

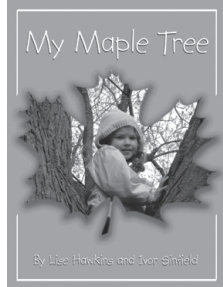
MY MAPLE TREE

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Genre - Recount

Set 16 - 282 Words

Building Anticipation - Setting the Context

Ask students if they have a favorite tree? Where is it? Why is it their favorite? Show them photos of trees during the four different seasons. Elicit the names of the seasons and ask what happens to trees in each of the seasons. Ask students if their favorite tree changes? How does it change?



Introduction

Tell the students they are going to read a book about a little girl, her maple tree and the four seasons. Ask them to read to find out what changes happen to the maple tree throughout the year.

Discussion - Book Talk

Right there questions:

- What are the four seasons?
- What does a maple tree look like in each of the seasons?
- Why doesn't Mom like the maple tree in spring?
- What are the seeds of a maple tree called?
- How does the author describe how the maple seeds fall to the ground?
- What do maple seeds remind you of?
- What animals use the tree?

Think and search:

- Retell each activity the girl does with her tree during each season?
- What does Dad say the maple tree is doing in the winter? Why do you think he described it that way?
- In the winter the tree has no leaves but what does the little girl see on the branches?
- What does the author say the tree makes in the summer?

On your own questions:

- Look at a tree in your neighborhood. Think about the season you are in. Does the tree look like the maple tree? How is it the same? How is it different?
- The little girl's mother does not like the flowers from the maple tree falling on her car. How could she solve the problem without cutting down the tree?
- The little girl played on a tire swing tied to a branch of the tree. Can you think of other activities you could do with the tree? What season would be the best time?
- Why do you think the little girl says that the best thing about maple trees is how they change during the year?
- What other things change during the year? How do they change?

Creative Response – Independent Practice

Tree Scavenger Hunt

Give the students short descriptions of the different trees around your school. Their task is to read the short descriptions, search for that tree and write a sentence telling where that tree is located such as, *The tree is by the bus driveway near the soccer field.* Researching the correct name of each tree could be a follow-up activity.

Writing Workshop

Students choose a season and write about various activities that they could do with a tree during that season. Draw a picture. An ongoing activity could be to write about a tree in the neighborhood and draw a picture. Then do the same tree in the next season and the next. At the end of the year, compare the descriptions and drawings of the same tree.

Art

Show books of landscape prints done by different artists. Ask students to choose one painting. Using paint, ask students to use the print as a model and reproduce the painting. Then on an index card, students write a list of words that describe their tree. Display the paintings along with index cards. Using the reproducible master have students draw a maple tree in their favorite season and explain why they like that season the best.

