

Here's What You'll Get in the The Giving Tree Super Pack

3 Comprehension Strategy Lesson Plans and Practice Pages

Making Inferences Lesson Plan

Making Inferences

The Giving Tree
By: Shel Silverstein
Grade Level: 2 / Guided Reading Level: J

1
Get Ready To Read
✓ Learn about the book
✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

Summary
The Giving Tree is a story about a very special tree who loves a boy more than anything else in the world. When the boy is young, the tree gives the boy her branches to play on and her trunk to climb. The boy visits the tree every day. As the boy grows older, he no longer comes to play in the tree's shade. Instead, he comes and asks the tree to give him things that he wants. He thinks that the things he wants will make him happy. Because the tree loves the boy and wants him to be happy, the tree gives him what he wants. Soon, the boy grows old and learns a very important lesson.

Link to What You Know
• Think of a time when you or someone you know was selfish. How did you feel?
• Think of the people and things you love. How do you feel when you are with them?

Important Words to Know and Understand
Trunk – The main stem of the tree that holds the tree in the ground and supports the tree's branches

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do when you read

Why Readers Make Inferences While Reading
When readers make inferences they behave like reading detectives. Sometimes the author does not give you all of the information you need to understand everything that is happening in a text. Instead the author gives you clues. You can use the author's clues along with what you already know to make an inference. This is sometimes called "reading between the lines." For example, if an author writes, "Jason made a terrible mistake and his face turned bright red," you can infer that Jason is embarrassed. This inference makes sense because you know that if a person's face turns red after making a mistake, it usually means that they feel embarrassed. Illustrators also leave clues. Make sure to look at the pictures to learn more about characters, settings, problems, and solutions.

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Guided Reading Level

Key Vocabulary

Explanation of Strategy

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Making Inferences Lesson Plan

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3
Make Inferences While Reading
✓ Look for clues that tell you how a character might be feeling or what they might be thinking
✓ Study the pictures. What do you notice about characters, setting, and events?

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.
Page 28 – Make an inference about the way the tree feels when the boy grows up. How do you think the tree feels? How do you know?
Page 34 – Make an inference about the way the boy feels when the tree gives him her apples. How do you think the boy feels? How do you know?
Page 38 – Make an inference about the way the tree feels after the boy takes her branches.
Page 46 – Make an inference about the boy's feelings after he cuts the tree down to make a stump. What can you infer about the tree?
Page 50 – Make an inference about the boy and the tree. How does the tree feel when the boy comes to rest on her stump? What do you think the boy is thinking about while he rests? Why do you think so?

4
Notice the Work You Did While Reading
✓ Think
✓ Reflect
✓ Write

Time to Reflect
Think – What types of inferences did you make while reading **The Giving Tree**? Did you make inferences to understand new words? Did you infer to understand how a character thinks or feels? What did you already know about people, places, or events that helped you make inferences?
Talk – Tell your reading partner about the best inference you made while reading this book? Explain why your inference was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.
Reflect – Think about the extra information you learned while making inferences? What was difficult? How does making inferences help you be a better reader?
Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading **The Giving Tree**. (Remember to include examples from the book!)

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Retelling and Summarizing

The Giving Tree
By: Shel Silverstein
Grade Level: 2 / Guided Reading Level: J

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Get Ready To Read
✓ Learn about the book
✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do when you read

3
Retell and Summarize While Reading
✓ Retell what you read
✓ Summarize what you read

4
Notice the Work You Did While Reading
✓ Think
✓ Reflect
✓ Write

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.
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Retelling and Summarizing

Identifying the Author's Purpose

The Giving Tree
By: Shel Silverstein
Grade Level: 2 / Guided Reading Level: J

1
Get Ready To Read
✓ Learn about the book
✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do when you read

3
Identify the Author's Purpose While Reading
✓ Identify the author's purpose
✓ Identify the author's purpose

4
Notice the Work You Did While Reading
✓ Think
✓ Reflect
✓ Write

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.
Page 28 – Make an inference about the way the tree feels when the boy grows up. How do you think the tree feels? How do you know?
Page 34 – Make an inference about the way the boy feels when the tree gives him her apples. How do you think the boy feels? How do you know?
Page 38 – Make an inference about the way the tree feels after the boy takes her branches.
Page 46 – Make an inference about the boy's feelings after he cuts the tree down to make a stump. What can you infer about the tree?
Page 50 – Make an inference about the boy and the tree. How does the tree feel when the boy comes to rest on her stump? What do you think the boy is thinking about while he rests? Why do you think so?

