



Running words: 41

## Book Summary

Cat gets stuck chasing a bird up a tree, followed by the boy, girl, Dad, and Mom. They are all brought down by a firefighter, but once they are down, the bird and cat go up the tree again.

## Building Basic Skills

**High-frequency words** – Up, the, The, is, going, up

**Content words** – Tree, bird, cat, boy, girl, Dad, Mom, firefighter

**Repeated phrase** – The ... is going up

**Phonics and phonemic awareness** – g (going, girl); word ending -ing (going)

**Punctuation** – periods, capital letters, exclamation point

## Special Features

Sequenced illustrations on page 15

Circular story structure

## Skills and Strategies

*Up the Tree* can be used to introduce and reinforce:

- retelling the sequence of the story using own words
- creating artwork or a piece of writing related to the text
- writing labels for a specific purpose

**B** recognizing the relationship between letters and their sounds.

## Materials

- copies of words and punctuation for this book from page 90, cut and ready for use
- copies of BLM, pencil, scissors, glue
- large paper, paper strips, glue, stapler
- paint, leaves for collage, glue, markers, scissors

# Up the Tree

by Elizabeth Craker

illustrations by Jennifer Cooper

## Introducing the Text

Play “Follow the Leader” with children. One child at the front of the line moves along in an interesting way or moves around obstacles in the classroom and the other children follow and change actions when the leader does. Children take turns at being the leader.

## Discussion Model

Using only the teacher’s copy, discuss each page of the book with the group. Ensure that content words are integrated naturally into the discussion.

**Cover** – *This story is about a family following their cat up a tree to rescue it.*

**Page 3** – *Who is going up the tree? How do you know who will follow next?*

**Page 5** – *Were you right? How will the cat get down? Ask children to find “ing” in the word “going” on page 4.*

**Page 7** – *Why is the boy climbing the tree? Will he be able to rescue the cat?*

**Page 9** – *Who is going up to rescue the boy? Ask children to identify “girl” and “going” on page 8 and discuss the “g.”*

**Page 11** – *Do you think Dad is enjoying climbing the tree? Why/why not? Ask children to find “ing” on page 12. Which word is it in?*

**Page 13** – *Will Mom be able to rescue everybody? If Mom can’t, who would be a good person to come and help?*

**Page 15** – *Why is a firefighter a good person to help?*

**Page 16** – *What is happening in the picture? Is this the end of the story? If not, what might happen next?*

## Reading the Text

*When we are reading this story, we will look very closely at the first letter of each word and think about the sound it makes.*

Hand one book to each child. Together, read the title and the names of the author and illustrator on the cover and title page.

**Page 2** – Clarify where to begin reading and encourage children to point to each word as you quietly read aloud together.

**Page 4** – Identify “The” as the first word to read. Listen while children read the page quietly to themselves.

**Pages 6–16** – Encourage children to read the remaining pages quietly to themselves. Watch for children recognizing initial letters and sounding them appropriately to decipher the word, particularly content words.

## Revisiting the Text

- Recall the sequence of the story and draw a plot cycle on the board. Discuss where the cycle could begin again.
- Write “going” on the board and highlight “ing.” Ask children questions about the pictures to elicit answers that are verbs, for example, for page 3, “What is the bird doing?” (flying) Write answers on the board and highlight “ing.”
- Using the words and punctuation for this book from page 90, reassemble the sentences with children.

## Following Up

**B** On the BLM activity opposite, children cut and paste the characters to match with their initial letter.

- On strips of paper, write the high-frequency words “The,” “is,” “going,” and “up.” Using longer strips of paper as the sides of the ladder, children arrange the word strips in sequence as the rungs. Glue or staple them together.

**B** Paint a tree trunk with branches on a large piece of paper. Children make a collage by gluing on real leaves or leaf shapes cut from colored paper. Each child draws and cuts out a picture of him/herself and glues it onto the tree trunk or branch. Caption using children’s names: “[Suzy] is going up.”