

Here's What You'll Get in the Sunken Treasure Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Asking Questions Lesson Plan

Asking Questions
Grade Level: 4 / Guided Reading Level: C

Sunken Treasure
By: Gail Gibbons

1 Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

Summary

Sunken Treasure is a nonfiction book. In this book you will learn about one of the most famous shipwrecks of all time – The *Alocha*. The *Alocha* was a Spanish galleon that sank off the coast of Florida in 1622. When the *Alocha* sank, the treasure it was carrying went down with the ship, and was lost at the bottom of the ocean. For years people searched for the *Alocha*, but they were never able to find it. Then, in the 1940's, a man named Mel Fisher began to search for the ship. Using advanced technology Mel and his crew had an exciting adventure and made one of the greatest discoveries of all time!

Link to What You Know

- What are you wondering about shipwrecks?

Important Words to Know and Understand

fleet – A group of ships or vehicles that move or work together.

Galleon – A large sailing ship used especially by the Spanish in the 1500s and 1600s.

2 Learn About Comprehension Strategies

- Think about the text you read
- Know what to do

Why Readers Ask Questions While Reading

Readers ask questions because it makes reading much more interesting. By asking questions readers can turn a text into a treasure hunt, where their job is to find the answers to their questions. When readers ask questions, they think about what they already know and what they want to find out.

When you choose a book, it's important to ask questions before you read. Read the title, the blurb on the back, and look at the cover art. What are you curious about? What do you hope to learn from reading the book?

You should also ask questions while you read. Try asking questions that help you answer who or what the book is about and where or when the story takes place.

It's important to ask questions after you read a book. Asking questions after reading will help you decide whether or not you understood what you read. Ask questions if you are confused or are wondering about something.

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Guided Reading Level

Activate Prior Knowledge

Asking Questions Lesson Plan

Asking Questions
Grade Level: 4 / Guided Reading Level: C

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3 Ask Questions While Reading

- Try asking questions that begin with "I wonder..." or "Why...?"
- Decide whether or not your questions

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 3 – This is the story of an underwater treasure hunt. What are you wondering about?

Page 9 – Mel Fisher began looking for the *Alocha* in the 1940's. What questions do you think he hoped to answer by finding the ship?

Page 10 – Mel Fisher's crew has found the mother lode! What are you wondering about the recording process? Will the answer to your question help you as a reader? Why or why not?

Page 24 – A lot of work has to be done after treasure is discovered. What questions can the readers answer about the treasure after they have restored, preserved, and catalogued it?

Page 26 – You have just learned a lot about the *Alocha*. What else would you like to know? How can you find the answer to your question?

4 Notice the Work You Did While Reading

- Think
- Reflect
- Write

Time to Reflect

Think – When readers ask questions they think about what they need to know in order to really understand a book. Because no two readers are the same, your questions will usually be different from other people who are reading the same book. What question did you ask that helped you to really understand or enjoy *Sunken Treasure*?

Talk – Tell your reading partner about the most important question you asked while reading. Explain how you answered your question and why the answer helped you.

Reflect – Think about the questioning work you did while reading *Sunken Treasure*. Which types of questions helped you the most? Were anything that you are still wondering about? If so, how can you answer your question?

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Sunken Treasure*. (Remember to include examples from the book!)

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Key Vocabulary

Explanation of Strategy

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Visualizing

1 Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

3 Visualize While Reading

- Try asking questions that begin with "I wonder..." or "Why...?"
- Decide whether or not your questions

2 Learn About Comprehension Strategies

- Think about the text you read
- Know what to do

4 Notice the Work You Did While Reading

- Think
- Reflect
- Write

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Determining Importance

1 Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

3 Determine Importance While Reading

- Try asking questions that begin with "I wonder..." or "Why...?"
- Decide whether or not your questions

2 Learn About Comprehension Strategies

- Think about the text you read
- Know what to do

4 Notice the Work You Did While Reading

- Think
- Reflect
- Write

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Visualizing

Determining Importance

Retelling and Summarizing

1 Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

3 Retell and Summarize While Reading

- Try asking questions that begin with "I wonder..." or "Why...?"
- Decide whether or not your questions

2 Learn About Comprehension Strategies

- Think about the text you read
- Know what to do

4 Notice the Work You Did While Reading

- Think
- Reflect
- Write

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Retelling and Summarizing

Understanding Text Structure

1 Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

3 Understand Text Structure While Reading

- Try asking questions that begin with "I wonder..." or "Why...?"
- Decide whether or not your questions

2 Learn About Comprehension Strategies

- Think about the text you read
- Know what to do

4 Notice the Work You Did While Reading

- Think
- Reflect
- Write

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Understanding Text Structure

Answer Key for Retelling and Summarizing with Sunken Treasure

Your Turn to Practice Retelling and Summarizing with Sunken Treasure

Page 3: The author wrote an introduction. What did you learn from the introduction? How does that information help you prepare for the rest of the book?

