



WEEK 2 Day 3

Read Aloud
The Gift of the Tree
 Read 2 of 4, Pages 15-29

Big Ideas	<p>People, other animals and plants depend on and impact the environment.</p> <p>Plants grow and change over time. They need light, water, and air to live and grow.</p>
Unit Question	In what ways do people, animals and plants depend on and impact the environment?
Guiding Questions	How do plants grow and change over time? What do plants need to survive?
Content Objective	I can describe how the tree changes in the story, using key details from words and illustrations. (R.4.K, R.11.K.a, R.11.K.c, K-LS1-1)
Language Objective	<p>Through a triad discussion, I can answer questions about key details in a text. (SL.2.K.a)</p> <p>With support, I can analyze the nuances and meanings of key words and phrases in the story. (L.5.K)</p>
Vocabulary	<p>spread: to stretch out, to extend</p> <p>tunnel (v): to hollow out under or through something, to dig</p> <p>weak: likely to break, not sturdy</p> <p>nourishment: something needed to be alive and grow, food</p> <p>return: to come back</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>The Gift of the Tree</i>, Alvin Tresselt Pre-mark page numbers in the book to correspond with the lesson. Page 1 “It stood...” ● Think, Triad, Share anchor chart, from Week 1 Day 1

	<p>On the whiteboard, write:</p> <p>How does the tree continue to change in the story?</p> <p>How do the animals in the story depend on the tree?</p>
<p>Opening 1 minute</p>	<p>Introduce the text and set a purpose.</p> <p><i>Today we will continue reading The Gift of the Tree, by Alvin Tresselt in order to find out how the tree continues to change.</i></p> <p><i>As we read today, we will pay attention to key details in the words and illustrations that help us answer these questions: How does the tree continue to change in the story? How do the animals in the story depend on the tree?</i></p> <p><i>Before we begin, what does it mean to depend on something?</i></p> <p>Harvest several ideas, then provide a definition and example. [to rely on, or need something for survival.]</p>
<p>Text and Discussion 12 minutes</p> <p>page 15</p>	<p><i>Let's pick up where we left off yesterday, when the tree had just become a stump.</i></p>
<p>page 17</p>	<p><i>How did the animals depend on the tree here?</i></p> <p>Harvest several ideas and prompt children to reference specific details from the text.</p>
<p>page 19</p>	<p><i>How does the author describe the tree on this page? How is the tree changing?</i></p> <p><i>That's right, he says the tree is dead. When something is dead, it is not alive anymore. It doesn't breathe or grow anymore.</i></p> <p><i>But the author also says that the "new life" has taken over the dead tree. What do you think the author means by this?</i></p> <p>Harvest several ideas and prompt children to reference specific details from the text.</p>
<p>page 21</p>	<p><i>The author uses descriptive words to help us know what the tree is like now.</i></p> <p>Reread the phrase "the mooses stitched a green carpet, softer than the softest wool," and invite children to make meaning and describe the trunk.</p> <p><i>What else is growing around the tree?</i></p>

	<p>Show the illustrations and allow children to describe what they see and hear in the text.</p> <p><i>The tree has become nourishment for the life around it.</i></p>
page 24	<p><i>What does it mean that the earthworms and other insects are “helping to turn the tree once more into earth?”</i></p> <p>Invite children to make connections to information they learned from the book, <i>Dirt: The Scoop on Soil</i>.</p>
page 27	<p><i>What does the author mean when he writes “great tree returned to the earth?”</i></p>
<p>Key Discussion and Activity 6 minutes</p>	<p>Invite children to Think, Triad, and Share. Refer to the question on the whiteboard.</p> <p>Prompt 1: <i>How does the tree continue to change in the story?</i></p> <p>Prompt 2: <i>How do the animals in the story depend on the tree?</i></p> <p>During the share, turn back to specific illustrations in the text that support children’s thinking. During the second prompt, allow children’s varying perspectives to surface and explain that this question will be further explored on the third read of the text.</p>
<p>Closing 1 minute</p>	<p><i>Tomorrow we’ll work with this text again and continue to think about how the animals and other living things depend on the tree.</i></p>
<p>Standards</p>	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p>R.11.K.a With prompting and support, describe the relationship between illustrations and the text.</p> <p>R.11.k.c With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p> <p>SL.2.K.a Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>L.5.K With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.</p> <p>Further explanation: Examples of patterns could include that animals need to take in food but plants do not, the different kinds of food needed by different types of animals, the requirement of plants to have light, and that all living things need water. Examples could include the pattern a bear makes when preparing to hibernate for winter, the seasonal patterns of</p>

	trees losing and/or keeping their leaves. Analyzing and Interpreting Data, Organization for Matter and Energy Flow in Organisms, Patterns																
Ongoing assessment	<p>Observe children’s discussion behaviors and listen to their responses.</p> <p>Do children use key details to describe the tree’s changes?</p> <p>Do children use the illustrations to gain additional information?</p> <p>What meaning do children make of key descriptive phrases in the text?</p> <p>How do children follow the routine of Think, Triad, Share?</p>																
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Notes