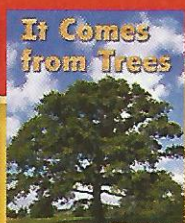
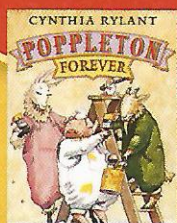


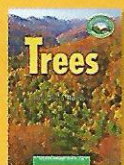
Lesson 21



WORDS TO KNOW HIGH-FREQUENCY WORDS

told
night
pretty
window
thought
better
turned
saw

Vocabulary
Reader



Context
Cards



Words to Know

Read
Together

- Read each Context Card.
- Choose two blue words.
Use them in sentences.

1

told

He **told** the class the
name of the tree.



2

night

The buds open in the
day and close at **night**.



3

pretty

This is a **pretty** wide tree trunk!



4

window

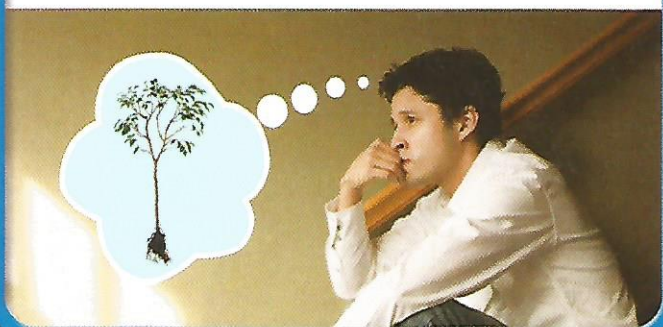
The big tree is very close to the **window**.



5

thought

The man **thought** about planting a tree.



6

better

The tree got **better** when he watered it.



7

turned

The leaves **turned** orange in the fall.



8

saw

They **saw** many apples on the trees.



Background

Read
Together



WORDS TO KNOW

Life in a Tree

There is a tree outside my window.
One day, I saw birds and squirrels
in the tree. That night I thought I
would take another look. I turned on
a flashlight to see better. I saw an
owl in the tree. I told my dad, "That
tree is a pretty busy place!"



Find the parts of a tree in the picture.
What other parts do you know?

Comprehension

Read
Together

✓ TARGET SKILL Story Structure

Remember that a story has different parts. **Characters** are the people and animals in a story. The **setting** is when and where a story takes place. The **plot** is the order of story events. The events are often about a problem and how the characters solve it.

What is the problem?
How can it be solved?



After reading **The Tree**, tell who is in it, where they are, and what they do.

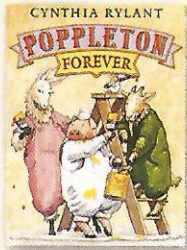
Characters	Setting
Plot	

JOURNEYS
DIGITAL

Powered by
DESTINATION Reading

Comprehension Activities: Lesson 21

Main Selection



✓ WORDS TO KNOW

told	thought
night	better
pretty	turned
window	saw

✓ TARGET SKILL

Story Structure Tell the setting, character, and events in a story.

✓ TARGET STRATEGY

Analyze/Evaluate Tell how you feel about the text, and why.

GENRE

A **fantasy** story could not happen in real life.

Meet the Author

Cynthia Rylant



As a young girl, Cynthia Rylant loved animals. She still does. Ms. Rylant lives with a dog and two cats. She puts animals in the books she writes, too.

Meet the Illustrator

Mark Teague



Mark Teague didn't go to art school. He taught himself to draw! He stays busy by working on more than one book at a time.



THE TREE

from POPPLETON FOREVER

by CYNTHIA RYLANT

illustrated by MARK TEAGUE



Essential Question

What do characters do when there is a problem?



Poppleton planted a new little tree
in his yard.

It was a dogwood.

Poppleton liked it very much.



He watered it every day.
He gave it tree food.
He staked it against the wind.
The little tree grew strong and fast.
Poppleton was pleased.

