

Where Do Tall Trees Grow?



Level: C9 Word Count: 76

Little Books of Answers

Curriculum Connection	Plants
Content Vocabulary	bark, beach, blossom, city, dogwood, fir, forests, grow, gum, mountain, palm, park, redwood, sand, snow, spring, tall, tree, white
Visual Literacy Element	relationship chart
Critical Thinking	further research
Comprehension Strategy	asking and answering questions
High-Frequency Words	a, are, can, in, on, some, these, this, you

Before Reading

Prior Knowledge – Discuss the Topic

- Discuss trees. If possible, take a walk in the school grounds to look at trees. Invite the students to discuss the trees. Which trees are the tallest? Tell the students that some of the tallest trees in the world grow in forests. The tallest trees of all are called redwoods.

- Give each student a copy of the book *Where Do Tall Trees Grow?* and read the title with them.
- Invite the students to say which word in the title signals that it's a question. Ask them if they know any other books that start with the same question word.
- Work with the students on setting a purpose for reading the book. Invite them to ask other questions about tall trees. Discuss with them some possible purposes, for example, to answer all their questions, to find out about other different types of tall trees.
- Discuss the cover photo. Ask questions such as – *What makes these trees look so tall? Can you see how long the trunks are? Have you ever seen trees as tall as these? Did you know that these trees are redwoods? Where do you think that these trees grow?*
- Have the students turn to the title page. Ask questions such as – *Where are these tall trees growing? What do you notice about these trees?*

Introduce the Vital Vocabulary

- Ask the students to turn to the Vital Vocabulary.
- Discuss each of the photos. Tell the students that the words in the labels are the names of the trees. When they read the text they will find out where each of these trees grows. Invite the students to read the labels with you. Discuss the features of each of the trees.
- Tell the students that the Vital Vocabulary words are in the book. They should look for them as they read.

Take a Photo Walk

- Take a photo walk discussing each photo in the book.
- Read the captions and labels to the students and invite the students to read them with you.
- To extend understanding and vocabulary say things such as – *Fir trees don't have to grow on snowy mountains but they can because they can live where it is very cold. Trees like palm trees like a hot sunny climate. They would die in the snow.*
- Discuss the relationship chart on page 15. Explain to the students that the arrows show the relationship between the tree and where it grows. Have the students read the chart with you.

Read the Book

- Invite the students to read the title on the cover and title page again.
- Have them read the Vital Vocabulary again, prompting individual students if necessary.
- Remind them that the book will answer the question in the title. They should think about this as they read.
- Have the students read the book aloud independently. Remind them to check with the photos and the text to make sure that what they are reading is correct. Remind them to point to each word as they read if one-to-one matching is not established.
- Move around the group listening and helping individual students as necessary.

After Reading

Comprehension

- Check literal comprehension by asking these questions:
Where do dogwoods grow?
Which tall trees have white bark?
Which tall trees can grow in sand?
Where can gum trees grow?
- Check inferential comprehension by asking these questions:
Which tall trees lose their leaves in winter?
Could dogwood trees grow on beaches? Why or why not?
Which of the tall trees is the shortest?
Could redwoods grow on mountains? Why or why not?
- Have the students think back to the extra questions they asked before reading the book. Did they get the answers to those questions? Did asking those questions help their reading?
- Invite volunteers to choose tall tree and ask another question about it, for example, *Which tall tree could live near our school?* Have other members of the group answer the question.

Critical Thinking

- Have the students turn to page 16 and look at each photo. Tell the students that their task is to choose one of these trees and find out where else it grows.

Fluency

- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Writing

- Have the students draw one of the tall trees. Have them write a sentence to go with their picture. Tell them to use the book to help with spelling. Assist those students who require extra help.

Independent Follow-Up Activities

- Have the students complete the photocopiable activities.

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Look for these tall trees in the book.
Draw them and label where they grow.

palm tree fir tree

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Read and Draw

You can climb this tall tree.

Dogwood trees have blossoms in the spring.

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