

## Lesson 4: Reading, Speaking, and Listening: Focused Read-aloud, *A Tree Is Nice*, Pages 15–29 and Unit 2 Assessment, Part I: Reading about an Author’s Point



### CCS Standards

- **RI.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.
- **L.K.1e:** Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- **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.



### 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 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.8 (see Assessment Overview and Resources).
- Collect students’ Unit 2 Assessment, Part I: Reading about an Author’s Point and use the Reading Informational Text Checklist to document progress toward RI.K.8 (see Assessment Overview and Resources).

**Agenda****1. Opening**

- A. Song and Movement: “Trees in Our Community” (10 minutes)

**2. Work Time**

- A. Focused Read-aloud: *A Tree Is Nice*, Pages 15–29 (20 minutes)
- B. Unit 2 Assessment, Part I: Reading about an Author’s Point (20 minutes)

**3. Closing and Assessment**

- A. Reflecting on Learning (10 minutes)

**Teaching Notes****Purpose of lesson and alignment to standards:**

- During Work Time C, students complete Unit 2 Assessment, Part I: Reading about an Author’s Point, which gives students an opportunity to demonstrate their progress toward RI.K.8. Students have prepared for this assessment by identifying the many reasons the author gives to support her opinion in *A Tree Is Nice*.

**How this lesson builds on previous work:**

- In Lesson 3, students began identifying the reasons that the author of *A Tree Is Nice* gives to support her point that trees are nice on the Reasons to Plant a Tree anchor chart. In Work Time A, they continue to identify different reasons the author provides. Additionally, students use this information to complete Unit 2 Assessment, Part I: Reading about an Author’s Point in Work Time C.

**Areas in which students may need additional support:**

- Some students may require more time than others to complete the assessment. Invite students who finish early to work on the question on the back of the assessment. They should write and draw an additional reason why people plant trees.

**Down the road:**

- In Lessons 6–9, students will participate in a focused read-aloud of *Mama Miti* and continue to add reasons why people plant trees to the Reasons to Plant a Tree anchor chart. They also begin to use the anchor chart to verbally provide an opinion and reason to answer where people should plant trees in preparation for writing an opinion piece in Lessons 9–10 as part of the Unit 2 Assessment, Part II: Writing Opinions.

**In advance:**

- Prepare copies of Unit 2 Assessment, Part I: Reading about an Author’s Point and pencils at student workspaces for Work Time B.
- Post: Learning targets and applicable anchor charts (see materials list).

**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 continue mastering the meaning and use of prepositions, opinions, and reasons. Students demonstrate their learning in a selected response assessment.
- ELLs may find it challenging to understand the language in the assessment and simultaneously distinguish between the reasons the author gives and things they know to be true about trees. Ensure students are clear on the instructions by checking for understanding and posing questions intended to surface misconceptions. (Example: “Are you selecting any answer that is true about trees, or just the reasons Janice May Udry says?”) (See levels of support and the Meeting Students’ Needs column.)

#### Levels of support

*For lighter support:*

- During the assessment, circulate and monitor students who may be off track to review the instructions and responses one-on-one.

*For heavier support:*

- During the Opening, play the preposition bag game to reinforce the meanings and check for understanding. Encourage students to use the gestures learned from the “Trees in Our Community” song.
- During the assessment, before students begin, guide them through one or two examples of selecting a person’s stated reasons from a group of true statements. (Example: “I like apples because they are sweet and juicy. Which of these are my reasons? Apples are sweet, apples are red, apples are fruit, apples are juicy.”)

## Universal Design for Learning

- **Multiple Means of Representation (MMR):** To set themselves up for success on the Unit 2 Assessment, students need to generalize the skills that they learned from the previous sessions. Similar to previous modules, before administering the assessment, activate their prior knowledge by recalling the learning targets from the previous lessons. Also present the directions for the assessment both visually and verbally.
- **Multiple Means of Action and Expression (MMAE):** Continue to support a range of fine motor abilities and writing need by offering students options for writing utensils. Also consider supporting students' expressive skills by offering partial dictation of their responses.
- **Multiple Means of Engagement (MME):** Invite students to reflect on their learning from previous lessons with *A Tree Is Nice* to help them understand the value and relevance of the assessment in this lesson.