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Author's Purpose

Answer Key for Retelling and Summarizing with The Giving Tree

Your Turn to Practice Retelling and Summarizing with The Giving Tree

Page 28: Name the characters that you learned about so far. What is special about the relationship between the characters?
Page 30: What has happened to change the relationship?
Page 40: What happened as the boy got older?
Page 46: How did the boy feel when he cut down the tree?
Page 50: What do you think the tree's feelings are like after he cut the tree down to make a stump?
Page 52: What do you think the tree's feelings are like at the end of the story? Why do you think so?

Answer Key for Making Inferences with The Giving Tree

Your Turn to Practice Making Inferences with The Giving Tree

Page 28: Make an inference about the way the tree feels when the boy grows up. How do you think the tree feels? How do you know?
Page 34: Make an inference about the way the boy feels when the tree gives him her apples. How do you think the boy feels? How do you know?
Page 38: Make an inference about the way the tree feels after the boy takes her branches.
Page 46: Make an inference about the boy's feelings after he cuts the tree down to make a stump. What can you infer about the tree?
Page 50: Make an inference about the boy and the tree. How does the tree feel when the boy comes to rest on her stump? What do you think the boy is thinking about while he rests? Why do you think so?

Answer Key for Identifying the Author's Purpose with The Giving Tree

Your Turn to Practice Identifying the Author's Purpose with The Giving Tree

Page 28: What do you think the author wants you to know about the boy and the tree?
Page 34: Why has the author taken the time to tell you about the boy and the tree's apples? What does the tree's actions tell you about its character?
Page 46: What message is the author trying to tell you about the boy and the tree? Does the tree still love the boy?
Page 50: How do the boy and the tree feel at the end of the story? What do you think the author wants you to know about love and friendship?
Why do you think Shel Silverstein wrote this book?
To Persuade To Inform To Entertain

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based
Reader's Response Prompt

Common Core State Standard

"I Can"
Statement

Common Core Free
Option

Reading Response Prompts for Each
Comprehension Strategy Lesson Plan

3 Comprehension Strategy Graphic Organizers

Retelling and Summarizing

Title: _____

What is this book about?

Is it fiction or non-fiction?

Draw a picture or write a sentence for each box below.

First	Next	Then
After that	Then	Last

What is the most important thing you read in this book?

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Retelling and
Summarizing

Making Inferences

Title: _____

What the Text Says	What I Know	What I Can Infer

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Making
Inferences

Identifying the Author's Purpose

Title: _____

Who is the author of your book?

What was the author's purpose for writing this book? How do you know?

☐ To Persuade ☐ To Inform ☐ To Entertain

I know because...

What do you think the author wanted you to think about while reading this book?

Draw a picture of the most important thing the author made you think about while reading.

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Author's
Purpose




Vocabulary Connections Resources

<p>Vocabulary Connections</p>	<p>The Giving Tree By: Shel Silverstein Grade Level: 2 / Guided Reading Level: J</p>
<p>Important Words to Know and Understand in "The Giving Tree"</p> <p>Shade An area that is out of the sun. You can usually find shade under a tree because the leaves and branches block the sun from shining on the area.</p> <p>Slump The part of a tree that stays in the ground after the main part of the tree has been cut down.</p> <p>Trunk The main stem of the tree that holds the tree in the ground and supports the tree's branches.</p>	

Important Words to Know and Understand in The Giving Tree Word List

The Giving Tree
 By: Shel Silverstein
 Grade Level: 2 / Guided Reading Level: 2.0

Vocabulary Connections

Shade	Stump	Trunk
		

Directions:

1. Read or reread the story.
2. Find each of the words in the story.
3. Draw, write or repeat the story of each word.

Picture Vocabulary Sorting Cards | ©BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections			The Giving Tree By: Shel Silverstein Grade Level: 2 / Guided Reading Level: 2
Shade	Stump	Trunk	Step by Step Directions: 1. Cut out the sentence strip. 2. Fold on the solid line. 3. Glue, tape or staple the top of each card to create
An area that is out of the sun. You can usually find shade under a tree because the leaves and branches block the sun from shining on the area.	The part of a tree that stays in the ground after the main part of the tree has been cut down.	The main stem of the tree that holds the tree in the ground and supports the tree's branches.	

