

## New Trees

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<p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>Comprehension strategies are taught throughout the Teaching Notes to enable pupils to understand what they are reading in books that they can read independently. In these Teaching Notes the following strategies are taught: <i>Prediction, Clarifying, Summarising</i></li> </ul>	<p><b>Decodable words</b></p> <p>Biff, bridge, children, Chip, Dad, Floppy, funny, gave, in, it, pond, put, shed, to, week, went, Wilf, Wilma</p> <p><b>Tricky words</b></p> <p>bone, everyone, give, he, hole, park, said, she, stream, the, wanted, was</p> <p><b>C</b> = Language comprehension</p> <p><b>W</b> = Word recognition</p>
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### Group or guided reading

#### Introducing the book

- C** (*Prediction*) Show the cover to the children. Read the title and the poster. Ask: *What do you think will happen in this story?*
- C** (*Clarifying*) Ask: *What does it mean when it says trees will help the park?* Talk about how trees are good for the environment, they provide homes and food for animals, they look nice, they are fun to play in, etc.
- W** Point to the word 'stream' on page 7 and tell the children the word.

#### Strategy check

Remind the children to read from left to right.

#### Independent reading

- Ask children to read the story. Praise and encourage them while they read, and prompt as necessary.
- W** Praise the children for reading the high frequency words and CVC words on sight.
- W** Encourage children to work out the decodable words by sounding out and blending the phonemes all through the word.

**Assessment** Check that children:

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

#### Returning to the text

- C** (*Summarising*) Ask the children to retell the story in one or two sentences.
- C** (*Clarifying*) Ask: *What is a 'funny bone'?* Explain if necessary.
- W** Look at pages 2–3. Find 'tree' on page 2. Ask: *What letter has been added to 'tree' on page 3? Why?*
- W** On the same pages, ask the children to tell you the words with 'ee' in them. ('tree', 'week' and 'keeper')
- C** (*Clarifying*) Ask the children to list the tools and equipment the characters used to plant the trees.

### Group and independent reading activities

**Objective** Extend their vocabulary, exploring the meanings and sounds of new words.

- C** Write the following words on pieces of card: 'shed', 'stream', 'pond', 'bridge', 'swing', 'hole'.

- Ask each child, in turn, to pick a card, read the word by sounding out the phonemes and then find it in the story. They then read the sentence with the word.
- Ask the children to tell you what the word means.

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

**Objective** Know that print carries meaning and, in English, is read from left to right.

- Prepare photocopies of the following unfinished sentences for each child:

The children \_\_\_\_\_ to the park.

Everyone wanted \_\_\_\_\_ give trees.

Dad put \_\_\_\_\_ by the shed.

She put it by \_\_\_\_\_ pond.

Floppy gave \_\_\_\_\_ bone.

- Ask the children to read the sentences and 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.

**Assessment** Can the children guess the words easily without looking at the book? Do the children reread the sentences after writing in the missing word?

**Objective** Explore and experiment with sounds, words and texts.

**W** With the children, look at the labels on the trees. Help the children to work out what the tree names are, writing them down letter by letter and attempting to work them out using their phonic knowledge.

- Do any of the children recognise some of the tree names?
- Provide books on trees for the children to check what they look like or bring in leaves of the various trees for the children to draw around.
- Draw a table on the board with two columns headed 'character' and 'tree'. With the children's help, fill in the columns, e.g.

Character	Tree
Dad	oak

- Ask the children to write sentences saying who planted what, e.g. 'Dad planted an oak tree'.

**Assessment** Are children confident in attempting to work out new words?

## Speaking, listening and drama activities

**Objective** Speak clearly and audibly with confidence and control and show awareness of the listener.

- Following on from what the children have learned about different trees, invite children to tell the rest of the class something about a chosen tree, e.g. the shape and colour of its leaves, where it grows, how big it grows, etc. Encourage them to use props and pictures to enhance their presentation.

## Writing activities

**Objective** Write their own names and other things such as labels.

- Ask children to draw a tree of their choice.
- Make a class display entitled 'park' or 'wood'.
- Stick the trees onto the display and ask each child to write a label that can be attached to the tree they have drawn. The label should say something like, 'Oak tree planted by Ella'.
- Allow the children to decide where they would like their tree to be positioned on the display.

**Assessment** Did the children start to use some punctuation?

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