

ECVI-DHH UNIT: Trees *at a glance*

by Alexis Griffin

WORDS		
LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> • Up (preposition) • Grow (verb) • Home (noun) 	<ul style="list-style-type: none"> • Wither (verb) • Slowly (adverb) • Produce (verb) • Depend (verb) • Oxygen (noun) 	<ul style="list-style-type: none"> • Soil (noun) • Roots (noun) • Pollinate (verb) • Understory (noun)

SUGGESTED BOOKS	
Expository	Narrative
<u>How Does a Tree Become a Tree?</u> by Joshua Goodson	<u>The Great Kapok Tree</u> by Lynne Cherry <u>ASL read aloud</u>

DRILL AND PRACTICE	CONCEPTUAL ACTIVITIES
<ul style="list-style-type: none"> ❖ Jenga ❖ Go Fish 	<ul style="list-style-type: none"> ❖ Growing Our Vocabulary ❖ Nature Walk

NEXT GENERATION SUNSHINE STATE STANDARDS (NGSSS)	
K	SC.K.N.1.4 - Observe and create a visual representation of an object which includes its major features.
1	SC.1.L.17.1 - Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food and space
2	SC.2.L.16.1 - Observe and describe major stages in the life cycle of plants and animals, including beans and butterflies.

UNIT WORDS AND DEFINITIONS

Unit Theme: Trees

LEVEL 1 WORDS	PART OF SPEECH	DEFINITION
Up	Preposition	To a higher place
Grow	Verb	To get bigger
Home	Noun	A place to live

LEVEL 2 WORDS	PART OF SPEECH	DEFINITION
Wither	Verb	To become dry
Slowly	Adverb	Moving at a slow speed
Produce	Verb	To make or create
Depend	Verb	To need help from something else
Oxygen	Noun	Makes up the air we breathe

LEVEL 3 WORDS	PART OF SPEECH	DEFINITION
Soil	Noun	Dirt where plants grow
Roots	Noun	Part of a plant that grows underground
Pollinate	Verb	To move pollen from one plant to another
Understory	Noun	The bottom of the rainforest

Up



To a higher place

Grow



To get bigger

Home



A place to live

Wither



To become dry

Slowly



Moving at a slow speed

Produce



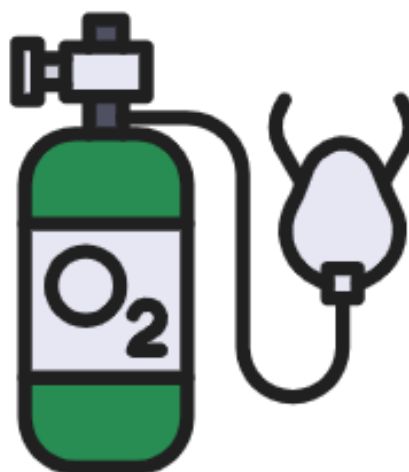
To make or create

Depend



To need help from something else

Oxygen



Makes up the air we breathe

Soil



Dirt where plants grow

Roots



Part of a plant that grows underground

Pollinate



When bugs move pollen from one plant to another

Understory



The bottom of the rainforest

PRE- AND POST-INTERVENTION ASSESSMENTS

Unit Theme: Trees

Word, Definition, and Assessment Prompt	Pre-Intervention Screening Score		Post-Intervention Assessment Score	
	Word	Definition	Word	Definition
1. Word: Up Word Prompt: "The boy is going ____ the stairs. What word goes there?" Definition: To a higher place Definition Prompt: "What do you know about that?"				
2. Word: Grow Word Prompt: "What do plants do when you water them?" Definition: To get bigger Definition Prompt: "What else do you know about that?"				
3. Word: Home Word Prompt: "What is this?" Definition: A place to live Definition Prompt: "What do you know about it?"				
4. Word: Wither Word Prompt: "What is happening to this plant? It's starting to ____." Definition: To become dry Definition Prompt: "What else do you know about it?"				
5. Word: Slowly Word Prompt: "This rabbit is moving quickly but the turtle is moving ____." Definition: Moving at a slow speed Definition Prompt: "What do you know about it?"				
6. Word: Produce Word Prompt: "When chickens grow big and strong, they can ____ eggs. What word goes there?" Definition: To make or create Definition Prompt: "What do you know about it?"				
7. Word: Depend				

