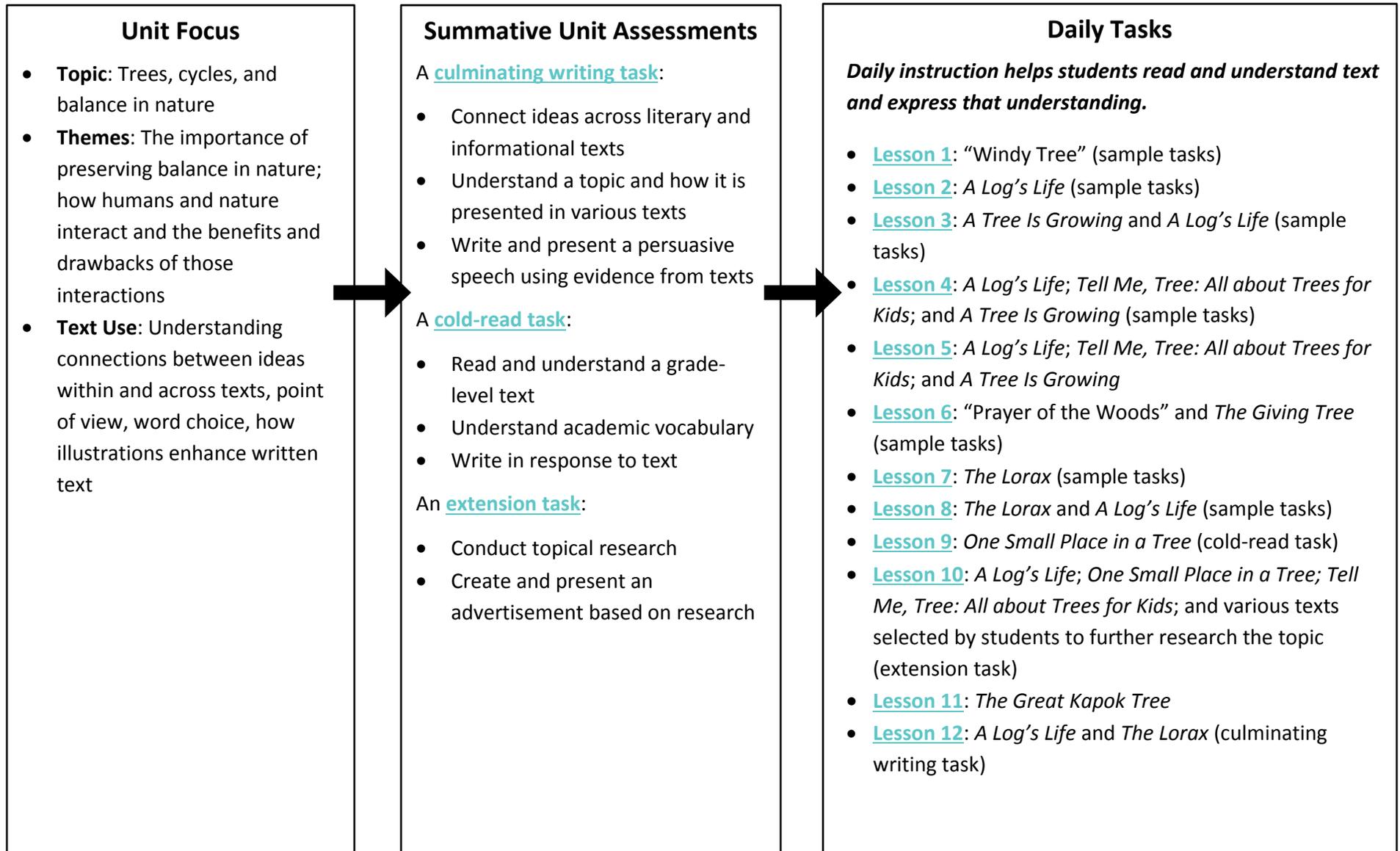


UNIT: A LOG'S LIFE

<p>ANCHOR TEXT</p> <p><i>A Log's Life</i>, Wendy Pfeffer (Informational)</p> <p>RELATED TEXTS</p> <p><u>Literary Texts (Fiction)</u></p> <ul style="list-style-type: none">• “Prayer of the Woods,” Unknown• “Windy Tree,” Aileen Fisher• <i>The Lorax</i>, Dr. Seuss• <i>The Giving Tree</i>, Shel Silverstein• <i>The Great Kapok Tree</i>, Lynne Cherry <p><u>Informational Texts (Nonfiction)</u></p> <ul style="list-style-type: none">• <i>One Small Place in a Tree</i>, Barbara Brenner• <i>A Tree Is Growing</i>, Arthur Dorros• <i>Tell Me, Tree: All about Trees for Kids</i>, Gail Gibbons	<p>UNIT FOCUS</p> <p>Students learn about the interdependence of animals and trees in nature and the cycles of growth and decay. Students also learn about the importance of preserving balance in nature and what happens when we upset that balance. While exploring literary and nonfiction texts, students learn about the effect word choice and illustrations have on writing and apply this learning to their own writing practices as they build their individual vocabularies.</p> <p>Text Use: Understanding connections between ideas within and across texts, point of view, word choice, how illustrations enhance written text</p> <p>Reading: RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.9, RL.3.10, RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.7, RI.3.8, RI.3.9, RI.3.10</p> <p>Reading Foundational Skills: RF.3.4a-c</p> <p>Writing: W.3.1a-d, W.3.2a-d, W.3.3a-d, W.3.4, W.3.5, W.3.6, W.3.7, W.3.8, W.3.10</p> <p>Speaking and Listening: SL.3.1a-d, SL.3.2, SL.3.3, SL.3.4, SL.3.5, SL.3.6</p> <p>Language: L.3.1a-i; L.3.2a, c-f; L.3.3a-b; L.3.4a-d; L.3.5a; L.3.6</p>
	<p>CONTENTS</p> <p>Page 58: Text Set and Unit Focus</p> <p>Page 59: <i>A Log's Life</i> Unit Overview</p> <p>Pages 60-63: Summative Unit Assessments: Culminating Writing Task, Cold-Read Assessment, and Extension Task</p> <p>Page 64: ELA Instructional Framework</p> <p>Pages 65-79: Text Sequence and Use for Whole-Class Instruction</p>

