



**Read Aloud**  
***The Gift of the Tree***  
 Read 4 of 4

<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 explain why the tree is a gift to the forest, by retelling key details from words and illustrations. (R.4.K, R.5.K.a, R.5.K.b)
<b>Language Objective</b>	I can build on the ideas of my peers and communicate my thoughts audibly and clearly in a group discussion. (SL.1.K.b, SL.4.K)
<b>Vocabulary</b>	<p><b>spread:</b> to stretch out, to extend</p> <p><b>tunnel (v):</b> to hollow out under or through something, to dig</p> <p><b>weak:</b> likely to break, not sturdy</p> <p><b>nourishment:</b> something needed to be alive and grow, food</p> <p><b>return:</b> to come back</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>The Gift of the Tree</i>, Alvin Tresselt</li> <li>● children’s completed The Gift of the Tree writing response sheets, from Day 4</li> <li>● Unit Question chart</li> <li>● Sentence Frames for Discussion chart, from Unit 2, Week 4, Day 2</li> </ul>

	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;"><b>Sentence Frames for Discussion</b></p> <p>I think _____ because (in the book) _____.</p> <p>I agree with you about _____, and I also think _____.</p> <p>I disagree with you about _____, because I think _____.</p> </div> <p>On the whiteboard, write:  Why is the book called <i>The Gift of the Tree</i>?  How was the tree a gift at all stages of its life cycle?</p>
<p><b>Opening</b> 1 minute</p>	<p>Review the text and set a purpose.  <i>Today we will have a final class discussion about our story, The Gift of the Tree. We'll use our Sentence Frames for Discussion to grow ideas together in response to these questions:</i>  <i>Why is the book called the Gift of the Tree?</i>  <i>How was the tree a gift at all stages of its life cycle?</i></p> <p><i>The author, Alvin Tresselt, carefully chose the title for his story, and we'll consider why he chose that title for the book by building on each other's ideas.</i></p>
<p><b>Pre-Discussion</b> 5 minutes</p>	<p><i>Before we talk in the whole group, let's look back at the writing and drawing we worked on yesterday and finish any last details.</i>  Distribute the sheets and invite children to add any last details that will prepare them to share their ideas with the group.</p> <p>Gather children back into the whole group in a circle and display the Sentence Frames for Discussion chart.  <i>Can someone begin our discussion by sharing one of the ways that animals in the forest used and depended on the tree in the forest?</i>  <i>Then, others can add to our discussion by sharing their ideas.</i>  Facilitate a brief discussion inspired by children's writing and drawing.  <i>I heard ___ say that some animals, like raccoons, used the tree for a home. So, how was the tree a gift to the raccoons?</i>  Harvest a few ideas and then move into the key discussion.</p>
<p><b>Key Discussion and Activity</b> 10 minutes</p>	<p>Remind children to use the Sentence Frames for Discussion Chart [agree, disagree], and invite them to reference their writing and drawing to think of ideas to contribute.  <i>Who would like to begin our discussion? The first person who speaks will share her opinion and then others will build off her ideas. We're thinking about:</i>  <i>Why is the book called the Gift of the Tree?</i></p>

	<p><i>How was the tree a gift at all stages of its life cycle?</i></p> <p><i>When you hear an idea, you can respond by agreeing or disagreeing and then by sharing details from the story that support your ideas.</i></p> <p>Facilitate the discussion by redirecting children back to key details from the text. Have the text available for reference if children want to show their classmates a particular illustration or part of a text. Encourage equitable participation by continuously inviting new voices into the discussion.</p>								
<p><b>Closing</b> 1 minute</p>	<p><i>In this unit of study, we will continue learning about how trees are important resources for animals and humans.</i></p>								
<p><b>Unit Question Chart</b> 3 minutes</p>	<p>Refer to the Unit Question Chart.</p> <p><i>In what ways do people, animals and plants depend on and impact the environment?</i></p> <p>Share any new thinking in response to the question and add it to the chart. Some emerging ideas might include: Animals use trees at all stages of the tree life cycle; animals depend on trees for shelter and food; trees provide nourishment for soil.</p>								
<p><b>Standards</b></p>	<p><b>R.4.K</b> Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p><b>R.5.K.a</b> Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p><b>R.5.K.b</b> Retell key details of text with prompting and support, including the main topic.</p> <p><b>SL.1.K.b</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><b>SL.4.K</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>								
<p><b>Ongoing assessment</b></p>	<p>Observe children’s discussion behaviors and listen to their responses.</p> <p>Do children use key details to explain how the tree is a gift to the forest?</p> <p>Do children demonstrate understanding about how the tree was a resource to animals throughout its lifecycle?</p> <p>How do children build off their peer’s ideas?</p> <p>Do children speak audibly and clearly in the discussion?</p>								
<p><b>Center Activities</b></p>	<table border="1"> <tr> <td data-bbox="451 1587 678 1656"><b>Art Table</b></td> <td data-bbox="678 1587 1406 1656">Children create real trees.</td> </tr> <tr> <td data-bbox="451 1656 678 1726"><b>Art Easel</b></td> <td data-bbox="678 1656 1406 1726">Children paint real trees.</td> </tr> <tr> <td data-bbox="451 1726 678 1795"><b>Blocks</b></td> <td data-bbox="678 1726 1406 1795">Children build inspired by Our Earth.</td> </tr> <tr> <td data-bbox="451 1795 678 1864"><b>Dramatization</b></td> <td data-bbox="678 1795 1406 1864">Children dramatize “garden to table.”</td> </tr> </table>	<b>Art Table</b>	Children create real trees.	<b>Art Easel</b>	Children paint real trees.	<b>Blocks</b>	Children build inspired by Our Earth.	<b>Dramatization</b>	Children dramatize “garden to table.”
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	<b>Library &amp; Listening</b>	Children research plants.
	<b>Discovery Table</b>	Children continue to sort and write about seeds.
	<b>Science &amp; Engineering</b>	Children observe trees.
	<b>Writing &amp; Drawing</b>	Children draw and write about worms.

**Notes**