

Lesson 2: Reading and Writing: Focused Read-aloud, Session 2: *We Planted a Tree*, Pages 19–30



CCS Standards

- **RI.K.1:** With prompting and support, ask and answer questions about key details in a text.
- **RI.K.2:** With prompting and support, identify the main topic and retell key details of a text.
- **RI.K.4:** With prompting and support, ask and answer questions about unknown words in a text.
- **RI.K.6:** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- **RI.K.7:** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **SL.K.1:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- **SL.K.1a:** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- **SL.K.6:** Speak audibly and express thoughts, feelings, and ideas clearly.



Daily Learning Target

- I can identify and discuss details from the text that can be added to our Reasons to Plant a Tree anchor chart. (RI.K.1, RI.K.2, RI.K.4, RI.K.6, RI.K.7, SL.K.1a, SL.K.6)

Ongoing Assessment

- During the focused read-aloud in Work Time A, use the Reading Informational Text Checklist to track students' progress toward RI.K.1, RI.K.2, RI.K.4, RI.K.6, and RI.K.7 (see Assessment Overview and Resources).
- During the focused read-aloud and Closing, use the Speaking and Listening Checklist to track students' progress toward SL.K.1a, SL.K.4, and SL.K.6 (see Assessment Overview and Resources).

Agenda

1. Opening

- A. Poem and Movement: “We Depend on Trees” (10 minutes)

2. Work Time

- A. Focused Read-aloud, Session 2: *We Planted a Tree*, Pages 19–30 (20 minutes)
- B. Engaging the Learner: Tree Stretch (5 minutes)
- C. Language Dive: *We Planted a Tree*, Page 25 (10 minutes)

3. Closing and Assessment

- A. Reflecting on Learning (15 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- In the Opening and Work Time B, students begin to review several of the poems and songs that they have learned throughout Modules 3–4 to build fluency and prepare students for the End of Module Celebration.
- Prepare a place in the classroom where you or the students can easily access student copies of the reviewed poems. In Lessons 11 and 12, students will begin to publish their performance task while they meet with the teacher to experience working with technology. Should students finish early, they can return to the student copies to illustrate them, build fluency, and practice reading them for the End of Module Celebration.
- This is the final lesson in a series of two focused read-alouds of the text *We Planted a Tree*. Students collect several more reasons why trees are important to the community and record them on the Reasons to Plant a Tree anchor chart.
- In Work Time C, students participate in a Language Dive that guides them through the meaning of a sentence from *We Planted a Tree*. The focus of this Language Dive is to give students critical language and syntax practice with inflectional endings and explaining how trees make the world better. Students practice using inflectional endings (L.K.4.B), then apply their understanding of the meaning and structure of this sentence throughout the unit when preparing their performance task. Refer to the Module 1 Appendix for additional information regarding a consistent Language Dive routine.
- During the Closing, students begin to think about what makes the Model Performance Task: Tree Appreciation card “high-quality work.” This helps them build a more specific idea of how they will ensure their own performance task is of a high quality in future lessons.

How this lesson builds on previous work:

- Students review songs and poems to practice fluency and help them prepare for the End of Module Celebration.
- Students complete the Reasons to Plant a Tree anchor chart.
- In Lesson 1, students were introduced to the Model Performance Task: Tree Appreciation card. In this lesson, students begin to think about what makes it high-quality and what they can do to make their work high-quality as well.

Down the road:

- In Lessons 3–4, students will use the Reasons to Plant a Tree anchor chart to complete Parts I and II of the Unit 3 Assessment.
- In Lessons 4–10, students will take the writing and drawing that they will complete in Part I of the Unit 3 Assessment and begin to create, edit, and revise their opinion writing and artwork for the performance task.

In advance:

- Review Questions We Can Ask during a Language Dive anchor chart as needed (begun in Module 3, Unit 1, Lesson 5).
- Preview the Language Dive Guide and consider how to invite conversation among students to address the language goals suggested under each sentence strip chunk (see supporting materials). Select from the language goals provided to best meet your students' needs.
- Post: Learning targets, “We Depend on Trees,” and applicable anchor charts (see materials list).

Technology & Multimedia

Consider using an interactive whiteboard or document camera to display lesson materials.

- Continue to use the technology tools recommended throughout Modules 1–3 to create anchor charts to share with families; to record students as they participate in discussions and protocols to review with students later and to share with families; and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.
- During Work Time A, consider playing an online reading of *We Planted a Tree* at the end of the focused read-aloud: https://www.youtube.com/watch?v=_0NVce6_nRQ.