## Vocabulary

### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

### Review:

- preposition, reason (L)
- hang, shade (T)

## Materials

- ✓ "Trees in Our Community," Version 2 (one to display)
- ✓ Prepositions anchor chart (begun in Lesson 3)
- ✓ *A Tree Is Nice* (one per small group and one to display; for teacher read-aloud)
- ✓ Reasons to Plant a Tree anchor chart
- ✓ Reasons to Plant a Tree anchor chart (begun in Lesson 4; 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)
- ✓ Unit 2 Assessment, Part I: Reading about an Author's Point (one per student and one to display; see Assessment Overview and Resources)
- ✓ Unit 2 Assessment, Part I: Reading about an Author's Point (answers, for teacher reference; see Assessment Overview and Resources)
- ✓ Pencils (one per student)
- ✓ Respect anchor chart (begun in Module 3)

## Opening

### A. Song and Movement: “Trees in Our Community” (10 minutes)

- Gather students whole group.
- Display “**Trees in Our Community**,” **Version 2** and read the title.
- Tell students that this is the same song they saw in Lessons 2–3, but the prepositions have been removed. Today, it is their job to put the right prepositions back into the song so it makes sense!
- Review 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.”*
- Direct students’ attention to the posted **Prepositions anchor chart** and invite students to read it chorally.
- Tell students that they can use the anchor chart to help them finish the song.
- Follow these steps to fill in the missing prepositions.
  - Read aloud stanza 1.
  - Invite students to whisper the correct preposition into their hand.
  - Using a total participation technique, invite responses from the group.
  - If necessary, read the prepositions from the Prepositions anchor chart.
  - Write the correct preposition in the song.
  - Repeat this process for stanzas 2–5.
- Sing 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 them that they will continue to use the prepositions they found in the song throughout the rest of the lesson and unit.

### Meeting Students’ Needs

- For ELLs: (Finger Recounting: Trees) Model recounting on fingers to help review and say fluently the names of different trees in the song. Invite students to practice doing the same with their partners. (Example: Hold up five fingers, one for each tree. When saying each tree, put down one finger.)
- Provide differentiated mentors by seating students who may be more confident reading aloud near students who may not feel as confident. (MMAE)

## Work Time

### A. Focused Read-aloud: *A Tree Is Nice*, Pages 15–29 (20 minutes)

- Refocus whole group.
- Display ***A Tree Is Nice***.
- Direct students' attention to the posted learning targets 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, students will continue to 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 them figure out why trees are important to the community.
- Direct students' attention to the **Reasons to Plant a Tree anchor chart** and remind them that they have already found several reasons Janice May Udry believes trees are nice and recorded them on the anchor chart.
- Invite students to read along and act out the reasons they recorded as you read aloud the anchor 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, RI.K.7, and RI.K.8.
- 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:
- Read aloud pages 15–16.
- Follow the same routine from Work Time A of Lesson 2 to check for understanding:
  - Turn and Talk:  
***"According to the text, what is one reason that trees are nice that the author gives us on this page?" (You can draw with sticks. Animals live in trees.)***
  - Circulate to listen in.
  - Refocus whole group and share the correct reason(s).
  - Invite students to silently pantomime the reason(s).
  - Acknowledge those accurately pantomiming.
  - Use the same routine from Work Time A of Lesson 3 to use a marker to add the reason to a sentence strip and tape 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 pages 17–24.
  - Turn and Talk:  
***"On page 24, what is a reason the author gives that makes you think trees are nice?" (The shade keeps houses cool.)***



- Tell students that this is not the first time the author has brought up *shade*. If necessary, quickly define *shade* (the dark area caused when light is blocked) in context.
- Remind students that readers often go back in the text to make sure they understand. Ask students to give you a thumbs-up if they hear the word *shade* in the text to see who or what, besides houses, benefits from it.
- Return to pages 19–20 and reread them. Acknowledge student signals and ask:  
***“I saw many of you signal me to stop because you heard the word shade. Who benefits from shade on this page?” (cows or animals)***
- Return to pages 19–20 and reread them. Acknowledge student signals and ask:  
***“I saw many of you again signal me to stop because you heard the word shade. Who benefits from shade on this page?” (people)***
- Share that when an author repeats something, it is usually important, and Janice May Udry repeated *shade* three times.
- Turn and Talk:  
***“What is the reason that the author gives to support her point on all of these pages?” (Trees makes shade.)***
- Add this reason to the Reasons to Plant a Tree anchor chart.
- Read aloud pages 25–26 and follow the routine to check for understanding. (Trees block the wind.)
- Read aloud the remaining pages in the book.
- Direct students’ attention to the Reasons to Plant a Tree anchor chart and read it aloud. Point out that they have found a lot of different reasons why trees are nice and why people would choose to plant them.
- Tell students they will all have the chance to show one reason people might plant a tree by acting it out with their bodies.
- Invite students to stand and silently act out one reason someone in the community might plant a tree.
- As students pantomime reasons, name the actions you see and list the reasons students identify aloud: climbing trees, sitting in the shade, blocking the wind, etc.