Page 9: Summarize what you learned!

Page 10: Summarize what you learned!

Page 14: Summarize what you learned!

Answer Key for Visualizing with Sunken Treasure

Your Turn to Practice Visualizing with Sunken Treasure

Page 7: Thinking of the *Alocha*. What do you see in your mind? Which colored Post-it to the words.

Page 24: Mel Fisher. What do you see in your mind to the words.

Answer Key for Asking Questions with Sunken Treasure

Your Turn to Practice Asking Questions with Sunken Treasure

Page 3: This is the story of an underwater treasure hunt.

Page 9: This is the story of an underwater treasure hunt. What are you wondering about?

Page 10: This is the story of an underwater treasure hunt. What are you wondering about?

Page 14: Summarize what you learned!

Answer Key for Determining Importance with Sunken Treasure

Your Turn to Practice Determining Importance with Sunken Treasure

Page 4: The author has provided you with some information about the sinking of the *Alocha*. What are two facts that are important to remember about the sinking? Why are these facts important?

Page 10: Summarize what you learned!

Page 14: Summarize what you learned!

Page 21: A lot of work must be done before the treasure can be brought to the surface. Why is it important for the workers to go through all of that work?

Answer Key for Understanding Text Structure with Sunken Treasure

Your Turn to Practice Understanding Text Structure with Sunken Treasure

Pages 19 to 21: Have the author is using sequence to followback the salvages. What did the crew do first, next, then, and last?

Do you think this was a good text structure to use for this part of the story? Why or why not?

Page 24: Which text structure does the author use to followback the cataloging process? How do you know?

Page 21: Here the author talks about the history of diving. What piece of diving history does the compare and contrast?

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Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

"I Can" Statement →

Strategy and Text Based Reader's Response Prompt →

Common Core State Standard →

Common Core Free Option →

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

The image shows a central stack of three 'Sunken Treasure: Retelling and Summarizing' prompts. Each prompt includes a 'I Can' statement, a strategy-based prompt, and a CCSS RI.4.2 standard. To the right, a separate stack shows the same prompts without the 'I Can' statement and standard, labeled as 'Common Core Free Option'. A stack of five other prompts (Visualizing, Asking Questions, Determining Importance, Understanding Text Structure) is shown at the bottom left, with an arrow pointing to a larger stack of these prompts on the right.

5 Comprehension Strategy Graphic Organizers

Retelling and Summarizing

Title: _____

What is this book about?

Is it fiction or non-fiction?

Draw a picture or write a sentence for each box below:

First	Next	Then
After that	Then	Last

What is the most important thing you read in this book?

Directions:
1. Answer each of the questions.
2. Complete each of the detailed lines.
3. Color, sign, or staple into your reader's notebook.

Retelling and Summarizing

Visualizing

Title: _____

What page did you use to practice visualizing?

Draw a picture of your mental image in the space below:

Write down some of the words that the author used to help you make this picture in your mind.

Show your picture to someone. Make sure that you drew all of the words that helped you visualize.

Directions:
1. Answer each of the questions.
2. Complete each of the detailed lines.
3. Color, sign, or staple into your reader's notebook.

Visualizing

Determining Importance

Title: _____

Think about the book. Write all of the important information in the thought bubble below.

Now determine 3 BIG ideas, events, words, or facts that are important to you. Draw a picture to illustrate the most important parts of your book.

#1 _____

#2 _____

#3 _____

Directions:
1. Answer each of the questions.
2. Complete each of the detailed lines.
3. Color, sign, or staple into your reader's notebook.

Determining Importance

Asking Questions

Title: _____

Question Sentence Starter

I wonder...	Why didn't...	How does...
Like compared to...	How is this about...	Like not are why...

