



Is there really buried treasure?

Book band: White

This book explores many aspects of buried treasure – from shipwrecks to tombs to hoards found in fields.

Skills focus

- 1a Draw on knowledge of vocabulary to understand texts
- 1b Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
- 1d Make inferences from texts
- Monitor understanding

Guided reading session

You will need

- Multiple copies of Collins Big Cat *Is there really buried treasure?*
- Reading Journals

Tune in

Ask children to look at the front cover of the book and to read the title.

Ask the following questions:

- What is happening in the photograph?
- Do you think there really is buried treasure?

Encourage children to support their responses with reasons and evidence.

Ask them to read the back cover blurb.

Ask the following questions:

- Have you ever been on a treasure hunt? What happened?
- What kind of book do you think this is? (*non-fiction*)
- What features do non-fiction books usually have? (*contents, glossary, index, captions*)

Ask children to find the contents page and discuss what information it gives.

Ask them to find the section headed 'Is there really buried treasure?'.

Read pages 3 to 5 aloud.

Ask: Why do you think the word 'troves' is in bold on page 4? (*It's in the glossary.*)

Ask children to use the contents to find the glossary and to read the entry for 'troves'.

Focus on the index on page 29.

Ask the following questions:

- What is an index used for? (*to find information in the book*)
- How is it organised? (*alphabetically*)

Challenge children to look up 'gold coins' on the pages identified in the index.

Remind them to think about the shape of the words and the spelling patterns when they are scanning for the words.

Heads together

Ask children to read pages 6 to 9, looking up in the glossary any words in bold that they come across.

Ask them to identify three interesting facts that they have read and to write them in their Reading Journals.

Wrap up

Ask children to read out their interesting facts and to explain why they chose them.

Ask the following questions:

- What do you think it would be like to be an archaeologist?
- How do you think you would feel if you found buried treasure?

Vocabulary boost session

You will need

- Multiple copies of Collins Big Cat *Is there really buried treasure?*
- Flipchart or whiteboards
- A4 whiteboards and pens

Vocabulary table

Focus word	Child-friendly explanation	Example sentence	Tell me...
believed	If you believed something, you thought it was true but you weren't sure.	Experts believed that the climate would change.	Tell me about something you believed.
dishonest	If you say someone is dishonest, you think that they are not truthful.	When I saw the boy steal some sweets, I knew he was dishonest.	Tell me what would make you think someone was dishonest.
raided	If someone raided a place, they broke into it to steal things.	The man was found guilty of raiding a bank.	Tell me about a place that could be raided.

Tune in

Ask children to remind you what the book is about.

Ask: What have you learnt so far about buried treasure?

Read pages 10 to 15 aloud, briefly explaining the meaning of the focus words as you read them.

You may wish to use the information in the Vocabulary table above to help you.

Ask: What have you found interesting in what you've just heard?

Focus on the first sentence on page 10.

Explain that the word 'believe' is an important one to look out for in non-fiction because it means the author is telling us that they aren't certain of the facts.

Challenge children to scan for another example of 'believe' being used on page 14.

Write up the focus words and the example sentences on the flipchart or whiteboard.

Ask children to read them and revisit the explanations of the words.

Heads together

Use the 'Tell me' prompts to explore the focus words further.

Ask questions as children respond to deepen their understanding of the words.

Wrap up

Challenge children to create their own sentences that include the focus words. They can write these on their whiteboards and hold them up to show you.

Use this as an opportunity to check children's understanding of the focus words.

Ask children to choose one of the words as their word of the week and to use it as often as they can – both at home and at school.

Follow-up independent sessions

You will need

- Multiple copies of Collins Big Cat *Is there really buried treasure?*
- Multiple copies of Resource sheet: Quiz

Ask children to read pages 16 to 19.

They can then answer questions 1 to 3 on Resource sheet: Quiz.

Ask children to read pages 20 to 23.

They can then answer questions 4 to 6 on Resource sheet: Quiz.

Ask children to read pages 24 to 27.

They can then answer questions 7 to 9 on Resource sheet: Quiz.

Resource sheet



Name: _____

Quiz

1. How old is the Battersea Shield?

2. How old is the Bronze Age cup?

3. How old is the gold torc?

4. What is said to have been lost in 1216?

5. When was the Amber Room looted?

6. What equipment did treasure hunters use in the past?

7. When was the gold hare found?

8. Who made the gold hare?

9. What is treasure hunting on a beach called?



Quiz answers

1. over 2,000 years old
2. over 5,000 years old
3. 2,000 years old
4. King John's treasure
5. during the Second World War

6. maps, compasses and shovels
7. 1982
8. Kit Williams
9. beachcombing