joined together in a way that repeats, they make a *pattern*. Can someone show me a pattern on page 7?

With the children, spend time identifying other patterns in the book.

## Starting the Exploration

Encourage the children to look around the room and outside to find examples of different types of lines. Say:

- Describe some of the lines that you see. (wiggly, zigzag, thick)
- Can you show me a curved line? Horizontal? Thick?
- In our classroom, are there lines that make patterns?

List their ideas on chart paper or the chalkboard.

## Exploring Lines

Invite the children to use different media to create a line picture that features many different kinds of lines. Refer to the list of lines and show them the available materials. Ask the students to predict:

- Would paint or crayons be better for making thin lines?
- What material could you use to make fuzzy lines? Curved? Dashed?
- Could you make a pattern using both markers *and* chalk? What kinds of lines could be in the pattern?

Have the children choose a colour and size of paper, and then encourage them to experiment with different materials to fill their page with a variety of creative lines.

## Sharing

Invite the children to share their pictures and discuss what they learned about lines and different media. Ask:

- Which lines are your favourites? Why?
- Who made a pattern? How is it different from other students' patterns?
- Does the chalk work differently than the crayons? How?

Model the sharing with the whole class, then allow the children to continue the discussion with a partner or in a small group.

## Extension

Referring to pages 10 and 11, introduce the children to the concept of the *horizon line*. Challenge them to find examples on other pages and in other pictures. Depending on your location, as a class you might look for the horizon line outside.

This Exploration works well with Stand-Alone Activity 24: "Above and Below" on page 144.



## LEARNING OPPORTUNITIES

Students will:

- make personal connections to text
- retell a simple story in proper sequence and recall information in it accurately
- use pictures and illustrations to determine the meaning of unfamiliar words

## OBSERVING FOR ASSESSMENT

During independent reading, observe and make note of specific reading behaviours. Does the student:

- show an interest in reading the book independently?
- persevere with the reading?

## Setting the Scene

Tell the children about a time when a trusted friend described a location where you had never been, and then took you there. Talk about the clues you noticed that gave you a hint about the destination. Invite the children to share similar experiences.

Show the children the cover of *Going on a Treasure Hunt* and, as you point to the words, tell them the title of the story. Say:

- This is Molly. She's just found the first clue — Clue #1 — to begin her treasure hunt.

Ask them where the first clue tells Molly to go, then confirm that it leads her to the stairs. Ask:

- What do you think she's going to find at the end of the treasure hunt?

Encourage many guesses. Then say:

- Let's find out what happens. Open your books to page 2.

## Reading the Text

Read page 2 to the children, then say:

- Most of all, Molly loves to go on treasure hunts. But what else does she love to play? That's right, she loves to play hide and seek and to play ball.

Look at page 3. Ask where Molly is and what she's doing. Say:

- Yes, she's holding a piece of paper in her hand. And on the piece of paper is printed, "Clue #1." Now, think about the picture on the cover. Who remembers what Clue #1 is? Yes, that's right: Clue #1 is a drawing of stairs. So, she knows where to go to look for the next clue.

Turn to page 4 and point out that Molly is looking at her first clue. Ask:

- What number will the next clue be? Yes, the next clue will be Clue #2, the *second* clue.

Say:

- Read pages 4 and 5 to learn where Molly goes to find Clue #2.

Ask the children if they see the next clue. Say:

- Yes, it's at the top of the stairs — right where Molly thought it would be.

Turn to page 6. Say:

- Read pages 6 and 7 to find out what the lines on the second clue mean.

Turn to page 8. Say:

- Read these pages to find out where Molly goes to look for the third clue.

Have the children turn to pages 10 and 11. Look at Clue #3. Ask:

- Can you see what the lines in the clue mean? That's right, they mean that Molly should climb the ladder that's inside of the barn.

Turn to page 12. Say:

- Read this page to find out what Molly had to do to get to the ladder.
- Read page 13 to find out what she does when she gets to the ladder.
- Read the rest of the story to find out where Molly finds the treasure.

## Independent Reading

Invite the children to read the book on their own with as little assistance as possible.



