

### About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 769

#### Book Summary

*About Trees* is an informational text that introduces readers to basic concepts about trees, such as their parts, characteristics, and life processes. The two main kinds of trees, *deciduous trees* and *conifers*, are described and compared. Photographs support the text.

### About the Lesson

#### Targeted Reading Strategy

- Visualize

#### Objectives

- Use the reading strategy of visualizing to understand informational text
- Identify the similarities and differences between deciduous and coniferous trees
- Identify, create, and use contractions within sentences
- Identify, explain, and use metaphors

#### Materials

Green text indicates resources available on the website

- Book—*About Trees* (copy for each student)
- Chalkboard or dry erase board
- [Vocabulary, compare and contrast, contractions, metaphors worksheets](#)
- [Discussion cards](#)



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

#### Vocabulary

- Content words:

Story critical: *bark (n.)*, *chlorophyll (n.)*, *nutrients (n.)*, *protect (v.)*, *sap (n.)*, *sprout (v.)*

Enrichment: *conifers (n.)*, *deciduous (adj.)*, *seed case (n.)*

### Before Reading

#### Build Background

- Ask students to think about trees they have seen. Have them share what they know about trees, such as parts of trees and types of trees.
- Invite students to share the names of trees they know. Create a list on the board.

#### Preview the Book

##### Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is and what it might be about.
- Show students the title page. Discuss the information on the page (title, author's name).

- Ask students to turn to the table of contents. Remind them that the table of contents provides an overview of what the book is about. Ask students what they expect to read about in the book based on what they see in the table of contents. (Accept all answers that students can justify.)

### Introduce the Reading Strategy: **Visualize**

- Explain to students that good readers often visualize, or create pictures in their mind, while reading. Visualizing is based on the words used in the text and what a person already knows about a topic.
- Read the introduction on page 4 to students. Model how to visualize.  
**Think-aloud:** *When I read a book, I pause after a few pages or after reading a description of something to create a picture in my mind of the information I've read. This helps me understand the ideas in the book. For example, on page 4, the author described redwood trees as tall as a 30-story building. In my mind, I pictured an outside view of the height of our classroom. That would be one story. Then I tried to picture 30 of our classrooms stacked on top of one another. I pictured how high into the sky that would be. This number of stories in a building reminded me of some of the very tall skyscrapers I have seen in big cities. I pictured one of these trees growing at the same height next to a skyscraper.*

### Introduce the Comprehension Skill: **Compare and contrast**

- Explain that one way to understand concepts in a book is to tell how the information is similar and different.
- Show students two familiar objects, such as a baseball and a basketball. Model how to compare and contrast using these objects.  
**Think-aloud:** *When I look at a baseball and a basketball, I notice that both are round. I know that both are used in sports. These are ways in which these objects are similar to, or like, each other. I also notice that a baseball is smaller than a basketball. A basketball bounces, but a baseball does not. These are ways in which these objects are different from each other.*
- Model writing the information on a Venn diagram. Draw a Venn diagram on the board. Label the left circle *Baseball* and the right circle *Basketball*. Explain that information that tells how baseballs and basketballs are similar is written where both circles overlap. Information that is only true of baseballs is written in the left side of the left circle. Information that is only true of basketballs is written in the right side of the right circle.
- Have students identify other similarities and differences between baseballs and basketballs. Add this information to the Venn diagram.

### Introduce the Vocabulary


- Introduce the **vocabulary worksheet** to students. Review the following content words on the worksheet: *bark, branches, leaves, roots, trunk*. Have students use the words to label these parts on both trees. When students have finished, identify and discuss each part, one at a time, on both tree types. Invite students to share what they know about the importance of each part to the tree.
- Have students draw and label the missing parts of each tree. Invite them to share similarities and differences they notice between the trees.

### Set the Purpose

- Have students read the book in order to find out more about trees. Remind them to stop after every few pages to visualize what they read.

## During Reading

### Student Reading

-  **Guide the reading:** Have students read to the end of page 7. Encourage those who finish early to go back and reread. Have students underline something in the text that they visualized about.

- Model visualizing.  
**Think-aloud:** *On page 7, I read what happens as a tree grows. As I read, I visualized the branches of a tree growing thicker and old bark cracking to make room for new growth. I pictured the branches expanding like a dry sponge filling with water.*
- Invite students to share with the rest of the class what they visualized while reading.
- Write the words *deciduous tree* and *conifer* on the board. Have students label the tree on the left of their vocabulary worksheet *deciduous* and the tree on the right *conifer*. Review the information from the vocabulary section that students already knew about the similarities and differences between the two types of trees.
- Introduce, explain, and have students label the **compare-and-contrast worksheet**. Have students turn to page 5. Explain that one way a deciduous tree and a conifer are similar is that they both have leaves that make food. Have students write this information on their worksheet where the circles overlap. Point out that one way a deciduous tree and a conifer are different is that deciduous trees have large, flat leaves and coniferous trees have needle-like leaves. Have students write this information in the appropriate places on their worksheet.
- Have students work with a partner to identify additional similarities and differences between the leaves and branches of the two types of trees and write this information on their worksheet. When they have finished, discuss their answers.



