



### Inquire to Learn!

There are many ways in which *The Hidden Treasure/ Treasures of Sri Lanka* can be used as a base for Inquiry Learning. This is just one suggestion.

## Session 1

Using the Big Book, share-read *The Hidden Treasure*, stopping at natural points for discussion. Draw on the students' prior knowledge of families, treasure, farming/growing crops, and hard work/rewards.

### Possible Starter Questions for Discussion

**Families:** *What do people in a family do?* Discuss that people in a family look after each other and make sure that everyone in the family has what they need.

**Treasure:** *What is a treasure?* Encourage the children to understand that a treasure can be anything valuable, and different things are valuable to different people. Introduce the word *taonga* and discuss that in Māori culture a *taonga*/treasure can be anything from a precious family object to a word or a memory.

**Farming/Growing Crops:** *Where do farmers get money from to buy food and other things they need?* Ensure the children understand that farmers sell the crops/produce they grow or the livestock they raise to earn money.

**Hard Work/Rewards:** *How does it feel to get rewarded for something good you have done? Can knowing that you have done a job well be its own reward?* Discuss that working hard and doing well feels good, and that it is its own reward. Use examples relevant to your children.

### Text and Illustration Based Inquiry Questions

Cover: Look at the cover and read the title *The Hidden Treasure*. Ask, *What do you think the men are doing?*

Cover, title page, PP. 2–3: *The Hidden Treasure is a story from Sri Lanka. What can you tell about Sri Lanka from looking at the illustrations?* Help the children to make the connection between the lush vegetation, light clothing, and open house design and a tropical climate.

P. 3: Discuss the sentence “*The boys did not know the value of hard work.*” Help the children understand why this would make a dying father worry about his sons.

P. 4: Ask, *What do you think the treasure might be?*

P. 7: Discuss the sentence, “*But when you look, you will find it.*” Ask, *How can the old man be sure that his sons will find the treasure if they look for it?*

PP. 8–9: *The sons have been working hard to find the treasure, but they haven't found it yet. How do you think they are feeling?*

# The Hidden Treasure/Treasures of Sri Lanka

## Teacher's Notes continued

PP. 10–11, 12–13, 14–15: Revisit the text and discuss that the four sons decide together to plant the field with rice, then they follow this up by working together to plant the rice, look after the plants, and then harvest the rice. Discuss the word *cooperation* and talk about how the four sons cooperate by working together. Ask, *How else do the four sons cooperate?* (By sharing the rice and the money.) Ask, *Is the rice and the money the treasure the four sons were looking for? What else could be the treasure?*

P. 16: Revisit the text and ask, *How can hard work be a treasure?* Discuss that the four sons have not only learned how to look after themselves through hard work, but they have also learned to cooperate and work together as a team. Revisit the text on P. 7 and discuss that the old man knew exactly what he was doing when he said, *“But when you look, you will find it.”*

### Further Discussion and Inquiry Extension

Share-read the story *The Little Red Hen* and compare it to *The Hidden Treasure*. Ask, *How would the story of the Little Red Hen have been different if the other animals had cooperated with her?*

Have the children grow plants such as peas, beans, or mung beans in the classroom so they can experience planting seeds, watering their plants, and watching the little plants grow into bigger plants. If you have a school garden, this project could be extended to growing and caring for plants in the garden over an extended period of time.

Research to learn more about rice production in Sri Lanka, where rice is the most important crop. Help the children to cook and eat rice or use dry rice in empty plastic bottles to make musical instruments.

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## Session 2

Using the Big Book, share-read *Treasures of Sri Lanka*, stopping at natural points for discussion. Draw on the students' prior knowledge of Sri Lanka and Sri Lankan culture, festivals; elephants; rice, tea, rubber, coconuts, cinnamon; treasure/time capsules.

### Possible Starter Questions for Discussion and Inquiry

**Sri Lankan (Sinhalese) Greeting:** *People in Sri Lanka speak Sinhala or Tamil. Does anyone know how to greet someone in Sinhalese? It is ayubowan. This greeting is often said with bent arms and the palms of the hands pressed together.*

**Cover:** Look at the cover of *Treasures of Sri Lanka* and ask, *What do you think the women are picking?* (Tea)

**Location of Sri Lanka/Geography:** Look at the map on P. 1 of *Treasures of Sri Lanka* and note the location of Sri Lanka in South Asia. Compare this map to a world map and find Sri Lanka and New Zealand on it. Discuss Sri Lanka's location in relation to New Zealand. Ask the children to predict why Colombo is marked on the map with a red star. (Colombo is the capital of Sri Lanka.) Talk about capital cities as the home of a country's government and ensure that the children know that Wellington is the capital of New Zealand. If any of the children come from Sri Lanka or have visited it, invite them to share their experiences. Revisit the text on P. 1 – *“It is smaller than the North Island of Zealand. Yet 20 million people live there.”* and compare the population of Sri Lanka to New Zealand's population of 4.4 million.

# The Hidden Treasure/Treasures of Sri Lanka

## Teacher's Notes continued

**Climate and Crops:** Revisit the opening two sentences on P. 2 of *Treasures of Sri Lanka* – “Sri Lanka is tropical. Warm weather and rain help things grow.” Discuss the word *tropical* and explain that Sri Lanka has two seasons: a wet season and a dry season. Talk about the main crops that grow in Sri Lanka’s tropical climate: rice, tea, rubber, and coconuts and make sure that the children know what these crops are and what they are used for.

**Cinnamon:** Explain to the children that cinnamon is often used in muffins, cakes, and desserts. Ask, *Have any of you used cinnamon in baking?*

**10 Facts About Sri Lanka:** Review PP. 6–7 of *Treasures of Sri Lanka* and ensure that the children fully understand the content e.g., it may be necessary to provide them with a simple explanation as to how waterfalls are used to make power. Review the word *exporter* and write definitions for *export* and *import*.

## Further Discussion and Inquiry Extension

Learn about other festivals or special events that are celebrated in Sri Lanka e.g., Thai Pongoi, Duruthu Poya, or Independence Day. What foods are traditionally eaten at these events? It may be possible to share some Sri Lankan food with the class.

Challenge the students to learn more about tea and the importance of tea production to Sri Lanka.

Research art made with dried tea leaves and art made with tea bags. Challenge the students to make their own arty creations using tea.

Bring in some cinnamon for the class to smell and taste. It may be possible to do some simple baking using cinnamon.

Challenge the students to work in groups to research and write 10 Facts About New Zealand based on the model on PP. 6–7 of *Treasures of Sri Lanka*.

Follow the instructions on P. 8 of *Treasures of Sri Lanka* and make a whole-class “hidden treasure”/time capsule that can be buried at school or challenge the students to make individual “hidden treasures/time capsules” at home.