



Read Aloud
The Gift of the Tree
 Read 3 of 4

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 use words and drawings to retell how animals in the forest depend on the tree by referencing details from the story. (R.5.K.a, R.5.K.b, W.1.K.b).
Language Objective	I can confirm understanding of a text read aloud orally and in writing and drawing. (SL.2.K.a, SL.3.K.b)
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...” ● The Gift of the Tree writing response sheets, one for each child ● Think, Triad, Share anchor chart, from Week 1 Day 1

	<p>On the whiteboard, write: How did the animals use and depend on the tree?</p>
<p>Opening 1 minute</p>	<p>Review the text and set a purpose. <i>Today, we will read a few specific parts of The Gift of the Tree. We will gather key details that help us think about how the animals in the forest use and depend on the tree.</i></p> <p><i>We'll discuss our ideas and have a chance to write them down in preparation for another discussion tomorrow!</i></p> <p>Read only the selected pages below.</p>
<p>Text and Discussion 6 minutes</p>	<p><i>How do animals depend on the tree here?</i> Harvest 2-3 ideas, pointing children back to key details in words and illustrations.</p>
<p>page 4</p>	
<p>page 9</p>	<p><i>Here, even though the text says that the tree grew weaker, it is still being used by some forest animals. How does the tree help the woodpeckers?</i></p>
<p>page 19</p>	<p>Invite children to turn and talk. <i>How do animals depend on the tree here? Be sure to use the illustrations and the words to help you.</i></p>
<p>pages 25-28</p>	<p>Read the last pages of the text without stopping.</p>
<p>Key Discussion and Activity 12 minutes</p>	<p>Invite children to Think, Triad, and Share. Refer to the question on the whiteboard. <i>How did the animals use and depend on the tree in the story?</i> During the share, turn back to specific illustrations and words in the text that support children's thinking.</p> <p><i>Now that we have discussed our ideas, we will write and draw in response to this question. Think about one or two examples that you will write and draw about. You'll use your work to prepare for more discussion tomorrow.</i></p> <p>Distribute the response sheets to each child and invite children to share their thinking in writing and drawing. Circulate to support children's work. Children will have more time to work on Day 5. Also, if children require additional time, they can work during Centers and/or Stations.</p>
<p>Closing 1 minute</p>	<p><i>Now that we've prepared some ideas in writing and drawing, we'll be ready for our final discussion about this book tomorrow. We'll debate why we think the author titled the story, The Gift of the Tree!</i></p>

<p>Standards</p>	<p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p>R.5.K.b Retell key details of text with prompting and support, including the main topic.</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>W.1.K.b Gather information from provided sources and/or recall information from experiences in order to answer questions with guidance and support from adults.</p> <p>SL.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>																
<p>Ongoing assessment</p>	<p>Listen to and observe children’s oral responses and their writing and drawing.</p> <p>Do children use key details to explain how animals use and depend on the tree?</p> <p>How do children’s ideas align orally and in writing and drawing?</p> <p>What do children communicate through drawing and drawing?</p>																
<p>Center Activities</p>	<table border="1"> <tr> <td data-bbox="451 953 678 1024">Art Table</td> <td data-bbox="678 953 1406 1024">Children create real trees.</td> </tr> <tr> <td data-bbox="451 1024 678 1096">Art Easel</td> <td data-bbox="678 1024 1406 1096">Children paint real trees.</td> </tr> <tr> <td data-bbox="451 1096 678 1167">Blocks</td> <td data-bbox="678 1096 1406 1167">Children build inspired by Our Earth.</td> </tr> <tr> <td data-bbox="451 1167 678 1239">Dramatization</td> <td data-bbox="678 1167 1406 1239">Children dramatize “garden to table.”</td> </tr> <tr> <td data-bbox="451 1239 678 1339">Library & Listening</td> <td data-bbox="678 1239 1406 1339">Children research plants.</td> </tr> <tr> <td data-bbox="451 1339 678 1440">Discovery Table</td> <td data-bbox="678 1339 1406 1440">Children continue to sort and write about seeds.</td> </tr> <tr> <td data-bbox="451 1440 678 1541">Science & Engineering</td> <td data-bbox="678 1440 1406 1541">Children observe trees.</td> </tr> <tr> <td data-bbox="451 1541 678 1642">Writing & Drawing</td> <td data-bbox="678 1541 1406 1642">Children draw and write about worms.</td> </tr> </table>	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.
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