



# Level 7 Book g

## Jenny's New Tree

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Level	7
Word Count	116
Text Type	Literary recount
High Frequency Word/s Introduced	

We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussion that you may have before the children read the book and after the children have completed the reading. Some of you may prefer to explore the meaning and the language in more detail before the children read. Your decisions will depend on the gap between the children's current knowledge and the content, vocabulary, and language of the book they are about to read. Remember that the more information the children have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas that we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of children being able to analyse and use the texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to comprehension (meaning maker)*



*This symbol relates to decoding (code breaker)*



*This symbol relates to critical analysis (text critic or analyser)*



*This symbol relates to use (text user)*

BEFORE READING

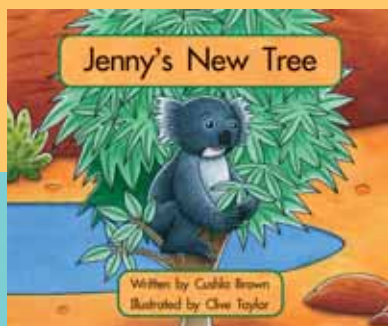
## Cover & Title Page



Introduce the book and ask the children to look at the cover and title page pictures and describe what this book might be about. Ask if the children have seen a koala close up and what they thought. Ask the children what other animals might be in this book.



Read the author and illustrator's names. Why are there names here? Identify book conventions.



Ask the children to predict what might happen in this story, explaining the reasons for their guesses.



Check reading strategies with the children. Remind them to match one spoken word with one written word as they read. What will they do when they come across a word they don't know?

AFTER READING

## BEFORE READING

2/3

Ask the children to look at the picture and describe what's happening. Talk about the setting and what the animals might be going to do. Can the children guess how these animals know each other? Do they look like friends?



Jenny went to get a new tree.  
Suzy and Cory went, too.

## AFTER READING

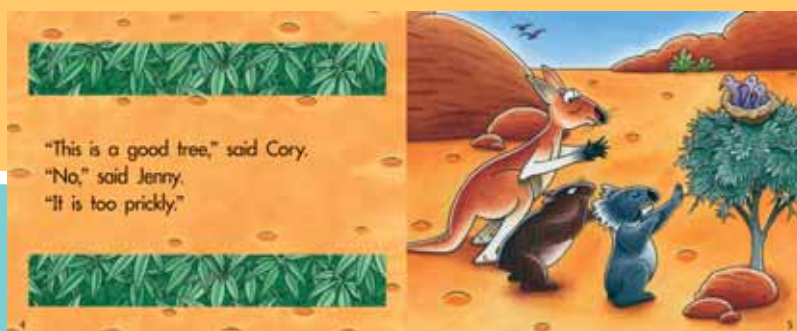
Discuss the text type. Tell the children that a literary recount tells about fictitious events that happened in the past. Ask them how they know that this story could not be a true story.

Ask the children to look at the names – Jenny, Cory, and Suzy. Can they see what they all have in common? Direct the children's attention to the y ending. Explain that it has a vowel sound.

## BEFORE READING

4/5

Ask the children what is happening in this picture. Can they work out why the characters are looking at a tree? Ask the children what they notice about the tree in particular.



"This is a good tree," said Cory.  
"No," said Jenny.  
"It is too prickly."

## AFTER READING

Ask the children why Jenny thought this tree wasn't what she was looking for. They need to refer to the picture and the prickles on the tree or the specific words in the text. Talk about what Jenny might be looking for in the perfect tree.

Identify the word *too*. Ask the children to spell it and put it in sentences to share with the group. Identify the adjectives – *good* and *prickly*. Talk about describing words and suggest similar words to these.



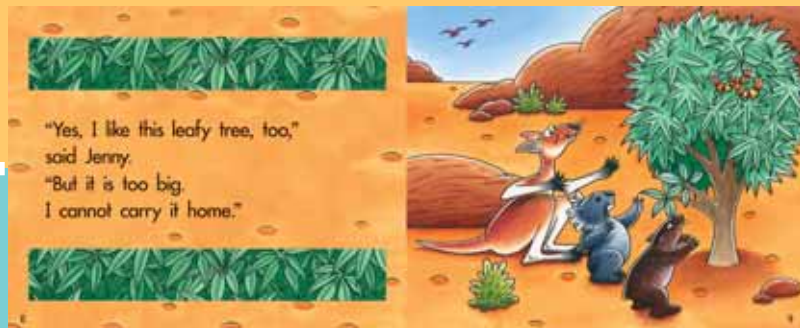
Ask the children to describe this picture and decide if this tree would be a good tree for Jenny. Can they identify the three little friends in the leaves? Ask the children what they think the characters are going to say.



