



<b>Title:</b> Tree to Heaven	<b>Author:</b> Oscar Ranzo	<b>Illustrator:</b> Paul Ikonde	<b>Prepared by:</b> Jessica Parra
<b>Sight Words:</b> boy, of, every, was, from, out, some, too			
<b>Important words:</b> young, naughty, disobeyed, storm, whenever, refuse, forever, guardian angel, commandments, confess			

<b>Day 1</b> Pages 1-2	<p><b>Alphabetic Principle:</b></p> <ul style="list-style-type: none"> <li>Write each sight word and important word on a different piece of paper. Before reading each day, review the words by showing the different words one at a time. (These are called <i>flashcards</i>.)</li> </ul> <p><b>Accuracy &amp; Fluency</b></p> <ul style="list-style-type: none"> <li>On Day 1, look at the cover and consider the title, and have students predict what the story will be about.</li> <li>Teacher reads single page first.</li> <li>Students read single page with teacher, pointing at each word.</li> <li>Teacher reads next page.</li> <li>Students read the next page with teacher, pointing at each word.</li> <li>Students have time to read with a partner, out loud and taking turns.</li> <li>Students have time to read pages independently.</li> <li>If time allows, the teacher may call on students to read out loud, one at a time.</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Teacher should write the important words on the board (or on chart paper) in a list. Lead a group discussion on what the words mean, paying particular attention to the word storm. Let the students say what a storm is first (rain, thunder, lightning) and then read them this sentence, from page 3, which they are reading tomorrow: "Whenever Dada felt hungry, he would just storm into the kitchen and order the maid to serve him food." Discuss the difference in the use of "storm" here. For each word, write a succinct definition. Either leave the list on the board for reference or have students create a glossary in their notebooks.</li> </ul>
<b>Day 2</b> Pages 3-4	<p><b>Alphabetic Principle:</b></p> <ul style="list-style-type: none"> <li>Write each sight word and important word on a different piece of paper. Before reading each day, review the words by showing</li> </ul>



	<p>the different words one at a time. (These are called <i>flashcards</i>.)</p> <p><b>Accuracy &amp; Fluency</b></p> <ul style="list-style-type: none"><li>● Review what happened on the day prior.</li><li>● Teacher reads single page first.</li><li>● Students read single page with teacher, pointing at each word.</li><li>● Teacher reads next page.</li><li>● Students read the next page with teacher, pointing at each word.</li><li>● Students have time to read with a partner, out loud and taking turns.</li><li>● Students have time to read pages independently.</li><li>● If time allows, the teacher may call on students to read out loud, one at a time.</li></ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"><li>● Students create a t-chart in their notebooks with the headings “young” and “old.” Preferably, the students will work in partners or independently to brainstorm things they know of that would contribute to a “young” or “old” list of things. If students need support, teacher can make a t-chart on the board and do it with the students.</li></ul>
<p><b>Day 3</b> Pages 5-6</p>	<p><b>Alphabetic Principle:</b></p> <ul style="list-style-type: none"><li>● Write each sight word and important word on a different piece of paper. Before reading each day, review the words by showing the different words one at a time. (These are called <i>flashcards</i>.)</li></ul> <p><b>Accuracy &amp; Fluency</b></p> <ul style="list-style-type: none"><li>● Review what happened on the day prior.</li><li>● Teacher reads single page first.</li><li>● Students read single page with teacher, pointing at each word.</li><li>● Teacher reads next page.</li><li>● Students read the next page with teacher, pointing at each word.</li><li>● Students have time to read with a partner, out loud and taking turns.</li><li>● Students have time to read pages independently.</li><li>● If time allows, the teacher may call on students to read out loud, one at a time.</li></ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"><li>● Students play a walking game to review important word meanings. The students walk around as the teacher counts to 10. When the teacher gets to 10, students find a nearby partner and wait for directions. After hearing the directions, students discuss and then teacher asks for partnerships to share out. Repeat the process. The directions should be about discussing what the words mean, and sharing definitions.</li></ul>