<p>Word Prompt: "This person can reach the top shelf on their own, but the little boy has to do what?"</p> <p>Definition: To need help from something else</p> <p>Definition Prompt: "What do you know about it?"</p>				
<p>8. Word: Oxygen</p> <p>Word Prompt: "What is this?"</p> <p>Definition: To make up the air we breathe</p> <p>Definition Prompt: "What do you know about it?"</p>				
<p>9. Word: Soil</p> <p>Word Prompt: "What is this?"</p> <p>Definition: Dirt where plants grow</p> <p>Definition Prompt: "What do you know about it?"</p>				
<p>10. Word: Roots</p> <p>Word Prompt: "What are these?"</p> <p>Definition: Part of a plant that grows underground</p> <p>Definition Prompt: "What do you know about them?"</p>				
<p>11. Word: Pollinate</p> <p>Word Prompt: "In the spring, the bees ____ flowers."</p> <p>Definition: To move pollen from one plant to another</p> <p>Definition Prompt: "What can you tell me about it?"</p>				
<p>12. Word: Understory</p> <p>Word Prompt: "What is this?"</p> <p>Definition: The bottom of the rainforest</p> <p>Definition Prompt: "What do you know about it?"</p>				

INTERACTIVE BOOK READING QUESTIONS

Before reading the book, write each question on a sticky note and place it on the corresponding page.

BOOK 1: <i>How Does a Tree Become a Tree?</i> by Joshua Goodson			
Reading	Page #	Question type	Question
1	7	Abstract	<p>Question: The sun looks so happy above the little tree! Why do you think the sun is happy?</p> <p>Possible answer: Maybe the sun is happy because he is helping the tree grow up.</p>
1	12	Relate	<p>Question: The grown up tree helped Chirpy the bird build a nest! Tell me about a time someone depended on you for help.</p> <p>Possible answer: At home I help mom and dad make dinner so I can grow big and strong!</p>
1	17	Competence	<p>Question: The trees are helping the little boy take a big breath of air! How do the trees help him breathe?"</p> <p>Answer: Trees produce oxygen so we can breathe!</p>
2	3	Relate	<p>Question: Trees depend on each other to grow. Tell me about a time you needed help from someone else!</p> <p>Possible answer: At home sometimes I need help from my parents because the snacks are up so high I can't reach them! So I depend on my dad to lift me up.</p>
2	5	Abstract	<p>Question: It looks like it's raining on the happy seed! What do you think would happen if it did not rain on the little seed?</p> <p>Possible answer: The happy seed would probably start to wither and be really sad because it won't grow.</p>
2	12	Competence	<p>Question: Chirpy the bird used the happy tree to build a nest! What do birds need nests for?</p> <p>Answer: Birds use nests as their home to produce eggs and baby birds!</p>

BOOK 2: <i>The Great Kapok Tree</i> by Lynne Cherry			
Reading	Page #	Question type	Question
1	1	Abstract	<p>Question: It looks like the man is thinking about something! What do you think he is thinking about?"</p> <p>Possible answer: It looks like the man might be thinking about the big tree he is looking up at!</p>
1	4	Competence	<p>Question: The man looks tired! Why is the tree so hard to cut down?</p> <p>Possible answer: The tree was very hard to cut down! The roots underground help the tree grow big and strong!</p>
1	6	Relate	<p>Question: The butterflies depend on the trees, and the trees depend on them to pollinate. Tell me about a time you depended on someone for help.</p> <p>Possible answer: Sometimes, at home, I can not reach the top shelf so my mom picks me up!"</p>
2	16	Competence	<p>Question: The porcupine does not want the man to cut down the Great Kapok Tree. Why does he tell him not to?"</p> <p>Answer: The porcupine says the tree produces oxygen which humans and animals depend on to live!</p>
2	20	Relate	<p>Question: The sloth crawled down to the man very slowly and spoke in a lazy voice. Tell me about a time you moved at a slow speed!</p> <p>Possible answer: Sometimes when I am tired and do not want to get out of bed, I get ready for school very slowly.</p>
2	24	Abstract	<p>Question: It looks like the rainforest child is friends with all the animals! How do you think they met?</p> <p>Possible answer: I think the rainforest child was playing in the soil and met all the animals in the understory!</p>

CONVERSATION PROMPTS

Use the space provided to script an anticipated conversation with the student. Consider the following:

- What will you do if the student responds with only one word?
- What will you do if the student responds off topic?
- What will you do if the student doesn't respond at all?