Question	Answer
Question	Answer
Question	Answer
Question	Answer

Directions:
1. Answer each of the questions.
2. Complete each of the detailed lines.
3. Color, sign, or staple into your reader's notebook.

Asking Questions

Understanding Text Structure

Title: _____

Text Structure	Where the Text Structure was Used	How the Text Structure Helped Me
Page: _____	Page: _____	Page: _____
Page: _____	Page: _____	Page: _____
Page: _____	Page: _____	Page: _____

Text Structures You Might Use While Reading

Description	Sequence	Cause and Effect
Compare and Contrast	Problem and Solution	

Directions:
1. Answer each of the questions.
2. Complete each of the detailed lines.
3. Color, sign, or staple into your reader's notebook.

Understanding Text Structure

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
Sunken Treasure
By: Gail Gibbons
Grade Level: 4 / Guided Reading Level: Q

Instructional Focus:
Base word + suffix -ly

Background:
Adding the suffix -ly to the manner of.' For

Examples:

adjective	
in	

Materials and Preparation:

- A Copy of Sunken Treasure
- Anchor Chart
- Markers
- AcVerb Hunt
- Optional - Word Detective

Step 1: Introduce the Focus of Word Work

Introduce Base Word + suffix -ly
Adding the suffix -ly to an adjective changes the word to an adverb meaning "in the manner of." For example: He ran quickly.
3 Main Rules:
1. Just add -ly (gladly, quietly).
2. If the root word ends in a "y", change the "y" to an "i" and then add "ly" (angrily, cheerily).
3. If the root word ends in "le", the "le" is changed to "-ly" (teebly, gently).

Sample Anchor Chart

adjective + ly = adverb
quickly
perfectly
softly
sadly
greafly
sunlr

Step 2: Connect Word Work to Reading

Base Word + suffix -ly in the Text
• Say, "While we read the text together, I want you to listen and look for adverbs with the suffix -ly to add to our anchor chart. When we are finished reading, I will ask for volunteers to come up and add to our class chart."
• Read *Sunken Treasure*.

Examples of Base Word + suffix -ly Found in the Text:

- reality
- suddenly
- slowly
- regularly
- finally
- rearily
- gently
- only
- temporarily
- permanently
- approximately
- constantly
- eventually
- boldly
- continually
- usually
- freely
- instantly

Word Work Lesson Plan | @BookPage.com

Step by Step Lesson Plan

List of words in the book that match the instructional focus

Word Work
Sunken Treasure
By: Gail Gibbons
Grade Level: 4 / Guided Reading Level: Q

Step 3: Guided Word Work Practice

Interactive Exploration

- After reading the selection, ask for volunteers to come up and add new adverbs from the text to the anchor chart.
- Ask students to identify and write the root word to each of the adverbs listed on the completed chart. Ask volunteers which rule number was used for adding the suffix "ly".
- After the chart is completed, ask students:
 - Which rule number do you see most often? (Answer: Number 1)
 - Why do you think this is so? (Possible answer: Because this is how most of the words will be spelled.)
 - Which other rules are used in this list? (Answer: 2 & 3 are used once each.)
 - Why do you think this is so? (Possible answer: Because these spellings do not occur often.)
 - Which rule number do you not see on this list? (Answer: Number 4)
 - What do you think is the reason for this? (Possible answer: Because there are very few exceptions to the other rules.)

Step 4: Independent Word Work Practice

Practice Page

- Pass out the **Adverb Hunt Practice Page**.
- Read over directions together.
- Have students complete independently as you monitor and answer any questions they may have.

Step 5: Reconnect and Reflect on Word Work

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

Step 6: Extend Word Work (optional)

Extension Activity

- Ask students to be on the lookout for **base word + suffix -ly** in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes with the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the **Word Detective worksheet**.

