

Deciduous and Evergreen Trees

Science

Level 10

Strand: Life Science

Theme: Plants

Purpose for Reading: To build understandings of deciduous and evergreen trees.

Comprehension Strategies: Making connections to the world, asking and answering questions, extracting information, comparing and contrasting.

Vocabulary

Dictionary Words: cherry tree, English oak tree, maple tree, pine trees, redwood trees

Vocabulary Word: forest

High-Frequency Words: an, do, from, get, has, have, little, new, not, of, out, put, some, their, them, there, they, what

Before Reading

- Ask students whether they know of any trees that lose their leaves in winter. Explain that these are called deciduous trees. Tell students that some trees are called evergreen trees. *What do you think an evergreen tree may be?*
- Read the title and have students talk about the cover photo. *What do you notice about these trees? What might an evergreen tree be?* Prompt students to take the word apart and think about what the two parts of the compound word mean. *What might deciduous mean?* Invite predictions.
- Read the title page together and ask students whether the trees in this photo are evergreen or deciduous. *What makes you think this?*

Introduce the Picture Dictionary

- Ask students to turn to the picture dictionary. Read and discuss the photos and labels. Ask

students to describe the trees in each photo. Use questions such as, *What colour are the leaves on the maple tree? Have you seen a tree with leaves this colour? Where? Is the maple a small or large tree?* Ask students to predict which trees in the picture dictionary may be evergreen and which may be deciduous.

Take a Photo Walk

- Pages 4–5: Invite students to look at these pages and read the caption. *What colour are the leaves on this maple tree? What is likely to happen to the leaves on this tree?* Prompt students to notice the leaves on the ground. *Is this a deciduous or an evergreen tree? When do you think this tree will lose its leaves?*
- Pages 6–7: Have students look at these pages and read the caption. *What part of the cherry tree are the spring blossoms? What do you notice about the leaves on the cherry tree?*
- Pages 8–9: Ask students to look at these pages and describe what they see. Read the label and discuss what an acorn is. Read the caption and explain how high the English oak tree can grow.
- Pages 10–11: Have students look at these pages and discuss their observations of redwood trees. Read the label and discuss what a cone is. *Do you know any trees that have cones?* Read the caption and discuss how a redwood looks different from an English oak and a cherry tree. Have students predict whether a redwood is evergreen or deciduous.
- Pages 12–13: Ask students to look at these pages

and share their observations. Read the label and ask students whether they have seen cones like this before. Read the caption and discuss where this photo may have been taken. Have students predict whether this is an evergreen or deciduous tree.

- Pages 14–15: Ask students to look at the photos and discuss the similarities and differences between the leaves.

Read the Book

- Have students turn to the cover and read the title independently.
- Turn to pages 2–3. Read the dictionary words and the sentences on page 3.
- Turn to pages 4–5. Ask students to read these pages independently. *Remember to use your eyes, and point only if you need help to check.*
- Ask students to continue reading the book independently. Provide support as needed.

After Reading

Comprehension

- Have students revisit the book and discuss things that are the same and different about deciduous and evergreen trees. Prompt students to discuss the tree shape, height, colour, leaf shape, and other features such as cherries, acorns, cones, etc.
- Prompt the conversation with questions such as, *Why do you think deciduous trees lose their leaves in winter and not summer? What might the role of the cherry be? Think about what is on the inside of the cherry; what might grow from the cherry seed?*
- Have students think about trees where they live that are evergreen and deciduous. Make a list of evergreen and deciduous trees.

Vocabulary and Word Recognition

- Have students find the word *called* on page 3. Discuss the *-ed* ending of the word.
- Support students to build vocabulary related to the text. Turn to page 4 and have students locate the word *fall*. Ask them to give another word that means the same as *fall* in that sentence. Repeat with the word *bare* on page 6.

Oral Language

- Have students work with a partner to give each other Yes or No statements about the book. For example, *Deciduous trees lose their leaves in summer. Yes or No?*

Writing

- Have students make two headings: *Evergreen* and *Deciduous*. Ask students to write a statement that tells about each.

Creative Extension Activities

- Have students collect leaves, sticks, grasses, and bark to make a collage of a deciduous and an evergreen tree.
- Have students imagine they are a deciduous tree. Have them write their feelings about losing their leaves in the cold weather.

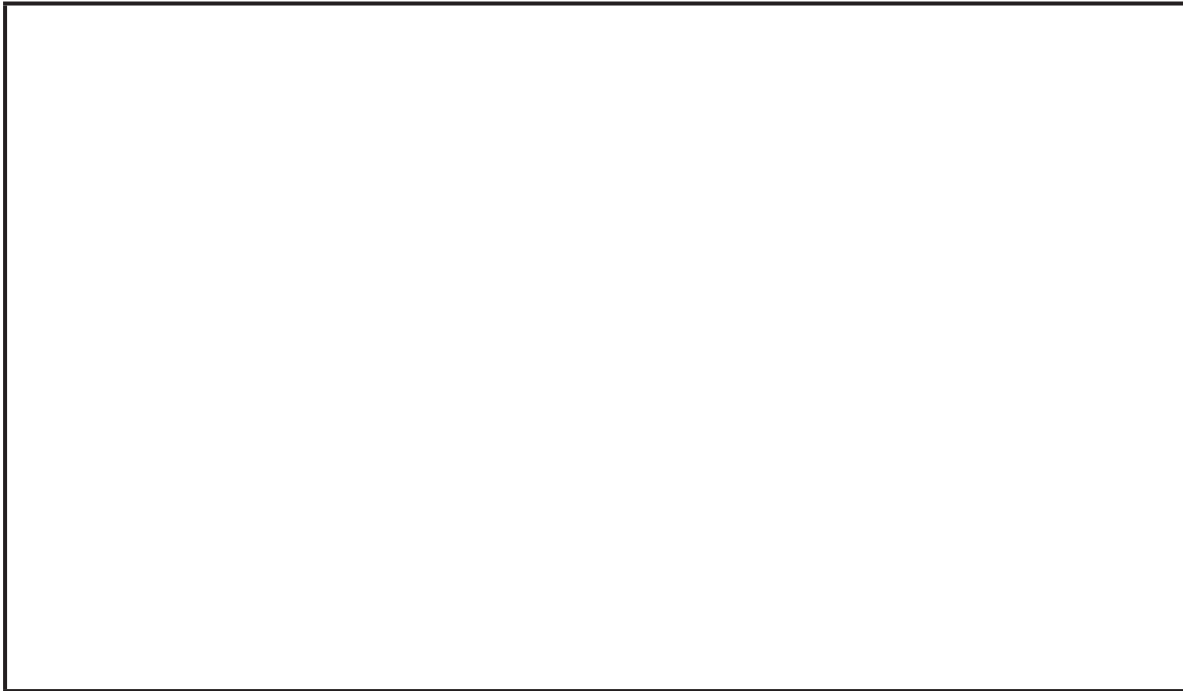
Independent Follow-Up Activities

- Reread the book to a partner to build fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: _____

Choose one tree from the book.

Draw the tree in the box.



Write three interesting facts about the tree.

Use the book to help you.

Name: _____

Choose three trees from the book.

Draw them and write a new caption for each one.

