

Template for Multi Day Lesson Plans or Mini Unit Illinois Reads Books 2016 – 2017

Introductory Information

Submitted by (Loyola University Chicago)	<i>Klaudia Grigiel</i>		
Title of Book	<i>A Tree is Nice by Janice May Udry</i>		
(Optional) Additional Texts	<u>Readworks:</u> -Parts of a Tree -How to Plant a Balled Tree (http://education.usgs.gov/kids/plantatree.html)		
Title of Unit	<i>The Importance of Trees</i>		
Grade level (interest)	K-2 (1st grade)	Reading Grade level	2.3
Lexile Level	420L	Guided Reading level	H
A. Purpose for Instruction/ Essential Questions	Students will learn skills to help understand nonfiction texts and learn to pick out main ideas, key information, and make their own decisions to choose what they see as the most important idea. Students will learn about trees, use background knowledge to connect to the topic, and come out with new understandings on the topic. Students will be working to answer the following questions: -Why are trees important? -What are the many uses for trees? -How do trees fit into our lives & communities? -How do humans interact with trees? -Why are trees important to you?		

B. Alignment to the depth of the Common Core – Standards addressed and assessed

CCSS ELA Standards	CCSS.ELA-LITERACY.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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	<p>CCSS.ELA-LITERACY.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas</p> <p>CCSS.ELA-LITERACY.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>CCSS.ELA-LITERACY.W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>CCSS.ELA-LITERACY.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>
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C. Student Learning Outcomes – Targeted standards in Student Friendly Language

<p>Students will be able to:</p> <ul style="list-style-type: none"> -form opinions -share opinions in persuasive written format -create short written paragraphs -explain/summarize verbally using main points -pick out main points and ideas from texts (non-fiction texts specifically)
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D. Text Sections to be read closely with plans to support reading and discussion

<p>Pgs. 27-29 “A tree is nice to plant [...] they wish they had one so they go home and plant a tree too”</p> <p>Pg. 12 “A tree is nice because it has a trunk and limbs”</p>

Text Dependent Questions	<p>What are some of the uses of trees mentioned in the book?</p> <p>What parts of the tree are used and for what reasons?</p> <p>How do the different animals use the tree?</p> <p>How do the humans use the tree?</p>
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	How does the tree protect the house?
Vocabulary Tier 2 Words	Shade Plant Limbs Trunk
Tier 3 Words	Hoe Rakes Valleys Breeze Buggy Bonfire

Bloom's Levels Addressed: (Check all that apply)

<input type="checkbox"/> Remembering	<input type="checkbox"/> Analyzing
<input type="checkbox"/> Understanding	<input type="checkbox"/> Evaluating
<input type="checkbox"/> Applying	<input type="checkbox"/> Creating

E. Instructional Supports

Research Based Strategies	<p><i>Determining Importance of Text</i></p> <ul style="list-style-type: none"> -Coding Important Information on Unfamiliar as Well as Familiar Topics (Goudvis and Harvey, 165) -Finding Important Information Rather Than Just One Main Idea (Goudvis and Harvey, 166) use sticky notes to pick out important information <p><i>Visualization</i></p> <ul style="list-style-type: none"> -Visualizing from a Vivid Piece of Text (Goudvis and Harvey, 134) <p><i>Questioning</i></p> <ul style="list-style-type: none"> -Reading with a Question in Mind (Goudvis and Harvey, 117) (Go back and see what some reasons are listed) -Gaining Information Through Questioning (Goudvis and Harvey, 113) (Lesson <p><i>Activating and Connecting to Background Knowledge</i></p> <ul style="list-style-type: none"> -Noticing and Thinking About New Learning (Goudvis and Harvey, 97) (Lesson 2)
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Smartboard Strategies	<p><u>Drop in Hole Activity</u>: Students will pick and drop what they believe to be objects that come from or are made from trees. Correct answers will fall in while incorrect answers will bounce out.</p> <p><u>True or False Vortex</u>: Students will determine which statements come from the book and are accurate uses for trees and which are false.</p> <p><u>Tree Labeling</u>: Students will match the term to the part of the tree that matches and if correct, the term will stick.</p> <p><u>KWL Chart</u>: Students will fill in what they know, want to know, and learn throughout the lessons.</p>
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F. Assessment (Align to Section B)