A Log's Life Unit Overview



SUMMATIVE UNIT ASSESSMENTS

CULMINATING WRITING TASK¹

Consider the effect of trees on the survival of animals as depicted in *A Log’s Life* and *The Lorax*. Pretend you are the Lorax. **(RL.3.6)** What would you say to convince the Once-ler to stop cutting down the trees? Write a speech that convinces the Once-ler to allow trees to live, grow, and die in the forest without interference or removal. **(RI.3.3, RI.3.7, RI.3.9)** Use details and examples from both texts. **(RL.3.1, RI.3.1)** Introduce your topic, provide reasons to support your opinion, use linking words and phrases to connect ideas (e.g., *therefore, because, since, for example, as a result, when, etc.*), and provide a concluding statement or section. **(W.3.1a, b, c, d; W.3.10; L.3.1h; L.3.6)**

Present your speech to the class. Include visual displays to enhance your opinion. Speak clearly in complete sentences to convince your audience of your points. **(SL.3.4, SL.3.5, SL.3.6)**

Teacher Note: *The completed writing should use grade-appropriate words and phrases chosen for effect. (W.3.1c; L.3.1b-d, g-h; L.3.3a; L.3.6) It should also demonstrate command of proper grammar and usage, capitalization, punctuation, and spelling. (L.3.1 e, i; L.3.2a, d, e, f) Use peer and teacher conferencing as well as small-group work that targets student weaknesses in writing to improve student writing ability. (W.3.4, W.3.5, L.3.2g)*

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	What shows students have learned it?	Which tasks help students learn it?
<ul style="list-style-type: none"> • Topic: Trees, cycles, and balance in nature • Themes: The importance of preserving balance in nature; how humans and nature interact and the benefits and drawbacks of those interactions • Text Use: Understanding connections between ideas within and across texts, point of view, word choice, how illustrations enhance written text 	This task assesses: <ul style="list-style-type: none"> • Connecting ideas across literary and informational texts • Understanding a topic and how it is presented in various texts • Writing and presenting a persuasive speech using evidence from texts 	Read and understand text: <ul style="list-style-type: none"> • Lesson 2 (sample tasks) • Lesson 6 (sample tasks) • Lesson 7 (sample tasks) • Lesson 11 Express understanding of text: <ul style="list-style-type: none"> • Lesson 4 (sample tasks) • Lesson 8 (sample tasks) • Lesson 12 (use this task)

¹ Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.

COLD-READ TASK²

Read *One Small Place in a Tree* by Barbara Brenner independently and answer a combination of multiple-choice and constructed-response questions³ about the text, using evidence for all answers. Sample questions:

1. What is one main idea of *One Small Place in a Tree*? Which detail from the article best supports the main idea? (RI.3.1, RI.3.2)
2. Create a graphic to illustrate the life cycle of a tree as described in *One Small Place in a Tree*. (RI.3.1, RI.3.3)
3. Compare and contrast the most important points and key details presented in *A Log's Life* and *One Small Place in a Tree*. (RI.3.1, RI.3.9)

Teacher Note: For additional possible questions, including questions for academic vocabulary, click [here](#).⁴

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts? <ul style="list-style-type: none">• Topic: Trees, cycles, and balance in nature• Themes: The importance of preserving balance in nature; how humans and nature interact and the benefits and drawbacks of those interactions• Text Use: Understanding connections between ideas within and across texts, point of view, word choice, how illustrations enhance written text	What shows students have learned it? <p>This task focuses on:</p> <ul style="list-style-type: none">• Reading and understanding a grade-level text• Understanding academic vocabulary• Writing in response to text	Which tasks help students learn it? <p>Read and understand text:</p> <ul style="list-style-type: none">• Lesson 2 (sample tasks)• Lesson 3 (sample tasks) <p>Express understanding of text:</p> <ul style="list-style-type: none">• Lesson 4 (sample tasks)• Lesson 9 (use this task)

² Cold-Read Task: Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. Additional assessment guidance is available at <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/end-of-year-assessments>.

³ Ensure that students have access to the complete texts as they are testing.

⁴ <http://www.achievethecore.org/file/505>

EXTENSION TASK⁵

In *The Lorax*, the Once-ler takes advantage of the natural environment and doesn't worry about how it might affect the land of the Lorax in the future. At the end, the Lorax leaves a warning: UNLESS. The Once-ler learns the meaning of the message when he says, "UNLESS someone like you cares a whole awful lot, nothing is going to get better. It's not."

What are some ways that you can protect the environment and our natural resources in Louisiana? Research the biggest environmental issues in Louisiana. Some possible sites to visit:

- <http://www.americaswetland.com/>
- <http://www.americaswetland.com/custompage.cfm?pageid=28&cid=183>
- <http://www.habitat.noaa.gov/protection/wetlands/whatyoucando.html>
- <http://www.nature.org/ourinitiatives/regions/northamerica/unitedstates/louisiana/>
- <http://www.deq.louisiana.gov/portal/>
- <http://coastal.la.gov/>

Then create an advertisement (e.g., poster, flier, brochure, commercial, etc.) that explains why we need to protect our environment and natural resources in Louisiana and ways to do that. (**W.3.2a-d, W.3.4, W.3.10**) Include at least one illustration or graphic and use grade-appropriate words and phrases, including those that connect ideas (e.g., *also, another, and, more, but*). (**W.3.2a, W.3.2c, SL.3.5, L.3.1h, L.3.6**) Present your advertisement to the class and be prepared to answer questions about your presentation. (**SL.3.4, SL.3.6**)

Teacher Note:

