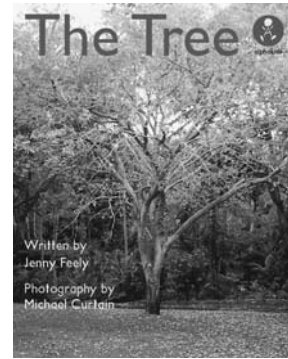


The Tree

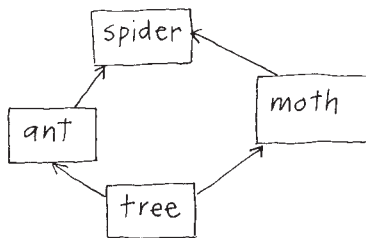
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Photography Michael Curtain



Getting ready for reading

You could take the children to look at a tree in the school ground and identify the living things that depend on that tree. Draw a food web to show how the living things that depend on the tree and on each other.



Talking through the book

You might say: *This book is called 'The Tree'.* Turn through the pages, modelling the form of the text, for example: *What is this animal? Yes. Here is a butterfly. What does it eat? Yes. Flowers on the tree are food for the butterfly – and so on.*

Reading the book

Children read the book independently while the teacher observes the children's reading behaviours.

Teaching opportunities

Select the most appropriate teaching focus for the learning needs of the group.

Being a meaning maker

Discuss these questions. Encourage children to support their responses with evidence from the book.

What is the spider's food?

What is the ant's food?

Which living things would suffer if the tree didn't produce flowers?

What might happen to the tree if there were no spiders living on it?

Being a code breaker

Vocabulary

- High-frequency words: *the, here, is, a, this, for, on, are, and*
- Word families: *tree – see, bee, knee, free, three*
sap – cap, gap, lap, map, rap, tap, trap, strap, wrap, clap

TEXT FEATURES

- **This book is an information text that explores a food web likely to be found on a tree.**
- **Text is repetitive, using the stems: *Here is a ____.*
*____ on the tree is food for the ____.***
- **Introduces visual representation of a food web.**
- **Text supported by colour photographs.**
- **Text placed consistently on the page.**
- **Line breaks support phrasing.**

Sounds and letters

- Hearing words: Children can listen to a sentence from the book and count the number of words they hear.
- Hearing sounds: /a/ – *ant, sap, an, caterpillar*

Writing conventions

- Punctuation: capital letters, full stops
- Conventions of food web diagram – labels, arrows to show what is eaten

Being a text user

Discuss:

What does this book help you to learn?

Refer to the food web constructed while getting ready for reading.

Discuss: *How is this tree the same as the tree in the book? How is it different?*

Being a text critic

Discuss:

Is the information in 'The Tree' true for all trees?

What did the author need to know to write this book?

Literacy learning centres

Writing centre

Children can write their own book about a tree in the school ground, using *The Tree* as a model. They can then share their book with children in other groups.

Interactive literacy centre

Children work in cooperative groups to develop, practise and perform a readers theatre based on the book. For example, some children can pretend they are spiders, caterpillars, butterflies and ants, and someone else can be the tree.

Word centre

Children make, break and records words using onset and rime:

tree – see, bee, knee, free, three

sap – cap, gap, lap, map, rap, tap, trap, strap, wrap, clap

Book browsing centre

Islands in My Garden by Jim Howes is a book that could be used and dramatised by the group. Provide other books about trees, gardening and minibeasts for children to browse, for example *A Web in the Grass* by B. Freschet (has many different creatures you find at night) and *The Seventh Good Reason* by C. Matthews (about the good reasons to plant trees). Children could also read poems from *The Giving Tree* by Shel Silverstein.

Keeping track

Children can reflect on their own learning. They can talk about what they have learned by completing the literacy learning centre activities and set goals for what they need to learn next, for example:

Today I learned about trees. I want to learn more about caring for trees.