Formative	<ul style="list-style-type: none"> -Draw your ideal tree (what will it do, what will it look like?) -Whole group notes on readings -Note taking on post-it notes -Instructions for planting tree -Community and Trees writing sheet -KWL chart -Informal observations + participation
Summative	<p>What is the best use of a tree?</p> <p>In a short essay, describe the best use for a tree and why.</p> <p>Present as if you are a salesperson. Be sure to include any posters, images, or artifacts when presenting.</p>

Plans for four instructional lessons, including examples of text dependent questions, graphic organizers and Smartboard Notebook original interactive materials

<p>Procedure Lesson One</p> <p>Smartboard pages: (1 +2)</p>	<p>Resources: Blank paper, crayons/coloring utensils, <i>A Tree is Nice</i> book, SmartBoard+ slides</p> <p><u>Lesson</u></p> <p>Introduction:</p> <p>The lesson will begin with a drawing activity. The teacher will ask students to draw a tree. It can be any tree, at anytime, anywhere in the world. When students are done, they will share out in small groups and talk about any similarities and differences. As a whole group, the teacher and students will fill out the K and the W of the KWL chart to take note of any background knowledge or anything students might want to learn. These notes will be taken on the board on the first slide as a whole class.</p> <p>The teacher will begin with a brief introduction to the unit and the book and proceed to read the story, “A Tree is Nice” out loud. During reading, stop and ask text dependent questions:</p> <p><i>What are some of the uses of trees mentioned in the book?</i></p> <p><i>What parts of the tree are used and for what reasons?</i></p> <p><i>How do the different animals use the tree?</i></p> <p><i>How do the humans use the tree?</i></p> <p><i>How does the tree protect the house?</i></p> <p>Afterwards, students will discuss some of the uses for trees they saw or any interesting things they took away. Following this, students will view the slide (2) with different pictures of trees and discuss similarities and differences in a small group before sharing out to the class.</p>
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<p>Procedure Lesson Two</p> <p>Smartboard pages: (3-5)</p>	<p>Resources: SmartBoard and slides, printed copies of “Parts of a Tree”, post-it notes (3 for each student)</p> <p><u>Lesson</u></p> <p>Introduction:</p> <p>Students will be put into groups and asked to talk about the important parts of a tree and what they are used for. Then, students will receive a print out of “Parts of a Tree” and will follow along as the teacher reads “Parts of A Tree” out loud. As the teacher reads, students will highlight or mark any important facts they find. The teacher will model by underlining an important detail towards the start of the passage. Students will then continue marking important parts of the passage as it is read out loud. At the end, students will be chosen to come up and highlight what they found the important key details to be. Other students will respond with either a thumbs up for good or thumb down for I disagree. Then students will go back and circle important words or vocabulary they might need and students will also come up to the board and circle on that copy. The next activity will be pulled up- the tree part labeling game on the smartboard activities. Students will be chosen to come up to the board and place a label in the correct spot. If it is correct, the label will stick. If it is incorrect, the label will fall back. If a student get it wrong, they can ask for help from other students who can turn to the text for clues. When complete, students will turn and talk about why trees are important.</p> <p>At the end of the lesson, students and the teacher will turn back to the class KWL and add what they have learned.</p>
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If time allows, another reading with notes can be done either on the same day or in another lesson. Students can follow along as the teacher reads out “How Trees Help”. While reading, students can take post its and place them on the sheet with an L for learned or a Q for question. Have students complete three post its and then have some students share out. These few will be written on the side of the smartboard page with the reading. After the reading is done, students can talk in groups about what would happen if we did not have trees and what some benefits and disadvantages of that would be.

**Procedure
Lesson Three**

**Smartboard
pages:**

(6-7)

Day 1

Resources: Smartboard, internet and access to “Forest in the City” video, printed Trees and Community sheets, colored utensils, post-its

Lesson

Introduction: Ask students where they might find trees. Ask if trees can grow in cities and to explain why or why not. Have students think for a minute and then turn and talk to a neighbor. Share out ideas as a whole group and prepare to watch “Forest in the City” video on the screen. While watching, have students think about how trees fit into communities and what some benefits to having trees are, even in the city, even in smaller numbers.