<p><b>Day 4</b> Pages 7-8</p>	<p><b>Alphabetic Principle:</b></p> <ul style="list-style-type: none"><li>• Write each sight word and important word on a different piece of paper. Before reading each day, review the words by showing the different words one at a time. (These are called <i>flashcards</i>.)</li></ul> <p><b>Accuracy &amp; Fluency</b></p> <ul style="list-style-type: none"><li>• Review what happened on the day prior.</li><li>• Teacher reads single page first.</li><li>• Students read single page with teacher, pointing at each word.</li><li>• Teacher reads next page.</li><li>• Students read the next page with teacher, pointing at each word.</li><li>• Students have time to read with a partner, out loud and taking turns.</li><li>• Students have time to read pages independently.</li><li>• If time allows, the teacher may call on students to read out loud, one at a time.</li></ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"><li>• Students create a Frayer model in their notebooks. On the board, the teacher should label the Frayer model with the word <i>storm</i>, and the boxes should be labeled with: one way we use storm in a sentence; another way we can use it; a picture of one of the types; a place that you would storm to.</li></ul>
<p><b>Day 5</b> Pages 9-10</p>	<p><b>Alphabetic Principle:</b></p> <ul style="list-style-type: none"><li>• Write each sight word and important word on a different piece of paper. Before reading each day, review the words by showing the different words one at a time. (These are called <i>flashcards</i>.)</li></ul> <p><b>Accuracy &amp; Fluency</b></p> <ul style="list-style-type: none"><li>• Review what happened on the day prior.</li><li>• Teacher reads single page first.</li><li>• Students read single page with teacher, pointing at each word.</li><li>• Teacher reads next page.</li><li>• Students read the next page with teacher, pointing at each word.</li><li>• Students have time to read with a partner, out loud and taking turns.</li><li>• Students have time to read pages independently.</li><li>• If time allows, the teacher may call on students to read out loud, one at a time.</li></ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"><li>• Students create a word web in their notebooks. The word <i>refuse</i> should be in the middle circle. Four lines should come out of the middle circle with circles on each end. On the outside circles,</li></ul>



	<p>students should write examples of 4 things they would refuse to do.</p>
<p><b>Day 6</b> Page 11</p>	<p><b>Alphabetic Principle:</b></p> <ul style="list-style-type: none"><li>• Write each sight word and important word on a different piece of paper. Before reading each day, review the words by showing the different words one at a time. (These are called <i>flashcards</i>.)</li></ul> <p><b>Accuracy &amp; Fluency</b></p> <ul style="list-style-type: none"><li>• Review what happened on the day prior.</li><li>• Teacher reads single page first.</li><li>• Students read single page with teacher, pointing at each word.</li><li>• Teacher reads next page.</li><li>• Students read the next page with teacher, pointing at each word.</li><li>• Students have time to read with a partner, out loud and taking turns.</li><li>• Students have time to read pages independently.</li><li>• If time allows, the teacher may call on students to read out loud, one at a time.</li></ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"><li>• Students create a t-chart in their notebooks, and the heading should be “word” and “antonym.” Review that an antonym is the opposite of a word. The teacher should fill in the “word” section of the chart with these words: young, naughty, refuse, command, happy, run, tall, pleased, hardworking, listen. Students should work in partners or independently to think of an antonym for the words. Teacher should circulate to assist students having trouble.</li></ul>
<p><b>Day 7</b> Pages 13-14</p>	<p><b>Alphabetic Principle:</b></p> <ul style="list-style-type: none"><li>• Write each sight word and important word on a different piece of paper. Before reading each day, review the words by showing the different words one at a time. (These are called <i>flashcards</i>.)</li></ul> <p><b>Accuracy &amp; Fluency</b></p> <ul style="list-style-type: none"><li>• Review what happened on the day prior.</li><li>• Teacher reads single page first.</li><li>• Students read single page with teacher, pointing at each word.</li><li>• Teacher reads next page.</li><li>• Students read the next page with teacher, pointing at each word.</li><li>• Students have time to read with a partner, out loud and taking turns.</li><li>• Students have time to read pages independently.</li><li>• If time allows, the teacher may call on students to read out loud, one at a time.</li></ul>





