

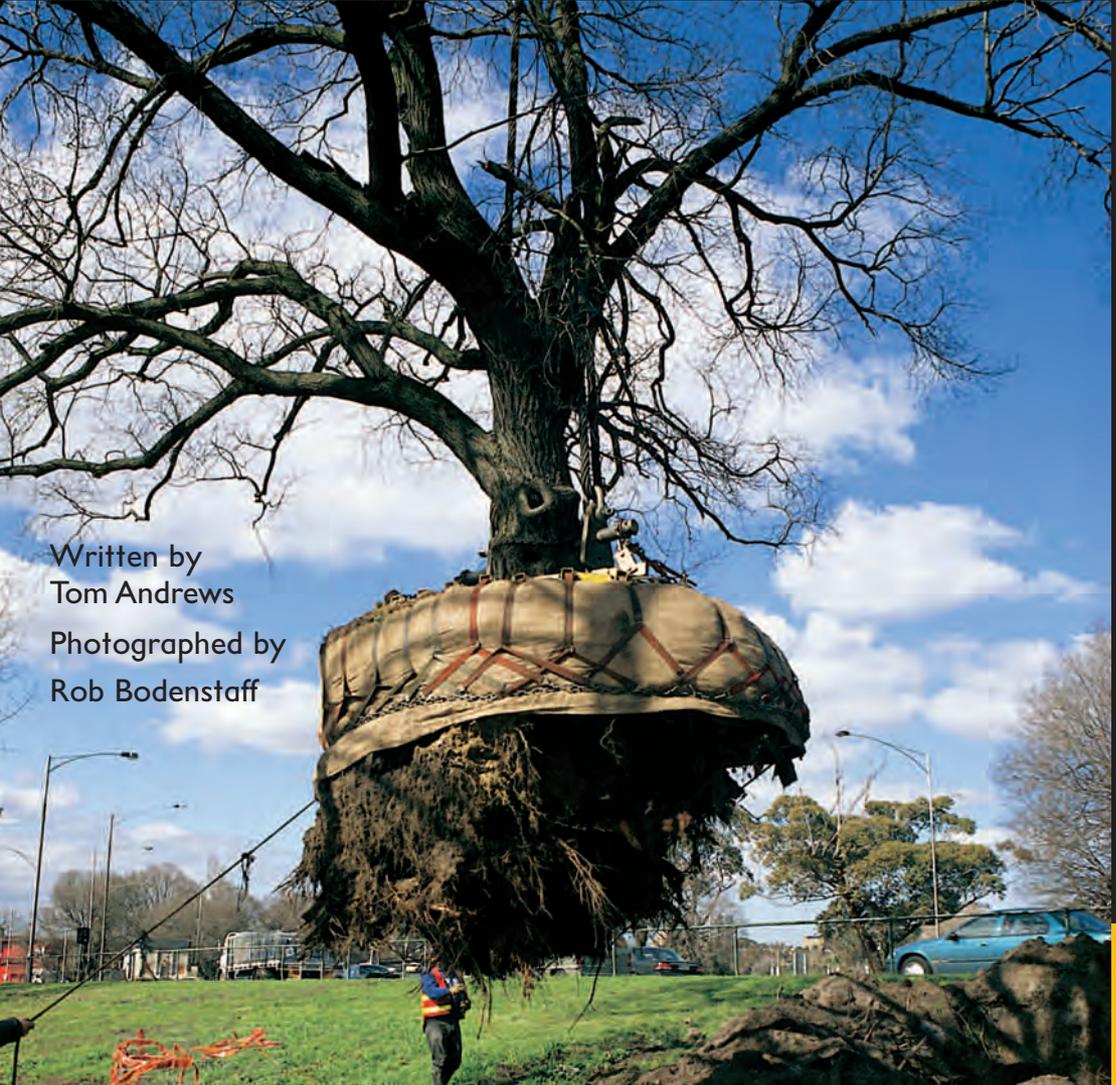
Teacher Edition

Moving Big Trees



alphakids

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How to use this book

The Alphakids Plus teacher editions support teachers as they guide children's reading and thinking during one or more guided reading sessions. Teachers can observe children as they read and choose from the given suggestions to suit individual needs.

Before reading

Setting the context, front cover and title page:

The suggestions help teachers to set the scene and prepare children for reading the book. Prompts help to determine children's prior knowledge. Where necessary, background information is provided. Teachers are encouraged to check that children understand the vocabulary listed and to discuss the meanings and/or the structures of these words. Previous experiences with similar text types may also be discussed.

During reading

Predict, Read, Reflect:

Questions encourage children to engage with the text by making predictions. They then read a section of the text and reflect on what they have read. The focus is on the content, language and text features of the book.

Observe and support:

Prompts help teachers to focus on the strategies children use as they read. Teachers can then select from and adapt the suggestions according to the needs of the individual child. The suggestions aim to develop a child's reading abilities. Interruptions to the child's reading should be minimal.

