

Up the Tree



Word Count: 48 **Text Type:** Literary Recount

High-Frequency Word Focus: up

Content Words: ball, bird, butterfly, cat, dog, ladder, lizard, man, tree

Language Features: (punctuation, vocabulary, sound and letter knowledge)
capital letters; full stops; short *u*

LITERACY

Interacting with others: listen to and respond orally to text and others; use interaction skills

Interpreting, analysing, evaluating: identify some differences between informative and imaginative texts; read predictable text; use comprehension strategies to understand and discuss text

Creating texts: produce some lower case letters

LITERATURE

Literature and context: understand authors can tell stories and share experiences similar or different to their own

Responding and examining: share feelings and thoughts about characters and events

Creating literature: retell text through illustration

LANGUAGE

Language for interaction: use language to express likes and dislikes

Text structure and organisation: understand concepts about digital text; purpose of capital letters and full stops

Expressing and developing ideas: recognise texts are made up of words and groups of words that make meaning; write some high-frequency and known words

Sound and letter knowledge: recognise sounds in spoken words; know there are upper and lower case letters

The reading period is a time for enjoyment, sharing, learning, development, reinforcement, and extension. To meet the needs of each group of students, use the direct focuses described above, and any additional focuses listed in the Scope and Sequence Chart on page 16 and found in most texts at this level, to support and encourage continued development of all language skills.

GETTING STARTED LISTENING, SPEAKING, VIEWING

Activating prior knowledge: Ask students to think of animals or objects that they might see up a tree. Discuss the consequences of a kite or a ball being stuck up a tree.

Encouraging prediction: Using the interactive digital book, or the printed version, read the book's title to students. Discuss what the animals in the cover illustration are doing. Turn to and read the title page. Ask students to look at the illustrations as you move through the book, taking note of the animals and objects up the tree. Then, have them use the illustrations to predict what the story might be about.

Outlining focuses: Explain to students that as well as reading about what is up the tree, they will be talking about capital letters, full stops, and the short *u* sound.

DURING THE READING SESSION LISTENING, READING, SPEAKING, VIEWING

■ Literacy

Modelling: Read the text to students. Use expression, pause to clarify unfamiliar words where necessary, and point to each animal or object as they appear up the tree.

Guiding: Invite students to read their own books, keeping in mind what was modelled. Use the specific abilities and needs of the group as an indication of when to assist by pausing and giving prompts or clues. Suggest strategies, such as using picture cues and knowledge of letter/sound patterns. Allow appropriate

“wait time” and provide positive feedback to students when they use learned reading strategies to make meaning from words, sentences, and whole texts (the main aim of guided reading).

Interacting, interpreting, analysing, and evaluating: At appropriate intervals and/or the conclusion of reading, ensure students are making meaning from the text by asking why each animal or object is up the tree. Have students rationalize how each event happened. Ask how the man helps solve the problem on page 15. Explain the difference between imaginary and informative texts. Ask which they think this book is and why.

■ Literature

Literature and context: Ask students if the author has told a story that is similar to an experience they may have had.

Responding and examining: Ask students how they felt each time a different animal appeared in the tree, for example, when the cat appeared behind the bird on page 9.

■ Language

Language for interaction: Have students reflect upon the story and discuss which animals they liked or disliked.

Text structure and organisation: If you are using the digital version of the book, explain to students how it works. Turn to any page of the story. Explain to students the role of the capital letters in each sentence. Have them write the word *the* in lowercase, then with a capital letter as a sentence starter. Explain the location of full stops and their role in bringing sentences to an end, then model an example from the book. Ask students to point to the full stop on each page.

Sound and letter knowledge: Locate the word *up* in the text. Have students practise saying the short *u* sound, then ask them to suggest other words that start with the short *u* sound (for example, *umbrella*, *under*, *upon*). Now, ask students to suggest words with the short *u* sound in the middle (for example, *pup*, *mud*, *bug*, *dug*).

PUTTING THE LEARNING INTO PRACTICE

READING, SPEAKING, LISTENING, WRITING, CREATING, VIEWING

Small group/independent activities: Have students reread the text independently, then proceed to the following activities. Prior to any writing or drawing activities, encourage students to sit comfortably and hold their pencils correctly.