CONVERSATION 1

Materials: N/A

Turn	Script	Conversational Strategy
Teacher	Prompt: I love to look back at old pictures of me as a baby and see how big I have grown! Tell me about a time you watched something grow !	Tell me statement
Student	One time I planted flowers at home and watched them grow , but after a while they died.	
Teacher	That happens to me too! Why do you think the flowers died after a while?	Acknowledgement/ Open ended question
Student	Well, I put them in the soil , and they had sunlight, but sometimes I would forget to give them water and they would get all dry!	
Teacher	You're right! Plants need soil , sunlight, and water to grow. If they don't get water, they will wither , become dry and die slowly .	Acknowledgement/ Recast
Student	Yes! I watched them grow for a little bit, but they slowly became dry.	

CONVERSATION 2

Materials: N/A

Turn	Script	Conversational Strategy
Teacher	Prompt: Why do you think someone might depend on someone else?	Open ended question
Student	What does depend mean?	
Teacher	To depend on someone or something means to need help. One time, when I was little, I needed help balancing on my bike! I rode very slowly and my dad held me up! I had to depend on my dad!	Contribution
Student	Well, there was one time I needed help reaching the top shelf in the kitchen at home . I had to ask my dad to pick me up.	
Teacher	That's great! I'm sure that was a big help! How will this change as you grow ?	Open ended question
Student	When I grow I won't need to depend on my dad to reach the top shelf!	

CONVERSATION 3

Materials: N/A

Turn	Script	Conversational Strategy
Teacher	Prompt: I have produced a vegetable garden before! Tell me about a time you made or created something that you could eat	Tell me statement
Student	I never have.	
Teacher	What do you imagine it would be like to produce your own food? What would your garden look like?	Open ended question
Student	Maybe there would be a lot of dirt on my clothes. When you pull the vegetables out of the ground you can see their roots ! And maybe there would be butterflies!	
Teacher	You're right! When you pull the vegetables out of the ground, the soil from the roots can get messy! Why would there be butterflies in a garden?	Acknowledgement Recast/Open ended question
Student	To pollinate !	

DRILL AND PRACTICE 1	
Purpose	To provide the student with multiple opportunities to see/hear the target words modeled and to sign/say the target words and definitions.
Objective	Student will express target words and definitions
Activity	Jenga
Materials	<ul style="list-style-type: none"> • Jenga board/game • 4 sets of target word cards
Procedures	<ol style="list-style-type: none"> 1. Explain the directions for Jenga. 2. Set up the Jenga blocks traditionally 3. Shuffle the target word cards and place them in a pile in the center of the table. 4. The teacher will play with the students and go first by means of modeling the words and definitions. 5. Each player will take turns picking up two cards. 6. If the cards do not match, they will state the two words and definitions aloud while taking one block from any level of the tower and placing it back on the top. For example: My first word is wither. Wither means to become dry. My second word was understory. Understory is the bottom layer of the rainforest. 7. If the cards do match, they are to state the word and definition aloud and are safe for that turn/do not have to pick a block. 8. The game will continue until the tower falls.

DRILL AND PRACTICE 2

Purpose	To provide the student with multiple opportunities to see/hear the target words modeled and to sign/say the target words and definitions.
Objective	Students will express target words and definitions.
Activity	Go Fish
Materials	<ul style="list-style-type: none"> • 2 sets of target word cards
Procedures	<ol style="list-style-type: none"> 1. Explain the directions for Go Fish 2. Each player will get four cards. The rest of the cards will be placed in the center as the "Go Fish pile". 3. The players will look for matches throughout the game using the cards in their hands. If there is a match, the player will say the target word for the match and give a brief definition for that word. The teacher will assist if needed. 4. The game will continue as the players continue to search for matches. Player 1 will ask "Do you have soil?" 5. Player 2 will respond by asking "What does that mean?" to which Player 1 will respond with the definition of the desired target word. "Soil is the dirt where plants and flowers grow." 6. If Player 2 has the card, they will give it to Player 1. If Player 2 does not have the card, they will say "Go Fish" and Player 1 will pick a card from the pile in the center. 7. Player 2 will then have a turn to ask Player 1 for a desired card. 8. Continue this process taking turns, asking for cards until all the word card matches are found.

