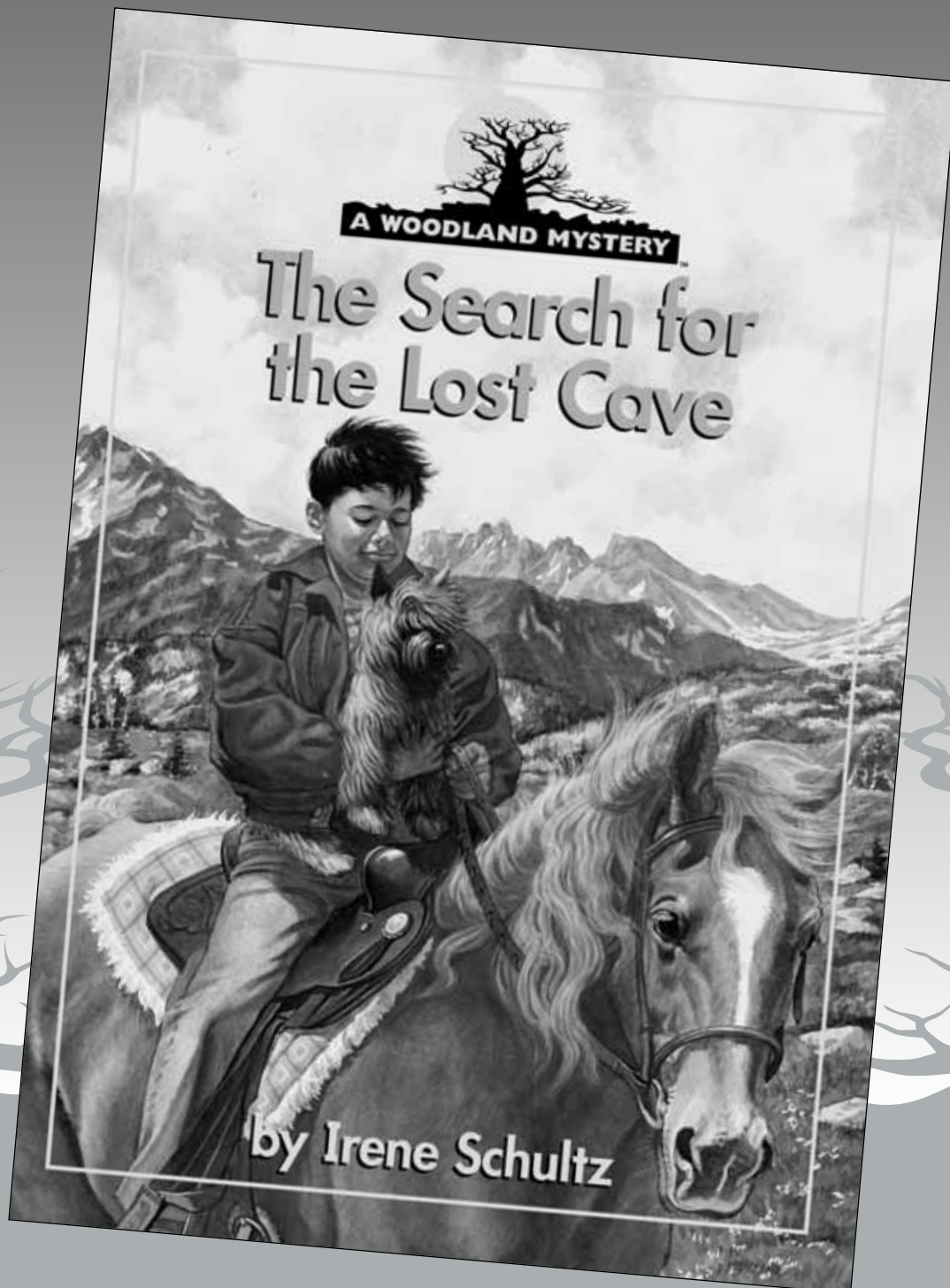


Teacher's Notes and Copy Masters





The Search for the Lost Cave

WHAT'S IT ABOUT?

Near the end of their summer holidays, the Woodlanders receive a letter from one of Dave's teachers, Abe Adams, inviting them to join him at his family's ranch in Montana. Once there, the Woodlanders are drawn into "The Search for the Lost Cave". The cave, believed to be decorated with Native American Indian paintings, was first discovered by Mr Adams's grandfather, but now no one knows its location. The Woodlanders have only nine more days before school starts again. Can they find the lost cave?