### Meeting Students’ Needs

- For ELLs and students who may need additional support with sustained effort (Review Pictures): Before reading, review the pictures on pages 16 to the end of *A Tree Is Nice* to reinforce subject/verb syntax while describing vocabulary and the author’s reasons. (MME)
- For ELLs: (Opinions and Reasons: Connecting Ideas) Select additional pages to invite students to turn to an elbow partner and describe Janice May Udry’s opinion by saying: “Janice May Udry believes \_\_\_\_\_ because \_\_\_\_\_.”
- Before reading, provide white boards and dry-erase markers as an option for students to record (in drawing or writing) their ideas. This also helps to scaffold active listening for key details. (MMR, MMAE)

## Work Time

### B. Unit 2 Assessment, Part I: Reading about an Author's Point (20 minutes)

- Refocus whole group.
- Tell students that they will now have a chance to show what they know about the reasons the author includes to support the opinion that a tree is nice by completing a selected response sheet.
- Transition students back to their workspaces.
- Display **Unit 2 Assessment, Part I: Reading about an Author's Point**.
- Point out the student copies of the assessment, copies of *A Tree Is Nice*, and **pencils** already at their workspaces.
- Point to the prompt at the top of the displayed Unit 2 Assessment, Part I: Reading about an Author's Point and read it aloud, inviting students to follow along on their copies as you do:  
***“What are two reasons the author gives that a tree is nice? Circle two pictures that show reasons the author gives that a tree is nice.”***
- Focus students on the four possible responses on the page. Invite them to follow along as you read the labels for each icon aloud. Encourage them to use a hand gesture or motion as you point to each icon and read the labels:  
***Point to the first icon and read the label aloud: “You can have a picnic in the shade of a tree.”***  
***Point to the second icon and read the label aloud: “Trees have pretty flowers.”***  
***Point to the third icon and read the label aloud: “Trees make good homes for squirrels.”***  
***Point to the fourth icon and read the label aloud: “Trees block the wind.”***
- Remind students of the prompt:
  - “What are two reasons the author gives that a tree is nice? Circle two pictures that show reasons the author gives that a tree is nice.”
- Invite students to circle two pictures that show reasons the author gives that a tree is nice on Unit 2 Assessment, Part I: Reading about an Author's Point. Tell students to ask for help if they cannot read the possible responses.
- As students complete Unit 2 Assessment, Part I: Reading about an Author's Point, circulate to support them by rereading the prompt or labels.
- Tell students that if they finish the front page quickly, they can turn to the back to draw and label a picture and/or write a sentence that answers the question: What is another reason a tree is nice?
- After several minutes, collect assessments and use the **Unit 2 Assessment, Part I: Reading about an Author's Point (answers, for teacher reference)** to evaluate student responses for mastery of RI.K.8.



### Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: (Repeating Assessment Instructions and Responses) Repeat the instructions and responses for students who would benefit from hearing them multiple times. (MMR)
- For students who may need additional support with sustained effort: Provide specific feedback that emphasizes students' persistence during the assessment. (MME)

## Closing and Assessment

### A. Reflecting on Learning (10 minutes)

- Gather students whole group.
- Offer specific, positive feedback about their focus and effort on identifying the author's reasons that trees are nice.
- Tell students that they will have 1 minute to respectfully share one of the reasons they circled about how trees are nice.
- 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 stand, turn to an elbow partner, and share one way a tree is nice by acting it out with their bodies and completing the sentence frame: "A tree is nice because \_\_\_\_."
- Refocus whole group.
- Select volunteers to share what their elbow partner shared with them. Tell them that this shows they were being respectful to their partner by listening closely to them.
- Direct students' attention to the **Respect anchor chart** and invite students to chorally read aloud the anchor chart while using the hand gestures from Lesson 1.
- Turn and Talk:  
*"What is one way that you could show respect to yourself, others, or the environment during the lesson tomorrow?" (Responses will vary.)*
- Circulate to listen in as students discuss.
- Refocus whole group and share one or two ways students identified themselves as 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 with their partner, invite a few students to share with the whole class how they or their partner demonstrated respect during the lesson.
- For students who may need additional support with comprehension: Invite students to recall one way they recently showed respect outside the classroom. (MMR)