Ask the children to suggest another sentence for this page that will suit the style and vocabulary of the book.

Ask the children to point to the word *tree*. Spell it and identify the blend – *tr*. Discuss the sound this makes and list other words with the same blend. Then ask the children to identify another blend on this page – *th*.

Ask the children to cover the text and talk about this picture. Can they predict what the characters are going to say, from their faces and body language in the picture? Prompt them to think about whether this is going to be the right tree or not. See if they can think of sentences that fit in with the style of the book.



Ask the children if they were right. Ask them what the characters had decided. Was it the right tree or not? Praise the children for referring to the text to answer this question – the tree was too big.

Ask if the children can identify the two *y* ending words in this text. Then talk about the word *yes*. Spell it and discuss its use and meaning.

## BEFORE READING 10/11

Ask the children what they think of the story so far. Encourage them to talk about the things they like and give reasons. If there are things that could be improved, encourage them to make suggestions.



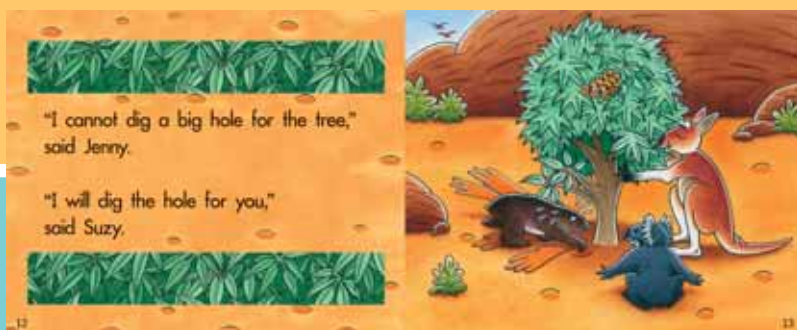
## AFTER READING

Ask the children what Cory suggested to Jenny. Can the children identify which one is Cory? Approve the suggestion that the kangaroo is Cory and the reasoning that it is because he is big, referring to the text.

Direct the children's attention to the words *home* and *take*. Have them look at the long vowel sounds in each. Encourage them to tell you that *home* has the long *o* and *take* has the long *a*. Talk about other words that fall into the same two categories.

## BEFORE READING 12/13

Ask the children what is happening and why the wombat is digging. Talk about how well suited the wombat is to digging holes. Ask the children to summarise what the special qualities of the kangaroo and the wombat are.



## AFTER READING

Ask the children what it is that Jenny can't do and the other animals can. Encourage them to refer to the text and the pictures to find the answers. Focus on the individual qualities of the animals.

Ask the children to identify the punctuation on this page and explain its purpose. Focus in particular on the capital letters at the beginning of sentences and for characters' names.

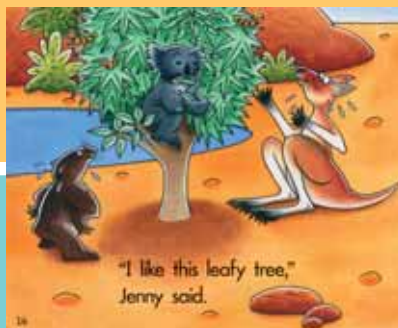
Ask the children to describe what all the animals are doing. See if they can work out why Jenny wants this tree and where she is going to put it. Encourage the children to use the picture to inform their ideas.



Ask the children what each character did. They need to refer to the sentences to gather this information.

Identify the word *dug* to illustrate the irregular past tense. Discuss how the present tense *dig* does not change to *digged* but to *dug*. Place the words in sentences to share with the group. Do the same for the verbs *get/got* and *take/took*.

Ask if the children can guess why Jenny wanted this tree. Encourage the children to refer to the picture to get this answer. Talk about the characters' feelings in the picture.



Invite the children to identify the lesson in this story, focusing upon Jenny's friends and how they helped her. Talk about teamwork and that we all have special qualities we can contribute to a situation.

Identify the adjective *leafy* and all the punctuation.

# 7 g Jenny's New Tree

Name \_\_\_\_\_

Write the words in the correct boxes.

prickly      present      trick      trip

prize      tree      train      problem

<i>pr</i>	<i>tr</i>

Put the correct punctuation in these sentences.

I like this leafy tree said Jenny

I will dig the hole for you Suzy said

I will take it home for you said Cory

## 7 g Jenny's New Tree

Name \_\_\_\_\_

Write in the missing words.

take

took

dig

dug

“I will \_\_\_\_\_ it home for you,” said Cory.

“I cannot \_\_\_\_\_ a big hole for the tree,”  
said Jenny.

Cory \_\_\_\_\_ it home.

Suzy \_\_\_\_\_ the hole.

Read the sentence and draw the picture.



“I like this leafy tree,” Jenny said.