For use with Shel Silverstein’s the Giving Tree.
Thank you for your purchase!

This set of lesson plans, resources and activities is for use with “The Giving Tree” by Shel Silverstein. It can be used for whole group, small group, and independent instruction – which makes these resources a smart choice for literacy centers or Reader’s Workshop.

If you have any questions about the resources included in this set please email me at Amy@BookPagez.com. It will be my pleasure to reply and help you in any way I can.

And, if you like these resources and want more, you can hop on over to my website (BookPagez.com) to sign up for my Free Sample Club.

Enjoy!
Amy Mackenzie
Creator of BookPagez.com

This set of resources for use with “The Giving Tree” includes the following:
- Identifying the Author’s Purpose Lesson Plan
- Making Inferences Lesson Plan
- Retelling / Summarizing Lesson Plan
- Comprehension Strategy Guided Practice Pages
- Reader’s Notebook Prompts (with a Common Core Aligned option)
- Extension Activities
- Interactive Vocabulary Resources
- Running Record Assessment
- Answer Keys
- Word Work Lesson Plan and Activities for Consonant Blends
- Common Core State Standard Alignment

This package includes images from the following:
Prettygrafik Design
Erin Waters
Some Notes About These Resources

The Giving Tree Lesson Plans, Resources, and Activities

General Notes

• These lesson plans, resources, and activities are for use with Shel Silverstein’s “The Giving Tree.” You will need to get a copy of the book from your school or classroom library, as a copy of the book is not included with this package.
• You can use these resources for whole group, small group and independent instruction.
• The Giving Tree is a Guided Reading Level J, which falls within the 2nd grade range. As a result, these resources have been aligned to the Common Core State Standards for 2nd grade

Notes for the Comprehension Strategy Resources

• The questions in Step 3 (Time to Read) are paired with specific page numbers. Because page numbers are not consistent across all editions and publications, we have numbered the pages using the following system:

Possibility #1:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>text</td>
<td></td>
</tr>
<tr>
<td>Page 1</td>
<td>Page 2</td>
</tr>
</tbody>
</table>

Possibility #2:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>text</td>
</tr>
<tr>
<td>Page 1</td>
<td>Page 2</td>
</tr>
</tbody>
</table>

Tip:

Use sticky notes to mark the pages prior to teaching the comprehension strategy lesson.
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 shared something with someone you love. What did you share? Who did you share with?
• What does the word “selfish” mean?

Important Words to Know and Understand

Stump – The part of a tree that stays in the ground after the main part of the tree has been cut down

Why Readers Identify the Author’s Purpose While Reading

Readers identify the author’s purpose to understand why an author wrote the book. Authors write books because they want to persuade, inform, or entertain their reader.

When you read fiction (stories that are not real), the author usually includes a message or lesson that they want their readers to think about. When the author does this, they are trying to persuade you.

On the other hand, when you read nonfiction (books about real people, places, things, or events), the author answers questions about a specific topic. When the author does this, they are trying to inform you.

An author may try to entertain you by being funny, mysterious, or serious. Authors of both fiction and nonfiction can write to entertain you.
Identifying the Author’s Purpose

3

Identify the Author’s Purpose While Reading

✓ Think about what the author is trying to tell you or make you think about
✓ Did the author write this book to persuade, inform or entertain you?

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 24 – 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 51 – 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?

4

Notice the Work You Did While Reading

✓ Think
✓ Talk
✓ Reflect
✓ Write

Time to Reflect

Think – Shel Silverstein is the author of *The Giving Tree*. What was his purpose for writing this book? Did he write the book to persuade, inform, or entertain you? How do you know?

Talk – Tell your reading partner what this book made you think about. What message did the author share with you? Remember to ask your partner to share their thoughts about the book too.

Reflect – Think about what you learned while reading *The Giving Tree*. Think about the things you and your reading partner discussed. How does identifying the author’s purpose 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!)
Your Turn to Practice Identifying the Author’s Purpose with The Giving Tree

Page 24:
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 51:
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

Name:_____________________________________________________

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Page 6:
What do you think the author wants you to know about the boy and the tree?

