



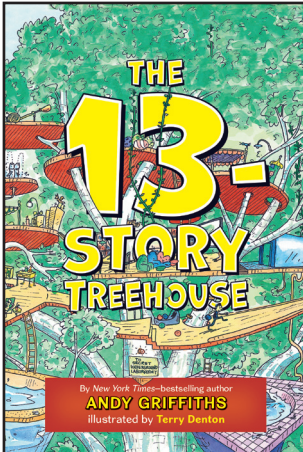
A TEACHER'S GUIDE FOR



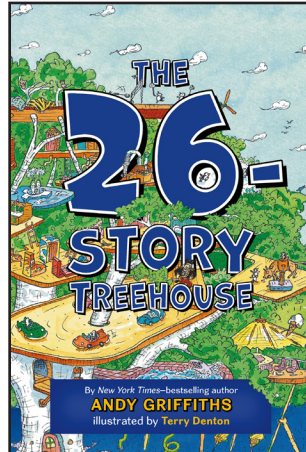
THE TREEHOUSE SERIES

By **ANDY GRIFFITHS**

illustrated by **Terry Denton**



Ages 6 to 10 / Grades 1 to 5
HC: 9781250026903
PB: 9781250070654
eBook: 9781250042392



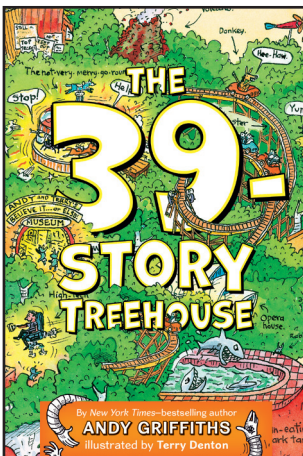
Ages 6 to 10 / Grades 1 to 5
HC: 9781250026910
PB: 9781250073273
eBook: 9781250060129



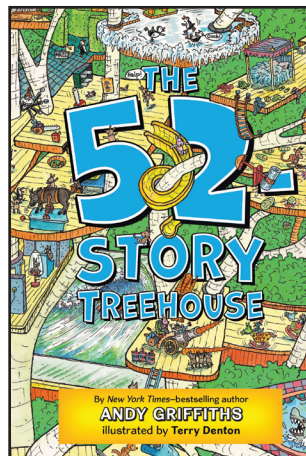
Andy Griffiths and Terry Denton

have created a series that tell humorous and adventurous stories demonstrating to upper elementary readers the power of the written and drawn story. These books are written for ages 8-12, with descriptive pen and ink illustrations intertwined that support and sometimes drive the authors' storytelling. Each book contains a collection of inventive stories that shows how engaging storytelling can be.

As is true with most texts, there are a number of the Common Core State Standards (CCSS) that correlate with the presentation of these stories. This resource is designed to highlight the connections between these books and the CCSS for Listening and Speaking, Reading, and Writing for grades 3 through 6 with initial consideration for using both texts and then some specific examples from each book.



Ages 6 to 10 / Grades 1 to 5
HC: 9781250026927
PB: 9781250075116
eBook: 9781250077493



Ages 6 to 10 / Grades 1 to 5
HC: 9781250026934
eBook: 9781250080233

SPEAKING AND LISTENING

Invite readers to participate in collaborative discussions (one-to-one, in small groups, and teacher-led) of the Treehouse series, sharing their thinking and building on the ideas of the group members. There are four suggested steps in this process: arriving to the discussion prepared, following group-established rules for discussion and assigned roles, responding to questions, reviewing key ideas and drawing conclusions. Since each book is organized by chapters (with a table of contents at the start), students can determine how much to read for each group meeting, setting the expectations for each session. Young readers may choose a chapter per night where older readers may decide to read more.

CCSS: SL 3.1, 4.1, 5.1, 6.1

Ask for readers to verbally document their thinking about the text (or parts of the text) moving from main ideas and supporting details toward summarizing the story. The Treehouse series has many smaller stories within the larger story to encourage students to practice these skills throughout their reading of the entire text, perhaps as they discuss with a small group, as established for the first listening and speaking standard. Building on this work, students can then be pushed to summarize more independently by the end of the book.

CCSS: SL 3.2, 4.2, 5.2, 6.2

READING LITERATURE

Across grades 3–6, RL standards 1, 2, 3, 7, and 10 are addressed while reading these two fun texts. The main idea of each standard is consistent across the grades, yet the depth of the work grows for the reader (as they do).

Encourage students to ask and answer questions as a way to demonstrate their understanding of the text. Andy Griffiths and Terry Denton (aka Andy and Terry) create wildly imaginative and highly fictitious events in their stories that leave readers (scratching their heads and) asking questions. For example, how could that really happen? What would that feel like? With a little encouragement, readers will have a multitude of their own questions recorded in their reading notebooks! And as they continue reading they can work to find the answers to their questions.

CCSS: RL 3.2, 4.2, 5.2, 6.2

Ask readers to find a central message in the Treehouse series and move to the construct of determining the theme of the books. The work across the grades encourages readers to provide details that speak to their ideas about the central idea or theme of each book. Possible themes that may arise for students are friendship, problem-solving elements (perseverance, courage, cooperation, creativity), storytelling, and “How far can they (the authors) take it?” Then ask readers to find details that support their thinking. This piece could be a verbal, written, or drawn component/ piece of work.

