



alphakids

Follow Me

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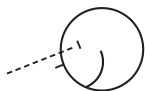
How to use this book

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 they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.

During reading: Observe and support



Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support the children by helping them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the children's reading should be minimal and focused on specified learning needs.

After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 16 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 planning for further teaching.

Text highlights

- It features the refrain 'Come and see – follow me.'
- The repetitive sentence form: 'Here is the ... where I play.'

Vocabulary

branch, follow, ladder, leaves, path, tree, tree house, trunk

Setting the context

Talk with the children about any tree houses they have played in.

What was it like? How did you get to the tree house? What games did you play there?

Introducing the book

This book is about the journey a girl must take to get to the tree house where she plays.

Turn through the book, asking:

What do you think the girl will say to us on this page? She is telling us that here is the path to the tree where she plays. She says, 'Come and see – follow me.'



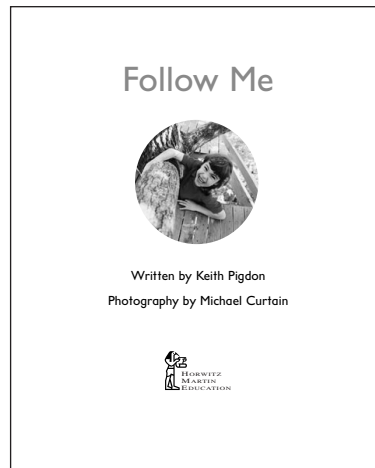
Front cover

Look at the cover. Talk about the picture.

Where does the ladder lead?

How high up do you think the girl is?

Point out the names of the author and the photographer.



Title page

Read the title together.

Can you point to the word 'Follow' on this page? What do you notice about this word?

What does it start with? What other sounds can you hear in the word?



Talkthrough

This book is written as if the girl is talking to us. Look at the picture on page 2. The story starts with: 'Here is the ...' What do you think the next word is?

The second sentence is written in blue. Can someone read this to us? Why would it be written in blue? This is a refrain that recurs throughout the book.



Observe and support

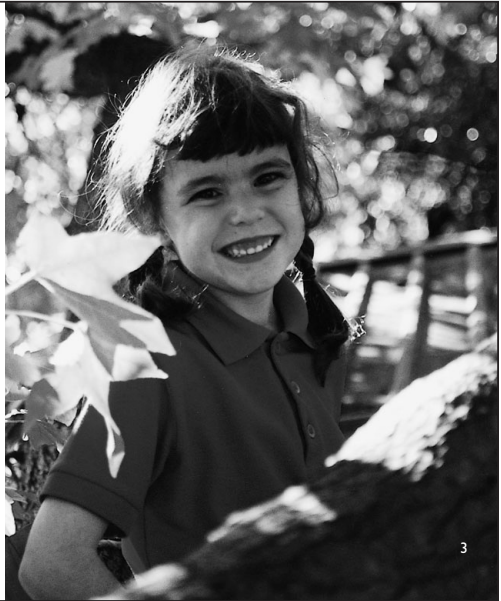
Do the children notice if the words they read do not match the text? If they haven't noticed an error, ask them to re-read the text carefully and check that what they read matches the text.

Why did you stop? What did you notice?



Here is the tree
where I play.
Come and see –
follow me.

2



3



Talkthrough

Where is she taking us now? What is the new information in the story on this page? What does the picture on page 5 tell us? What do you think the girl is thinking?



Observe and support

Can the children locate the high-frequency words: I, play, here, come?

Can you find the word 'follow'? What does it start with? What sound can you hear at the start of the word? What sound can you hear at the end? Do you know any other words that sound like this?



Here is the path
to the tree
where I play.
Come and see –
follow me.

4



5



Talkthrough

Point to the close-up of the tree on page 6.

What part of the tree is this? Can you find the word 'trunk' on this page? What do you think the trunk would feel like?

Point out the dash to the children.

Why did the author put the dash here? What does it do?

The words after the dash tell us what to do if we want to 'come and see'.



Observe and support

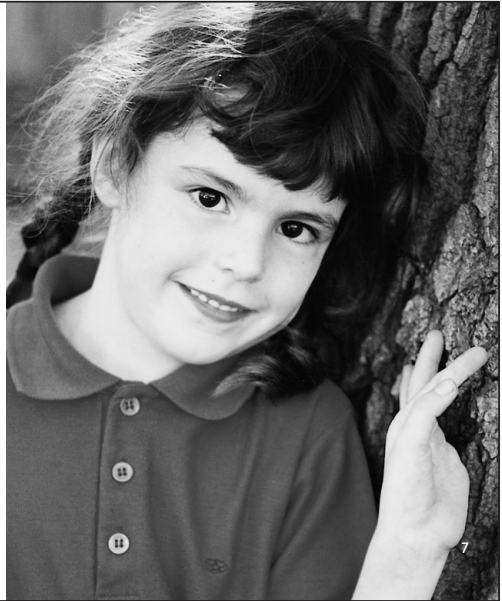
Can the children read fluently and with expression?

I like the way you read that smoothly and made it sound interesting.

Assist the children by modelling fluent reading for them if necessary.



Here is the trunk
of the tree
where I play.
Come and see –
follow me.





Talkthrough

Now here is the ladder on the tree. Where do you think it will lead? How do you think the girl feels about climbing the ladder? How do you know? Where do you think the photographer was in order to take this photo?



Observe and support

Are the children able to infer meaning from the book? Where do you think the ladder will lead?



Here is the ladder
on the tree
where I play.
Come and see –
follow me.

