

Up in a tree

PM Level 2

Magenta

Text Type Description

Running Words 56



Preparing for Guided Reading

Prior Knowledge

- Students should be familiar with the names of animals that live in trees and what they look like.

Orientation to the Text

- This text describes a variety of animals that can be found up in a tree, including a bird, a spider and a bear.

Key Language Structures

- The repetitive structure, A _____ is up in a tree is used, with a different noun on each page.
- Subject-specific language is used in the form of animal names.

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

a/A, is, in, up

Content Words

bird, bear, butterfly, frog, lizard, monkey, snake, spider, tree

Decoding

- Look at the word *spider*. Ask, *How many syllables does it have? What other words in the text have two syllables?*
- Read a repeated word from the text such as *tree* incorrectly. If students don't pick up the error, prompt them by saying what you read didn't sound right. Break down the sounds together to read it correctly.

Fluency and Phrasing

- Read the first page of the text very fast and ask students to give you feedback on the way you read it. Read it again together at an appropriate pace.

Focusing on the Book – Guided Reading

- Look carefully at the cover illustration and read the title. Invite students to suggest what the setting of the book is. Ask, *What animals live in trees?*
- Look at the picture on p. 3 and ask students to predict what the text is going to say. Read the text together.
- Look at p. 6. Ask students to stretch the sounds in the word *spider*. Then support them to blend the sounds together.
- Read to p. 10. Model reading the sentence with expression. Practise reading the sentence together with expression.
- Ask students to read to p. 15. Ask, *What were these pages about? How do the words and pictures connect?*
- Read to p. 16. Ask students to point to the word that shows which animal is in the tree.
- Ask students to reread the text with a partner using appropriate expression.

Comprehension

- What are three animals that were up in a tree? (*Literal*)
- What do you think the bear is doing up the tree? (*Inferential*)
- Would you like to live in a tree? Why or why not? (*Inferential*)

Follow-up Activities

- Make a list of the animals in the book. Ask students to think about why a bird might be in a tree and have them discuss their thoughts with a partner. Share ideas as a group. Repeat for the other animals in the text.
- Talk about the concept of treehouses and show students some pictures of them. Discuss different features that treehouses need to have, such as a ladder, and other features that they could have, such as electricity for a television. Ask students to use their imagination to design their dream treehouse.
- Choose one of the animals in the book and model writing a simple story of two or three sentences about it from a first-person perspective. Ask students to choose a different animal and write their own 'I' story about it, using your story as a scaffold. Allow students to illustrate their stories then display them in the classroom.

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Learning Intentions

- We are learning to read new words.
- We are learning to read with expression.

• _____

Success Criteria

- I can stretch words to help me read them.
- I can make my voice sound like talking when I read.

• _____

Guided Reading Notes

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