

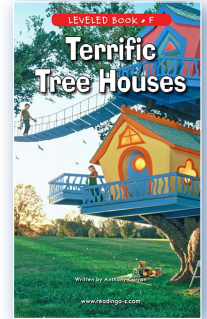
### Focus Question:

*How are tree houses the same and different?*

### Book Summary

Text Type: Nonfiction/Descriptive

Who doesn't love tree houses? *Terrific Tree Houses* features some of the world's most amazing tree houses, ranging from simple tree forts to luxury hotel accommodations. Engaging photographs will grab readers' attention as they learn about main idea and details and the prepositions *around* and *with*.



### Lesson Essentials

#### Instructional Focus

- ☐ Connect to prior knowledge
- ☐ Identify main idea and details
- ☐ Segment words into syllables
- ☐ Identify initial consonant *tr*-blend
- ☐ Recognize prepositions *around*, *with*
- ☐ Describe information provided by text features
- ☐ Content vocabulary

#### Materials

- ☐ Book: *Terrific Tree Houses* (copy for each student)
- ☐ Main idea and details, initial consonant *tr*-blend, prepositions 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).

- **High-frequency words:** *are*, *like*, *some*
- **Words to Know**  
**Story critical:** *alien* (n.), *fairy tale* (n.),  
*mirrors* (n.), *mushroom* (n.), *terrific* (adj.),  
*wraps* (v.)

### Guiding the Reading

#### Before Reading

##### Build Background

- Ask students what a tree house is and where they might find a tree house. Have students discuss the different types of tree houses they have seen or built themselves.
- Ask students to discuss with a partner what materials can be used to make a tree house. Make a list on the board of the different materials the students discussed. Discuss and compare the materials that are used to build conventional houses.

##### Introduce the Book

- Give students their copy of *Terrific Tree Houses*. 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 the book, author's name).

##### Introduce the Reading Strategy:

##### Connect to prior knowledge

Explain to students that when they make connections to the text they are reading, their comprehension of that text increases. Good readers are constantly trying to make sense out of what they are reading by making connections to what they already know. Point out that pictures in a book can also help students make connections to prior knowledge, or their experiences with tree houses. Have students look through the pictures in the book and share with a partner any connections they have to what they see.

##### Introduce the Comprehension Skill:

##### Main idea and details

- Explain to students that most books have a big idea, or main idea. This is the general topic the book is mostly about. The supporting details are the extra information and descriptions that help explain the main idea of the book. Point out to students that oftentimes they can find the main idea in the title of a book or in the pictures.

### Guiding the Reading (cont.)

- Have students discuss with a partner their predictions about the main idea of the book. Invite students to share their predictions with the class.

### 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 the 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 learn about the different types of tree houses. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer.
- 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 are the stairs similar in the tree houses on pages 4 and 7?* (level 2) pages 4 and 7
- *How are the windows different on the spaceship tree house and the fairy tale tree house?* (level 2) pages 8 and 9
- *What color is the tree house that looks like a mushroom?* (level 1) page 11
- *How would you enter a tree house?* (level 2) multiple pages
- *What different shapes can tree houses be made into?* (level 3) multiple pages

#### Text Features: Photographs

Explain that photographs are helpful when reading because they give the reader a visual to connect with. Have students review the photographs throughout the book and discuss how the photographs they see connect to tree houses they may have seen before. Have students describe different tree houses that could have been added to the book. Ask students: *How can tree houses be similar? How can tree houses be different?*

### Skill Review

- Have students pause to connect to prior knowledge while they are reading. Have them share their connections with the class and describe how connecting to prior knowledge helps them better understand the book.
- Guide students to an understanding of the main idea by referring them back to the title and the parts of the book that they have read thus far. *There are many different types of tree houses* is the main idea since the book is all about the different types of terrific tree houses. Write *there are many types of tree houses* on the board.
- Model identifying details that support the main idea of the book.  
**Think-aloud:** *We discussed that the main idea of this book is there are many different types of tree houses. Every book includes details that support the main idea. Identifying the details helps readers understand and enjoy a book. Remember, details can be identified in both the pictures and words within a book. While looking at the picture on page 4, I can see that the stairs to the tree house wrap around the trunks of the tree. This is a detail that supports the main idea.*
- **Check for understanding:** Explain to students that in nonfiction books, there can be a lot of details or facts that support the main idea. Explain that effective readers organize details as they read. Give students their copy of the [main-idea-and-details worksheet](#). Point out that the main idea is written for them already in the middle of the worksheet. Then, have students reread the book and work in pairs to identify and record details on their worksheet.

