

We Need More Trees!

Written by Nicki Saltis

Photography by Michael Curtain

Level 15

Getting ready for reading

Discuss: *If we didn't have enough trees in our neighbourhood, how could we go about fixing this problem? Who could we ask to help us? What else could we do?* Record children's suggestions on the board.

Talking through the book

Read the title with the children and talk about what the book might be about. Ask children to turn to page 4 and look at the table. Ask: *What information does this table give us?* Turn to page 9 and ask: *What type of writing is this? A letter. How do we know that it is a letter?* Turn to page 10 and point out the chart. Ask: *What information does this chart give us?*

Reading the book

Children read the book individually while the teacher observes each child's reading behaviours and prompts children to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these questions.

Why did the children conduct a survey of the streets around the school?

Why did they feel they needed more trees?

Why did they choose to plant elm trees?

Being a text user

Some of the information in this book is in table form. A table records the findings from surveys or other forms of research. The table in this book has the following features:

- title
- column headings
- columns of words
- columns of numbers



TEXT FEATURES

- **This book is a narrative that describes the actions of a group of school students who decide that there are not enough trees near the school.**
- **Provides an example of how an argument is made.**
- **There are a range of text types: lists, charts, letters, reports, tables.**
- **Children have opportunity to read around the page to gather all information.**

- total
- rules to separate the information
- a box around the outside

Street	Number of trees
Grey Street	6 trees
Star Street	4 trees
Fred Street	8 trees
Box Street	2 trees
Total	20 trees

Discuss how tables are read from top to bottom and across depending on what information needs to be found.

Being a text critic

Discuss:

In the book the children were able to solve their own problem. Could this really happen?

What things would help you to solve problems like this at your school?

What things might make it hard?

How could you overcome these things?

Literacy learning centres – follow-up activities

INTERACTIVE LITERACY CENTRE 1

Children could work in cooperative groups to identify a problem that concerns them at school and to identify a plan to address the problem, for example: litter in the school ground, traffic outside the school.

WRITING CENTRE

Have children write letters about issues that concern them. These could be sent to local government, school councils, newspapers etc as is appropriate.

INTERACTIVE LITERACY CENTRE 2

Children could work in cooperative groups to devise and perform a role-play retelling the book.

BOOK BROWSING CENTRE

Children can read and browse through books on a similar theme.

Keeping track

Charts and checklists can be used to test children's recall of high-frequency words.