I think the author is telling me that the boy and the tree are very good friends and that they love each other very much.

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?

The author told us about the boy taking the tree’s apples because he wants us to know that the tree will do anything to help the boy.

Page 46:
What message is the author trying to tell you about the boy and the tree? Does the tree still love the boy?

I think the author wants us to know that the tree loves the boy more. The boy is sort of selfish, but no matter what, the tree still loves the boy.

Page 51:
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?

They are happy at the end of the book. The boy has realized that the tree will always be there for him.

Why do you think Vera B. Williams wrote this book?
To Persuade  To Inform  To Entertain
The Giving Tree: Identifying the Author's Purpose

How do the boy’s feelings for the tree change throughout his life? How do the tree’s feelings for the boy change?

What does Shel Silverstein want us to know about friendship?

☐ I can tell about the points of view of different characters.

CCSS: RL.2.6
The Giving Tree: Identifying the Author’s Purpose

How do the boy’s feelings for the tree change throughout his life? How do the tree’s feelings for the boy change?

What does Shel Silverstein want us to know about friendship?
# 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.
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

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.
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 the characters, setting, and events?

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 28 –

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 34 –

Make an inference about the way the tree feels after the boy takes her branches.

Page 38 –

Make an inference about the boy's feelings after he cuts the tree down to make a boat.

- What can you infer about the tree?

Page 46 –

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?

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 boat. 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?

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 in The Giving Tree. What was easy about 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!)
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 boat. 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 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?

I can infer that the tree feels sad and lonely because the boy doesn’t come to visit anymore.

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?

I think the boy feels happy. He is going to sell the tree’s apples for money, which is what he wanted.

Page 38:
Make an inference about the way the tree feels after the boy takes her branches.

The tree is feels ok because the tree feels like it is helping the boy.

Page 46:
Make an inference about the boy’s feelings after he cuts the tree down to make a boat. What can you infer about the tree?

The boy feels happy because the tree gave him what he needed to make a boat. The tree is sad, the boy took everything it had.

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?

I think the tree is happy when the boy comes back because it is no longer alone. I can infer that the boy is thinking about all of the ways the tree helped him.
The Giving Tree: Making Inferences

Make an inference about the boy in *The Giving Tree*. What type of person was the boy? How do you know.

☐ I can use what I learn from pictures and words to show that I understand the characters, setting and events of a story.  

CCSS: RL.2.7
The Giving Tree: Making Inferences

Make an inference about the boy in *The Giving Tree*. What type of person was the boy? How do you know.
### Making Inferences

**Title:** _______________________________________

<table>
<thead>
<tr>
<th>What the Text Says</th>
<th>What I Know</th>
<th>What I Can Infer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look for clues in the text or pictures</td>
<td>What do you know about the clue?</td>
<td>Emotions, Thoughts, Cause, Setting</td>
</tr>
</tbody>
</table>

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

By: Shel Silverstein

Grade Level: 2 / Guided Reading Level: J

Retelling / Summarizing

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 didn’t want to share with someone but did anyway because you loved them. What did you share? Who did you share with?

Important Words to Know and Understand

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.

Why Readers Retell / Summarize While Reading

Readers retell or summarize to remember the important events, characters, and information in books.

When you read fiction (stories that are not real), it is helpful to think about the sequence of events and the most important characters and settings in the story. When you retell or summarize, it is important to describe what happened first, next, then, and last. It is also important to tell who did what and where each event took place.

On the other hand, when you read nonfiction (books about real people, places, things, or events), your job is to think like a teacher. Retell or summarize the information using important details, facts, and vocabulary from the text.

Whether you are retelling or summarizing fiction or non fiction, the most important thing to do is use your own words.
Retelling / Summarizing

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 24 – Name the characters that you’ve read about so far. What is special about the relationship between the characters?

Page 30 – What has happened to change the relationship between the boy and tree?

Page 40 – What happened as the boy got older? How did the tree help the boy solve his problems?