Supporting English Language Learners

Supports guided by in part by CA ELD Standards K.I.A.5, K.I.B.6, and K.I.C.12

Important points in the lesson itself

- The basic design of this lesson supports ELLs with the opportunity to participate in a Language Dive discussion and the opportunity to revisit vocabulary and syntax in “The Many Meanings of Words” poem.
- ELLs may find it challenging to understand the language in the text and apply its message. After reading a few sentences, stop and ask strategic questions to encourage engagement and help students paraphrase. This will also give them a preview of the Language Dive. (Examples: “What does Diane Muldrow mean by ‘The tree kept the soil from blowing away’?” “What does she mean by ‘made the world better’?” “What does it mean to ‘heal the earth’?”) (See levels of support and the Meeting Students’ Needs column.)

Levels of support

For lighter support:

- During Work Time C, invite students to lead the class in some of the questions you ask during the Language Dive.

For heavier support:

- During Work Time A, at the end of the focused read-aloud, consider sharing the online reading of *We Planted a Tree* from YouTube to give students a fun, new way to hear and process the text a second time.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** In this lesson, students listen to a read-aloud from *We Planted a Tree*. Some students may need support in incorporating the most valuable information from the text into existing knowledge. Recall that providing explicit cues or prompts helps students attend to the features that matter most as they follow along. Before reading the text, activate background knowledge by previewing the questions you will ask.
- **Multiple Means of Action and Expression (MMAE):** This lesson offers several opportunities for students to engage in discussion. Continue to support those who may need it with expressive language by providing sentence frames to help them organize their thoughts.
- **Multiple Means of Engagement (MME):** Continue supporting students in linking the information presented in the text back to the learning target. Invite students to make this connection by explicitly highlighting the utility and relevance of the text to the learning target. Continue to include opportunities to refocus students' attention on the learning target throughout the lesson, and invite students to share how each learning activity supports their instructional goal.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

New:

- healthier (T)

Review:

- soil (T)

Materials

- ✓ "We Depend on Trees" (from Module 3; one per student and one to display)
- ✓ Reasons to Plant a Tree anchor chart (begun in Unit 2, Lesson 3; added to during Work Time A; see supporting materials)
- ✓ Reasons to Plant a Tree anchor chart (begun in Unit 2, Lesson 3; example, for teacher reference)
- ✓ *We Planted a Tree* (from Lesson 1; one to display; for teacher read-aloud)
- ✓ Reading Informational Text Checklist (for teacher reference; see Assessment Overview and Resources)
- ✓ Sentence strips (several; for use on the Reasons to Plant a Tree anchor chart)
- ✓ Marker (one; for teacher use)
- ✓ Tape (for teacher use)
- ✓ Tree Stretch chart (from Unit 1, Lesson 3; one to display)
- ✓ Language Dive Guide: *We Planted a Tree* (for teacher reference)

- Questions We Can Ask during a Language Dive anchor chart (begun in Module 3)
- Chunk Chart: *We Planted a Tree* (for teacher reference)
- Sentence Strip Chunks: *We Planted a Tree* (one to display)
- ✓ High-Quality Work anchor chart (begun in Module 3)
- ✓ Model Performance Task: Tree Appreciation card (from Lesson 1; one to display; see Performance Task Overview)
- ✓ Back-to-Back and Face-to-Face Protocol anchor chart (begun in Module 1)

Opening

A. Poem and Movement: “We Depend on Trees” (10 minutes)

- Display “We Depend on Trees” and read the title.
- With excitement, tell students that they will spend some time reading and using the different poems and songs that they have learned while they have been studying trees.
- Guide students through the following steps:
 - Invite students to read the poem aloud with you as you point to the words.
 - Distribute “We Depend on Trees” to each student.
 - Tell students you will read the poem again slowly, and invite students to point to the words on their own student copy as you point to the words on the classroom copy.
 - Read the poem slowly but with expression as you point to the words.
 - Tell students that the more they practice, the better they will be able to read the poem aloud.
 - Reread the poem as time allows.
- Collect student poems for later use.