After reading

A selection of reading and writing activities:

The last pages of the teacher edition provide follow-up activities and include the assessment focus.

Selected text features

- A flow chart is provided
- Captions explain aspects of the photographs
- Technical language is used throughout: low-loading trucks, root ball, crane, harness, special pegs, wires, roadside, trench, base, replanted

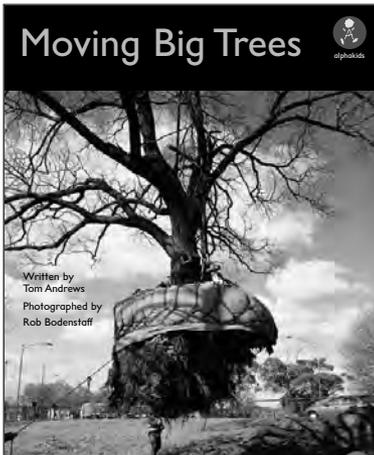
Vocabulary

attached, beautiful, building, council, damaged, easier, harness, preparing, several, successfully, underground

Setting the context

How do you think that you would move a big tree?

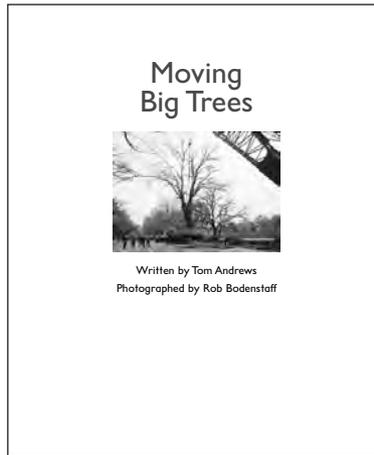
What machines and tools would you need?



Front cover

Ask the children to look at the photo on the front cover.

What is happening? Why is the tree in the air? What is on the bottom of the tree? Why might the tree need to be moved?



Title page

*What equipment are they using here?
How old do you think the trees might be?*

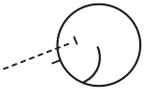
● **Predict**

*When might trees need to be moved?
Look at the pictures on pages 4 and 5.
How do you think big trees are moved?*

● **Read** to the end of page 5.

● **Reflect**

*Why are trees moved? What are the stages of Rob's plan?
Look at the caption on page 5. Has Rob done this before?*



Observe and support

Can the child understand the text at a literal level?
*Why do trees need to be moved?
How will this be done?*

This is Rob. He works with trees.

Sometimes trees have to be moved when roads, bridges or tunnels are being built.

It is Rob's job to save big trees which might be damaged by building works.

Rob plans the best way to move the trees. Then he and his team start work.



Near the city there was a long row of beautiful, old trees. They had very deep roots, so some of them needed to be moved while a tunnel was built under the ground. Then they would be replanted.

The council asked Rob to work out the best way to move them.

Rob went to look at the trees and drew up a plan.

Rob's Plan

Dig small trenches around each tree at the end of summer



Move the trees into storage in winter



Look after the trees until there is a place for them to be planted



Replant trees

Rob has successfully moved and replanted many big trees this way.



● **Predict**

How will they prepare the trees for the move? Look at the pictures to help you.

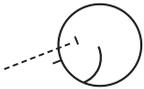
What does the sign on the red tape tell us?

● **Read** to the end of page 7.

● **Reflect**

How did they prepare the trees for the move?

Why did they need to dig a trench around the base of each tree?



Observe and support

Does the child integrate a range of information to solve problems when they read?

How did you know that word was 'trench'? What did you think about?

The trees would die if they were taken straight out of the ground, so Rob and his team spent a few months preparing them for the move.

First, they dug a narrow trench around the base of each tree trunk.

Most of the roots were cut when they dug the trench, but soon new roots started to grow.



The new roots didn't spread out underground like the old roots, but grew around each other in a big ball.

The new roots made the trees easier to move and look after.



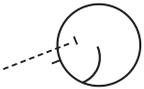
● **Predict**

*It is now three months later and time to move the trees.
What equipment will they need to do this?
What will they need to do to the trees once they have
moved them?*

● **Read** to the end of page 11.

● **Reflect**

*How did they move the trees?
Where were the trees stored?
What did they have to do to them each day?*



Observe and support

Can the child provide an opinion about whether trees should be moved?
Do you think that trees should be moved? Why?

After three months, it was time to move the trees.

Rob and his team strapped a harness around the roots of each tree. The harness kept the soil and the roots together. This helped the trees to stay alive.

The trees were very heavy. A big crane was used to lift each tree out of the ground and onto a truck.



The trees were taken on low-loading trucks to a nearby roadside.

The root ball of this big tree is almost as heavy as the rest of the tree.



The team stored the trees safely by the side of the road for several months.

They watered them every day.