After the video, go around the room, starting with the teacher, and ask how they use or see trees in their community (a treehouse, shade, maybe decoration, etc.). Pass out sheet on trees in communities. Explain to students that they will be writing a few sentences about how trees fit into their community and drawing them and how they interact with trees in their neighborhood. The teacher will walk around and offer any assistance students might need. When students are complete, have them share out and leave one post it note of a positive comment on two neighbors’ sheets. Later you can hang up the sheets around the class to show how trees fit into the community.

At the end of the lesson, students and the teacher will turn back to the class KWL and add what they have learned.

Day 2

Resources: Smartboard, internet and access to “Go and Plant a Tree” video, printed step-by-step growing a tree sheets, colored utensils, How to Plant a Balled tree readings.

Lesson

Introduction: Start off with the “Go and Plant a Tree” video posted in the smartboard pages. After the video, students will work in groups to read and take notes on the steps to grow a tree by highlighting or circling important information. Then students will pick 6 important steps within small groups and summarize them in their own words. Each student will write the steps within the boxes and add images with labels to complete the instructable. If students finish early they can also color their images. When everyone is done, students will trade papers with a new group or student to check for accuracy. Students will circle yes or no depending on if the student’s paper (that they are checking) is accurate and can be followed easily. If not, students can offer each other tips and tricks to help. As a wrap up, informally discuss what types of trees students might plant or what students could do if they don’t have a yard to plant trees in.

At the end of the lesson, students and the teacher will turn back to the class KWL and add what they have learned.

<p>Procedure Lesson Four</p> <p>Smartboard pages: (8+9)</p>	<p>Resources: SmartBoard,</p> <p>Lesson</p> <p>Introduction:</p> <p>The teacher will re-read the story, "A Tree is Nice". Before reading, students will be told to think during the reading and keep the following question in mind: what are the different uses of trees. After reading, students will play two games to review the usefulness of trees. The first will be the vortex true or false activity. Students will come up to the board and click on a sentence. Then the teacher will read aloud the sentence and the student will drag the choice into either the true vortex if the statement applies to trees and was found in the book, or the false vortex if it is false or did not appear in the story. If the statement is put in the right spot it will fall in, otherwise it will be spit out. If a student chooses incorrectly, another student gets to come up and have a try. Any students that do not go, can try the next game. In the next game, students will drag items into the hole ONLY if they come from trees. Students will come up one by one and drop items in. If the item falls in, it is correct and if not, it will bounce back. After all students have a chance, have students stop and think about what they think the best use of a tree is. This will get them started on the summative assessment. If time allows, you can introduce the summative assessment here.</p> <p>At the end of the lesson, students and the teacher will turn back to the class KWL and add what they have learned.</p>
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<p>Plans for Formative and Summative Assessment linked to standards and learning outcomes (objectives)</p>	<p>Formative:</p> <p>Students will work to address the following standards within each lesson:</p> <p><i>CCSS.ELA-LITERACY.SL.1.2</i> <i>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</i> While reading aloud, student will answer any informal and guiding questions and answer questions following and proceeding shown videos.</p> <p><i>CCSS.ELA-LITERACY.CCRA.R.2</i> <i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas</i> When reading about how trees help and how to plant trees, student will pick out important information and take note of it before sharing out either on post-its or through a graphic organizer showing how to plant trees.</p> <p><i>CCSS.ELA-LITERACY.W.1.8</i> <i>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</i> Students will gather information as a whole group with the teacher when filling out the KWL chart for information on trees.</p> <p><i>CCSS.ELA-LITERACY.RL.1.2</i> <i>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</i> After reading the story, students will discuss and take away key details about the different uses of trees and share them out as a</p>
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whole group.

Summative:

The summative assessment will cover the following CCSS along with other learning outcomes and standards:

CCSS.ELA-LITERACY.W.1.1

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Students will be forming their own opinions on what they believe to be the most important reason or use for a tree and will have to write as well as present their choice in a persuasive format. They will also work on sharing out orally as well as writing short paragraphs at an appropriate level.