Meeting Students' Needs

- For ELLs: (Leadership) In the Openings in Lessons 2–4, invite students to lead the class by pointing to the words in the review of past songs and poems.
- For students who may need additional support with comprehension: Invite students to sketch visuals for key words on their individual copies of the poem. (MMR)

Work Time

A. Focused Read-aloud, Session 2: *We Planted a Tree*, Pages 19–30 (20 minutes)

- Refocus whole group.
- Direct students' attention to the **Reasons to Plant a Tree anchor chart** and tell them that they have already found many reasons why people plant trees.
- Read the Reasons to Plant a Tree anchor chart aloud fluently as you point to each word. Invite students to read the chart aloud with you and act out each bullet from their seat so they can remember the many reasons they have discovered about why people plant trees.

- Tell students that they will continue reading *We Planted a Tree* to look for other ways trees are important to the community and reasons people plant trees to help them. This will help them get ready to create their performance task and inspire more people to appreciate trees.
- Direct students' attention to the posted learning target and read it aloud:

“I can identify and discuss details from the text that can be added to our Reasons to Plant a Tree anchor chart.”
- Tell students that as they read, they will stop and record the new ways trees are important to the community, which is why people plant trees. They will also put stars next to the reasons that are already on the chart.
- Throughout the focused read-aloud, consider using the **Reading Informational Text Checklist** to track students' progress toward RI.K.1, RI.K.2, RI.K.4, RI.K.6, and RI.K.7.
- Read aloud pages 19–20.
- Pause on page 20. Briefly define *healthier* (free from sickness) in context. Tell students there are two reasons that trees are nice, one on each page. Explain that it is important to check for understanding when you read important information.
- Follow the same routine from Unit 2 to check for understanding:
 - Turn and Talk:

“Using the illustrations and the text, what is one way trees are important to the community that the author tells us on this page?”
 - As students discuss, circulate and listen for accurate reasons.
 - Refocus the group and share a few correct reasons students identified.
 - Invite students to silently pantomime a reason that the author gave to support the point that trees contribute to the community.
 - Acknowledge students who are accurately showing reasons in their body by naming the reason and narrating the actions the student is doing (student actions will vary, but could include pretending to dig into the soil).
 - After students pantomime, direct their attention to the Reasons to Plant a Tree anchor chart and record the response on a **sentence strip** with a **marker** and attach it (“Trees make soil healthier”) to the anchor chart using **tape**. Refer to Reasons to Plant a Tree anchor chart (example, for teacher reference) as necessary. Place a star next to “Trees keep the wind from blowing.”
- Read aloud pages 21–24.
 - Pause on page 23. Using a total participation technique, invite responses from the group:

“On page 23, what is a reason the author gives that makes you think trees contribute to the community?” (Trees feed squirrels and birds; animals live in trees.)

Conversation Cue: “Who can explain why your classmate came up with that response? I’ll give you time to think.” (Responses will vary.)
 - Record the response on a sentence strip with a marker and attach it (“Trees are homes for animals”) to the anchor chart using tape. Place a star next to “Trees feed animals and people.”
- Read aloud pages 25–26.
 - Pause after reading page 26. Using a total participation technique, invite responses from the group:

“On page 26, what is a reason the author gives that makes you think trees contribute to the community?” (Trees make the world better.)

Conversation Cue: “Do you agree or disagree with what your classmate said? Why? I’ll give you time to think.” (Responses will vary.)

- Record the response on a sentence strip with a marker and attach it (“Trees make the world better”) to the anchor chart using tape.
- With enthusiasm, congratulate students on finding so many reasons trees are important to the community, which is why people plant trees.
- Tell students they will start to use their Reasons to Plant a Tree anchor chart to help them create their performance task so they can share their learning and help their community learn to appreciate trees just as they have learned to do!

Meeting Students’ Needs

- For ELLs and students who may need additional support with sustained effort: (Recalling Prior Work: Learning Targets) Invite students to explain how they worked toward the learning target in the previous lesson. (MME)
- For ELLs: (Describing Illustrations) To ensure students notice major events in the picture, as well as practice vocabulary and noun-verb agreement, invite them to describe the illustrations in *We Planted a Tree*.
- Reduce barriers to comprehension by activating prior knowledge of the text. Invite students to recall the previous read aloud session with *We Planted a Tree*. (MMR)

Work Time

B. Engaging the Learner: Tree Stretch (5 minutes)

- Refocus whole group.
- Invite students to stand up and spread out inside and around the edge of the whole group meeting area. As needed, remind students to move safely and make space for everyone.
- Display the **Tree Stretch chart** and remind students that they learned the Tree Stretch in Unit 1.
 - Invite students to join you in the Tree Stretch.
 - Repeat one or two times or as time permits.
 - Offer students specific, positive feedback on engaging with the Tree Stretch calmly.

