

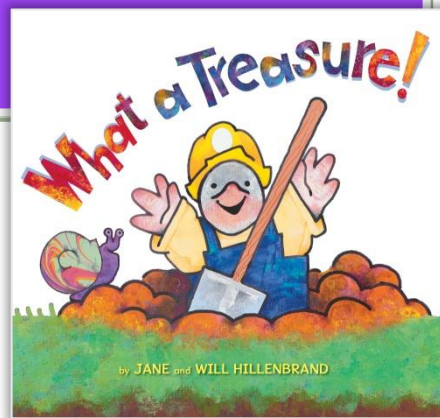
# LESSON PLAN

STEM

## What a Treasure!

Jane and Will Hillenbrand

*Mole has a new shovel and he is going to look for treasure. What will he find?*



PB: 9780823420773

Also available in board book format for  
ages 0–3 • 9780823437634

E-book available

**Objectives:** Students will be able to read for purpose and understanding, identify the present and past tense of verbs, answer comprehension questions using text support, and identify cause and effect relationships from the story.

**Guided Reading Level:** I

**Grade Level:** 1

**Interest Level:** Pre-K–2

**Common Core Strands in the Guide**

**Reading Literature:** RL.K-2.1,2,3,4,5,7

**Reading Foundation Skills:** RF.K-2.1,2,3,4

**Writing:** W.K-2.3,6,7,8

**Speaking and Listening:** SL.K-2.1,4,5,6

**Language:** L.K-2.1,2,4,5,6

### BEFORE READING

1. Discuss the cover illustration and the book title.
2. What is “**treasure**”? Treasure can be valuable jewels or objects, but it can also be something that you cherish and/or hold dear.
3. Write “**treasure**” on the board. Create a brainstorming chart with the class.
4. Do you think this book real is or make-believe, fiction or nonfiction? Explain.
5. Take a picture walk through the book. What do you think this book is going to be about?

### Word Work

1. Write the vocabulary words on the board and discuss each word. Identify the beginning sounds, root words, and endings. **Treasure, worth, twig, sturdy, shell, cozy, delicious, crept, scampered, chirped, exclaimed, chattered, popped**
2. Circle the consonant blends: **tr, tw, st, sh, sc, ch, cr**. Find other words that have the same beginning.
3. Ask students to find the action words/verbs.
4. Have students come up and act out each word.

### DURING READING

First reading/shared: Teacher reads aloud and models as students read along and look at the illustrations.

Second reading independent: Students read silently.



**Read to Find Out**

1. What is the meaning of new vocabulary words and phrases in context?
2. Discuss the lines and phrases that are repeated throughout the story: "Why don't you keep it?" and "Oh, what a treasure!"
3. How do the illustrations enhance meaning?
4. What are the story elements: setting, plot, and character development? Who is the main character? Where does the story take place? What happened to Mole in the beginning of the story?
5. Why does Mole's brother say, "I bet you won't find anything worth keeping."?
6. What does mole find as he digs?
7. Who does he give the items to? Why?
8. What kind of character is Mole? (a good friend, kindhearted, determined)
9. Make predictions. Do you think Mole will find a treasure for himself?

**AFTER READING****Make Connections**

1. Check your predictions.
2. What treasure does Mole find? Do you think friendship is a treasure?
3. Write a sentence and draw a picture of something or someone that you cherish.
4. Draw a treasure chest and fill it with things that you treasure. Label each item.
5. Go back to the story and complete each sentence:
  - Mole dug for treasure because \_\_\_\_\_.
  - Bird thinks that the twig is treasure because \_\_\_\_\_.
  - Snail thinks that a shell is treasure because \_\_\_\_\_.
  - Squirrel thinks that an acorn is treasure because \_\_\_\_\_.
  - Mole thinks that finding a friend is treasure because \_\_\_\_\_.
6. What do you think Mole and his new friend will do next? Explain.
7. Go back to the text, find new vocabulary words, discuss, and add to the "Word Wall."
8. Identify the present tense of each verb and change each word to past tense.
 

• Creep	• Exclaim
• Scamper	• Chatter
• Chirp	• Pop

**STEM Group Activity**

1. Research animals that build tunnels. Create posters.
2. Build an animal tunnel.
3. Collect tubes, containers, and cardboard boxes for building animal tunnels.
4. Use the cardboard box as the base and have the students plan and design the tunnels for specific animals. The top of the box is ground level.
5. Using an Exacto knife, the teacher will have to cut holes in the top of the box for the tubes to come through. (They will be the entrances to the underground tunnel.)
6. Add nesting material, food, stuffed animals to the box to create a realistic habitat.
7. Present to the class.

Guide written by Marla Conn, reading/literacy specialist and educational consultant 6.17

