

About the Book

Text Type: Fiction/Realistic Page Count: 12 Word Count: 95

Book Summary

Amy is friends with many trees. She swings in a maple tree and climbs an oak tree. *Make a Tree Friend* shows many ways in which a tree can be a friend. Students have the opportunity to ask and answer questions as well as identify the main idea and details. Detailed, supportive illustrations, high-frequency words, and repetitive phrases support emergent readers.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Use the reading strategy of asking and answering questions to understand text
- Identify main idea and details
- Segment onset and rime
- Identify short vowel /i/
- Recognize and use verbs
- Place words in alphabetical order

Materials

Green text indicates resources available on the website.

- Book—*Make a Tree Friend* (copy for each student)
- Chalkboard or dry erase board
- Highlighters
- Main idea and details, short vowel /i/, verbs 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

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- High-frequency words: *a she , to, when*
- Content words:

Story critical: *apple (n.), birch (n.), elm (n.), maple (n.), oak (n.), pine (n.), willow (n.)*

Before Reading

Build Background

- Ask students if they have ever had a friend. Encourage them to share stories about their friends that show what a friend might do.
- Write the word *tree* on the board and point to the word as you read it aloud. Have students read the word with you.

Lesson Plan *(continued)*

Make a Tree Friend

- Ask students what they know about trees. Discuss what makes one tree different from another tree.

Book Walk

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *Make a Tree Friend*. (Accept all answers that students can justify.)
- Write the following repetitive sentence on the board: *When she wants to think, she visits a(n) _____ tree.* Read the sentence aloud, pointing to the words as you read them to students. Have students read the words aloud. Explain that these words repeat throughout the book.

Introduce the Reading Strategy: **Ask and answer questions**

- Model how to ask questions as you preview the book.
Think-aloud: I see a several children playing around a tree on the front cover of the book. The title of the book is Make a Tree Friend. I wonder how a tree could be a friend. I'll write that question on the board. (How can a tree be a friend?) The picture on the back cover shows a girl climbing a large tree. The big roots and branches make this tree easy to climb. I wonder what kind of tree the girl is climbing. I'll write that question on the board. (What kind of tree does the girl climb?)
- Show students the title page and ask what they see in the picture. Ask students what questions they might ask about the picture. If necessary, model once more for students how to ask questions about the book.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Main idea and details**

- Explain to students that every book has a big, or main idea, which is what the book is mostly about. Read the title to students. Explain that the title often provides clues about the book's main idea. Invite students to share predictions about the main idea of this book.
- Explain to students that the main idea of this book is: *Amy is friends with many trees.* Write the following sentence on the board: *Amy is friends with many trees.* Point to each word as you read the sentence aloud with students.
- Model how to identify details.
Think-aloud: I know that every book has details that help explain the main idea. I know that this book is about Amy and her tree friends. On the back cover, I see Amy climbing a tree. I know that friends do things together. When Amy climbs a tree, she is doing something with the tree. So this could be a detail that supports the main idea. This tree could be one of Amy's tree friends.
- Have students look at the picture on the title page. Ask them to identify how this could be a detail that supports the main idea.

Introduce the Vocabulary


- While previewing the book, reinforce the vocabulary words that students will encounter. For example, while looking at the picture on page 4, you might say: *It looks as though Amy is swinging from a maple tree.*
- Remind students to look at the picture and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word oak on page 7 and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows Amy climbing a tall tree. When I look at the first part of the word, it starts with /o/. However, the word tall starts with the /t/ sound, so this can't be the word. I know that oak trees are good for climbing. The word oak starts with the /o/ sound. The sentence makes sense with this word. The word must be oak.*

Set the Purpose

- Have students use what they know about trees to ask questions as they read. Remind them to think about what details support the main idea.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 3 (*Amy*). Point out to students where to begin reading on each page. Remind them to read the words from left to right.
 - Ask students to place their finger on the page number in the bottom corner of page 3. Have them read to the end of page 5, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
 - Model asking and answering questions.
Think-aloud: Earlier, I asked the question: How can a tree be a friend? When I read the story, I learned that Amy visits the maple tree when she wants to swing, and she visits the apple tree when she wants to eat. I know that I do certain things with my people friends, too. I play softball with some friends and watch movies with others. Now I can see how Amy could be friends with trees. I will keep reading to find out what other things Amy does with her tree friends.
 - Ask students if they wondered about anything while they were reading. Invite them to share any questions that came up for them. Accept all questions that students can justify on the basis of the pictures and story.
 - Review the main idea of the book: *Amy is friends with many trees*. Ask students to explain whether or not an apple tree is a detail that supports the main idea of the book and why (yes, an apple tree is a tree that Amy likes to visit when she wants to eat).
 - Introduce and explain the **main-idea-and-details worksheet**. Write the words *eat* and *apple tree* on the board. Have students write the words and draw a picture that represents the words *eat* and *apple tree* in one of the spaces on their worksheet. Invite students to tell about another tree from their reading and what Amy does there that supports the main idea. Have students write and draw a picture of that tree and action on their worksheet.
 - **Check for understanding:** Have students read to the end of page 8. Encourage them to share questions they asked as they read. (Accept all answers that show students understand how to ask and answer questions.)
 - Ask students to think about other details they read that support the main idea that *Amy is friends with many trees*. Have them choose one of the details to draw on their worksheet. Ask them to label their drawing using the words from the book. Have students share the detail they drew and wrote about.
 - Have students read the remainder of the book. Remind them to ask and answer questions and think about the types of trees in the story.
-  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 the discussion that follows.

