

When Does This Tree Grow Best?



Level: A5 Word Count: 27

Little Book of Answers

Curriculum Connection	Environmental Issues
Content Vocabulary	cold, cool, dry, fir, hot, juniper, kapok, mangrove, maple, palm, tree, wet
Visual Literacy Element	relationship chart
Critical Thinking	find out and say when certain trees grow best
Comprehension Strategy	identifying cause and effect
High-Frequency Words	and, is, it, when

A5 When Does This Tree Grow Best?

Before Reading

Prior Knowledge – Discuss the Topic

- Discuss trees and where they grow. Take a walk in the school grounds to view trees if this is appropriate. Identify as many trees by name as possible. Talk to the students about the climate where they live and relate this to the type of trees that grow locally. For example, *palm trees grow in hot climates, palm trees don't grow in very cold climates.*

- Give each student a copy of the book *When Does This Tree Grow Best?* and read the title to them.
- Set the purpose for reading by telling the students that the title of the book is a question. The word that starts the question in this book is, *When*. They are going to read the book to find out the answer to the question. As they read they will also find out the names of some trees and where they grow best.
- Discuss the cover photo. Ask questions such as – *What is this tree? What does the photo tell you about where it grows? Do you think this tree grows best in the desert where it is hot and dry?*
- Have the students turn to the title page. Discuss the photo. Have any students seen a tree with leaves like this?

Introduce the Vital Vocabulary

- Ask the students to turn to the Vital Vocabulary.
- Discuss each of the photos and read the labels to the students. Tell them the names of the trees as you read the label.
- Tell the students that the Vital Vocabulary words are in the book and will help them as they read. Point to the page numbers and tell them that these are the pages where they will find the information.

Take a Photo Walk

- Take a photo walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the English vocabulary. Invite the students to read the labels with you.
- To ensure understanding say things such as – *Palm trees grow in countries that are hot. Some trees in cool climates lose their leaves in winter. Trees like fir trees don't mind snow, but palm trees would die in the snow. Juniper trees would die in the snow too. They would also die if they tried to grow where mangrove trees grow.*
- Discuss the relationship chart on page 15. Explain that the arrow mean *grows best*. So juniper trees grow best when it is dry. 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 with you. Encourage them to point to the words as they read them.
- Read the Vital Vocabulary again with the students.
- Read the first page to the students to help them with the sentence pattern.
- 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.
- Move around the group listening and helping individual students as necessary.

After Reading

Comprehension

- Check literal comprehension by asking these questions:
 - Which trees like hot wet climates?*
 - Which trees grow well where it is dry?*
 - Where do palm trees grow?*
 - Which trees like cool climates?*
- Check inferential comprehension by asking these questions:
 - Why would a mangrove tree die in a desert?*
 - Could a fir tree grow on a beach? Why or why not?*
 - Which tree is the tallest?*
 - Which tree would you like to be? Why?*
- Discuss the idea of cause and effect with the students. Relate to something they know, for example, if they run around in the classroom, you will get angry with them. Running around is the cause, the teacher being angry is the effect. Hot weather causes palms to grow well. If the cause was different, the weather was cold, the effect would be different, the palms would die.
- Invite volunteers to choose one tree and use the word, *where* to start a question, for example, *Where do mangrove trees grow?* Have other members of the group answer the question.

Critical Thinking

- Have the students turn to page 16 and look at the photos. Tell them that their task is to look closely at the photos and say when each of these trees would grow best.

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 trees in the book and copy its name. Invite them to paste their trees onto a mural background.

Independent Follow-Up Activities

- Have the students complete the photocopiable activities.

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Circle when this tree grows best.

cold

cool

dry

hot

hot and wet



Complete the sentence.

A maple tree grows best when it's _____

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Read and Draw

A fir tree.

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