Meeting Students’ Needs

- For ELLs: (Tree Stretch: Oral language fluency and academic vocabulary) Encourage students to select a tree they will be emulating as they stretch. Before they begin, have students turn and tell their partners which tree they are. To promote active listening and peer modeling, ask students to share out which tree their partner will be. (Example: “Anne said she is going to be a Quaking Aspen.”)

Work Time

C. Language Dive: *We Planted a Tree*, Page 25 (10 minutes)

- Gather whole group and offer specific feedback on student engagement during the Tree Stretch.
- Tell students they will now participate in a Language Dive.
- Focus students' attention on the Questions We Can Ask during a Language Dive anchor chart.
- Think-Pair-Share:
 - “*What is one question you can ask during a Language Dive?*” (Responses will vary.)
- Reread page 25 of *We Planted a Tree*:
 - “We planted a tree, and that one tree made the world better.”
- Use the **Language Dive Guide: *We Planted a Tree*** and **Chunk Chart: *We Planted a Tree*** to guide students through a Language Dive of the sentence. Distribute and display the sentence strip chunks.

Meeting Students' Needs

- For students who may need additional support with oral language and processing: Allow ample wait time after asking questions during Language Dive. (MME, MMAE)

Closing and Assessment

A. Reflecting on Learning (15 minutes)

- Refocus students.
- Offer students specific, positive feedback on how they found even more ways trees help communities in the text, *We Planted a Tree*.
- Tell students they have a big responsibility to share their learning with the community to help inspire them to appreciate trees. Today, they will look at the model performance task and the High-Quality Work anchor chart to learn how it is high-quality, so they, too, can make their work high-quality.
- Direct students' attention to the **High-Quality Work anchor chart** and read it aloud.
- Display the **Model Performance Task: Tree Appreciation card**. Tell students you will go over each bullet on the High-Quality Work anchor chart and think about what the artist/writer did to make the work high-quality.
- Guide students through the following steps to analyze the model performance task.
 - Read the first bullet on the anchor chart fluently and with expression as you point to the words.

- Turn and Talk:
 - “What does it mean to have ‘carefully planned and created artwork?’” (Responses will vary, but may include: The artwork matches the writing. The artwork is clear and looks nice.)*
- Invite a few students to share.
- Using a total participation technique, invite responses from the group:
 - “How did the artist create high-quality work on the Performance Task Model: Tree Appreciation card?”*
- Let students know they can use the same strategies when they begin to work on their performance task artwork.
- Guide students through the steps to critique the model performance task for the remaining bullets.
- Tell students that having high-quality work makes the work easier to read and understand. It also makes the work even more beautiful.
- Remind students that their goal is to apply their learning so they can help others.
- Tell students they are going to use the Back-to-Back and Face-to-Face protocol to think about why it is important that the work we share with our community is high-quality. Remind them that they used this protocol in Module 3, and review as necessary using the **Back-to-Back and Face-to-Face Protocol anchor chart**. Refer to the Classroom Protocols document for the full version of the protocol.
- Guide students through the protocol using the following prompt:
 - “If we are trying to help our community appreciate trees, why is it important that we only share high-quality work like the performance task model? Why can’t we share a simple sketch?” (Responses will vary, but may include: People will enjoy looking at beautiful art; people will understand our work better if it is high-quality, etc.)*
- Invite a few students to share how high-quality work will help them inspire the community to appreciate trees.
- Tell students that they are right; the community will enjoy high-quality artwork and they will be able to understand high-quality artwork and writing better than if students had rushed and did not make it their very best. Students will continue to think about different ways they can make their work high-quality so that the entire community can learn from it and enjoy it.

Meeting Students' Needs

- For ELLs: (Receiving Positive and Corrective Feedback) As you circulate during the Back-to-Back Face-to-Face protocol, make note of one correct and one incorrect use of syntax and/or vocabulary. At the end of the protocol, without attributing the examples, guide the students in a brief review of each.
- Support communication and engagement by pairing students with strategic partners to ensure they have a strong, politely helpful partner to support their efforts at organizing their ideas for verbal expression. (MMAE, MME)