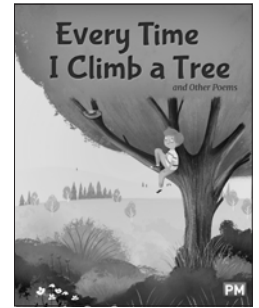


# Every Time I Climb a Tree and Other Poems

PM Level 23

Silver

**Text Type** Poetry



## Preparing for Guided Reading

### Prior Knowledge

- Talk about what a poem is with students. Invite them to share any favourite poems that they already have.
- Revise some of the key terms involved in understanding and appreciating poetry, such as rhyme, rhythm and verse.

### Orientation to the Text

- Poems can make us think, feel and learn about almost anything! From crocodiles and dentists to shoes that fall asleep, enjoy exploring different poems about a variety of topics.

## Building the Balanced Reader

### Vocabulary

#### Key Vocabulary

available, character, declared, dodge, ode, practice, rhyme, rhythm, sandwiched

#### Content Words

adept, anaconda, brawny, catastrophe, cunning, decay, graceful, molars, obliged, perished, precious, probe, quaked, quays, quivered, smoothness, smouldering, squalling, swallows, tawny, thieves, thieving, trembling

### Decoding

- Support students to find the base of unfamiliar verbs, such as *squalling*, to help them read the whole word.
- Remind students to think about whether what they have read looks right, sounds right and makes sense, if they are having difficulty with a word or sentence.
- Look at the word *quays* together and compare it with the word 'keys'. Ask, *What is the same about these two words? What is different?*

### Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Ask, *What would you expect to find in this book? Why do you think there isn't an author's name on the cover?*
- Ask students to close their eyes and concentrate on the words as you read *Every Time I Climb a Tree* on pages 2–3 aloud. Ask them to describe the pictures they see in their heads, and discuss how this can help them to understand the poem. Repeat this strategy with other poems.

- Read pages 10–11 together. Ask, *Are there any words that you haven't heard before?* Focus on a word, such as *obliged*, and ask students to suggest other words they know that would make sense in the sentence to help them work out the meaning.
- Continue to page 13 and discuss *When the World Turned Upside Down*. Ask students to close their eyes and visualise what it would have looked like, sounded like and felt like to be in the dream described in the poem. Invite them to share their responses.
- Read *Five Eyes* on page 14 together. Identify the interesting words that the author has used, and talk about alternative words he could have used that have a similar meaning. Ask, *Why do you think the author used scampering instead of a word such as 'running'?*
- Read *Message From Nature* to students, asking them to close their eyes and picture what is happening. Ask, *Which part of the poem could you see most clearly? What did the author include that helped you to imagine it?*
- Continue to *The Dentist and the Crocodile* on pages 18–19. Instruct students to read the poem to themselves and choose one word that is new to them. Ask, *What do you think this word means? What makes you say that?*
- Read *Snake* on page 21 aloud to students. Briefly discuss what the poem is about, then ask students to close their eyes and listen to the poem from the point of view of the snake. Read it again and have them listen from the point of view of the man. Ask, *How were the pictures you made in your head different each time?*

### Comprehension

- What did the teacher get the children to do to join in with *The Schoolkids' Rap*? (*Literal*)
- Why was the poem on page 14 called *Five Eyes*? (*Inferential*)
- Which of the poems use humour? Why might an author write a funny poem? (*Applied Knowledge*)

### Follow-up Activity

- Briefly discuss the different types of poems in the book. In pairs, ask students to group the poems in a way that is meaningful to them. Ask each pair to share how they grouped the poems and why.

# Every Time I Climb a Tree and Other Poems

Date \_\_\_\_\_

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## Learning Intentions

- We are learning to think as we read to understand.
- We are learning to work out what new words mean as we read.

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## Success Criteria

- I can visualise what is happening in a poem and describe or explain what I see.
- I can predict the meaning of a word using the context.
- I can suggest a different word that makes sense in the sentence to help me work out the meaning of an unfamiliar word.

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## Guided Reading Notes

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