	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"><li>• Students play a walking game to review how to use the words in sentences. The students walk around as the teacher counts to 10. When the teacher gets to 10, students find a nearby partner and wait for directions. After hearing the directions, students discuss and then teacher asks for partnerships to share out. Repeat the process. The directions should include students taking turns using the important words in sentences.</li></ul>
<p><b>Day 8</b> Pages 16-17</p>	<p><b>Alphabetic Principle:</b></p> <ul style="list-style-type: none"><li>• Write each sight word and important word on a different piece of paper. Before reading each day, review the words by showing the different words one at a time. (These are called <i>flashcards</i>.)</li></ul> <p><b>Accuracy &amp; Fluency</b></p> <ul style="list-style-type: none"><li>• Review what happened on the day prior.</li><li>• Teacher reads single page first.</li><li>• Students read single page with teacher, pointing at each word.</li><li>• Teacher reads next page.</li><li>• Students read the next page with teacher, pointing at each word.</li><li>• Students have time to read with a partner, out loud and taking turns.</li><li>• Students have time to read pages independently.</li><li>• If time allows, the teacher may call on students to read out loud, one at a time.</li></ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"><li>• Students create a Frayer model in their notebooks. On the board, the teacher should label the Frayer model with the word <i>disobeyed</i>, and the boxes should be labeled with: use in sentence; what does it mean?; how does Dada disobey?; draw someone disobeying.</li></ul>
<p><b>Day 9</b> Pages 19-20</p>	<p><b>Alphabetic Principle:</b></p> <ul style="list-style-type: none"><li>• Write each sight word and important word on a different piece of paper. Before reading each day, review the words by showing the different words one at a time. (These are called <i>flashcards</i>.)</li></ul> <p><b>Accuracy &amp; Fluency</b></p> <ul style="list-style-type: none"><li>• Review what happened on the day prior.</li><li>• Teacher reads single page first.</li><li>• Students read single page with teacher, pointing at each word.</li><li>• Teacher reads next page.</li><li>• Students read the next page with teacher, pointing at each word.</li><li>• Students have time to read with a partner, out loud and taking</li></ul>



	<p>turns.</p> <ul style="list-style-type: none"><li>• Students have time to read pages independently.</li><li>• If time allows, the teacher may call on students to read out loud, one at a time.</li></ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"><li>• Students make a word web with the words <i>guardian angel</i> in the middle circle. Four lines should come out of the middle circle with circles on each end. On the outside circles, students should write examples of 4 things the guardian angel did in the story.</li></ul>
<p><b>Day 10</b> Pages 21-23</p>	<p><b>Alphabetic Principle:</b></p> <ul style="list-style-type: none"><li>• Write each sight word and important word on a different piece of paper. Before reading each day, review the words by showing the different words one at a time. (These are called <i>flashcards</i>.)</li></ul> <p><b>Accuracy &amp; Fluency</b></p> <ul style="list-style-type: none"><li>• Review what happened on the day prior.</li><li>• Teacher reads single page first.</li><li>• Students read single page with teacher, pointing at each word.</li><li>• Teacher reads next page.</li><li>• Students read the next page with teacher, pointing at each word.</li><li>• Students have time to read with a partner, out loud and taking turns.</li><li>• Students have time to read pages independently.</li><li>• If time allows, the teacher may call on students to read out loud, one at a time.</li></ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"><li>• <b>Assessment:</b> Students number their notebooks 1-10. The teacher should have the list of important words on the board, and gives the succinct definition of the word to the students one at a time. Students write the word that matches the definition on their paper next to the corresponding number.</li></ul>
<p><b>Day 11</b> Reread pages 1-6</p>	<p><b>Alphabetic Principle:</b></p> <ul style="list-style-type: none"><li>• Write each sight word and important word on a different piece of paper. Before reading each day, review the words by showing the different words one at a time. (These are called <i>flashcards</i>.)</li></ul> <p><b>Accuracy &amp; Fluency</b></p> <ul style="list-style-type: none"><li>• Students have time to read pages with a partner, out loud and taking turns.</li><li>• Students have time to read pages independently.</li><li>• If time allows, the teacher may call on students to read out loud, one at a time.</li></ul>



	<p><b>Comprehension</b></p> <ul style="list-style-type: none"><li>• Teacher: “On the first few pages of this book, we learn a lot about the types of behavior Dada shows.” In notebooks, students create a story web. The middle circle should have the words <i>Naughty Dada</i> in it. The middle circle should have four lines coming out of it, with a circle on each end. In the four outside circles, students should provide examples of Dada’s naughty behavior, using the book if necessary for support and adding more lines from the middle circle if needed.</li></ul>
<p><b>Day 12</b> Reread pages 7-11</p>	<p><b>Alphabetic Principle:</b></p> <ul style="list-style-type: none"><li>• Write each sight word and important word on a different piece of paper. Before reading each day, review the words by showing the different words one at a time. (These are called <i>flashcards</i>.)</li></ul> <p><b>Accuracy &amp; Fluency</b></p> <ul style="list-style-type: none"><li>• Students have time to read pages with a partner, out loud and taking turns.</li><li>• Students have time to read pages independently.</li><li>• If time allows, the teacher may call on students to read out loud, one at a time.</li></ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"><li>• Teacher puts a YES sign on one wall, a NO sign on another wall, and a MAYBE sign on another wall. The teacher will ask questions or make statements - some will have a clear answer and others will have varied answers - and the students will move to the wall that fits their answer. Make sure to have students explain their thinking after each answer. Teacher should ask or state: Dada is a bad person. Dada climbed a jackfruit tree. Does Dada believe the guardian angel is telling the truth? Would you like to meet your guardian angel? Dada’s family is hurt by his behaviour.</li></ul>
<p><b>Day 13</b> Reread pages 13-17</p>	<p><b>Alphabetic Principle:</b></p> <ul style="list-style-type: none"><li>• Write each sight word and important word on a different piece of paper. Before reading each day, review the words by showing the different words one at a time. (These are called <i>flashcards</i>.)</li></ul> <p><b>Accuracy &amp; Fluency</b></p> <ul style="list-style-type: none"><li>• Students have time to read pages with a partner, out loud and taking turns.</li><li>• Students have time to read pages independently.</li><li>• If time allows, the teacher may call on students to read out loud, one at a time.</li></ul> <p><b>Comprehension</b></p>

