

# The Old Tree Stump

## Before reading

- Read the title and look at the picture of the rope together with the children, and ask them: *What do you think will happen to the old tree stump?*
- Go through each picture and ask the children to try to know what is happening in the story.
- Ask: *What happened to the tree stump in the story?*

## During reading

- Ask the children to read the story. Praise and encourage them while they read, and prompt as necessary.
- Remind the children to pay attention to rhyming words, e.g. "pull", "still", "yell".

### Observing

Check that the children:

- Notice the rhyming words.
- Notice similar sentence patterns, such as "Mum pulled and pulled" and "Mum and Biff pulled".

## Group and independent reading activities

### Text level work

#### Objective

To use graphic and contextual clues to work out new words and understand the story.

- Discuss with the children new words and expressions used in the text. For example, on page 61-②, ask the children: *How did*

*you figure out "come up"? Ask the children to look at page 64-⑨ and explain "come up".*

- Ask the children to tell who pulled the stump. You can make a numbered list, e.g. 1: Dad pulled the old stump, but it didn't come up.
- Ask the children: *How did the stump come up?*
- Ask the children to retell the story. Ask them to include major incidents and omit unnecessary details. Encourage them to check the book to see if they were right.

**Observing** Can they focus on the main events? Do they retell them in order? Do they check the book to confirm their retelling?

## Sentence level work

**Objective** To understand the concept "sentence" and to describe what a sentence is.

- Go through page 61 to page 63 and point out each sentence to the children.
- Point the children to sentences like "Dad called Mum to help." and "Dad called Biff" and ask: What is a sentence?
- Tell the children that a sentence begins with a capital letter and ends with a full stop.
- Ask the children to recognise all the sentences on page 64 and page 65.
- Write "floppy is happy" on the board and ask: *is it a sentence? If not, can you rewrite it into a sentence?*

**Observing** Are the children able to understand the concept "sentence"?  
Can they identify sentences?

## Word level work

**Objective** To compare rhyming words.

- Write down “pull”, “still”, “yell” on the board and underline the parts that sound the same.
- Ask the children to say more words that rhyme with “pull”, for example, “fell”, “ill” and “bull”.
- Write down “call” on the board and read it. Ask: does it rhyme with “pull”?

**Observing** Can they think of more words that rhyme with “call”?

## Speaking and listening activities

**Objectives** Include major events and remember specific points that interest them.

- In a circle time, remind the children about the story, then ask the children: *Can you pull a stump out of the ground?*
- Ask: *What would you do to remove the stump?*
- Ask: *Did Floppy help? How?*

## Writing

**Objective** To write simple sentences.

- Ask the children to retell the story in simple sentences.
- Ask the children to write what Floppy did in simple sentences.
- Guide the children to start a sentence with a capital letter and end it with a full stop.