



WEEK 3 Day 4

Read Aloud
Be a Friend to Trees
 Read 1 of 5, Pages 4-13

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 retell key details from the text that demonstrate how people depend on trees. (R.4.K, R.5.K.a, R.5.K.b)
Language Objective	I can clarify a concept by asking and answering questions in a discussion. (SL.2.K.a)
Vocabulary	<p>useful: can be used for many things, helpful</p> <p>sap: a sticky fluid that comes from trees</p> <p>bark: the protective outer layer of a tree</p> <p>shelter: a place that gives protection against weather or danger</p> <p>store: to keep for future use</p> <p>surface: the top layer of something</p> <p>gas: a form of matter that is neither liquid, like water, nor solid like wood.</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Be a Friend to Trees</i>, Patricia Lauber ● <i>Be a Friend to Trees</i> vocabulary cards ● sticky notes, 5 pieces ● chart paper and markers <p>On chart paper, create the following chart (without possible</p>

	<p>responses).</p> <table border="1" data-bbox="500 222 1325 600"> <thead> <tr> <th data-bbox="500 222 821 289">Living Things</th> <th data-bbox="821 222 1325 289">How They Depend on Trees</th> </tr> </thead> <tbody> <tr> <td data-bbox="500 289 821 464">People</td> <td data-bbox="821 289 1325 464"> i.e. - use wood for furniture (p. 8) - turn wood into paper (p. 10) - eat fruits, nuts, and seeds (p. 13) </td> </tr> <tr> <td data-bbox="500 464 821 600">Animals</td> <td data-bbox="821 464 1325 600"></td> </tr> </tbody> </table>	Living Things	How They Depend on Trees	People	i.e. - use wood for furniture (p. 8) - turn wood into paper (p. 10) - eat fruits, nuts, and seeds (p. 13)	Animals	
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<p>Opening 1 minute</p>	<p>Introduce the text and set a purpose.</p> <p><i>We learned in The Great Kapok Tree that the rainforest community depends on the Kapok tree for many things. Our new book is an informational text called Be a Friend to Trees, written by Patricia Lauber and illustrated by Holly Keller.</i></p> <p><i>We'll read the beginning pages in order to understand some of the ways that people depend on trees. Every time you hear and see some key details that show us how we use trees, put a thumb up! We'll mark those key details with our sticky notes. After we've gathered those key details, we'll record them on this chart.</i></p> <p>Refer to the chart and the headings.</p>						
<p>Text and Discussion 8 minutes</p> <p>page 5</p>	<p><i>Right away, I see a key detail in the illustration that shows me one way we use trees, or how we depend on trees! I'm going to put a sticky note here because we use trees for fun and for shade.</i></p>						
<p>page 7</p>	<p><i>What does the author mean that trees are useful?</i></p> <p>Harvest a few ideas and define the word for children, if needed. Introduce the concept of a resource.</p> <p><i>Trees are something that people use in order to live healthy, productive, and fun lives. Trees are a natural resource for people.</i></p>						
<p>pages 8-13</p>	<p>Acknowledge “thumbs up” and select a few children to share the key details that show how we use, or depend on, trees. Mark the page with a blank sticky note.</p>						
<p>Key Discussion and Activity</p>	<p>Turn back in the book to each sticky note. Invite children to retell key details about how people use, or depend on, trees and chart their ideas.</p>						

<p>10 minutes</p>	<p>Next to each bulleted phrase, include the page number where the key detail was gathered.</p> <p>Invite children to Think, Pair, Share. <i>What do you see in the classroom that is made from trees? Use details from the text to explain to your partner how you know that item is made from trees.</i></p> <p>Gather children back as a whole group. <i>Were there any items in the classroom that you weren't sure come from trees?</i></p> <p>Refer back to key details from the text to help children clarify which items come from trees.</p>										
<p>Closing 1 minute</p>	<p><i>Tomorrow we'll continue reading this text to learn more about how animals depend on trees.</i></p>										
<p>Standards</p>	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p>R.5K.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>Ongoing assessment</p>	<p>Observe and listen to children's discussion.</p> <p>Do children identify key details that show how trees are a resource?</p> <p>Do children explain how people depend on trees?</p> <p>How do children use the chart to support partner discussion?</p> <p>What knowledge do children share?</p>										
<p>Center Activities</p>	<table border="1"> <tr> <td data-bbox="451 1430 678 1503">Art Table</td> <td data-bbox="678 1430 1406 1503">Children create imaginary trees.</td> </tr> <tr> <td data-bbox="451 1503 678 1577">Art Easel</td> <td data-bbox="678 1503 1406 1577">Children paint imaginary trees.</td> </tr> <tr> <td data-bbox="451 1577 678 1650">Blocks</td> <td data-bbox="678 1577 1406 1650">Children build a block forest.</td> </tr> <tr> <td data-bbox="451 1650 678 1724">Dramatization</td> <td data-bbox="678 1650 1406 1724">Children cook and compost.</td> </tr> <tr> <td data-bbox="451 1724 678 1818">Library & Listening</td> <td data-bbox="678 1724 1406 1818">Children research the rainforest.</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.
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	STEM	Continue Mini Gardens and Compost
	Writing & Drawing	Children continue the Capstone Project.

Notes