

Lesson Plans and Teaching Resources for The Great Kapok Tree

3 COMPREHENSION STRATEGY LESSON PLANS AND PRACTICE PAGES

Retelling & Summarizing Lesson Plan

Retelling and Summarizing

1

Get Ready to Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

2

Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you get confused

The Great Kapok Tree
By: Lynne Cherry
Grade Level: 4 / Guided Reading Level: R

Summary
The **Great Kapok Tree** tells the story of a man who travels into the Amazon rain forest to cut down a giant Kapok tree. After chopping into the tree, the man falls asleep, and one by one, the animals of the rain forest speak to him. Each animal explains why the tree is important for food, shelter, and survival. A child also appears and reminds the man that the rain forest matters to people and their ancestors, too. When the man awakes from his sleep, he must decide whether he wants to continue chopping down the Kapok tree or walk away and leave the rain forest in peace.

Link to What You Know

- Think of a time when you made a big decision and changed your mind about something. What was it?
- Think about your home or your bedroom and how it is special to you. What makes your home so special?

Important Words to Know and Understand

Kapok – A very tall tropical tree with fluffy seed pods

Pollinate – To move pollen from one plant to another to make seeds

Why Readers Retell and Summarize While Reading
Readers retell and 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 and 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 reporter. Retell and summarize the information using important facts, events, and vocabulary from the text.

Whether you are retelling and summarizing fiction or nonfiction, the most important thing to do is use your own words.

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Guided Reading Level

Key Vocabulary

Explanation of Strategy

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Retelling & Summarizing Lesson Plan

Retelling and Summarizing

3

Retell and Summarize While Reading

- Think about the important events that happened first, next, then, and last
- Notice the names of the characters and the settings
- Look for cause and effect

4

Notice the Work

Reading

- Think
- Talk
- Reflect
- Write

The Great Kapok Tree
By: Lynne Cherry
Grade Level: 4 / Guided Reading Level: R

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.

Cover and Inner Covers – The author and illustrator include a world map with many details. Based on the illustrations and the title of the story, what do you know about the setting of the story? How does answering this question help you as a reader?

Pages 2 to 4 – On these pages, we meet the man. What does his character do? Why do you think he does this? What details in the text and illustrations help you with your answer?

Pages 15 and 16 – On each page, the author introduces a new animal into the story. What animal do you meet on these pages? Why is the Kapok tree special to him? How does answering this question help you to better understand the animal's actions so far?

Pages 23 and 24 – A child kneels by the man. Based on the text and illustrations, what do you know about this character? Why do you think he was included in the story?

Page 31 – The man hesitates. What does he do next? How does answering this question help you to better understand his character and the lesson in the story?

Determining Importance

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Identifying the Author's Purpose

1

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Identifying the Author's Purpose

3

Identify the Author's Purpose While Reading

- Think about what the author is trying to do when you read
- Think about what the author is trying to do when you read
- Think about what the author is trying to do when you read

4

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

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Grade Level: 4 / Guided Reading Level: R

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Retelling and Summarizing

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- Notice the names of the characters and the settings
- Look for cause and effect

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- Think
- Talk
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Notice the Work

Reading

- Think
- Talk
- Reflect
- Write

Determining Importance

Author's Purpose

Practice Pages and Answer Keys

Answer Key for Determining Importance with The Great Kapok Tree

What words or phrases in the text help you with your answer?

Pages 17 and 18 – The man gets up in the morning. What does he do first? Why is this important to you?

Pages 23 and 24 – The boy kneels by the man. What does he do next? Why is this important to you?

Pages 31 and 32 – The man hesitates. What does he do next? Why is this important to you?

Answer Key for Identifying the Author's Purpose with The Great Kapok Tree

Why do you think the author chose to begin the story this way?

Pages 23 and 24 – The boy kneels by the man. What does he do next? Why is this important to you?

Pages 31 and 32 – The man hesitates. What does he do next? Why is this important to you?