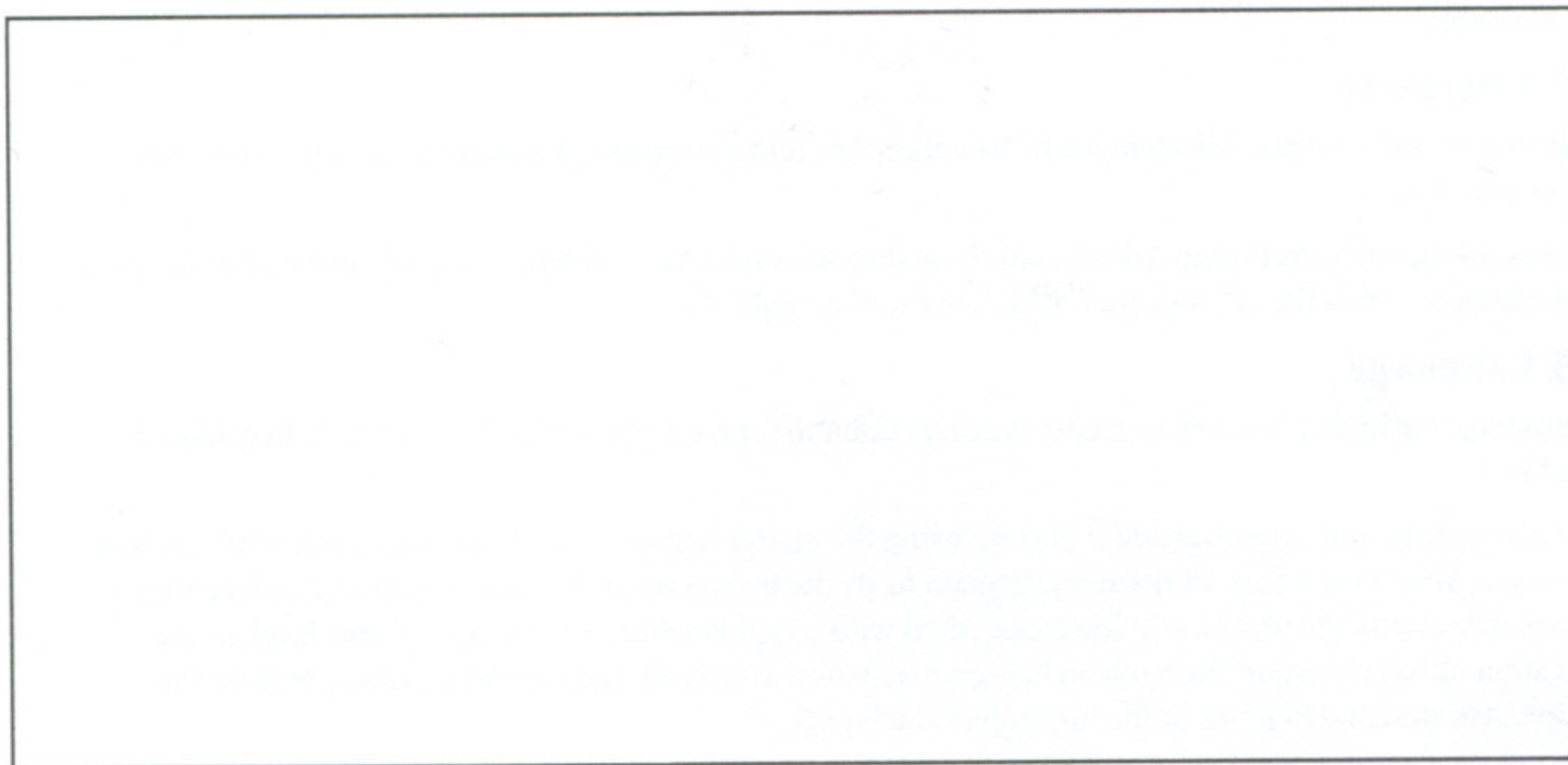
- Ask students to complete the *Up the Tree* worksheets. Encourage them to work independently, but assist as required.
- Have students complete the self-recording in the interactive digital book. They can practise reading the book to the end, then record and save their reading.
- A group of students could use the Listening Post CD to hear an audio version of the guided reading text and then answer the accompanying aural comprehension worksheet.
- Have students draw a picture of themselves up a tree. Help each student write *I am up the tree* on their drawing.
- Have students draw pictures of animals they know that can climb or fly into trees. Encourage them to write the animal's name or its initial under each picture.
- Have students draw pictures to retell two events from the story.

Assessment: When a student or group of students is ready for assessment, have them complete the appropriate assessment activities on pages 244–276 of the Teacher Guide.

Name _____

2b – Up the Tree

1. Draw yourself up the tree.



_____ is up the tree.
(Write your name.)

2. Add the full stops.
Circle the capital letters.



The ball is up the tree




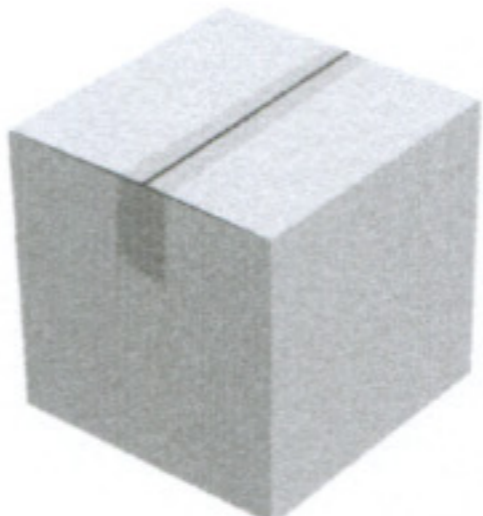

The cat is up the tree

The man is up the tree

Name _____

2b – Up the Tree

Tick Yes or No.