Read Aloud and Poetry Connections

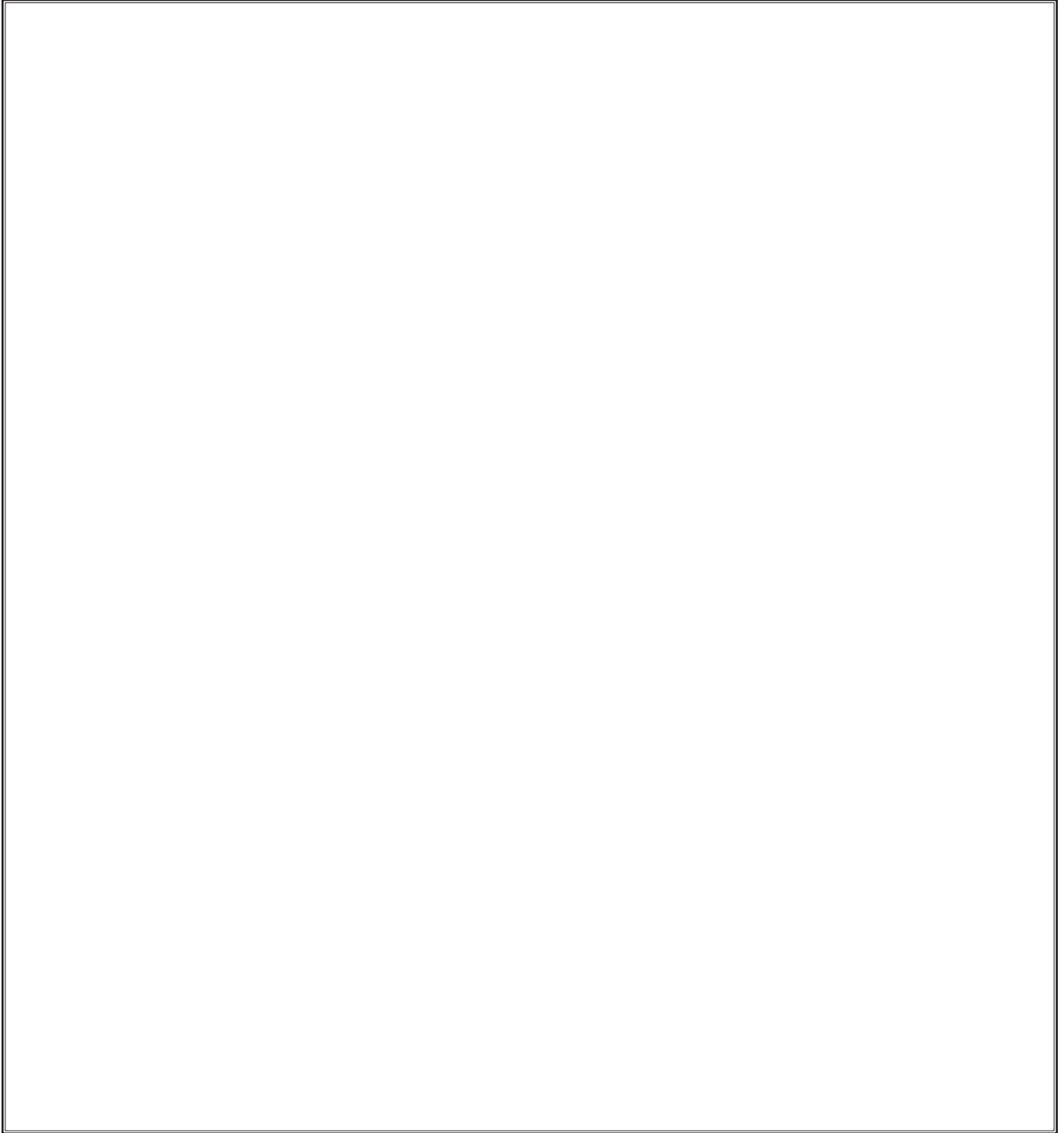
- Chestnut Dreams* by Halina Below, Fitzhenry and Whiteside, 2000.
- Discover the Seasons* by Diane Iverson, Dawn Publications, 1996.
- Four Seasons for Toby* by Dorothy Joan Harris and Vlasta von Kampen, Scholastic, 1987.
- The Season of Arnold's Apple Tree* by Gail Gibbons, Harcourt, 1984.
- Trees*, poem by Harry Behn from *Voices on the Wind: Poems for all Seasons*, Kids Can Press, 1990.
- Trees*, poem by Sara Coleridge from *The Random House Book of Poetry for Children*, Selected by Jack Prelutsky, Random House, 1983.

Learning about Language – Focused Teaching

- High Frequency Words - first, says
- Interest Words - flowers, seeds, twigs, buds, leaves, trunks, branches, roots
- Word Families and Letter Clusters - *ake* family: rake, wake
- *ig* family: twig(s)
- Structural Features of Words - Long *e* sound represented by *ea* and *ee*: leaves, asleep, green, seasons, near
- Text Features - Cause and effect shown by the word because – Simile: *They spin to the ground like a helicopter.*

Reproducible Master - My Maple Tree

Draw a picture of the maple tree in the season you prefer.



The season I prefer is _____
because _____.