CONCEPTUAL ACTIVITY WITH CONVERSATION 1	
Purpose	To engage the student in a conversation about the activity while using targeted vocabulary.
Objective	Students will use target words in spontaneous expressive language.
Activity	<i>Growing Our Vocabulary</i>
Materials	<ul style="list-style-type: none"> • Toilet paper rolls • Soil • Quick growing seeds (different kinds) • Watering can • “Sprouting Seeds Daily Growth Chart” (see below)
Procedures	<p>Day One:</p> <ul style="list-style-type: none"> • Lay out all of the supplies on a table. <ul style="list-style-type: none"> ○ Provide each student with a toilet paper roll with their name on it. ○ Allow the students to fill their roll with soil and 2-3 fast growing seeds. ○ Students will make predictions about what will happen to the seeds. Teacher will model how to make a prediction if needed. ○ Possible questions to initiate conversation: <ul style="list-style-type: none"> ■ What does the soil feel like? ■ What is soil used for? ■ What do you need to plant a garden at home? <p>Day Two:</p> <ul style="list-style-type: none"> • Check on plants. <ul style="list-style-type: none"> ○ Observe changes. ○ Possible questions to initiate conversation: <ul style="list-style-type: none"> ■ Do you see a difference from yesterday? Describe what you see. ■ What do you think we will observe tomorrow? <p>Ongoing:</p> <ul style="list-style-type: none"> • Water daily. • Update “Sprouting Seeds Daily Growth Chart” and discuss with classmates. <ul style="list-style-type: none"> ○ Students will draw a picture of what they see as the teacher initiates conversation including target words. <ul style="list-style-type: none"> ■ Question: Tell me about that drawing! What did you notice today? ■ Possible answer: The roots are slowly starting to grow in the soil.



Photo credit:

<https://earth911.com/home-garden/start-seedlings-off-right-with-recycled-toilet-paper-rolls/>

Seed Observation Journal



Name _____

Type of Seeds Planted _____

Date Seeds Planted _____

Draw and record your observations each day.

DAY 1	DAY ____	DAY ____
DAY ____	DAY ____	DAY ____

Photo credit:

<https://kidminds.org/germinate-seeds-in-one-day-with-printable/>

CONCEPTUAL ACTIVITY WITH CONVERSATION 2	
Purpose	To engage the student in a conversation about the activity while using targeted vocabulary.
Objective	Students will use target words in spontaneous expressive language.
Activity	Nature Walk
Materials	<ul style="list-style-type: none"> • Camera • Paper • Crayons/Markers/Colored Pencils • Glue/Tape • String (for binding the book)
Procedures	<ol style="list-style-type: none"> 1. Take the students on a quick nature walk outside. Allow them to touch, smell, explore and experience nature, sparking conversations such as: <ul style="list-style-type: none"> ○ “Look at this worm! It is moving so slowly!” ○ “You can see the tree’s roots from above the soil!” 2. Each student will choose one item to take a picture of (only one, so choose carefully!). 3. Upon returning to the classroom, lay the supplies on the table, and provide each student with a piece of paper. 4. As the students write about their objects and decorate their paper, the teacher will print their photos and instruct the students to glue/tape them onto their paper. 5. Once the students complete their papers, they will share with the class why they chose their item, and why it is important in nature. <ul style="list-style-type: none"> ○ “I chose this beautiful butterfly. It is important because it pollinates from flower to flower.” ○ “I chose this leaf because I thought it was pretty. This leaf is a part of a tree and trees produce oxygen.” 6. The teacher will encourage the students to use the target words relating to their word cards.



	Photo credit: https://letsfindout.scholastic.com/issues/2022-23/040423/lesson-plan.html
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