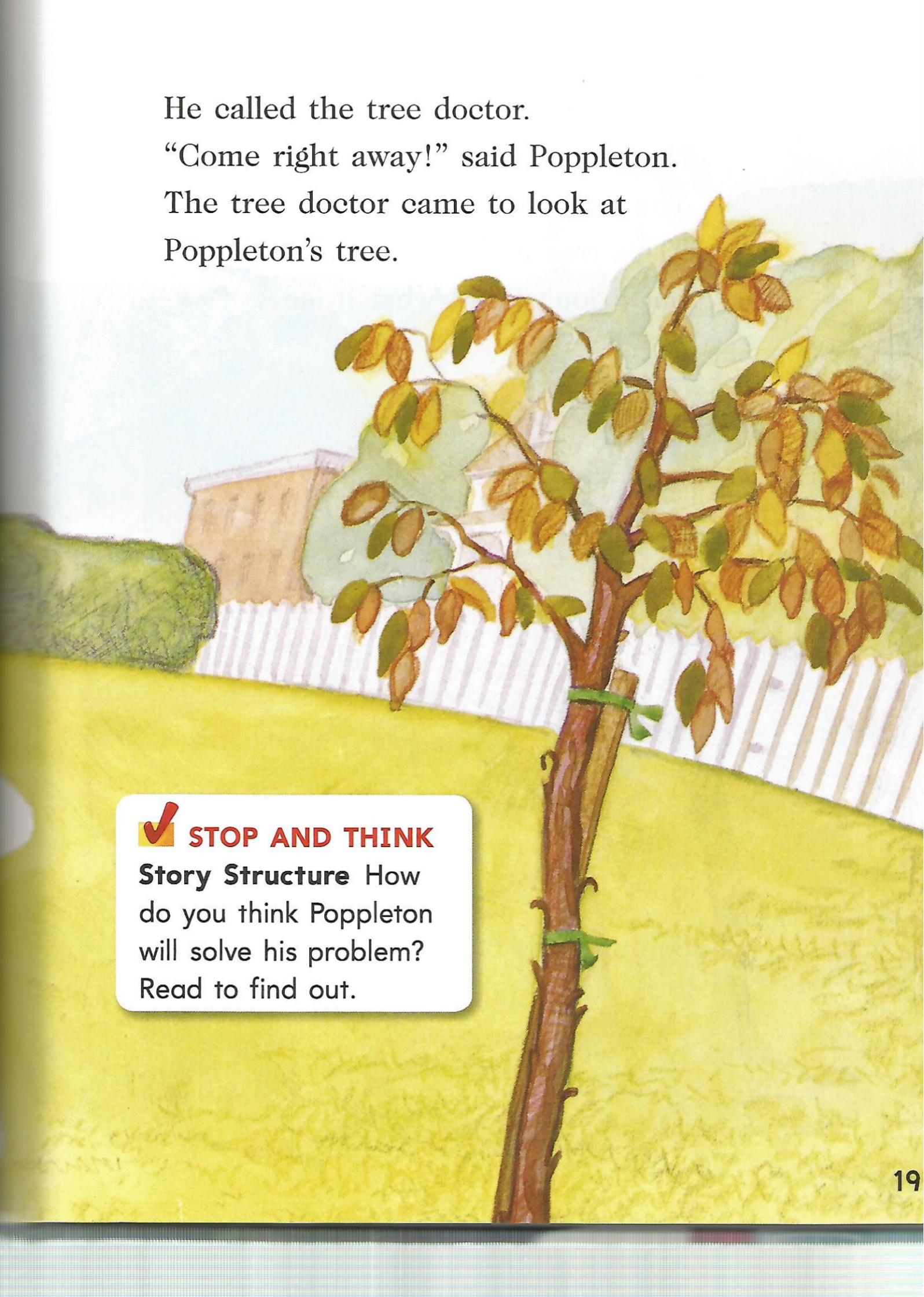


Then one day the tree looked awful.
Its leaves drooped.
Its bark peeled.
It **turned** from green to brown.
“Oh no!” said Poppleton,
when he **saw** his tree.

He called the tree doctor.

“Come right away!” said Poppleton.

The tree doctor came to look at
Poppleton’s tree.



✓ **STOP AND THINK**

Story Structure How
do you think Poppleton
will solve his problem?
Read to find out.

