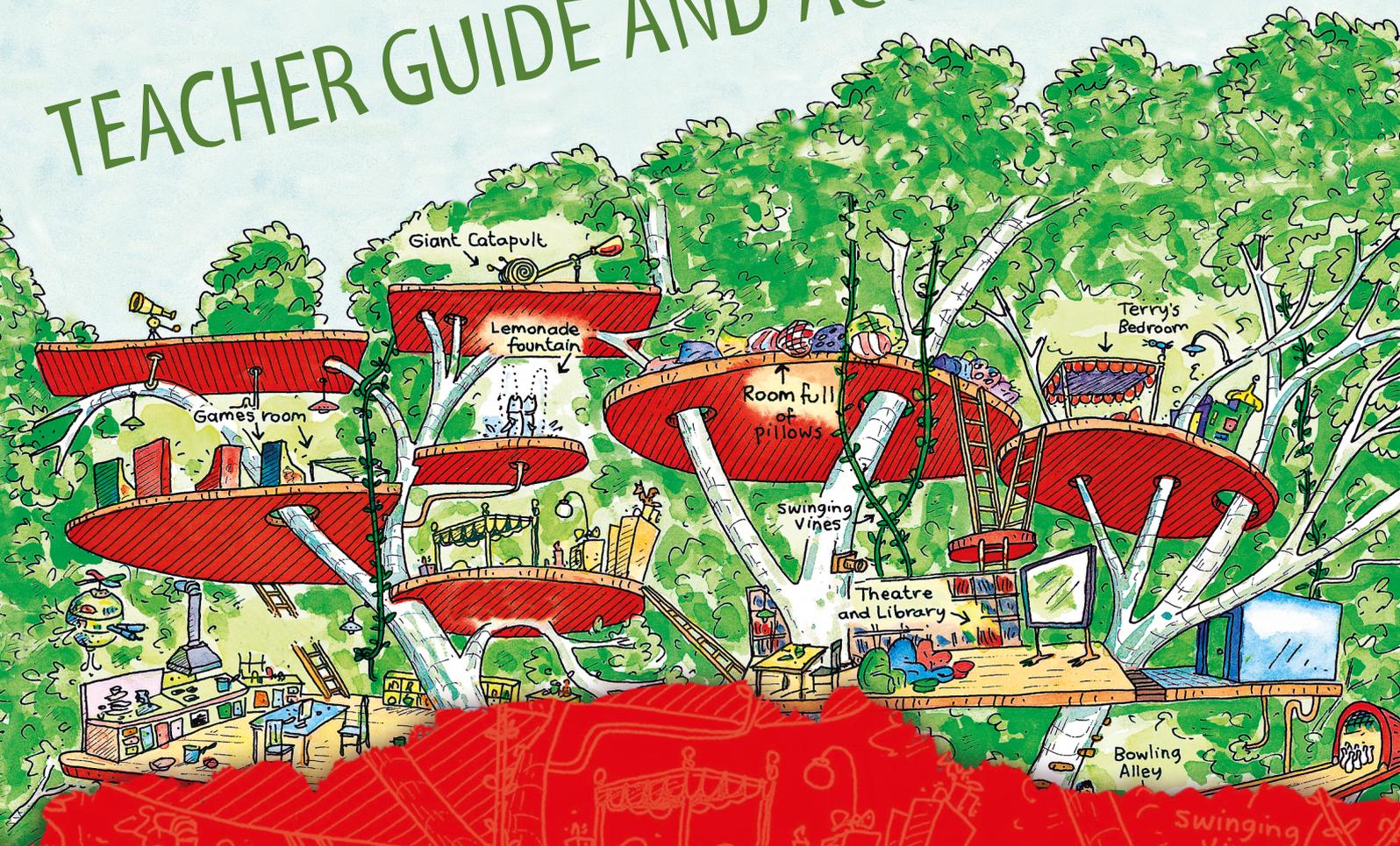


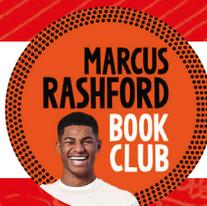
THE 18 STOREY TREEHOUSE

TEACHER GUIDE AND ACTIVITY PLANS



Written by Andy Griffiths and illustrated by Terry Denton, published by Macmillan Children's Books.