- *Research can be done in small groups, pairs, or individually using the Internet, school library, and information from the texts read in class. Provide questions for students to answer as they research to help guide them to use the various resources. (W.3.7) Ask students to take notes from their research and divide their information into two categories: WHY Should We Protect the Environment? and HOW Can We Protect the Environment? (W.3.8)*
- *When students present their advertisement, provide the audience with [question sentence frames](#)⁶ for students to ask questions of the student presenter. (SL.3.3)*
- *Ensure the completed writing demonstrates command of proper grammar and usage, capitalization, punctuation, and spelling. (L.3.1b-i; L.3.2a, d, e, f) Use peer and teacher conferencing as well as small-group work that targets student weaknesses in writing to improve student writing ability. (W.3.4, W.3.5, L.3.2g, L.3.3a, b)*

⁵ **Extension Task:** Students connect and extend their knowledge learned through texts in the unit to engage in research or writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

⁶ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	What shows students have learned it?	Which tasks help students learn it?
<ul style="list-style-type: none"> • Topic: Trees, cycles, and balance in nature • Themes: The importance of preserving balance in nature; how humans and nature interact and the benefits and drawbacks of those interactions • Text Use: Understanding connections between ideas within and across texts, point of view, word choice, how illustrations enhance written text 	<p>This task focuses on:</p> <ul style="list-style-type: none"> • Conducting topical research • Creating and presenting an advertisement based on research 	<p>Read and understand text:</p> <ul style="list-style-type: none"> • Lesson 4 (sample tasks) • Lesson 7 (sample tasks) • Lesson 8 (sample tasks) <p>Express understanding of text:</p> <ul style="list-style-type: none"> • Lesson 6 (sample tasks) • Lesson 10 (use this task)

INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click [here](#)⁷ to locate additional information about this interactive framework.

Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student’s reading level, exposure to grade-level texts supports the language and comprehension development necessary for continual reading growth.

This plan presents sample whole-class tasks to represent how standards might be met at this grade level.

Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level using texts at their reading level;
2. instruction for different learners using grade-level texts to support whole-class instruction;
3. extension for advanced readers using challenging texts.

Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards;
3. extension for advanced writers.

Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.



⁷ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources>

TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

TEXT SEQUENCE	TEXT USE
<p>LESSON 1:⁸</p> <p>“Windy Tree,” Aileen Fisher</p>	<p>TEXT DESCRIPTION: “Windy Tree” provides a poetic description of the parts of a tree by comparing them to the parts of the body.</p> <p>TEXT FOCUS: Students can use the tree metaphor provided to visualize parts of a tree and compare this nonliteral representation to the literal description of a tree provided later in the unit through the reading of <i>A Log’s Life</i> or to their prior knowledge of trees. (RL.3.2, RI.3.9, L.3.5a)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students engage in oral readings of “Windy Tree” in order to build fluency. These readings will be followed by discussion of the meaning of the poem and audio recordings by students demonstrating desired read-aloud components.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> Engage students in repeated oral readings of “Windy Tree” to build oral reading fluency. Model for students the reading of the poem before having them read the passage chorally.⁹ Then have student pairs practice reading the poem using paired reading.¹⁰ Circulate around the room to monitor student oral reading accuracy and fluency. Finally, have students read the poem aloud individually. (RF.3.4b) After this lesson is complete, place the poem in a classroom library for independent reading. (RF.3.4a, RF.3.4c) Note for Small-Group Reading: As particular students struggle with meeting these reading foundation standards, follow up with those students during small-group reading time to work more specifically on these standards.¹¹ Prompt students to define <i>hustles</i> and <i>tussels</i> [sic] using context clues. Have them verify their definitions using a dictionary (they will need to look up <i>tussle</i> rather than <i>tussel</i>). Then have students illustrate the meaning of the words in the context of the poem by drawing a tree when the wind is <i>hustling</i> and <i>tussling</i>. (RL.3.4; L.3.4a, d; L.3.6) Reinforce the meaning of the words by asking students to make real-life connections between the words and their use by acting out the various meanings of the words. Then begin building a word display.¹² Display these words for students to use when they write, focusing on choosing words for effect. (L.3.2g, L.3.3a, L.3.5b)

⁸ **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.

⁹ http://www.readingrockets.org/strategies/choral_reading

¹⁰ http://www.fcrr.org/studentactivities/F_021c.pdf

¹¹ During small-group reading time, use a full reading foundational curriculum such as the Core Knowledge Skills Strand (<http://www.coreknowledge.org/ckla-files#!/grade-3/skills>) and/or locate additional activities for the reading foundational standards through the Florida Center for Reading Research (http://www.fcrr.org/studentactivities/3_5.htm) and/or *Building the Foundation* from the Center on Instruction (<http://www.centeroninstruction.org/files/Building%20the%20Foundation.pdf>).

¹² <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Have students work in pairs to determine the comparison being made in the poem. What is the poet saying a tree is like? What does the poet want us to think about a tree? (L.3.5a) • Create a class T-chart with “Literal” on the left side and “Nonliteral/Figurative” on the right side. Ask students to locate words or phrases that are used literally and those that used figuratively in the poem. For the figurative phrases, determine what the poet is referring to (e.g., “in its leg, its foot,/its wide-spread toes—” is referring to a tree’s trunk, base, and roots.) • Then ask students to determine the central message of the poem and write two to three sentences with correct subject-verb agreement. (L.3.1f, i) Model how to refer to the T-chart and the text of the poem to identify key details that support the central message and use them in a sentence. (RL.3.1, RL.3.2, RL.3.4, RL.3.10, L.3.5a) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Have student pairs create a recording or live performance of “Windy Tree” that demonstrates fluid reading at an understandable pace. Ask a few students to perform their reading of the poem, acting out the meaning or providing a visual illustration of the meaning to support the reading of the poem. (RF.3.4b, SL.3.5).
<p>LESSON 2:</p> <p><i>A Log’s Life</i>, Wendy Pfeffer</p>	<p>TEXT DESCRIPTION: <i>A Log’s Life</i> is an expository nonfiction text that provides information about the life cycle of trees and the interdependence between plants and animals. <i>A Log’s Life</i> is found near the center of the 2nd-3rd-grade text complexity band, so it is moderately complex. The text has a narrative style with varying sentence structure, effective verb choice, and literary elements such as alliteration for effect.</p> <p>TEXT FOCUS: Students can use the illustrations that accompany the text as powerful tools for gathering information and developing meaning. (RI.3.7) The narrative style of the text creates opportunities for students to analyze how an author’s words contribute to developing meaning in a text. (L.3.3a)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students will first listen to <i>A Log’s Life</i> read aloud by an expert reader and then reread the text with a partner, completing a three-column graphic organizer to demonstrate understanding of main idea, key details, and domain-specific vocabulary words presented in the text. Students will end the lesson by writing a paragraph response about the main idea of the text.</p>