8



9



Talkthrough

Look at the close-up picture on page 10. What word do you predict will be in the text on this page? Were you right? How did you work this out? Where do you think the photographer was in order to take this photo?



Observe and support

Can the children understand the literal meaning of the text?

Where are the leaves?



Here are some leaves
on the tree
where I play.
Come and see –
follow me.

10



11



Talkthrough

Now look closely at page 13. What is the girl lying on?

Can you find the word 'branch' on page 12? What sounds can you hear at the start of the word?

What do you think the tree house will look like? What would you do up in a tree house?



Observe and support

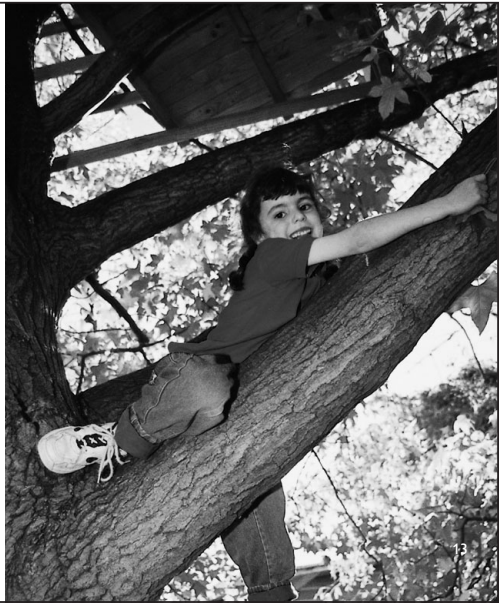
Can the children identify words that rhyme? (tree, see, me)

Can you find two words that rhyme on this page?



Here is a branch
on the tree
where I play.
Come and see –
follow me.

12





Talkthrough

Here is the tree house in the tree. Is it what you thought it would be like? How do you think the girl feels about getting to her tree house? How do you know this?



Observe and support

*Can the children recognise the word 'tree'?
Find the word 'tree'. What do you need to remember about this word when you are spelling it?*



Here is the tree house
in the tree
where I play.

14



15



Talkthrough

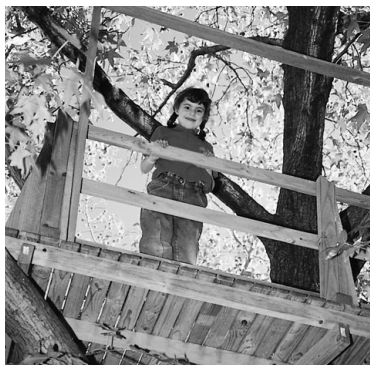
Now read what the girl finally says.

What do you think it would be like standing up there?

What could you see?

What do you think the girl likes to do in her tree house?

Where do you think the photographer was in order to take this photo?



Come and see –
follow me.

16



After reading

Being a meaning maker

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

How does the girl get to her tree house?

How does the girl feel about her tree house?

Being a code breaker

Explore the following language feature :

- High-frequency words: a, and, come, here, I, in, is, me, my, of, on, play, see, some, the, to, where.

Being a text user

Refer to the text when discussing these questions:

What kind of book is this?

How do you know?

Being a text critic

Do all children have tree houses in their back yards?

How is this little girl like you? How is she different?

Responding to text



Design a tree house you would like to play in. Have the children work individually or in pairs to draw a picture of their dream tree house. Ask them to label the special features.



Brainstorm with the children the different types of activities they would do if they were playing in a tree house. List these on a chart to provide a ready reference for their work. Now ask the children to write a few sentences about one of these activities.



Encourage the children to make words that rhyme with 'play' using magnetic letters. They can then record these words in a word book. They could include: bay, day, gay, hay, jay, lay, may, nay, pay, ray, say, stay, tray, way.

Writing

Talk with the children about the way the girl got to her tree house. As a group, share the pen to write about this.

Assessment

Can the children:

- explain how the girl gets to her tree house?
- explain why 'Come and see – follow me' is written in a different colour.



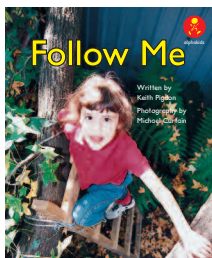
whole text activity



sentence activity



word activity



Teacher Edition

Topic: Playing

Curriculum link: SOSE

Text type: Poem

Reading level: 4

Word count: 103

High-frequency words: a, and, come, here, I, in, is, me, my, of, on, play, see, some, the, to, where

Vocabulary: branch, follow, ladder, leaves, path, tree, tree house, trunk

Possible literacy focus

Understanding the text at a literal level.

Understanding text conventions – the use of different coloured text for a refrain.

Summary

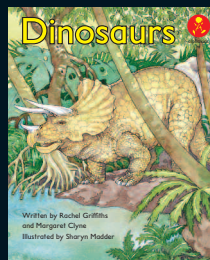
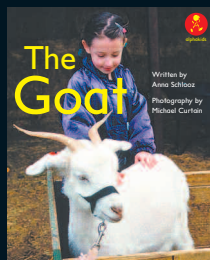
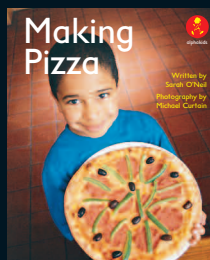
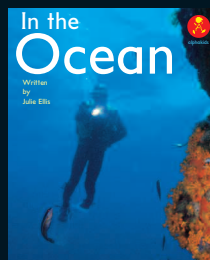
In this book a girl invites the reader to come and follow her to the tree house in her back yard. A catchy refrain encourages the reader to 'Come and see – follow me.'

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Other
books
at this
level



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