## After Reading

Encourage the children to think about the realism of the story by asking them questions such as:

- Could this story really happen? Why or why not?
- Who do you think left the clues for Molly? Why do you think that?

## Revisit the Story

Discuss the story using open-ended prompts, such as:

- What did you enjoy most about this story? Why?
- How would you have felt if you were Molly and someone left you clues for a treasure hunt?
- How do you think Molly was feeling while she was searching for the clues to where the treasure was hidden?

Ask questions to prompt the children to recall specific information from the story:

- How many clues were left for Molly? (Four)
- What was the third clue? The second? The first? The fourth?
- Which clue took Molly over the bridge and the rocks? That's right, it was the third clue.
- In the story, we saw several animals along the way. Do you remember what they were?

## Reinforce the Story

Have the children retell the story in their own words, using the pictures to help them sequence the details and events. The children can then use **BLM 23** to review the sequence.



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### TEACHING tip

Have the children identify,

by page number, the pictures in which the various animals in the story can be found (cats, mouse, dog, cow, sheep, fish, horses).





# As a Group

Students will:

- describe the texture of various familiar objects
- use one or more of the visual elements and principles of art

## YOU WILL NEED

- broad crayons with paper removed
- lightweight drawing paper
- textured objects

## OBSERVING FOR ASSESSMENT

Does the student:

- recognize and describe different textures?
- create rubbings of different objects?

## Activity: Tracking Textures

Review the illustrations in the book and ask students to imagine the feel of different objects. Say:

- Look at the pictures and find something that would feel soft.
- What things in the story might feel furry? Prickly? Smooth? Hard?
- What other words tell how something feels to the touch? Show me things in the classroom that match those words.

Pass different objects around so students can feel the textures.

Introduce the students to the word *texture*, explaining that it refers to the specific pattern and feel, such as smoothness or bumpiness, of the surface of something. Print the word on the chalkboard.

Demonstrate how to record textures by rubbing the broad side of a crayon over paper with a textured object underneath.

Tell the children that they will be going on a texture hunt to track down four different textures.

Distribute a copy of **BLM 22** to each child and explain how to use it to record the results of the hunt. The task is to create rubbings from four objects with different textures (coins, spiral bindings, stencils, soles of shoes, carpet, etc.).



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Invite the children to share their texture rubbings in small groups.

## Extension

Have the children choose one object and make a rubbing in the middle of a piece of drawing paper. They can then create a picture around the rubbing, using it as inspiration for the work.

This Extension works well with Stand-Alone Activity 27: "Terrific Textures" on page 147.

## LEARNING OPPORTUNITIES

Students will:

- explore language used to talk about art
- produce works of art

## YOU WILL NEED

- heavy white drawing paper, approximately 20 × 30 cm
- crayons
- black, blue, or purple tempera paint, diluted by 1/3 with water
- large brushes
- tools for scraping

## Activity: Crayon Resist

Invite the children to use crayons to draw a picture of a favourite outdoor scene. Explain that, once the drawing is finished, they will be painting over it to fill in the background. The crayon will *resist* the paint, which means that the paint will not stick to the crayon. Encourage the children to press very hard and to fill in large areas using light, bright colours.

Mix the paint (black, blue, and purple) so that it is just thin enough so as not to obscure the wax crayon. Have the children choose a colour and brush over their picture once with the paint. Allow the pictures to dry.

Next, have the children scratch textures into the crayon using tools such as combs, toothpicks, keys, pennies, and forks.

Display the finished works and discuss the results. Ask:

- What texture lines did you use? What effects were you trying to create?

## Extension

Children can completely cover a piece of paper using thick crayons in random colours, then paint over the picture with black paint or ink so the crayon markings are obscured. When the paint is dry, have the children scratch lines in the black surface, revealing the colours underneath.



## LEARNING OPPORTUNITIES

Students will:

- use familiar classroom vocabulary
- respond to and give directions

## YOU WILL NEED

- index cards
- envelopes (optional)

## OBSERVING FOR ASSESSMENT

Does the student:

- successfully interpret clues and find objects?
- collaborate with peers?