TEXT SEQUENCE	TEXT USE
	<p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Read the text aloud once as students follow along to model reading with accuracy, appropriate rate, and expression. Then strategically group readers (one more able and one less able) in a paired reading¹³ of the text, taking turns reading alternate sentences and providing assistance to each other until the entire text has been read. Circulate throughout the classroom to monitor students’ oral reading and to ensure that accuracy, appropriate rate, and expression are evident. (RF.3.4a, b, c; RI.3.10) • Have student pairs create a three-column graphic organizer.¹⁴ Label the first column “Facts about Trees,” the second column “Words I Don’t Know,” and the third column “Questions I Have.” While students read the text again in pairs, have them complete the graphic organizer. • In the third column, ensure student pairs include thick and thin questions¹⁵ about the text (provide question stems¹⁶ as needed) to demonstrate understanding of the main idea and key details from the text. (RI.3.1, RI.3.2) • Following the completion of the reading, have student pairs define the unknown words they identified using a variety of strategies (i.e., using context clues, verifying their definitions using a dictionary, using known root words or affixes as a clue to meaning). (RI.3.4; L.3.4a, b, c, d) Then have students share the words with the class and add to the vocabulary display¹⁷ for students use when they write, focusing on choosing words for effect. (L.3.2g, L.3.3a, L.3.5b, L.3.6) <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Have each student pair combine with another pair to form a group of four. Ask each pair to take turns presenting the organizer as the other pair reviews their own organizer, adding relevant facts about trees and confirming similar recorded terms and questions. Prompt the alternate pair to respond to the student-created questions, referring explicitly to the text as the basis for the answers. (RI.3.1; RI.3.4; RI.3.7; SL.3.1a, b, c, d; SL.3.3) As a class, create a chart with remaining questions for future whole-class exploration in Lesson 4. <p>EXPRESS UNDERSTANDING:</p>

¹³ http://www.fcrr.org/studentactivities/F_022b.pdf

¹⁴ http://www.eduplace.com/ss/socsci/books/content/gfxorganizers/graph_3-col.pdf

¹⁵ <http://anwsu.org/reading%20resource/thickthin/thickthin.pdf>

¹⁶ <http://hil.troy.k12.mi.us/staff/bnewingham/myweb3/PDF%20Files/Thick%20Questions.pdf>

¹⁷ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> Have students write a paragraph in response to the following prompt: Determine a main idea of <i>A Log’s Life</i> and explain how specific details from the text support this main idea. Refer to information from the text to support your response. (RI.3.1, RI.3.2, RI.3.10, W.3.1a-d, W.3.10) Provide students with an answer frame¹⁸ to support them in organizing the paragraph. Have students share their written paragraph with a partner, who will review the writing with a student-developed rubric to evaluate whether the details support the main idea and how linking words and phrases are used to connect ideas. (W.3.5) Ensure students use regular and irregular plural nouns accurately and use conventional spelling for high-frequency words. (L.3.1b, L.3.2e)
<p>LESSON 3:</p> <p><i>A Tree Is Growing</i>, Arthur Dorros</p> <p><i>A Log’s Life</i>, Wendy Pfeffer</p>	<p>TEXT DESCRIPTION: <i>A Tree Is Growing</i> is an expository nonfiction text about the life cycle of trees. Additionally, <i>A Tree Is Growing</i> provides factual information through the use of illustrations and captions. Students should use these text features to better understand the text.</p> <p>TEXT FOCUS: Students can use this text as an additional source of information about trees and their importance in nature. (RI.3.1, RI.3.2, RI.3.3) Students can use the illustrations that accompany the text as powerful tools for gathering information and developing meaning. (RI.3.7, RI.3.1, RI.3.2, RI.3.3)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students will partner read <i>A Tree Is Growing</i> then reread the text with a focus on how text features provide additional information. Then, students will discuss the key ideas presented in this text through words and text features. Students will end the lesson by comparing the life cycle of a tree as described in <i>A Tree Is Growing</i> with the life cycle described in <i>A Log’s Life</i> in order to prepare for a writing task in Lesson 4.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> Divide the class into pairs. Have each pair partner read <i>A Tree Is Growing</i> using the Say Something¹⁹ reading strategy. As students read they should periodically pause to “say something” about the text in order to make predictions, ask questions, clarify misunderstandings, make comments and connections, and determine if rereading is necessary. (RI.3.10) <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> During a second reading of the text, ask students to examine the text features to determine their usefulness for providing or supporting meaning in the text. Have them use the Text Features in Nonfiction²⁰ graphic organizer (page 3). (RI.3.7)