Word Work Lesson Plan | @BookPage.com

Interactive Activity

Independent Practice Page

Word Work
Sunken Treasure
By: Gail Gibbons
Grade Level: 4 / Guided Reading Level: Q

COMPLETED ANCHOR CHART

adjective + ly = adverb

adjective	root word	adverb	root word	adverb	root word	adverb	root word	adverb
quickly	quick	quickly	gentle	gently	carefully	carefully	carefully	carefully
perfectly	perfect	perfectly	only	only	boldly	boldly	boldly	boldly
softly	soft	softly	temporarily	temporarily	continually	continually	continually	continually
usually	usual	usually	rearily	rearily	usually	usually	usually	usually
gently	gentle	gently	approximately	approximately	boldly	boldly	boldly	boldly
freely	free	freely	constantly	constantly	instantly	instantly	instantly	instantly

Word Work Lesson Plan | @BookPage.com

Extension Activity

Word Detective: Base Word + suffix -ly
Extension Activity

Directions:
Be a word detective!
Be on the lookout for **base word + suffix -ly** while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: _____ Word Work Extension Activity | @BookPage.com

ADVERB TREASURE HUNT
Adding Suffix -ly

Directions: Choose a word from the treasure chest to complete each sentence by correctly adding the suffix -ly or -ly. Each word will be used once. There are no extra words.

Treasure Chest:
slow, perfect, certain, fair, frightening, careful, surprising, urgent

- The turtle moved slowly while crossing the road.
- The judge was sure to rule fairly in the trial.
- Although it was cold and cloudy, the choir sang carefully.
- It was sixty degrees outside, but the pool was certainly warm.
- James sat surprisingly straight in his chair, although he was tired.
- This time of year, the sharks swim carefully close to the shore.
- Maria's parents will carefully reward her good behavior.
- His injuries caused the ambulance to travel carefully through traffic to get to the hospital.
- Caitlyn skated across the ice so carefully that she looked like she was flying.
- Sam glued on the last piece of his model car very carefully.

Name: _____ Independent Word Work Practice | @BookPage.com

Common Core Aligned Comprehension Assessment

Sunken Treasure
CCSS Assessment

Name: _____

Score: / 9

Directions:

Use what you know about *Sunken Treasure* to answer each of the following questions.

1. What is one possible **inference** you can make about hunting for sunken treasure?

- A Treasure hunters must have a lot of patience, time, and believe in teamwork.
- B The *Atocha* is the best sunken treasure ever found.
- C The *Atocha* was a Spanish galleon ship.
- D Mel Fisher led the team that found the *Atocha*.

2. Which is the best summary of the search and recovery of the *Atocha*?

- A Mel Fisher found and recovered the treasure in 1985.
- B Spain wanted their treasure back.
- C It took more than 20 years for Mel Fisher and his team of researchers and scientists to find and recover the *Atocha*'s treasure.
- D The *Atocha* was easy to find and it was quick and easy to bring the treasure up.

3. What was the result of Eugene Lyon translating old Spanish shipping records?

- A He teaches Mel Fisher how to read Spanish.
- B Spain told them to stop because it was their treasure.
- C It wasted years; all for nothing.
- D There is a new clue about where the *Atocha* sank.

4. What does the phrase, "*the mother lode*" mean?

- A It means they found the treasure he had promised to give to his mom.
- B It means the biggest or main part of the treasure.
- C It means the treasure.
- D It means they would find more treasure.

CCSS Assessment

Common Core Assessment:
One question for each Reading
Informational OR Reading Literature
standard (1-9)



5. How is most of the information about the *Atocha* organized? (RI.4.5)

- A The information compares the *Atocha* to the *Santa Margarita*.
- B The information explains everything through cause and effect.
- C The information is told through a historical fiction story.
- D The information is organized in time order with headings.

6. Is it possible to get a first-hand account of what happened on the *Atocha* when it sank?
(RI.4.6)

- A Yes, you can email a person who was there.
- B No, because no one survived.
- C Yes, you could read one if one of the survivors wrote down what happened.
- D Yes, Mel Fisher could give you a first-hand account.

7. What did Gail Gibbons use in the text about the *Atocha* and the other famous treasure hunts to make the text easier to understand? (RI.4.7)

- A She used clear headings to tell the next step in the process for each ship.
- B She used diagrams of each ship to show where the treasure should be found.
- C She included a Table of Contents to make it easy to find each section.
- D She showed graphs of all the different treasure that was found.

8. How were *The Mary Rose* and *The Vasa* alike? (RI.4.9)

- A They were both English ships that sunk in the 1500s.
- B They were both warships that sunk and were found again.
- C The *Mary Rose* was Swedish, and *The Vasa* was English.
- D They were both pirate ships and sunk in battle.

9. Why did the author include *The History of Diving* at the end of this selection? (RI.4.10)

- A She needed to fill one more page.
- B Without improvements in diving, the treasure may have never been recovered.
- C If you are interested in sunken treasure, you might also be interested in diving.
- D Both B and C.


