



Read Aloud
The Great Kapok Tree
Read 2 of 3

Big Ideas	People, other animals and plants depend on and impact the environment. As caretakers of the earth, people can create and participate in sustainable systems to use natural resources wisely.
Unit Question	In what ways do people, animals and plants depend on and impact the environment?
Guiding Questions	What are sustainable systems, and how do people make responsible decisions for our earth?
Content Objective	I can use key details to recount the reasons each animal gives for protecting the Kapok tree. (R.4.K, R.7.K)
Language Objective	I can determine the meaning of phrases in a story using key details from the text. (L.4.K) I can build on the ideas of my classmates in a group discussion. (SL.1.K.b)
Vocabulary	depend: to strongly need and receive help from somebody or something in order to live and be well. ancestor: an older member of a family who lived a long time ago destroy: to ruin; to hurt or break ruin: to destroy; to hurt or break future: the time that has not yet happened rare: unusual, not often found or seen

<p>Materials and Preparation</p>	<ul style="list-style-type: none"> • <i>The Great Kapok Tree</i>, Lynne Cherry • <i>The Great Kapok Tree</i> vocabulary cards • chart paper and markers <p>On the chart paper, prepare the following Animal/Reasons chart:</p> <table border="1" data-bbox="534 338 1256 512"> <thead> <tr> <th data-bbox="534 338 813 443">Animal</th> <th data-bbox="813 338 1256 443">Reasons to protect the Kapok tree</th> </tr> </thead> <tbody> <tr> <td data-bbox="534 443 813 512"></td> <td data-bbox="813 443 1256 512"></td> </tr> </tbody> </table>	Animal	Reasons to protect the Kapok tree		
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<p>Opening 1 minute</p>	<p>Review the text and set a purpose.</p> <p><i>Yesterday we began our work with The Great Kapok Tree. In this book, we met a rainforest community who convinces a man not to chop down a great Kapok tree. Over the next two days we'll reread parts of the story closely. We'll discuss the reasons each animal gives to protect the tree and how the animals depend on the tree.</i></p>				
<p>Text and Discussion 12 minutes</p> <p>page 1-4</p>	<p>Read the beginning pages without stopping; then stop for discussion at the selected pages below.</p>				
<p>page 6</p>	<p><i>What does the bee mean that "all living things depend on one another?"</i></p> <p>Harvest 2-3 ideas, then provide a definition for depend.</p> <p><i>In your own words, what is the bee's reason for protecting the tree?</i></p> <p>Harvest a few ideas and record them on the chart. As needed, provide an explanation of "pollination," and connect the concept to the previously read text, <i>From Seed to Plant</i>.</p> <p><i>Let's continue reading to see how other animals depend on the great Kapok tree.</i></p>				
<p>page 12</p>	<p><i>What is the tree frog's reason for protecting the tree?</i></p> <p>Harvest a few ideas and record them on the chart.</p>				
<p>page 14</p>	<p>Invite children to turn and talk.</p> <p><i>What is the tree jaguar's reason for protecting the tree?</i></p> <p>Lift ideas during the share and record them on the chart.</p>				
<p>page 16</p>	<p><i>What is the porcupine's reason for protecting the tree?</i></p> <p>Harvest a few ideas and record them on the chart.</p> <p>Stop reading the text here.</p>				

<p>Key Discussion and Activity 6 minutes</p>	<p>Review the Animals/Reasons chart by reading each reason. Then, gather children into a circle for a whole group discussion.</p> <p><i>How do the animals in the rainforest depend on the Kapok tree?</i></p> <p>As children share, turn back to specific parts of the text and prompt children to reference key details. Encourage children to expand on each other’s ideas.</p>														
<p>Closing 1 minute</p>	<p><i>Tomorrow we’ll continue exploring how humans and animals depend on the tree and we’ll explore the author’s message.</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.7.K With prompting and support, ask and answer questions about unknown words in a text.</p> <p>L.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>SL.1.K.b Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>														
<p>Ongoing assessment</p>	<p>Observe and listen to children’s discussion during the partner and whole group share.</p> <p>Do children explain the reasons that animals want to protect the tree?</p> <p>What knowledge do children share?</p> <p>How do children build on each other’s ideas?</p> <p>What misconceptions surfaced in the partner share that could be addressed in a subsequent read?</p>														
<p>Center Activities</p>	<table border="1"> <tr> <td data-bbox="451 1205 678 1276">Art Table</td> <td data-bbox="678 1205 1406 1276">Children create imaginary trees.</td> </tr> <tr> <td data-bbox="451 1276 678 1348">Art Easel</td> <td data-bbox="678 1276 1406 1348">Children paint imaginary trees.</td> </tr> <tr> <td data-bbox="451 1348 678 1419">Blocks</td> <td data-bbox="678 1348 1406 1419">Children build a block forest.</td> </tr> <tr> <td data-bbox="451 1419 678 1491">Dramatization</td> <td data-bbox="678 1419 1406 1491">Children cook and compost.</td> </tr> <tr> <td data-bbox="451 1491 678 1591">Library & Listening</td> <td data-bbox="678 1491 1406 1591">Children research the rainforest.</td> </tr> <tr> <td data-bbox="451 1591 678 1663">STEM</td> <td data-bbox="678 1591 1406 1663">Continue Mini Gardens and Compost</td> </tr> <tr> <td data-bbox="451 1663 678 1764">Writing & Drawing</td> <td data-bbox="678 1663 1406 1764">Children continue the Capstone Project.</td> </tr> </table>	Art Table	Children create imaginary trees.	Art Easel	Children paint imaginary trees.	Blocks	Children build a block forest.	Dramatization	Children cook and compost.	Library & Listening	Children research the rainforest.	STEM	Continue Mini Gardens and Compost	Writing & Drawing	Children continue the Capstone Project.
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Notes