

The Bommyknocker Tree

Small Group Reading

Before reading

Introduce the text as narrative fiction. Ask students to describe the features of narratives. Preview reading vocabulary and discuss word meanings with students. Have students look at the front cover. Ask them what they think the book may be about.

During reading

Ask students the following questions as you read each chapter together.

CHAPTER 1

- What wakes Scott up? (literal)
- Do you think Scott is happy about moving? Why or why not? (inferential)

CHAPTER 2

- What is “marked for removal”? (literal)
- Do you think Scott feels nervous asking the librarian for help? How would you feel in his position? (inferential/personal response)

CHAPTER 3

- Why does Mr. Jakob’s son want the tree removed? (literal)
- Compare and contrast Scott’s perception of the tree with that of Mr. Jakob’s son. (inferential)

CHAPTER 4

- Why does Kali thump the table when he is told about the removal of the tree? (inferential)
- When you are upset, what kinds of behavior do you demonstrate? (personal response)

CHAPTER 5

- Why is the title of Chapter 5 “Round One”? (inferential)
- How does Mr. Jakob try to hinder the tree trimmers? (literal)
- What do you think might have happened if the tree trimmers had proceeded? (critical thinking)

CHAPTER 6

- Why does Mr. Jakob’s son change his mind? (inferential)
- Did you enjoy this book? Why or why not? (personal response)

After reading

Students can complete BLMs 1 and 2 after you explain the instructions for each activity.

Grammar On BLM 1, have students identify and form adverbs as they complete the first two activities.

Understanding characters Instruct students to use their inferential reading skills to determine which of the comments on BLM 1 might have been said by some of the narrative’s main characters. **(BLM 1)**

Using imagery Discuss the structure of shape poetry with students. Have them consider the imagery in the text to form descriptions about the bommyknocker tree. Using these descriptions, tell students to compose their own shape poem on BLM 2. **(BLM 2)**

Fluency Model reading with expression pages 7–9 of the text. Point out for students how the tone of your voice changes with different punctuation. Partner students and have them practice reading those pages with expression.