Answer Key for Retelling and Summarizing with The Great Kapok Tree

Cover and Inner Covers: The author and illustrator include a world map with many details. Based on the illustrations and the title of the story, what do you know about the setting of the story?

Pages 23 to 24: A child kneels by the man. Based on the text and illustrations, what do you know about this character? Why do you think he was included in the story?

Pages 2 to 4: On these pages, we meet the man. What does his character do? Why do you think he does this? What details in the text and illustrations help you with your answer?

Page 31: The man hesitates. What does he do next? How does answering this question help you to better understand his character and the lesson in the story?

WRITING ABOUT READING WITH OPTIONAL CCSS ALIGNMENT

The Great Kapok Tree: Determining Importance

Think about the animals who speak to the man in *The Great Kapok Tree*. Choose one animal and explain the most important message it shares. Use details from the text to support your answer.

I can explain a story by referring to details and examples in the text. CCSS: RL.4.1

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Reader's Notebook: Comprehension Strategy Slips (CCSS) | ©BookPagez.com

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Common Core Free Option

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The Great Kapok Tree: Determining Importance

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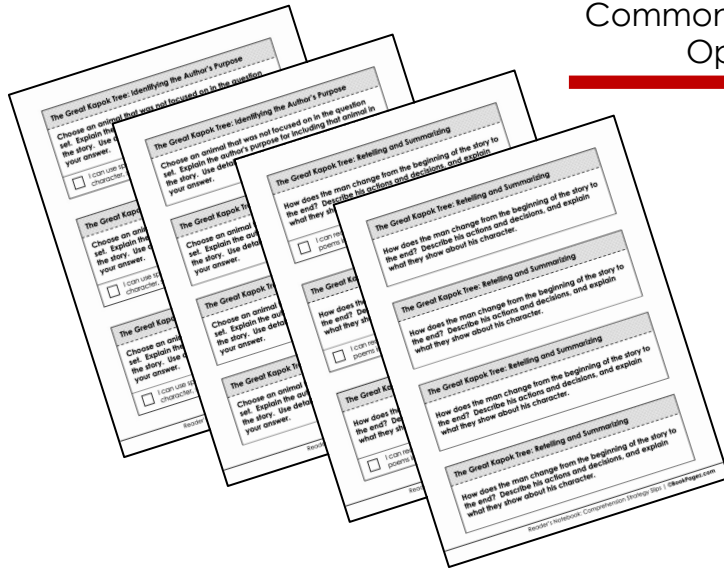
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Reader's Notebook: Comprehension Strategy Slips | ©BookPagez.com



Reading Response Prompts for Each Comprehension Strategy Lesson Plan

3 COMPREHENSION STRATEGY GRAPHIC ORGANIZERS

Determining Importance

Title: _____

Think about the book. Write all of the important information in the thought bubble below.

Now determine 3 BIG ideas, events, words, or facts that are important to you. Draw a picture to illustrate the most important parts of your book.

#1 _____

#2 _____

#3 _____

Directions:
1. Answer each of the questions.
2. Carefully cut out the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Determining Importance

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 out the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Author's Purpose

Retelling and Summarizing

Title: _____

What is this book about?

Is it fiction or nonfiction?

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

First	Next	Then
After that	Then	Last

What is the most important thing you read in this book?

Directions:
1. Answer each of the questions.
2. Carefully cut out the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Retelling & Summarizing

WORD WORK LESSON PLAN AND ACTIVITIES

Instructional Focus Based on the Words in the Book

The Great Kapok Tree
By: Lynne Cherry

Word Work

Instructional Focus:
Prepositional phrases that tell where (location)

Background:
Prepositional phrases are groups of words with a **noun or pronoun**, called the object, come **after** a verb and add details about the action. Example: placed **on** the table, dance **at** the party.

Prepositional phrases add important details about where, when, or how something happens.

