

**Module:** Short Stories

**Unit:** The Giving Tree

**Target Group:** All classes of Form 1 students

**Background:**

**Student Profile**

Our school is a Band 3 school with students from lower and middle income family backgrounds. Within each class there is at least 1 if not 2 or 3 SEN students and there is no extra support in terms of man power. In the past few years more and more mainland students have started to study at our school as well so there are normally 1 or 2 students new to Hong Kong and Concordia. Depending on where the students come from the Mainland, their English levels might be higher or lower than our own school's students. Within a Form 1 class, students' English level abilities have a great range. Some students are able to converse in simple conversation with me while others don't even know how to read high frequency words.

**Class Structure**

After taking this course, I realize that despite our schools' efforts to use cooperative learning as a way to cater for learning diversity, we actually need to rethink how we are catering to our students' English abilities. In the coming school year, I hope that our school will divide all 3 English classes in at least Form 1 and Form 2 into 3 groups according to their English level abilities. If that is not possible, the regular English teacher and I will use my two Language Arts lessons each week to divide the class into 2 separate groups according to students' English level abilities. Since at the beginning of the school year grouping will be made according to our school's formal entrance exams results, the grouping will be flexible allowing for movement of students into either groups after more informal and formal assessment has taken place.

**Rationale:**

I am fortunate to teach each Form 1 class a language arts lesson twice a week. Our school has a five day schedule and classes meet for 55 minutes each. After we have finished a unit called "Getting to know you" and a poetry unit, we will introduce the short story of *The Giving Tree*. Generally, we will have four to five 55 minute lessons to allocate for this unit. One or two activities may be used in a lesson according to how much time the class needs for each activity. I chose *The Giving Tree* because it uses a lot of high frequency words and the other vocabulary words are not too difficult for students to learn and most have a common context of trees. The story is easy to understand even without the text, therefore, students are able to use the pictures to help them understand and remember new vocabulary words.

This story is very good for introducing the elements of a story as the story line is simple. I use this unit as the beginning of our scaffolding for students' knowledge, use and application of the elements of a story building up to the School Based Assessment (SBA) in Form 4 and 5. Also, since *The Giving Tree* has a simple storyline, students enjoy the story as it is quite meaningful, and it is easy to apply to their lives.

**Concept/ Attitude Enhanced:**

I found this course quite useful, and I learned that although I have already been using ways to cater for students' learning abilities and multiple intelligences, it wasn't always intentional or enough. Through the examples we studied in class, I have a better understanding of what types of tasks can cater for multiple intelligence, and I appreciate more how this could help motivate students to learn.

**My Application of gained knowledge from Catering for Diversity Course:**

In this unit, I have tried to include tasks using a variety of multiple intelligences. Also, I have modified all of the materials to cater to the lowest and highest English Language Level groups.\* Modification might include providing extra vocabulary in English and/or Chinese, giving simpler directions, giving more sentence starters/patterns, using different types of tasks (matching vs. chart completion) and adjusting the amount of language input, language output or task completion. Also, the instructional strategies will include whole class teaching, individual, partner and group work.

\* (I prefer to categorize my students as beginners, intermediate beginners, advanced beginners etc., as I feel that this labeling does not affect their self-esteem and confidence as much other labels. Most students realistically know which English language level they belong to because they themselves know how many lessons or course they have taken, how much exposure to English they have had, how much they have used their English and how they compare to their classmates. I would hope that the level they are grouped in is more justifiable to them. Whereas I feel stronger/ weaker or elite / remedial carry negative connotations lowering their motivation level to learn English.)

**Overview of Unit:**

Activity 1 – Pre-Reading Tasks - Knowledge / Evaluation

- Building Vocabulary (Visual)
- Prediction (Logical)

Activity 2 – Reading the story

- YouTube video (Linguistic/ Musical)
- Reading the text of the story (Linguistic) (L3 only)

Activity 3 – Revision of Related Vocabulary

- Matching Task (Visual) L1
- Vocabulary Flash Cards (Linguistic/ Visual)

Unit Overview - Continued

Activity 4 - Post Reading Tasks - Comprehension / Application

- Comprehension task (Logical)
- Comparing Characters (Logical)
- Application to students' relationships/ lives (Intrapersonal)

Activity 6 Elements of a story - Analysis

- Story Map (Kinesthetic)

Activity 7 Evaluation

- Elements of a story - Theme (Logical)

Activity 8 - *Extension Activity (Linguistic/ Interpersonal)* \*\*

Activity 9 Dramatization

- Reader's Theater (Interpersonal / Kinesthetic)

Activity 10 - Book Report (Linguistic)

**Objectives:**

Teacher:

1. Make use of the authentic material, *The Giving Tree*
2. Arouse students' interest in learning English
3. Incorporate language arts in the English curriculum
4. Give students opportunities to use English as a means of communication
5. Initiate dialogue among students
6. Introduce elements of a story and apply them to story

Student:

1. Make story prediction
2. Listen to authentic English
3. Describe the characters
4. Identify the elements of a story and apply to story
5. Discuss the main theme(s) of the story
6. Evaluate their relationship with family/ teachers/ friends
7. Recite lines from *The Giving Tree* in the form of a reader's theater
8. Evaluate students' reading performance

***Summary of The Giving Tree:***

This story is about a tree and a boy. In the beginning of the story, the boy and the tree play together every day, and they love each very much. When the boy starts to grow up, he still likes to be near the tree, but this time he is with his girlfriend. As he starts to grow up, the boy only comes to visit the tree when he needs something. At different stages of his life he asks for money, a house, a boat and a place to rest. Each time the tree provides for his needs until she has nothing left. Although we are told that the tree is happy to see the boy each time and provide for his needs, we are left to wonder whether the tree is really happy or not.

**References: (In order of use.)**

(Story Book)

Silverstein, S (1997). *The Giving Tree*. New York: Harper Collins.

(You Tube Videos)

Hamil Kate, (Sept 23, 2008) *The Giving Tree* 2008, [video], Retrieved June 22, 2011, from <http://www.youtube.com/user/katehamil>.

MickelTrickel , (Jun 10, 2007), *The Gift of The Giving Tree*, [video], retrieved June 22, 2011, from <http://www.youtube.com/watch?v=J0uvxoNzwvg&feature=related>.

