



'104-STORY TREEHOUSE' SCHEME OF WORK

PERFECT FOR: Students aged 6+; reading for pleasure; engaging reluctant readers; injecting humour into writing; making inferences from illustration; drama; and understanding different books genres and writing styles.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading Comprehension; Creative Writing; Writing in Role; Writing to Instruct and Inform, Writing to Explain, Poetry

Design Technology & Art

Drama, Speaking and Listening

Geography

Maths

Music

Science





WEEK 1 (CHAPTERS 1-2): JOKE WRITER 2000



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none">- Use clues from the text to infer information about a character.- Identify the language the author has used for effect.- Retrieve information from reading. <p>Geography</p> <ul style="list-style-type: none">- Identify and understand another country's currency. <p>Maths</p> <ul style="list-style-type: none">- Combine amounts to equal a specific total.- Add or subtract different numerical values in order to reach the same total. <p>Design Technology & Art</p> <ul style="list-style-type: none">- Draw using illustrations as inspiration for own work.	<ol style="list-style-type: none">1. Study the front cover of 'The 104-Storey Treehouse'. What do you think might happen in the book? Who are the main characters? Does the cover make you want to read the story? Why? Discuss with a partner.2. On pages 2–3 and throughout Chapter One the author has used brackets to show moaning and groaning. What does this tell you? Pick out examples from the text.3. Why do you think the author has decided to write jokes at the bottom of every page? What effect does this have on the reader?4. 'Sploosh', 'Fling', 'Pop' and 'Klunk' are all words drawn on this page. What technique are these examples of? (pages 14–15)5. Why is the 'Mighty Fortress' so mighty? (page 21)6. Who do you think the characters are? (page 24)7. What words could you use to describe the <u>mood</u> of the characters? (pages 31–33)8. How does the italicized writing change the way we read the words? Try reading the sentences aloud in pairs (pages 32–33).9. What did Andy and Terry call to take them to 'The Two-Dollar Shop'? (page 45)10. The author and illustrator have their own style of storytelling. Do you agree? Discuss how the heavily illustrated text might add to your reading experience.	<p>Read through some of the jokes at the bottom of the pages together. Use the jokes to create your own joke book.</p> <p>On pages 6–7 there is an intricate cartoon map of the inside of the treehouse. What rooms would you add to your own treehouse? Using the map as inspiration, draw your treehouse, making sure you include speech bubbles and labels.</p> <p>Throughout the book there is lots of written speech and speech bubbles. Discuss the different uses of punctuation used in these. Choose your favourite image from the book to write speech bubbles for, and then turn the scene into written prose.</p> <p>The characters in the book combine their dollars to make two dollars. Discuss Australian money in pairs and work on combining different amounts to add up to two dollars.</p>



WEEK 2 (CHAPTERS 3-4): ONE HUNDRED BUN-FIGHTING BEARS



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none">- Identify a writer's techniques within the text.- Infer a character's motives through their actions. <p>Persuasive Writing</p> <ul style="list-style-type: none">- Use persuasive language techniques in writing in order to create an advertisement. <p>Maths</p> <ul style="list-style-type: none">- Work with numbers up to two million.- Use place value to combine totals to make a specific amount. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none">- Use the conventions of a sports commentary to recreate a scene from the book.	<ol style="list-style-type: none">1. What does the author mean with the phrase 'getting slightly crabby'? Why has the author used this phrase to describe Pinchy? (page 49)2. What sorts of things can you see for sale at the 'Two-Dollar Shop'? (pages 50–51)3. How does 'Pinchy' advertise his products? (pages 55–60)4. Why does Terry say 'Uh-oh' when he thinks Pinchy is about to sing again? What can you <u>infer</u> about how Terry feels from this? (page 61)5. What differences do you notice between the items for sale in the 'Two-Dollar Shop' and those for sale in the 'Two-Million-Dollar Shop'? (pages 50–51 and 64–65)6. Why has the author used <u>ellipses</u> on this page? What does ellipses show here? (page 69)7. How did the machine switch from making money to making honey? (page 73)8. How does Terry react to being hit with a bun? (page 82)9. Do you think Andy and Terry enjoy the bun-fight with the bears? Why or why not? (pages 82–91)10. Who do you think Jill is? Why hasn't she been introduced before? (pages 91–100)	<p>On pages 50–51 we are shown all of the things for sale at the 'Two-Dollar Shop'. Choose one of the items and identify its unique benefits to write a persuasive advertisement to sell it. Remember to use persuasive techniques including: second person address, emotive language, direct instructions and exaggeration.</p> <p>The characters use their money/honey-making machine in this part of the book. Find the different ways you could make two million dollars using the machine. Make a list in pairs and present your ideas to the class.</p> <p>Watch a football commentary together and discuss the language used. What events are there in the bear bun-fight that could be included in a commentary of it? Write and perform your own commentary of the fight in small groups. (It might be beneficial to use slow-motion!)</p>