When focusing on **prepositional phrases**, look for phrases that answer the question **"where?"** These phrases describe a place where the action is taking place.

Common prepositions that often signal location are **over, beside, between, behind, inside, on, under, and with**.

Examples:

into the jungle	around the corner
beside the young boy	inside of her house
next to her	by the door

Step by Step Lesson Plan

List of words in the book that match the instructional focus

The Great Kapok Tree
By: Lynne Cherry
Grade Level: 4 / Guided Reading Level: R

Word Work

Step 2: Connect Word Work to Reading (continued)

Prepositional Phrases That Tell Where in the Text

- Remind students to listen carefully for **where phrases** that help describe where the animals are and where the actions take place in the rain forest.
- Remind students to listen quietly and not interrupt while you read.
- Read *The Great Kapok Tree*.

Examples of words that have Prepositional phrases that tell where (location) found in the text:

- walked **into** the rain forest
- rest of the foot of the great Kapok tree
- lived **in** the Kapok tree
- slithered **down** its trunk to where the man was sleeping
- slid very close **to** the man and hissed in his ear
- buzzed **in** the sleeping man's ear
- is **in** this Kapok tree
- scattered **down from** the canopy of the Kapok tree
- flew **down from** the canopy
- settled **on** the land
- crawled **along** the edge of a leaf
- sleeping **along** a branch in the middle of the tree
- leapt **down** and padded silently **over** to the sleeping man
- swung **down from** branch to branch and whispered to the man
- climbed **down** the Kapok tree
- live **in** a world without trees
- begun climbing **down from** the canopy
- plodding ever so slowly **over** to the sleeping man
- knelt **over** the sleeping man
- murmured **in** his ear
- seemed to dangle **in** the air, suspended **from** the great Kapok tree
- rising **from** the forest floor
- walked **out of** the rain forest

Word Work Lesson Plan | ©BookPagez.com

The Great Kapok Tree
By: Lynne Cherry
Grade Level: 4 / Guided Reading Level: R

Word Work

Step 3: Guided Word Work Practice

Interactive Exploration

- Divide students into pairs.
- Provide each pair with a monkey and jaguar, a Preposition Mat, and 2 recording sheets.
- Tell students that "whoever's birthday is soonest will go first."
- Player 1 takes their chosen animal and places it somewhere on the Preposition Mat.
- Then, they must state a simple sentence that tells where their animal is.
- Tell students that they can use suggested prepositions from their recording sheet to help their thinking.
- Once Player 1 has placed their animal and stated a simple sentence that includes a prepositional phrase that tells where their animal is doing something, they must record their sentence on their recording sheet.
- Player 2 then takes their turn and repeats the same process with their animal.
- Students alternate turns until they have each come up with 12 simple sentences that include prepositional phrases that tell where.
- Students may not repeat a prepositional phrase that their classmate has used.
- Students may use the same preposition more than once so long as the prepositional phrase is different.
- Students may use the same verb again and again so long as the prepositional phrase is different.
- Set a timer for the activity (10-15 minutes).
- Visit each group as they work. Discuss the activity at the end with the group.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of **Prepositional Phrases That Tell Where practice page**.
- Read the directions with the class.
- Tell students to complete the practice page on their own.
- Walk around the room to monitor students' work and provide support as needed.

Word Work Lesson Plan | ©BookPagez.com

Interactive Activity

Name: _____
Partner: _____

Suggested Prepositions: **in, on, at, below, beneath, behind, beside, between, inside, outside, to, from, into, onto, over**

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

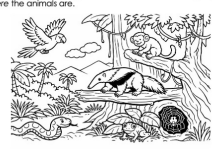
Preposition Mat | ©BookPagez.com

Independent Practice Page

Prepositional Phrases That Tell Where

Name: _____

Directions: Look at the image below. Choose 4 animals to write 4 sentences about their location. Underline the prepositional phrases that tell where the animals are. Underline the prepositions in each of your sentences and circle the preposition that helps tell where the animals are.



