



**Read Aloud**  
***Be a Friend to Trees***  
 Read 3 of 5, Pages 21-29

<b>Big Ideas</b>	<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>
<b>Unit Question</b>	In what ways do people, animals and plants depend on and impact the environment?
<b>Guiding Questions</b>	How do plants grow and change over time? What do plants need to survive?
<b>Content Objective</b>	I can use key details from words and illustrations to explain how trees get food to survive. (R.6.K.a, R.6.K.b, R.11.K.a, R.11.K.c)
<b>Language Objective</b>	I can clarify the meaning of scientific vocabulary, such as photosynthesis, by using key details from words and illustrations. (L.4.K)
<b>Vocabulary</b>	<p><b>useful:</b> can be used for many things, helpful</p> <p><b>sap:</b> a sticky fluid that comes from trees</p> <p><b>bark:</b> the protective outer layer of a tree</p> <p><b>shelter:</b> a place that gives protection against weather or danger</p> <p><b>store:</b> to keep for future use</p> <p><b>surface:</b> the top layer of something</p> <p><b>gas:</b> a form of matter that is neither liquid, like water, nor solid like wood</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Be a Friend to Trees</i>, Patricia Lauber</li> <li>● <i>Be a Friend to Trees</i> vocabulary cards</li> <li>● Living Things and How They Depend on Trees chart from Week 3,</li> </ul>

	<p>Day 4</p> <ul style="list-style-type: none"> <li>● markers</li> </ul> <p>On the whiteboard, write: How and what do trees eat?</p>
<p><b>Opening</b> 1 minute</p>	<p>Review the text and set a purpose. <i>We've been reading Be a Friend to Trees by Patricia Lauber. So far we've discussed how useful trees are to people and animals. We learned that trees help other living things survive.</i></p> <p>Refer to the chart and discussion from the previous week.</p> <p><i>Today we will use the words and illustrations to understand how trees survive. We will discuss this question, How and what do trees eat? We'll pay close attention to how the different parts of a tree help it survive.</i></p>
<p><b>Text and Discussion</b> 10 minutes</p> <p>page 21</p>	<p><i>Here I see that people also depend on trees for the oxygen that they put into the air. Let's remember to add this to our chart later.</i></p> <p>This will be added to the chart at the end of the lesson.</p> <p><i>We also just read a really interesting key detail. The text says, "They give off oxygen as they make their food." Wow, trees make their own food? Let's keep reading to find out how!</i></p>
<p>pages 24-25</p>	<p>Read the page once through without stopping. <i>That was a lot of information. Let's take a look at this useful diagram to help us understand this big word: photosynthesis.</i></p> <p><b>Gas</b> is something that's all around us, but we cannot see it.</p> <p><i>I'm going to read again slowly, but this time let's look at the diagram after each important key detail.</i></p> <p>Reread the page slowly, pausing to match key details to the diagram. <i>How do the arrows in the diagram help us, the readers, understand the meaning of photosynthesis?</i></p>
<p>page 26</p>	<p><i>What does the author mean that some food in the trees is <b>stored</b> for future use?</i></p> <p>Invite children to point out the multiple meanings of <b>store</b>. Connect to the discussion and images from the Grow a Definition routine, as needed.</p> <p>Read to the end of page 29 with minimal stopping.</p>
<p><b>Key Discussion and Activity</b></p>	<p>Reread page 24.</p>

6 minutes	<p>Invite children to Think, Pair, Share.  <i>How and what do trees eat?</i></p> <p>Refer to the question on the whiteboard. During the share, encourage children to reference specific details from the text and reread, as needed.</p> <p><i>Wow, trees eat a kind of sugar that they make themselves!</i></p>												
<b>Closing</b> 3 minute	<p><i>What should I add to our chart about how people and animals depend on trees?</i></p> <p>Add to the chart that both animals and people use oxygen to breathe, which comes from trees.</p> <p><i>Tomorrow we'll have a chance to write about some of the information we've learned in the book.</i></p>												
<b>Standards</b>	<p><b>R.6.K.a</b> With prompting and support, identify characters settings and major events in a story.</p> <p><b>R.6.K.b</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.  With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.</p> <p><b>R.11.K.a</b> With prompting and support, describe the relationship between illustrations and the text.</p> <p><b>R.11.K.c</b> With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p> <p><b>L.4.K</b> Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p>												
<b>Ongoing assessment</b>	<p>Observe and listen to children's discussion in the partner and whole group share.</p> <p>Do children explain how trees make and use food?  How do children make meaning of key details  Do children identify key details that show how trees are a resource?</p>												
<b>Center Activities</b>	<table border="1"> <tr> <td data-bbox="451 1430 678 1499"><b>Art Table</b></td> <td data-bbox="678 1430 1406 1499">Children create collages inspired by nature.</td> </tr> <tr> <td data-bbox="451 1499 678 1568"><b>Art Easel</b></td> <td data-bbox="678 1499 1406 1568">Children use paint and pastels to create still lifes.</td> </tr> <tr> <td data-bbox="451 1568 678 1638"><b>Blocks</b></td> <td data-bbox="678 1568 1406 1638">Children continue to create a block forest.</td> </tr> <tr> <td data-bbox="451 1638 678 1707"><b>Dramatization</b></td> <td data-bbox="678 1638 1406 1707">Children pretend to recycle at home.</td> </tr> <tr> <td data-bbox="451 1707 678 1808"><b>Library &amp; Listening</b></td> <td data-bbox="678 1707 1406 1808">Children research recycling.</td> </tr> <tr> <td data-bbox="451 1808 678 1877"><b>Discovery</b></td> <td data-bbox="678 1808 1406 1877">Children experiment with planting beans.</td> </tr> </table>	<b>Art Table</b>	Children create collages inspired by nature.	<b>Art Easel</b>	Children use paint and pastels to create still lifes.	<b>Blocks</b>	Children continue to create a block forest.	<b>Dramatization</b>	Children pretend to recycle at home.	<b>Library &amp; Listening</b>	Children research recycling.	<b>Discovery</b>	Children experiment with planting beans.
<b>Art Table</b>	Children create collages inspired by nature.												
<b>Art Easel</b>	Children use paint and pastels to create still lifes.												
<b>Blocks</b>	Children continue to create a block forest.												
<b>Dramatization</b>	Children pretend to recycle at home.												
<b>Library &amp; Listening</b>	Children research recycling.												
<b>Discovery</b>	Children experiment with planting beans.												

	<table border="1"><tr><td><b>Table</b></td><td></td></tr><tr><td><b>STEM</b></td><td>Children continue mini gardens and composting.</td></tr><tr><td><b>Writing &amp; Drawing</b></td><td>Children continue working on the Capstone.</td></tr></table>	<b>Table</b>		<b>STEM</b>	Children continue mini gardens and composting.	<b>Writing &amp; Drawing</b>	Children continue working on the Capstone.
<b>Table</b>							
<b>STEM</b>	Children continue mini gardens and composting.						
<b>Writing &amp; Drawing</b>	Children continue working on the Capstone.						

**Notes**