Answer Key



Bonus Activity and Running Record Assessment

Name: _____ Date: _____

Directions:
In the book *Sunken Treasure*, you learned about how search boats find treasures beneath the sea. Find and circle the sunken treasure words in the word search below. Words may be diagonal, backwards, left to right, or up and down.



salvage	artifact	wreck	sinking	treasure
ship	deck	gold	silver	jewels
coins	gems	reef	spray	

g	o	r	e	s	l	n	k	l	n	g	f	l
u	e	d	s	a	l	p	a	s	t	r	e	m
p	a	m	e	l	o	p	s	w	a	r	e	l
i	t	t	s	v	e	f	g	h	a	e	y	v
h	r	e	k	a	r	t	f	l	a	c	t	o
s	a	b	x	g	e	d	z	n	a	o	b	r
c	r	w	r	e	c	k	t	u	k	i	s	z
d	k	o	h	i	d	o	d	r	e	n	u	y
t	r	e	a	s	u	r	e	a	c	s	r	a
r	s	w	e	r	f	o	c	k	r	e	m	r
e	k	h	a	t	q	r	k	p	s	n	o	p
d	l	o	g	y	a	l	n	l	a	r	e	s
s	t	m	o	j	b	e	e	o	t	e	b	o
r	e	e	f	u	n	w	k	y	l	j	u	l
m	g	l	n	p	e	r	l	p	a	s	t	e
o	l	k	o	j	p	o	r	e	v	l	i	s

Extension Activity | ©BookPage.com

Bonus Extension Activity

Running Record

Title: *Sunken Treasure* Guided Reading Text Level: Q Word Count: 100

Name: _____ Date: _____

Accuracy Rate: (# of words correct/100 words) _____

Error Rate: (# of incorrect words/100 words) _____

Self-Correction Rate: (# of words self-corrected/100 words) _____

Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60)

Easy	Instructional	Hard
95% - 100% Accuracy	90% - 94% Accuracy	50% - 89% Accuracy

