Zee Grows a Tree
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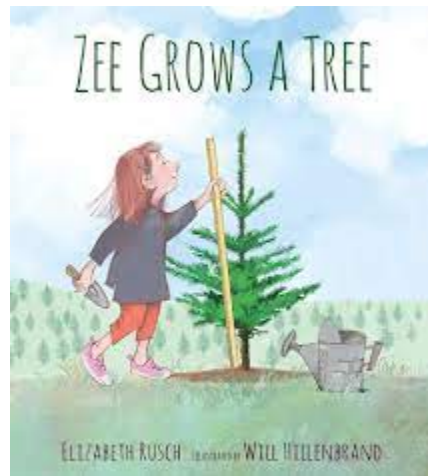
On the morning little Zee Cooper is born, a Douglas-fir seedling emerges from the nursery bed at her family's Christmas tree farm. As Zee and the tree grow up together, they experience many of the same milestones. When Zee starts preschool, her tree is ready to start life outside the nursery. As Zee outgrows all her clothes, her tree grows taller, too. When Zee gets a whole new look for kindergarten, her tree gets a spiffy transformation as well. And as the years go on, Zee takes loving care of her tree, watering it through heat waves and protecting it from winter winds. Combining interesting details about how trees are grown and cared for on a farm with the sweet story of a friendship between a girl and her special tree.

Scan here for Google Slides

Grade levels
- K-2

Time length of lesson
-

Objective of the lesson
- I can answer questions about a story using text evidence.
- I can retell a story.
- I can explain what Christmas trees need to grow.
- I can compare and contrast species of plants grown in different areas.
- I can use a map to find information.

Standards addressed
- **ELA**
  - **ELA.K.F.2.1** Locate a book's front cover, back cover, title page, and where to begin reading.
  - **ELA.K.F.2.2** Demonstrate one-to-one correspondence by pointing to words, noting that there are spaces between words.
  - **ELA.K.F.2.3** Follow words from left to right, top to bottom by returning to the beginning of the next line, and page by page.
  - **ELA.K.F.2.4** Identify the beginning and end of a sentence by locating the capital letter and end punctuation.
  - **ELA.K.F.2.5** Identify letters and words within sentences.
  - **ELA.K.AOR.1.1** Identify and describe the main character(s), setting, and events that move the plot forward.
  - **ELA.K.AOR.2.1** Retell familiar stories using main story elements in a literary text.
  - **ELA.K.AOR.3.1** Identify and explain the roles of the author and the illustrator of a story.
  - **ELA.K.AOR.6.1** Retell a text orally to enhance comprehension: a. include main character(s), setting, and important events for a story; and b. include topic and supporting details for an informational text
  - **ELA.K.AOR.10.1** Describe the relationship between visuals (e.g., illustrations, photographs) and the text.
  - **ELA.K.R.1.1** Ask and answer questions (who, what, when, where, why, and how) about print and non-print sources to obtain and refine knowledge.
  - **ELA.K.C.7.1** Present information orally in a logical order of events using conjunctions and temporal words (e.g., before, after)
  - **ELA.1.F.2.1** Locate a book's title, table of contents, glossary, and the names of author(s) and illustrator(s)
  - **ELA.1.AOR.1.1** Identify and describe the main story elements, such as character(s), setting, and events that move the plot forward.
  - **ELA.1.AOR.2.1** Retell a story using main story elements and identify a lesson in a literary text.
  - **ELA.1.AOR.2.2** Identify a central idea and supporting details in an informational text.
  - **ELA.1.AOR.4.1** Distinguish between information provided by illustrations or pictures and information provided by the words in a text.
  - **ELA.1.AOR.5.1** Identify and explain the differences between texts that tell stories and texts that provide information.
  - **ELA.1.AOR.6.1** Retell a text orally and in writing to enhance comprehension: a. include main story elements at the beginning, middle, and end for a literary text; and b. include a central idea and supporting details for an informational text.

