

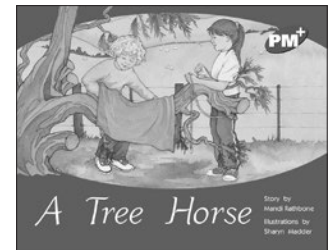
A Tree Horse

PM Level 14

Green

Text Type Narrative

Running Words 223



Preparing for Guided Reading

Orientation to the Text

- Re-read *A Crocodile and a Whale* (PM level 7). Encourage students to talk about their own imaginative play experiences.

Prior Knowledge

- In this story, Clare and Abby pretend that a tree branch is a horse. There are many purposeful opportunities for talking, reading and thinking while students recreate meaning from this story.

Key Language Structures

- Some sentences contain two independent clauses, joined by a conjunction, e.g. *Abby climbed off the branch and ran back to the house with Clare.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

branch, towel, yet

Content Words

moving, painted, pictures, push, riding

Decoding

- Encourage automatic recognition of high-frequency words.
- Provide support when students attempt to decode words into sound segments.

Fluency and Phrasing

- Provide appropriate intervention when students need to self-monitor, e.g. *Read that sentence again. The words have to make sense and sound right.*
- Encourage students to gradually improve their abilities at processing printed text. Ask, *What did you notice when you said . ? How did you know that word was ... ?*
- Emphasise reading with fluency that encompasses understanding. Read sentences from the text to model changes in tone, pitch and volume.

Focusing on the Book – Guided Reading

- Explain that the setting and characters are the same as in *The Skipping Rope*. Read the title. Predict what the story might be about.

- Read p. 2–5 to find out what the girls did because of their shared interest in horses.
- Study the illustrations on pp. 6–9. Notice that the low branch is safe for the girls to scramble up onto. Discuss rules for safe play.
- Encourage students to talk and think about the illustrations as they read the text, e.g. the towel draped over the branch resembles a saddle, the rope is the bridle, etc. Some students could mime the girls' actions as they made their horse go 'faster'.
- Revise verb endings: *ed* – *loved, painted, wanted, lived, climbed*; *ing* – *moving, riding, going*.
- Discuss rhyming words and add new words: *get, met, __; down, town, __; mat, cat, __; for, door, __.*
- Discuss the possessive pronoun *their*.

Comprehension

- Where did Abby go to stay with Clare? (*Literal*)
- What made the branch feel like a horse? (*Inferential*)
- What did Clare and Abby pretend to do with their horse? (*Inferential*)

Follow-up Activities

- Provide students with a selection of books, photographs, newspaper articles and videos about horses to extend their understandings. Have them record information or share it orally.
- Record students' ideas about imaginative play experiences on the whiteboard. Have them write about and draw their ideas. Display their work as a concertina booklet.
- In pairs, have students role-play the story from p. 6 onwards. Ask them to include dialogue between the two girls, as in the book.
- Make posters about 'Safe Play'.

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Learning Intentions

- We are learning to adjust pace, volume, pitch and expression to demonstrate our understanding of the text when reading aloud.
- We are learning to retell the events in the text and include details that elaborate on the main ideas.

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Success Criteria

- I can adjust the pace, volume, pitch and expression in my oral reading to show my understanding of the text.
- I can retell the events in the text and include details that elaborate on the main ideas.

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Guided Reading Notes

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