**Check for understanding:** Have students read to the end of page 9. Have them visualize the information in the text as they read. Ask students to write what they visualize as they read on the inside front cover of their book. Invite students to share what they visualized.

- Have students identify a similarity about the trunks of the two types of trees and write this information in the appropriate places on their compare and contrast worksheet (both trees have trunks that are protected by bark, tubes in the trunks carry sap to the roots, and so on).
- Ask students if they have ever noticed the different smells, colors, and textures of the saps of a deciduous tree and a conifer, such as maple sap and pine sap. Depending on their experiences, ask students to compare and contrast the textures, colors, smells, and uses of these saps.
- Have students read the remainder of the book. Ask them to continue to visualize and to think about how a deciduous tree and a conifer are similar to and different from each other as they read the rest of the story.

### After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Reflect on the Reading Strategy

- **Think-aloud:** *On page 10, I read how roots of trees are like highways for water and nutrients. In my mind, I pictured these materials zooming up from the roots to different parts of the tree, like cars getting on and off a busy highway.*
- Ask students to explain how the strategy of visualizing added to their enjoyment and understanding of the text. Invite students to share their most vivid visualizations.

### Reflect on the Comprehension Skill

- **Discussion:** Review the similarities and differences between a deciduous tree and a conifer that students identified on their compare-and-contrast worksheet.
- Ask students how comparing and contrasting a deciduous tree and a conifer helps to reinforce their understanding of the parts and characteristics of each type of tree. Ask them how they would be able to tell the difference between a deciduous tree and a conifer.
- **Independent practice:** Have students identify similarities and differences between the roots and seeds of a deciduous tree and a conifer. Ask them to write the information in the appropriate places on their compare and contrast worksheet. If time allows, discuss their answers.

- **Enduring understanding:** In this book, you learned that trees have many parts with different functions that are important to keeping the trees alive. Now that you know this information, how are trees similar to and different from animal bodies?

### Build Skills

#### Grammar and Mechanics: Contractions

- Write the contraction *haven't* on the board. Demonstrate how the contraction was made by joining together the two words *have* and *not*.
- Have students identify the letter that the apostrophe stands for in the word *haven't* (the *o* in *not*). Explain that the function of the apostrophe is to show that one or more letters have been left out.
- Have students turn to page 11 and identify two contractions on the page (*you've*, *It's*). Ask a volunteer to come to the board and write the two words that make up each contraction. Have another volunteer circle the letters that were left out when the contraction was formed.
- **Check for understanding:** Write the following contractions on the board: *aren't* and *won't*. Have students write the two words that were joined together to form each contraction on a separate piece of paper. Have them circle the letters that were left out when the contraction was formed. Discuss their answers.
- **Independent practice:** Introduce, explain, and have students complete the [contractions worksheet](#). If time allows, discuss their answers.

#### Word Work: Metaphors

- Ask students to reread the following sentence on page 7: *Branches are the arms that hold up a tree's leaves*. Have students point to their arms. Ask them to explain whether trees have arms that are similar to their arms. Have students explain why they think the author used the word *arms* in the sentence.
- Explain that when a word or phrase that usually means one thing is used to mean something else, it is called a *metaphor*. Discuss the effect that the use of the metaphor *arms* in this sentence has on students' ability to visualize the branches of a tree.
- **Check for understanding:** Write the following sentence on the board: *Tubes in the trunk are a tree's highway*. Ask students to explain to a partner what they think this metaphor means and why it is used.
- **Independent practice:** Introduce, explain, and have students complete the [metaphors worksheet](#). If time allows, discuss their answers.

### Build Fluency

#### Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

#### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students ask a parent, sibling, caregiver, or friend to help them record the names of the trees they have in their yard. Have them share these findings with the class.

### Extend the Reading

#### Writing Connection

Have students use magazines or the Internet to locate a picture of a tree. Have them use the picture and the information they learned from the book to create a metaphor about the tree. Create a bulletin board to display student work.

## Science Connection

Review how trees have tubes inside the roots, trunk, and branches that carry water and food to different parts of the tree. Explain that all plants with trunks or stems have tubes like those of a tree. Fill a measuring cup 1/3 full of water. Mix 5 to 6 drops of red or blue food coloring into the water. Place a freshly cut piece of celery in the measuring cup. Have students observe what happens to the celery. Have them use their knowledge about trees to explain their observation.

## Skill Review

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

## Assessment

**Monitor students to determine if they can:**

- consistently use the strategy of visualizing to comprehend the text during discussion
- identify and record similarities and differences between deciduous and coniferous trees during discussion and on a worksheet
- consistently recognize, analyze, create, and use contractions
- identify and understand the meaning of metaphors; create an effective metaphor

## Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**