Silverstein, S (Apr 10, 2008 ) *The Actual '73 Giving Tree Movie Spoken By Shel Silverstein* [video], retrieved June 22, 2011, from <http://www.youtube.com/watch?v=1TZCP6OqRIE>.

(Vocabulary Revision Activity 3 Level 1 Worksheet)

Simelmits, Betty, [English Exercises](#) - [Readings exercises](#) -*The Giving Tree. English Exercises*. Retrieved on June 14, 2011 from <http://www.englishexercises.org/makeagame/viewgame.asp?id=781>

(Reader's Theater script)

Young, Chase. (2011). *Reader's Theater Scripts. Mr. Young's Class Reader's Theater*. Retrieved on June 23, 2011 from [http://www.thebestclass.org/The\\_Giving\\_Tree.pdf](http://www.thebestclass.org/The_Giving_Tree.pdf).

**Procedures:**

Activity 1: Pre –reading Tasks

Materials: Worksheets

Comprehension Strategy: Previewing and Predicting

Catering for Learning Diversity:

Level 1 Students can use Chinese meaning to understand the meaning of the words.

More sentence guidance is given to level 1 students. Students can work individually or in pairs.

Task 1:

Level 1: Students should work in pairs to write the Chinese meaning for each of the parts of the tree. They can use the picture for a context or use dictionaries if they need additional help.

Level 2: Students should use the picture and their own pre-knowledge to label the parts of the tree. Students can a process of elimination to help them complete it.

Task 2:

Level 1 and 2: Students should write what they predict the tree will give the boy.

**PLEASE NOTE: The Level 1 English activities will always be given first.**

Name: \_\_\_\_\_ 1\_\_\_\_\_ (      )

## *The Giving Tree*

By Shel Silverstein

### Activity 1: Pre – Reading Tasks

#### Task 1 – Build your Vocabulary

*Directions: Use a dictionary to write the Chinese meaning in the [     ] for the parts of the tree below.*

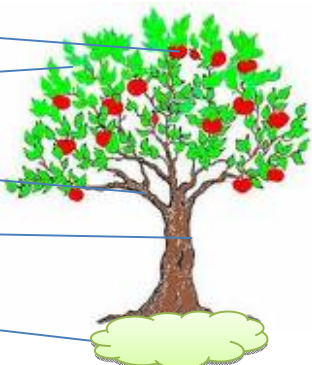
1. Fruit [     ]

2. Leaves [     ]


3. Branches [     ]

4. Trunk [     ]

5. Shade [     ]



6. Stump [     ]



#### Task 2 - Make a Prediction

*Directions: Write your ideas in the sentences below before hearing the story.*

What do you think the “Giving” tree will give to the boy? Why? For what?

1. I think that the tree will give the boy \_\_\_\_\_  
because the boys wants \_\_\_\_\_.
2. I think that the tree will give the boy \_\_\_\_\_  
because the boys wants \_\_\_\_\_.

#### Task 3 – Post Reading

*Directions: Circle the correct response.*

My 1<sup>st</sup> prediction was correct. Yes / No

My 2<sup>nd</sup> prediction was correct. Yes / No

Name: \_\_\_\_\_ 1\_\_\_\_\_ (     )

## *The Giving Tree*

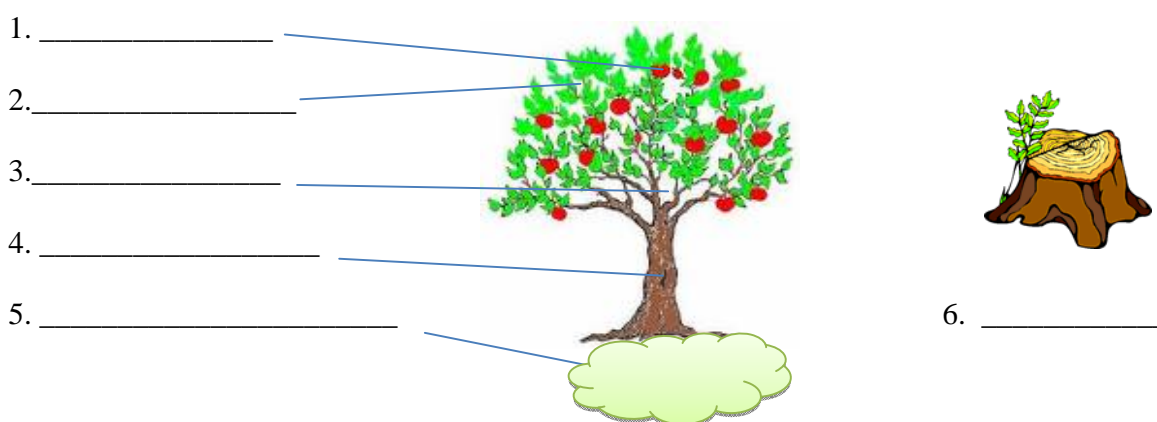
By S \_\_\_\_\_ S \_\_\_\_\_

### Activity 1: Pre – Reading Tasks

#### Task 1 – Build your Vocabulary

*Label the parts of the apple tree with the vocabulary listed below.*

Branches      Fruit      Leaves      Shade      Stump      Trunk



Task 2 - Use your own ideas to complete the following question.

What do you think the “Giving” tree will give to the boy? Why? For what?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

#### Task 3 - Post Reading

a. *Directions: Circle the correct response.*

My 1<sup>st</sup> prediction was correct. Yes / No

My 2<sup>nd</sup> prediction was correct. Yes / No

b. *What surprised you? Write a sentence.*

\_\_\_\_\_

Materials: Computer, projector, speakers and downloaded You Tube Videos, highlighters for high group, Story text for *The Giving Tree*.

Comprehension Strategy: Monitoring / Questioning / Think-aloud

Bloom's Taxonomy – Comprehension

Multiple Intelligences: Musical and Linguistic

#### Catering for Learning Diversity:

This allows each group of students just to enjoy the story and try to comprehend it through visual clues. Level 1 students will not read the text of the story as the teachers will read it aloud them. While reading to the Level 1 class a second time the teacher can reinforce the vocabulary learned, each action of the story and the an underlying theme. This is a whole class activity. The Level 2 class will read the story on their own and take notes on new vocabulary and the story. They may work in individually, in pairs or groups.