¹⁸ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

¹⁹ <http://www.learningpt.org/literacy/adolescent/strategies/something.php>

²⁰ <http://www.occgate.org/conf/2010/mgriffith1.pdf>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> • Engage students in discussing the text in small groups or pairs. Have students ask and answer questions about <i>A Tree Is Growing</i>, referring to the text as a basis for the answer. (RI.3.1) Encourage student questioning by providing sentence frames²¹ and developing a routine to monitor that all students are participating in the question asking and answering. (SL.3.1a, b, c, d; SL.3.2; SL.3.6) Sample questions: <ul style="list-style-type: none"> ○ What key ideas did the author teach the reader about the topic (e.g., sap or what trees need)? (RI.3.1, RI.3.2) ○ How is information from the sidebar connected to the rest of the text? (RI.3.1, RI.3.5, RI.3.7) ○ How does the close-up on the page about what a tree needs connect to the other information on the page? (RI.3.1, RI.3.7) ○ How did the structure of the text help you understand the main idea and key details? (RI.3.2, RI.3.5, RI.3.8) • Then have student pairs compare the description of the life cycle of a tree in <i>A Tree Is Growing</i> with the description of the life cycle of a tree in <i>A Log's Life</i>. Ask them to record their thoughts on a graphic organizer (e.g., Venn diagram or T-chart) and refer explicitly to the text to support entries made on the organizer. (RI.3.1, RI.3.9, SL.3.1a) • Prompt student pairs to partner with another pair to form a group of four and compare graphic organizers. (W.3.5, SL.3.1a-b) <ul style="list-style-type: none"> ○ Each pair takes a turn presenting their organizer while the other pair reviews their own organizer, adding relevant details and removing any irrelevant or inaccurate information. ○ Students include evidence from each text on their organizer. ○ Students create planning notes for the writing assignment that follows in Lesson 4.
<p>LESSON 4:</p> <p><i>A Log's Life</i>, Wendy Pfeffer</p> <p><i>Tell Me, Tree: All about Trees for Kids</i>, Gail Gibbons</p>	<p><u>TEXT DESCRIPTION:</u> <i>Tell Me, Tree: All About Trees for Kids</i> is an expository nonfiction text that provides students with additional information about the life cycle of trees. It also provides information through the use of illustrations.</p> <p><u>TEXT FOCUS:</u> Students can use this text as a reference source for gathering more information about the life cycle of trees and how trees are useful for people. (RI.3.1, RI.3.2, RI.3.3) Students can use the illustrations that accompany the text as powerful tools for gathering information and to aid in developing meaning. (RI.3.7)</p> <p><u>MODEL TASKS</u></p>

²¹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
<p><i>A Tree Is Growing</i>, Arthur Dorros</p>	<p>LESSON OVERVIEW: Students use <i>Tell Me, Tree: All about Trees for Kids</i> as an additional reference source to gather facts about trees and to define terms and answer questions created during Lesson 2. Then, students participate in a discussion about gathering information from illustrations and text features in addition to traditional text. Students end the lesson by creating a visual representation of the life cycle of a tree, including a written summary of the relationship between steps in the cycle.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • <i>Tell Me, Tree: All about Trees for Kids</i> is being used as an additional resource. Students should skim the text to locate the answers to questions (as part of the activity below). They do not need to read the text in its entirety. • As a class, choose three to four words from the chart of unknown words (e.g., <i>devours, burrow, blustery, crevices, lush</i>) to add to a classroom vocabulary display.²² (RI.3.4, L.3.6) Have students define the words in context and verify their definitions using a dictionary. (L.3.4a, d) Reinforce understanding of the words by having students create a semantic map²³ for each word. As words are continually added throughout the unit, challenge students to use the words in discussion and writing, focusing on choosing words for effect. (L.3.2g, L.3.3a, L.3.5b, L.3.6) <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Divide the class into heterogeneous groups of approximately four students each. Assign each group of students an equal number of questions from the class chart developed during Lesson 2. Each small group of students then responds to their assigned questions. (RI.3.5, RI.3.7, RI.3.10, RF.3.4c) Ensure students use the various texts read in the unit so far (e.g., <i>A Log’s Life</i> along with <i>Tell Me, Tree: All about Trees for Kids</i> and <i>A Tree Is Growing</i>) to complete answer the assigned questions. If needed, allow students to gather information from digital sources to supplement these resources. (RI.3.1, W.3.8) • Have groups present their answer to questions. (SL.3.4, SL.3.6) Prompt audience members to take notes to ensure their own understanding of the concepts. Provide a student-developed rubric to evaluate their classmates’ presentations. (W.3.8, L.3.6) • Engage in a student-led discussion about how the illustrations and text features impact understanding of <i>A Log’s Life; Tell Me, Tree: All about Trees for Kids</i>; and <i>A Tree Is Growing</i>. Ensure students use accountable talk²⁴ throughout the discussion. (RI.3.1; RI.3.5; RI.3.7; SL.3.1a, b, c; SL.3.3) Sample questions:

²² <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

²³ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

²⁴ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ How do the illustrations on pages 13-16 of <i>A Log’s Life</i> help you understand the text’s description of how various living creatures inhabit the log once it has fallen to the ground? (RI.3.7) ○ How do the illustrations and text features found on pages 5-6 of <i>Tell Me, Tree: All about Trees for Kids</i> and pages 25-26 of <i>A Log’s Life</i> help you identify and understand the life cycle of a tree? (RI.3.5, RI.3.7) ○ How do the text features and illustrations on page 9 of <i>Tell Me, Tree: All about Trees for Kids</i> help you understand the information in the text? (RI.3.5, RI.3.7) ○ What can a reader understand from the illustrations of pages 10-11 of <i>Tell Me, Tree: All about Trees for Kids</i> that is not explained in the text? (RI.3.7) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> ● Have students create a visual representation of the life cycle of a tree using evidence from <i>A Log’s Life</i>; <i>Tell Me, Tree: All about Trees for Kids</i>; and <i>A Tree Is Growing</i>. (RI.3.1, RI.3.3, RI.3.5, RI.3.7, RI.3.8, W.3.2a) ● Produce a written summary of the life cycle illustration including the relationship between steps and specific evidence gathered from each text to accompany the illustration. (RI.3.1; RI.3.3; RI.3.7; W.3.2a, b, c, d; W.3.4; W.3.10) Determine the necessary support during the writing process (i.e., providing an answer frame²⁵ to support them in organizing their writing, modeling, showing models of strong and weak student work, providing descriptive feedback, etc.). ● Use the following process with students: <ul style="list-style-type: none"> ○ Students identify their writing task from the prompt provided. ○ Students develop a main idea statement that introduces the topic of a tree’s life cycle.²⁶ This could be done independently or with a partner, a small group, or the entire class. As needed, model for students how to create a main idea statement. (W.3.2a) ○ Students complete a first draft. ○ Then the class forms a single circle. Each student in the circle must have a completed written response. Ask students to pass their written response and visual representation two times to the left. Have students complete #1 below with the written response. Then have students pass the responses to the left one time. Have students complete #2 below with the new response. Repeat this process until all steps are complete.

