

Lesson 3: Reading, Speaking, and Listening: Focused Read-aloud: *A Tree Is Nice*, Pages 1–14



CCS Standards

- **RL.K.1:** With prompting and support, ask and answer questions about key details in a text.
- **RI.K.4:** With prompting and support, ask and answer questions about unknown words in a text.
- **RI.K.8:** With prompting and support, identify the reasons an author gives to support points in a text.
- **W.K.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **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.
- **LK.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **LK.1b:** Use frequently occurring nouns and verbs.
- **L.K.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.K.2a:** Capitalize the first word in a sentence and the pronoun I.
- **L.K.2b:** Recognize and name end punctuation.
- **L.K.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- **L.K.4a:** Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- **L.K.6:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.



Daily Learning Targets

- I can use prepositions to describe where something is located. (W.K.8, L.K.1e, L.K.2a, L.K.2b)
- I can identify and discuss the reasons the author gives to support points in *A Tree Is Nice*. (RI.K.1, RI.K.2, RI.K.4, RI.K.6, RI.K.8, SL.K.1a, SL.K.6)

Ongoing Assessment

- During the focused read-aloud in Work Time B, use the Reading Informational Checklist to track students' progress toward RI.K.1, RI.K.2, RI.K.4, RI.K.6, and RI.K.8 (see Assessment Overview and Resources).
- Collect students' Enjoying Trees Journals, Part II and use the Language Checklist to track progress toward W.K.8, L.K.1b, L.K.1e, L.K.2a, and L.K.2b (see Assessment Overview and Resources).

Agenda

1. Opening

- A. Song and Movement: “Trees in Our Community” (5 minutes)
- B. Shared Reading: Module 4 Guiding Question Anchor Chart (10 minutes)

2. Work Time

- A. Focused Read-aloud: *A Tree Is Nice*, Pages 1–14 (20 minutes)
- B. Engaging the Learner: Preposition Movement Routine (5 minutes)

3. Closing and Assessment

- A. Independent Writing: Enjoying Trees Journal, Part II (15 minutes)
- B. Reflecting on Learning (5 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- During Opening B, students revisit the Module 4 Guiding Question anchor chart. This discussion is primarily meant to bridge the connection between the guiding question and the content in *A Tree Is Nice*. In the discussion, help students see the connection between the different ways trees are nice and why people might choose to plant trees in their community.
- In Work Time A, students begin to compile the reasons that the author gives to support her point that trees are nice on the Reasons to Plant a Tree anchor chart. The anchor chart should be created in a way that allows you to remove and move the ideas. In order to manipulate ideas on the Reasons to Plant a Tree anchor chart, consider using double-sided sticky tape or mounting putty as temporary adhesive so that the ideas can be moved and used in the Matching Opinions with Reasons game in Lessons 6–10.
- Alternatively, consider creating the Reasons to Plant a Tree anchor chart normally by writing on chart paper and create a separate material with the ideas and icons written on a set of index cards or sentence strips to be used with the Matching Opinions with Reasons game in Lessons 6 and 9.

How this lesson builds on previous work:

- During Closing A, students follow the same routine from Lessons 1 and 2 to complete page 3 in their Enjoying Trees Journal, Part II. Continue to encourage and support students in adding prepositions to their writing.

Areas in which students may need additional support:

- See suggestions for additional support in Lesson 2.

Down the road:

- This is the second lesson in a series of three focused read-alouds with the text *A Tree Is Nice*. Students begin to gather information on the reasons that the author gives to support her point, that trees are nice. These reasons are collected on the Reasons to Plant a Tree anchor chart. The anchor chart will support students on the Unit 2 Assessment, Part I,

and subsequently will be used to practice forming opinions and supporting the opinions with reasons through the Matching Opinions with Reasons game that begins in Lesson 6. Eventually, it will support students in writing for the Unit 2 Assessment, Part II.

In advance:

- Prepare the Trees Are Important Word Wall card for the word *limb*.
- Determine student partnerships for the Preposition Movement Routine in Work Time B.
- Distribute Enjoying Trees Journal, Part II and pencils at student workspaces for Closing A.
- Post: Learning targets 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.

Supporting English Language Learners

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

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to look more closely at familiar texts to reinforce the meaning and use of prepositions, opinions, and reasons. Students practice sharing their content knowledge in writing.
- ELLs may find it challenging to simultaneously comprehend and follow the instructions of the Prepositions Movement Routine. In this lesson and subsequent ones, check for understanding by inviting multiple students to repeat the instruction to you. Offer wait time between when you give the instruction and when students may begin their action.

Levels of support

For lighter support:

- During the Prepositions Movement Routine, invite a few students to model the instructions after you've explained them and before you begin the routine.
- During independent Writing, foster leadership by inviting students to suggest ways to the class to describe the picture before writing.