#### Procedure:

##### Level 1: Task 1

1. Watch: The Giving Tree YouTube Video without the text.  
(Let students enjoy watching the story to understand it visually.)

Hamil, Kate. (Sept 23, 2008) The Giving Tree 2008, [video], Retrieved June 22, 2011, from <http://www.youtube.com/user/katehamil>.

(Read with contemporary music)

OR

Silverstein, S. (Apr 10, 2008 ) The Actual '73 Giving Tree Movie Spoken By Shel. Silverstein [video], retrieved June 22, 2011, from <http://www.youtube.com/watch?v=1TZCP6OqRIE>.

(Read by the author with harmonica music)

2. Watch: The Giving Tree YouTube Video with text.
  - a. Turn off volume and read the story to students.
  - b. Teacher can ask what happens next and comprehension questions.
  - c. Students can use and learn new vocabulary.

MickelTrickel , (Jun 10, 2007), The Gift of The Giving Tree, [video], retrieved June 22, 2011, from <http://www.youtube.com/watch?v=J0uvxoNzwvg&feature=related>.



Level 2: Watch You Tube Video

Task 1:

Watch: The Giving Tree YouTube Video without the text.

(Let students enjoy watching the story to understand it visually.)

Hamil, Kate. (Sept 23, 2008) The Giving Tree 2008, [video], Retrieved June 22, 2011, from <http://www.youtube.com/user/katehamil>.

(Read with contemporary music)

OR

Silverstein, S. (Apr 10, 2008) The Actual '73 Giving Tree Movie Spoken By Shel. Silverstein [video], retrieved June 22, 2011, from <http://www.youtube.com/watch?v=1TZCP6OqRIE>.

(Read by the author with harmonica music)

Task 2: Read text:

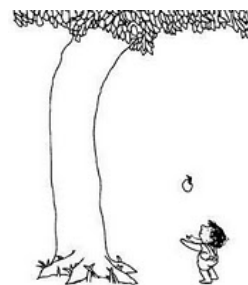
- a. Students highlight new vocabulary words.
- b. Students circle what the tree gave the boy.
- c. Students put a box around what the boy gave the tree.

Name: \_\_\_\_\_ ( )

Activity 2: Read the story of *The Giving Tree*

Task 2 – Directions:

- a. Read the story of *The Giving Tree*.
- b. Circle what the tree gave to the boy and put a box around what the boy gave to the tree.
- c. Highlight any words that are new to you.



## *The Giving Tree*

by Shel Silverstein

1 Once there was a tree..... and she loved a little boy. And every day the boy would come and he would gather her leaves and make them into crowns and play king of the forest. He would climb up her trunk and swing from her branches and eat apples. And they would play hide-and-go-seek. And when he was tired, he would sleep in her shade. And the boy loved the tree.....very much. And the tree was happy.

2 But time went by. And the boy grew older. And the tree was often alone. Then one day the boy came to the tree and the tree said, "Come, Boy, come and climb up my trunk and swing from my branches and eat apples and play in my shade and be happy."

3 "I am too big to climb and play," said the boy. "I want to buy things and have fun. I want some money. Can you give me some money?"

4 "I'm sorry," said the tree, "but I have no money, I have only leaves and apples. Take my apples, Boy, and sell them in the city. Then you will have money and you will be happy." And so the boy climbed up the tree and gathered her apples and carried them away. And the tree was happy.

5 But the boy stayed away for a long time... and the tree was sad. And then one day the boy came back and the tree shook with joy and she said, "Come, Boy, climb up my trunk and swing from my branches and be happy."

6 "I am too busy to climb trees," said the boy. "I want a house to keep me warm. I want a wife and I want children, and so I need a house. Can you give me a house?"

7 "I have no house," said the tree. "The forest is my house, but you may cut off my branches and build a house. Then you will be happy." And the boy cut off her branches and carried them away to build his house. And the tree was happy.

8 But the boy stayed away for a long time. And when he came back, the tree was so happy she could hardly speak. "Come, Boy," she whispered, "Come and play."

9 "I am too old and sad to play," said the boy. "I want a boat that can take me far away from here. Can you give me a boat?"

10 "Cut down my trunk and make a boat," said the tree. "Then you can sail away..... and be happy." And so the boy cut down her trunk and made a boat and sailed away. And the tree was happy.... but not really. And after a long time the boy came back again.

11 "I am sorry, Boy," said the tree, "but I have nothing left to give you. My apples are gone."

12 "My teeth are too weak for apples," said the boy.

13 "My branches are gone," said the tree. "You cannot swing on them."

14 "I am too old to swing on branches," said the boy.

15 "My trunk is gone," said the tree. "You cannot climb."

16 "I am too tired to climb," said the boy.

17 "I am sorry," sighed the tree. "I wish that I could give you something...  
but I have nothing left. I am just an old stump."

18 "I don't need very much now," said the boy. "just a quiet place to sit and rest. I am very tired."

19 "Well," said the tree, straightening herself up as much as she could, "Well, an old stump is good for sitting and resting. Come, Boy, sit down. Sit down and rest." And the boy did. And the tree was happy.



### Activity 3: Read the story (Level 2) and revision of vocabulary

Materials: Worksheets

Comprehension Strategy: Vocabulary Development

Bloom's Taxonomy: Comprehension

Multiple Intelligence: Visual and/or linguistic

Catering for Learning Diversity:

Level 1 students should complete a matching worksheet with the words that the teacher feels they need to learn. Since Level 2 students reading ability will be higher, they use the text of the story for this activity. Students will identify the words they don't know and the ones they feel that they still need to learn. Each student can have their own list of words to learn. (The teacher can have a spelling test or diction later based on a list of 15-20 words.)

#### Task 1: (Level 1 only)

Level 1: Students should complete the vocabulary worksheet to review the new vocabulary words they have learned.

#### Task 2:

Level 1 and Level 2: Students should write 10 new vocabulary words in the boxes, and either write the meaning of the words in their own words or draw a picture. After the teacher has checked the cards students should cut them out to use as vocabulary flash cards for self-study. (Alternatively, students can write the vocabulary word on the back of the box so that they can quiz themselves.)

