

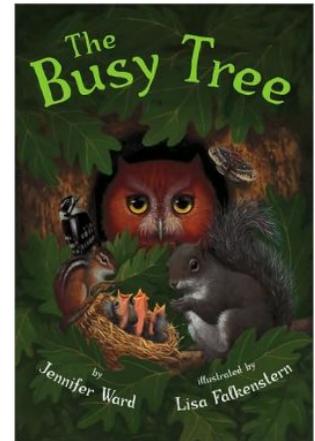
Text Title: ***The Busy Tree***

Author: Jennifer Ward

Illustrator: Lisa Falkenstern

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Learning Objectives

Rationale: *The Busy Tree* was chosen as a piece of informational text to be read aloud. Its use will allow students to practice grade level standards with teacher guidance and support and facilitate discussions about how plants and animals depend on their habitat. The text introduces the reader to a tree beginning with the roots and ascends up the tree with each turn of the page.

Reading Informational Task: Students will listen to the teacher read the text aloud in its entirety at least one time. Students will then, with teacher guidance, revisit chunks of the text to clarify meaning. The teacher will ask questions and solicit student's ideas and thoughts to guide them through purposeful interaction with the text. The questions will focus on Key Ideas (CCLA.1.RI.6) and Craft and Structure (CCLA.1.RI.8).

Speaking and Listening Task: Through the use of text-dependent questions and then engaging in whole class discussions based on answers supported by the text, the students will engage in collaborative conversations that will deepen their understanding of key ideas (CCLA.1.SL.2) that were presented in the text.

Language: Vocabulary Task: Most of the meanings of the words in this text can be discovered from careful reading of the text or using the context of the surrounding text and illustrations. Teachers will read and discuss selected words from the poem and model how to figure out a word based on the surrounding text and other strategies. Students will also learn to distinguish from information provided by pictures or other illustrations and information provided by words in a text (CCLA.1.RI.6).

Language: Conventions Task: A careful examination of the text will reinforce developing language as the teacher and students explore use of frequently occurring root words and their inflectional forms (CCLA.1.L.4.c) and the use of common nouns (CCLA.1.L.1.b).

Writing Task: Students will pretend they are an animal up in the tree and write to explain how they use the tree to survive. (CCLA.1.W.2) Also, they can think of something NOT found in a tree, draw a picture of it, and complete this sentence: I would not see _____ in a tree because _____. The teacher can then place the pictures in a class book.



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Marion County Unit of Study Link: This Close Reading is recommended to be used during the Our Living World, but is suitable for use any time of the school year.



Common Core Standards Addressed: First Grade

- CCLA.1.R.I.1. – Ask and answer questions about key details in a text.
- CCLA.1.R.I.2. – Identify the main topic and retell key details of a text.
- CCLA.1.R.I.4. – Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- CCLA.1.R.L.5 – explain major differences between books that tell stories and books that give information
- CCLA.1.R.I.6. – Distinguish between information provided by pictures or other illustrations and information provided by words in a text.
- CCLA.1.R.I.7. – Use the illustrations and details in text to describe key ideas.
- CCLA.1.R.I.8 – Identify the reasons an author gives to support points in a text.
- CCLA.1.L.4.c – use frequently occurring roots words and their inflectional forms.
- CCLA.1.W.2. – Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- CCLA.1. L.1.b. – Use common, proper, and possessive nouns.

Vocabulary List:

Vocabulary bolded in the text is critical to the students’ understanding of the text although the amount of focus on each word should vary. Tier 2 words are more abstract, likely to be encountered in a variety of situations and could have different meanings depending on the context. These words deserve more attention in the context and in daily vocabulary instruction and use. Tier 3 words in the text are more concrete and can quickly be told or pointed out with respect to the illustrations so the student can make meaning of the context and text. They do not need extensive focus. The student-friendly definitions for the words below were found at www.wordsmyth.net .