He tapped it. He stroked it.
He felt its trunk and leaves.
The tree doctor said to Poppleton,
“This tree needs something,
but I don’t know what it is.”





“Can’t you just give it a pill?”
asked Poppleton.

“It isn’t sick,” said the tree doctor.

“It *needs* something.”

Poppleton did not know
what his little tree needed.



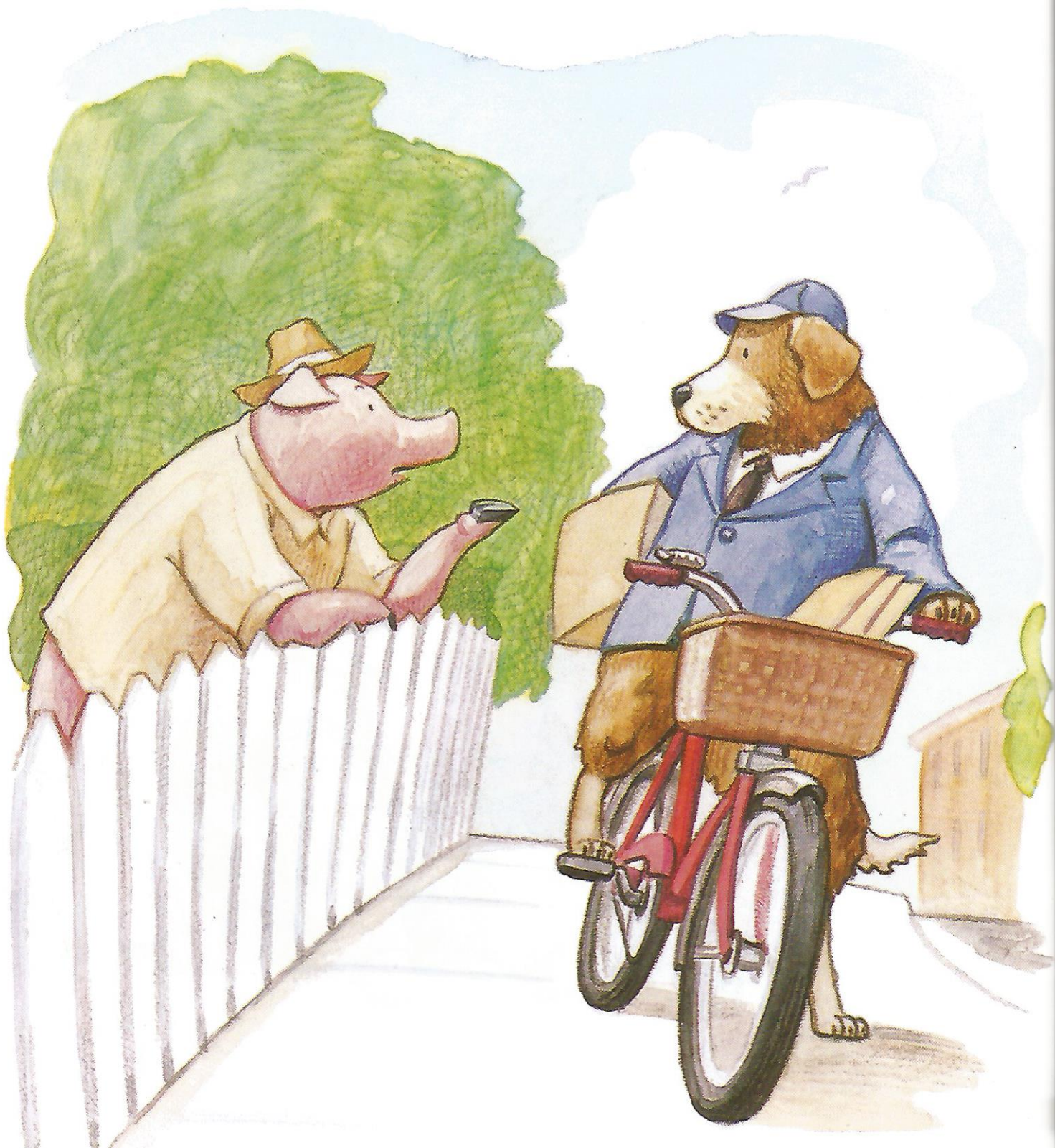
He tapped it. He stroked it.
He felt its trunk and leaves.
But he did not know.
Poppleton sat up with his tree all
night, wondering what it needed.