Parts copied and adapted from: <http://www.englishexercises.org/makeagame/viewgame.asp?id=781>

### Activity 3: Vocabulary Revision

Name: \_\_\_\_\_



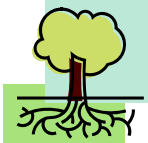



Form \_\_\_\_\_ ( )

## *The Giving Tree* By Shel Silverstein

### Task 1: Vocabulary Revision











#### Part A: Parts of a tree

**Directions:** Tick the parts of the tree that were mentioned in the story.

					
<input type="checkbox"/> Branches	<input type="checkbox"/> Leaves	<input type="checkbox"/> Roots	<input type="checkbox"/> Flower	<input type="checkbox"/> Fruit	<input type="checkbox"/> Stump

Part B:  
Words  
from the  
story

**Directions:** Choose the correct word from the story and put a circle around it.

				
a. Orange b. Apple c. Banana	a. Forrest b. Farm c. Ocean	a. Hat b. Crown c. Comb	a. House b. School c. Store	a. Chips b. Money c. Coins
				
a. Girl b. Boy c. Baby	a. Woman b. King c. Queen	a. Ship b. Sailboat c. Boat	a. Happy b. Mad c. Sad	a. Free b. Tree c. Three

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Parts  
copied

and adapted from: <http://www.englishexercises.org/makeagame/viewgame.asp?id=781>

### Part C: Action Words

**Directions:** Use the action words from the “Action Words Word Bank” to fill in the missing word in each sentence.

#### Action Words Word Bank

Buy	Eat	Play	Sell	Speak
Climb	Give	Sit	Sleep	

1. I

\_\_\_\_\_ English.

2. I \_\_\_\_\_ in my bed.

3. I can \_\_\_\_\_ trees.

4. I like to \_\_\_\_\_ fruit.

5. I \_\_\_\_\_ on my chair.

6. I like to \_\_\_\_\_ basketball.

7. Can you \_\_\_\_\_ give me an apple, please?

8. We are going to \_\_\_\_\_ a new computer?


### Activity 3: Vocabulary Flash Cards

#### Task 2: Revision of Vocabulary

*Directions:*

***Write 10 words that are new to you in the boxes below.***

***Draw a picture of this new word or write an English definition. Follow the example provided.***

<p>Example 1:</p>  <p>Branches</p>	<p>Example 2:</p> <p>A game children play. One or more people hide and the person who is "it" must find them.</p> <p>Hide and Go Seek</p>	

*After teachers have checked your vocabulary words cards, cut out the cards to use as flash cards for self-study.*

Activity 3:

Materials:  
Power  
Point and  
Worksheets

Comprehen  
sion  
Strategy:  
Vocabulary  
Developme  
nt /  
Summarizi  
ng /  
Evaluating  
Bloom's  
Taxonomy:  
Evaluation  
Multiple

Intelligences: Logical

**Catering for Learning Diversity:**

The teacher will give the Level 1 students a chance to revise and have extra practice pronouncing and using the new vocabulary. Level 1 students will then complete matching activities which should be easy for them to complete. Level 2 students should complete the information independently by using the information they took notes on the text if they cannot recall the information. Both Level 1 and Level 2 students are given some language to complete the sentences to reinforce their use of “if” and giving reasons with “because.” Students can work individually or in pairs.

**Pre-teaching Revision Exercise:** If deemed necessary, the teacher can use the provided Power Point for students to retell the story as a way to review the story and reuse the vocabulary in the story. (PPT attached separately.)

**Task 1:**

Level 1: a. Students should match how the boy used the gift that the boy gave him.

Level 2: In pairs, the students should complete the table of what the tree gave the boy and what the boy gave the tree. Students can use their copy of the text to help them.

**Task 2:**

Level 1 & 2: Students should then answer the questions and complete the sentences provided.

**Task 3:**

Level 1: In pairs, students should use the word bank and complete the sentences to describe the characters.

Level 2: In pairs, students should write their own adjectives to describe the characters.  
Students should complete the sentences.

Name: \_\_\_\_\_ ( )

**Activity 3: Post Reading Tasks**



*The Giving Tree*  
By Shel Silverstein



### Task 1: What did she give?

Directions: *The tree gave the boy a lot of gifts. What did the boy use the gifts for? Write the correct number next to the gift.*

<u>Gift</u>	<u>Use</u>
Leaves _____	1. To swing / to build a house
Apples _____	2. To make them into crowns
Branches _____	3. To eat / to sell and have money
Shade _____	4. To take nap
Trunk _____	5. To climb / to make a boat
Stump _____	6. To sit / rest

Task 2: What did he give?

Directions: *Give your opinion by circling either "yes" or "no." Finish the*

*sentence*

*with your own words.*

1. The tree gave the boy a lot. Did the boy give the tree anything? Yes / no

If "yes," what did he give? \_\_\_\_\_

2. Who gave more? \_\_\_\_\_

3. Is this a good relationship (關係)? Yes / no

If "no," how could it be better? It would be better if \_\_\_\_\_

\_\_\_\_\_.

### Task 3: Describing the Characters

Directions: *Use the following word bank to help you write adjectives that describe the tree and the boy. Write a sentence that you think best describes the tree and the boy. Use your own words.*

Giving	Happy	Kind	Selfish	
Greedy	Helpful	Rude	Unhappy	Selfless

Tree

Boy

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

1. \_\_\_\_\_

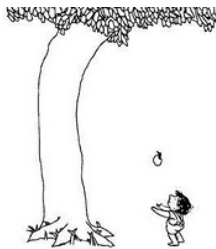
2. \_\_\_\_\_

3. \_\_\_\_\_

What do you think?

1. I think the tree is \_\_\_\_\_ because \_\_\_\_\_.

2. I think the boy is \_\_\_\_\_ because \_\_\_\_\_.



Name: \_\_\_\_\_ ( )

*The Giving Tree*

**Activity 3: Post – Reading Tasks**

**Task 1:** *Directions: Fill in the blanks of what the tree and the boy gave to each other.*

*If the boy didn't give anything, write "nothing."*

What did they give?

