

### About the Book

Text Type: Fiction/Adventure Page Count: 26 Word Count: 3,620

### Book Summary

*Treasure in Puget Sound* is a fictional modern-day Pacific Northwest adventure. The story will keep young readers wondering, "Is there really buried treasure out there?" Tim Hawkins, now a grown man, retells a story from his youth. With a touch of pirate antics, some bad guys, and high action, students will read right through to the end. They'll also find out the answer to this question: Will Tim tell what he knows?

### About the Lesson

#### Targeted Reading Strategy

- Retell


#### Objectives

- Retell while reading to understand text
- Analyze characters in a book
- Identify names of people as proper nouns
- Identify and understand antonyms

#### Materials

Green text indicates resources available on the website

- Book—*Treasure in Puget Sound* (copy for each student)
- Chalkboard or dry erase board
- Thesaurus
- Sticky notes
- Analyze character, proper nouns: names of people, antonyms worksheets
- Discussion cards

 Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on interactive whiteboard or completed with paper and pencil if books are reused.)

#### Vocabulary

\*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

#### Content words:

Story critical: **commandeer** (v.), **marooned** (v.), **mutiny** (v.), **revenge** (n.), **scoundrels** (n.), **voyage** (n.)

Enrichment: **alert** (v.), **civil** (adj.), **commotion** (n.), **confront** (v.), **galley** (n.), **hideous** (adj.), **hijack** (v.), **perceptive** (adj.), **ruthless** (adj.), **shimmering** (adj.), **standoff** (n.), **stashed** (v.), **summoned** (v.), **terminal** (n.), **vulgar** (adj.)

### Before Reading

#### Build Background

- Ask students if they have ever searched for, or wanted to search for, buried treasure. Have them tell what they would consider "buried treasure."
- Have students tell what they know about the Navy. Briefly describe the time frame and situation of World War II and discuss why treasures might be found at sea during a war.

## Preview the Book

### Introduce the Book

- Give students a copy of the book and have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about.
- Show students the title page. Talk about the information that is written on the page (title of book, author's name, illustrator's name).
- Direct students to the table of contents. Explain that this is a chapter book in which the chapters are not titled. Tell students that authors often divide books into chapters that have the same main idea in order to make the book easier to understand.

### Introduce the Reading Strategy: **Retell**

- Explain to students that one way to understand and remember what they are reading is to stop now and then during reading to retell in their mind what is happening in the story.
- Explain to students that when someone retells something, he or she explains the details of what happened in order. Point out that people retell stories as part of their daily lives, such as explaining what happened in school to a student who was absent. Ask students to share other examples of when people might give a retelling.
- Model retelling a familiar story in detail, such as *Little Red Riding Hood*.  
**Think-aloud:** *In Little Red Riding Hood, Little Red Riding Hood's mother asks her to take a basket of goodies to her sick grandmother. As Little Red Riding Hood is walking through the forest, she runs into a wolf. The wolf asks her where she is going. Little Riding hood tells the wolf about her grandmother and continues on her way.*
- Continue retelling in detail to the end of the story. Invite students to suggest information for the retelling of this story.
- Have students place sticky notes on the bottom of pages 5, 8, 12, and 17. Explain that as they read, they should stop at the end of these pages to think about what has happened in the story. Encourage students to retell in their mind what happens in the story as they read.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Vocabulary

- Model how to apply word-attack strategies. Have students locate the word *scoundrels* on page 19. Read this sentence aloud to students. Explain to students that sometimes the sentences before and after the sentence containing an unfamiliar word have clues about its meaning. Ask a volunteer to read the sentences before and after the sentence containing the word *scoundrels*. Ask students if either of these sentences was helpful in understanding the meaning of the word. Say: *Unfortunately, these sentences don't give many clues about the meaning of scoundrels. We'll have to rely on clues we find in the sentence containing the unfamiliar word.* Ask a volunteer to reread the sentence containing *scoundrels*. Point out to students that the sentence explains that a *scoundrel* is someone who would do anything for money. Ask students what kind of person they think might do just about anything for money. Say: *Based on the clues I found in the sentence I think the word scoundrels refers to people who do not have good intentions.*
- Explain to students that throughout the book they will encounter words like *scoundrels* that are written in bold print. Remind students that all bold-faced words in the text can be found in the glossary. Have students locate the word *scoundrels* in the glossary to confirm the definition.

### Set the Purpose

- Ask students to remember the main characters and events in the book so they can retell the story to others.

## During Reading

### Student Reading



**Guide the reading:** Have students read pages 4 through 10. Tell them to underline the important events and words or phrases that provide information about the characters' personalities. If they finish before everyone else, they should go back and reread.

- Have students tell what they underlined. Ask students to tell where and when the story took place. Discuss how the illustrations provide additional information about the setting and characters. Have students tell the major events in the story and what they learned about the characters.
- Use the information generated above to model retelling a portion of the story.  
**Think-aloud:** *I read that an old seaman named Johnny Bones came to stay at an inn owned by Tim's parents. He was a nasty old man who drank and swore. Bones hired Tim to be his lookout for a one-legged man but didn't tell Tim why. One night a seaman, Black Dog, came to the inn and ended up stabbing and killing Bones.*
- Ask students what they think might happen next. Tell students as they read the remainder of the book to think about what Tim and the other characters say, do, and think. This will help them retell the story.



Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

## After Reading


- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Reflect on the Reading Strategy

- Retell in detail with students the events of the story from pages 12 through 13.
- **Think-aloud:** *Tim meets the ship's cook. Tim thinks the cook looks like the man Bones was afraid of and is a bit frightened himself. Dr. Living believes that John Gold and the captain are the only ones to be trusted. Tim only trusts the doctor and the captain.*
- Have volunteers retell the events from page 14 to the end of the book.
- **Check for understanding:** Have students retell the book to a partner, starting at the beginning. Listen for whether students include the following: main characters, setting, correct events in order, and events in detail.
- Ask students how retelling the events of the story in their mind as they read helped them understand the story.

### Teach the Comprehension Skill: Analyze character

- **Discussion:** Ask students to tell which characters in the book they considered "good" and which ones they considered "bad." Have them explain how a "good" guy and "bad" guy might share similar characteristics. Ask if they think the characters are realistic. Have them tell what they think Tim Hawkins is like as an adult based on his actions as a young man.
- **Introduce and model:** Review or explain that the characters in a story are the people or animals in it and that some may be more important than others. Ask students to tell the most important, or main, characters in the story. Then have them identify the unimportant, or minor, characters.
- Review or explain that some authors let their readers get to know the characters through the characters' words, thoughts, and actions. Have students turn to page 6 in the book. Read the first paragraph. Ask students what they learn about Tim from his thoughts and actions. (Tim is curious about Bones and the one-legged man.) Tell students that the sentence that tells this is *Bones seemed very afraid of the one-legged man, so I was curious.*

- **Check for understanding:** Have students read the third paragraph on page 11. Ask them to tell what else they learned about Tim in this paragraph. (He believes it's wrong to lie but does so anyway.) Have them identify the sentences that tell them this.
- **Independent practice:** Introduce, explain, and have students complete the [analyze character worksheet](#). If time allows, discuss their responses.
-  **Enduring understanding:** Have students use the last page of their book to write a short paragraph telling what they would have done in Tim's place. Have students share their paragraphs with the group.

### Build Skills

#### Grammar and Mechanics: Proper nouns: Names of people

- Review or explain that a *noun* is a *person, place, or thing*. Ask students to turn to page 5 and give examples of nouns from the text (*inn, seaman, songs*, and so on).
- Review or explain that a *proper noun* is the name of a specific person, place, or thing. A proper noun always begins with a capital letter. Tell students that, in this lesson, they will focus on the names of people. Write examples of the proper nouns/names of people from page 5 on the board (*Johnny Bone and Dr. Living*).
- Remind students not to confuse a proper noun with the capital letter used at the beginning of a sentence or the title of a chapter. Point out instances in the book where capital letters are used but a proper noun is not present.
- **Check for understanding:** Write the following nouns in a column on the board: *sailor, ocean, island, boy*. Ask volunteers to give examples of proper nouns or names of people for each, and write them on the board to the right of each common noun (*Johnny Bones, Atlantic, Hawaii, Tim Hawkins*).
- **Independent practice:** Introduce, explain, and have students complete the [proper nouns: names-of-people worksheet](#). If time allows, discuss their answers.

#### Word Work: Antonyms

- Review or explain that *antonyms* are words that are *opposites*. Write the word *rich* on the board and ask a volunteer to suggest an antonym for the word.
- Have students turn to page 12 and read the first sentence of the second paragraph. Write on the board: *Gold looked like the man Bones had been afraid would find him*. Underline the word *afraid*. Ask students to name antonyms for the word *afraid*. Write their responses on the board.
- Write the word *buried* on the board. Model for students how to locate an antonym for the word *buried* in a thesaurus. Explain to students that sometimes when they are looking up a word in the thesaurus, they will need to remove the suffix and identify the root word. For example, the root word in *buried* is *bury*.
- **Check for understanding:** Write the following words on the board: *foolish, agreed, and panicked*. Have students work with a partner to identify antonyms for each word. Have students record their responses on a separate sheet of paper.
- **Independent Practice:** Introduce, explain, and have students complete the [antonyms worksheet](#). If time allows, discuss their answers.

## **Build Fluency**

### **Independent Reading**

- Invite students to read their book independently. Additionally, invite partners to take turns reading parts of the book to each other.

### **Home Connection**

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

## **Extend the Reading**

### **Writing Connection**

Have students write the story from the point of view of another character, such as Dr. Living or John Gold. Have students share their story with the group.

### **Geography Connection**

Provide print and Internet resources for students to research Navy ships that were sunk or hijacked in World War II. Provide a world map for students to label each location. Have them make 3 x 5 index cards indicating the name of the ship and any other interesting information they learn.

### **Skill Review**

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Conduct a class discussion as a review before the book quiz.

## **Assessment**

### **Monitor students to determine if they can:**

- consistently use the strategy of retelling to understand a fiction story
- accurately analyze a character's thoughts, feelings, and actions in discussion and on a worksheet
- correctly identify names of people as proper nouns in discussion and on a worksheet
- correctly identify and use antonyms in discussion and on a worksheet

### **Comprehension Checks**

- **Book Quiz**
- **Retelling Rubric**