

A Barrel of Gold

Features of the text:

- direct picture support
- repetition
- humour
- words in italics for emphasis
- punctuation: direct speech, exclamation mark, comma, full stop, apostrophes for contractions

Before Reading

- Introduce the text: *A Barrel of Gold*. Ask the children, *What might a story with this title be about? Who might the characters be? What might happen to them?*
- Have the children look at the front cover and read the title.
- Have the children look at the title page. What clues does it give them about the story?

Making Meaning: developing ideas about a topic; predicting; interpreting clues from the cover/title; prompting discussion; drawing conclusions

Cracking the Code: visual literacy: visual codes, style

Reading the Text

- Ask the children to read the text quietly.
- Give them something specific to focus on. For example, *Read the book to find out what happened to the barrel of gold.*
- If necessary, guide the children's reading of one or two pages, then encourage them to read on quietly.

Children may draw upon all four practices during the reading of the text. Help individual children as necessary.

After Reading

- *What happened in the story? How did the author make it funny?*
- Look at pages 2 and 3. *Which words did the pictures help you read?*
- *What would be different if this story had been written from the dog's point of view?*
- Look at page 2. Read the word describing how the robber walked. *What other words could the author have used to describe this?*
- Look at page 3. *How did the punctuation help you read the long sentence reporting what the robber said?*
- Look at page 15. *Why are there repeated words? How do they add to the sound of the story?*
- *How would a robber really speak if he didn't want to be heard?*
- *What was the dog's job? Why was the robber so frightened?*
- *What did the dog do? How do you know?*

Analyzing the Text: recognizing the author's role in creating a text; recognizing the illustrator's role in creating a text; extending understanding; understanding point of view

Using the text: considering how words are used (vocabulary)

Cracking the Code: punctuation; repetition

Making Meaning: prompting discussion; highlighting humour; recall; developing ideas about a topic; inferential meaning from the illustrations; forming opinions; drawing conclusions