	Tree	Boy
Little Boy	Love, I _____ to play with, t_____ to climb up, b_____ to swing from, _____ to eat, _____ to sleep in	Friendship, attention, _____
Young Man	A _____ to _____.	_____
Man	B _____ to _____.	_____
Older Man	_____ to _____.	_____
Old Man	_____ to _____.	_____

Task 2:

Directions: Give



by  
"."  
Finish the  
sentences with  
your own words.

Is this a good  
relationship (關  
係)? Yes / no

It is / is not a  
good relation  
because

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

It would be better if \_\_\_\_\_

\_\_\_\_\_.

Task 3:

Directions: *With a partner write 3 to 5 adjectives that describe the tree and the boy.*

<u>Tree</u>	<u>Boy</u>
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

What do you think? Answer number 1 and 2. Then answer at least three other questions in your learning diary. Write your ideas in complete sentences.

1. *Pick one of the adjectives above that you feel describes the tree and tell why you feel that way.*
2. *Pick one of the adjectives above that you feel describes the boy and tell why you feel that way.*
3. *Why or when was the tree most happy?*
4. *Do you think the tree really was happy?*
5. *Why was the tree lonely when the boy grew up?*
6. *Do you think the tree loved the boy?*
7. *Do you think the boy was thankful?*

Activity 4: Post – reading



Materials: Worksheets

Comprehension Strategy: Activating Prior Knowledge and Making Connections to Self

Bloom's Taxonomy: Application

Multiple Intelligences: Visual/ Linguistic and Interpersonal

Catering for learning diversity:

In task 1, it caters for both linguistic and visual learners. They can decide how they would like to present the information. In task 2, Level 1 students are given more language to complete the sentences whereas Level 2 students should use their own language. Students should complete the worksheets individually, however, they may help each other to brainstorm and write grammatically correct sentences.

Task 1:

Level 1 and 2: Students should write or draw pictures to describe what others give them and what you give others.

Task 2:

Level 1: Students should complete the sentences of what they could do special for their parents.

Level 2: Students should write their own sentences of what they could do special for their parents.

Name: \_\_\_\_\_ (      )



Activity 4: Post - reading

### Giving in the Family

Task 1: Giving

Directions: *Write below or draw pictures of what others give to you and what you give to them.*

	Other gives to you	You give to the other

Mother		
Father		

*Tasks 2: Our Giving*

*Directions:  
Write a sentence to tell what you could do special for your parents, and why he/she would like it.*

a) Father - I could

\_\_\_\_\_ for my father. He would like it because \_\_\_\_\_.

b) Mother - I could \_\_\_\_\_ for my mother. She would like it because \_\_\_\_\_.

Name: \_\_\_\_\_ ( )

Activity 4: Post - reading



**Giving in the Family**

**Task 1: Giving**

*Directions: Write below or draw pictures of what others give to you and what you give to them.*

	Other gives to you	You give to the other
Mother		

Father		

*Tasks 2: Our Giving*  
*Directions:*  
*Write a sentence to tell what you could do special for your parents, and why he/she would like it.*

a) Father

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c) Mother

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**Activity 5: Elements of a story vocabulary. (Worksheets to be made at a later time.)**

### Comprehension Strategy: Vocabulary Development

Activity 6: Story map using elements of a story – analysis

Materials: Story Maps attached separately. (One A5 size for each group and an A4 size for each individual), cut out slips of paper for each group.

Comprehension Strategy: Summarizing

Bloom's Taxonomy: Analysis

Multiple Intelligence used: Kinesthetic

Catering for Learning Diversity: Level 1 students can use the Chinese meaning to help them complete the task.

Level 2 students should try to complete the task with less Language 1 help.

Students can work in cooperative groups to help each other.

Task 1: STORY MAP IS ATTACHED SEPARATELY.

Level 1: Students should write the Chinese meaning of the elements of a story as homework the night before. If students don't know the meaning, they can refer to the worksheet from activity 5 or look it up in the dictionary.

Level 1 & 2: In groups, students should match the slips of paper with the elements of the story.  
Students should copy the correct answers on their own chart.

### Activity 6: Elements of a story – Story Map

#### *The Giving Tree* by Shel Silverstein

#### Matching Slips

INSTRUCTIONS TO THE TEACHER: Cut the slips for students to place in the appropriate boxes on the “Giving Tree” story map. (Attached as separate files.)

The Giving Tree	Shel Silverstein
Boy and Tree	Past and Present



Forest (A place with many trees.)	
The boy plays happily with the tree every day.	
The boy only comes back to the tree to ask for things.	The boy comes back and sits and rests on the tree's stump.

#### Activity 7: Elements of a story – Theme

Materials: Worksheets

Comprehension Strategy: Synthesizing / Evaluation

Bloom's Taxonomy: Synthesis / Evaluation

Multiple Intelligence: Logical

#### Catering for Learning Diversity:

Students in Level 1 have a smaller word bank of themes than students in Level 2. Also, Level 1 students will write sentences about the theme rather than questions as writing questions could be more challenging. Also, students in Level 1 will only write two sentences about what they have learned whereas those in Level 2 should write a paragraph. Students can work independently, in pairs or groups. (Please note that “selfishness” and “selflessness” have been put out of alphabetical order in order to help any dyslectic students distinguish these words more easily. )

Task 1

Level 1 and 2: Students should write the Chinese meaning for the words in the vocabulary bank. Students might have their own pre-knowledge of the words otherwise students should use a dictionary to look up any unknown words.

Task 2

Level 1: The students should use the vocabulary bank to help them decide themes of the story. As a group, students should circle all possible themes and write sentences from the story about two themes. Students should then write two sentences about what they have learned or thought about from the story.

Level 2: The students should use the vocabulary bank to help them decide themes of the story. As a group, students should circle all possible themes and write questions that the author might ask about two themes. Students should then write a paragraph about what they have learned or thought about from the story.

Activity 7: Elements of a Story – Theme [ 題目 ]

Name: \_\_\_\_\_ (       )



## ***The Giving Tree***

*By Shel Silverstein*

Elements of a Story – Theme [ 題目 ]

The **theme** is **what the author wants us to think about.**

### **Task 1:**

**Directions:** Below are some common themes in stories. Write the Chinese meaning next to the words. Look up the words in the dictionary if you do not know the meaning.