WEEK 3 (CHAPTERS 5-6): TOOTH EXTRACTION



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none">- Make predictions whilst referencing the text.- Build an idea of a character using clues from the text.- Identify themes and conventions across a range of books in a series. <p>Writing to Explain</p> <ul style="list-style-type: none">- Use causal connectives to explain a process. <p>Creative Writing</p> <ul style="list-style-type: none">- Identify words that rhyme to create rhyming couplets.- Write a continuation of a song from the text. <p>Music</p> <ul style="list-style-type: none">- Play a variety of instruments in an ensemble context.	<ol style="list-style-type: none">1. With all the distractions going on in the book, what is the one task the characters keep returning to? (page 101)2. How has the author shown that the characters are getting angry on pages 102–103?3. How has the author and illustrator injected humour into pages 102–108? Consider the characters' exaggerated reactions, their facial expressions, and the relatable scenario they're in.4. The book has a lot of <u>speech</u> in it. Why do you think the author and illustrator have chosen to lay pages 114–115 out in this way? What effect does it have on your reading?5. Why do you think the text in Terry's song is written in a different <u>font</u>? (pages 123–133)6. What do you think of Terry's idea? (pages 135–136)7. The owls have told Terry and Andy to use string and a doorknob to remove Andy's tooth. Is this good advice to follow? What advice would you give? (page 142)8. Why can't Terry see on page 149?9. On page 160 it says 'all of Jill's animals.' What extra clue does this give you about Jill? What could she do?10. Why is it a problem that the bird has taken the tooth? (page 168)	<p>In this section, Andy finds a special counting hat to help him count the money. Design your own special hat invention and write an explanation of how it works using causal connectives. Describe any unique features that your hat has and their purpose.</p> <p>Terry sings a song about how silly he has been on pages 123–134. Work together in pairs to add your own verses to the song, identifying words that rhyme to make sure it flows with what has already been written. When you've finished, add musical instruments to help you perform your new verses!</p> <p>Look at the other book covers in the series. Can you identify similarities and differences between these books? Which book would you like to read next? Can you create your own cover for a future Treehouse book using the same format?</p>



WEEK 4 (CHAPTERS 7-9): THE WORM-SNATCHER



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Writing to Instruct</p> <ul style="list-style-type: none">- Create a list of instructions, directing someone to complete a particular action or plan. <p>Geography</p> <ul style="list-style-type: none">- Identify world landmarks on a map.- Research facts about world landmarks. <p>Maths</p> <ul style="list-style-type: none">- Use methods of approximation and estimation. <p>Science</p> <ul style="list-style-type: none">- Identify the habitat of a bird and understand the dangers of that habitat.- Carry out research into the behaviours of a particular species of bird.	<ol style="list-style-type: none">1. Why do you think the author has used an entire chapter to show Andy and Terry climbing the stairs? Is this effective? Why? (Chapter 7)2. Why do the group 'crouch down, put [their] hands on [their] hips and move [their] elbows back and forth'? (page 210)3. Why does the author use lots of <u>powerful verbs</u> on this page? What effect does this have? (page 211)4. Who does Terry have a tug of worm with? Why does he not want to let the worm go? (page 217)5. Do you think the idea of making a 'worm-bungee' would have worked? Why or why not? (pages 221–222)6. What does the word 'alight' mean? What other words could have been used in its place? (page 228)7. Do you think Terry is being annoying on purpose? How would you react to him if you were Andy? (pages 243–256)8. In which ways does Terry keep Andy awake? (pages 243–256)9. Which character would you prefer to be in this book and for what reasons? (chapter 9)10. Do you think Andy and Terry will ever get their book written? What will happen if they do/don't?	<p>In what other ways could Andy, Terry and Jill have reached the bird nest? Invent your own far-fetched devices to aid the group in retrieving the tooth. Write a list of instructions to help someone use your device and complete your plan.</p> <p>The group scale Mount Everest in the book. In pairs, identify where Mount Everest is on a world map and research some facts about it, including its height. How high is Mount Everest? How many steps would it take to actually build a staircase the height of Mount Everest?</p> <p>The 'worm-snatcher' is a made-up bird. Create a spider diagram, highlighting the features of this creature. Are there any real-life birds you can compare it with? Choose a real bird species to carry out more research into. Create a fact-file for your chosen bird including information on its habitat and environment, food, shelter, and how it protects itself from any dangers.</p>