1. _____
2. _____
3. _____
4. _____

Directions: Look at the incomplete sentences below. Add a prepositional phrase that helps tell where the action is happening.

1. The dogs keep running _____
2. The little girl fell _____
3. He lays _____
4. Summertime bugs fly _____
5. She is climbing _____
6. A happy group of students sat _____

Independent Word Work Practice | ©BookPagez.com

Prepositional Phrases Scavenger Hunt (Tells Where)
Extend Engagement Activity

Directions:

- Have students sit at their desks.
- Have students get out the current book they are reading, a classroom book or magazine, a text book, or even an article or reading assignment from another class.
- Tell students that they will read/scan their chosen text until they come upon a sentence that includes a prepositional phrase that tells where.
- Once they think they have found a sentence with a preposition phrase, they can bring it to the teacher to be checked. If they have received a thumbs up from the teacher, they may go write their preposition phrase on the whiteboard for the class to see.
- Once a student has found and written a preposition phrase that tells where on the white board, they may move on to the next activity.
- Have students return to their desks once all students have written their phrases on the board to discuss the variety and types of responses that were shared.

Teacher Directions | ©BookPagez.com

Word Detective: Prepositional Phrases That Tell Where
Extension Activity

Directions:
Be a word detective!
Be on the lookout for words with **prepositional phrases that tell where** 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.

Word	Book Title	Page	Sentence

Name: _____ Word Work Extension Activity | ©BookPagez.com

Optional Activity to Extend Engagement

Word Detective

ASSESSMENTS

Running Record Assessment:
Use the first 100 words from the text to assess oral reading fluency



Running Record				
Title: <i>The Gruffalo</i>		Guided Reading Text Level: L		Word Count: 100
Name: _____		Date: _____		
Accuracy Rate: (# of words correct/100 words) _____				
Error Rate: (# of incorrect words/100 words) _____				
Self-Correction Rate: (# of words self-corrected/100 words) _____				
Time: (in seconds) _____		Words Per Minute: (100/seconds read x 60) _____		
Easy 95%-100% Accuracy		Instructional 90%-94% Accuracy		Hard 50%-89% Accuracy
E = Errors SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual				COUNT
				INFORMATION USED
Page		E	SC	E MSV
2	A mouse took a stroll though the deep dark wood. A fox saw the mouse and the mouse looked good. "Where are you going to, little brown mouse? Come and have lunch in my underground house." "It's terribly kind of you, Fox, but no- I'm going to have lunch with a gruffalo." "A gruffalo, Mouse? What's a gruffalo?" "A gruffalo, Fox? I'm surprised you don't know!"			
Tested By: _____				©BookPagez.com

Common Core Assessment:
One question for each Reading Informational OR Reading Literature standard (1-9)



The Gruffalo CCSS Assessment	Name: _____ Score: / 9
Directions: Use what you know about <i>The Gruffalo</i> to answer each of the following questions.	
1. Which animals does the mouse meet in the forest?	
<input type="radio"/> A An owl and a mole. <input type="radio"/> B A fox, a Gruffalo, and another mouse. <input type="radio"/> C A fox, owl, and snake. <input type="radio"/> D A Gruffalo, snake, and hawk.	
2. What is the lesson or message of the story?	
<input type="radio"/> A Don't talk to strangers. <input type="radio"/> B Always listen to your friends. <input type="radio"/> C You should lie to people. <input type="radio"/> D Sometimes, being clever can help you stay safe.	
3. How does the mouse respond when he first meets the Gruffalo?	
<input type="radio"/> A He bravely talks to him and tries to trick him. <input type="radio"/> B He runs away with the snake. <input type="radio"/> C He asks for help from the other animals. <input type="radio"/> D He hides under a rock.	
4. Which phrase is repeated throughout the story?	
<input type="radio"/> A "The mouse is a hero." <input type="radio"/> B "A Gruffalo? What's a Gruffalo?" <input type="radio"/> C "The mouse ran and hid." <input type="radio"/> D "The Gruffalo chased the mouse."	
CCSS Assessment 2 nd Grade Reading Standards for Litera	