1. Earth [                      ]	5. Giving [                      ]	9. Respect [                      ]
2. Family [                      ]	6. Happiness [                      ]	10. Selflessness [                      ]
3. Friendship [                      ]	7. Kindness [                      ]	
4. Selfishness [                      ]	8. Love [                      ]	

**Task 2: Directions:** In your groups, discuss and write answers for the following questions:

1. In the story “The Giving Tree,” what do you think the author, Shel Silverstein, wants us to think about? Circle all of the possible themes in the above table.
2. Pick one or two of the themes that you circled and write two sentences about that theme from the story.

Ex. Happiness – The tree was happy whenever she saw the boy.  
(Theme) (Sentence)

A. \_\_\_\_\_ - \_\_\_\_\_  
(Theme) (Sentence)

B. \_\_\_\_\_ - \_\_\_\_\_  
(Theme) (Sentence)

3. The author usually hopes that we have learned something from their story. Write 2 sentences about something you have learned or thought about from the story “The Giving Tree.”  
You may want to use one or more of the themes above to help you answer the question.

1. I have learned \_\_\_\_\_

2. \_\_\_\_\_

### Activity 7: Elements of a Story – Theme

Name: \_\_\_\_\_ (                      )



## ***The Giving Tree***

*By Shel Silverstein*

Elements of a Story – Theme [ 題目 ]

The theme is what the author wants us to think about.

### Task 1:

**Directions:** Below are some common themes in stories.

*Write the Chinese meaning next to the words.*

*Look up the words in the dictionary if you do not know the meaning.*

- |                                     |                                     |                                       |
|-------------------------------------|-------------------------------------|---------------------------------------|
| 1. Caring for others [            ] | 6. Giving            [            ] | 11. Love            [            ]    |
| 2. Earth            [            ]  | 7. God            [            ]    | 12. Receiving [            ]          |
| 3. Family            [            ] | 8. Greed            [            ]  | 13. Respect            [            ] |
| 4. Friendship[            ]         | 9. Happiness [            ]         | 14. Selflessness [            ]       |
| 5. Selfishness[            ]        | 10. Kindness [            ]         | 15. _____ [            ]              |

### Task 2:

In your groups, discuss and write answers for the following questions:

1. In the story “The Giving Tree,” what do you think the author, Shel Silverstein, wants us to think about?  
Circle all of the possible themes in the above table.
2. Pick one or two of the themes that you circled and write two questions that the author might ask us about that theme.

Ex. Happiness – Was the tree really happy?  
(Theme) (Question)

A. \_\_\_\_\_ - \_\_\_\_\_  
(Theme) (Question)

B. \_\_\_\_\_ - \_\_\_\_\_  
(Theme) (Question)

3. The author usually hopes that we have learned something from their story. Write a short paragraph about something you have learned or thought about from the story “The Giving Tree.” You may want to use one or more of the themes above to help you answer the question.

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Activity 8: Extension Task

Material: Worksheets with more information and examples will be made at a later date.

Comprehension Strategy: Make connections to self and the world  
Bloom's Taxonomy: Application  
Multiple Intelligences: Linguistic / Visual

#### Catering for Learning Diversity:

Students are able to choose the activity that they enjoy most. Tasks "a" and "b" would involve more writing whereas task "c" would use short simple sentences and be more visual.

Task(s): Students should choose one activity to extend their learning of the story.

- a. Write a "Thank you" card to a parent / teacher
  - b. Make "Gift coupons" for parents
  - c. Make a collage of a family member in action and labeling what they do for others. Give it a special title.
- 

#### Activity 9: Reader's Theater

Material: Copies of reader's theater script, evaluation rubric

Comprehension Strategy: Evaluating (of reader's theater)  
Bloom's Taxonomy: Evaluation (of reader's theater)  
Multiple Intelligence: Interpersonal / Kinesthetic

#### Catering for Learning Diversity:

The Reader's Theater's script has been adjusted according to how many students are included in a group. In Level 1, more students are included in a group, therefore, they have less lines to read allowing them to be involved at an attainable level. In Level 2, there are less students involved giving students more lines and thus more chances to speak. Also, there is only one tree so that any student who enjoys reading more can take up this part. The evaluation form differs in that the students in Level 1 must complete the sentences when giving advice, whereas, those in Level 2 must write their own sentences.

#### Task 1:

Level 1 and 2: Students will break into groups to read, practice and rehearse a Reader's Theater script for *The Giving Tree*. At a designated time, they will perform their reading of the script. When students perform, students in the other groups who are watching must evaluate another classmate and discuss it with the other afterwards. Students can also self-evaluate their performance.

#### Activity 9: Reader's Theater

# The Giving Tree

By Shel Silverstein

**Scripts: Narrators 1-12, Boys 1-4, Trees 1-4**

Narrator 1: Once there was a tree.....

Narrator 2: And she loved a little boy.

Narrator 3: And every day the boy would come.

Narrator 4: And he would gather her leaves and make them into crowns and play king of the forest.

Narrator 5: He would climb up her trunk and swing from her branches.

Narrator 6: And when he was tired, he would sleep in her shade.

Narrator 7: And the boy loved the tree.....very much.

Narrator 8: And the tree was happy. But time went by, and the boy grew older.

Narrator 9: And the tree was often alone.

Narrator 10: Then one day the boy came to the tree and the tree said:

Tree 1: Come, Boy, come and climb up my trunk and swing from my branches and eat apples and play in my shade and be happy.

Boy 1: I am too big to climb and play

Narrator 11: said the boy.

Boy 1: I want to buy things and have fun. I want some money. Can you give me some money?"

Tree 1: I'm sorry

Narrator 11: said the tree,

Tree 1: but I have no money. I have only leaves and apples. Take my apples, Boy, and sell them in city. Then you will have money and you'll be happy.

Narrator 12: And so the boy climbed up the tree and gathered her apples and carried them away.

Narrator 1: And the tree was happy...

Narrator 2: But the boy stayed away for a long time..... and the tree was sad.

Narrator 3: And then one day the boy came back and the tree shook with joy, and she said:



Tree 2: Come, Boy come and climb up my trunk and swing from my branches and eat apples and play in my shade and be happy.

Boy 2: I am too busy to climb trees,

Narrator 4: said the boy.