Tier 2 Words:

- anchor: to make secure or hold steady; a heavy object that is dropped from a boat or ship by a cable to keep the vessel from moving
- emerge: to rise up or come into view
- prowl: to look around slowly and secretly, like an animal looking for prey
- bark: the harsh sound made by a dog: the outside cover of the trunks, branches and roots of woody plants

Tier 3 Words

- busy: full of work or activity
- winding: to follow or to have a bending or turning course
- nibbled: to eat in small bites; to bite gently
- scurry: to move quickly or in a hurried way
- dawn: the first daylight that appears in the morning
- eager: wanting very much
- hollow: having an empty space on the inside
- hatchlings: a young bird that just came out of its egg
- cozy: warm and snug in a comfortable way
- boughs: the main branch of the tree

Nouns used in the book:

- tree, roots, acorns, chipmunks, trunk, ants, spider, bark, web, woodpecker, bugs, etc.

Root words and their inflectional forms:

- Root, roots; wind, winding; acorn, acorns; chipmunk, chipmunks; nibble, nibbled; ant, ants; search, searching; spin, spinning; search, searches; tap, tapping; bug, bugs; branch, branches; squirrel, squirrels; protect, protecting; breathe, breathing; bough, boughs; tall, taller; strong, stronger

Reminders:

- It is important that the text remains the expert, not the teacher. All answers to questions must be supported with specific text sections or selections. Students must be asked to support their claims by giving specific text sections to justify their answers.
- Collaborative discussion and processing is an important piece of this lesson. Ask students to share with partners their thoughts and ideas, and then ask them to share out their answer. When possible, the teacher should ask a question, allow partners to discuss an answer that they can support with the text, then allow them to answer. Subsequent partners should be allowed to share additional justified answers before the teacher moves to the next question.
- The goal is for deep understanding of text and not rushing through the text. Lessons should be completed over the course of SEVERAL days or even multiple weeks. Reading a book to a class once is not sufficient to really enjoy the text and to understand the deeper meanings of the text.
- When possible, allow students to see the text during the discussion. If each student cannot have his/her own copy, or even share with a partner, the teacher should display the pages so all the students have exposure to the text during discussions.
- Have the text available to students when it is not being discussed so that they can explore the text independently as their confidence with the text improves and their understanding deepens. You will find students returning for multiple reads of this text independently.
- Do not front-load the text prior to the first read, and do not front-load any assignments. It is important that students discover and develop answers on their own or through collaborative discussion with peers.

Lesson Sequence:

Day 1: Read the story aloud to students straight through with very little discussion. When the story is over, ask the students to turn and talk to their partners about how they liked or disliked the story. Ask students to support their statements with specific examples in the text. After a short time, have students that are willing share their discussion points. (Note: The teacher should not share his/her opinion about the story, as students need to use their own judgment.)

Day 2 and beyond (varies): Revisit specific sections of text for the various lesson points listed below. Student responses and behaviors should be noted so that the discussion activities do not last too long for their age and attention span. Make note which activities were completed each day, so that the other lesson discussions can be complete on subsequent days. (Note: Not all discussion lessons need to be completed. In addition, discussions do not need to follow a specific sequence.)

Final Day: Introduce and complete one of the cumulative writing activities listed below.

Culminating Writing Tasks in Response to Reading:

1. Daily Journal: Have students name three animals that used the tree as their habitat and how it was used.
2. Science Notebook: Write and draw to name two animals (that are not included in the passage) that use a tree as a habitat.
3. Using a brace map or something similar, have the students break the tree down into parts. Roots, trunk, branches, and then these areas can be broken into sub-parts. Example: branches could be made of twigs, boughs, leaves.
4. Using a tree map or something similar, sort the animals and things found in the different

Text Under Discussion:

Text under Discussion	Directions for Teachers/Guiding Questions For Students
<p>I'm a tree, a <u>busy</u> tree . . . come and see.</p> <p>These are my roots, <u>winding</u> and long; they <u>anchor</u> and feed me and help me grow strong.</p> <p>Look at my acorns, shiny and round, <u>nibbled</u> by chipmunks who scratch at the ground.</p> <p>Here is my trunk, where busy ants <u>scurry</u>, searching for food as they march in a hurry.</p> <p>This is the spider that lives in my <u>bark</u>, spinning a web from <u>dawn</u> until dark.</p>	<p>busy: full of work or activity</p> <p>What words are used to describe the roots of the tree? (winding, long) With your hands, show your partner what straight roots would look like. Now show what winding roots might look like. Based on the text, what do roots do for the tree?</p> <p>winding: to follow or to have a bending or turning course</p> <p>anchor: to make secure or hold steady; a heavy object that is dropped from a boat or ship by a cable to keep the vessel from moving</p> <p>nibbled: to eat in small bites; to bite gently</p> <p>What words does the author use to describe the acorns? Act out the phrase, "scratch at the ground." Why would chipmunks do that?</p> <p>What part of the tree is the author describing now? Why does the author describe the ants as busy? What does the author mean "they march in a hurry"? (Let two kids show marching in a hurry.)</p> <p>scurry: to move quickly or in a hurried way</p> <p>What does this illustration tell you? What part of the tree is the bark? What does it mean "from dawn to dark?"</p> <p>bark: the harsh sound made by a dog; the outside cover of the trunks, branches, and roots of woody plants</p> <p>dawn: the first daylight that appears in the morning</p>