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:** *As I read the book, I thought about the questions I asked earlier in the lesson. I asked what kind of tree Amy climbs. I learned that she climbs an oak tree in the story. I also wondered what other things Amy might do with a tree. I read that she counts, rests, and thinks when she visits the trees.*

Lesson Plan *(continued)*

Make a Tree Friend

- Ask students to explain how asking and answering questions helped them to understand and remember the information in the book.

Reflect on the Comprehension Skill

- **Discussion:** Read the main idea on the board with students. Review the details that students drew on their worksheet. Invite them to explain why each of the details on their worksheet matches the main idea of the story.
- **Independent practice:** Have students complete the main-idea-and-details worksheet. If time allows, discuss their responses.
- **Enduring understanding:** In this book, you read about Amy and the things she likes to do with her tree friends. For example, she visits the maple tree to swing because it has strong branches to hold a swing. Now that you know this information, why do you think Amy picked each tree to do certain activities?

Build Skills

Phonological Awareness: Segment onset and rime

- Say the word *pine* aloud to students. Explain that you are going to say the word a second time and leave off the /p/ sound. Then say /ine/; pine without the /p/ is /ine/.
- Have students identify other words that end with the /ine/ sound (*fine, line, dine*).
- **Check for understanding:** Say the following words, one at a time, and have students identify the onset and rime: *mine, nine, shine, spine*.

Phonics: Identify short vowel /i/

- Write the word *willow* on the board and say it aloud with students.
- Have students say the short /i/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the short /i/ sound in the word *willow*.
- **Check for understanding:** Write the following words that have the short /i/ sound on the board, leaving out the vowel: *with, big, hit*. Say each word, one at a time, and have volunteers come to the board and add the letter that represents the short /i/ sound to each word.
- **Independent practice:** Introduce, explain, and have students complete the [short vowel /i/ worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Verbs

- Review or explain that some words name actions. Remind students that action words are called *verbs*.
- Ask students to name some actions they can do. (*I can jump. I can hop.*) Write these sentences on the board and have students act out the actions.
- Invite students to come to the board and underline the verbs in the sentences.
- Have students turn to page 4 and read the sentence aloud. Have them find the verbs (*wants, swing, visits*).



Check for understanding: Have students search the story with a partner to locate the verbs and highlight them. When they have finished, make a list of action words together on the board.

- **Independent practice:** Introduce, explain, and have students complete the [verbs worksheet](#). If time allows, discuss their responses.

Word Work: Alphabetical order

- Review or explain to students that words are sometimes placed in a list by alphabetical order. *Words are placed in alphabetical order by first looking at the beginning letter in each word and then deciding which letter come first in the alphabet.*

Lesson Plan *(continued)*

Make a Tree Friend

- Write the words *swing* and *cry* on the board. Underline the first letter in each word. Ask students which letter comes first in the alphabet, *s* or *c*. Explain that the word *cry* would come first in an alphabetical list because the letter *c* comes before the letter *s* in the alphabet.
- Write the words *climb* and *think* on the board. Have students identify the initial letter in each word (*c* and *t*). Ask students to identify which letter comes first in the alphabet (*c*). Explain that the word *climb* would come first in an alphabetical list.
- **Check for understanding:** List these words in the following order on the board: *maple, apple, willow, oak, birch, pine, elm*. Have students write the words in alphabetical order on a separate piece of paper. When they have finished, 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 to read with parents, caregivers, siblings, or friends. With someone at home, have them identify the main idea and details in the book.

Extend the Reading

Realistic Fiction Writing and Art Connection

Have students draw a picture of a tree and something they would like to do when they visit it. Under the picture, have students write one sentence telling about their picture.

Visit WritingA-Z.com for a lesson and leveled materials on realistic fiction writing.

Science Connection

Discuss the different types of trees that students learned about in the book and work together to create a list on the board. Provide information about these trees and discuss how they are alike and different from one another. Discuss how they might be classified into groups, based on things they have in common. Have students write a fact they learned about trees and illustrate it. Collect the facts and drawings to make a class book about trees.

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 ask and answer questions to understand text
- accurately identify the main idea and details during discussion and on a worksheet
- accurately segment onset and rime during discussion
- identify and write the letter symbol /i/ sound during discussion and on a worksheet
- correctly understand and use verbs during discussion and on a worksheet
- correctly understand how to place words in alphabetical order on separate piece of paper

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)