Boy 2: I want a house to keep me warm. I want a wife and I want children, and so I need a house. Can you give me a house?

Tree 2: I have no house. The forest is my house.

Narrator 5: said the tree

Tree 2: but you may cut off my branches and build a house. Then you will be happy

Narrator 6: And so the boy cut off her branches and carried them away to build a house. And the tree was happy.

Narrator 7: But the boy stayed away for a long time and the tree was sad.

Narrator 8: And when he came back, the tree was so happy she could hardly speak.

Tree 3: Come, Boy

Narrator 9: she whispered,

Tree 3: Come and play.

Boy 3: I am too old and sad to play. I want a boat that will take me away from here. Can you give me a boat?

Tree 3: Cut down my trunk and make a boat,”

Narrator 9: said the tree.

Tree 3: Then you can sail away and be happy.

Narrator 10: And so the boy cut down her trunk And made a boat and sailed away. And the tree was happy.

Narrator 11: But not really. And after a long time the boy came back again.

Tree 4: I am sorry, Boy, but I have nothing left to give you. My apples are gone.

Boy 4: My teeth are too weak for apples.

Tree 4: My branches are gone. You cannot swing on them.

Boy 4: I am too old to swing on branches.

Tree 4: My trunk is gone. You cannot climb me.



Tree 4: I am sorry. I wish that I could give you something but I have nothing left. I am just an old stump. I am sorry...

Boy 4: I don't need very much now, just a quiet place to sit and rest. I am very tired.

Tree 4: Well,

Narrator 12: said the tree, straightening herself up as much as she could,

Tree 4: an old stump is good for sitting and resting. Come, Boy, sit down and rest.

All Narrators: And the tree was happy.



*Scripted by Chase Young*

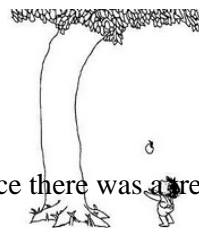
Activity 9: Reader's Theater

## The Giving Tree

By Shel Silverstein

**Scripts: Narrators 1-2, Boy (1-2), Tree (1)**  
little boy.

Narrator 1: Once there was a tree..... And she loved a



Narrator 2: And every day the boy would come and he would gather her leaves and make them into crowns and play king of the forest.

Narrator 1: He would climb up her trunk and swing from her branches and when he was tired, he would sleep in her shade. And the boy loved the tree.....very much.

Narrator 2: And the tree was happy. But time went by, and the boy grew older. And the tree was often alone.

Narrator 1: Then one day the boy came to the tree and the tree said:

Tree: Come, Boy, come and climb up my trunk and swing from my branches and eat apples and play in my shade and be happy.

Boy 1: I am too big to climb and play

Narrator 2: said the boy.

Boy 1: I want to buy things and have fun. I want some money. Can you give me some money?"

Tree: I'm sorry

Narrator 1: said the tree,

Tree: but I have no money. I have only leaves and apples. Take my apples, Boy, and sell them in city. Then you will have money and you'll be happy.

Narrator 2: And so the boy climbed up the tree and gathered her apples and carried them away. And the tree was happy...

Narrator 2: But the boy stayed away for a long time..... and the tree was sad.

Narrator 1: And then one day the boy came back and the tree shook with joy, and she said:

Tree: Come, Boy come and climb up my trunk and swing from my branches and eat apples and play in my shade and be happy.

Boy 1: I am too busy to climb trees,

Narrator 2: said the boy.

Boy 1: I want a house to keep me warm. I want a wife and I want children, and so I need a house. Can you give me a house?

Tree: I have no house. The forest is my house.

Narrator 1: said the tree.

Tree: but you may cut off my branches and build a house. Then you will be happy

Narrator 2: And so the boy cut off her branches and carried them away to build a house. And the tree was happy.

Narrator 1: But the boy stayed away for a long time and the tree was sad.

Narrator 2: And when he came back, the tree was so happy she could hardly speak.

Tree: Come, Boy

Narrator 1: she whispered,

Tree: Come and play.

Boy 2: I am too old and sad to play. I want a boat that will take me away from here. Can you give me a boat?

Tree: Cut down my trunk and make a boat,”

Narrator 1: said the tree.

Tree: Then you can sail away and be happy.

Narrator 2: And so the boy cut down her trunk And made a boat and sailed away. And the tree was happy.

Narrator 1: But not really. And after a long time the boy came back again.

Tree: I am sorry, Boy, but I have nothing left to give you. My apples are gone.

Boy 2: My teeth are too weak for apples.

Tree: My branches are gone. You cannot swing on them.

Boy 2: I am too old to swing on branches.

Tree: My trunk is gone. You cannot climb me.

Boy 2: I am too tired to climb

Tree: I am sorry. I wish that I could give you something but I have nothing left. I am just an old stump. I am sorry...

Boy 2: I don't need very much now, just a quiet place to sit and rest. I am very tired.

Tree: Well,

Narrator 1: said the tree, straightening herself up as much as she could,

Tree: an old stump is good for sitting and resting. Come, Boy, sit down and rest.

All Narrators: And the tree was happy.

*Scripted by Chase Young*



### Activity 9: Reader's Theater

Directions: Give your classmate some "marks" for the key elements listed below.

#### The Giving Tree Reader's Theater Peer Evaluation

Name: \_\_\_\_\_

Form 1 \_\_\_\_ ( )

<i>Key Elements</i>	<i>Excellent</i>	<i>Satisfactory</i>	<i>Needs Improvement</i>
Preparation [ ]	You were ready and could very easily read lines	You were ready and could read your lines with no problems	You were not ready/ you had problems reading your lines
Pronunciation [ ]	Almost all words were read correctly and clearly	Most words were read correctly and clearly	Many words were not read correctly and clearly
Presentation Skills [ ]	Read with excellent pauses and expression.	Read with some appropriate pauses and expressions	Read with few pauses and expressions
Volume [ ]	Loud and easy to hear	Loud enough to hear	Difficult to hear
Eye Contact [ ]	Looked at audience a lot	Looked at audience at times	Didn't look at the audience enough

Comments:  
I think you were really good at

\_\_\_\_\_  
\_\_\_\_\_.

I think you could improve your

\_\_\_\_\_  
\_\_\_\_\_.  
\_\_\_\_\_.

