

The Bommyknocker Tree

PM Level 29

Sapphire

Text Type Narrative

Running Words 3097



Preparing for Guided Reading

Orientation to the Text

- The tree in front of his house is special to Scott. Up in that tree he can think ... he can let his mind wander. Invisible, camouflaged by the tree's plate-sized leaves, he can watch as life goes on around him. Then one day Scott learns that his beloved tree is marked for removal. Can he save the bommyknocker tree before it is gone forever?

Prior Knowledge

- What information does the blurb give us? What text type might this be? What text features suggest this? Ask students to describe the features of narratives. What vocabulary would you expect to find in this text? What is a bommyknocker? What reasons do you think the author might have had for choosing *The Bommyknocker Tree* as the title?

Building the Balanced Reader

Grammatical Conventions

- Locate specific verbs in the text, e.g. *rummaged*, *squinted*, *slumped*, *thumped*, *wafted*.
- Identify adverbs that add meaning to the verbs, e.g. *casually*, *hardly*, *hopefully*, *impatiently*, *tightly*, *suddenly*.
- Discuss hyphenated words, e.g. *cherry-picker*, *chopped-down*, *plate-sized*, *stilt-walking*, *tired-looking*.

Vocabulary

Key Vocabulary

apparently, *applause*, *assemble*, *bommyknocker*, *brandishing*, *camouflaged*, *canopy*, *clamour*, *distracted*, *donned*, *impatiently*, *massive*, *panicked*, *responsible*, *rummaged*, *schedule*, *sycamore*, *trudged*

Spelling

- Revise the contracted words *didn't*, *don't*, *he'd*, *that'll*, *we're*, *we'll*.
- Practise writing compound words: *chainsaw*, *driveway*, *neighbourhood*, *newspapers*.
- Revise the rule for doubling the consonant after a short vowel before adding *ing*, e.g. *cutting*, *potting*, *trimming*.

Visual Literacy

- Look at the illustration on p. 13. Ask students how Scott is feeling. What techniques has the illustrator used to create a sense of how he is feeling?
- What do you know about Mr Jakob just by looking at the illustrations on pp. 17 and 19?
- Looking at all the illustrations, why do you think green tones have been used so strongly? What feeling is the illustrator trying to create within the reader?

Focusing on the Story – Guided Reading

- What was 'marked for removal'? What does this mean? Who makes this decision?
- Discuss how Scott felt asking the librarian for help. Ask students to describe how they would feel in his position.
- Compare and contrast Scott's perception of the tree with Mr Jakob's son. Why are their feelings different?
- Discuss Kali's reaction of thumping the table when he was told about the removal of the tree. Ask students to explain how they would have reacted.
- Ask students to describe their behaviour when they are upset about something. Decide if this behaviour is reasonable.
- Explain what Mr Jakob did to try to hinder the tree loppers. Talk about how successful he was.
- Discuss what Scott and Kali will need to do regarding the tree in the future. Do you think they will stick with their agreement? What might happen if they don't?

Comprehension

- Why does Mr Jakob's son want the tree removed? (*Literal*)
- Why is the title of Chapter 5 *Round One*? (*Inferential*)
- What do you think might have happened if the tree loppers had proceeded? (*Applied Knowledge*)

Follow-up Activities

- Ask students to consider the imagery in the text, to form descriptions about the features of the *bommyknocker tree*. Using these descriptions allow students to compose their own shape poem and publish it.

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Learning Intentions

- We are learning to understand a range of concepts that occur in the text.
- We are learning to understand more complex vocabulary as it relates to specific events in the text.

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Success Criteria

- I can identify and discuss concepts that occur in the text.
- I can understand and use more complex vocabulary when I discuss events that occurred in the text.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up