Word and Definition Sorting Cards

The Giving Tree
 By: Shel Silverstein
 Grade Level: 2 / Guided Reading Level: J

Vocabulary Connections

Shade is a/an noun verb adverb adjective	Stump is a/an noun verb adverb adjective	Trunk is a/an noun verb adverb adjective
Definition of Shade: 	Definition of Stump: 	Definition of Trunk:
Shade looks like this:	Stump looks like this:	Trunk looks like this:
Shade reminds me of:	Stump reminds me of:	Trunk reminds me of:
I saw this word in	I saw this word in	I saw this word in

Shade is a noun meaning the area of shadow or darkness created by an object blocking the light. **Stump** is a noun meaning the part of a tree that remains after the trunk has been cut. **Trunk** is a noun meaning the main stem of a tree.

Interactive Vocabulary Notebook Cards

Word Games

with Words from The Giving Tree

Match each of the vocabulary words in the Word Bank to the correct definition.

Word Bank	
SHADE	STUMP
SHADE	An area out of the sun
STUMP	The main part of the tree
TRUNK	The part of a tree left behind after being cut down

Use the words in the Word Bank to complete the story below.

When the boy was little he loved to visit the tree. He played in her _____. The boy loved to climb the tree's _____ and swing from her branches. Overtime the boy took the tree's apples, branches, and her _____. Then there was nothing left but the tree's _____, which the boy sat upon when he became an old man.

Word Games


The Giving Tree


Match each of the words in the Word Bank to the correct definition.


Word Bank	
SHADE	STUMP
SHADE	An area out of the sun
STUMP	The main part of the tree
TRUNK	The part of a tree left behind after being cut down


Use the words in the Word Bank to complete the story below.

When the boy was little he loved to visit the tree. He played in her _____. The boy loved to climb the tree's _____ and swing from her branches. Overtime the boy took the tree's apples, branches, and her _____. Then there was nothing left but the tree's _____, which the boy sat upon when he became an old man.









Word Games and Answer Key

Vocabulary Connections


The Giving Tree

By Shel Silverstein

Grade Level: 2 / Guided Reading Level: J

The Giving Tree

By Shel Silverstein




A new word that I learned in this book is:

I like it _____.

I think it _____.

Name: _____



By **Shel Silverstein** a famous children's author a children's vocabulary card
 and your vocabulary cards to help students learn and use new vocabulary words

Personalized Vocabulary Bookmark

[illegible]

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

The Giving Tree

By: Shel Silverstein
Grade Level: 2 / Guided Reading Level: J

Word Work

Instructional Focus:
Initial Consonant Blends

Background:
Initial consonant blends are words that begin with two or three consonants followed by a vowel. You can hear all of the letter sounds in the blend. For example, the word "tree" begins with a "tr" blend where both the "t" and the "r" sound can be heard.

Examples:

R Blends	S Blends	L Blends
br	sr	lr
cr	sr	lr
dr	sr	lr
fr	sr	lr
gr	sr	lr
pr	sr	lr
tr	sr	lr

Materials and Preparation:

- A Copy of *The Giving Tree*
- Chart Paper
- Colored Markers
- Consonant Blends Printout
- Sorting Cards (Self per)
- Match Up Score Sheet
- Match Up Directions
- Missing Blends Practice
- Optional - Word Detective
- Optional - 3 Colors of Ink

The Giving Tree

By: Shel Silverstein
Grade Level: 2 / Guided Reading Level: J

Word Work

Step 1: Introduce the Focus of Word Work

Introduce Initial Consonant Blends

- Draw the students' attention to the chart paper.
- Explain that consonant blends are words that begin with two or three consonants followed by a vowel.
- Review the vowels as being a, e, i, o, u.
- Write the word "tree" on the chart paper. You may want to use a different colored marker to write the consonant blend "tr."
- Explain that we can hear all of the letter sounds in the blend. For example, the word "tree" begins with a "tr" blend where both the "t" and the "r" sound can be heard.
- Draw the students' attention to the table of consonant blends on the chart paper.
- Ask the students to think of words that begin with blends. Allow students to turn and talk with a partner about the words they came up with or share with the class.
- Discuss any misconceptions if students share words that do not follow the consonant blend pattern. Record words that do follow the pattern on the chart paper.

