

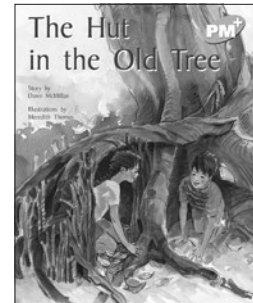
The Hut in the Old Tree

PM Level 17

Turquoise

Text Type Narrative

Running Words 396



Preparing for Guided Reading

Orientation to the text

- Encourage students to talk about conflict situations they have experienced. Discuss the actions they took to resolve the events.

Prior knowledge

- Tess and Nathan are new characters to the PM series. This story encourages discussion which will help students to develop strategies when resolving conflict situations.

Building the Balanced Reader

Vocabulary

Key vocabulary

empty, grandmother, through, tunnel

Content Words

anything, break, crawl, crawled, Hey, quietly, tomorrow, upset

Decoding

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of prefixes and suffixes to assist in decoding unfamiliar words.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including: applying prior knowledge, thinking aloud, attending to details in illustrations, attending to print details.

Focusing on the story – guided reading

- Read the title together. Introduce the new characters, Tess and Nathan. Discuss the cover and title page illustrations.
- Talk about why the children liked to stay with their grandmother.
- Have students search for information in the text to explain how the hut was made.
- Ensure that students understand that the hut was broken not once, but twice! Talk about Tess and Nathan's feelings. Have students predict what might happen next.
- Study the illustration on pp. 10–11. Ask, *What does this picture tell you about how Danny is feeling?*

- Observe Danny's defensive attitude, and Tess and Nathan's slightly accusing manner. Talk about how the conflict was amicably resolved.
- Discuss how Danny had no one to play with and was not breaking the children's hut on purpose. Talk about how Tess and Nathan's
- kindness toward Danny helped resolve the problem of the broken hut.
- Examine verb groups, e.g. *break, breaking, broken; try, trying, tried; find, finding, found; cry, crying, cried*.
- Revise the blend *qu* in *quiet* and *quietly*. list other words that contain this sound.
- Discuss vocabulary related to time, e.g. *morning, afternoon, tomorrow, next day*.

Comprehension

- What did Tess and Nathan love to do at their grandmother's place? (*Literal*)
- Did Nathan think someone was breaking the hut on purpose? How do you know? (*Inferential*)
- How did Tess feel about Danny being in the hut? (*Inferential*)

Follow-up activities

- Discuss strategies for resolving conflict, e.g. identifying the problem, generating solutions, considering the consequences, listening to another's point of view, etc. Make a chart of students' ideas. Ask them to draw pictures of situations where these strategies could be applied. Paste these onto the chart.
- Discuss alternative endings to the story. Have students write about their ideas. Add appropriate illustrations.
- Write these two statements on the whiteboard: *Danny had broken the hut, therefore he should not be allowed to play in it* and *Danny had not meant to break the hut, therefore he should be allowed to play in it*. Encourage students to discuss their opinions about the two statements.
- Invite students to describe how a garden that would be suitable for playing in might be arranged. Have them design a garden they would like to play in.

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Learning Intentions

- We are learning to explicitly refer to the illustrations to gain a deeper level of understanding of the text.
- We are learning to draw on a range of skills and strategies to improve our knowledge of the text.

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Success Criteria

- I can use the illustrations to provide additional information to help me understand the text.
- I can use my knowledge of high-frequency words, prefixes and suffixes, re-reading and reading on to gain a deeper understanding of the text.

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Guided Reading Notes

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