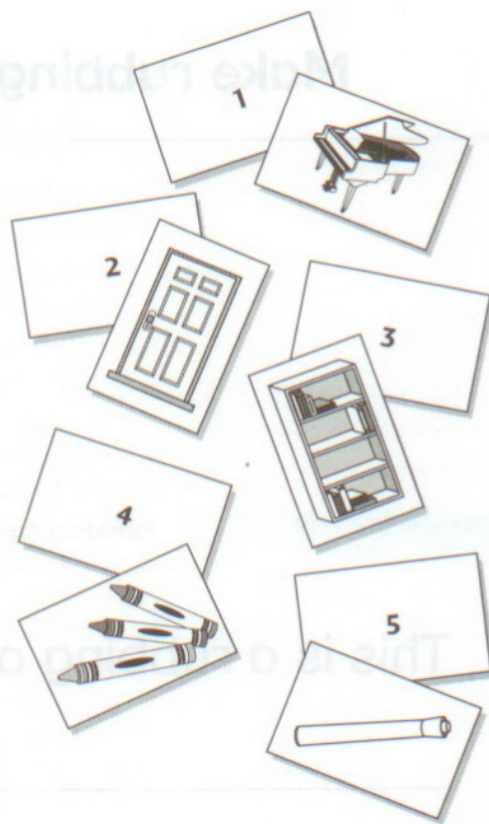
## Activity: We're Going on a Treasure Hunt

Create a classroom treasure hunt. You can make a series of picture clues that lead the children to a surprise object. Another option is to hide a number of different objects around the classroom and create a separate clue for each object. Place each clue in a numbered envelope.

Invite a child to read the first clue to begin the treasure hunt. To enhance the activity, play some appropriate background music during the hunt (see *Grade 1 Audio CD Track 31*).

## Extension

Create clues that include both words and pictures. You might expand the treasure hunt to various locations around the school.



## LEARNING OPPORTUNITIES

Students will:

- use forms of representing to explore learning
- reread to clarify understanding

## YOU WILL NEED

- space for movement

## OBSERVING FOR ASSESSMENT

Does the student:

- convey meaning using non-verbal communication?
- complete sentences appropriately?

## Activity: Act It Out!

Ask the children to sit in a circle. As you read the following sentences from the story, invite individual children to act them out:

- Molly walks over to the stairs.
- She climbs four steps.
- Molly walks across the room.
- She opens the door and goes outside.
- Molly runs down the path to the garden fence.
- Molly walks over the bridge.
- She hops on the rocks.
- Molly climbs up the ladder.
- Molly walks behind a bale of hay.

Distribute **BLM 24** and have the students complete the sentences to reinforce their understanding of the story.



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## Extension

Print each sentence on a strip of chart paper. Then turn the strips upside down, and place them on the floor in the centre of the circle of children.

Invite a child to choose a sentence strip and, without reading it aloud, to act it out. Have the other children guess what the sentence says.

This Extension works well with Stand-Alone Activity 8: "How Can I Help?" on page 128.

My name is \_\_\_\_\_ .

## Make rubbings of four different textures.

This is a rubbing of \_\_\_\_\_ .

This is a rubbing of \_\_\_\_\_ .

This is a rubbing of \_\_\_\_\_ .

This is a rubbing of \_\_\_\_\_ .



# Going on a Treasure Hunt

BLM 23

My name is \_\_\_\_\_

Cut and paste in order.

1.

2.

3.

4.

5.



Molly finds the treasure.

Molly walks over the bridge. She hops on the rocks.

Molly walks across the room.

Molly finds a note.

Molly climbs the ladder.



# Going on a Treasure Hunt

BLM 24

My name is \_\_\_\_\_.

**Cut and paste to make sentences.**

1. Most of all, Molly loves \_\_\_\_\_

2. Molly climbs \_\_\_\_\_

3. Molly opens the door and \_\_\_\_\_

4. Molly hops \_\_\_\_\_

5. Molly runs down \_\_\_\_\_

6. Molly finds the treasure behind

\_\_\_\_\_

on the rocks.

goes outside.

four steps.

a bale of hay.

treasure hunts.

the garden path.