

Gold Mountain



BEFORE READING

Have volunteers read the title of the book and the introduction on the Pagesaver. Ask students to share any knowledge they may have about the life of pioneer children.

READING


Ask students what they want to discover when they read the book. Suggest that they think about the title and read to find out what Gold Mountain is. Use questions such as the following to guide the reading:

- *What happens that forces the children to help with the laundry? How do they feel about their new responsibility? (Ch. 1, 3)*
- *Why do the miners come to Hannah's cabin? (Ch. 2–6)*
- *How does Mr. Litchner feel about the Wongs finding gold? (Ch. 5)*
- *Why does Hannah's family go to San Francisco? (Ch. 7)*


AFTER READING

Discuss a typical day for Hannah and Jack. Ask questions such as *How is life different today? Would you enjoy living like Hannah and Jack?* You may wish to distribute copies of the Comprehension Master on p. 81.

Vocabulary Activity: Definitions Card Game

 **Materials:** list of Key Vocabulary words, index cards
Have pairs of students write each Key Vocabulary word on two index cards (one word per card). Have them shuffle the cards and use them to play a game of Go Fish in which the player asking for a card states the definition of the word, e.g., *Give me your word that means "a large rock."*

Writing Activity: A Letter from California

 **Materials:** none
Ask students to recall how Hannah and Jack used the gold flakes they found. Tell them to imagine that they are living in California during the Gold Rush and have found gold! Have them write a letter to someone describing how they found the gold and telling what they plan to do with it.

ESL Activity: Idioms

Materials: none
Have students read the first sentence on page 36 aloud. Explain that *how the cow ate the cabbage* is an idiomatic expression. Have students read the next two sentences, as well as Mr. Litchner's response, to understand the meaning of the idiom. Write sentences containing idiomatic expressions on the board, such as *Papa was down in the dumps because he could not walk*. Have students underline the idiomatic expression and use context clues to explain its meaning.

MINI LESSONS

■ READING STRATEGY

Genre: Recognizing Historical Fiction

Explain that historical fiction is a made-up story that is set in the past. The events in the story could have really happened and are often based on something that did happen. Have students recall story elements that identify *Gold Mountain* as historical fiction. Read summaries of other books and have students identify the ones that are historical fiction.

■ LANGUAGE SKILL

Recognizing Action Verbs

Write *wash, talking, rocked, speak, knelt, bowing, share, and kept* on the board. Have a volunteer read the words. Ask students to study the words and tell how they are alike. Lead them to discover that all the words tell what something or someone does or did. Next, provide the subject of a sentence and have a volunteer complete the sentence using one of the action words. Continue until all action words have been used.

PHONICS/WORD STUDY

Understanding Possessive Nouns

Write the following sentence on the board and have a volunteer read it aloud: *Mama washed the miners shirts.* Ask whose shirts Mama washed. Lead students to discover that the word *miners* is missing an apostrophe to show ownership. Have a volunteer add an apostrophe to make the word mean *one miner*. Rewrite the sentence and repeat the procedure for the plural form (*miners'*). Discuss two rules for forming possessive nouns. Have students find other examples of possessive nouns in the book.