

New Trees

Before reading

- Show the picture to the children. Read the title.
- Ask the children what they think will happen in the story.

During reading

- Ask the children to read the story. Praise and encourage them while they read, and prompt as necessary.
- Encourage the children to use the illustrations to help them work out any difficult words.

Observing

Check that the children:

- use the context to help them read unfamiliar words
- can read on sight the familiar high frequency words
- recognise the context words from previous stories.

Group and independent reading activities

Text level work

Objective To re-read a text to provide context cues to help read unfamiliar words.

You will need these context word cards: shed, stream, pond, bridge, swing, hole.

- Place the cards face down.
- Ask each child, in turn, to pick a card, read the word and find it in the story. Ask him/her to read the sentence with the word.
- Once all the words have been found in the book, ask the children to read the word cards again to consolidate their reading.

Observing

Are the children able to read the words outside the context of the book?

Do the children find the sentence with the word quickly?

Sentence level work

Objective To use awareness of grammar of a sentence to predict words when re-reading familiar stories.

You will need photocopies of these unfinished sentences:

The children...to the park.


Everyone wanted...give trees.

Dad put...by the shed.

She put it by...pond.

Floppy gave...bone.

- Give out the sheets to the children and ask them to read the sentences and to guess what word would make sense in the gaps (they are all high frequency words).
- Ask the children to fill in the missing words and then check their sentences with those in the book.


 **Observing** Can the children guess the words easily without looking at the book? Do the children re-read their sentences after choosing the missing words?

Word level work

Objective To make collections of words linked to particular topics.

You will need reference books about trees.

- Start a class collection of tree names by writing the names of the trees in the story.
- Encourage children to bring in leaves from trees in the neighbourhood and, using the reference books, help the children to find out the names of the different trees and add them to the collection.
- The children could build up a display of trees over time.

 **Observing** Do the children try to guess the names of the trees by looking at the initial letters?

Speaking and listening activities

Objectives Focus on the main point; take turns in speaking.

You will need a tape recorder.

- In a circle, ask each child, in turn, to say **one** thing only about a tree in the neighbourhood. Each child should try to say something different. Tape-record the children for later use.
- Play back the recording. Ask each child to listen and draw a single tree to match his/her earlier description.

Writing

Objective To write captions for drawings.

You will need reference books about trees.

- Together, read the labels tied to the trees in the story.
- Draw up a list of trees that the children know from their local area. Use the reference books to help with names of trees.
- Create a class display: a “park” or “woodland”. Ask each child to draw a tree and write a label for it with the name of the tree, the words “planted by...” followed by his/her name.
- Allow the children to decide where they would like their tree to be positioned on the display.

Cross-curricular link

- ◀▶ Knowledge and understanding of the world: examine objects and living things to find out more about them