Step 2: Connect Word Work to Reading

Initial Consonant Blends in the Text

- Tell the students that the book they will be reading today has lots of examples of consonant blends.
- Show them pages 11-14 of *The Giving Tree*. Ask the students to listen carefully and look at the words while you read. Instruct them to put a thumb up when they hear a consonant blend word.
- Read "He would climb up her trunk and swing from her branches."
- After reading, ask the students to identify the consonant blend words (climb, trunk, swing, branches) and add them to the chart.
- Tell the students that you are going to read the book once from beginning to end. Tell them to be listening for consonant blends but remind them to be polite and not to interrupt you while you read.
- Read *The Giving Tree*.

Examples of Initial Consonant Blends Found in the Text:

tree	climb	trunk	branches	play
climb	trunk	branches	play	climb
trunk	branches	play	climb	trunk
branches	play	climb	trunk	branches
play	climb	trunk	branches	play
climb	trunk	branches	play	climb
trunk	branches	play	climb	trunk
branches	play	climb	trunk	branches

Word Work Lesson Plan | ©BookPagez.com

Step by Step Lesson Plan

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

The Giving Tree

By: Shel Silverstein
Grade Level: 2 / Guided Reading Level: J

Word Work

Step 3: Guided Word Work Practice

Interactive Exploration

- Provide each student with a set of sorting cards.
- Explain that the words on their cards are consonant blend words that were used in the book, *The Giving Tree*. Review each of the words whole group, discussing any unknown words.
- Instruct the students to sort the words according to the initial consonant blend (R blends, S blends, L blends).
- Divide students into pairs and allow them to play **Match Up** (refer to attached resources for directions).
- Monitor students to assess student understanding while playing **Match Up**.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of **Missing Blends Word Work**.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while they work.

Step 5: Reconnect and Reflect on Word Work

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

Step 6: Extend Word Work (optional)

Extension Activity

- Ask students to be on the lookout for initial consonant blends in their reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes in the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the **Word Detective worksheet**.

Word Work Lesson Plan | ©BookPagez.com

Interactive Activities

Independent Practice Page

Extension Activity

Initial Consonant Blend Sorting Cards

Interactive Activity

Directions:
Cut out the sorting cards below. Use the cards to play **Match Up** or use them to sort by initial consonant blend.

tree	play
climb	trunk
swing	from

Guided Word Work Practice | ©BookPagez.com

Word Detective: Initial Consonant Blends

Extension Activity

Directions:
Be a word detective!
Be on the lookout for initial consonant blends while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: _____ Word Work Extension Activity | ©BookPagez.com

Missing Blends

Word Work Practice Page

Directions:
Fill in the missing blend to complete each word. The first one has been done for you.

br	sl	bl	tr	sp	cl
fr	st	tr	sw	tr	sw

- tr ee
- ay ed
- anch es
- unk
- imb
- ump
- ay
- ew
- ee p
- eak
- om
- ing

Name: _____ Independent Word Work Practice | ©BookPagez.com

Assessments

Running Record
Assessment:
Use the first 100 words
from the text to assess
oral reading fluency



Running Record					
Title: The Giving Tree		Guided Reading Text Level: J		Word Count: 100	
Name: _____			Date: _____		
Accuracy Rate: (# of words correct/100 words) _____					
Error Rate: (# of incorrect words/100 words) _____					
Self-Correction Rate: (# of words self-corrected/100 words) _____					
Time: (in seconds) _____			Words Per Minute: (100/seconds read x 60) _____		
Easy 95% - 100% Accuracy		Instructional 90% - 94% Accuracy		Hard 85% - 89% Accuracy	
E = Errors SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual				COUNT	
				INFORMATION USED	
Page		E	SC	E MSV	SC MSV
1	Once there was a tree...				
3	and she loved a little boy.				
5	And every day the boy would come				
8	and he would gather her leaves				
10	and make them into crowns and play king of the forest.				
12	He would climb her trunk				
14	and swing from her branches				
16	and eat apples.				
18	and they would play hide-and-go-seek.				
Tested By: _____					
©BookPagez.com					

Common Core Assessment:
One question for each Reading
Informational OR Reading Literature
standard (1-9)



