



**Read Aloud**  
***Be a Friend to Trees***  
 Read 2 of 5, Pages 14 -20

<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 Objectives</b>	<p>I can determine the main topic of a section of informational text. (R.5.K.a, R.5.K.b)</p> <p>I can retell key details from the text that demonstrate how animals depend on trees. (R.4.K, R.5.K.a, R.5.K.b)</p>
<b>Language Objective</b>	I can use vocabulary from the unit in a triad discussion about the topic. (L.6.K, SL.1.K.a)
<b>Vocabulary</b>	<p><b>useful:</b> can be used for many things, helpful</p> <p><b>sap:</b> a sticky fluid that comes from trees</p> <p><b>bark:</b> the protective outer layer of a tree</p> <p><b>shelter:</b> a place that gives protection against weather or danger</p> <p><b>store:</b> to keep for future use</p> <p><b>surface:</b> the top layer of something</p> <p><b>gas:</b> a form of matter that is neither liquid, like water, nor solid like wood</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Be a Friend to Trees</i>, Patricia Lauber</li> <li>● <i>Be a Friend to Trees</i> vocabulary cards</li> </ul>

- sticky notes
- Think, Triad, Share chart, from Week 1, Day 1
- Unit Question chart
- How they depend on trees chart, from Day 4 (without possible responses for “Animals”)

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	i.e. <u>Food</u> - eat inner bark, buds, and twigs (p. 15) - eat fruit, seeds, nuts (p. 17) - collect nectar and pollen (p. 17) <u>Shelter</u> - birds live in nests (p. 18) - bees live in hives in tree hollows (p. 20)

<p><b>Opening</b> 1 minute</p>	<p>Review the text and set a purpose.</p> <p><i>Yesterday we began reading Be a Friend to Trees. Today we will continue to use our sticky notes to gather key details that teach us how living things, this time animals, depend on trees. Also, because the author Patricia Lauber organized the information into subtopics without section headings, we will determine their main topics. Then we can decide what some headings should be!</i></p> <p><i>Remember to put up your thumb if you see or hear something that shows how animals depend on, or use and need, trees!</i></p>
<p><b>Text and Discussion</b> 8 minutes</p> <p>pages 14-15</p>	<p><i>What do porcupines eat?</i></p> <p>Clarify the tree vocabulary such as “twig” and “bud” by pointing to the illustration.</p> <p>Acknowledge “thumbs up” and select a few children to share the key details that show how animals depend on trees. Mark the page with a blank sticky note.</p>
<p>pages 16-17</p>	<p>Acknowledge “thumbs up” and select a few children to share the key details that show how animals depend on trees. Mark the page with a blank sticky note.</p>

	<p>Model identifying a section topic.</p> <p><i>I notice that the last three pages were all about how animals depend on trees for food. There wasn't information on any other topic. If I were making a heading for this section I'd call it "Food from Trees!"</i> Write the heading on a sticky note and attach it to the top of page 14.</p> <p><i>After we collect our key details on the next few pages, you're going to think about what that section is mostly about and come up with a heading.</i></p>
pages 18-20	<p><i>What does the author mean that deer find <b>shelter</b> beneath trees? What is a shelter?</i></p> <p>As children share their thinking, promote connections to the Grow a Definition images. Acknowledge "thumbs up" and select a few children to share the key details that show how animals depend on trees. Mark the page with a blank sticky note.</p>
<b>Key Discussion and Activity</b> 7 minutes	<p>Invite children to Think, Triad, Share.</p> <p><i>What was this last section, pages 18-20, mostly about? Determine a section heading with your triad.</i> [animal homes]</p> <p>Invite "reporters" to share out their headings and how they selected it. Then, select one heading as a class to write on a sticky note.</p> <p>Turn back in the book to each sticky note. Select children to retell key details about how animals depend on trees and chart their ideas into two categories: food and shelter. Next to each bulleted phrase, include the page number where key detail was gathered.</p>
<b>Closing</b> 1 minute	<p><i>Next we'll continue with this book to learn more about how trees help other living things.</i></p>
<b>Unit Question Chart</b> 3 minutes	<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: humans and animals depend on trees; food and shelter are resources we get from trees; trees depend on living things to help them survive.</p>
<b>Standards</b>	<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.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p><b>L.6.K</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>														
<p><b>Ongoing assessment</b></p>	<p>Observe and listen to children’s discussion in the triad and whole group share.</p> <p>Do children explain how animals depend on trees?</p> <p>What key details do children identify that show how trees are a resource?</p> <p>Do children demonstrate understanding of main topics and headings?</p>														
<p><b>Center Activities</b></p>	<table border="1"> <tr> <td data-bbox="451 653 678 726"><b>Art Table</b></td> <td data-bbox="678 653 1406 726">Children create imaginary trees.</td> </tr> <tr> <td data-bbox="451 726 678 800"><b>Art Easel</b></td> <td data-bbox="678 726 1406 800">Children paint imaginary trees.</td> </tr> <tr> <td data-bbox="451 800 678 873"><b>Blocks</b></td> <td data-bbox="678 800 1406 873">Children build a block forest.</td> </tr> <tr> <td data-bbox="451 873 678 947"><b>Dramatization</b></td> <td data-bbox="678 873 1406 947">Children cook and compost.</td> </tr> <tr> <td data-bbox="451 947 678 1041"><b>Library &amp; Listening</b></td> <td data-bbox="678 947 1406 1041">Children research the rainforest.</td> </tr> <tr> <td data-bbox="451 1041 678 1115"><b>STEM</b></td> <td data-bbox="678 1041 1406 1115">Continue Mini Gardens and Compost</td> </tr> <tr> <td data-bbox="451 1115 678 1209"><b>Writing &amp; Drawing</b></td> <td data-bbox="678 1115 1406 1209">Children continue the Capstone Project.</td> </tr> </table>	<b>Art Table</b>	Children create imaginary trees.	<b>Art Easel</b>	Children paint imaginary trees.	<b>Blocks</b>	Children build a block forest.	<b>Dramatization</b>	Children cook and compost.	<b>Library &amp; Listening</b>	Children research the rainforest.	<b>STEM</b>	Continue Mini Gardens and Compost	<b>Writing &amp; Drawing</b>	Children continue the Capstone Project.
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**Notes**