E = Error SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual

Page	COUNT	INFORMATION USED			
		E	SC	M	SV
2					
3					
4					

Tested By: _____ ©BookPage.com

Running Record Assessment

Complete Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation
<p>Common Core State Standards Correlation Sunken Treasure Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Sunken Treasure" coincide with the following English Language Arts Common Core State Standards for fourth grade.</p> <p>Reading and Informational Text Plan and Resources</p> <p>Reading: Informational Text RI.2 - Determine the main idea of a text and explain how it is supported by the details of the text. RI.3 - Analyze a text to determine how it develops and how it relates to a topic or issue, a problem or question being investigated, an analysis of a subject or text, an issue, an event, or an issue. RI.4 - Explain how an author uses research and evidence to support particular points in a text. RI.5 - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with accelerating as needed at the high end of the range.</p> <p>Reading: Foundational Skills RF.2 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.4 - Produce clear and coherent writing in which they link ideas and sections, and use formatting and graphics (e.g., headings, lists, figures, tables, graphs, drawings, images, boldface, italics, etc.) to organize text and to draw attention to key details and information. W.5 - With guidance and support from adults and peers, use technology, including the Internet, to gather, evaluate, and integrate information to address a topic or issue, analyze a problem or question, and solve a problem or issue.</p> <p>Speaking & Listening SL.4 - Present information, findings, and supporting evidence to the class, drawing on what others have said and asking relevant, original questions and ideas. SL.5 - Analyze a main issue and related arguments, strengths and weaknesses of different positions, and use appropriate media and formats, including visual aids, to present information and to analyze issues or problems. SL.6 - Analyze a main issue and related arguments, strengths and weaknesses of different positions, and use appropriate media and formats, including visual aids, to present information and to analyze issues or problems.</p> <p>Language L.4 - Apply and use accurately general academic and domain-specific words and phrases, including those that signal relationships among ideas and concepts, such as comparing, contrasting, and classifying, to analyze and compare relevant text content and to use vocabulary learned in prior grades to enhance understanding in newer content areas and disciplines.</p> <p>Sunken Treasure CCSS Alignment ©BookPage.com</p>	<p>Common Core State Standards Correlation Sunken Treasure Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Sunken Treasure" coincide with the following English Language Arts Common Core State Standards for fourth grade.</p> <p>Reading and Informational Text Plan and Resources</p> <p>Reading: Informational Text RI.2 - Determine the main idea of a text and explain how it is supported by the details of the text. 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SL.5 - Analyze a main issue and related arguments, strengths and weaknesses of different positions, and use appropriate media and formats, including visual aids, to present information and to analyze issues or problems. SL.6 - Analyze a main issue and related arguments, strengths and weaknesses of different positions, and use appropriate media and formats, including visual aids, to present information and to analyze issues or problems.</p> <p>Language L.4 - Apply and use accurately general academic and domain-specific words and phrases, including those that signal relationships among ideas and concepts, such as comparing, contrasting, and classifying, to analyze and compare relevant text content and to use vocabulary learned in prior grades to enhance understanding in newer content areas and disciplines.</p> <p>Sunken Treasure CCSS Alignment ©BookPage.com</p>	<p>Common Core State Standards Correlation Sunken Treasure Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Sunken Treasure" coincide with the following English Language Arts Common Core State Standards for fourth grade.</p> <p>Reading and Informational Text Plan and Resources</p> <p>Reading: Informational Text RI.2 - Determine the main idea of a text and explain how it is supported by the details of the text. RI.3 - Analyze a text to determine how it develops and how it relates to a topic or issue, a problem or question being investigated, an analysis of a subject or text, an issue, an event, or an issue. RI.4 - Explain how an author uses research and evidence to support particular points in a text. RI.5 - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with accelerating as needed at the high end of the range.</p> <p>Reading: Foundational Skills RF.2 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.4 - Produce clear and coherent writing in which they link ideas and sections, and use formatting and graphics (e.g., headings, lists, figures, tables, graphs, drawings, images, boldface, italics, etc.) to organize text and to draw attention to key details and information. W.5 - With guidance and support from adults and peers, use technology, including the Internet, to gather, evaluate, and integrate information to address a topic or issue, analyze a problem or question, and solve a problem or issue.</p> <p>Speaking & Listening SL.4 - Present information, findings, and supporting evidence to the class, drawing on what others have said and asking relevant, original questions and ideas. 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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
Sunken Treasure Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "Sunken Treasure" coincide with the following English Language Arts Common Core State Standards for second grade.

Word Work Lesson Plans and Resources

Language
L.2.4 - Use general academic and domain-specific words and phrases, including those that signal relationships among ideas and concepts, to analyze and compare relevant text content and to use vocabulary learned in prior grades to enhance understanding in newer content areas and disciplines.

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Vocabulary Connections
Common Core Alignment

Common Core State Standards Correlation
Sunken Treasure Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "Sunken Treasure" coincide with the following English Language Arts Common Core State Standards for fourth grade.

Word Work Lesson Plans and Resources

Language
L.4.4 - Apply and use accurately general academic and domain-specific words and phrases, including those that signal relationships among ideas and concepts, to analyze and compare relevant text content and to use vocabulary learned in prior grades to enhance understanding in newer content areas and disciplines.

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Word Work
Common Core Alignment

Student Facing Resources in Spanish for Sunken Treasure Super Pack

5 Comprehension Strategy Practice Pages

Retelling and Summarizing Practice Page

Tu turno para practicar: Volver a contar y resumir con Sunken Treasure (Tesoro hundido)


Página 3:
El autor escribió una introducción. ¿Qué aprendiste de la introducción?

¿Cómo te ayuda esa información a prepararte para el resto del libro?

Página 6:
Resume lo que aprendió en la sección "The Sinking" (El Hundimiento).

Página 14:
Resume lo que aprendió en la sección "The Search" (La Búsqueda).

Nombre: _____



Page by Page
Guided
Questions

Answer Key

Volver a contar y resumir con Sunken Treasure (Tesoro hundido)


Página 16:
Resume lo que aprendió en la sección "The Find" (El hallazgo).
Las respuestas varían. Podrían incluir: La tripulación de Mel Fisher encontró el barco en 1985. El barco estaba a solo 55 pies por debajo de la superficie del agua. Encontraron todo el oro, joyas y otras cosas preciosas. Llamaron al tesoro la "Madre Carga".

Página 18:
Resume lo que aprendió en la sección "The Recording" (La Grabación).
Las respuestas varían. Podrían incluir: Antes de que se trajera el tesoro, los arqueólogos marinos registraron la posición exacta de cada artefacto. Hicieron esto para que las personas en el futuro puedan aprender sobre los tiempos pasados.