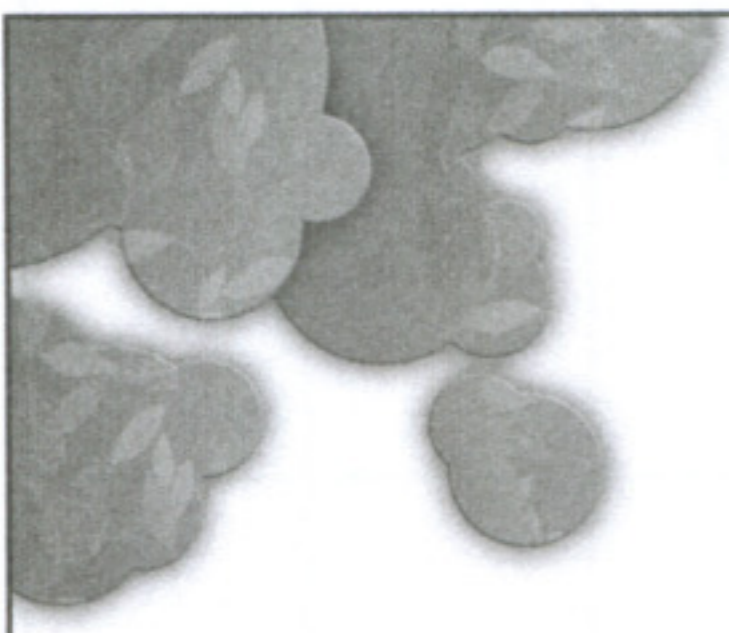
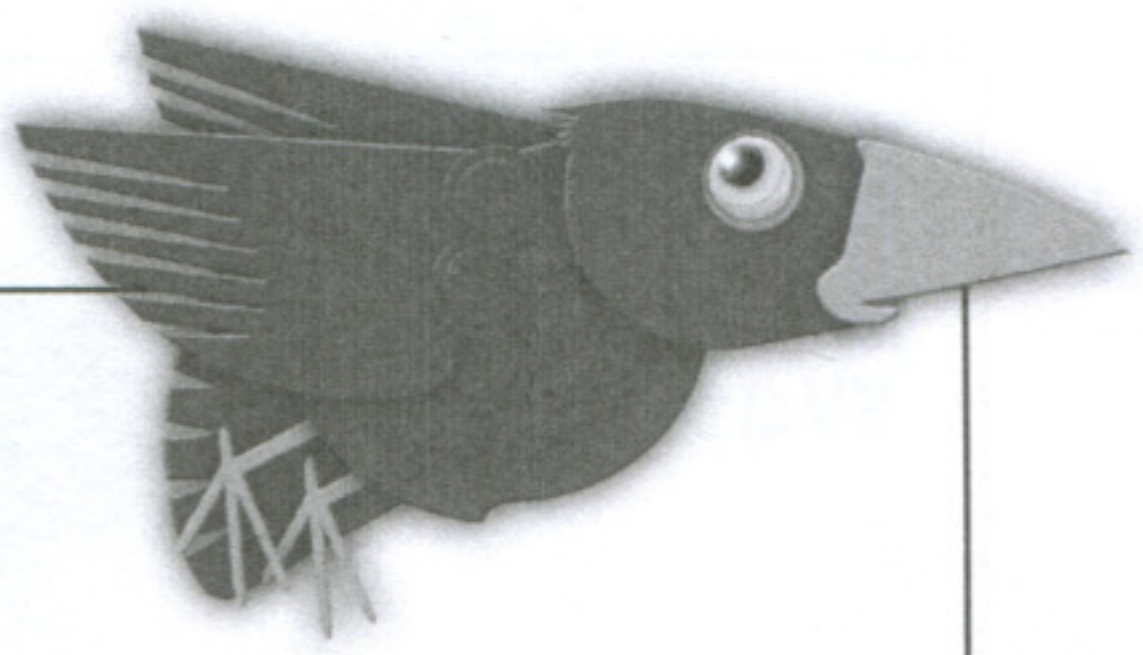
			Yes	No
Was the		up the tree?		
Was the		up the tree?		
Was the		up the tree?		
Was the		up the tree?		
Was the		up the tree?		

Name _____

2b - Up the Tree

Draw your favourite animal from the story.

Trace the words.



I like the