For heavier support:

- During the Opening, play the preposition bag game to reinforce the meanings and check for understanding.

- During independent writing, invite students to spend additional time discussing their writing with you or a peer. Consider scribing with a highlighter and having students recopy and reread the words with you or a peer.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to support comprehension by activating prior knowledge and scaffold connections for students. Continue to provide visual display of questions and student responses on a chart or the board during discussions.
- **Multiple Means of Action and Expression (MMAE):** Continue to support students in setting appropriate goals for their level and the level of difficulty expected.
- **Multiple Means of Engagement (MME):** Continue to provide prompts and sentences frames for those students who require them to be successful in peer interactions and collaboration. Also support students in sustaining effort and/or attention by restating the goal of the activity.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

New:

- limb (T)

Review:

- preposition (L)

Materials

- ✓ “Trees in our Community,” Version 1 (from Lesson 2; one to display)
- ✓ Highlighter (one; used by the teacher to highlight prepositions in the Opening)
- ✓ Module 4 Guiding Question anchor chart (begun in Unit 1, Lesson 1)
- ✓ *A Tree Is Nice* (from Lesson 2; one to display; for teacher read-aloud)
- ✓ Reasons to Plant a Tree anchor chart (new; co-created with students during Work Time A; see student materials)
- ✓ Reasons to Plant a Tree anchor chart (example, for teacher reference)
- ✓ Reading Informational Text Checklist (for teacher reference; see Assessment Overview and Resources)
- ✓ Marker (red; used by the teacher to record ideas on sentence strips)
- ✓ Sentence strips (four; added by the teacher to the Reasons to Plant a Tree anchor chart)
- ✓ Tape (four pieces; used by the teacher to adhere sentence strips to the Reasons to Plant a Tree anchor chart)
- ✓ Trees Are Important Word Wall card (new; teacher-created; one)
- ✓ Trees Are Important Word Wall (begun in Unit 1, Lesson 1; added to during Work Time A; see Teaching Notes)

- ✓ Enjoying Trees Journal, Part II (from Lesson 1; page 3; added to during Closing A; one per student and one to display)
- ✓ Enjoying Trees Journal, Part II (from Lesson 1; example, for teacher reference)
- ✓ Living Things Word Wall (begun in Module 3)
- ✓ Prepositions anchor chart (new; teacher-created; see supporting materials)
- ✓ Prepositions anchor chart (example, for teacher reference)
- ✓ Language Checklist (for teacher reference; see Assessment Overview and Resources)
- ✓ Respect anchor chart (begun in Module 3)

Opening

A. Song and Movement: “Trees in Our Community” (5 minutes)

- Gather students whole group.
- Display “**Trees in Our Community**,” **Version 1** and read the title.
- Remind students of the definition of *preposition* (a word that specifies the position of a person, place, or thing).
- Direct students’ attention to the posted learning targets and read the first one aloud:

“I can use prepositions to describe where something is located.”
- Tell students that, shortly, they will look through the song to find all the prepositions they can, but first they will use the gestures they created and sing the song.
- Focus students on “Trees in Our Community” and invite students to use the gestures they created in Lesson 2 as they sing the song.
- Tell students that they will now do some detective work to find all the prepositions in the song.
- Follow these steps to find and highlight the prepositions:
 - Read aloud the stanza fluently and with expression.
 - Reread the first line of the stanza and tell students the noun or subject.
 - Tell students that the sentence uses a preposition to explain where the noun is positioned. Using a total participation technique, ask:

“Where does the song say the oak tree is located?”
 - Emphasize the preposition. Students may answer with the prepositional phrase “in the park,” so be sure to emphasize that the preposition explains where the noun is positioned in a specific place (e.g., it is not around the park or by the park, but in the park).
 - Use a **highlighter** to highlight the preposition in the stanza.
 - Repeat this process for stanzas 2–5.
- Song the song for enjoyment and fluency as time permits.
- Offer students specific, positive feedback for their engagement in the song and their detective work. Tell students that they will continue to use the prepositions they found in the song throughout the rest of the lesson and the rest of the unit.