- ○ **ELA.1.AOR.10.1** Use visuals (e.g., illustrations, photographs) to describe the key or supporting details in a text.
  - ○ **ELA.1.C.5.1** Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.
  - ○ **ELA.1.C.7.1** Present information orally in a logical order of events using complete sentences, appropriate volume, clear pronunciation, conjunctions, and temporal words (e.g., before, after).
  - ○ **ELA.2.AOR.1.1** Describe the main story elements and sequence the important events.
  - ○ **ELA.2.AOR.2.2** Identify and explain a central idea and supporting details in an informational text.
  - ○ **ELA.2.AOR.3.1** Identify different characters' perspectives in a literary text.
  - ○ **ELA.2.AOR.4.1** Identify and explain an author's purpose in a text, including what the author wants to answer, explain, or describe.
  - ○ **ELA.2.AOR.6.1** Retell a text to enhance comprehension: a. include main story elements in a logical sequence for a literary text; and b. include a central idea and supporting details for an informational text.
  - ○ **ELA.2.AOR.10.1** Identify and explain how information gained from visuals (e.g., illustrations, photographs, maps) contributes to an understanding of a print or non-print text.
  - ○ **ELA.2.R.1.**1 Ask and answer questions about print and non-print sources to narrow or broaden thinking.
  - ○ **ELA.2.C.5.1** Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.
  - ○ **ELA.2.C.6.1** Print all uppercase and lowercase letters and use appropriate spacing for letters, words, and sentences
  - ○ **ELA.2.C.7.1** Present information orally to tell a story or recount an experience with appropriate facts and details. When speaking: a. demonstrate appropriate speaking techniques (e.g., appropriate eye contact, nonverbal cues, appropriate volume, and clear pronunciation) for a variety of purposes; and b. identify and use appropriate digital tools to enhance verbal communication with support from adults
- ● **Science**
  - ○ **K-LS1-1.** Use observations to describe patterns of what plants and animals (including humans) need to survive.
  - ○ **K-ESS3-1.** Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
  - ○ **1-LS3-1.** Make observations to support an evidence-based claim that most young are like, but not exactly like, their parents.
  - ○ **2-LS4-1.** Make observations of plants and animals to compare patterns of diversity within different habitats
- ● **Social Studies**
  - ○ **K.H.2** Examine ways in which individuals change or stay the same over time.
  - ○ **K.H.3** Identify different forms of evidence used in historical inquiry, such as digital sources, maps, photographs/images, or texts.
  - ○ **K.G.1** Identify a map, various map features, and explain the purpose of maps.
  - ○ **K.CG.1** Identify similarities and differences between people and discuss ways to protect and respect all people by practicing civic dispositions.
  - ○ **1.G.1** Identify various types of maps, map features, and the purpose of maps.

- ○ **1.G.2** Identify and describe the geographic location of South Carolina in relation to the rest of the United States through the use of various maps and geographic tools.

National Agricultural Literacy Outcomes:
- ● **T1.K-2**
  - ○ a. Describe how farmers/ranchers use land to grow crops and support livestock
  - ○ b. Describe the importance of soil and water in raising crops and livestock
  - ○ c. Identify natural resources
  - ○ d. Provide examples of how weather patterns affect plant and animal growth for food
- ● **T2.K-2**
  - ○ a. Explain how farmers/ranchers work with the lifecycle of plants and animals (planting/breeding) to harvest a crop
  - ○ e. Identify the importance of natural resources (e.g., sun, soil, water, minerals) in farming
  - ○ f. Identify the types of plants and animals found on farms and compare with plants and animals found in wild landscapes
- ● **T5.K-2**
  - ○ a. Discuss what a farmer does.
  - ○ b. Explain why farming is important to communities
  - ○ c. Identify places and methods of exchange for agricultural products in the local area
  - ○ d. Identify plants and animals grown or raised locally that are used for food, clothing, shelter, and landscapes
  - ○ e. Identify the people and careers involved from production to consumption of agricultural products

Materials list:
- ● Computer
- ● Projecting screen
- ● Pencil
- ● Paper
- ● Zee Grows a Tree Book
- ● Reading Response PDF

Vocabulary:
- ● Author: a writer of a book, article, or report.
- ● Illustrator: a person who draws or creates pictures for magazines, books, advertising, etc.
- ● Illustrations:a picture illustrating a book, newspaper, etc.
- ● Front cover:The front face of the cover, where the book begins
- ● Back cover: The cover on the opposite side of the front cover of a book
- ● Title page:a page at the beginning of a book giving its title, the names of the author and publisher, and other publication information.
- ● Fiction: literature in the form of prose that describes imaginary events and people.
- ● Non-fiction: prose writing that is based on facts, real events, and real people, such as biography or history.
- ● Main character:the characters with the most amount of influence on the plot or the characters that the plot has the most influence on
- ● Setting: the place or type of surroundings where something is positioned or where an event takes place.
- ● Events: a thing that happens, especially one of importance.
- ● Main Idea:the most important or central thought of a paragraph or larger section of text,

- Details: item of information (including descriptive, illustrative, and statistical information) that supports an idea or contributes to an overall impression in an essay, report, or other kind of text.