Page 46 – Think about all of the things the tree has given to the boy. How does the tree feel after the boy cut down her trunk?

Page 48 – Name all of the ways the tree gave to the boy. Does the boy appreciate the tree?

Page 52 – What do you think the theme (teamwork, family, love, sharing) of this story is? Why do you think so?

Time to Reflect

Think – What type of information did you use when you retold / summarized The Giving Tree? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?

Talk – Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why the part you chose was your favorite. Remember to ask your partner to share their thoughts about the book too.

Reflect – Think about the characters, events, and the settings in The Giving Tree. How does paying attention to the story elements help you to 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!)
Page 24:
Name the characters that you've read about so far. What is special about the relationship between the characters?
_______________________________________________________
_______________________________________________________

Page 30:
What has happened to change the relationship between the boy and tree?
_______________________________________________________
_______________________________________________________

Page 40:
What happened as the boy got older? How did the tree help the boy solve his problems?
_______________________________________________________
_______________________________________________________

Page 46:
Think about all of the things the tree has given to the boy. How does the tree feel after the boy cut down her trunk?
_______________________________________________________
_______________________________________________________

Page 48:
Name all of the ways the tree gave to the boy. Does the boy appreciate the tree?
_______________________________________________________
_______________________________________________________

Page 26:
What is the theme of this story? Why do you think so?
_______________________________________________________
Page 24:
Name the characters that you’ve read about so far. What is special about the relationship between the characters?

So far I have read about a boy and a tree. They have a special relationship because they love each other.

Page 30:
What has happened to change the relationship between the boy and tree?

The boy has gotten older. Now he doesn’t spend a lot of time with the tree.

Page 40:
What happened as the boy got older? How did the tree help the boy solve his problems?

As the boy got older he wanted money to feel happy. So the tree gave him her apples to sell for money.

Page 46:
Think about all of the things the tree has given to the boy. How does the tree feel after the boy cut down her trunk?

The tree feels happy at first because she helped the boy, but then the tree feels sad because she is not longer a tree, just a stump.

Page 48:
Name all of the ways the tree gave to the boy. Does the boy appreciate the tree?

The tree gave the boy her apples, her branches and her trunk.

Answers will vary.

Page 26:
What is the theme of this story? Why do you think so?

Answers will vary.
<table>
<thead>
<tr>
<th>The Giving Tree: Retelling / Summarizing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain how the tree helped the boy at the beginning, the middle, and the end of the story.</td>
</tr>
<tr>
<td>I can find and understand the beginning, middle, and end of a story.</td>
</tr>
<tr>
<td>CCSS: RL.2.5</td>
</tr>
</tbody>
</table>

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<table>
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</tr>
<tr>
<td>CCSS: RL.2.5</td>
</tr>
</tbody>
</table>
Explain how the tree helped the boy at the beginning, the middle, and the end of the story.
Retelling / Summarizing

Title: _______________________________________

What is this book about?

Is it fiction or non fiction?

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

<table>
<thead>
<tr>
<th>First</th>
<th>Next</th>
<th>Then</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>After that</th>
<th>Then</th>
<th>Last</th>
</tr>
</thead>
</table>

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.
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:**

________________________
Dear Giving Tree,

Thank you for your shade. ________________________________

Thank you for the apples. _________________________________

Thank you for your branches. ______________________________

Thank you for your trunk. _________________________________

Thank you for your stump. _________________________________

Your friend,
Important Words to Know and Understand in “The Giving Tree”

**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.

**Stump**
The part of a tree that stays in the ground after the main part of the tree has been cut down.

**Trunk**
The main stem of the tree that holds the tree in the ground and supports the tree’s branches.
### Vocabulary Connections

<table>
<thead>
<tr>
<th>Shade</th>
<th>Stump</th>
<th>Trunk</th>
</tr>
</thead>
</table>

| ![Shade Image] | ![Stump Image] | ![Trunk Image] |

**Step by Step Directions:**
1. Cut on the Dotted Line
2. Fold on the Solid Line
3. Glue, Tape or Staple the Top of Each Card to Close
Vocabulary Connections

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.

