



Read Aloud
The Great Kapok Tree
 Read 3 of 3

Big Ideas	<p>People, other animals and plants depend on and impact the environment.</p> <p>As caretakers of the earth, people can create and participate in sustainable systems to use natural resources wisely.</p>
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 from the text to explain what the man learns from the rainforest community and the author’s message. (R.4.K, R.5.K.a, R.5.K.b)
Language Objective	I can determine the meaning of phrases in a story using key details from the text. (L.4.K)
Vocabulary	<p>depend: to strongly need and receive help from somebody or something in order to live and be well.</p> <p>ancestor: an older member of a family who lived a long time ago</p> <p>destroy: to ruin; to hurt or break</p> <p>ruin: to destroy; to hurt or break</p> <p>future: the time that has not yet happened</p> <p>rare: unusual, not often found or seen</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>The Great Kapok Tree</i>, Lynne Cherry ● <i>The Great Kapok Tree</i> vocabulary cards ● Animal/Reasons chart, from Day 2 ● markers ● Think, Triad, Share chart, from Week 1, Day 1

	<p>Prepare group assignments on the white board or on chart paper.</p> <p>On the whiteboard, write: What did the man learn from the rainforest community? What does the author, Lynne Cherry, want her readers to learn?</p>
<p>Opening 1 minute</p>	<p>Review the text and set a purpose. <i>Yesterday we recorded some reasons that the rainforest community provided for protecting the Kapok tree. We will continue reading closely, and then we will discuss the following questions: What did the man learn from the rainforest community? What does the author, Lynne Cherry, want her readers to learn?</i></p> <p>Read only the selected pages below.</p>
<p>Text and Discussion 8 minutes page 18</p>	<p><i>What does the anteater mean that the man is going to chop down the tree with “no thought for the future?”</i></p> <p>Harvest 2-3 ideas, then reread the next sentence for further unpacking. <i>Let’s keep reading to see what the anteater means by “the future.” He says, “And you surely know that what happens tomorrow depends...trees.” [read the full excerpt]</i></p> <p><i>What does he mean that the big man does not think of his own children?</i></p> <p>Harvest several ideas and provide a definition of the word future after hearing children’s ideas. Chart the gist of the anteater’s reasons.</p>
<p>page 20</p>	<p><i>The word destroy means to ruin, or hurt.</i></p> <p><i>What is the sloth’s reason for wanting to protect the Kapok tree?</i> Chart the sloth’s reason.</p>
<p>page 22</p>	<p><i>What does the boy mean that he wants the man to “look upon us all with new eyes?”</i></p>
<p>pages 24-29</p>	<p>Read through to the end of the text without stopping.</p>
<p>Key Discussion and Activity 10 minutes</p>	<p>Assign reporters within each triad and invite children to Think, Triad, Share. <i>What did the man learn from the rainforest community? Use details from the text to support your ideas.</i></p> <p>After groups share out ideas, gather the whole group. Read the letter to readers in the back of the book; invite children to share ideas in a whole group discussion. <i>Based on key details from the story and based on her letter, what does the author, Lynne Cherry, want her readers to learn?</i> Prompt children by rereading key lines of the letter.</p>

Closing	<i>Over the next few weeks we will continue learning about the importance of trees for our community.</i>															
Standards	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</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>L.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>															
Ongoing assessment	<p>Observe and listen to children’s discussion in triads and in the whole group share.</p> <p>Do children explain what the man learned?</p> <p>How do children make meaning of key vocabulary?</p> <p>What do children understand about the author’s message to her readers?</p> <p>How do children participate in their triads?</p>															
Center Activities	<table border="1"> <tr> <td data-bbox="451 909 678 982">Art Table</td> <td data-bbox="678 909 1406 982">Children create imaginary trees.</td> </tr> <tr> <td data-bbox="451 982 678 1056">Art Easel</td> <td data-bbox="678 982 1406 1056">Children paint imaginary trees.</td> </tr> <tr> <td data-bbox="451 1056 678 1129">Blocks</td> <td data-bbox="678 1056 1406 1129">Children build a block forest.</td> </tr> <tr> <td data-bbox="451 1129 678 1203">Dramatization</td> <td data-bbox="678 1129 1406 1203">Children cook and compost.</td> </tr> <tr> <td data-bbox="451 1203 678 1297">Library & Listening</td> <td data-bbox="678 1203 1406 1297">Children research the rainforest.</td> </tr> <tr> <td data-bbox="451 1297 678 1371">STEM</td> <td data-bbox="678 1297 1406 1371">Continue Mini Gardens and Compost</td> </tr> <tr> <td data-bbox="451 1371 678 1476">Writing & Drawing</td> <td data-bbox="678 1371 1406 1476">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