Total \_\_\_\_\_

### Activity 5: Reader's Theater

Directions: Evaluate your classmate for the key elements listed below.

### The Giving Tree Reader's Theater Peer Evaluation

Name: \_\_\_\_\_

Form 1 \_\_\_\_ ( )

<i>Key Elements</i>	<i>Excellent</i>	<i>Satisfactory</i>	<i>Needs Improvement</i>
Preparation [ ]	You were ready and could very easily read lines	You were ready and could read your lines with no problems	You were not ready/ you had problems reading your lines
Pronunciation [ ]	Almost all words were read correctly and clearly	Most words were read correctly and clearly	Many words were not read correctly and clearly
Presentation Skills [ ]	Read with excellent pauses and expression.	Read with some appropriate pauses and expressions	Read with few pauses and expressions
Volume [ ]	Loud and easy to hear	Loud enough to hear	Difficult to hear
Eye Contact [ ]	Looked at audience a lot	Looked at audience at times	Didn't look at the audience enough

Comments:

Encouragement:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

Improvement:

\_\_\_\_\_

\_\_\_\_\_.

Total

\_\_\_\_\_

### Activity 10: Book Report

(Note: One objective for having students write this book report is to teach them how to write a book report so that they can write one about a book they have read by themselves at a later time.)

Materials: Book Report forms and note sheet for Level 2

### Comprehension Strategy: Summarizing

Catering for Learning Diversity:

Level 1 students need more language input and sentence patterns for them to complete a book report. Students in Level 2 should use the note sheet given to them to help them write the book report about *The Giving Tree* and their own language.

Task:

Level 1: Students should complete the sentences to write a book report. The teacher may need to give more guidance to students and write more language on the board to help them complete the task.

Level 2: Teachers should go through the note sheet of suggested language with the students. Students should follow the organization of the outline and use either the suggested language or their own language to help them write a book report.

Activity 10: Book Report – Non-fiction

Name: \_\_\_\_\_

Class: \_\_\_\_\_ ( )

Date: \_\_\_\_\_

## Introduction

*(Include title, author and setting)*

1. I am going to share a book with you entitled \_\_\_\_\_.
2. This book is a \_\_\_\_\_ book. It is written by \_\_\_\_\_.
3. And the theme is about \_\_\_\_\_.

## Body

*(Include characters, opinion and lesson(s) learned.)*

4. Generally speaking, this book talks about \_\_\_\_\_  
\_\_\_\_\_.
5. For example, \_\_\_\_\_.

*(Include your opinion of the book.)*

6. My favourite part of this book is when \_\_\_\_\_  
\_\_\_\_\_.
7. I find this part most \_\_\_\_\_ because of the following **reasons**.
8. First of all, \_\_\_\_\_.
9. Moreover, \_\_\_\_\_.

*(Include lessons that you have learned.)*

10. After reading this book, I have learnt that (a) \_\_\_\_\_  
\_\_\_\_\_.
- Also, (b) \_\_\_\_\_.

## Conclusion

*(Overall opinion/ recommendation)*

11. \_\_\_\_\_, I think this book is really (a) \_\_\_\_\_.  
(b) \_\_\_\_\_.
12. I would \_\_\_\_\_ it to my friends \_\_\_\_\_.

em for  
dge the



Activity 10: Book Report – Fiction

Name: \_\_\_\_\_

Class: \_\_\_\_\_ ( )

Date: \_\_\_\_\_

## Introduction

*(Include title, author and setting)*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

## Body

*(Include characters, opinion and lesson(s) learned.)*

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

*(Include your opinion of the book.)*

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

*(Include lessons that you have learned.)*

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

## Conclusion

*(Overall opinion / recommendation)*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*By Shel Silverstein*

*Note Sheet for Writing a Book Report*

Activity 10: Book Report – Fiction

**Directions:** Use the following sentence patterns to help you write a fiction book report about *The Giving Tree*.

Introduction

1. I am going to share a fiction book with you entitled..... (title)
2. It is written by ..... (author)
3. It takes place in a..... (setting)

Body – 1. Characters

4. The characters in this book .....(characters).
5. The main character is.....(description)
6. The other character is.....(description)

Body – 2. Opinion

7. My favourite part of this book is ..... (adjectives to describe)
8. I find this part most .....because of the following **reason(s)**
9. First of all, ..... (Reason 1)
10. Moreover, .....(Reason 2)

Body – 3. Lesson(s) learned

11. After reading this book, I have learned that ..... (Lesson learned)
12. I have also learned.....(Lesson learned)

Conclusion - Overall opinion / Recommendations

13. In conclusion, I think..... (Opinion)
14. I would / would not recommend this book to .....(Recommendation)

[鍵入文字]

Name: \_\_\_\_\_ 1 \_\_\_\_ (    )

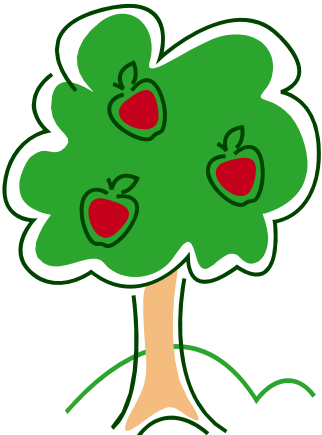
Story Map

Title [                    ] (Name of the book) : \_\_\_\_\_

Author [            ] (Writer) : \_\_\_\_\_

Setting [        ]:

Time[        ]:



Characters [        ]

Plot [        ]

(What happened in the story)

Beginning [        ]

(What happened first?)

Middle [        ]

(What happened next?)

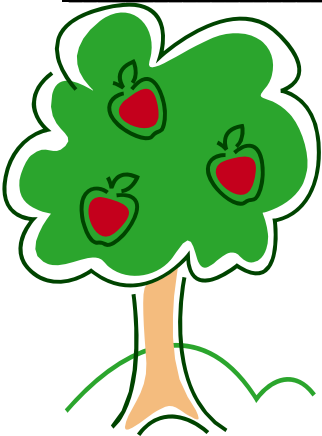
End [        ]

(What happened last?)

Story Map

Title : \_\_\_\_\_

Author: \_\_\_\_\_



Setting:

Time:

Characters:

Plot

Beginning

Middle

End