The Giving Tree CCSS Assessment	Name: _____ Score: / 9
Directions: Use what you know about The Giving Tree to answer each of the following questions.	
1. Which of these is NOT a key detail in understanding what the tree had to give? <ul style="list-style-type: none"> <input type="radio"/> A The tree had large branches for shade. <input type="radio"/> B The tree grew many apples. <input type="radio"/> C The tree had a big, strong trunk. <input type="radio"/> D The boy carved a heart into the tree. 	
2. What is the central message we can learn after reading about all the tree's actions? <ul style="list-style-type: none"> <input type="radio"/> A Giving to someone you love can make you happy. <input type="radio"/> B You can make a lot of money selling apples. <input type="radio"/> C Wood can be used to build houses and boats. <input type="radio"/> D The boy was always so thankful for the tree and never wanted to leave. 	
3. How does the tree respond each time the boy returns and needs something? <ul style="list-style-type: none"> <input type="radio"/> A The tree teaches him how to do the things he wants to do. <input type="radio"/> B The tree is happy to see him and finds a way to give him what he needs. <input type="radio"/> C The tree wants him to climb and play and can't help him with anything else. <input type="radio"/> D The tree gets mad at the boy and asks him why he has not visited her. 	
4. What is repeated each time the tree helps the boy that connects to the tree's character? <ul style="list-style-type: none"> <input type="radio"/> A "See you later!" <input type="radio"/> B "And the tree was happy." <input type="radio"/> C "I will always be here for you!" <input type="radio"/> D "Please climb, swing, and sit in my shade." 	

5. The tree lets herself be cut down to a stump. What does the tree say at the beginning that helps us understand why? (RL.2.5) <ul style="list-style-type: none"> <input type="radio"/> A She was only a tree, and she knew he would cut her down. <input type="radio"/> B The boy loved the tree very much. <input checked="" type="radio"/> C She loved the boy more than she loved herself. <input type="radio"/> D She did not have money, but she had apples.
6. The tree and the boy had different points of view on love. In what way did the boy love the tree? (RL.2.6) <ul style="list-style-type: none"> <input type="radio"/> A He loved her for her shade. <input type="radio"/> B He loved making her happy by spending time with her. <input checked="" type="radio"/> C He loved the tree for the things she could give him. <input type="radio"/> D He wanted to make sure that no one ever hurt her.
7. What do the illustrations show you about how much time has passed? (RL.2.7) <ul style="list-style-type: none"> <input checked="" type="radio"/> A The pictures show us that the boy grew and became an old man during the story. <input type="radio"/> B They show us that the boy became a teenager and lost interest in the tree. <input type="radio"/> C The illustrations show one day in the life of the tree. <input type="radio"/> D The pictures don't give us any clue about how much time has passed.
8. How are the tree and the boy different? (RL.2.9) <ul style="list-style-type: none"> <input type="radio"/> A The tree doesn't get older, but the boy does. <input type="radio"/> B The tree and the boy both like apples. <input type="radio"/> C The tree always wants something from the boy, and the boy always gives it to her. <input checked="" type="radio"/> D The tree gives everything she has, but the boy only takes.
9. The tree was happy when the boy was happy. If the tree were a person, who would it remind you of? (RL.2.10) <ul style="list-style-type: none"> <input type="radio"/> A A stranger <input checked="" type="radio"/> B A parent or family member <input type="radio"/> C A construction worker <input type="radio"/> D An apple farmer

Answer Key



Extension Activity

Name: _____ Date: _____

Directions:
In the book **The Giving Tree**, the tree is very generous with the boy. Think of people you can help by giving them something. Complete the activity below.

My Giving Tree

Name 3 people that you can help by giving them something you have.

Draw a picture of your gifts on your giving tree.

Person #1: _____

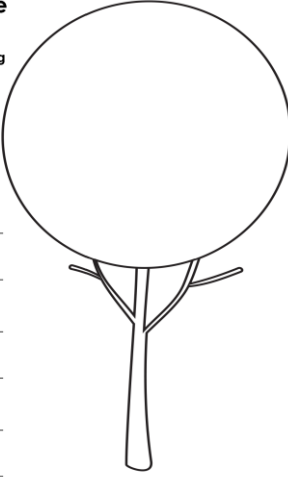
Gift: _____

Person #2: _____

Gift: _____

Person #3: _____

Gift: _____



Extension Activity | ©BookPages.com

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation
The Giving Tree Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "The Giving Tree" correlate with the following English Language Arts Common Core State Standards for second grade.
Rehelling and Summarizing Lesson Plan and Resources
Reading: Literature
RL.2.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.2.3 - Describe how characters in a story respond to major events and challenges.
RL.2.5 - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RL.2.7 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.2.10 - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading: Foundational Skills
RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.
Writing
W.2.6 - Recall information from experiences or gather information from provided sources to answer a question.
Speaking & Listening
SL.2.1b - Build on others' talk in conversations by linking their comments to the remarks of others.
SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Language
L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., when other kids are happy that makes me happy).
The Giving Tree CCSS Alignment ©BookPages.com