²⁵ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

²⁶ Resources for developing thesis statements: <http://owl.english.purdue.edu/owl/resource/545/01/> or http://www.indiana.edu/~wts/pamphlets/thesis_statement.shtml.

TEXT SEQUENCE	TEXT USE
	<ol style="list-style-type: none"> 1. Read the paragraph. Identify and underline the main idea sentence. (RI.3.2) If there is no main idea sentence, write in the margin “Missing main idea sentence.” 2. Locate the underlined main idea sentence. Verify the correct sentence is underlined. List at least one detail in the paragraph that supports the main idea sentence. (RI.3.2) 3. Review the visual representation of a tree’s life cycle. Verify that the written summary matches the visual representation. (RI.3.7, W.3.2a) If the two match, put a check mark at the top of the written response. If they don’t match, write at the top of the page “Review the cycle.” 4. Review each sentence. Locate the subject and verb, and ensure they are used properly and that they agree. (This may require a brief mini-lesson to model how this can be done.) Highlight any possible errors in green. (L.3.1b, c, d, e, f) 5. Ensure the sentences are complete. Highlight any possible errors in pink. (This may require a brief mini-lesson to model how this can be done.) (L.3.1i) 6. Select two sentences in the paragraph that can be joined together using a conjunction or connected by a transition (e.g., <i>therefore, because, for example, since, when, first, then</i>). Rewrite the sentences using the conjunction or adding the transition. (L.3.1h) 7. Circle strong vocabulary words in the text, including those from the vocabulary display. If none of those words are used, make a suggestion for where they can be added. (RI.3.4, L.3.3a, L.3.6) 8. Highlight any potential spelling or grammatical mistakes in yellow, including incorrectly forming or using possessives, or misspelling words from the vocabulary display. (This may require a brief mini-lesson on the grade-specific expectations.) (L.3.2d, e, f) 9. Return the written response to the original owner and ask the owner to review the feedback. Have students rewrite their responses, revising sentences and strengthening their examples. (W.3.4, W.3.5, L.3.2g) <ul style="list-style-type: none"> ○ Students complete a final draft. <ul style="list-style-type: none"> ● Note for Small-Group Writing: Ensure that student writing meets expectations and support students who are struggling to meet standards during small-group writing time.

TEXT SEQUENCE	TEXT USE
<p>LESSON 5:</p> <p><i>A Log’s Life</i>, Wendy Pfeffer</p> <p><i>Tell Me, Tree: All about Trees for Kids</i>, Gail Gibbons</p> <p><i>A Tree Is Growing</i>, Arthur Dorros</p>	<p>TEXT DESCRIPTION: These texts are being read a second time with a different focus.</p> <p>TEXT FOCUS: Students read these texts again to gather information about the interdependence of animals (including humans) and trees in nature. They focus on the relationships and connections between animals and trees. (RI.3.3) They also focus on the cycles of growth and decay in nature. Students discuss these concepts to build a deeper understanding of the role of trees in nature and to prepare them to discuss the importance and significance of trees in nature and in literature. (RI.3.9, RI.3.10)</p>
<p>LESSON 6:</p> <p>“Prayer of the Woods,” Unknown</p> <p><i>The Giving Tree</i>, Shel Silverstein</p>	<p>TEXT DESCRIPTION: “Prayer of the Woods” is used as an introduction to a tree’s purpose and usefulness to humans and the interdependence of animals and plants as told from the tree’s perspective. The origin of “Prayer of the Woods” is unknown, yet it appears in state parks, at the entrance of forests, and may date back a century or a millennium. <i>The Giving Tree</i> is the story of the relationship between a tree and a boy. The tree gives everything she has in order to try to make the boy happy, illustrating the dependence humans have on trees.</p> <p>TEXT FOCUS: Through a detailed look at how human actions contribute to the sequence of events in <i>The Giving Tree</i> and human use of trees in both “Prayer of the Woods” and <i>The Giving Tree</i>, students can build a deeper understanding of the interdependence of humans and trees. They can also begin to learn about the importance of preserving balance in nature. Students can use all texts read at this point in the unit to express their understanding about the role of trees in nature and how animals rely on trees for survival and comfort.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students listen to “Prayer of the Woods” read aloud and then read <i>The Giving Tree</i> independently. Students work with a partner to analyze the events and characters of <i>The Giving Tree</i> in preparation for a class discussion about the theme of the text. The lesson concludes with students conducting research to create a brochure detailing the uses and benefits of trees.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Read aloud “Prayer of the Woods.” • Ask students to identify the speaker of the poem. • Have students create a list of all the things trees provide for humans according to the poem. (RL.3.2) • Then have students read <i>The Giving Tree</i> independently. (RL.3.10)