Página 21:
Resume lo que aprendió en la sección "The Salvage" (El Salvamento).
Las respuestas varían. Podrían incluir: Los buzos hicieron listas de cada pieza en el tesoro. Toman fotos y trajeron cuidadosamente el tesoro a la superficie usando puentes aéreos. Le tomó años salvar todo el tesoro.

Página 23:
Resume lo que aprendió en la sección "Restoration and Preservation" (Restauración y Conservación).
Las respuestas varían. Podrían incluir: Los trabajadores tenían que cuidar el tesoro una vez que fue rescatado. Algunas cosas tenían que ser empapadas en agua y otras cosas tenían que empaparse en productos químicos. Remojar las cosas lo hizo, así que las cosas no se derrumbaron, y remojar las cosas restauradas a su condición original.

Nombre: _____



Sample answers
written in Spanish

Visualizar con Sunken Treasure (Tesoro hundido)

Tu turno para practicar: Visualizar con Sunken Treasure (Tesoro hundido)

Página 7:
Intenta visualizar. ¿Qué palabras te ayudan a visualizar?
Los respues tormenta, hundirse.

Página 12:
Intenta visualizar. ¿Qué palabras te ayudan a visualizar?
Los respues empujando, soplando m


Página 19:
Intenta visualizar. ¿Qué palabras te ayudan a visualizar?
Los respues escribir en que está

Página 7:
Intenta visualizar el hundimiento del Atocha.

Página 12:
Intenta visualizar los buzones inventados.

Página 19:
Intenta visualizar el proceso de grabación.

Nombre: _____



Determinar la importancia con Sunken Treasure (Tesoro hundido)


Tu turno para practicar: Determinar la importancia con Sunken Treasure (Tesoro hundido)

Página 6:
El autor te ha proporcionado información sobre el hundimiento. ¿Cúales son los hechos que es importante recordar acerca del barco que hundirse?
Los respues barco que

Página 14:
La búsqueda del Atocha se prolongó durante mucho tiempo. ¿Cúales son dos hechos que el autor más quería que supieras sobre la búsqueda de la novela?
Los respues que Mel Fi

Página 14:
Da dos detalles del texto para apoyar tu respuesta.

Nombre: _____



Entender la estructura del texto con Sunken Treasure (Tesoro hundido)

Tu turno para practicar: Entender la estructura del texto con Sunken Treasure (Tesoro hundido)

Páginas 19 a 21:
Aquí el autor está utilizando la secuencia para hablar sobre el rescate. ¿Qué hizo la tripulación primero, segunda, luego y al final?
Los respues pusieron el de secuen claramente


Página 24:
¿Crees que esta fue una buena estructura de texto para usar en esta parte de la historia? ¿Por qué o por qué no?
Los respues diferentes

Página 24:
¿Crees que esta fue una buena estructura de texto para usar en esta parte de la historia? ¿Por qué o por qué no?
Los respues describió l

Página 31:
Aquí el autor compara y contrasta. ¿Cómo lo so?
Los respues describió l

Página 31:
¿Crees que esta fue una buena estructura de texto para usar en esta parte de la historia? ¿Por qué o por qué no?
Los respues y contrast

Nombre: _____



Visualizing

Determining
Importance

Understanding
Text Structure

Asking Questions

Writing About Reading with Optional CCSS Alignment

The diagram illustrates three versions of reading response prompts for the text "Sunken Treasure (Tesoro hundido): Entender la estructura del texto".

- Top Version (CCSS-Aligned):** Labeled "Strategy and Text Based Reader's Response Prompt" and "Common Core State Standard". It includes the text: "¿Por qué crees que el autor contó la historia de Atocha de esta manera?" and "¿De qué manera sus elecciones sobre la forma en que organizó la información le ayudaron a resumir la historia de Atocha?". Below the questions is a checkbox and the text: "Puedo describir la organización de (por ejemplo, orden temporal, comparación, causa y efecto o problema y solución) en un texto informativo." with the code "CCSS: RI.4.5".
- Middle Version (Spanish):** Labeled "I Can Statement written in Spanish". It is identical in structure to the top version but in Spanish.
- Bottom Version (Free Option):** Labeled "Common Core Free Option". It is identical in structure to the top version but does not include the CCSS alignment text.

