

The Tree House

BUILD BACKGROUND
Unit 1, Grade 3



“The Tree House”

California Standards

Reading

- Decoding and Word Recognition 1.3
 - Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
- Vocabulary and Concept Development 1.4
 - Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meaning of words.



“The Tree House”

California Standards

Reading

- Vocabulary and Concept Development 1.6
 - Use sentence and word context to find the meaning of unknown words.
- Vocabulary and Concept Development 1.8
 - Use knowledge of prefixes (e.g., *un-*, *re-*, *pre-*, *bi-*, *mis-*, *dis-*) and suffixes (e.g., *-er*, *-est*, *-ful*) to determine the meaning of words.



“The Tree House”

California Standards

Reading

- **Comprehension and Analysis of Grade-Level-Appropriate Text 2.6**
 - Extract appropriate and significant information from the text, including problems and solutions.



“The Tree House”

Word Knowledge

LINE 1: outside inside shiny dull beautiful ugly



“The Tree House”

Word Knowledge

LINE 1: outside inside shiny dull beautiful ugly

LINE 2: open close down up wide narrow top bottom



“The Tree House”

Word Knowledge

LINE 1: outside inside shiny dull beautiful ugly

LINE 2: open close down up wide narrow top bottom

LINE 3: board bored for four no know hole whole



“The Tree House”

Word Knowledge

LINE 1: outside inside shiny dull beautiful ugly

LINE 2: open close down up wide narrow top bottom

LINE 3: board bored for four no know hole whole

LINE 4: rehung take retake make remake



“The Tree House”

Word Knowledge

LINE 1: outside inside shiny dull beautiful ugly

LINE 2: open close down up wide narrow top bottom

LINE 3: board bored for four no know hole whole

LINE 4: rehung take retake make remake

LINE 5: trunk tree branches wood



“The Tree House”

Word Knowledge

LINE 1: outside inside shiny dull beautiful ugly

LINE 2: open close down up wide narrow top bottom

LINE 3: board bored for four no know hole whole

LINE 4: rehung take retake make remake

LINE 5: trunk tree branches wood

LINE 6: into with lift visit window



“The Tree House”

Word Knowledge

SENTENCE 1: The boards were crooked, and the roof had holes where the pieces of wood didn't quite meet.



“The Tree House”

Word Knowledge

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SENTENCE 2: Chrissy wondered what Leah had inside her tree house.



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Word Knowledge

SENTENCE 1: The boards were crooked, and the roof had holes where the pieces of wood didn't quite meet.

SENTENCE 2: Chrissy wondered what Leah had inside her tree house.

SENTENCE 3: There was a little porch where you could sit with your legs dangling.



“The Tree House”

Word Knowledge

SENTENCE 1: The boards were crooked, and the roof had holes where the pieces of wood didn't quite meet.

SENTENCE 2: Chrissy wondered what Leah had inside her tree house.

SENTENCE 3: There was a little porch where you could sit with your legs dangling.

SENTENCE 4: You can get fresh air if you lift open a window.



“The Tree House”

Activate Prior Knowledge

- What is a tree house?
- Do you know anyone who has a tree house?



“The Tree House”

Activate Prior Knowledge

- Have you ever been in a tree house or in any other special houses?
- What did you do?





“The Tree House”

Activate Prior Knowledge

- How is sharing a part of friendship?
- In what ways can you share with your friends?





“The Tree House”

Activate Prior Knowledge

- Can you think about times you have shared with someone?
- Can sharing be difficult?



“The Tree House”

Background Information

- “The Tree House” is **realistic fiction**.
- What do you know about realistic fiction?
- What stories have you read that are realistic fiction?





“The Tree House”

Browse

- Read aloud the title and the names of the author and illustrator.
- Quickly look over the first page or two of the selection.
- Why do you think the sign on the tree house says “Keep Out”?



“The Tree House”

Browse

Look for Clues

- What unfamiliar words or long sentences did you notice while browsing?
- What clues did you find to help you understand the selection?



“The Tree House” Browse

Focus Questions

- Read the Focus Questions before you read.
- Keep these questions in mind as you read.



“The Tree House”

Set Purposes

- As you read, look for characters who show friendship.
 - How do they do it?
 - Why do they do it?
- Think about how this story is similar to and different from other stories we have read.





“The Tree House” **Vocabulary**

- magnificent
- marvelous
- beautiful
- peered
- height



“The Tree House” Vocabulary

magnificent

- It was a magnificent tree house.

“The Tree House”

Vocabulary

magnificent

- It was a magnificent tree house.
- The bright colors in the painting of the flower make it a magnificent picture.





“The Tree House” Vocabulary

marvelous

- It was a marvelous tree house.

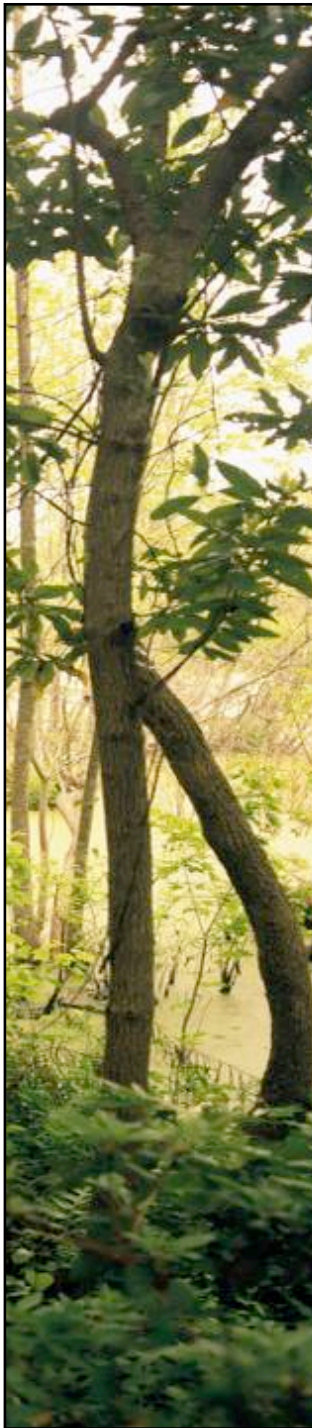
“The Tree House”

Vocabulary

marvelous

- It was a marvelous tree house.
- We went to a marvelous birthday party with lots of guest, presents, food, and games.





“The Tree House” Vocabulary

beautiful

– “It’s beautiful,”
said Leah.

“The Tree House”

Vocabulary

beautiful

- “It’s beautiful,” said Leah.
- The yellow, red, and orange leaves looked so beautiful in the sunlight.





“The Tree House” Vocabulary

peered

- She peered through her window and saw that Leah’s father was there with Leah.



“The Tree House” Vocabulary

peered

- She peered through her window and saw that Leah’s father was there with Leah.
- Spot peered at the ball as I prepared to throw it.





“The Tree House” Vocabulary

height

- Chrissy eyed the distance and the height.



“The Tree House”

Vocabulary

height

- Chrissy eyed the distance and the height.
- The building was very tall, but the height didn't bother me as I looked down through the window.

