

# When Do Trees Look Different?



Level: D9 Word Count: 83

Little Books of Answers

D9 When Do Trees Look Different?

Curriculum Connection	Plants
Content Vocabulary	apple, bigger, brown, change, cones, different, flowers, fruit, green, grow, leaves, little, lose, lots, magnolia, maple, oak, pine, pink, red, trees
Visual Literacy Element	chart
Critical Thinking	interpret a photo
Comprehension Strategy	hypothesizing
High-Frequency Words	and, get, of, their, then, they, very, when

## Before Reading

### Prior Knowledge – Discuss the Topic

- Discuss trees. If possible take a walk around the school to look at trees. How are they the same? How are they different? Which trees change with the seasons? Which ones stay the same? Have each student talk about the trees they know that lose their leaves. When does this happen? What season is it when they get new leaves? When do some trees get flowers or blossoms?

- Give each student a copy of the book *When Do Trees Look Different?* and read the title to 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 form a hypothesis based on the information they already know about when trees look different. Explain that testing and adding to their hypothesis is a purpose for reading the book.
- Discuss the cover photo. Ask questions such as – *What can you see in this photo? What time of year do you think it is? What in the photo tells you that?*
- Have the students turn to the title page. Discuss pine trees and pine cones. Invite the students to say when they think a pine tree might get cones.

### **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 things that make trees look different at different times. When they read the text they will find out more about these things. Invite the students to read the labels with you.
- 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 – *Trees change as they grow. Some trees like the lancewood that grows in New Zealand look like completely different trees when they are grown. Magnolia trees get their flowers in spring before they get their leaves.*
- Discuss the chart on page 15. Explain to the students that charts like this present the same information as is in the book in a different way. 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:  
*When do fruit trees look different?*  
*What happens to maple trees when it gets colder?*  
*What happens to some trees when it gets very cold?*  
*Which trees have leaves and flowers?*
- Check inferential comprehension by asking these questions:  
*What season is it when trees lose their leaves?*  
*What does an apple tree look like before it gets fruit?*  
*What is the same about an apple tree and a magnolia tree?*  
*What is different between a pine tree and a maple tree?*
- Have the students refer back to the hypothesis that they made before reading. Were they right? What other things have they found out from reading the book?
- Invite volunteers to choose one tree and ask another question about it, for example, *Which other fruit trees do you know?* Have other members of the group answer the question.

### Critical Thinking

- Have the students turn to page 16 and look at the photo. Tell the students that their task is to say what has happened to this tree. How has it changed?

### 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 two pictures of a tree showing a change. 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 trees in the book.  
Draw them and label what is different.

maple tree    apple tree

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## Read and Draw

This is a very big oak tree.

Trees look different when they lose their leaves.

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