



## Broward County Public Schools Videoconference

**Writing Traits:** Organization and Sentence Fluency  
**Lesson:** Searching for Sunken Treasure  
**Instructor:** Evelyn Nelson  
BECON Distance Learning Teacher

- Grade Level:** Grade Four  
**Sunshine State Standards:** LA.B.1, LA.B.2, SS.A.1, VA.B.1, and VA.E.1  
**Benchmarks:** LA.B.1.2.1, LA.B.1.2.2, LA.B.1.2.8, LA.B.1.2.9, LA.B.2.2.6, SS.A.1.3, VA.B.1.2.1 and VA.E.1.2.3.  
**Infusion Points:** Language Arts, Social Studies, and Visual Art  
**Objective(s):**
1. Students will complete a paragraph using sentences that are complete, except when fragments are used purposefully, and using a variety of sentence structures.
  2. Students will prepare for writing by focusing on a central idea and listing supporting details.
  3. Students will create a narrative in which ideas, details, and events are in a logical order and are relevant to the story line.
  4. Students will be able to relate the timeline of the *Atocha* over the span of recent years and past centuries.
  5. Students will understand that subject matter used to create unique works of art can come from personal observation.
  6. Students will understand the value of contributions of art galleries and museums.

**GUEST WRITERS:** Students will read their paragraphs from last week’s lesson.

### LITERATURE FOCUS:

**Book Title:** Sunken Treasure

**Author and Illustrator:** Gail Gibbons

**Story Summary:** This book describes the many-years-long search for the treasure that went down with the *Atocha*, a Spanish galleon sunk off Florida in a hurricane in 1622.

### ACTIVITIES:

- The videoconference Instructor will read Sunken Treasure to the students, asking students to note the way the author lists each step in the procedure of searching for the treasure.
  - Special note will be made of the different procedures and materials the artists used to capture every detail of the treasure.
- The Instructor will discuss with the students how the author uses a variety of sentence types to describe each step in the search for sunken treasure.

- A list of sentence beginnings will be used to demonstrate how much variety the author used. (see Teacher Notes for examples)
- Working as a group the teacher will guide the students in writing a paragraph describing a process or procedure, i.e., making a peanut butter and jelly sandwich or tying shoes.
  - While recording the process, classroom teachers should help students focus on sentence fluency and using the author’s examples
- Students will then share their procedures.

**WRITING ASSIGNMENT:**

- Students will expand their paragraphs into a two-page essay describing a process or procedure.
  - Science concepts studied in class make excellent topics.

**MATERIALS NEEDED:** Paper and pencil for each student

**LESSON EXTENSION:**

**Related Website:** Remembering Mel Fisher  
[http://www.shipwrecktreasures.com/remembering\\_mel\\_fisher.htm](http://www.shipwrecktreasures.com/remembering_mel_fisher.htm)

**Related Book:** O’Byrne-Pelham, F. (1989). The Search for the Atocha Treasure. Oviedo, FL: Mickler’s Floridiana, Inc. A discussion for juveniles of the sinking of the Spanish galleon, Atocha, off Key West, its discovery by Mel Fisher and the archeological importance of the found treasure. Well-illustrated.

**TEACHER NOTES:**

**The Sinking:**

*It is 1622. (sets date)*

*The Atocha, with its fleet of sister ships, makes its way back from South America to Spain.*

*As the ships near Florida, a hurricane gathers strength. Wind rips at the Atocha’s sails.*

*Suddenly, a huge wave lifts the ship and throws it against a reef.*

*The hull breaks open, and the Atocha sinks beneath the waves.*

**The Search:**

*Spain wants its treasure back. Search ships are sent out.*

*But the Atocha cannot be found.*

*Hundreds of years go by. (Sequencing)*

*In the early 1960’s, a new search begins.*

- (Procedure)*
1. Search boats go to where it is believed the Atocha went down.
  2. Boats are fitted with modern equipment. *When the instruments register a “hit,”* divers go down to investigate.
  3. Large elbow-shaped pipes are swung into place. Nothing is found
  4. Where should they look next? *(Use of a question to give momentum to story)*

Mel Fisher asks for help from an expert.

5. *Finally*, in 1970, he finds a clue!

6. A search boat *moves to* the new location.

**The Find:**

*And then it happens* – a big “hit” registers on their equipment.

“We found it!” (*Use of quotations for emphasis*)

**The Salvage:**

*Now* the treasure can be brought to the surface.

*Again*, everything found is sketched and photographed.

*Each day* the work continues...The salvage *goes on* for weeks, months, and years.

**Restoration & Preservation:**

*In a building back on the mainland*, other workers sort the treasure as it is brought in *from the salvage site*. (*Transition shows treasure moving from sea to land*)