WEEK 5 (CHAPTERS 10-11): THE TOOTH FAIRY



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none">- Identify an author's use of figurative language and discuss the effect.- Compare and contrast characters across a text. <p>Writing in Role</p> <ul style="list-style-type: none">- Take on the role of a character communicating their thoughts, attitudes and emotions effectively. <p>Poetry</p> <ul style="list-style-type: none">- Create a poem conveying an event, focusing on the use of rhyming couplets. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none">- Create a role-play between two characters.- Perform a poem to the class.	<ol style="list-style-type: none">1. Chapter 10 starts with a <u>rhyme</u>. What rhyme is it similar to?2. How is the author's vision of the tooth fairy different to your own? (pages 262–263)3. On pages 266–267 the author writes: 'With gossamer ropes that glistened,' and 'The tooth fairy flittered and fluttered.' What technique is this and why is it effective?4. Why do you think the author has chosen to write a whole chapter in <u>rhyming couplets</u>? What effect does this have on you as the reader? (Chapter 10)5. Why do you think Andy has a hard time believing Terry? (pages 280–281)6. What word shows you that Terry is excited? (page 281)7. How are pages 282–283 different from pages in other books that you might have read before?8. What <u>verbs</u> has the author used on this page? What verbs could they have used that have the same meaning? (page 285)9. <u>Compare</u> the characters Pinchy the crab and Fancy Fish. (Chapter 11)10. Why do you think there have been so many events that have stopped the characters buying their 'Joke Writer 2000'? (Chapter 11)	<p>Select two characters that you have read about in the book so far and produce a character comparison chart. What have you learned about them? How are they similar/different? Use words, phrases and events from the text to back up your ideas.</p> <p>Discuss the tooth fairy's job. What would a typical night look like for her? In pairs, role-play the tooth fairy extracting different teeth. Use your ideas to write a diary entry in role as the tooth fairy. Would she enjoy her job? What would she not enjoy?</p> <p>Using Chapter 10 as inspiration, write about a memorable event that has happened to you in the form of a poem, using rhyming couplets. When you have finished, practice reading your poem before performing it to the whole class. Why are rhyming couplets an effective technique?</p>





WEEK 6 (CHAPTERS 12-13): THE FINISHED BOOK



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none">- Identify different book genres and the differences between them.- Form opinions about different books and genres.- Express personal likes and dislikes about a book and give reasons for opinions. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none">- Select an interesting event and write a script for this event, using the conventions of script writing.- Effectively portray a character's thoughts and feelings through drama. <p>Writing to Inform</p> <ul style="list-style-type: none">- Write a review to express opinions about a book.	<ol style="list-style-type: none">1. Do you think you would like to have a 'marshmallow machine'? Why or why not? What could some of the drawbacks be? (page 302)2. On page 309, what is Andy listing? Why do you think the author has decided to include this at this point in the story?3. How have the roles reversed between Terry and Andy on page 315?4. What have the characters done on pages 318–324? Were you aware that the book was being written as you were reading it?5. How do Terry and Andy feel towards Mr. Big Nose? (pages 328–329)6. Why are the characters so anxious to get the bears their bear-time story? (pages 330, 338–339)7. How has Mr. Big Nose's character changed? Why do you think this is? (page 342)8. How are brackets used on page 350?9. At the end of the book Andy says: 'and then we will get busy adding another thirteen new storeys to the treehouse.' Why has this been chosen as one of the last sentences written in the book? (page 350)10. Did you enjoy reading this book? Why or why not? How was it different to other books you have read?	<p>What is a book publisher? Research as a class the stages of a book being produced in the book publishing industry. Is it similar to the flowchart on pages 340–341?</p> <p>The story often doesn't go into details about characters' thoughts and feelings as these are inferred through the pictures within the story. In groups, select a scene from the book to turn into a drama script. Work together to use the pictures in the book in order to communicate characters' thoughts and feelings effectively.</p> <p>Write a book review of <i>The 104-Storey Treehouse</i>, expressing your likes and dislikes. In particular, reference any illustrations you liked, any parts of the story you found funny, if you found anything surprising, and give it a star rating. If you really liked it, you could even write a letter to the author and illustrator!</p>