

A Tree Is a Plant

Synopsis Clyde Robert Bulla follows the life cycle of an apple tree by beginning with the apple seed, telling how the seed enters the ground and germinates through the winter, sprouts, and finally produces flowers that become apples. The book also discusses the four seasons and what each means in the life of a tree. The last two pages show two science experiments that students can perform to learn more about trees and how they grow.

Introduction: Explore Informational Text

Display the book *A Tree Is a Plant* and ask students what type of writing they think the book might contain. Explain that the writer gives factual information about the life of apple trees in a way that is like an entertaining and interesting science lesson.

Vocabulary

Tier One: center, covered, plant, seed, ripe, trunk

Tier Two: bare, blossom, branches, roots, soil, stem

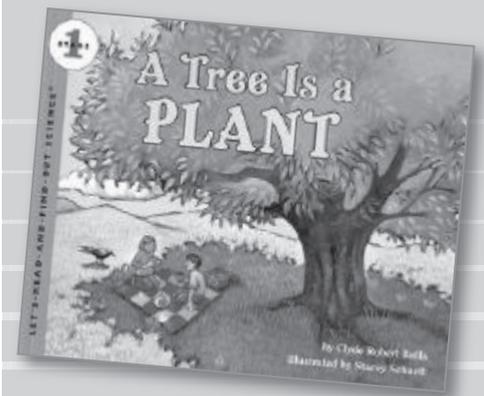
Word Work

RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

Introduce vocabulary in context as it appears within the book before or during reading. Have students turn to page 15 of *A Tree Is a Plant* and find the word *ripe*. Ask, *What season is the author talking about on this page?* (the fall) *What does he say happens during this season?* (The apples are ready to eat.) Have students look at the illustration on these two pages. *What do the apples look like on the tree?* (They are red.) *What do you think the word ripe means?* (ready to eat) Have students turn to pages 11 through 13 and find the word *blossoms*. Have students read the text and look at the illustrations. Ask, *What does the author say are on the tree in the spring?* (blossoms) *What do you see on the tree in the pictures?* (flowers) *What is another word for flowers?* (blossoms) Remind students that when they find words that are unfamiliar to them, they should read the text and look at all the illustrations on the page. Then they should begin to ask themselves questions about what the writer says and what is illustrated to help them determine the meanings of new words.

Write the following words where all can see: *center, covered, plant, seed, trunk, blossom, branches, roots, soil, stem*. Point to each word as you have students say the word aloud with you. Work with students to find the words that deal with trees or other plants. (plant, seed, trunk, blossom, branches, roots, soil, stem)



Author: Clyde Robert Bulla

Genre: Informational Text

Text Structure: Description

Guided Reading Level: I

CCSS: L.1.5a, RF.1.1a, RF.1.2b, RI.1.3, RI.1.4, W.1.8

English Language Support

Offer realia, gestures, or photos to support the introduction of the new vocabulary. Cut open an apple and show the seeds to students. Remove some of the seeds and plant them in a cup with potting soil. Water the seeds carefully. Leave them in a sunny window in the classroom and see how long it takes them to sprout. Share an Internet site that shows tree roots and the network the roots create.

Understanding the Text

Literal: What are the main parts of all trees? (trunk, roots, branches)

Interpretive: How does an apple tree change from winter to spring? (It is bare during the winter, and it grows new leaves and blossoms when spring comes.)

Applied: Think about all the parts of the apple tree—the leaves, the blossoms, the trunk, the apples and the roots. Which part is most important to the life of the tree, and why? (The roots because they keep the tree alive by supplying it with food and water.)

Phonics and Word Recognition

RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

Write the following words where all can see: *plant, trunk, ground, stem, spring*. Have students say the words aloud with you. Point to the consonant blend at the beginning of each word as you say the sound each represents. (*pl, tr, gr, st, spr*) Say, *When these two or three consonants are together in a word, each consonant is still heard but all are blended together*. Ask volunteers to name other words that begin with these sounds and create a list.

Text Features

RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Have students open their books to any page. Ask them to refer to the page and answer these questions: *How do you know when a sentence begins?* (The first letter of the first word is capitalized.) *How do you know when a sentence ends?* (End punctuation closes the sentence.) *How can you tell a question from a statement, or a sentence that tells?* (A statement ends with a period. A question ends with a question mark.) Remind students that ending punctuation is a clue as to how the sentence should be read. If a sentence ends with a question mark, as they read aloud, their voices should go up slightly to indicate a question. If a sentence ends with a period, their voices should go down.

Reading Informational Text

RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Ask the following questions to connect information in the book.

How many seasons does the author write about in A Tree Is a Plant? (four) What are they? (spring, summer, fall, winter)

What is the difference in the life of an apple tree in the spring and the summer? (In the spring, the apple tree is covered in blossoms and a few leaves. In the summer, the blossoms all fall off, and the tree is covered with green leaves and tiny apples.)

What is the difference in the life of the same tree between the summer and the fall? (The little apples that were on the tree in the summer have grown to be big apples, and they are ready to pick and eat.)

What is the difference in the life of the same tree between fall and winter? (The ripe apples that were on the tree in the fall have all been picked or have fallen off the tree, and the leaves have died and fallen off so that the trees branches are bare.)

Writing

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Give students the following instructions: *Think back on all the years you have lived. Use your memories to answer this question: What is the best thing that ever happened to you in the summer?* Ask students to write a short paragraph describing the event they consider the best summertime memory in their lives.

I said to get the tree bark as it is the most common in Kentucky, which is where our store is located. Then the subject changed from which trimmer to buy to whether or not bamboo is a wood or could make wood, and that a tree wasn't a plant. I just wanted to prove them wrong. Looks like according to you guys, I was right and they where wrong.