**“The Giving Tree” Lesson Plan**

**Created by:** Laura Connor, English Language Fellow, Mongolia 2013-2014

**Lesson Topic/Theme:** Giving , Relationships, & Our Community

**Level**: Pre-Intermediate-Advanced

**Skill**: Reading Comprehension (Read Aloud)

**Time**: 90-120 minutes

**Lesson Objectives (Students will be able to…)**

* Listen to a story read with fluency and intonation while understanding the meaning of “giving” and friendship.
* Students will perform a created dialogue based on the characters and themes of “The Giving Tree”
* Discuss ways that they can give back to their community & the environment around them.

**Materials**:

“Giving Tree” book (English/Mongolian) version

Handouts for students

1 piece of colored paper per 2 students

Raffle tickets (optional)

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| LESSON PART/TIME | ACITIVTY | QUESTIONS |
| **Warm Up (Activity 1)****10 minutes** | Tell students that they will be working with one another today. Every other person should have a piece of colored paper. High five the person next to you- they will be your partner today. (teach students how to do a perfect high five by looking at the partner’s elbow) ***What is one thing you are grateful for today?*** Clarify the word **grateful**. (thankful: notice how grateful is spelt)Tell students to write one thing they are grateful for (2 minutes)- Circulate as students write. (help those who are not writing)After 2 minutes, tell students that you are grateful to be able to be there with them today. You hope that they are grateful for the people around them. Students will now share with a partner their one thing. Ask 2-3 students to share-out whole group.(give raffles to those students who share)Tell students that today we are going to read a story and talk about the idea of giving. Before we read our story, we will listen to a song about giving. | How can we give a perfect high five? What is one thing you are grateful for today? What do most of your answers relate to ? (family/health/friends/etc?)How many of you wrote about family?friends? health? etc. |
| **Activity 2:** **Listening****10 minutes** | Introduce the singers (Goo Goo Dolls/Supertramp)Play the song twice🡪 tell students they must listen carefully.Play “Give a Little Bit”. Stop at 1:30 (tell students they will listen to the full song at the end of the lesson). Play second time to 1:30.Ask students to call out the words that fill in the blanks- add them into the blanks. Ask students if they think that these words can relate to the theme of the day: giving. (thumbs up if they think they relate)***What is the last thing you gave to someone else?*** SW write on their handout. Share with a partner. Call on 2-3 students to share out.  | What words are missing in the lyrics? How do these words relate to the idea of giving? Do you think you can give love? Life? time? a smile? What is the last thing you gave to someone else?  |

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| **Activity 3:** **Book Preview****10 minutes** | **Author background of Shel Silverstein****Vocabulary**: Selfless vs. Selfish (Adjectives)*Selfish:* (to only care about yourself and not others). *selfless*: (the opposite of selfish/to be unselfish/ to care more about others than you do yourself)**Preview & Predictions**Look at the book cover—what do you think this book might be about? Tell students to share their predictions with their partner. Ask 2-3 students to share whole class.Tell students that they will read a story about a friendship between a little boy and a tree | What do you think this book might be about? What does it mean to be selfish? Selfless?Do you think that this relates at all to Shel’s life? What do you think is the relationship of the boy and tree? Did you have a part of nature that you loved as a little kid?  |
| **Activity 4:** **Read Aloud****Stop & Think****10 minutes** | Give students prompts to think about as you read them the story: * Try to picture the little boy and how he is with the tree
* What is the boy and the tree’s relationship like?
* What does it mean to love someone?
* What do we do for the people we love?

Read up to page 26 (3 minutes). DO NOT show students the pictures in the book.After you read up to page 26, ask students to draw how they picture the story so far. (3 minutes). Share with a partner. Ask 2-3 students to share their picture.**Ask these questions as you read or at the end of page 26:** Why is the tree happy? What does it mean to love someone? Why does the boy love the tree?  | What are you picturing as you listen? What does it mean to love someone? How is the relationship between the little boy and the tree?  |
| **3 minutes** | Reread up to page 26 showing the pictures this time (2 minutes)Playing the video as you read. Tell students to think about how Shel drew the story differently, or the same, as they did.“We will now continue to read the story. As we read, you may want to add to your drawing or change it.”  | How is your picture different than how Shel Silverstein drew the boy and tree’s relationship? Why do you think is different? |
| **Read Aloud Cont’d****Stop & Think****15-20 minutes** | Continue to read the rest of the book. As you read, you want to ask students questions. **Possible Stop & Think Questions:****Page 31:** How many feet do we see here? What is different about the tree? What is different about the boy? **Page 37:** Why was the tree happy when the boy took her apples and carried them away? What do you think about the boy at this point? **Page 39-43:** Do you think the tree should offer the boy her branches? Why or why not? Why is the tree still happy? **Page 45:**Why do you think the boy is “old & sad”? DO you feel bad for the boy? How does the tree feel? **Page 49: What do you think will happen next?** **Page 53:** What is left of the tree? How does the tree still give to the boy even though she has nothing left?  | **Questions throughout:** How do you know the tree loves the little boy? Do you think the boy really loves the tree? How does their relationship change over time? Why does it change? How does the boy treat the tree? How does the tree treat the boy?  |
|  | **Culminating Question**: Students will choose 2-3 to answer.Who was happy in the book, the tree or the boy? Why (The tree because he was selfless)🡪 when you give or do something nice for someone how do you usually feel afterwards? Why do you think the tree is happy even though the boy keeps leaving him?Can you relate this book at all to your own life? Or to the real world? Why did the author write the book?Tell students that they may take 3 minutes to add/change their initial drawing of the boy & the tree. Ask 2-3 students to share out. | Do you think you can ever give TOO much?  |
| **Activity 5:** **Role Play****35 minutes**  | The tree gave everything she had to the little boy. Do we think this is fair? Would you change the story if you could? Tell Students:You will pick one part of the story to change. You may want to change the characters or parts of the story to be more modern or to be different.With your partner, write a dialogue between the boy and the tree (nature), except this time the boy GIVES back to nature instead of taking away. Draw picture to go along with it.Choose from the following parts: 1. When the boy takes the apples to sell.
2. When the boy takes the branches to build a home.
3. The end of the story: would you write the ending differently? How would you change this story?

6-8 lines long.2-3 perform their dialogue. (15 minutes) | Where is the tree’s home? (nature/ the forest/ the environment)Ask students to think about how nature has given to them? To Mongolia? How do Mongolians give back to nature? How do you give back to the environment? |
| **Activity 6****Exit Question****(Optional- depends on level/time)****5 minutes** | Have students write on a small piece of paper to hand in. You can also give them an apple/leaf and create your own giving tree. How can YOU give back to others, your community, or your environment? | What is one problem you see in your community or environment? What could help fix this problem? How can YOU give back to your community ? |
| **Closing Activity (7)****3 minutes**  | Play “Give a Little Bit” one more time. This time students should sing along with the song. |  |

**AFTER THE LESSON:** It is important to reflect after teaching a lesson so that we can keep improving.

Think about: What went well? What did not go so well? Was there a part of the lesson that took too long? Was there a part of the lesson where students were not engaged? After reflecting on your teaching and the lesson, go back and make changes so that the lesson works better the next time!

*Questions?* Email Laura: LCONNOR416@GMAIL.COM

This lesson can also be found at: [www.ellseelearning.weebly.com](http://www.ellseelearning.weebly.com)