Red arrows indicate the flow from the CCSS-aligned version to the Spanish version and the free option, and from the free option to the Reading Response Prompts for Each Comprehension Strategy Lesson Plan.

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Volver a contar y resumir
Título: _____
 ¿De qué se trata el libro?
 ¿Es ficción o no ficción?
 Haz un dibujo o escribe una oración completa en cada caja:

Primero	Después	Entonces
Después de esto	Entonces	Al final

 ¿Cuál es la cosa más importante sobre lo que leste en el libro?
Instrucciones:
 1. Contesta todas las preguntas.
 2. Contesta cuidadosamente en las líneas de puntos.
 3. Pega o engropa la hoja en tu cuaderno del lector.

Retelling and Summarizing

Visualizar
Título: _____
 ¿Qué página vas a leer para practicar a visualizar?
 Haz un dibujo de tu imagen mental en el espacio abajo.
 Escribe algunas de las palabras que la autora usó que le ayudaron a hacer esta imagen en tu mente.
 Comparte tu dibujo con alguien. Asígnale de hacer dibujos todas las palabras que le ayudaron a visualizar.
Instrucciones:
 1. Contesta cada pregunta.
 2. Contesta cuidadosamente en las líneas de puntos.
 3. Pega o engropa en tu cuaderno del lector.

Making Predictions

Determinar la importancia
Título: _____
 Piensa en el libro. Escribe toda la información importante en la burbuja de pensamiento.
 Ahora determina tres grandes eventos, palabras o hechos que son importantes para ti. Haz un dibujo para hacer las partes más importantes de tu libro.
 #1 _____
 #2 _____
 #3 _____
Instrucciones:
 1. Contesta cada pregunta.
 2. Contesta cuidadosamente en las líneas de puntos.
 3. Pega o engropa en tu cuaderno del lector.

Determining Importance

Hacer preguntas
Título: _____
 Haz una lista para preparar una entrevista.
 ¿Quieres saber...? ¿Por qué no...? ¿Cómo...?
 Me confundió. Estoy curioso por saber... No estoy seguro por qué...

Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta

Instrucciones:
 1. Contesta cada pregunta.
 2. Contesta cuidadosamente en las líneas de puntos.
 3. Pega o engropa en tu cuaderno del lector.

Asking Questions

Entender la estructura del texto
Título: _____

Estructura del texto	Dónde fue usado la estructura del texto	Cómo se usó la estructura del texto
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Instrucciones que puedes ver arriba:
 1. Contesta las preguntas.
 2. Contesta cuidadosamente en las líneas de puntos.
 3. Pega o engropa en tu cuaderno del lector.

Understanding Text Structure

Extension Activity

Nombre: _____ La fecha: _____

Direcciones:

En el libro *Sunken Treasure (Tesoro hundido)*, aprendiste como los barcos de búsqueda encuentran tesoros debajo del mar. Encuentra y encierra en un círculo las palabras del tesoro hundido en la búsqueda de palabras a continuación. Las palabras pueden ser diagonales, hacia atrás, de izquierda a derecha o hacia arriba y hacia abajo.



salvar	artefacto	restos	hundimiento	tesoro
barco	cubierta	oro	plata	joyas
monedas	gemas	arrecife	rociar	

H	S	M	Q	I	P	M	Z	Y	K	P	K	R
U	R	N	A	Y	O	J	X	T	G	L	J	E
N	G	B	A	R	C	O	C	R	E	K	P	D
D	H	G	F	R	I	Y	D	E	M	L	G	F
I	M	H	T	G	R	A	V	L	A	S	F	S
M	O	N	E	D	A	S	G	T	S	H	D	A
I	P	Y	S	B	Y	L	A	F	L	Y	S	G
E	I	U	O	V	T	O	B	O	R	O	E	H
N	L	K	R	F	G	I	T	B	J	G	F	J
T	K	J	O	C	H	C	H	H	H	F	I	U
O	W	G	G	D	A	Y	J	R	G	D	C	Y
R	D	F	H	F	J	T	K	A	F	S	E	T
A	T	R	E	I	B	U	C	I	D	A	R	R
T	F	T	J	J	M	R	L	C	R	Q	R	E
Y	R	D	U	K	K	E	I	O	T	W	A	D
A	H	W	S	O	T	S	E	R	Y	E	V	F