5. How does the story end? (RL.2.5)
<input type="radio"/> A The mouse becomes friends with the Gruffalo. <input type="radio"/> B The mouse leaves the forest. <input type="radio"/> C The Gruffalo eats the fox. <input checked="" type="radio"/> D The Gruffalo runs away, and the mouse is safe.
6. What does the Gruffalo think about the mouse? (RL.2.6)
<input type="radio"/> A The Gruffalo thinks the mouse is friendly. <input type="radio"/> B The Gruffalo thinks the mouse is silly. <input checked="" type="radio"/> C The Gruffalo believes the mouse is dangerous because other animals are afraid of him. <input type="radio"/> D The Gruffalo believes that the mouse is imaginary just like himself.
7. How do the illustrations help show the mouse's feelings when he meets the Gruffalo? (RI.2.7)
<input checked="" type="radio"/> A The mouse looks calm and clever. <input type="radio"/> B The mouse looks very scared. <input type="radio"/> C The mouse looks confused and unsure. <input type="radio"/> D The mouse looks surprised and runs away.
8. How is the mouse different from the Gruffalo? (RL.2.9)
<input type="radio"/> A The mouse is big, and the Gruffalo is small. <input checked="" type="radio"/> B The mouse is small and clever, while the Gruffalo is big and scary. <input type="radio"/> C The mouse is scary, and the Gruffalo is nice. <input type="radio"/> D The mouse and the Gruffalo are the same.
9. Why do the animals run away when the mouse says the Gruffalo is coming? (RL.2.10)
<input type="radio"/> A They want to surprise the Gruffalo. <input type="radio"/> B They are going to get their friends so that more animals can meet him. <input type="radio"/> C They are going home. <input checked="" type="radio"/> D They are scared of the Gruffalo.
CCSS Assessment 2 nd Grade Reading Standards for Literature BookPagez.com

Answer Key



WORKSHEETS

Name: _____

Save the Rain Forest Poster

A persuasive poster to convince others not to cut down the Kapok tree

Directions:
 In *The Great Kapok Tree*, the man is told by many animals not to cut down the Kapok tree. Now it's your turn to spread this important message.
 Design a colorful poster to help convince others not to cut down the Kapok tree and to protect the rain forest.
 Include a headline or slogan, and two important facts from the story in your poster.

© BookPagez.com | Worksheet

Save the Rain Forest Poster

Name: _____ Date: _____

Directions:

- These are cause and effect cards for *The Great Kapok Tree*. Read the cards.
- Cut out the cause and effect cards.
- Mix the cards up then place them face down in front of you.
- Turn two cards over. If the cause and effect are a match, keep the cards and place them on your sorting mat. If they don't match flip them back over.
- Play until you find all the matches.
- Hint: The cards with a square are cause cards. The cards with a circle are effect cards.

The man fell asleep because ■	of what the animals told him. ●
The bee does not want the man to cut down the tree because ■	it will mean there is less oxygen to breathe. ●
The porcupines do not want the man to cut down the tree because ■	the heat and hum of the forest made him tired. ●
The man dropped the ax and walked out of the rain forest because ■	Its hive is in the tree. ●

©BookPagez.com | Cause and Effect Sorting Cards for The Great Kapok Tree

Name: _____ Date: _____

Date: _____

EFFECT CARDS

1

2

3

4

EFFECT CARDS

the heat and hum of the forest made him tired.

its hive is in the tree.

it will mean there is less oxygen to breathe.

of what the animals told him.

REMEMBER! Cause is why something happened. Effect is what happened.

