

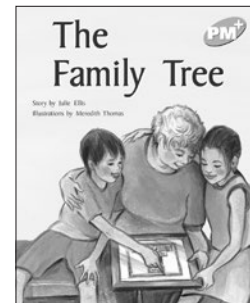
The Family Tree

PM Level 22

Gold

Text Type Narrative

Running Words 711



Preparing for Guided Reading

Orientation to the text

- Have students talk about moving house. Invite them to share their experiences.

Prior knowledge

- Moving to a new home can be a daunting experience for an older person. In this story, Tess and Nathan show initiative in helping their gran feel happier about the move.

Building the Balanced Reader

Vocabulary

Key vocabulary

perfect, spread, unhappy, weren't

Content Words

added, albums, border, computer, course, deleted, faded, file, frame, person, portrait, pressed, printed, scanned, screen, struggled, wedding

Decoding

- Encourage automatic recognition of an expanded range of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes, syllabification, familiar words and scanning across words to assist in decoding unfamiliar words.
- Attempt to decode unfamiliar words by predicting the behaviour of the characters and the events in the text. Provide support and encouragement when necessary.

Focusing on the story – guided reading

- Read the title. Discuss the cover illustration. Ask, *What is a family tree?*
- Discuss Gran's reluctance to move into a new house.
- Talk about why the photos are black and white. Discuss Gran's response to Nathan's question. Talk about why the children might be interested in the old photos. Predict how the photos could be used to make a family tree.
- Note how the photos have been arranged in a time line. Discuss the differences between formal portraits and informal photographs.

- Encourage students to share their own experiences of using a scanner and making borders with computer software. Discuss Nathan's feelings.
- Appreciate the effort taken by both children to make something special for their gran. Ask, *Why did the family tree turn the house into a home for Gran?*
- Revise ordinal names, e.g. *first, second*.
- Discuss homonyms, e.g. *their, there; new, knew; where, wear; two, to; four, for*.
- Revise more difficult blends: *struggled, through, spread, screen*.
- Find examples of opposites formed by *un*: *happy, unhappy; pack, unpack*.
- Look at different types of print, e.g. newspaper headings, posters, various computer fonts, handwriting, etc.
- Search the text for examples of short sentences, e.g. *But Gran was upset, She looked tired*. Discuss how the children could use short sentences in their own writing to enhance meaning.

Comprehension

- What were Nathan and Tess doing at the start of the story? (*Literal*)
- Why were there four rows of photos on the family tree? (*Inferential*)
- Why did Tess make a back-up file of the photos? (*Applied Knowledge*)

Follow-up activities

- Using photos from home, have students make their own family trees.
- Ask students to draw portraits of their families. Show them how to use a scanner to scan each picture onto the computer screen. Add borders before printing. Paste the print-outs onto card. Have students share these with their families.
- Talk about moving into a new house. Ask students to each draw a floor plan of their own house, showing each room and its furnishings.

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Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, syllables, familiar words, affixes and scanning across words to decode the text.
- We are learning to make predictions about the text based on our applied knowledge, personal experiences, vocabulary in the text, and potential solutions to the problem encountered by the characters.
- _____

Success Criteria

- I can use my knowledge of high-frequency words, phonics, syllables, familiar words, affixes and scanning across words to assist me in decoding the text.
- I can predict events in the text based on prior knowledge, personal experiences, vocabulary and potential solutions to the problem presented in the text.
- _____

Guided Reading Notes

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