### 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.

### Skill Review

#### Graphic Organizer: Main idea and details

Review the main-idea-and-details worksheet that students completed with their partner. Have students share their work with the group. List the different details on the board.

### Comprehension Extension

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

### Guiding the Reading (cont.)

#### Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Students should include that all houses are built on or inside of trees. Tree houses are made to look like different shapes, are made from different materials, and are different sizes and colors.)

#### Comprehension Checks

- Book quiz
- Retelling rubric

### Book Extension Activities

#### Build Skills

##### Phonological Awareness:

##### Segment syllables

- Explain to students that words are divided into parts and this helps readers decode and read the words. Explain that these parts are called *syllables*.
- Say the word *terrific* aloud to students. Explain to students that you are going to count the syllables, or parts in the word, *terrific*. Repeat the word, clapping on each syllable. Explain that you clapped three times because there are three parts, or syllables, in this word. Have students clap and repeat with you.
- **Check for understanding:** Use clapping to demonstrate syllables for the other vocabulary words in the book: *alien*, *mirror*, *mushroom*, and *wrap*. For each of the words, have students share the number of syllables in each word.

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

- Write the word *tree* on the board and read it aloud with students.
- Have students say the /tr/ sound aloud. Ask students to identify which letters represent the /tr/ sound in the word *tree*.
- Write the word *terrific* and read it aloud with students. Have students discuss with a partner the difference between the two words. Point out that the *tr*-blend creates a different initial sound in the word *tree* from the initial /t/ sound in the word *terrific*.
- Have students brainstorm to create a list of *tr* words on a separate sheet of paper while saying the /tr/ sound and tracing the letters *tr* with their finger.
- **Check for understanding:** Write the following words on the board: *tree*, *tie*, *train*, and *this*. Say each word, one at a time. Have students work with a partner to come up with a sentence for only the *tr*-blend words (*tree*, *train*). Have students share their sentences aloud with the class.
- **Independent practice:** Introduce, explain, and have students complete the [initial-consonant-tr-blend worksheet](#). If time allows, discuss their answers.

#### Grammar and Mechanics: Prepositions

- Explain to students that *prepositions* are words that show a relationship between things. They provide information about *where*, *when*, *how*, *why*, and *with* something happens. Explain to students that *around*, *up*, and *with* are examples of prepositions.
- Have students read aloud the sentence on page 4. Read the sentence aloud and write it on the board: *This terrific tree house wraps up and around the trees*. Circle the words *up* and *around*. Have students discuss why *up* and *around* are prepositions.
- Call on a volunteer to share how the prepositions are used in the sentence (*up* and *around* show "how the tree house wraps in location to the tree").
- **Check for understanding:** Have students work with a partner to find and circle the prepositions on pages 4 and 5 (*around*, *with*, and *up*). Call on students to share with the rest of the class what they found and how the prepositions are used in the sentences.
- **Independent practice:** Introduce, explain, and have students complete the [prepositions worksheet](#). If time allows, discuss their answers.

#### Word Work: Content vocabulary

- Write the content vocabulary words on the board: *alien*, *fairy tale*, *mirrors*, *mushroom*, *terrific*, and *wraps*. Assign student pairs a vocabulary word to define using a dictionary.
- Ask students to share their definitions with the class. Have the students write the vocabulary words and definitions on flashcards.
- Have students think of a silent hand motion that will describe the vocabulary words. Explain that the hand motion will help them remember the vocabulary word. Give the example that for *mirror*, they can use the motion of a hand holding a mirror up to his or her face. The definition for mirror is *a smooth surface that reflects images clearly*.
- Review all the hand motions with the students. After each motion, call on a student to give the definition of the vocabulary word.
- **Check for understanding:** Have students search the book and find the content vocabulary words. Have them explain to a partner the definition of the vocabulary word without using their flashcards. The partner can show the hand motion if the student is struggling to remember.

#### Connections

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