

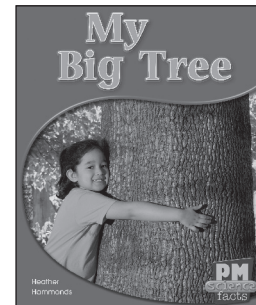
My Big Tree

PM Level 5/6

Red

Text Type Observation

Running Words 126



Preparing for Guided Reading

Prior Knowledge

- Explain that this book tells the reader many things about a big tree, and gives information about the creatures who live in the tree.
- Discussed why many birds build their nests among the leaves of the tree.

Orientation to the Text

- In this book, a girl tells the reader about a tree outside her house, and some of its inhabitants, including ants, birds and bees.

Key Language Structures

- Use of first-person present tense to convey information in a personal tone.

Building the Balanced Reader

Concepts About Print

- Letter cluster -ee: *tree, bees*.
- Revisit letter names and sounds: *Ll, Cc, Bb*.
- Reinforce first and last letters of a word.

Vocabulary

Key High-frequency Words

eating, into, like, run, some, they

Content Words

tree, garden, leaves, ants, grass, caterpillar, leaf, nest, baby, birds, cheeping, mother, bees, flowers, buzzing, butterfly

Decoding

- Recognise high-frequency words within the text.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.

Focusing on the Book – Guided Reading

- **Cover** Talk about the book title, and the fact that the girl likes her tree very much.
- **pp. 2–3** Direct students to look at the girl's tree. Ask, *Where is the girl's tree? How do we know that the tree is very big?*

- **pp. 4–5** Direct students to look at all the leaves on the tree. Talk about the colour of the leaves, and the quantity. Ask, *Why do you think the girl likes looking up at the leaves?*
- **pp. 6–7** Talk about the ants on the tree. Ask students why they think the tree is a good place for ants to look for food.
- **pp. 8–9** Direct students to look at the caterpillar on the leaf. Ask, *What is the caterpillar doing to the leaf?*
- **pp. 10–11** Ask students to look at the picture on p. 10, and locate the nest. Ask, *What is the mother bird doing to look after her babies on p. 11?*
- **pp. 12–13** Ask students if they know what the bee is doing to the flower. Direct students look at the pollen sack on the bee's leg, and discuss its purpose.
- **pp. 14–15** Ask, *How does the girl feel about the butterfly coming towards her? What do you think the butterfly is doing on the flowers?*
- Discuss the ending -ing on: *buzzing, cheeping, eating, going, looking*.

Comprehension

- How do you think the mother bird looks after her babies? (*Inferential*)
- Why do bees look for flowers? (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: choosing correct nouns to complete sentences, then drawing illustrations to match; choosing correct nouns to match sentences; matching animals with the places they are seen in the book, then drawing pictures to match; adding +ing to a range of verbs.
- Ask students to think of other creatures that might live in the tree in the book, or that could eat its leaves or bark. Have them choose one creature and draw it in the tree.
- Have students draw what they think the tree would look like in summer, winter and autumn.

Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning the purpose of punctuation marks.
- _____

Success Criteria

- I make sure that when I attempt to read an unknown word, it sounds and looks correct, as well as makes sense.
- I change my voice to show that there are quotation marks and words printed in bold in the text.
- _____

Guided Reading Notes

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