Meeting Students' Needs

- For ELLs: (Finger Recounting: Prepositions) Model recounting on fingers to help keep track of the prepositions in the song. Invite students to practice doing the same with their partners. (Example: Hold up six fingers, one for each preposition. When saying each preposition, put down one finger.)
- For ELLs and students who may need additional support with sustained effort (Leadership, Peer Modeling, and Engagement) Invite students to lead the class in singing the song while pointing to the words with their finger or a pointer. (MME)

Opening

B. Shared Reading: Module 4 Guiding Question Anchor Chart (10 minutes)

- Refocus students whole group.
- Direct their attention to the **Module 4 Guiding Question anchor chart** and read it aloud.
- Tell students that they are doing some thinking about how trees are important to us and to the community.
- Invite students to reread the anchor chart with you as you point to the words.
- Display ***A Tree Is Nice*** and remind students that the author of the text has given them many reasons to support her opinion that trees are nice, but, with some urgency, explain that you are not sure if any of the reasons in the text really show why trees are important to the community.
- If necessary, slowly flip through the book and allow students to look at the pictures to remind them of the text.
- Turn and Talk:
*“What reasons does the author give in her book **A Tree Is Nice** that show how important trees are to a community? (Responses will vary, but may include: Trees make people happy. Trees provide food and shelter for animals. Trees help keep us safe.)*
- Circulate and listen in as students discuss. If necessary, support students by continuing to show pages from the book to help them remember some of the reasons the author provides.
- After 2 minutes, invite a few volunteers to share out.
- Give students specific, positive feedback on using *A Tree Is Nice* to begin to think about the answer to their Module 4 guiding question.

Meeting Students' Needs

- For ELLs (Home languages): In this lesson and subsequent ones, each time you add to the Module 4 Guiding Question anchor chart, encourage students to describe that reason in their home language as well. Use visuals and icons to support them if necessary.
- For students who may need additional support with comprehension: Provide support with images or synonyms for each keyword (e.g., trees, contribute, community) on the Unit 2 Guiding Questions anchor chart. (MMR)

Work Time

A. Focused Read-aloud: *A Tree Is Nice*, Pages 1–14 (20 minutes)

- Direct students' attention to the posted learning target and read the second one aloud:

“I can identify and discuss the reasons the author gives to support points in *A Tree Is Nice*.”
- Review the definitions of *opinion* (what you think about something) and *reason* (why you have your opinion; what makes you think so) as needed.
- Remind students that the author's point in this book is her opinion that trees are nice, and her whole book is filled with reasons why she believes that! Today, they will focus on finding some of the reasons she gives to support her opinion.
- With enthusiasm, tell students that because people think trees are nice, they want to plant them, so figuring out how trees are nice will help students figure out why trees are important to the community.
- Direct students' attention to the **Reasons to Plant a Tree anchor chart** and read aloud the heading. Tell students that the reasons to plant a tree will also be reasons why a tree is nice, because you wouldn't plant a tree unless that tree was nice to have around!
- Tell students that they will use their text *A Tree Is Nice* to help them complete the anchor chart and figure out how trees can help people in the community.
- 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, RI.K.7, and RI.K.8.
- Read aloud pages 1–6.
- Pause after reading page 6 and ask:

“On page 6, what is a reason the author gives that makes you think trees are nice and that people should plant trees?” (They make everything beautiful.)
- As students share out, use a marker to write the response on a **sentence strip** and use tape attach it to the Reasons to Plant a Tree anchor chart. Refer to the **Reasons to Plant a Tree anchor chart (example, for teacher reference) as necessary**.
- Read aloud the following pages, pausing after each set to use the same routine from Work Time A of Lesson 2 to check for understanding. Note: After reading pages 11–12, refer to the bullet below about adding a Word Wall card to the Word Wall.
- Pages 7–10 (trees have leaves you can play in)
- Pages 11–12 (you can climb trees, sit on tree limbs, and pretend)
- Pages 13–14 (you can eat apples from apple trees)
 - Turn and Talk:

“Using the illustrations and text, what is one reason that trees are nice and that people should plant trees that the author gives us on this page?” (Possible responses next to page numbers above.)
 - As students discuss, circulate and listen for accurate reasons.
 - Refocus whole group and share the correct reason(s) students identified.

- Use a marker to write the reason(s) on a sentence strip and attach to the Reasons to Plant a Tree anchor chart. Continue to refer to the Reasons to Plant a Tree anchor chart (example, for teacher reference) as necessary.
- Invite students to silently pantomime a reason that the author gave to support the opinion that you should plant trees.
- Acknowledge students who are accurately showing reasons in their body by naming the reason and narrating the actions the student is doing.
- Show students the **Trees Are Important Word Wall card** for *limb* (a large branch of a tree) and follow the same process established in Modules 1 and 2: Provide its definition, clap out its syllables, use it in a sentence, and place the Word Wall card and picture for it on the **Trees Are Important Word Wall**.
- Offer students specific, positive feedback on their work on finding the reasons that the author gives to support her opinion that trees are nice, and so people should plant trees.
- Tell students that they will continue to think about the many reasons that trees are nice and should be planted by people during the next lesson.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension (Review Pictures): Before reading, review the pictures on pages 1–14 of *A Tree Is Nice* to reinforce subject/verb syntax while describing vocabulary and the author's reasons. (MMR)
- For ELLs: (Opinions and Reasons: Connecting Ideas) On a few additional pages, invite students to turn to an elbow partner and describe Janice May Udry's opinion by saying, "Janice May Udry believes/thinks _____ because _____."
- For students who may need additional support with vocabulary: When introducing the word *limb*, invite students to make a connection to self by stating that a tree's limbs are similar to our arms. Invite students to stretch out their limbs after clapping out the syllable. (MMR, MME)