TEXT SEQUENCE	TEXT USE
	<p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Divide the class into pairs. Have the pairs review <i>The Giving Tree</i> and create a chart to represent how the boy’s actions affected the events of the story. Ask student pairs to number the boy’s interactions with the tree. For each interaction, have students identify (1) What the boy wants, (2) How the tree responds, (3) The results of the interaction between the boy and the tree. For example: The boy wants a house, so the tree says, “You may cut off my branches and build a house.” Then the tree has no branches. (RL.3.1, RL.3.3, RL.3.5, L.3.2c) • Then discuss the key details of the text to determine a lesson as a class: <ul style="list-style-type: none"> ○ What motivates the tree to give to the little boy? What does the tree want most for the boy? (RL.3.3) ○ What motivates the little boy to return to the tree over time? (RL.3.3) ○ When is the boy happy? Unhappy? When is the tree happy? Unhappy? (RL.3.3, RL.3.5) ○ What is a message of <i>The Giving Tree</i>? What lesson can be learned from reading this text? (RL.3.2) ○ How are the messages of “Prayer of the Woods” and <i>The Giving Tree</i> similar? (RL.3.2) What do these similarities tell you about the interaction between trees and humans? <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Have students conduct a short research project using the texts read throughout the unit and other sources (as needed). Ask them to gather information to support their opinion on the uses and benefits of trees. Provide students with research questions and ask them to take notes and sort their notes into Uses and Benefits. (RI.3.1, RI.3.4, RI.3.5, RI.3.7, RI.3.10, W.3.7, W.3.8) Then have students create a brochure that presents the uses and benefits of trees with supporting reasons and examples. (W.3.1a, b, d; W.3.10) Ensure students locate at least one illustration to use in the brochure. Within the brochure, make sure students use grade-appropriate words and phrases, including those that connect opinions and reasons, such as <i>also, another, and, more, but, for example, because, therefore</i>. (W.3.1c, L.3.1h, L.3.1i, L.3.2a, L.3.6) Provide students with the time and materials to publish their brochure using technology such as Printing Press.²⁷ (W.3.6) After publishing your brochure, present it to the class. (SL.3.4, SL.3.5, SL.3.6)
<p>LESSON 7:</p> <p><i>The Lorax</i>, Dr. Seuss</p>	<p>TEXT DESCRIPTION: <i>The Lorax</i> takes a deeper look into the role trees play in nature; this text is a key component as students explore the importance of preserving balance and cycles in nature. It has strong environmental themes, providing students with an opportunity to use what they have learned about animal and plant interdependence and to consider what would happen if forests were cut down.</p>

²⁷ <http://www.readwritethink.org/classroom-resources/student-interactives/printing-press-30036.html>

TEXT SEQUENCE	TEXT USE
	<p>TEXT FOCUS: Students can use <i>The Lorax</i> to deepen their understanding of what happens when humans upset the balance of nature. Through thorough discussion of this text, students will gather an understanding of the central message conveyed through this text and how the text’s illustrations added to the development of this message. (RL.3.1, RL.3.2, RL.3.7, RL.3.10)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students read and annotate the text. Using their annotations, students will participate in a discussion to deepen understanding of the central message and how it is conveyed through the text and use of illustrations.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Read aloud <i>The Lorax</i> to students as they follow along so they can hear the rhythm and rhyme of the story. Be sure to read with fluency and expression. • Have students reread the text independently. While they are reading, ask them to define academic vocabulary (e.g., <i>glorious, skillful, useful, nuisance, gripes, gummed, dreary, weary, smears, intend, sickening, glance, grim, trace</i>) in context or using another strategy (i.e., verifying the definitions using a dictionary, using known root words or affixes as a clue to meaning). (RL.3.4; L.3.4a, b, c, d) Then add the words to the vocabulary display²⁸ so students can use the words when they write, focusing on choosing words for effect. (L.3.2g, L.3.3a, L.3.5b, L.3.6) Reinforce understanding of the words by having students create a semantic map²⁹ for each word. • Work with students to determine the difference between English words and nonsense words. (RF.3.4c) Discuss how <i>biggered</i> and <i>biggering</i> are not words by having students rewrite the sentences with the proper word use. (L.3.1g) • Then have students reread the text independently. Prompt them to pay particular attention to the illustrations as they are reading, noting any patterns or changes they see. (RL.3.7, RL.3.10) <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Reread the text aloud to students, pausing at appropriate places to analyze the text through discussion and record the analysis through annotations. (RL.3.1, RL.3.2, RL.3.7, RL.3.10) • Divide the class into small groups. Have each group engage in a discussion about the text. Provide them with discussion questions to begin, but encourage them to use accountable talk.³⁰ Circulate around the room and monitor student discussions to ensure they are staying on topic. (SL.3.1a, b, c; SL.3.3) Possible discussion questions:

²⁸ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

²⁹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

³⁰ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ How does the illustration on page 5 help you understand the text’s description of the Once-ler’s home? (RL.3.7) ○ What was the land of the Lorax like before the Once-ler arrived? (RL.3.5) How do you know? (RL.3.1) ○ What motivated the Once-ler? How did his actions contribute to what happened to the land of the Lorax? (RL.3.1, RL.3.3) ○ What motivated the Lorax? How do you know? How did he try to stop the Once-ler? (RL.3.1, RL.3.3) (Student work samples³¹) ○ How are the points of view of the Once-ler and the Lorax similar or different? How are those similar or different to your point of view? (RL.3.6) ○ What do we know from previous texts that helps us understand the effects of the Once-ler’s Super-Axe-Hacker invention? (RL.3.1, RL.3.9, RI.3.1, RI.3.9) ○ How do the illustrations in <i>The Lorax</i> help you understand what is written in the text? (RL.3.7) ○ Why didn’t the Once-ler listen to the Lorax? (RL.3.3) What caused the Once-ler to learn his lesson? (RL.3.1, RL.3.2) ○ What does it mean when the text says, “UNLESS someone like you cares a whole awful lot, nothing is going to get better. It’s not.” (RL.3.1, RL.3.4) ○ Describe the structure of this book. Is it told in chronological order? How do the sections build on and connect to each other? (RL.3.5) ○ Why is the structure of the text important to the meaning of the text? What can we learn from Once-ler’s story? (RL.3.2, RL.3.5) ○ What is the central message of <i>The Lorax</i>? (RL.3.1, RL.3.2) ○ Compare and contrast how illustrations in <i>The Lorax</i> and <i>A Log’s Life</i> are used to present important points, key details, and add to your understanding of the text. (RL.3.2, RL.3.7, RI.3.2, RI.3.7, RI.3.9)
<p>LESSON 8:</p> <p><i>The Lorax</i>, Dr. Seuss</p> <p><i>A Log’s Life</i>, Wendy</p>	<p>TEXT DESCRIPTION: These texts are being reread by students with a different focus.</p> <p>TEXT FOCUS: These texts both include strong language that produces an effect. Students can begin to analyze author style and use the published writing as models for their own writing.</p>

