

### Focus Question:

*How are the trees and the leaves in this book different?*

### Book Summary

Text Type: Nonfiction/Informational

What do all trees have in common? They all have leaves! But those leaves can be very different. In *Which Tree?* students get a closer look at many kinds of trees and their leaves through extraordinary photographs. The repetitive sentences and high-frequency words help teach students about adjectives as well as comparing and contrasting. Students will also have the opportunity to practice connecting to prior knowledge as they read.



### Lesson Essentials

#### Instructional Focus

- ☐ Connect to prior knowledge to better understand text
- ☐ Compare and contrast details from a text
- ☐ Describe information provided by photographs
- ☐ Discriminate initial consonant *tr*-blend
- ☐ Identify initial consonant *tr*-blend
- ☐ Recognize and use adjectives
- ☐ Identify and use the high-frequency word *see*

#### Materials

- ☐ Book: *Which Tree?* (copy for each student)
- ☐ Compare and contrast, initial consonant *tr*-blends, adjectives worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

#### Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com). (\*) words appear in the lesson but not the book.

- **High-frequency words:** *see, their, these*
- **Words to Know**  
**Story critical:** *hollow* (adj.), *roots* (n.), *sharp* (adj.), *syrup* (n.), *trunk* (n.), *umbrella* (n.)
- **Academic vocabulary:** *compare* (v.)\*, *contrast* (v.)\*

### Guiding the Reading

#### Before Reading

##### Build Background

- Place on the board photographs of various tree leaves. Ask students to work with a partner to discuss the different types of leaves and where they may have seen those leaves in nature. Invite volunteers to share their answers with the class.
- Have students choose one of the leaves from the board and draw a picture of the tree they think that leaf comes from. Invite volunteers to share their picture with the rest of the class.

##### Introduce the Book

- Give students their copy of *Which Tree?* 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 (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Write the following repetitive sentences on the board: *See these leaves? Their tree \_\_\_\_\_.* Read the sentences aloud while pointing to each word. Guide students to read the sentences aloud with you. Explain that these sentences will repeat throughout the book.

##### Introduce the Reading Strategy:

##### Connect to prior knowledge

Explain to students that engaged readers make connections between new information they read and what they already know. This is called *connecting to prior knowledge*. Remind students that when they make these connections, their understanding of what they read increases. Guide students to explore the pictures on the cover and title page. Have students discuss with a partner some of the connections they can make based on the photographs they see. Invite volunteers to share their connections with the class.

### Guiding the Reading (cont.)

#### Introduce the Comprehension Skill:

##### Compare and contrast

- Explain to students that one way engaged readers organize new information is by describing how objects are similar and different. Remind students that explaining how objects are similar is called *comparing* and explaining how objects are different is called *contrasting*.
- Draw a Venn diagram on the board. Review with students that similarities are written where the two circles overlap while the differences are written in the outer circles. Write *page 5* on one side of the diagram, *page 6* on the other side, and *both* in the middle. Have students work with a partner to compare and contrast the leaves on pages 5 and 6. Invite students to share their findings with the class and record their observations on the Venn diagram on the board.

#### Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students, and as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

#### Set the Purpose

- Have students read to find out more about different types of trees and leaves. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

### During Reading

#### Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *How would you describe the leaves of the hollow tree?* (level 1) page 4
- *What different shapes can leaves be?* (level 2) multiple pages
- *How do the leaves of the colorful tree and the leaves of the umbrella-shaped tree compare?* (level 2) pages 7 and 8

- *What type of environment do you think the umbrella-shaped tree grows in? Why do you think that?* (level 3) page 8

#### Text Features: Photographs

Explain that engaged readers examine photographs closely to help them gain a deeper understanding of the text. Have students work with a partner to review the photographs in the book and discuss how the photographs help them compare and contrast trees. Ask students: *How do the photographs help you compare and contrast? Why are photographs an important tool for comparing and contrasting?* Invite volunteers to share their answers with the class.