A Marcus Rashford Book Club resource
created by the National Literacy Trust



OVERVIEW

In this resource pack, you will find a series of five 30-minute reading for pleasure activities to help pupils aged 7-9 years enjoy and engage with *The 13-Storey Treehouse* by Andy Griffiths and Terry Denton. All of the activities are based on the first three chapters of the book, which can be found in the Pupil Activity Pack.

The activities begin with a short film by author Andy Griffiths, in which he introduces the book, his motives for writing and role models in his early years as an author.

The aim of these resources is to encourage positive attitudes towards reading and foster reading for pleasure. The resources will also inspire pupils to:

- Participate in discussions about books and explore key themes within the text
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions
- Be able to answer and ask questions about the text and justify answers

HOW TO USE THE RESOURCES:

Before taking part in these activities, pupils will need to read chapters one to three. We recommend you read this section together as a class. You might then choose to deliver the five activities over the course of the week, delivering one each day, as part of your reading for pleasure time.

Each of the five activities include:

- An activity aim
- Curriculum links
- Key discussion questions (to lead class or group discussion ahead of the independent activities)
- Independent activities – unless stated, pupils can complete the activities independently or in pairs. All of the activities can be found in the Pupil Activity Pack.

CURRICULUM LINKS (FROM NATIONAL CURRICULUM IN ENGLAND):

English Programme of Study Y3 and Y4 - Reading comprehension:

- Check the text makes sense and discuss their understanding
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Identify how language, structure, and presentation contribute to meaning
- Discuss words and phrases that capture the reader's interest and imagination
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.

THE 13-STOREY TREEHOUSE



→ Activity One

CURRICULUM LINKS:

Reading Comprehension (Year 3 and 4):

- To develop and maintain a positive attitude towards reading.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.

ACTIVITY AIM:

Explore the characters of Andy and Terry, including their similarities, differences and reasons for their friendship.

ACTIVITY OVERVIEW:

In activity one, pupils will compare the main characters, Andy and Terry, through inference of the text and illustrations. They will discuss their similarities and differences, and explore what makes their friendship special.

DISCUSSION QUESTIONS:

After recapping chapters one to three, discuss as a class:

- What makes Andy and Terry similar?
- What makes Andy and Terry different?
- Why do you think Andy and Terry are such good friends?
- Can you describe Terry and Andy's friendship in five words?
- Who do you think you would get on with the most, and why?

ACTIVITY ONE:

Resource: Activity 1a

Pupils to complete Venn diagram about Andy and Terry's similarities and differences.

Resource: Activity 1b

Pupils use their inference skills to complete thought bubbles for Andy and Terry, considering the following: *How does their treehouse make them feel? What do they like about each other? What are they looking forward to doing next?*

PLENARY:

After completing the activities, invite pupils to share their findings with the class. *What do they think makes Andy and Terry similar? And what makes them different? What evidence from chapter one to three, has informed their findings?*

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→ Activity Two

CURRICULUM LINKS:

Reading Comprehension (Year 3 and 4):

- To develop and maintain a positive attitude towards reading.

Art and design (Key Stage 1 and 2):

- Produce creative work exploring their ideas and recording their experiences.

ACTIVITY AIM:

Design and illustrate a new animal inspired by the 'Catnary' from chapter two of the book.

ACTIVITY OVERVIEW:

In activity two, pupils will explore chapter two in more detail and the characters' motivations behind the creation of the 'Catnary'. With a partner, pupils will have the chance to create their own new animal.

DISCUSSION QUESTIONS:

After recapping chapter two, discuss as a class:

- Why is the cat yellow?
- Why did Andy create the catnary?
- What did Andy think would happen to the cat at the edge of the deck?
- What is your favourite animal and why?

ACTIVITY TWO:

Resource: Activity 2a

In pairs, pupils draw their favourite animals.

Resource: Activity 2b

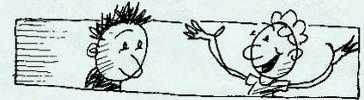
Working with a partner, pupils use the information from activity 2a to design and label their new animal inspired by the 'Catnary'.

PLENARY:

After completing the activities, invite pupils to share their creations with the class. Why did they choose to combine the animals this way? How did they choose the name for their new animal? And did they enjoy working with their friend during this activity?



