

## Diving for Treasure / En busca de tesoros

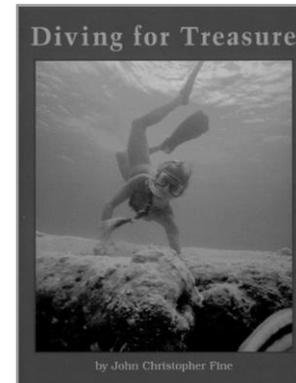
Author and Photographer John Christopher Fine

16 pages ■ 284 Eng. words ■ 280 Spn. words

Fountas and Pinnell Level M

Intervention Level 21

Descubriendo la Lectura Level 24



Diving for Treasure

### SYNOPSIS

The story of how a lifeguard found a shipwreck full of treasure off the Florida coast.

### WHAT THE BOOK OFFERS

- Nonfiction informational narrative
- Third person
- Past tense
- Introduction
- Historical links
- Glossary on inside front cover; map and extra information on inside back cover
- Longer text
- Some explanations within text
- Some topic-specific vocabulary
- Opportunity for decoding unfamiliar and longer words through syllabication, compound words, links between words (permit—permission)

### POSSIBLE SKILLS EMPHASIS

- Coping with more sophisticated content
- Understanding historical links
- Decoding through a range of letter and word patterns
- Making links between familiar and unfamiliar words
- Using a glossary during the reading to clarify meaning
- Prioritizing
- Determining significance of information

## Diving for Treasure / En busca de tesoros (continued)

### INTRODUCING THE BOOK

*What kind of treasure is usually associated with underwater? How does it come to be on the ocean floor? What has time done to the treasure? Only certain people can dive for treasure. What would you need and need to be able to do?*

- This discussion will generate some shipwreck-related and treasure-related vocabulary, which either could be checked against the glossary on the inside front cover or could begin a glossary on a chart to be added to during the reading and during the discussion after the reading.

*The title page will confirm what kind of treasure might be found in this search.*

### FOCUS OF INSTRUCTION

*Page 4: Why might the author have thought it significant to say “after a storm”?*

*What link would this have with treasure that has been on the seabed for centuries?*

*The photograph on page 5 does not look like treasure. What might this be or have been?*

*What is the purpose of page 6?*

*Which piece of information might you find most helpful?*

*Page 9: Why was the copper bucket significant?*

*Page 10: Why would you need a permit to lift treasure from the seabed?*

*What questions would you ask Peter Leo if you had the opportunity to meet him?*

### FOLLOWING THE READING

- Discuss interviews and how questions should focus on the person’s role and expertise rather than just general or offtopic questions. Also discuss how to avoid questions that provoke a one-word answer, especially a “yes” or “no” response.

*What are your unanswered questions about this discovery?*

*Write these on a sheet of paper and post it somewhere where others can read it. Your friends may be able to help you!*

*Write a short article for a newspaper telling of the discovery of some treasure. Reread the book to help you with your planning.*



## Diving for Treasure / En busca de tesoros (continued)

Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
<b>FINISH THIS THOUGHT</b>	<i>When Peter raised the cannon, he found . . . If I found a treasure in the ocean, I would . . .</i>
<b>USE YOUR MEMORY</b>	<i>What did Peter have to get from the state of Florida? Why? Where will the coins and artifacts be displayed? How do you know?</i>
<b>WHAT'S YOUR OPINION?</b>	<i>Why do you think archeologists search for treasures in the sea? Would you like to be an ocean archeologist? Why or why not? Do you think kids would like to read this book? Explain why or why not.</i>
<b>BE CREATIVE</b>	<i>Draw a BIG Treasure Chest that you found on the bottom of the sea. Then answer the following questions under your drawing: What will be in it? Where did you find it? Where do you think it came from? How will you get it onto your boat? What will you do with it?</i>
<b>VOCABULARY AGENT</b>	<i>Unscramble the following words that are from the story: *smwmiesr *nconnna *umumse *gdlfaireu *gglgsoe</i>