³¹ <http://www.achievethecore.org/file/977>

TEXT SEQUENCE	TEXT USE
Pfeffer	<p><u>MODEL TASKS</u></p> <p>LESSON OVERVIEW: Students study the use of interesting language in <i>A Log’s Life</i> and <i>The Lorax</i> to discuss the impact of word choice on writing. Then students apply this learning to their own writing as they rewrite the summary of a tree’s life cycle from Lesson 4 as a narrative writing from a tree’s perspective.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Project or display the following sentences. Ask students to read the sentences and record words or phrases that are particularly interesting. Have them share with the class. <ul style="list-style-type: none"> ○ “A woodpecker pecks at the rough bark, searching for insects. He spears one, devours it, and hunts for more. Wood-boring beetles burrow under the bark, chewing wood and leaving tunnels. Water and air seep into the tunnels.” <i>A Log’s Life</i> by Wendy Pfeffer ○ “You’re glumping the pond where the Humming-Fish hummed! No more can they hum, for their gills are all gummed. So I’m sending them off. Oh, their future is dreary. They’ll walk on their fins and get woefully weary in search of some water that isn’t so smeary.” <i>The Lorax</i>, Dr. Seuss • Then share a simply written sentence (e.g., A tree is tall and has green leaves). Ask students how they think Wendy Pfeffer or Dr. Seuss might have written this sentence. As a class, rewrite the sentence to emulate each author’s style. Use student suggestions during rewriting. (L.3.1a-i, L.3.2a-g, L.3.3a) <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Distribute the student-created visual representations of the life cycle of a tree and written explanations from Lesson 4. Ask students to review their work and consider their choice of words. (L.3.3a) Then conduct a class discussion. Ensure students use accountable talk³² throughout the discussion. (RL.3.1; SL.3.1a, b, c; SL.3.3; SL.3.4; SL.3.6) Sample discussion questions: <ul style="list-style-type: none"> ○ How does an author’s choice of words and phrases affect a text? (L.3.3a) ○ How does the selection of specific nouns, pronouns, verbs, adjectives, and adverbs affect your understanding of a text? (L.3.1a) ○ Why is it important that an author’s word choice is appropriate to the task and purpose of the text? (W.3.4) <p>EXPRESS UNDERSTANDING:</p>

³² <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> Have students rewrite their summary paragraph from Lesson 4 into a narrative writing from the tree’s perspective. (W.3.3a, b, c, d) Assign each student a writing partner to provide guidance and support throughout the activity. Have students work with their writing partner to brainstorm ideas about what could be happening in each portion of the life cycle illustration, recording ideas throughout the discussion. Then ask each student to create a narrative that tells a tree’s life story and that includes a sequence of events that unfolds naturally, dialogue and descriptions of events, specifically chosen words and phrases, and a sense of closure. (L.3.2c, L.3.3a) Then, through writing conferences with writing partners and the teacher, have students develop and strengthen writing as needed by planning, revising, editing, and rewriting before producing a final draft for classroom display. (W.3.4, W.3.5)
<p>LESSON 9:</p> <p><i>One Small Place in a Tree</i>, Barbara Brenner</p>	<p>TEXT DESCRIPTION: As this expository nonfiction text addresses ideas and concepts similar to the anchor text and it is sufficiently complex for grade 3, this text can be used for the Cold-Read Task.</p> <p>MODEL TASK</p> <p>SAMPLE SUMMATIVE TASK: Cold-Read Task</p>
<p>LESSON 10:</p> <p><i>A Log’s Life</i>, Wendy Pfeffer</p> <p><i>One Small Place in a Tree</i>, Barbara Brenner</p> <p><i>Tell Me, Tree: All about Trees for Kids</i>, Gail Gibbons</p> <p>Various texts selected by students to further research the topic</p>	<p>MODEL TASK</p> <p>LESSON OVERVIEW: Students create an advertisement that details ways to protect the environment and our natural resources using information gathered through unit readings as well as additional research.</p> <p>SAMPLE SUMMATIVE TASK: Extension Task</p>
<p>LESSON 11:</p> <p><i>The Great Kapok Tree</i>, Lynne Cherry</p>	<p>TEXT DESCRIPTION: <i>The Great Kapok Tree</i> is a story of a man who goes to the Amazon rain forest to chop down a great kapok tree. He falls asleep. As he sleeps, animals visit him and plead with him to spare their home.</p>

TEXT SEQUENCE	TEXT USE
	<p>TEXT FOCUS: In order to prepare for the culminating writing task, read this text aloud to students (or view a video of the text being read aloud here³³) and discuss what the animals say and the words they use to convince the man not to cut down the kapok tree. Discuss how students can use these techniques in their own writing to convince others of their opinions.</p>
<p>LESSON 12:</p> <p><i>A Log's Life</i>, Wendy Pfeffer</p> <p><i>The Lorax</i>, Dr. Seuss</p>	<p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students use their knowledge of the interdependence of animals and trees and the importance of preserving a balance in nature to write and present a speech to convince the Once-ler in <i>The Lorax</i> to preserve the trees.</p> <p>SAMPLE SUMMATIVE TASK: Culminating Writing Task</p>

³³ <https://www.youtube.com/watch?v=H-j9RRSWS1U>