	<ul style="list-style-type: none"> <li>Students create a Venn diagram in their notebooks (teacher may also make a big one on the board if students need visual support). One side should be labeled “Earth” and the other should be “Heaven.” The middle should say “Both.” Either independently, in partners, or with teacher support, students should describe what is different about Earth and Heaven on each side, and put what is the same about them in the middle.             <ul style="list-style-type: none"> <li>Follow up, after completing the diagram: “Do you think this experience was enough that Dada will actually change?”</li> </ul> </li> </ul>
<p><b>Day 14</b> Reread pages 19-23</p>	<p><b>Alphabetic Principle:</b></p> <ul style="list-style-type: none"> <li>Write each sight word and important word on a different piece of paper. Before reading each day, review the words by showing the different words one at a time. (These are called <i>flashcards</i>.)</li> </ul> <p><b>Accuracy &amp; Fluency</b></p> <ul style="list-style-type: none"> <li>Students have time to read pages with a partner, out loud and taking turns.</li> <li>Students have time to read pages independently.</li> <li>If time allows, the teacher may call on students to read out loud, one at a time.</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li><b>Assessment:</b> Students create a 3-column chart in their notebooks. The teacher can draw a model on the board also. At the top of the first column, students write a B (for beginning). At the top of the second column, students write an M (for middle). At the top of the third column, students write an E (for end). Students write a basic summary or sentence for how Dada acted at the beginning, middle, or end.</li> </ul>
<p><b>Day 15</b> Student read for enjoyment</p>	<p><b>Accuracy &amp; Fluency</b></p> <ul style="list-style-type: none"> <li>Students have time to reread the story in partners or independently for enjoyment.</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Optional: Teachers have the option to allow students to write and / or draw about their favorite part.</li> </ul>
<p><b>Critical thinking notes:</b></p> <ul style="list-style-type: none"> <li>The critical thinking piece in this story for vocabulary lies in how the students are able to use the language to contribute to their larger understanding of the world - antonyms, multiple meanings, using in sentences - this all helps them to be well-rounded learned and to practice using their brains to make connections instead of relying on concrete examples.</li> </ul>	





- During the comprehension piece, students are asked to evaluate events in the book, as well as to compare and contrast to find the overlap in two seemingly different things. Evaluating events and comparing and contrasting are critical thinking exercises.

**Notes on struggling readers:**

- If students are having trouble **decoding**, remind them of the tapping out routine for new words and also remind them to think about a word that would make sense. If decoding difficulties are class-wide, then practice more word manipulation, review sight words daily and review sounds (i.e. perhaps using phonemic awareness and alphabetic principle activities before reading).
- If students are having trouble with the **fluency** of this book, remember that repeated readings are the key to reading fluently. Also, if you are working on this book in class, it is more than likely the instructional level of most of the students, which means it is still quite a lot of work to read and comprehend a page, let alone do it fluently. Fluency usually comes at a student's independent book level, where they don't need teacher guidance to read and comprehend it. Make sure also to be constantly circulating, visiting students you know struggle and giving guidance as needed.
- If students are having trouble **comprehending** this story and/or **producing work or discussions**, allow them to use the book as a support in recalling events or describing happenings. Some students may need an oral support from the teacher before attempting to do work, or more review or explanation of terms or directions. This is a busy text, so students may need scaffolding to identify the main themes. Remember - the point of practicing this type of comprehension is to allow them strategies to figure out the themes, events, motivations, and details of any text, not just this one. It will take time and lots of practice, probably over multiple texts.

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