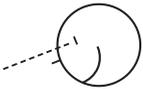
● **Predict**

*How do you think the trees will be moved back again?
Do you think that this is an easy job?
Do you think the trees will survive?*

● **Read** to the end of page 12.

● **Reflect**

What did they attach to the trees to prevent them from blowing over in the wind? Why would they need to do this?



Observe and support

Can the child explain what new information they have learned from the book?

What have you learned about moving big trees?

After the tunnel was built, the trees were moved back to where they came from.

A big hole was dug for each tree. A crane lifted each tree from the back of a truck and put it in the hole.



● **Predict**

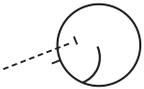
What special care do you think that these trees will need?

How long do you think it will take for them to become established again?

● **Read** to the end of page 16.

● **Reflect**

Do you think that it was worthwhile moving these big trees? Why didn't they plant new trees instead?



Observe and support

Can the child recall the sequence of events in the book?

Tell me how the trees were moved.

The workers took the harnesses off the roots. They attached special pegs to the roots to keep the tree in the ground.

They also attached wires from the tree trunk to the ground so that the tree would not blow over in the wind.



At first the trees had to be watered every few days.

Once the new roots were strong enough to hold the tree in place, the wires were taken down.



It will take a few years for the trees to look just like they did before the tunnel was built.

But all the animals, birds and people who enjoy them are very pleased to have them back.



After reading

Being a meaning maker

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

What needs to be done so big trees can be moved?

Why would big trees die if they were taken straight out of the ground?

Why does it take so long to move big trees?

Can all big trees be moved? Why?

Should people move big trees?

Why?

Being a code breaker

Explore the following language features:

- the blend 'tr': tree, trunk, trench, truck

- words used to indicate past tense: was, moved, asked, went, made, spent, dug, were, grew, watered, took

- language used to indicate order: first, after, then, when

Being a text user

Discuss the structure of the book.

How is this book organised?

What comes first?

What comes next?

Does it matter what order each page is written in? Why?

Why does the book finish with a comment about people and animals?

Being a text critic

What did the author need to know to write this book?

How might he have learned about moving big trees?

How important are the pictures in this book?

Would the book have been as interesting without them?

Responding to text



Make models to show the steps involved in moving a big tree. Children could work in small groups to make their model. Provide twigs, plasticine, coloured paper, etc. for the models. Encourage the children to write signs and captions explaining their models. Have the children compare their models to the information in the book and then share them with the class.



Retell the book as a diary. Discuss what a diary is and how you make an entry. Encourage children to write diary entries for each step of the process. Share the diary with a friend.



Make word lists showing past and present tense of the same word. For example:

Present tense	Past tense
dig	dug
plant	planted

Discuss how different words change, e.g. by adding 'ed', or by changing their spelling, such as 'dig' to 'dug'.

Writing links

Shared writing

Ask children to share the features of a procedural text. List these on the board. Provide them with different examples of procedural texts to help with their list.

Independent writing

Have the children write their own procedural text explaining how to move a big tree. Display these in the classroom.

Possible assessment focus

Can the child:

- explain what new information they learned from the book?
- recall the sequence of events in the book?
- provide an opinion about whether trees should be moved?



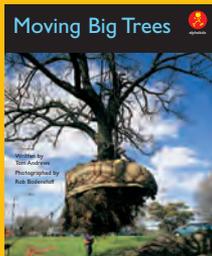
whole text activity



sentence activity



word activity



Teacher Edition

Topic: Plants

Curriculum link: Science, Technology

Text type: Explanation

Reading level: 22

Word count: 435

Vocabulary: attached, beautiful, building, council, damaged, easier, harness, preparing, several, successfully, underground

Possible literacy focus

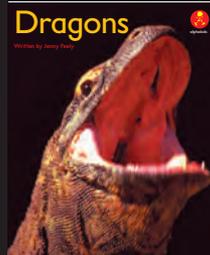
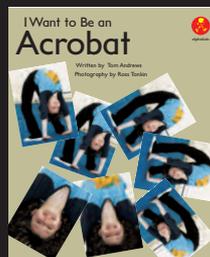
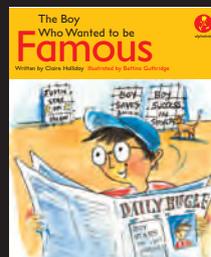
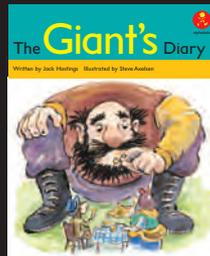
Understanding a process explained in the text.

Using critical literacy skills to discuss whether all trees can or should be moved.

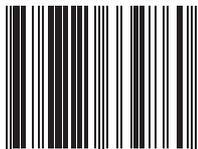
Summary

This book explains how a number of very big trees were moved during the building of a tunnel, cared for and then replanted after the tunnel was finished.

Other books at this level



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