Close Reading Read Aloud

<p>A woodpecker searches, <u>eager</u> to munch, tapping for bugs it will eat for its lunch.</p> <p>Visit my <u>hollow</u> that is home to an owl; he sleeps all day long, then at night starts to <u>prowl</u>.</p> <p>These are my branches, leafy and high, a sidewalk for squirrels that soar through the sky.</p> <p>One of my branches <u>cradles</u> a nest, a <u>cozy</u>, warm home where new <u>hatchlings</u> rest.</p>	<p>How does a woodpecker get its lunch? What is a woodpecker searching for? What does the author mean when she says the woodpecker is eager to munch? eager: wanting very much Turn to a shoulder partner and tell them a lunch that makes you eager to munch.</p> <p>Use the illustrations and tell me what part of the tree the woodpecker taps.</p> <p>What do you think hollow means? Use the illustrations and the text to help you decide. Can you name other animals that live in a hollow? What is the owl really doing when it prowls? Turn to your neighbor and tell them other animals that might prowl at night?</p> <p>hollow: having an empty space on the inside prowl: to move around slowly and secretly, like an animal looking for prey</p> <p>How does the author describe the branches? Why does the author say the branches are “a sidewalk for squirrels”?</p> <p>What animal is living in the tree now? How do you know? Can you name other animals that might live in a nest? How does a branch “cradle a nest”? cradles: a baby's bed set on rockers; to hold or rock in cozy: warm and snug in a comfortable way hatchlings: a young bird that just came out of its egg</p>
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Close Reading Read Aloud

<p>Look at this small twig that holds a cocoon, protecting a moth that will <u>emerge</u> soon.</p> <p>Hear my green leaves as they shake in the wind, breathing out air for all to breathe in.</p> <p>These are my <u>boughs</u> that creak, bend, and <u>sway</u>, shading the children below as they play.</p> <p>A boy finds an acorn I shake from my top among autumn leaves that <u>swirl</u> as they drop.</p> <p>A girl plants a seed,</p>	<p>What is a twig? How do you know? What word does the author use to describe the twig? How are branches and twigs the same? Different? Look at the illustration. Explain how the twig “holds the cocoon”.</p> <p>emerge: to rise up or come into view</p> <p>What things do the leaves do on this page? What does the author mean “breathing out air”? What word does the author use to describe the leaves? Pretend your hand is a leaf. Show how it could shake in the wind. Think of another word the author could have used. (wave, flutter, flap)</p> <p>Use the illustrations and explain what the boughs are? Stand up: Let’s pretend we are trees. Let’s creak; now bend; now sway. How is the tree helping children? boughs: the main branch of the tree sway: to swing back and forth or from side to side; rock.</p> <p>What time of year is it now? How do you know? What word could the author use instead of autumn? swirl: to move around with a spinning or whirling motion What could the girl be planting? What kind of plant will it make?</p>
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Close Reading Read Aloud

<p>it grows <u>toward</u> the sky,</p> <p>taller and stronger as seasons pass by, becoming a tree, a busy tree</p> <p>Come and see!</p>	<p>What does the author mean when she says “it grows toward the sky”? Let’s pretend you are a plant. Show how you would grow?</p> <p>toward: moving or facing in the direction of something</p> <p>Look closely at the tree? How is this tree busy?</p> <p>What does “Come and see!” mean?</p> <hr/> <p>Explain the major differences between this book, <u>The Busy Tree</u>, and the close read <u>Animals Grow and Change</u> (or any other close reads or books you have read in this unit).</p>
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