

# Teacher's Notes and Copy Masters





# The Hunt for Pirate Gold

## WHAT'S IT ABOUT?

When the Woodlanders discover a 300-year-old diary, complete with a treasure map, they go to Mexico in search of pirate gold. There are surprises ahead as the Woodlanders become involved with diamond smugglers and spies.

## AUTHOR'S NOTE

*"This story developed some years after a trip to Cozumel during which I experienced my own underwater cave scare, heard about the watery grave in a tunnel where a young swimmer had died while his friend survived, and tried to locate buried temples at the ends of coral-rock roads. The hamburger-loving boy, Marco, I patterned after my nephew Timmy, Hamburger Monster of the World. Long after I devised the smuggling-in-a-fish routine, I read about drug smugglers who had brought their wares to a pier in Florida inside a fish."*

Irene Schultz

## Introducing the Book

- Explain to the class that the story is set first in Florida, USA, and later on the island of Cozumel in Mexico. You could help the children to locate these places on a map.
- Display the cover of the book and discuss what is happening in the illustration. Encourage the children to read the blurb on the back cover and the table of contents, and then use this information to make predictions about the story. Invite volunteers to suggest how a treasure map might lead the Woodlanders into danger.
- Provide each child with a copy of **Copy Master 1**. Discuss with the children how they could use this sheet as they read the story.

## Directing the Reading

- Have children read the book independently
- **OR** guide children's reading using questions and discussion points such as those set out below
- **OR** guide children through early chapters, until they are confident to read on independently.

- **Chapter 1** *How did the Woodlanders find the treasure map? Do you think the Woodlanders noticed the red-bearded man? Do you think the red-bearded man is a "good" character or a "bad" character? Why?*
- **Chapters 2–3** *What is your opinion of Mr Snow? Did your opinion change when Dave said that Mr Snow was a "fake"? Do you think Mr Snow's only reason for going to Cozumel was to have a holiday? Why?*
- **Chapters 4–5** *What is Sammy's opinion of Mr Snow/Mr Sanders now? Do you agree with him? Why did the Woodlanders think the stone hut was the site of ORO CON LOS DIOSES?*
- **Chapters 6–7** *What did you notice about the way Marco spoke? Why do you think he spoke this way? What did Marco tell the Woodlanders at dinner that night? What did Dave conclude about the gold? Do you think he was right? Why?*
- **Chapters 8–9** *Did you think it was a good idea for the Woodlanders to look for the treasure in the underwater tunnels? Why? How would you have recovered the treasure? Why do you think Duffy called Marco "OK-Marco"? Where do you think Kathy hoped to find the second map?*
- **Chapters 10–11** *Did Kathy find the map where you predicted she would? Why did the Woodlanders decide to trust Duffy with the secret of the treasure map? How did Dave feel while he was inside the tunnel?*
- **Chapters 12–13** *How did Mr Sanders plan to catch the smugglers? Were you surprised that the plan was successful? Why? What role did each character play in capturing the smugglers? How did the Woodlanders' treasure search help Mr Sanders capture the spies? Were you disappointed that the Woodlanders didn't find the pirate gold? Why? How might Marco's life change if he is adopted by Mr Sanders?*



## SKILLS

- **Sentence construction:**
  - rewrite sentences correctly
- **Pronouns:**
  - review function and use of pronouns
  - identify possessive pronouns
- **Punctuation:**
  - examine features of print
- **Compound words:**
  - identify compound words

## BEYOND THE TEXT

- Children could design their own treasure map and then write a set of instructions for finding the treasure. They could use a real location, such as Cozumel, or create their own location.
- Children could research pirates in general or focus on the life of one particular pirate, either historical or fictional.
- Children could find out about any endangered species in their local area. They could produce a poster or pamphlet to educate people about the situation.
- Provide the children with a variety of travel brochures. Encourage them to note features such as headings, maps, illustrations and the style of writing. Children could work individually or in pairs to create a travel brochure for Cozumel or another destination.

## Expanding Understanding and Reading Critically

- Discuss the two plots in this story – the Woodlanders’ treasure search and Mr Sanders’ search for the spies. Work with the children to construct a flowchart of each plot, then compare the two charts. Discuss how the author links the two plots and what happens to the first plot when the second plot begins. Children could complete **Copy Master 2**.
- Reread the last paragraph on page 9. Discuss why the author introduced the character of Mr Snow in this way. Now read together pages 13–15 and discuss whether Mr Snow seems like a “good” character or a “bad” character. Ask, *How did the Woodlanders feel about him at the end of page 15? How do you know? Why did they feel that way?* Discuss how and why their opinion of Mr Snow changed at different times throughout the story.
- Work with the children to compare the characters of Sammy and Marco. (Children could review Chapters 7 and 8 to help.)
- Children could complete the quiz on **Copy Master 3**.