Work Time

B. Engaging the Learner: Preposition Movement Routine (5 minutes)

- Refocus whole group.
- Tell students that they will learn a new movement today that will help them use and remember the prepositions.
- Review the definition of *preposition* (a word that specifies the position of a person, place, or thing) and tell them that prepositions will be important for them to know when they give their opinion about where they would recommend planting a tree.
- Tell students that you will quickly explain the rules and then ask students to model.

- Post and review the following steps:
 1. Move to sit with your pre-determined partner.
 2. Designate the partner who is tallest, shortest, etc. to be the tree and the other partner to be an animal.
 3. The tree partner makes his or her body look like a tree, and the animal partner moves around the tree to follow the directions that the teacher gives.
 4. Identify the preposition, or the word that told the animal what position to be in.
 5. Switch roles and repeat.
- Tell students that today the animal partner is a bird. Select volunteers to model the steps.
- Lead two volunteers through the movement routine using the following prompt:
 - “The bird is under the tree limb.”
- Invite all students to stand and find their partner.
- Lead students through the Preposition Movement Routine, as time allows, using the following prompts:
 - “The bird is flying around the tree trunk.”
 - “The bird is near the tree limb.”
 - “The bird’s beak is on tree bud.”
 - “The bird is below the tree branch.”
 - “The bird is behind the tree trunk.”
 - “The bird is next to the tree’s roots.”

Meeting Students’ Needs

- For ELLs and students who may need additional support with verbal expression (Expanding Complete Sentences): Invite students to expand the prompts by adding the word because and a reason. (Example: “Why do you think the bird is behind the trunk?” “I think the bird is behind the tree trunk because it is hiding from a cat.”) (MMAE)

Closing and Assessment

A. Independent Writing: Enjoying Trees Journal, Part II (15 minutes)

- Refocus whole group.
- Offer students specific, positive feedback on their careful work with the book *A Tree Is Nice*.
- Display page 3 of the **Enjoying Trees Journal, Part II** and point to the image on the page. Consider using the routine from Module 3 to closely observe all parts of the picture.
- Tell students that their job will be to use prepositions to describe the location of the tree in the picture.

- Use the same routine from Work Time B of Lesson 1 to guide students through using the following materials and resources to complete page 3 in their journals (The tree is in the building.):
 - Pencils
 - Trees Are Important Word Wall
 - Living Things Word Wall
- Before releasing students to write, direct their attention to the Prepositions anchor chart and tell them that the anchor chart includes all the prepositions they found in the “Trees in Our Community” song. Refer to the Prepositions anchor chart (example, for teacher reference) as necessary.
- Circulate to support students as they write. Refer to the Enjoying Trees Journal, Part II (example, for teacher reference) as necessary.
- At the end of time, signal students to stop writing. Collect their journals and use the Language Checklist to track progress toward W.K.8, L.K.1b, L.K.2a, and L.K.2b.
- Gather students in the whole group area and offer specific, positive feedback on their descriptive writing.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension (Visual Cues in Writing): To reinforce which words are prepositions and how to use them, encourage students to circle the preposition they use in their writing. (MMR, MMAE)
- For students who may need additional support with planning: Provide pre-written index cards of several prepositions from which students may choose as they write. (MMAE)

Closing and Assessment

B. Reflecting on Learning (5 minutes)

- Gather students whole group.
- Direct students' attention to the **Respect anchor chart and remind** students that there are many ways to show respect, and they will be practicing each way throughout the unit.
- Remind students that as they start to share their opinions about the best place to plant trees in the community, it is important to be respectful of each other and our different opinions.
- Remind students that if they disagree with someone, it is important to disagree respectfully by using the sentence frame: “I respectfully disagree because I think ____.”
- Invite students to chorally read aloud the anchor chart while using the hand gestures from Lesson 1.

- Turn and Talk:
“As you worked today, what is one way that you showed respect to yourself, to others, or to the environment?” (Responses will vary.)
- Circulate to listen in as students discuss.
- Refocus whole group and share one or two ways students identified themselves showing respect during the lesson today.
- Tell students that they will have many opportunities to continue practicing respect as they learn more about other people’s opinions and how trees benefit their community.

Meeting Students’ Needs

- For ELLs: (Leadership and Oral Language Practice) After they discuss the prompt with their partner, invite a few students to share with the whole class how they or their partner demonstrated respect during the lesson.