



# GEOCACHING TREASURE HUNTING AROUND THE GLOBE

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**TEXT TYPE:** Info-fiction: Retell—Account  
**GUIDED READING LEVEL:** T

**SUMMARY:** This story tells of Marti Chang and her family, who are new to their town. It describes their interest in geocaching (GPS-aided treasure hunting) not only as a hobby, but also a way of learning about their surroundings, meeting new people with common interests, and of having family time together.

## TEXT FEATURES

- glossary
- bolded print
- titles
- captions

## VISUAL LITERACY

- photographs
- fact boxes
- chart
- illustrated globe
- enlargements

## TEXT SUPPORTS

- glossary
- bright, engaging layout
- strong photographic support
- fact boxes
- word pronunciations given
- definitions given
- main text written from child's point of view

## POSSIBLE TEXT CHALLENGES

- understanding of technical information
- complex information about global positioning, orbiting satellites
- challenging vocabulary, e.g., 'Global Positioning System,' 'satellite,' 'longitude,' 'latitude,' 'microcache'
- longitude and latitude co-ordinates

## FOCUS COMPREHENSION STRATEGY

- inferring

## FURTHER COMPREHENSION STRATEGY

- making connections: text to self, text to world

## ORAL LANGUAGE OPPORTUNITIES

- Place Mat strategy
- discussing with a group
- listening to others
- students read text aloud to others, who sketch responses to what has been read (option 3 in Focused Rereading)

## WORKING WITH WORDS

- word solving and building: reads an increasing range of homophones (words that sound the same but have different spellings and meanings) and is aware of their meanings in context

## ASSESSMENT OPPORTUNITIES

Observe each student's ability to:

- make inferences utilizing text and visual literacy features
- visualize what is being described and retold in the text
- make connections to the text based on previous exposure to geocaching
- understand the idea of homophones

## ASSESSMENT TOOLS

Select from the following:

- Inferring Strategy Checklist
- Comprehension Strategies Anecdotal Record

## BEFORE READING

### **Activate and build prior knowledge**

**ESL NOTE:** Before beginning, give students a few moments to read a passage of text to themselves. Have them point out the words that they find difficult and help them with the pronunciation and meaning.

#### **Making Connections: Text to Self and Text to World**

- Introduce the text and read the front and back covers. Ask students, *Has anyone heard of geocaching? Has anyone ever participated in a geocaching search before?* If a student acknowledges a personal connection to geocaching, have them elaborate on what they know or have experienced in regards to geocaching.

#### **Inferring and Text and Visual Literacy Features**

- Together with students, preview the book. Ask students to note the text features throughout the book and discuss with a partner the following features: captions, bolded print, close-up visuals, photographs, information sections, titles and subtitles, glossary, and the 'More About Geocaching' box on page 15. As a group, discuss how these features help readers to understand the text. How do these features contribute to filling in the information they have yet to learn about geocaching?

#### **Text Features**

#### **Introduce supports and challenges**

- Ask students to turn to page 2 and note the bolded words. Then turn to page 16. Ask the group how they might use the glossary to help them understand the technical language that has been bolded.

#### **Visual Literacy Features**

- Say to students, *Look at the words 'latitude' and 'longitude' on page 3. Then look at the globe illustration provided. How does the picture of the orange help you infer the meaning of these words and illustration of the globe?*

#### **Word Solving and Building**

- Write the words 'cache' and 'cash' on a whiteboard. Let students know that 'cache' is a word they will see a lot in this text. Let them know that although it sounds like the word 'cash,' it has a different meaning and spelling. Say to students, *This is an example of a 'homophone'—or a word that sounds the same as another word but with a different meaning and often with a different way of being spelled.* Ask if any students can define 'cache.' Refer to the bolded reference to it on page 2 and guide them to the glossary for help.

#### **Inferring**

#### **Set a purpose for reading**

- Ask students to think about why geocaching is an activity that can be good for their health and good for the environment.

#### **Provide for early finishers**

- Ask students who finish reading to find a partner who has also finished. Each contributes one idea related to the purpose set in a discussion with

their partner. After both partners have listened to the other's idea, have them provide some constructive commentary on the ideas presented. Did one student think of something the other might have been missed? Were students able to build on ideas presented?

## DURING READING

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### **Monitor reading**

- Have a student read a portion of the text aloud to you. Note the word-solving strategies used as the student negotiates the text. Encourage students to pay attention to the bolded terms and look these up in the glossary as it is included to assist them when they encounter difficult words.

**TEACHING TIP:** Pause after reading the following text at the bottom of page 5: 'Three metres. We keep walking. Four metres...' Ask students, *Can you get a sense of how far that might be? What could you do to help you understand these distances?*

### **Observe**

- Make observations on your assessment tools. (See the *Inferring Strategy Checklist* and the *Comprehension Strategies Anecdotal Record* in the *Grade 4 Literacy Support Guide*.)
- Note any successful reading strategies you observe, e.g., *I liked when Saul used inferring to conclude why 'The Geocacher's Promise' on page 15 was necessary. Saul said some people must not take care of their surroundings when they are geocaching. He also said some children might have been hurt when geocaching in areas that were a bit unsafe.*

## AFTER READING

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### **Revisit the purpose for reading**

- Have students thought about the purpose set for reading? After reading the text, can they suggest ways in which geocaching is good for their own health as well as their environment? If not mentioned, you can discuss the fact that cars aren't necessarily needed to participate in geocaching, which helps our environment by not adding vehicle emissions into it. In groups of four, students can think about and discuss this purpose during a Place Mat activity (see *Oral Language Strategies* in the *Grade 4 Literacy Support Guide*). Students can share their ideas with the larger group afterwards. At the end of the activity, allow students an opportunity to comment constructively on the contributions of the group members (i.e., was the group able to extend on contributions—did others contribute ideas and information that might not have been thought of otherwise?).

### **Inferring**

### **Check on outstanding challenges**

- Review and discuss any challenges students experienced. Did some students find math and navigational concepts students mentioned in the text difficult? Did they have difficulties with the illustration of the globe or the longitude/latitude co-ordinates on page 3? What strategies could they use to overcome them? What strategies have they been using successfully that might also be applied to these challenges?

#### **TEACHING TIP:**

The following can be used as an exercise in visualizing. Say to students, *It is important, but sometimes difficult, to visualize directions by reading them. Can you visualize Marti's route to find her geocache on pages 10 and 12? Perhaps drawing a simple diagram while rereading will help you visualize the route and directions seen on this page.*

### **Note successful strategy use**

- Have students share their metacognitive thinking as they self-monitored their reading. Ask students, *What text features did you use to help you understand the story?*

## **FOCUSED REREADING**

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Three options are provided for focused rereading in the next Guided Reading lesson. Choose an activity that meets the needs of your students, or you might select a Reader Response activity from the *Grade 4 Literacy Support Guide*.

### **Written**

- Write a continuing paragraph of how the **CITO** event mentioned by Marti turned out. Be sure to involve her family in much the same way.

### **Artistic**

- Choose an area where you would like to go geocaching. Create a poster that shows what you might see, the surrounding area, some of the obstacles you might encounter, the pathways you may take, the people you might see, and so on.

### **Oral/dramatic**

- In groups of three or four, students take turns reading a short passage from the text they found interesting to others in the group. The other students then sketch and illustrate the passage that has been read aloud to them. Provide enough time for students to complete sketches, keeping in mind they do not need to provide great detail in their sketches as there is not sufficient time. After sketches are complete, have students explain them to the group members.

**Inferring**

**Inferring: Visualizing**

**Self-monitoring**