Stump: The part of a tree that stays in the ground after the main part of the tree has been cut down.

Trunk: The main stem of the tree that holds the tree in the ground and supports the tree’s branches.

Step by Step Directions:
1. Cut on the Dotted Line
2. Fold on the Solid Line
3. Glue, Tape or Staple the Top of Each Card to Close
## Vocabulary Connections

### Shade
- **Type:** noun, verb, adverb, adjective
- **Definition:**

### Stump
- **Type:** noun, verb, adverb, adjective
- **Definition:**

### Trunk
- **Type:** noun, verb, adverb, adjective
- **Definition:**

---

### Shade looks like this:

### Stump looks like this:

### Trunk looks like this:

### Shade reminds me of:

### Stump reminds me of:

### Trunk reminds me of:

---

**Step by Step Directions:**

1. Cut on the Dotted Line
2. Fold on the Solid Line
3. Complete the Vocabulary Card
4. Glue the Back of the Bottom Flap into Your Notebook
5. Write the Vocabulary Word on the Front of the Top Flap

---

I saw this word in

I saw this word in

I saw this word in
Match each of the vocabulary words in the Word Bank to the correct definition.

**Word Bank**

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>SHADE</td>
<td>An area out of the sun</td>
</tr>
<tr>
<td>STUMP</td>
<td>The main part of the tree</td>
</tr>
<tr>
<td>TRUNK</td>
<td>The part of a tree left behind after being cut down</td>
</tr>
</tbody>
</table>

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

**Word Bank**

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

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 **shade**. The boy loved to climb the tree’s **trunk** and swing from her branches. Overtime the boy took the tree’s apples, branches, and her **trunk**. Then there was nothing left but the tree’s **stump**, which the boy sat upon when he became an old man.
The Giving Tree
By Shel Silverstein

A new word that I learned in this book is:
________________________________________

It means...
_______________________________________

It's like...
_______________________________________

Vocabulary Connections

Grade Level: 2 / Guided Reading Level: J

Step by Step Directions
2. Fold on the Solid Line.
3. Complete the Vocabulary Card.
4. Add Your Vocabulary Card to Your Notebook or Use It As A Bookmark.
Instructional Focus:
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:

<table>
<thead>
<tr>
<th>R Blends</th>
<th>S Blends</th>
<th>L Blends</th>
</tr>
</thead>
<tbody>
<tr>
<td>br</td>
<td>sc</td>
<td>bl</td>
</tr>
<tr>
<td>cr</td>
<td>sk</td>
<td>cl</td>
</tr>
<tr>
<td>dr</td>
<td>sm</td>
<td>fl</td>
</tr>
<tr>
<td>fr</td>
<td>sp</td>
<td>kl</td>
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<tr>
<td>gr</td>
<td>sn</td>
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<tr>
<td>pr</td>
<td>st</td>
<td>pl</td>
</tr>
<tr>
<td>tr</td>
<td>sw</td>
<td>sl</td>
</tr>
</tbody>
</table>

Materials and Preparation:
- Chart Paper
- Colored Markers
- Consonant Blends Printable (see Sample Anchor Chart in Step 1)
- Sorting Cards (1set per student)
- Match Up Score Sheet
- Match Up Directions
- Missing Blends Worksheet
- Optional - Word Detective (1 per student)
- Optional - 3 Colors of Index Cards (see Extend Engagement in Step 2)
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.

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
- from
- grew
- stump
- crowns
- trunk
- branches
- stayed
- play
- swing
- sleep
- speak

Extend Engagement

Use R, S, and L beginning blends to prepare the reading engagement cards.

- Divide the number of students in your class in thirds.
- Write a beginning blend on each card, using one color card for each blend.
- Distribute the cards to your students.
- Ask them to listen for their blend while you read. When they hear their phrase, they should hold up their cards.
- After reading, ask each child to say a word that begins with their blend.

The Giving Tree

By: Shel Silverstein

Grade Level: 2 / Guided Reading Level: J
Word Work Lesson Plan

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

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.