In the morning he went for help.
“What does my tree need?” Poppleton
asked Hudson down the street.
“A piece of cheese?” said Hudson.
Poppleton gave the tree a piece
of cheese, but it didn’t help.



“What does my tree need?” Poppleton asked Newhouse, the delivery dog.

“A bone?” said Newhouse.

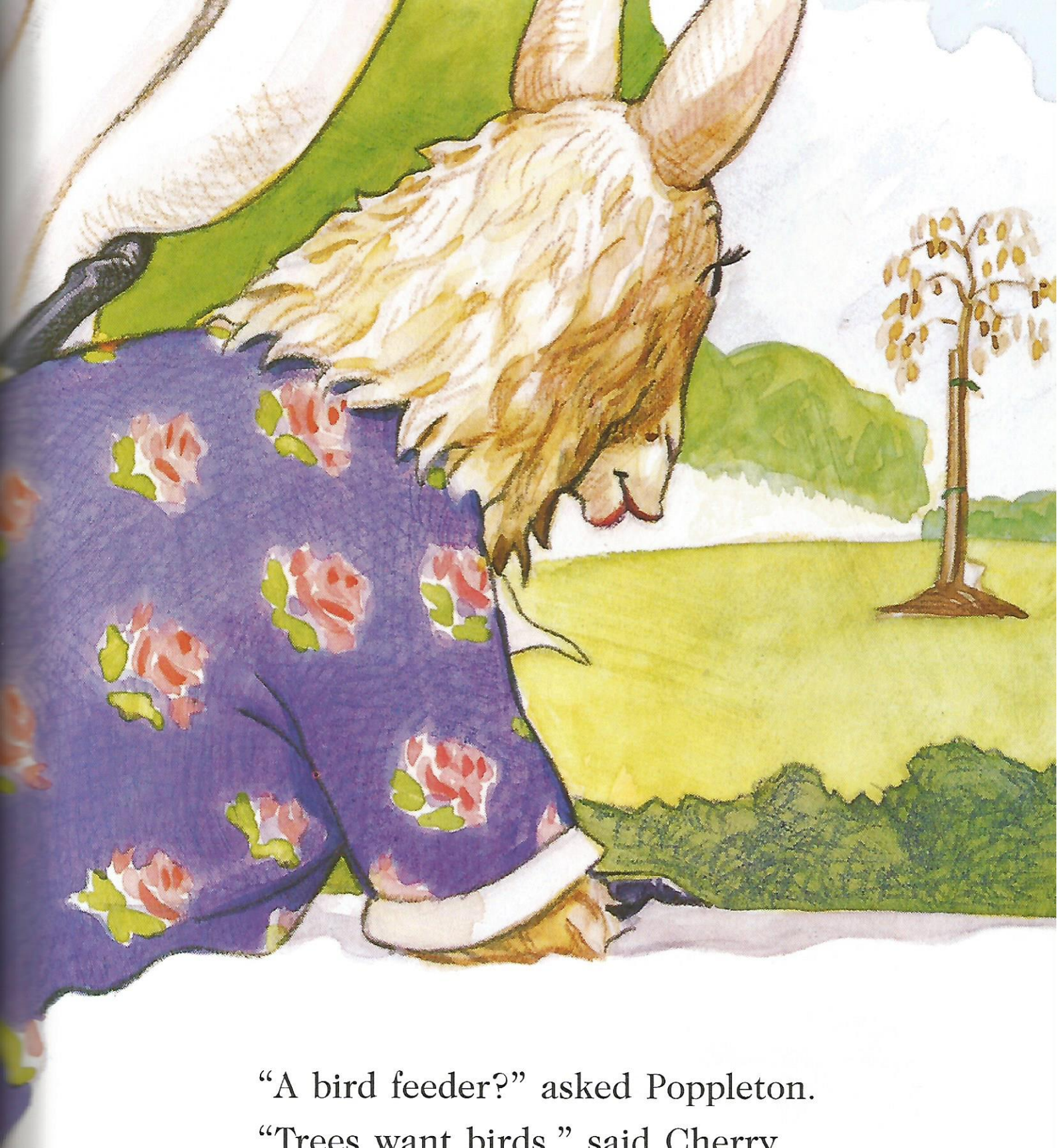




Poppleton gave the tree a
bone, but it didn't help.