Instructor procedure:

ELA
1. The teacher will reference these slides throughout the lesson
   - 🅿 SC Ag in the Classroom.pptx.ppt
2. Review vocabulary on slides 2-3
3. The teacher will walk students through the book, Zee Grows a Tree.
4. The teacher will ask students to **predict** if the book is fiction or nonfiction. Students must **explain** their thinking.
5. The teacher will tell students who the author and illustrator of the story are.
6. The students will **explain** what the job of the author and illustrator are.
   - The teacher will explain that in the video the author is reading the story.
7. The teacher will then show students the front cover, back cover, and title page of the book.
8. The teacher will then show the video on slide 4 or read the book.
   - During reading the teacher will model
     i. Pointing to words, noting that there are spaces between words, following words from left to right, top to bottom by returning to the beginning of the next line, and page by page, identifying the beginning and end of a sentence by locating the capital letter and end punctuation, identifying letters and words within sentences.
   - The teacher will also ask the following questions:
     i. Who, What, When, Where, Why
     ii. What similarities do you see between Zee and the tree?
     iii. Are some of the events they face similar?
     iv. Support ideas with details and examples.
9. After the story is read, the teacher will ask students if their prediction was correct or incorrect.
   - Students must provide text evidence to support their thinking.
10. The teacher will ask students to think pair share on the following questions
    - Determine the author's purpose and describe how it affects the interpretation of a reading selection.
    - Make connections to why the author showed Zee and the tree growing together.
11. The teacher will display the reading response page on slide 5.
12. The class will work collaboratively (whole group) to fill in the Reading Response PDF.
13. The teacher will pair students to retell the story using the Reading Reponse PDF as a guideline.
14. The teacher will bring students back as a group and ask students why they think the author wrote the story.
    - Students will respond with text evidence.
15. The teacher will display a Venn diagram on the board.
    - See will be written on one side and Christmas tree will be written on the other.
16. The teacher will prompt **comparing** and **contrasting** between the two.
    - Leading questions:
      i. What did Zee need to survive? Did the Tree need anything to survive? What is the same and different between them?

ii. Did Zee look exactly like her family when she was a baby? What about the tree? Have you seen this in your life?
iii. How did Zee and the tree change? How did they stay the same?
17. Students will make a foldable to show the beginning, middle and end of the story.
18. Early finishers will use the Ag in the Bitmoji Classroom and the choice board on the last slide of the google slides P SC Ag in the Classroom.pptx.ppt

Science
1. The teacher will reference these slides throughout the lesson
   P SC Ag in the Classroom.pptx.ppt
2. The class will watch the video ▶ ExplOregon Agriculture - Christmas Tree Harvest
3. The student will complete the Plant Needs PDF independently.
4. The teacher will ask what does a Christmas tree need?
   a. ▶ Ask A Professional: How to Care for Your Christmas Tree
5. The teacher will ask the students the following questions:
   a. Who uses a real Christmas tree?
   b. Where do the trees grow?
   c. What do they need?
6. The teacher will split students into groups of four. Each group will be assigned a page to read on the following AG MAG.
7. After the students read the Ag Mag, they will determine the key details in their section and report it to the group.
   a. What would be different between the wild species of trees and the farm grown trees?
   b. What is the impact on their growth?
8. The teacher will reference the Map of the Week: Where does your Christmas Tree come from? | UBIQUE
9. The teacher will prompt students to ask and answer questions about the map
   a. What do the colors mean?Where are the most Christmas trees grown? How do you know? What do you think has caused this?
10. Is there a Christmas tree farm near you? Look here! https://www.scchristmastrees.org/
11. Early finishers will use the Ag in the Bitmoji Classroom and the choice board on the last slide of the google slides P SC Ag in the Classroom.pptx.ppt . Students can also scan the QR codes in the Ag Mag

Additional resources which enhance the lesson:
- **Zee Grows a Tree (reading by Will Hillenbrand) on Vimeo**
- **https://www.nefbmap.org/map.php?P=23&PV=0**
- **AG MAG**
- **Teachers Corner | National Christmas Tree Association**
- ▶ **ExplOregon Agriculture - Christmas Tree Harvest**
- **Great Moments in Christmas Tree History - Rural Messenger**
- **South Carolina Christmas Tree Association**
- **State Agricultural Facts**

Assessment:
- **Assessments**
  - The teacher will informally assess the students comprehension of the story while reading the book. The teacher will question while reading.
  - Beginning, middle, end of the story foldable.
  - Plant Needs PDF
- **Questioning**

- **DOK 1:**
  - Who, What, When, Where, Why
- **DOK 2:**
  - Show relationships between Zee and the tree
  - Identify patterns in events or behavior.
- **DOK 3:**
  - Support ideas with details and examples.
  - Determine the author's purpose and describe how it affects the interpretation of a reading selection.
- **DOK 4:**
  - Make connections to why the author showed Zee and the tree growing together.
- **Early finishers:**
  - Early finishers will use the [Ag in the Bitmoji Classroom](#) and the choice board on the last slide of the google slides ▣ SC Ag in the Classroom.pptx.ppt

Attatchments:

What do plants need to grow?

Cut and paste your answers in the box provided.

pizza	soil	sun
water	toy	air

READING RESPONSE

Direction: After reading the story, fill in the guide to tell about the story.

_____
TITLE

_____
AUTHOR

1 | **SETTING(S) AND CHARACTERS**

2 | **BEGINNING**

3 | **MIDDLE**

4 | **END**

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