AUTHOR'S NOTE

"This story is based on a cave in Montana, in the mountains above the river valley my family visits each year. Once, fifty years ago, when my brother and I were riding horses together we found a stone bowl, just in the way described in the story. Once in a while Scottish bagpipers play at the rodeos my husband and I attend."

Irene Schultz

Introducing the Book

- Ask the children if they have ever seen or been inside a cave. Discuss where caves might be found and how they might look from the outside and the inside.
- Display the cover, and use the table of contents to identify the location of the story. Help the children to find Montana on a map. Ask them to suggest what the location might be like, using information from the map, the cover and the table of contents.
- Challenge the children to use this information to predict what will happen in the story. Ask, *Do you think the Woodlanders will find the cave? What evidence is there in the table of contents that suggests a successful search? Can you predict what any of the clues might be?*
- Provide each child with a copy of **Copy Master 1**. Discuss how they could use this sheet as they read.

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.
- **Chapters 1–2** *Give two reasons why the Woodlanders thought they couldn't go to Montana. Now give two reasons why they did decide to go. How was the cave first discovered? Why was it "lost"? Do you think the Woodlanders will find the cave? Why?*
 - **Chapters 3–4** *What was the clue to the cave's location? What do you think it means? Dave thought there was a second clue. What do you think it could be? What events led to the discovery of the arrowhead? Do you think it might be another clue? Why?*
 - **Chapters 5–6** *Why did Sammy, Bill and Mrs Tandy ride up the mountain with Mr Adams? What did Mop help Kathy and Dave find? Why did Dave think this discovery was important?*
 - **Chapters 7–8** *How were the Woodlanders rewarded for their "good deed"? Do you think the diary will be important in the search for the cave? Why? What discoveries have the Woodlanders made so far?*
 - **Chapters 9–10** *What was Sammy's opinion of the rodeo? What do you think of the way rodeo animals are treated? Why did Tom Burns start keeping a diary? Why did the Indian think Tom Burns's cabin was a holy place? Where is the lost cave?*
 - **Chapters 11–12** *Why wasn't the lost cave easy to see? What do you think Sammy's plan involving Mop and the lunch might be?*
 - **Chapter 13** *How did the Woodlanders get to the top of the cliff? What do you think is the most interesting thing about the cave? What features of the cave interest the scientists?*



SKILLS

- **Adjectives:**
 - review use of interesting adjectives
 - understand different reasons for use of adjectives
- **Conjunctions:**
 - review function and use of common conjunctions
- **Direct and indirect speech:**
 - identify examples
 - clarify punctuation
 - review appropriate use of direct and indirect speech

BEYOND THE TEXT

- Children could work in groups to hide a “treasure” in the classroom or school grounds and create a set of clues (or a riddle) to exchange with another group.
- Children could research cave or rock art discovered in their country or around the world.
- Children could keep a diary for a week, including details that they think would interest people one hundred years later.
- “*Rodeos are weird. They ARE exciting, but not for the animals! I loved the rodeo, but I hated it, too.*” (page 78) Hold a forum to discuss the pros and cons of rodeos. Children could produce a poster that presents both points of view, or supports one side of the debate.

Expanding Understanding and Reading Critically

- Help the children list all the clues that led to the discovery of the cave. Discuss the importance of each clue. Children could complete **Copy Master 2**.
- Review the last paragraphs of Chapter 5 and Chapter 6. Discuss why the author ends these chapters in the same way. Invite volunteers to suggest any other links between the two chapters.
- Ask the children to reread Chapter 2. Ask, *How does the author tell the reader about the past? Who is telling the story? Who told it first? How else does the author provide information about the past?* Brainstorm other techniques the author could have used to provide this information.
- Together with the children, review the table of contents. Discuss each chapter heading and how accurately it reflects the events of that chapter.
- Children could complete the quiz on **Copy Master 3**.

Skills in Focus

Adjectives

- Brainstorm adjectives to describe some of the characters; for example, Mop is *energetic* and *curious*.
- Reread the passage on page 115 where Mr Adams describes the Woodlanders as *beautiful*. Ask, *Does he mean that they look beautiful? Why do the Woodlanders laugh when he says this? Why didn't he say they were dirty?*

Conjunctions





- Ask the children to look at this sentence on page 67: *The woman offered to pay them, but the Woodlanders wouldn't take any money.* Describe *but* as a linking word that joins the two sentences. (You could use the term **conjunction**.) Write the following conjunctions on the board: *and, then, although, because, while, when, so, if, as*. Ask volunteers to give sentences using each of these.

