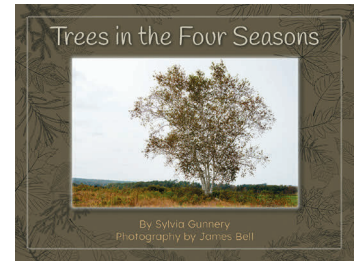
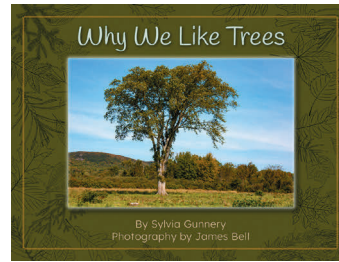
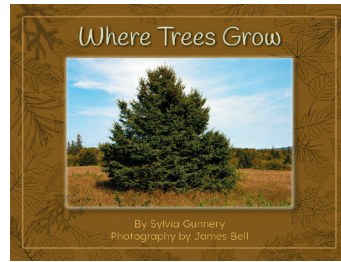
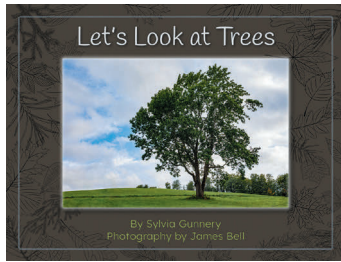


Trees Set



Ontario Language Expectations Addressed

A1.1; A1.2; A2.3; A3.1; B1.1; B1.2; B1.3; B1.4; B1.5; B2.1; B2.2; B2.3; B2.4; B2.5; B2.7; B2.8; B3.1; B3.2; B3.3; C1.1; C1.2; C1.3; C1.4; C1.5; C2.1; C2.2; C2.3; C2.4; C2.5; C2.6; C2.7; C3.2; C3.3; C3.8; D1.1; D1.2; D1.3; D1.4; D1.5; D2.1; D2.2; D2.3; D2.4; D2.5; D3.1; D3.2; D3.3

This is a set of four levelled non-fiction books which describe the parts, location, importance and appearance of trees.

The titles are:

- *Let's Look at Trees*
- *Where Trees Grow*
- *Why We Like Trees*
- *Trees in the Four Seasons*

Some High Frequency Words:

Let's Look at Trees: here, is, the

Where Trees Grow: these, in, by, near, my

Why We Like Trees: on, these, can, an, for, from, then, up, down, make, and

Trees in the Four Seasons: get, from, can, you, with, are, to, let's, when, on, some, in, it, look, have

Some Interest Words:

Let's Look at Trees: trunk, branch, roots

Where Trees Grow: forest, ocean, field

Why We Like Trees: snack, squirrels, wood, campfire, sap, cones, air

Trees in the Four Seasons: maple syrup, shade, autumn, seasons

Building Anticipation: Take the students on a field trip and note all the different trees they see. Have pictures of different types of trees (fruit, maple, birch, and evergreens, etc.). Discuss the different kinds of trees and where they might see them. Show pictures of trees in the different seasons and ask the children to identify the seasons and tell how the trees change for each season.

Book Introduction: Present the four books that they are going to be reading and explain that the books are all about the different features of trees. Introduce each book separately guiding students through a book walk and locating a few of the interest words. Review the strategies they can use to solve unknown words.

Discussion: Share and reinforce the reading strategies the children used. Have children locate any words they found difficult or did not understand. Talk about all the different facts that they learned about trees. Brainstorm and list the many uses of trees.

Responding Creatively:

Language: List, label and illustrate the parts of a tree.

Discuss why trees are important.

Have children match tree pictures with the appropriate season.

Make riddle books about the different trees. Read their riddles aloud for others to solve.

List and illustrate various objects that might come from trees.

Make a class book on each of the four titles in the set.

Science: Enjoy a class outing to look at all the different trees.

Children identify the ones they recognize.

Discuss importance of trees.

Brainstorm and list what trees provide for us.

Identify how different trees change during the four seasons.

Have children identify and label different parts and products of trees.

Math: Sort parts or pictures of trees in the different seasons.

Measure different items from trees (branches, leaves, needles, flowers, etc.) and sort by size.

Survey their classmates and graph their favourite tree and tell why.

Art: Have children create pictures of different tree parts.

Design and make a class mural of the different seasons and add the appropriate trees that they would see.

Illustrate their favourite tree.

Drama: Dramatize an activity involving trees.

Language Foundations: Focused Teaching

<p>Phonemic Awareness</p> <p>Isolate and blend sounds (phonemes) orally to make words.</p>	<p>bud, leaf, grow, road, with, keep, made</p>	<p>Children listen and repeat the sound slowly then they say the words.</p>
<p>Alphabet Knowledge</p> <p>Naming and forming upper- and lower-case letters both in and out of order.</p> <p>Printing upper- and lower- case letters with appropriate formation.</p>	<p>Alphabet Chart and alphabet cards</p> <p>tactile letters, plasticine, salt boxes, large printing samples with starting and ending points indicated (e.g. a red and green dot)</p>	<p>Children sing the alphabet song and use the chart and cards to match upper- and lower-case letters. They recognize letters both in order and randomly.</p> <p>Children practice letter formation in salt and other tactile surfaces until ready to print letters on paper. Students work on correct formation of letters.</p>
<p>Phonics</p> <p>Long vowel sounds Single syllable words that end with an e (“pinching e”)</p> <p>Long vowel sounds with two vowels together</p> <p>Onset and rimes and word families</p>	<p>here, lake, cone, made, shade</p> <p>tree, leaf, eat, need, keep, clean, green, leaves</p> <p>d-ay; st-ay l-ake; m-ake m-ade; sh-ade p-ack; sn-ack t-ap; s-ap</p>	<p>Review vowel sounds both long and short. Have children discover what is the same with all the words listed. Children use magnetic letters to make the words. Scramble the letters and have them make the words again. Children then spell and read the words fluently.</p> <p>Have the students discover what is different with this second list of long vowel words. Note the two vowels which make the long vowel sound in each of the words. Use the magnetic letters to make, say and record the words.</p> <p>Use moveable letters to make the words with the selected rime. Record the words. Encourage children to expand the lists.</p>
<p>Language Conventions</p> <p>Beginning capitals and ending punctuation</p> <p>Compound words</p> <p>Word Endings: Addition of s to make plurals</p>	<p>Sentences from text using the different punctuation marks</p> <p>to-day; camp-fire; back-yard; some-times</p> <p>tree-s; bud-s; leave-s squirrel-s; season-s; root-s</p>	<p>Discuss and note that all sentences begin with a capital and end with a punctuation mark. Note the use and meaning of period, exclamation and question marks.</p> <p>Provide word cards for the children to combine to make compound words that they can then print and use orally in a sentence. Using magnetic letters children make the two words found in each compound word. Mix the letters up and have the children make the compound words. They read each compound word and use it in a sentence. Have children try to make other compound words.</p> <p>Have the students notice that by adding s to the end of nouns it means more than one. Using magnetic letters have students add s to the end of the words listed and use them in a sentence.</p>
<p>Reading Fluency</p> <p>Accuracy, rate, and prosody</p>	<p>All four texts in this set</p>	<p>Encourage the students to note the punctuation to help them read with increasing automaticity, accuracy and expression.</p>