



**Read Aloud**  
***Be a Friend to Trees***  
 Read 4 of 5

<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>	<p>I can use words and pictures to explain one way that people or animals depend on trees. (RI.K.2, W.K.2)</p> <p>I can gather information from the text <i>Be a Friend to Trees</i> to support my explanation. (W.K.8)</p>
<b>Language Objective</b>	I can add illustrations to an oral and written explanation in order to add additional detail. (SL.K.5)
<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>

<p><b>Materials and Preparation</b></p>	<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> <li>● Living Things and How They Depend on Trees chart from Week 3, Day 4</li> <li>● writing response sheet or paper with Foundations lines and a space for drawing, 1 page per child</li> <li>● writing tools</li> <li>● clipboards, 1 per child (optional) Provide clipboards if children will be writing on the rug rather than at their tables.</li> </ul> <p>On the whiteboard, write: What is one way people or animals depend on trees? _____ depend on trees by _____.</p>
<p><b>Opening</b> 1 minute</p>	<p>Review the text and set a purpose. <i>We've been reading Be a Friend to Trees by Patricia Lauber. What kind of information did we record on our chart?</i></p> <p>Refer to the chart. Provide time for children to respond. <i>We recorded how animals and people depend on trees.</i></p> <p><i>Today you will write and draw about one way people or animals depend on trees so that we can teach the rest of our school community about why trees are important. You will use a complete sentence to answer the question</i></p> <p>Refer to the whiteboard. <i>What is one way people or animals depend on trees?</i></p>
<p><b>Text and Discussion</b> 6 minutes</p>	<p><i>Let's review some of the ways animals and people depend on trees.</i></p> <p>Read through the information on the chart while simultaneously turning to the corresponding pages in <i>Be a Friend to Trees</i> and looking at the illustrations.</p> <p><i>Before you begin writing and drawing, we will practice sharing a sentence with a partner. Decide whether you want to write about people or a specific animal from the text. When you have an idea, put up a quiet thumb. You do not need to write about the same thing as your partner.</i></p> <p>Invite children to turn and talk, referring to the sentence frame for support. <i>What is one way people or animals depend on trees?</i></p>
<p><b>Key Activity</b> 12 minutes</p>	<p>Send children off to work at tables or on clipboards on the rug. Circulate to support children or form a strategic small writing group. As children work, prompt them to add details to further explain how an animal or people</p>

	<p>depend on trees. Encourage children to label illustrations as well as create a complete sentence.</p> <p>Allow children to look at illustrations in the text to gather key details for their writing and drawing. Pause the class mid-work time to highlight children’s work that shows a clear explanation and includes at least one additional detail in an illustration. Continue to circulate or support a small group.</p>		
<p><b>Closing</b> 1 minute</p>	<p><i>Where should we post our explanations about how people and animals depend on trees so that our school community learns how important trees are?</i></p> <p>Invite children to brainstorm a few places in the school building where they could post their explanations.</p> <p><i>Tomorrow we’ll finish reading this book and learn about some ways the author thinks we can be friends to trees.</i></p>		
<p><b>Standards</b></p>	<p><b>RI.K.2.</b> With prompting and support, identify the main topic and retell key details of a text.</p> <p><b>W.K.2.</b> Use a combination of drawing, dictating, writing to compose informative/explanatory texts that name and supply some information about a topic.</p> <p><b>SL.K.5.</b> Add drawings or other visual displays to descriptions as desired to add additional detail.</p> <p><b>W.K.8.</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>		
<p><b>Ongoing assessment</b></p>	<p>Listen and take notes on how children speak about their drawing and writing.</p> <ul style="list-style-type: none"> <li>Do children orally express a clear explanation?</li> <li>Do children include key details from the text when speaking about their drawing and writing?</li> <li>Do children share how their illustration supports their written explanation?</li> </ul> <p>Observe and take notes on children’s writing and drawing.</p> <ul style="list-style-type: none"> <li>What do you see in children’s drawing, labeling, and writing?</li> <li>Do children’s sentences and their drawing match their orally stated explanation?</li> <li>What do you notice about children’s use of conventions in their written sentence(s)?</li> </ul>		
<p><b>Center Activities</b></p>	<table border="1" style="width: 100%;"> <tr> <td style="width: 30%;"><b>Art Table</b></td> <td>Children create collages inspired by nature.</td> </tr> </table>	<b>Art Table</b>	Children create collages inspired by nature.
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	<b>Art Easel</b>	Children use paint and pastels to create still lifes.
	<b>Blocks</b>	Children continue to create a block forest.
	<b>Dramatization</b>	Children pretend to recycle at home.
	<b>Library &amp; Listening</b>	Children research recycling.
	<b>Discovery Table</b>	Children experiment with planting beans.
	<b>STEM</b>	Children continue mini gardens and composting.
	<b>Writing &amp; Drawing</b>	Children continue working on the Capstone.

**Notes**

Read Aloud U4 W4 D2