



Read Aloud
The Gift of the Tree
 Read 1 of 4, Pages 1-15

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 ● <i>The Gift of the Tree</i> vocabulary cards

	<p>Pre-mark page numbers in the book to correspond with the lesson. Page 1 “It stood...”</p> <ul style="list-style-type: none"> • Think, Triad, Share anchor chart, from Week 1 Day 1 <p>On the whiteboard, write: How does the tree change in the story?</p> <p>What do you predict will happen to the tree stump?</p>
<p>Opening 1 minute</p>	<p>Introduce the text and set a purpose. <i>We will read a new book today: The Gift of the Tree, by Alvin Tresselt. This is a fiction story, but it teaches us important information about how animals use and depend on trees at all stages of the tree’s life cycle.</i></p> <p><i>As we read the first half of the story today, we will pay attention to key details in the text and illustrations that help us answer this question: How does the tree change in the story?</i></p> <p><i>Then, we’ll make predictions about what will happen next in the story.</i></p>
<p>Text and Discussion 12 minutes</p>	<p><i>Let’s stand up and show how the tree spread out its shade as it grew over 100 years!</i></p> <p>Model body movements to show how the branches grow and spread out.</p>
<p>page 2</p>	
<p>page 4</p>	<p><i>What happens to this oak tree in the fall?</i></p>
<p>page 7</p>	<p><i>What do you think it means that “life gnawed at its heart?”</i> Harvest 2-3 ideas and then model thinking by drawing on the details about ants and termites. Bring out the word tunnel in the context of the discussion.</p>
<p>page 8</p>	<p><i>If “a rot spread inside its healthy bark,” what is happening to the tree now?</i> Invite children to use what they know about the word “decay” from the book, <i>Dirt: The Scoop on Soil</i>.</p>
<p>page 9</p>	<p><i>How did the tree grow weaker year after year?</i></p>
<p>page 12</p>	<p>Invite children to turn and talk. <i>How does the tree change in the winter storms? Use the details from the illustration and the words to describe the tree.</i></p>

page 14	<i>I'm noticing that even though we've moved all the way from winter to the next autumn, or fall, the tree looks the same as it did on the last page. All the other trees around it have new leaves. Let's keep reading to see what happens to this tree.</i>
page 15	Point to the illustrations that match specific text to support comprehension of key vocabulary on the page, such as "stump."
Key Discussion and Activity 6 minutes	<p>Invite children to Think, Triad, and Share. Refer to the question on the whiteboard.</p> <p><i>Prompt 1: How does the tree change in the story?</i></p> <p><i>Prompt 2: What do you predict will happen to the tree stump?</i></p> <p>During the share, turn back to specific illustrations in the text that support children's thinking.</p>
Closing 1 minute	<i>Tomorrow we'll read the rest of this book and find out what happens with the tree stump!</i>
Standards	<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 trees losing and/or keeping their leaves. Analyzing and Interpreting Data, Organization for Matter and Energy Flow in Organisms, Patterns</p>
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>

	How do children follow the routine of Think, Triad, Share?	
Center Activities	Art Table	Children create real trees.
	Art Easel	Children paint real trees.
	Blocks	Children build inspired by Our Earth.
	Dramatization	Children dramatize “garden to table.”
	Library & Listening	Children research plants.
	Discovery Table	Children continue to sort and write about seeds.
	Science & Engineering	Children observe trees.
	Writing & Drawing	Children draw and write about worms.

Notes