Poppleton went to see Cherry Sue.
“What does my tree need?” Poppleton
asked Cherry Sue. Cherry Sue looked
out her **window** at the little tree.
She **thought** and thought.
Then she said, “If I were that tree,
I would need a bird feeder.”





“A bird feeder?” asked Poppleton.

“Trees want birds,” said Cherry Sue. “Why do you think they hold out their arms all day?”

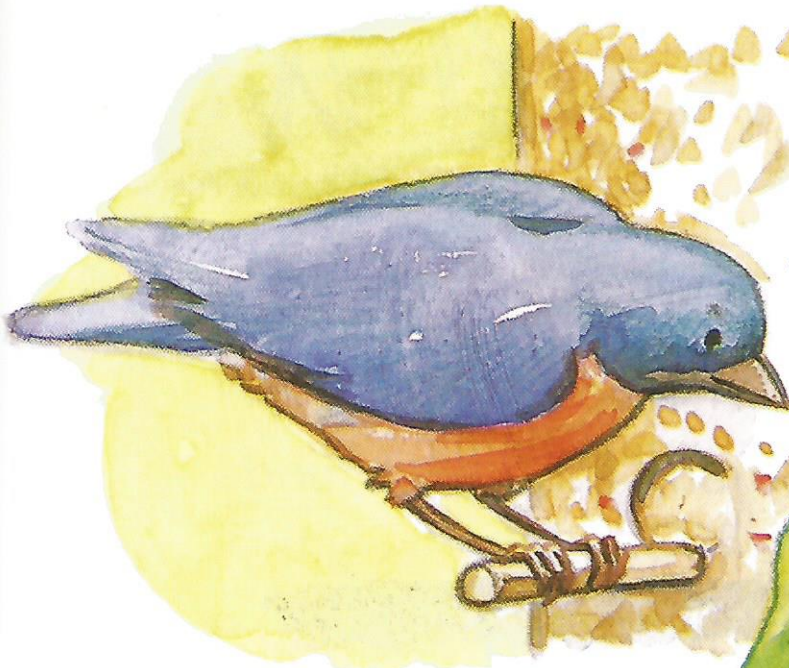


Poppleton bought a bird feeder
for his little tree.



A sparrow came, and
a leaf turned green.

A cardinal came, and
another leaf turned green.



A bluebird came, and
three leaves turned green.



Poppleton's tree got better.

Soon all of its leaves were green.

"You are a pretty smart llama,"

Poppleton told Cherry Sue.

~~Young Poppleton was very happy
because his tree was green.~~

Then they had lemonade and watched
the birds.

Grammar

Read
Together

Subject Pronouns Words that can take the place of nouns are called **pronouns**. The pronouns **he**, **she**, and **it** name one. The pronouns **we** and **they** name more than one.



Ben watered the tree.

He watered the tree.

The tree grew.

It grew.

Birds loved the tree.

They loved the tree.

Lily fed the birds.

She fed the birds.

Turn and Talk

Choose the correct pronoun to name each picture. Write it on a sheet of paper. Then say a sentence to a partner about each picture. Use the pronoun.

1.



she

he

2.



they

it

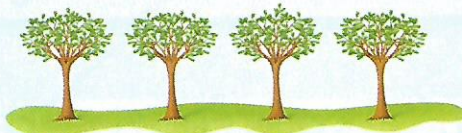
3.



it

we

4.



they

she

5.



we

he

Grammar in Writing

When you proofread your writing, be sure you have used pronouns correctly.