

The tree horse

PM Level 2/3

Magenta

Text Type Narrative

Running Words 56



Preparing for Guided Reading

Prior Knowledge

- Students should be familiar with the basic structure of a narrative text as having an orientation, a problem and a resolution.

Orientation to the Text

- Finn is scared of the big horses that his dad shows him. Then he spots the tree horse, which is just the right size for him.

Key Language Structures

- Direct speech is featured throughout the text:
“Look at the brown horse,” said Dad.
- Descriptive adjectives are used: *brown, white, big*.

Building the Balanced Reader

Concepts About Print

- Ensure that students are familiar with the skills involved in handling and reading a book – awareness of the front and back of the book, the starting point for reading, page turning and directionality, word-by-word matching.

Vocabulary

Key High-frequency Words

at, big, Come, Dad, here, is, Look, not, said, the

Content Words

brown, horse, too, tree, white

Decoding

- Support students to identify the sounds in the word *brown* and to blend them into chunks – *br-own*.
- Look at the word *white*. Ask, *What two letters make the ‘w’ sound in ‘white’? What other words do you know that start with ‘wh’?*

Fluency and Phrasing

- Model reading the first page of the text for students. Ask, *How did I change my voice to show that someone was talking?*

Focusing on the Book – Guided Reading

- Look carefully at the cover illustration and read the title. Ask, *What do you think a tree horse is? What clues are there to help you know?*

- Read pp. 2–3. Explain that this is the story’s introduction. Ask, *What do you know from these pages?*
- Read pp. 4–5. Ask, *What problem is on this page? What do you think Finn will do?*
- Continue to p. 8. Ask, *How do you think Finn would sound if he was saying these words?* Practise reading the direct speech together.
- Read pp. 12–13. Look at the word *tree*. Ask students to suggest other words that end with *ee*.
- Read to the end of the text. Ask, *What did Finn do to solve his problem?*
- In pairs, ask students to reread the text, focusing on their expression with direct speech.

Comprehension

- What colours were the big horses? (*Literal*)
- Why did Finn like riding the tree horse? (*Inferential*)
- Do you think it was a good idea for Finn to ride the tree horse? Why or why not? (*Inferential*)

Follow-up Activities

- Ask students to think about a time when they were scared of something and overcame it. Put students into small groups to share their experiences. Come back together and make a list of things that you can do if you are scared.
- Talk about the adjectives in the text. Model drawing an animal and writing a sentence that includes adjectives: *The little black dog has a green ball*. Ask students to draw an animal of their choice and support them to either write a sentence about it or video them describing it orally.
- Ask students to cut out pictures of animals from magazines or catalogues. Seat students in a circle and place the pictures in the centre. Invite students to suggest an adjective to describe one of the animals, such as *big*, then ask students to find other animals that could also be described by that adjective and organise the pictures together. Repeat with other adjectives such as *fluffy*, *dangerous* or *cute*.

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Learning Intentions

- We are learning to identify the parts of a narrative.
- We are learning to read with expression.

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Success Criteria

- I can identify the orientation, the problem and the resolution in the text.
- I can make speech in the text sound like talking.

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Guided Reading Notes

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