

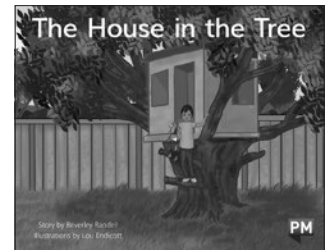
# The House in the Tree

PM Level 10

Blue

**Text Type** Narrative

**Running Words** 201



## Preparing for Guided Reading

### Orientation to the Text

- Share personal experiences about tree houses and tree climbing. Encourage students to express their feelings. Record these thoughts and illustrate them for a wall story.

### Prior Knowledge

- This is the first of three stories about Jessica and Daniel who live on a dairy farm, cared for by their father and grandmother. Jessica is Dad's mate and good at looking after her little brother.
- This book has a more complex storyline than those met before, as the plot has two strands: Daniel's inability to climb the tree alone, and his pending birthday.

### Key Language Structures

- Phrases that tell *when* or *where* add meaning to the verbs in the sentences.

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*climbing, let's, made, now, Saturday, saw*

#### Content Words

*ladder, birthday*

### Decoding

- Recognise the high-frequency words in the text.
- Apply knowledge of sound-letter relationships to assist with decoding of unfamiliar words.

### Fluency and Phrasing

- Adjust the pace of reading to assist with fluency.
- Make appropriate predictions about the text to assist with understanding.

### Focusing on the Book – Guided Reading

- Introduce this new family and the farming environment through the illustrations on pp. 3 and 5.
- Continue to discuss the illustrations in depth, noting Daniel's frustration on p. 7. Encourage students to explain how Daniel feels when he is unable to keep up with his older sister. 'Read' the illustration on p. 11 to pinpoint Daniel's age.

- On p. 13 some students will spot the perfect present in the toy shop window. There is a second opportunity for successful prediction on p. 15. Make sure they see why the rope ladder was chosen.
- Discuss past tenses of verbs. Regular – *help, helped; climb, climbed*. Irregular – *make, made; see, saw*.
- Encourage students to ask themselves, *Does it make sense?* every time they read. Sometimes if they are doubtful, reading the next line will assist with understanding.
- Discuss compound words – find *after* in *afternoon*; find *day* in *birthday*; and find *shop* in *toy shop*.
- Expand the contractions *can't, Here's, I'm, It's, let's*.

### Comprehension

- Why couldn't Daniel get up into the tree house? (*Literal*)
- What did Daniel enjoy doing in the backyard? (*Inferential*)
- Why did Jessica ask Gran to buy the ladder? (*Inferential*)

### Follow-up Activities

- Discuss the view from different positions in the tree. Have students take turns to stand on an adult-size chair in the classroom. Talk about what they can see now, from this height, that they can't see from the floor level.
- Talk about family birthday celebrations. Ask, *How do you celebrate birthdays? What do you do? Where do you go? Who comes to your birthday?* Encourage students to discuss their own celebrations as well as those of other family members. Bring along photos of these celebrations, to share, display and write about.
- Discuss other presents that Gran and Jessica could have bought for Daniel from the toy shop.
- Design a birthday card for Daniel. Discuss ideas for appropriate messages. List some key words that will be helpful when students write their messages independently in their cards.
- Make a list of words for a topic card to put in the writing corner of the classroom, so that students can write about their own houses, or follow instructions for a criteria-based activity.

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## Learning Intentions

- We are learning to more accurately make predictions about events in the text.
- We are learning to recognise a variety of punctuation marks to assist with fluency when reading aloud.
- \_\_\_\_\_

## Success Criteria

- I can more accurately make predictions about events in the text.
- I can recognise a variety of punctuation marks to improve the fluency of my oral reading.
- \_\_\_\_\_

## Guided Reading Notes

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