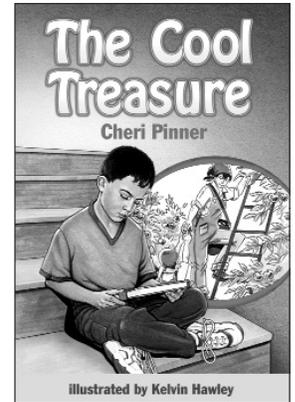


# The Cool Treasure

by Cheri Pinner

illustrated by Kelvin Hawley



## Book Summary

Miguel finds a diary in the basement of his new house. It was written in 1944 and contains clues about some treasure that was hidden by the writer of the diary. Miguel reads the diary and follows the clues.

## Features of the Book

- Mystery
- Excerpts from a diary, in letter form
- Descriptions of life in the 1940s
- Play on words – *cool treasure*
- Specialized vocabulary – *blackout, coal chute, food stamps, electric icebox*

## Purpose

*The Cool Treasure* can be used to introduce and reinforce the following skills and understandings:

- S** making, confirming, and revising predictions;
- S** determining an author's purpose;
- S** interpreting specialized vocabulary in context;
- S** using a text as a springboard for further research;
- S** using a diary to record information, feelings, and ideas;
- S** identifying and using various sources, such as diaries, to reconstruct the past.

## Investigation Tools

- Making Connections – Discovering the Past, page 29
- What's the Background? – The Growing Town, pages 30–31
- Looking Closer – Keeping Cool, page 32

## The Guided Reading Lesson

- S** Making, confirming, and revising predictions
- S** Determining an author's purpose
- S** Interpreting specialized vocabulary in context

## Introducing the text

Help the students work out the years when their grandparents were children.

- *What do you think life was like when your grandparents were children?*
- *How could you find out more about that time?*

Look at the cover of the book and read the blurb together.

- *Why do people write in diaries?* (to record information, feelings, and ideas)
- *What do you think the cool treasure could be?*
- *Where might it be hidden?*

Explain that making and revising predictions is a good way to keep track of a story while you are reading.

## Reading and discussing the text

Ask the students to read to the end of page 5. Discuss the diary entry.

- *Why is this set out like a letter?*
- *Where does it tell you this?*
- *Do you think this was a good idea? Why?/Why not?*

Tell the students that A.J.’s father was off fighting in World War II.

- *How do you think A.J. felt about his Dad going to war?*

Discuss the meaning of “blackout.” Encourage the students to use the story context to figure out the meaning of unknown words.

Ensure the students understand the diary writer’s purpose and the double story line (past and present). Now ask the students to read to the end of chapter 2.

Draw a two-column chart on the board headed “A.J.” and “Miguel.”

- *What do we know about A.J. and Miguel?*

Write the students’ ideas on the chart.

Recall the students’ earlier predictions.

- *Would you like to revise your predictions about the treasure?*
- *If you were Miguel, how would you go about finding it?*

Set the following purpose, then ask the students to read to the end of chapter 5 independently.

- *As you read, think about the clues that Miguel finds and what he learns about A.J.’s life. Use this information to revise or confirm your predictions.*
- *What more do we know about Miguel and A.J.?*

Add any new information to the chart.

Discuss which clues in the story made them revise their predictions.

- *What has helped you to predict more accurately?*
- *How has making predictions helped you to follow the story line?*

The students can predict what might happen next, then finish reading the story independently. Discuss the old and the new purposes of the diary entries.

The last four pages contain nonfiction information related to the story. The students can read this now, or read it later as part of their independent reading.

## Revisiting the Text

The activities below can be used immediately after the guided reading lesson, during later reading sessions as mini-lessons, or as independent activities.

### **S** Using a text as a springboard for further research

Ask the students to think about life in the 1940s. Have them choose a topic to research further; examples could include, World War II, inventions, a famous sports person, or their neighborhood in the 1940s. Discuss resources they could use for their research, for example, people they know, newspapers, books, or the Internet. When the students have finished their research have them share their findings with the group.

### **S** Using a diary to record information, feelings, and ideas

Ask the students to reread A.J.’s diary entries. Discuss the fact that a diary entry often includes things that may seem uninteresting at the time but can be very interesting when read years later.

 The students can use the blackline master on page 67 to write a diary entry about their day.

### **S** Identifying and using various sources, such as diaries, to reconstruct the past

Read pages 30–31 together and discuss how places change over time. Ask the students to use the diary entries to compare A.J.’s house and neighborhood in the 1940s with today. The students could then chart the differences under the headings “1940s” and “Present Day.”