Cause and Effect Sorting Mat for The Great Kapok Tree Answer Key

©BookPagez.com | Cause and Effect Sorting Mat for The Great Kapok Tree

Cause and Effect Card Game and Answer Key

Cause and Effect Practice and Answer Key

Name: _____

The Great Kapok Tree

Cause and Effect

Directions:
 The first part of the sentences below tell what happened (the effect) in the book, *The Great Kapok Tree*. Complete each sentence by telling the cause.

The man fell _____

The bee does not want the man to cut down the tree because _____

The porcupines do not want the man to cut down the tree because _____

The man dropped the ax and walked out of the rain forest because _____

The Great Kapok Tree

Cause and Effect

Directions:
 The first part of the sentences below tell what happened (the effect) in the book, *The Great Kapok Tree*. Complete each sentence by telling the cause.

The man fell asleep because the heat and hum of the forest made him tired.

The bee does not want the man to cut down the tree because its hive is in the tree.

The porcupines do not want the man to cut down the tree because it will mean there is less oxygen to breathe.

The man dropped the ax and walked out of the rain forest because of what the animals told him.

Reading Tip!
Remember: The **cause** is why something happened. The **effect** is what happened.

© BookPagez.com | Cause and Effect Practice Answer Key

The Great Kapok Tree CCSS Assessment	Name: _____ Score: / 8
Directions: Use what you know about The Great Kapok Tree to answer each of the following questions.	
1. Why does the man stop chopping down the Great Kapok Tree?	
<input type="radio"/> A He becomes too tired to keep working	
<input type="radio"/> B The animals scare him away	
<input type="radio"/> C He falls asleep and listens to what the animals say	
<input type="radio"/> D The tree is too hard to cut	
2. What is the main message the author is trying to teach in <i>The Great Kapok Tree</i>?	
<input type="radio"/> A The rain forest is important and should be protected	
<input type="radio"/> B Animals should learn to speak to humans	
<input type="radio"/> C The rain forest is important but it is not our job to protect it	
<input type="radio"/> D Cutting trees is hard work	
3. How do the animals help change the man's thinking?	
<input type="radio"/> A They threaten him so he will leave	
<input type="radio"/> B They explain how they depend on the tree to survive	
<input type="radio"/> C They help him finish chopping the tree	
<input type="radio"/> D They show him another tree to cut instead	
4. In the story, what does the word "ancestors" most nearly mean?	
<input type="radio"/> A Enemies from long ago	
<input type="radio"/> B Animals that live underground	
<input type="radio"/> C Leaders of the rain forest	
<input type="radio"/> D Family members who lived long ago	
CCSS Assessment 4 th Grade Reading Standards for Literature BookPagez.com	

Common Core Assessment:
One question for each Reading
Informational OR Reading Literature
standard (1-8)



5. Which sentence best describes the structure of <i>The Great Kapok Tree</i>? (RL.4.5)
<input type="radio"/> A It is a poem with rhymes and repeated lines
<input type="radio"/> B It is a play with dialogue and stage directions
<input checked="" type="radio"/> C It is a story where different animals speak one at a time
<input type="radio"/> D It is a list of facts about rain forest animals
6. From which point of view is <i>The Great Kapok Tree</i> told? (RL.4.6)
<input type="radio"/> A First person, told by the man
<input type="radio"/> B First person, told by the animals
<input checked="" type="radio"/> C Third person, told by a narrator
<input type="radio"/> D Second person, told to the reader
7. How do the illustrations help the reader understand the story? (RL.4.7)
<input type="radio"/> A They show the author drawing the pictures
<input type="radio"/> B They explain facts that are not in the text
<input type="radio"/> C They include real pictures of the rain forest
<input checked="" type="radio"/> D They show how the rain forest is home to many animals and plants
8. Which detail best shows that the man has changed by the end of the story? (RL.4.10)
<input type="radio"/> A He sharpens his axe
<input checked="" type="radio"/> B He leaves the rain forest quietly
<input type="radio"/> C He climbs higher into the tree
<input type="radio"/> D He begins chopping again
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Answer Key

