

Fluent Lesson Plan

Aunt Milly's Magical Tree

Fluent Level 18

Lesson rationale

The students will

- Use their imagination, information from the story and their existing knowledge to create understanding
- Analyse the structure of the writing to enhance understanding
- Practise recalling and retelling a story

Before the lesson

Become aware of the story, how it is organized and the repetition used so that you can lead the students to develop their understanding and comprehension strategies. Prepare and have ready any resources or materials you may need for the follow-up activity.

Reading and thinking

Introduce the book to the students. Read the title and focus the students' attention on the cover illustration. Ask the students what the illustration shows. Steer the inquiry to the woman, the tree, the hot sun and the watering can. These elements are essential to the make-up of the story.

Look at the illustrations on pages two and three. Ask the students to describe it, *What words can you think of to describe this place? How is it the same/different to where you live? Why would/wouldn't you like to live there?*

Read the text on these pages.

Continue reading pages four and five.

Ask the students if they would like to comment further about the town of Dry. Show the students the happy faces pictured in the illustration.

Turn to pages six and seven. Discuss the illustration first. Focus on the sad faces and the trees that the people are thinking about. Ask the students, *What would you miss if there were no trees?*

Thank the students for their ideas. Read the text on these pages together.

Read pages eight through to 13.

Ask the students to comment on what has happened in Dry. Have them retell the story to you. Use the illustrations as a prompt if needed. Listen carefully to what the students say. It will tell you something of their ability to predict the story and language that may follow in the book. This is the comprehension strategy you want to develop today.



Read page 14.

Ask the students, *Aunt Milly wants some plums. How do you think she will get them? What will happen if she gets plums?*

Read page 15. Turn to page 16 and 17; discuss the illustrations with the students. Read the text.

Tell the students, *This part of the story sounds like something we have read before. What is the same/difference with the writing? Why has the writer done that?*

Instruct the students to look at the illustrations on the next two pages (18 and 19). Ask them to tell you what will happen next in the story. Congratulate them on their clever thinking. Read the text on these pages.

Read pages 20, 21, 22, and 23.

Ask the children to guess what Aunt Milly may have left behind. When the guessing is done, turn to page 24 to reveal the answer.

More thinking

Have the students practise recalling and then retelling the story of *Aunt Milly's Magical Tree*. If this is a new skill for the students model it, and give them the support they need. It may begin with telling a friend what is going on in one illustration or having the students perform their 'stories' to a larger audience.