Common Core State Standards Correlation
The Giving Tree Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "The Giving Tree" correlate with the following English Language Arts Common Core State Standards for second grade.
Making Inferences Lesson Plan and Resources
Reading: Literature
RL.2.1 - Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading the dialogue aloud.
RL.2.7 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.2.10 - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading: Foundational Skills
RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.
Writing
W.2.6 - Recall information from experiences or gather information from provided sources to answer a question.
Speaking & Listening
SL.2.1b - Build on others' talk in conversations by linking their comments to the remarks of others.
SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Language
L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., when other kids are happy that makes me happy).
The Giving Tree CCSS Alignment ©BookPages.com

Common Core State Standards Correlation
The Giving Tree Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "The Giving Tree" correlate with the following English Language Arts Common Core State Standards for second grade.
Identifying the Author's Purpose Lesson Plan and Resources
Reading: Literature
RL.2.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.2.3 - Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
RL.2.7 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.2.10 - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading: Foundational Skills
RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words.
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W.2.6 - Recall information from experiences or gather information from provided sources to answer a question.
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SL.2.1b - Build on others' talk in conversations by linking their comments to the remarks of others.
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L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., when other kids are happy that makes me happy).
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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
The Giving Tree Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "The Giving Tree" correlate with the following English Language Arts Common Core State Standards for second grade.
Vocabulary Lesson Plan and Resources
Language
L.2.6 - Use sentence-level context as a clue to the meaning of a word or phrase.
L.2.8a - Identify readily accessible connections between words and their use (e.g., describe foods that are salty or juicy).
L.2.8 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including frequently occurring conjunctions to signal simple relationships (e.g., because).
The Giving Tree CCSS Alignment ©BookPages.com

Common Core State Standards Correlation
The Giving Tree Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "The Giving Tree" correlate with the following English Language Arts Common Core State Standards for second grade.
Word Work Lesson Plan and Resources
Reading: Foundational Skills
RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.
The Giving Tree CCSS Alignment ©BookPages.com

Vocabulary Connections Common Core Alignment

Word Work Common Core Alignment

Student Facing Resources in Spanish for The Giving Tree Super Pack

3 Comprehension Strategy Practice Pages

Retelling and Summarizing Practice Page

Tu turno para practicar: Volver a contar y resumir con The Giving Tree (El árbol generoso)

Página 24:
Nombra los personajes sobre los que has leído hasta ahora. ¿Cómo es especial la relación entre ellos?

Página 30:
¿Por qué ha cambiado la relación entre el niño y el árbol?

Página 40:
¿Qué pasó mientras el niño crecía? ¿Cómo le ha ayudado el árbol al niño resolver sus problemas?

Página 46:
Piensa en todas las cosas que el árbol le ha dado al niño. ¿Cómo se siente libre el árbol después de que el niño haya cortado su tronco?

Página 48:
Nombra todas las maneras en que el árbol le da al niño. ¿Se siente agradecido el niño?

Página 52:
En tu opinión, ¿cuál es el tema (el trabajo en equipo, la familia, el amor, compartir) del cuento? ¿Por qué lo piensas?

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Page by Page Guided Questions

Answer Key

Tu turno para practicar: Volver a contar y resumir con The Giving Tree (El árbol generoso)

Página 24:
Nombra los personajes sobre los que has leído hasta ahora. ¿Cómo es especial la relación entre ellos?
Hasta ahora he leído sobre un niño y un árbol. Su relación es especial porque se aman.

Página 30:
¿Qué ocurrió que haya cambiado la relación entre el niño y el árbol?
El niño ha crecido y ahora no pasa mucho tiempo con el árbol.

Página 40:
¿Qué pasó mientras el niño crecía? ¿Cómo le ha ayudado el árbol al niño resolver sus problemas?
Mientras que el niño ha crecido, quiere estar feliz así que el árbol le da sus manzanas para vender.

Página 46:
Piensa en todas las cosas que el árbol le ha dado al niño. ¿Cómo se siente libre el árbol después de que el niño haya cortado su tronco?
Al principio el árbol se siente feliz porque le ha ayudado al niño pero después el árbol se siente triste porque ahora no es un árbol, solamente un tocón.

