



Teacher Edition

AlphaWorld

# The Tree House

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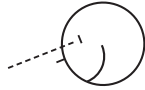
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## How to use this book



### Before reading: Talkthrough

Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information provided. Direct the children's attention to aspects of the text that may challenge them. Support the children as they deal with these challenges by asking the *Talkthrough* questions on each page.



### During reading: Observe and support

Observe the children as they read and encourage them to monitor their own reading. Help the children to use reading strategies and cues to respond to reading challenges that arise in the text. Interruptions to the child's reading should be minimal and focused on a specific learning need.



### After reading: A range of comprehension and response activities

To develop children's understanding of the text, select from the activities found on page 12 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with further teaching plans.

## Selected text features

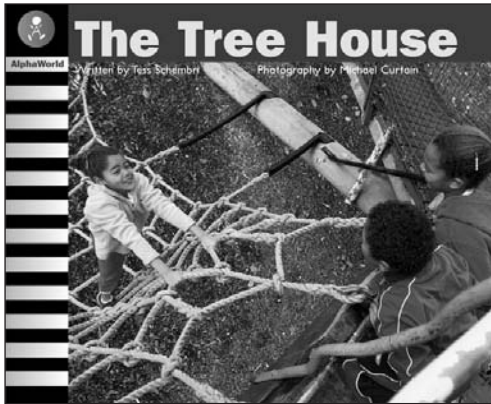
- Text is written in the first person
- Colour photographs support and extend the text

## Vocabulary

birthday, branches, decorate, ladder, pirates, poles, pretended, ramp, relay, sweet, underneath

## Setting the context

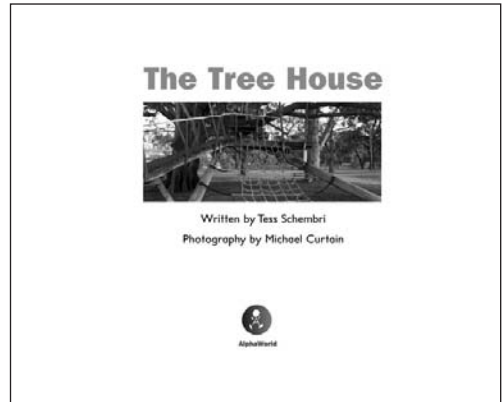
The children could draw a picture of a tree house they know of or one they would like to play in. They could share their pictures with a friend, discussing the following questions:  
*What makes your tree house strong enough to play in? Is your tree house harming the tree? What would you like to do in your tree house?*



### Front cover

Show the front cover.

*What sort of games could these children play in this tree house?*



### Title page

Turn to the title page.

*This is the title page. What information does it give us?*



### **Talkthrough**

Turn to pages 2–3

*What is the girl looking at?*

*Where might she be?*

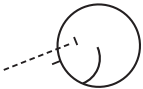
Turn to pages 4–5

*What do you think the girl is going to do?*

*Do you think she will be safe?*

*What makes you think so?*

*What does the diagram show us?*



### **Observe and support**

Do the children understand the literal meaning of the text?

*Where is the tree?*

*Where is the park?*

*Where is the tree house built?*

*Why is the tree house built on top of poles?*

There is a very big tree  
in the park near my house.

It has strong branches.

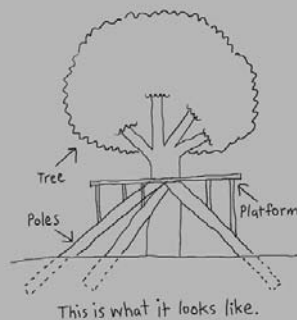
In this tree there is a  
tree house.



The tree house is very safe and strong.

Three long poles go from the ground  
to the tree trunk.

The tree house is on top of the poles  
so that it does not harm the tree.





## **Talkthrough**

Turn to pages 6–7

*What is the girl doing in this photo?*

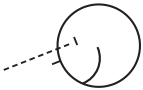
*What is the ladder made of?*

*Is there another way she could get up to the tree house?*

Turn to pages 8–9

*Who do you think the other people in these photos might be?*

*Who else might the girl play with in the tree house?*



## **Observe and support**

Do the children search for a range of information on the page to support their reading?

*When you looked at the pictures before you read the page, what were you looking for?*

*How did that help you?*

*What else did you check?*

When needed, you could say:

*What is happening in the picture?*

*What do you notice about the word?*

*What sort of word do we need here?*

*What would make sense?*



I can climb a rope ladder to get to the tree house or I can go up a ramp. There are also steps up to the tree house.



I love playing in the tree house.

At the weekend I go there with my friends or my brother and sister.

We play lots of games. We have races climbing up the rope ladders.





### **Talkthrough**

Turn to pages 10–11

*What is happening in this photo?*

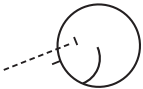
*Why might the girl be putting balloons on the tree house?*

Turn to pages 12–13

*What is the girl doing in this photo?*

*What are the children dressed as?*

*Why do you think they are dressed like this?*



### **Observe and support**

Do the children read the text fluently?

*Well done. I liked the way you read that. It was clear and easy for me to understand.*

If a child is not reading fluently, you might like to model the reading of a page.

*Did you notice how I read each word clearly so that it was easy to understand?*



I had a birthday party in the tree house. It was a pirate party. The tree house was a sailing ship.

My sister helped me to decorate the tree house with balloons.



My sister hid bags of sweets in different parts of the tree house.

