

# Trash or Treasure

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Level 14

## Getting ready for reading

Ask: *Have you ever been to a jumble sale or a car-boot sale? What sorts of things did you see there? Have you ever bought a treasure from such a sale? Did everyone agree it was a treasure?* Children could share any experiences they have had when someone wants to throw out something that is precious to them but looks useless to everyone else.

## Talking through the book

You might introduce the book by saying: *This book is about a mother who decides to have a really big clean-out of the house.* Turn through the book asking children to discuss what they think is happening in the pictures.

## Reading the book

Children read the book individually while the teacher observes each child's reading behaviours and prompts children to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

## Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

### ***Being a meaning maker***

Encourage the children to support their answers with evidence from the book as they discuss these questions.

*How did the animals feel about Mum's spring-cleaning? How do you know? (You may have to reread the book to find the answer to this.)*

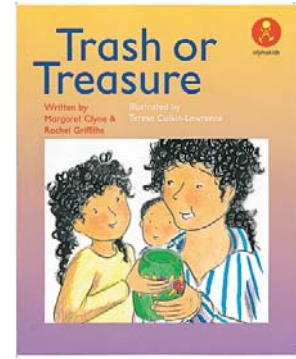
*Did Jess buy trash or treasure?*

*Why did she buy the things she did?*

*At the end of the book the mum says, 'You're a great shopper!' What does she mean by this?*

### ***Being a code breaker***

Children could find and discuss all words in the book that have double letters: *mess, too, stuff, all, need, school, floors, walls, cubby, roof, green, dressing, good, shopper*



## TEXT FEATURES

- **This book is a narrative about a mother's attempt to give some unwanted things to a fair. Her daughter buys them all back.**
- **There are up to seven lines of text per page.**
- **Illustrations carry some of the story.**
- **Direct speech is used.**
- **There are sentences of varying complexity and length.**

## Being a text user

What kind of book is this – factual or fiction?  
What parts of the book tell you that it is fiction?

## Being a text critic

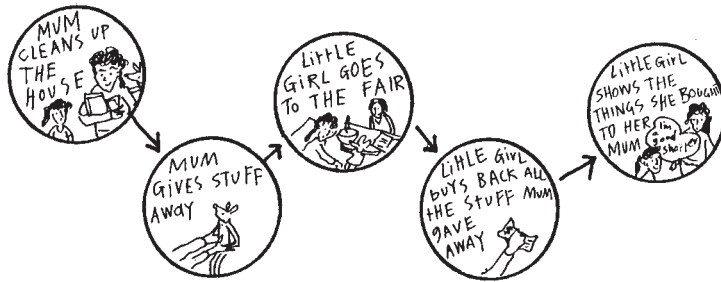
Discuss:

How is the family in the book the same as yours? How is it different?  
Would your mum give away things without asking you?  
Was the mum in the book fair?

## Literacy learning centres – follow-up activities

### INTERACTIVE INTERACTIVE LITERACY CENTRE

In pairs, children illustrate the sequence of events in the book using the sequence circles on Blackline Master 8.



### WRITING CENTRE 1

Children could write about a real or imaginary experience of visiting a trash and treasure fair.

### WRITING CENTRE 2

Children could make an illustrated list of all of the things they would give to a trash and treasure fair if they could choose what went from their house.

### WORD CENTRE

Children could read familiar texts to locate and list a range of words with double letters. These could be arranged in columns with the same double letter.

oo	ll	ss
book	all	Jess
good	tall	mess

### BOOK BROWSING CENTRE

Make a collection of books for children to browse, based on the 'trash and treasure' theme, for example: *Dogger* by Shirley Hughes, *The Tip at the End of Our Street* by Tohby Riddle, *Rummage* by Christobel Mattingly and *A Chair for My Mother* by Vera Williams.

### Keeping track

Children's ability to classify words by either sounds or letter patterns provides insight into their awareness of print and the phonic aspect of English.