<table>
<thead>
<tr>
<th>Initial Consonant Blend Sorting Cards</th>
<th>Interactive Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Branches</td>
<td>Sleep</td>
</tr>
<tr>
<td>Grew</td>
<td>Stayed</td>
</tr>
<tr>
<td>Speak</td>
<td>Stump</td>
</tr>
</tbody>
</table>

Step 4:
Independent Word Work Practice

Practice Page

- Give each student a copy of Missing Blends Word Work Practice Page
- 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 own reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes with 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.
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
Directions:
Cut out the sorting cards below. Use the cards to play Match Up or use them to sort by initial consonant blend.

- branches
- sleep
- grew
- stayed
- speak
- stump
Materials:
Sorting Cards

Players:
2 or more

Directions:
1. Write your name or initials on each of your sorting cards.
2. Combine all of the players sorting cards to make one deck of cards.
3. Place each card face down in front of all players.
4. The first player turns over two cards so that the cards are face up. If the cards match, the player keeps the cards, writes the word on the score sheet, and takes another turn. If the cards do not match, the player turns the cards back over so that they are face down.
5. The second player turns over two cards so that the cards are face up. If the cards match, the player keeps the cards, writes the word on the score sheet, and takes another turn. If the cards do not match, the player turns the cards back over so that they are face down.
6. Continue taking turns. Whoever has the most matches at the end of the game wins.

Tip
Place your sorting cards in even rows. Even rows make it easier to remember where the cards are.
Match Up
Score Sheet

Directions:
Keep score by recording the matches for each player. Write each of the words that you match in your column.

<table>
<thead>
<tr>
<th>Player 1</th>
<th>Player 2</th>
</tr>
</thead>
</table>

…and the winner is….
Missing Blends
Word Work Practice Page

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

Blend Bank

<table>
<thead>
<tr>
<th>br</th>
<th>sl</th>
<th>bl</th>
<th>fr</th>
<th>sp</th>
<th>cl</th>
</tr>
</thead>
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<td>fr</td>
<td>st</td>
<td>tr</td>
<td>sw</td>
<td>tr</td>
<td>sw</td>
</tr>
</tbody>
</table>

1. _________ ee
2. _________ ayed
3. _________ anches
4. _________ unk
5. _________ imb
6. _________ ump
7. _________ ay
8. _________ ew
9. _________ eep
10. _________ eak
11. _________ om
12. _________ ing
Directions:
Fill in the missing blend to complete each word. The first one has been done for you.

Blend Bank

<table>
<thead>
<tr>
<th>br</th>
<th>sl</th>
<th>pl</th>
<th>fr</th>
<th>sp</th>
<th>cl</th>
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<td>st</td>
<td>tr</td>
<td>sw</td>
<td>tr</td>
<td>sw</td>
</tr>
</tbody>
</table>

1. tr____ ee
2. sw____ ayed
3. br____ anches
4. tr____ unk
5. cl____ imb
6. st____ ump
7. pl____ ay
8. gr____ ew
9. sl____ eep
10. sp____ eak
11. fr____ om
12. sw____ ing
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.

<table>
<thead>
<tr>
<th>Word</th>
<th>Book Title</th>
<th>Page</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
Once there was a tree…
and she loved a little boy.

And every day the boy would come
and he would gather her leaves
and make them into crowns and play king of the forest.

He would climb her trunk
and swing from her branches
and eat apples.

and they would play hide-and-go-seek.
And when he was tired, she would sleep in her shade.

And the boy loved the tree…
very much.
And the tree was happy.
But time when by.
And the boy grew older.
And the tree was often alone.
Then one date the *…

Analysis and Comments:
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.2.6 – 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 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.2.8 – 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 question about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Language
L.2.6 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (eg, When other kids are happy that makes me happy).
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.2.6** – 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.2.8** – 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 question about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Language

**L.2.6** – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (eg, *When other kids are happy that makes me happy*).
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.

Retelling / 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.2.8 – 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 question about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Language
L.2.6 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (eg, When other kids are happy that makes me happy).