## Skills in Focus

### Sentence construction

- Write Marco’s speech, *I here every day* (from page 53), on the board and work with the children to rewrite the sentences correctly. Discuss the different ways the sentence could be corrected. For example, the sentence could become *I am here every day; I come here every day; I swim here every day* and so on. Discuss how the words chosen give each sentence a slightly different meaning. Invite children to correct other examples of Marco’s speech on the page.

### Pronouns

- Ask children to locate the sentence, *She lowered her head and began to snorkel along* (from page 49). Challenge them to identify the pronouns (*she, her*) and the noun (*Kathy*) these pronouns have replaced. Ask the children why they think pronouns were used in this sentence. You could also adapt this sentence to review other pairs of pronouns: *he, his; they, theirs; I, my*.

### Punctuation





- Guide children to find the last word on page 49. Discuss why the author has chosen to use capital letters to show Sammy’s scream. Discuss other examples where the author uses particular punctuation to emphasise a sound or movement; for example, the use of ellipsis (...) on pages 33–34.

### Compound words

- On the board, write these compound words: *wheelchair, underground, starfish*. Ask the children to identify the two words that make up each compound word. Children could complete **Copy Master 4**.

# I Predict...

Name: \_\_\_\_\_

At the end of...	My predictions	My reasons
Chapter 1 	<i>I predict</i>	
Chapter 4 	<i>I predict</i>	
Chapter 9 	<i>I predict</i>	
Chapter 11 	<i>I predict</i>	

How might the reward money be used? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

My predictions were:	Perfect	Very good	Not bad	Not even close!
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Exciting Events

Name: \_\_\_\_\_

1. Mark how exciting you found each of the listed events.

Compare your graph with a friend's.

Degrees of excitement	Extremely exciting										
	Very exciting										
	Exciting										
	Not exciting										
Story events		The Woodlanders look for clues in the treasure map.	Mr Snow stops Sammy from touching the poisonous fish.	The Woodlanders are followed into the jungle.	The Woodlanders discover the surprise lagoon.	Sammy discovers the underwater cave.	The Woodlanders meet Marco.	Kathy discovers another map.	Dave finds diamonds in the underwater cave.	The Woodlanders set a trap for the smugglers.	The Woodlanders help to catch the smugglers.



2. Which event in the story did you find **most** exciting? Why?

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**Try this!**

Write a newspaper report about the capture of the smugglers.

# Quiz

Name: \_\_\_\_\_

Read pages 54–57. Then answer these questions.

1. What made the fish in the lagoon “wonderful”?
  - They were all very big.
  - They came in many colours and shapes.
  - They all had sharp teeth.
  
2. Why did Marco call the lagoon a “surprise” lagoon?
  - The water was surprisingly cold.
  - There were a surprising number of fish in the lagoon.
  - The fish were surprised by the Woodlanders.
  
3. Who might be able to explain to the Woodlanders where the fish came from?
  - Marco
  - Tom Sanders
  - Duffy
  
4. How do you know that Bill cared about Sammy?
  - He frightened away the big grey fish.
  - He pulled Sammy to the surface quickly.
  - He pretended he was scared, too.
  
5. How many hamburgers did Marco eat at dinner?
  - 1½
  - 2
  - 3
  
6. Marco called Mr Sanders a “nice man”. He meant Mr Sanders was:
  - good looking
  - generous
  - polite

7. Why do you think Marco was so hungry?

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# Looking at Language

Name: \_\_\_\_\_

1. Write the two words that make up each compound word.

wheelchair

everything

\_\_\_\_\_

\_\_\_\_\_

boyfriend

kingfish

\_\_\_\_\_

\_\_\_\_\_

nearby

basketball

\_\_\_\_\_

\_\_\_\_\_

2. Use these words to write six compound words.

book

snow

water

stone

air

suit

case

case

hail

fall

port

ball

\_\_\_\_\_

\_\_\_\_\_

3. Choose the correct word to complete each sentence.

- They swam to \_\_\_\_\_ back wall.
- The cave was \_\_\_\_\_ big as a movie theatre!
- Duffy and I can swim side \_\_\_\_\_ side.
- It was as black as \_\_\_\_\_.
- They made the turn \_\_\_\_\_ the big bend.
- \_\_\_\_\_ we be trapped, too?

*against, the, just*

*quite, as, nearly*

*wide, at, by*

*darker, night, moon*

*at, over, under*

*Now, But, Will*



*The Woodland Mysteries* series provides **high interest, low reading level novels** that build reader confidence and develop reading proficiency.

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Especially written for pupils in Years 5 and 6 who need **Additional Literacy Support (ALS)**. The *Teacher’s Notes* and *Copy Masters* directly support NLS word-level and sentence-level work at the Year 3 and 4 levels.

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