

# Treasure Island

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illustrated by Ali Teo

## Overview

This is a humorous narrative about a pirate and his crew searching for treasure, but there is a surprise in store. There is an audio version on the Ready to Read CD *Readalong 2008*.

## Suggested purposes

This book supports the comprehension strategies of making connections, analysing and synthesising, and inferring and provides opportunities for expressive, fluent reading.

## Text features

(This information is intended as a prompt for teachers rather than a list of teaching points.)

- the humour in the characterisation of Captain Black Patch (his reminders about sunhats, his love of sandcastles)
- the exaggerated nature of the text
- the topic-specific vocabulary – “Black Patch”, “Captain”, “chest”, “Land ahoy”, “longboat”, “telescope”, “Treasure Island”
- the lively writing style (complemented by the humorous illustrations):
  - the exuberant dialogue including exclamations and italics
  - the imperative verbs – “Lower the longboat”, “Don’t forget”, “Away we go”, “Dig deep”
  - the alternatives to said – “called”, “laughed”, “puffed”, “shouted”,
- the intriguing perspective (the view through a telescope) on page 3
- the repetition for emphasis – “dug and dug and dug”, “deeper and deeper”, “higher and higher”
- the irregular past-tense verb “dug”
- the comparative adjectives “deeper”, “higher”
- the compound words – “longboat”, “sandcastle”, “somewhere”
- the contractions “don’t”, “I’ve”, “there’s”, “we’ll”, “we’re”
- the initial consonant blends in “Black”, “spades”, “Three”, “through”, “treasure”, “tricked”
- the digraphs in “chest”, “cheers”, “chicken”, “chocolate”, “laughed”, “shouted”, “that”, “the”, “there’s”, “things”, “this”.

## Introducing the text

We suggest you paperclip the last page to the back cover to safeguard the surprise ending.

Discuss the cover and read the title. Encourage the children to share their knowledge of pirates and pirate vocabulary. Record their ideas on a chart. *What can you infer about the pirates from this illustration?* Have the children suggest names for the captain. *What type of pirate do you think he is? I can see that the chest is on the sand, so I wonder why the pirates are still digging ...*

Discuss the treasure map on the back cover and the significance of the X.

## The first reading

Read the names of the author and the illustrator.

Title page – Listen to the children reread the title.

Remind the children of the strategies you want them to focus on during the reading. Listen to them read the text themselves, providing support and feedback as necessary.

Page 2 – If necessary, clarify the meaning of “Land ahoy”. *What is Pirate Jack doing?*

Page 3 – Draw out the idea that the illustration is showing the view through Captain Black Patch’s telescope. If necessary, look at the illustration of the telescope on page 4. *Why is the treasure map in this illustration?* Briefly, revisit the names the children suggested for the captain. Have the children talk with a partner about how they think the captain got his name. If the idea is suggested, clarify that he has nothing to do with gangs.

Page 4 – Discuss how the longboats would be lowered, using the illustrations as support. Encourage the children to read Captain Black Patch’s dialogue out loud.

Page 5 – “*Sunhats and spades?*” *Captain Black Patch seems an odd type of pirate.* Use a different-coloured pen to add ideas about Captain Black Patch to the chart and tick the ones that match their prior knowledge.

Page 6 – *How will they know where to dig?*

Page 7 – Listen for “dug”. If necessary, help the children to chunk “im-por-tant”. *What important things do you think the Captain has to do? I wonder why he is taking his bucket and spade ... How are the pirates feeling about digging?* Draw attention to the clues in the illustrations and in the text (the unhappy facial expressions, they are puffing, there is sweat dripping off them).

Page 8 – *Do you think the pirates will find treasure soon?* Have the children think, pair, and share about what will happen next.

Page 9 – Encourage expressive reading! *Is this what you were expecting?* Have the children look at the illustration. Check the children realise that Captain Black Patch was using the sand from the hole to build his sandcastle. Revisit the chart and add any new ideas.

Page 10 – Encourage the children to predict what the pirates will do. Remind the children that the question marks are a guide to help them read expressively.

Page 11 – Listen for the emphasis on the italicised “do”. *I’m wondering what type of treasure Cook has made ...*

Page 12 – Enjoy reading this page! *Is this what the pirates expected? Is this what you expected?*

Discuss the idea of treasure not always meaning the same thing to everyone. *What did Captain Black Patch think of as treasure?*

### Ideas for revisiting the text

(Choose only one or two per session.)

Listen to the children reread the text, observing the strategies they use to manage the challenges in the text.

Discuss the characterisation of Captain Black Patch. *What do the illustrations tell us about the captain? What does the story tell us about him?* Revisit the chart.

Discuss the contractions used in the dialogue. Reread the dialogue out loud first then review the idea that they make speech sound more natural.

Focus on the irregular past-tense verb “dug”. Explain that when the captain says “Dig”, he is telling the pirates what he wants them to do, and that “dug” tells us that’s what the pirates did. The repetition is to convey the idea of continued activity. For ESOL children, who are less likely to be able to draw on their knowledge of English verb forms, you may need to provide further opportunities for practice.

Focus on any of the initial consonant blends or digraphs that the children may have been unsure of. List others that start the same way. You could talk about the “f” sound for “gh” in “laughed” and briefly mention some other examples, such as “enough”.

Explore the writer’s style. *How does this writer make this story sound exciting?* You could talk about the dialogue, the alternatives to “said”, the repetition that creates the idea of exhausting work, and the punctuation.

## Suggestions for further tasks

Have the children listen to the audio version on the CD *Readalong 2008* and read along with the book.

Read *A Gift for Aunty Ngā* (Gold) and *A Quilt for Kiri* (Purple) to the students to explore other concepts of treasure.

Use the text for readers' theatre, encouraging expressive reading.