

I Love Trees

GOALS

Comprehension

Is this book fiction or nonfiction? How do you know? What is the difference?

Predict the uses of trees that might be in the text.

Vocabulary

High-frequency Words: eat, for, give, I, in, make, to, want

Content Words: animals, breathe, food, grow, hug, many, people, sap, tree, wood

Phonemic Awareness

Recognise and produce words that begin with the same sound: /br/

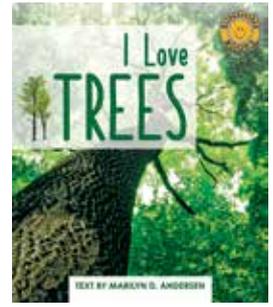
Phonics

Letters and Sounds: /br/

Words to Blend and Segment: brave, breathe, brim, brown, brush

Fluency

Choral reading with students pointing to the words as they are read, sharing information.



Read about the things that trees give us.

Before Reading

- Ask: What do you know about our trees? Do you like trees? Why? Read the title to students and then read it together. What makes people love trees?
- From the cover photo and title students predict what the text might be about. Discuss if this will be a fiction or nonfiction text. Ask: How do you know? What is the difference? (Nonfiction is true and may have photos). Predict the uses of trees that might be in the text. Link to the outside back cover photos of what trees give us. Read the question and discuss what each photo is about.
- Read the contents page together. Discuss why there is a contents page. Talk about what is happening in the picture. Ask: How is the girl feeling? What might she be thinking?
- Talk/walk through the pictures. Notice the leaf shape on each page number. Discuss what is happening on each page. Bring words like *animals, breathe, food, grow, hug, many, people, sap, tree, wood* into the conversation.

Reading the Text

- Read the cover and the title page together. On pages 2–3, discuss the map and the key. Ask: Which areas have the most trees? The dark green colour on the key gives a clue.
- Read the words together on page 2, pointing to the words as they are read. Then look at page 3 to discuss and read the words on the key. Ask: Which colour represents hardly any trees? Look at the icon on the page numbers. What shape is it? (leaf) Read the words together.
- On pages 4–5, read the words together and connect with the pictures to understand the meaning of them. Ask: What is oxygen? How do trees give us oxygen?
- Follow this pattern for each page discussing the pictures, what the different uses represented are and what those trees are helping us with before reading each page.
- Talk about the index which is another feature of nonfiction. Ask: Why is there an index? What page would you find information about maple syrup on? (14) Rubber? (12) Oxygen? (4)

After Reading

Invite students to discuss the information. Prompt if needed.

- Retell the text using the pictures on each page as a guide. Discuss how each tree is used.
- Discuss page 16 and how this relates to the title of the book. (*love/hug*)
- Have students discuss what they are using right now that comes from a tree? (paper). Do we sometimes use more things from a tree at the same time? (paper and pencil)
- Ask students what the author's purpose was for writing the book. What have they learnt?

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /br/ Students listen carefully as you read words with the /br/ sound, e.g. *brave, brim, brush, brown, breathe*.
- Students repeat these words emphasising the /br/ sound. They think of more words that have the /br/ sound. (broken, break, breath, bread)

Phonics

- Recognise and produce words that begin with the letter blend: br- Write words *brave, brim, brush, brown, breathe* on the board to practise blending and segmenting the sounds together as a group.

Word Study

- Talk about the words *eat, for, give, I, in, make, to, want*. Photocopy the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book.
- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentences from the text.
- Have students make a Tree web with things trees give us branching out from the centre. They label and illustrate their tree web and share it with the class.

Fluency

- Choral reading with students pointing to the words as they are read, sharing information.

Writing

- Talk about the different foods trees provide us with. List these on the board. Have students write a new text using the pattern of the text, e.g. Trees give oranges for people to eat. They write the text and illustrate it.
- Students draw a picture of themselves hugging a tree. They write the words using page 16 as a model and share this with a partner.

Home/School Link

Take the book home and any related activity done in class to share with family.