Direct and indirect speech

- Write the following two sentences on the board.
Sammy said, “Mop has found the cave.”
Sammy said that Mop had found the cave.
Compare the two sentences, discussing the way the first sentence (direct speech) uses punctuation to show the exact words spoken by Sammy, while the second (indirect speech) tells the reader what he said without giving the exact words.
- Together with the children reread pages 58–59. Discuss how the passage would alter if they changed the direct speech to indirect speech. Invite children to suggest when indirect speech might be used more effectively than direct speech.
- Children could complete **Copy Master 4**.

I Predict...

Name: _____

At the end of...	My predictions	My reasons
Chapter 3 	<i>I predict</i>	
Chapter 6 	<i>I predict</i>	
Chapter 10 	<i>I predict</i>	
Chapter 12 	<i>I predict</i>	
What might happen to the cave? _____ _____ _____		
My predictions were: Perfect Very good Not bad Not even close! <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>		

What Happened?

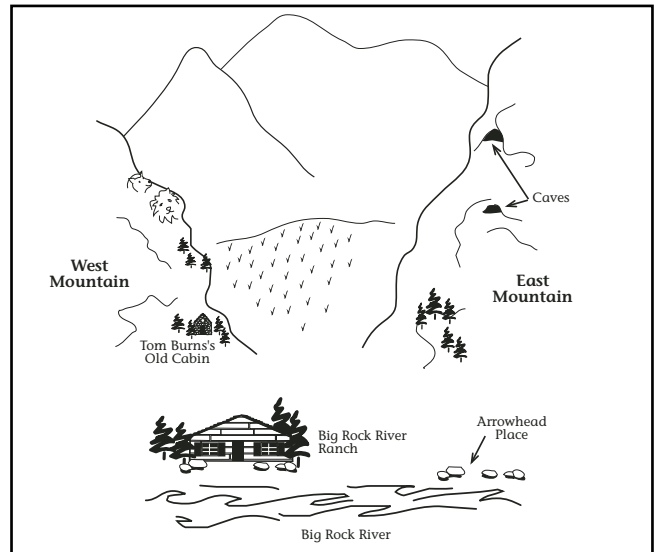
Name: _____

1. Describe an important event that occurred at each place.

Arrowhead Place

Event: _____

It was important because:



Tom Burns's Cabin

Event: _____

It was important because: _____

2. What place shown on the map would you most like to visit?

Give reasons for your choice.



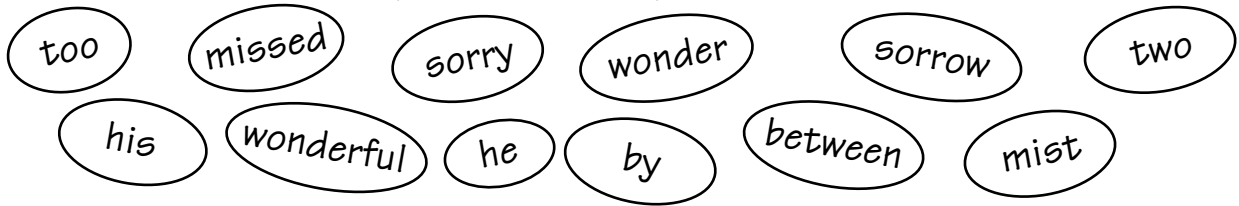
Write clues to help someone find a particular place at your school. Give your clues to a friend to follow.

Looking at Language

Name: _____

1. Choose the correct words to complete the passage.

Then add the missing punctuation (speech marks).



Dave and Kathy passed the bowl back and forth _____ them.

Then Dave hugged it to _____ chest.

He said, It's _____. I'm only _____ about one thing.

Kathy asked, What's that?

Dave said, It's _____ bad the others weren't here.

They've _____ out on all the fun.

2. Write the matching noun or adjective.

Noun	Adjective	Noun	Adjective
danger	dangerous		magical
calmness		bravery	
rock		sorrow	
snow			happy
bump			courageous

3. Describe a scene from the story, using some words from the chart above.



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

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Reading level: Years 3–4

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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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