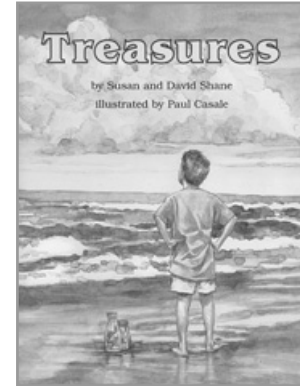


## Treasures

Authors Susan Shane and David Shane

Illustrator Paul Casale

16 pages ■ 263 words



Treasures

Em	Early				Fluent			
	1	2	3	4	1	2	3	4
					S	G	I	

S = Shared    G = Guided    I = Independent

### SYNOPSIS

A boy returns his family's sea treasures back to the waters from whence they came.

### WHAT THE BOOK OFFERS

- Narrative fiction
- Third person
- Past tense
- Long time span
- Longer text
- Longer line length
- Pronoun referents change
- Layers of meaning
- Mood evoked through text and illustrations

### POSSIBLE SKILLS EMPHASIS

- Maintaining plot over longer time span
- Fluent and expressive reading
- Understanding that characters change but treasure remains constant
- Rereading to discover new layers of meaning

### INTRODUCING THE BOOK

- The introductory discussion should include treasure being different for different people, its association with the passage of time, and what eventually happens to treasure.
- The students could talk about their treasures, where they collected/obtained them, where they keep them, and why they treasure them before using these categories to consider the treasure in the cover and title page illustrations.

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		1	2	3	4	1	2	3	4
						S	G	I	

## Treasures (continued)

### FOCUS OF INSTRUCTION

- The passage of time and changing characters may pose a challenge for some students, so pose questions to ensure this does not intrude on their understanding of the plot or its sequence.

Pages 5 and 6: *What is important for you to understand about the difference between pages 5 and 6?*

- The students should be encouraged to think about the mood of the story and the characters' emotions, especially those of the grandson as he gave the treasures back to the sea or listened to the sea sighing.

*What does the illustration on pages 8 and 9 tell you about the character's emotion at this point in the story?*

### FOLLOWING THE READING

- Discussion could include the concept of the sea sighing and claiming the treasures back, the passage of time to form the treasures, the unchanged nature of the treasures in the jars, and whether the parents still thought of them as treasures.

*Half of this book was about the one incident of the boy going down to the sea to give the treasures back. Why did the authors describe that in so much detail?*

- The group can discuss their feelings when something they like is taken away or when they lose something of value.
- Students could write about their treasures, based on the framework of the discussions at the beginning of the lesson.