She tied the bags of sweets underneath the ramp and behind the steps.



Everyone came dressed up as a pirate.



### **Talkthrough**

Turn to pages 14–15

*Do you think the children are having fun?*

*How can you tell?*

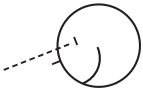
*Why do you think they are all in a line?*

Turn to pages 16–17

*What is happening to the two teams of pirates?*

*What else might they do at the party?*

*What would you like to do if you were at this party?*



### **Observe and support**

Do the children use context to understand the meaning of new vocabulary?

*What is a ramp? How did you work that out?*

If any of the children are unsure of the meaning, you could say:

*Read the sentence again. Look at the picture. Does this give you clues about what a ramp is?*

We played lots of party games. The best game was the relay race.

One team of pirates had to climb up the rope ladder and down the ramp.

The other team had to race up the ramp and down the rope ladder.



But something funny happened. The team running up the ramp ran into the team running down the ramp.

Everyone ran into each other and we all got stuck on the ramp.





## **Talkthrough**

Turn to pages 18–19

*What are the children eating?*

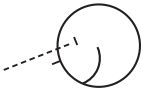
*What was the reason for the party?*

*What clues tell you this?*

Turn to page 20

*What have the children done to the tree house?*

*Why was it important for them to do this?*



## **Observe and support**

Do the children pay attention to letter-sound relationships to check words?

*You read, 'We pretended that we were keeping watch for other ships.' How did you know that word was 'pretended'?*

*What did you look at?*

*What did you think about?*

If any of the children are having difficulty, you could say:

*What are the first two letters of this word?*

*What sound do they make together?*

*Look at the ending of the word. What does this tell you?*

*What would make sense?*

I had a birthday cake  
with a sailing ship on top.

We all ate it in the tree house.

We pretended that we were keeping  
watch for other ships.

Then we all went hunting for the  
hidden sweets.



After my party we took down all the  
balloons. We cleaned up the tree house.

The tree house is a great place to play!



## The Tree House



### After reading

#### Being a meaning maker

Encourage the children to support their answers to these questions with evidence from the book:

*Where is the tree house?*

*Who does the girl play with in the tree house?*

*What sort of party did the girl have in the tree house?*

*What sort of games did the children play at the party?*

*How did the tree house look at the end of the book?*

#### Being a code breaker

Explore the following language features:

- Adjectives used in the text: long, old, safe, strong
- Words with double letters: all, balloons, different, hidden, ladder, running, tree
- Hearing words: words with two and three syllables

- Words and phrases that indicate that the text is written in the past tense: cleaned, helped, it was, pretended, went

#### Being a text user

*What have you learnt about tree houses?*

*Have you learnt anything else from this book?*

*Who tells you about the tree house?*

*How do you know?*

*Is this a true story? What makes you think so?*

#### Being a text critic

*Do all children like to play in tree houses?*


*Are all parties like the one in this book?*


*Do all children have birthday parties?*


*The author chose to call this book The Tree House. What other titles could the book have been given?*



## Responding to text

 The children could present the sequence of events in the book as a story map. A story map is a drawing that traces the events in a book.

 The children could use playdough to make a model of a tree house. They could then write about what they would like to do in the tree house.

 The children could hunt through the text to find and list words containing double letters. They could also look in other familiar texts to add more double-letter words to their lists.

## Writing links

Using one of the children's pictures (or your own), write a description of a tree house. Use adjectives to describe the tree house. For example: *The tree house has tall, strong poles holding it up.* Discuss the use of adjectives in your writing. Ask the children to identify the adjectives you used. Make a list of these for future reference.

Discuss the features of a recount (beginning, series of events, personal comment). The children could write their own recount of a real or imagined birthday party.

## Possible assessment focus

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Can the children:

- recall the sequence of events in the book?
- identify adjectives used in the text?
- understand the text at the literal level?



whole text activity



sentence activity



word activity

# The Tree House

**Topic:** Adventure/ Leisure

**Curriculum link:** Study of Society

**Text type:** Recount/ Description

**Reading level:** 13

**Word count:** 322

**Vocabulary:** birthday, branches, decorate, ladder, pirates, poles, pretended, ramp, relay, sweet, underneath

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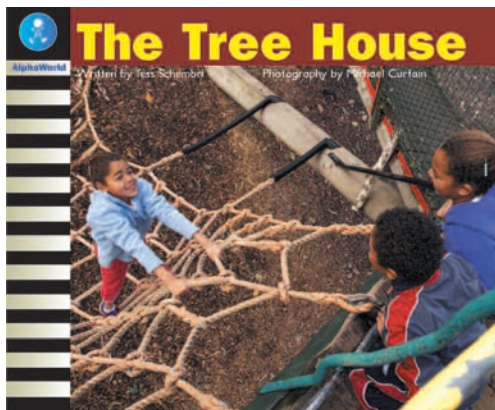
## Possible literacy focus:

- Identifying the features of a recount.
- Identifying adjectives: long, old, safe, strong.
- Identifying words with double letters: all, balloons, different, hidden, ladder, running, tree.
- Understanding the text at the literal level.

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## ESL possibilities:

- Use diagrams or pictures to introduce unfamiliar vocabulary: ladder, poles, ramp, rope, trunk.
- Identify change from the present tense to the past tense.



## Summary

In this book, a girl tells us about a tree house in her local park. She loves playing in the tree house with her friends or her brother and sister. She even has her birthday party in the tree house!

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