#### Skill Review

- Model for students how you connect to prior knowledge as you read. Have students stop now and then to make a connection and share it with a partner. Invite volunteers to share their connections with the class. Discuss with students how connecting to prior knowledge can help readers better understand and remember what they read.
- Model comparing and contrasting information in the story.  
**Think-aloud:** *The book is providing me with a lot of information through the words and the photographs. I need to organize my thoughts by comparing and contrasting the different trees and leaves in the book. I can see that the tree on page 7 has a very colorful trunk while the tree on page 8 has a mostly brown trunk. The leaves of these two trees are different shapes. One has wide, flat leaves while the other has thin, sharp leaves. So the trees are different because the trunks are different colors and the leaves are different shapes. But, the trees are similar because they both have trunks, branches, and leaves. The leaves are similar because the leaves from both trees are green.*
- Create a new Venn diagram on the board and write *page 7* on one side, *page 8* on the other side, and *both* in the middle. Write *have trunks, branches, leaves and leaves are green* under *both*. Write *colorful trunk and wide, flat leaves* under *page 7*. Write *brown trunk and thin, sharp leaves* under *page 8*.
- Model and discuss how to complete the [compare-and-contrast worksheet](#) using evidence gathered from the text and photographs.

### 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.

### Guiding the Reading (cont.)

#### Skill Review

#### Graphic Organizer: **Compare and contrast**

Review the compare-and-contrast worksheet that students completed. Have students share their work with the group. Challenge the group to determine which trees and leaves the partners are telling about on the basis of the similarities and differences shared.

#### Comprehension Extension

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

#### Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Students should include that the trees and the leaves in this book are different because of height, size, shape, color, texture, edges, and so on.)

#### Comprehension Checks

- **Book quiz**
- **Retelling rubric**

### Book Extension Activities

#### **Build Skills**

#### Phonological Awareness:

#### **Initial consonant tr-blend**

- Say the word *tree* aloud to students, emphasizing the initial /tr/ sound. Have students say the word aloud and then say the /tr/ sound. Have students practice saying the /tr/ sound to a partner.
- Have students work in groups to brainstorm a list of words that begin with the initial /tr/ sound. Invite students to share a word with the class, and have other students nod their head if they agree that the word has the initial /tr/ sound.
- **Check for understanding:** Say the following words one at a time, and have students give a thumbs-up when they hear a word that begins with the tr-blend: *trampoline*, *tap*, *trumpet*, *tuck*, *truck*, *trip*, *tip*, and *trot*.

#### Phonics: **Initial consonant tr-blend**

- Write the word *trick* on the board, and read it aloud with students.
- Have students say the /tr/ sound aloud. Then, run your finger under the letters in the word *trick* as students say the whole word aloud. Ask students to identify which letters represent the /tr/ sound in the word *trick*.

- Say the words *tray* and *turtle* aloud, emphasizing the initial sounds. Have students discuss with a partner the difference between the two words. Point out that the initial /tr/ sound is different from the r-controlled sound in the word *turtle*.
- **Check for understanding:** Write the following words on the board, leaving off the initial blend: *trinket*, *trunk*, *treat*, and *trace*. Say the first word aloud, and have students put their finger on their nose if the word has the initial /tr/ sound. Invite a volunteer to come to the board and add the correct beginning letters. Repeat with the remaining words.
- **Independent practice:** Introduce, explain, and have students complete the **initial-consonant-tr-blends worksheet**. If time allows, discuss their answers.

#### Grammar and Mechanics: **Adjectives**

- Have students turn to page 5 in the book. Have students describe the tree in the photograph to a partner. Invite volunteers to share one describing word with the class, and record the words on the board.
- Explain to students that *adjectives* are words that describe nouns, and remind students that adjectives help make the writing more interesting and exciting to read. Explain that the words students used to describe the tree on page 5 are all adjectives.
- **Check for understanding:** Have students work with a partner to find and highlight all the adjectives in the book. Invite students to share one adjective with the class. Have students make a checkmark sign with their finger if the shared word is an adjective.
- **Independent practice:** Introduce, explain, and have students complete the **adjectives worksheet**. If time allows, discuss their answers.

#### Word Work: **High-frequency word see**

- Write the word *see* on the board and read it aloud with students. Explain to students that they will often see this word in books they read and they should memorize it so they can decode it right away.
- Spell the word aloud. Have students spell it with you. Then have students spell the word aloud to a partner.
- Write the following sentence on the board: *I am going to see my friend*. Read the sentence aloud with students. Have them identify the word *see* in the sentence, and discuss the meaning of the word.
- **Check for understanding:** Have students work in pairs to create oral sentences using the word *see*. Call on students to share a sentence with the rest of the class. Ask other students to give a thumbs-up signal if they used the word *see* correctly.

#### Connections

- See the back of the book for cross-curricular extension ideas.