CCSS: RL 3.2, 4.2, 5.2, 6.2



Although there are not many characters in the Treehouse series the ones provided are BIG—rich, detailed, well-described. Ask students to describe the characters’ traits, motivations, feelings, and/or actions. In these adventurous books, there is often some question, by the way, of the main characters’ initial motivation (which can make it fun to predict and check the prediction) though friendship, fun, and problem solving usually come through as themes in the end. The detailed illustrations provide support to readers who may struggle in purely text-shared books.

CCSS: RL 3.3, 4.3, 5.3, 6.3

Have readers describe a character, setting, or event from the series. I dare a student to take up describing the 13 or 26 stories of the treehouse! (A reader would definitely have to work on focusing their ideas and choosing important places in the setting: the treehouse which has never-ending options as the place keeps growing.) Andy, Terry, and Jill are main characters who are in all books. Minor characters of interest in *The 13-Story Treehouse* include: Mr. Big Nose, Silky, “Mermaidia,” and a giant gorilla. In *The 26-Story Treehouse* those minor characters of interest are: a whole bunch of parents, Gorgonzola, Captain Woodenhead, and ten unlucky pirates. In *The 39-Story Treehouse* those minor characters of interest are: The Trunkinator, The Birthday Card Bandits, Professor Stupido, Flying Beetroot riders, Frogpotamus, The President of the Royal Society of Frogpotamus Spotters, and Andy’s Badly Drawn Mutant-Lion Thing. Students have many options to choose from if they pick an event as well.

CCSS: RL 4.3

Ask students to compare and contrast two or more characters, settings, or events. The hard part will be choosing! Especially events, since there are so many action-packed events in the Treehouse series. By sixth grade, this standard asks all the prior skills to come together, as readers explain how the story’s plot unfolds and how the characters respond or change as the story comes to an end. The “original” plot in 13 stories is about writing a book—this plot pulls through the book but there are many other adventures along the way. In 26 stories, there is a storytelling theme about how Andy and Terry first met that starts and returns with multiple events ensuing.

CCSS: RL 5.3

Ask students to provide their ideas of how the words and pictures work together, providing text evidence from specific pages—by describing the work of Andy and Terry. By sixth grade, ask readers to compare and contrast the reading of the story with consideration to both words and visual representations. These books provide a unique opportunity to support readers and to engage students in these considerations with words and visuals, unlike the average text due to the graphic component.

CCSS: RL 3.7, 4.7, 5.7, 6.7



WRITING

Across grades 3-6, writing standard 1, 3, and 5 would be meaningfully addressed by these texts. Of course, depending on the age and ability of the reader, there is an expectation of deepening each standard.

Ask writers to establish an opinion. Laughter rings imagining students' responses to the outlandish activities and the engaging, accessible writing of these treehouse-centered texts. Do you believe it? What did you think of that?!? Readers can give opinions on a character's actions or the authors' crafting of the story. (Often, like here, Terry is referred to as an author too because his drawings drive the story as well.) Early usage of this standard asks writers to provide reasons for their opinion. Then they are expected to give facts and details, organizing this information as their ability to produce them grows.

CCSS: W.3.1, 4.1, 5.1, 6.1

Invite writers to create narratives of their own, real or *imagined*. Andy and Terry set an example for young writers who want to let go and imagine the (im)possibilities. This creative setting offers an impetus to anyone's writer's block—with a marshmallow machine, an ice cream-scooping robot, and a pool of sharks that cannot tolerate dirty underwear. (You'll have to read to get that one.)

The main characters, dear friends who support each other through thick and thin (literally), are models for young authors' characters with realistic traits and fun, romping action—though beyond real (and then some). With just a few pages of this book and a writer's notebook, upper elementary students will have something to say in words (and supporting illustrations). By sixth grade, the CCSS expectations is that writers can: engage readers by establishing a context, use narrative techniques (i.e. dialogue, pacing, description), use transition words, provide descriptive details, and construct a conclusion that follows meaningfully from the writing that comes before it.

CCSSL: W.3.3, 4.3, 5.3, 6.3

Encourage writers to work with peers and educators throughout the planning, revising, and editing of their writing. Through this collaborative process, writers can expand their thinking about their stories, as well as gain insights to areas of the writing process that they may not possess on their own. This collaborative effort is well-modeled by Andy and Terry throughout both books as they help each other at points when the flow of the story gets muddled or lost in the translation. One strategy they utilize is retelling to gain momentum and move ahead.



Andy and Terry's books are mentor texts for readers and writers of stories, showing literacy learners how to tell an engaging story. In *The 26-Story Treehouse* (on page 190) Terry says, "You're so good at telling stories, Andy. As you were describing the storm, I could practically *feel* the wind and the rain, see the lightning, and *hear* the thunder!" "Yeah, me too," Andy responds (before Jill points out, "There's a very big storm heading our way!").

CCSS: W.3.5, 4.5, 5.5, 6.5

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