Página 48:
Nombra todas las maneras en que el árbol le da al niño. ¿Se siente agradecido el niño?
El árbol le da sus manzanas, sus ramas y su tronco. Las respuestas varían.

Página 52:
En tu opinión, ¿cuál es el tema (el trabajo en equipo, la familia, el amor, compartir) del cuento? ¿Por qué lo piensas?
Las respuestas varían.

Clave de Respuestas | @BookPagez.com

Sample answers written in Spanish

Tu turno para practicar: Hacer inferencias con The Giving Tree (El árbol generoso)

Página 28:
Haz una inferencia sobre cómo se sienten las manzanas que se sienten el árbol? ¿Cómo? Puedo inferir que el árbol se siente triste por ellas.

Página 34:
Haz una inferencia sobre cómo se sienten las manzanas. ¿Cómo piensas que se sienten? Creo que el niño se siente feliz. Ve a ver que es lo que el niño quiere.

Página 38:
Haz una inferencia sobre cómo se sienten las ramas. El árbol se siente bien porque está ayudando al niño.

Página 44:
Haz una inferencia sobre los sentimientos del árbol. ¿Qué puedes inferir sobre el árbol? El niño se siente feliz porque el árbol le da lo que él quiere. El árbol se siente triste porque el niño lo ha cortado.

Página 50:
Haz una inferencia sobre el niño y el árbol. ¿Qué puedes inferir sobre el niño? El niño se siente feliz porque el árbol le da lo que él quiere. El árbol se siente triste porque el niño lo ha cortado.

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Tu turno para practicar: Hacer inferencias con The Giving Tree (El árbol generoso)

Página 28:
Haz una inferencia sobre cómo se sienten las manzanas. ¿Cómo piensas que se sienten? Creo que el niño se siente feliz. Ve a ver que es lo que el niño quiere.

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Página 44:
Haz una inferencia sobre el niño y el árbol. ¿Qué puedes inferir sobre el niño? El niño se siente feliz porque el árbol le da lo que él quiere. El árbol se siente triste porque el niño lo ha cortado.

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Making Inferences

Tu turno para practicar: Identifica el propósito del autor con The Giving Tree (El árbol generoso)

Página 24:
¿Por qué piensas que el autor quiere que sepas sobre el niño y el árbol? Creo que el autor me está diciendo que se aman mucho.

Página 34:
¿Por qué el autor tomó tiempo para contar sobre el árbol? ¿Qué le dicen las acciones del árbol sobre su carácter? El autor nos contó sobre el niño tomando decisiones que separamos que el árbol hará cualquier cosa por el niño.

Página 44:
¿Cuál es el mensaje que el autor está tratando de decirte sobre el amor? ¿Todavía le quiere el árbol al niño? Creo que el autor quiere que sepamos que un poco egoísta, pero no obstante, el árbol siempre estará presente para él.

Página 51:
¿Cómo se sienten el niño y el árbol al final del cuento? ¿En qué se sienten felices al final del libro. El niño siempre estará presente para él.

¿Por qué piensas que Shel Silverstein escribió este libro?
Para persuadir Para informar Para entretener

Nombre: _____ @BookPagez.com

Tu turno para practicar: Identifica el propósito del autor con The Giving Tree (El árbol generoso)

Página 24:
¿Por qué piensas que el autor quiere que sepas sobre el niño y el árbol?

Página 34:
¿Por qué el autor tomó tiempo para contar sobre el árbol? ¿Qué le dicen las acciones del árbol sobre su carácter?

Página 44:
¿Cuál es el mensaje que el autor está tratando de decirte sobre el amor? ¿Todavía le quiere el árbol al niño?

Página 51:
¿Cómo se sienten el niño y el árbol al final del cuento? ¿En qué se sienten felices al final del libro. El niño siempre estará presente para él.

¿Por qué piensas que Shel Silverstein escribió este libro?
Para persuadir Para informar Para entretener

Nombre: _____ @BookPagez.com

Author's Purpose

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based
Reader's Response Prompt

Common Core State Standard

"I Can"
Statement
written in
Spanish

The Giving Tree (El árbol generoso): Volver a contar y resumir

Explica cómo el árbol le ayudó al niño al principio, en medio y al final del cuento.

