



**Read Aloud**  
***Be a Friend to Trees***  
 Read 5 of 5, Pages 30-32

<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 use key details to explain the main topic of a section of text. (R.5.K.a, R.5.K.b)</p> <p>I can use key details from the text to recount ways to save trees. (R.5.K.a, R.5.K.b)</p>
<b>Language Objective</b>	I can answer questions and retell key details from an informational text. (SL.2.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>

<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>● chart paper and markers</li> </ul> <p>Create the following chart with space to add ideas.</p> <div data-bbox="534 338 1170 663" style="border: 1px solid black; margin: 10px auto; width: 400px; height: 150px; text-align: center;"> <p style="border: 1px solid black; padding: 5px; margin: 0;">Ways to Be a Friend to Trees</p> <div style="border: 1px solid black; height: 100px; margin: 0;"></div> </div>
<p><b>Opening</b> 1 minute</p>	<p>Review the text and set a purpose.</p> <p><i>We've been reading <i>Be a Friend to Trees</i> by Patricia Lauber. We have mostly learned about why trees are our friends; we depend trees for many things. The final section we'll read today has the heading, "How to Be a Friend to Trees."</i></p> <p><i>These two pages are mostly about some ways to be a friend to trees. Let's read to find out what those ways are.</i></p>
<p><b>Text and Discussion</b> 6 minutes pages 30-32</p>	<p>Read through the text with minimal stopping. At moments when the author asks the reader a question, such as "Does your family recycle," invite children to touch their nose if their answer is "yes." Then, after reading all the sections, facilitate a brief discussion about the ways children reuse and recycle at home before engaging in the key questions below.</p>
<p><b>Key Discussion and Activity</b> 12 minutes</p>	<p>Invite children to Think, Pair, Share.</p> <p><i>What are two ways to save trees?</i></p> <p><i>What are things we can do in our classroom in order to be a friend to trees?</i></p> <p>During the share, gather children as a whole group to record ideas on the Ways to Be a Friend to Trees chart. Facilitate more discussion about some of the connected ideas in the text.</p> <p><i>What do the author's second and third suggestions have in common?</i> [The examples are both about reusing].</p> <p>If children struggle to notice connections between the author's suggestions, add the following think aloud and question:</p>

	<p><i>I notice that in her second suggestion, Patricia Lauber recommends reusing paper bags. Does she recommend re-using anything else? So one major way she recommends saving trees is to reuse paper.</i></p>																
<p><b>Closing</b> 1 minute</p>	<p><i>The next book in our unit will teach us all about how to reduce, reuse, and recycle materials so that we can be caretakers of the Earth.</i></p> <p><i>We'll keep our chart of ideas up in our classroom so that we can be friends to trees everyday.</i></p>																
<p><b>Standards</b></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.2.K.a</b> 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><b>Ongoing assessment</b></p>	<p>Observe and listen to children’s discussion in the partner and whole group share.</p> <p>Do children describe the main topic of pages 30-31? Do children recount key details about how to save trees? What ideas do children generate about how to be a friend to trees?</p>																
<p><b>Center Activities</b></p>	<table border="1"> <tr> <td><b>Art Table</b></td> <td>Children create collages inspired by nature.</td> </tr> <tr> <td><b>Art Easel</b></td> <td>Children use paint and pastels to create still lifes.</td> </tr> <tr> <td><b>Blocks</b></td> <td>Children continue to create a block forest.</td> </tr> <tr> <td><b>Dramatization</b></td> <td>Children pretend to recycle at home.</td> </tr> <tr> <td><b>Library &amp; Listening</b></td> <td>Children research recycling.</td> </tr> <tr> <td><b>Discovery Table</b></td> <td>Children experiment with planting beans.</td> </tr> <tr> <td><b>STEM</b></td> <td>Children continue mini gardens and composting.</td> </tr> <tr> <td><b>Writing &amp; Drawing</b></td> <td>Children continue working on the Capstone.</td> </tr> </table>	<b>Art Table</b>	Children create collages inspired by nature.	<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.
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