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→ Activity Three

CURRICULUM LINKS:

Reading Comprehension (Year 3 and 4):

- Provide reasoned justifications for their views.

Art and design (Key Stage 1 and 2):

- Produce creative work exploring their ideas and recording their experiences.

ACTIVITY AIM:

Illustrate a new storey for the *13-Storey Treehouse* and justify why Andy and Terry would enjoy it.

ACTIVITY OVERVIEW:

In activity three, pupils will design and illustrate a new storey for Andy and Terry's treehouse. Pupils will be encouraged to use their knowledge of the characters to justify their decision.

DISCUSSION QUESTIONS:

After recapping chapter one to three, discuss as a class:

- Which 13 storeys make up the treehouse? Which one is your favourite and why?
- What do you think is Andy's and Terry's favourite room in the treehouse and why?
- What do you think is Andy's and Terry's least favourite room in the treehouse and why?
- What makes Andy's and Terry's friendship special?
- Describe a friend who is special to you and why.

ACTIVITY THREE:

Resource: Activity 3a

Pupils to design, illustrate and label their own storey for the 13-storey treehouse.

Resource: Activity 3b

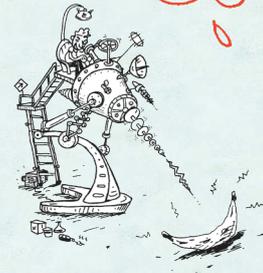
Pupils to justify their design with a written explanation as to why they believe Andy and Terry would like this storey in their treehouse.

PLENARY:

After completing the activities, invite pupils to share their designs with the class. *Why do they think Andy and Terry would like their design?*



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→ Activity Four

CURRICULUM LINKS:

Reading Comprehension (Year 3 and 4):

- Provide reasoned justifications for their views.

Art and design (Key Stage 1 and 2):

- Produce creative work exploring their ideas and recording their experiences.

ACTIVITY AIM:

Work as a team to create a story inspired by your treehouse storey design.

ACTIVITY OVERVIEW:

In activity four, pupils work in partnership to produce a new page inspired by their treehouse storey designs, featuring illustrations and a layout inspired by the book. Pupils will use their ideas from activity three as inspiration.

DISCUSSION QUESTIONS:

After recapping chapter one to three, discuss as a class:

- How could you summarise the first chapter?
- What do you notice about the text in the book?
- What do you notice about the illustrations in the book?
- How is *The 13 Storey Treehouse* similar or different to other books you have read before?

ACTIVITY FOUR:

Resource: Activity 4a

Pupils to work with a partner to create their own mini story and page for *The 13-Storey Treehouse* in the style of Andy Griffiths and Terry Denton, based on their own storey designs from activity three. When working with their partner, pupils can choose to select their favourite idea or complete both.

PLENARY:

After completing the activities, invite pupils to share their stories with the class. *Did they enjoy working with their friend to create the story? How are the features of their story similar to the language and illustrations used throughout the book?*



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→ Activity Five



CURRICULUM LINKS:

Reading Comprehension (Year 3 and 4):

- Making comparisons within and across books.

Art and design (Key Stage 1 and 2):

- Produce creative work exploring their ideas and recording their experiences.

ACTIVITY AIM

Explore the theme of humour used throughout the book and create a comic strip sequence inspired by 'Superfinger'.

ACTIVITY OVERVIEW:

In activity five, pupils will be tasked with creating a comic strip sequence inspired by the mini story 'Superfinger' from the book (an extract of this can be found within Activity 5 of the Pupils Activity Pack). Pupils will first explore how humour is created in the story and then use the ideas to create humour within their own comic strips.

DISCUSSION QUESTIONS:

After recapping chapters one to three, discuss as a class:

- What do you notice about the speech in this book?
- What is your favourite part of the book so far and why?
- How is humour created in the story? Which parts do you think are funniest and why?
- Would you recommend this book to others? Explain your answer.

ACTIVITY FIVE:

Resource: Activity 5a

Pupils to create a funny comic strip sequence inspired by the story of 'Superfinger'.

PLENARY:

After completing the activities, invite pupils to share their comic sequence with the class. *How have they used humour in their story? Have they enjoyed the adventures of Andy and Terry? Which activity was their favourite and why?*