☐ Yo puedo encontrar y entender el principio, el medio y el final de un cuento. CCSS: RL.2.5

The Giving Tree (El árbol generoso): Volver a contar y resumir

Explica cómo el árbol le ayudó al niño al principio, en medio y al final del cuento.

☐ Yo puedo encontrar y entender el principio, el medio y el final de un cuento. CCSS: RL.2.5

The Giving Tree (El árbol generoso): Volver a contar y resumir

Explica cómo el árbol le ayudó al niño al principio, en medio y al final del cuento.

☐ Yo puedo encontrar y entender el principio, el medio y el final de un cuento. CCSS: RL.2.5

Reader's Notebook: Comprehension Strategy Slips (CCSS) | ©BookPagez.com

The Giving Tree (El árbol generoso): Volver a contar y resumir

Explica cómo el árbol le ayudó al niño al principio, en medio y al final del cuento.

The Giving Tree (El árbol generoso): Volver a contar y resumir

Explica cómo el árbol le ayudó al niño al principio, en medio y al final del cuento.

The Giving Tree (El árbol generoso): Volver a contar y resumir

Explica cómo el árbol le ayudó al niño al principio, en medio y al final del cuento.

The Giving Tree (El árbol generoso): Volver a contar y resumir

Explica cómo el árbol le ayudó al niño al principio, en medio y al final del cuento.

Reader's Notebook: Comprehension Strategy Slips | ©BookPagez.com

Common Core Free
Option

Reading Response Prompts for Each
Comprehension Strategy Lesson Plan

3 Comprehension Strategy Graphic Organizers

Volver a contar y resumir
Retell:

¿De qué se trata el libro?
¿Es ficción o no ficción?

Haz un dibujo o escribe una oración completa en cada caja.

Primero	Después	Entonces
Después de esto	Entonces	Al final

¿Cuál es la cosa más importante sobre lo que leíste en el libro?

Retelling and summarizing strategy slip | ©BookPagez.com

Retelling and
Summarizing

Hacer inferencias
Infer:

Lo que dice el texto	Lo que sé	Lo que puedo inferir

¿Qué pienso que el autor quería que pensamos mientras estábamos leyendo este libro?

Inferencing strategy slip | ©BookPagez.com

Making
Inferences

Identificar el propósito del autor
Identify:

¿Cuál fue el propósito del autor al escribir este libro? ¿Cómo lo sabes?

☐ Para persuadir ☐ Para informar ☐ Para entretener

¿Qué pienso que el autor quería que pensamos mientras estábamos leyendo este libro?

Dibuja la cosa más importante en que el autor te hizo pensar mientras estábamos leyendo.

Author's purpose strategy slip | ©BookPagez.com

Author's
Purpose

Extension Activities

Nombre: _____ Fecha: _____

Instrucciones:
En el libro **The Giving Tree (El árbol generoso)**, el árbol es muy generoso con el niño. Piensa en las personas a quienes tú puedes ayudar al darles algo. Completa la siguiente actividad.

Mi árbol generoso

Nombra tres personas a quienes tú puedes ayudar al darles algo que tienes.

Haz un dibujo de tus regalos en tu árbol generoso.

Persona #1: _____

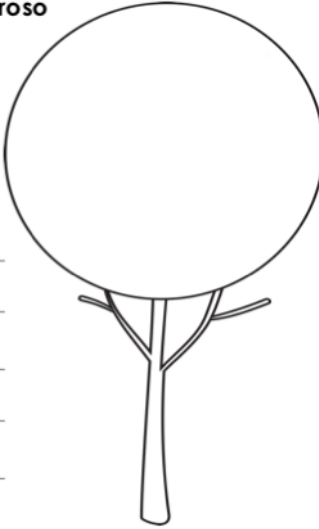
Regalo: _____

Persona #2: _____

Regalo: _____

Persona #3: _____

Regalo: _____



Actividad de extensión | ©BookFages.com

Nombre: _____ Fecha: _____

Instrucciones:
En el libro **The Giving Tree (El árbol generoso)**, el árbol le da al niño todo lo que pide. Imagina que eres el niño. Escríbele una carta de agradecimiento al árbol. Añade una oración con más detalle a cada declaración abajo.

Querido árbol generoso:

Gracias por tu sombra. _____

Gracias por tus manzanas. _____

Gracias por tus ramas. _____

Gracias por tu tronco. _____

Gracias por tu tocón. _____

Tu amigo/a,



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