

Wind in the Pines

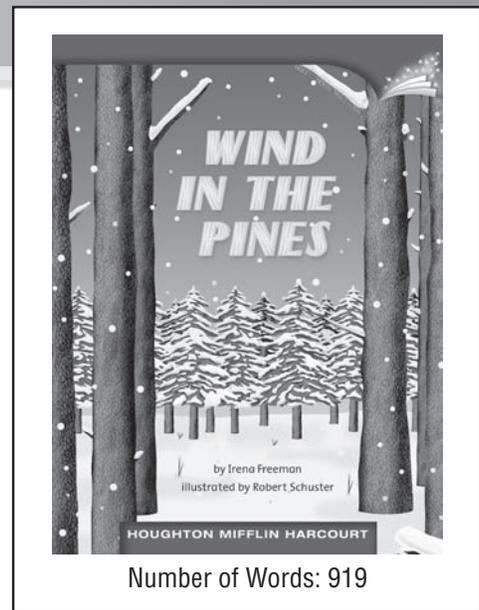
by Irena Freeman

Fountas-Pinnell Level O

Informational Text

Selection Summary

Pine trees are conifers. Their seed- and pollen-carrying cones, needle leaves, and green leaves in winter make them different from other trees. Pine trees face danger from animal pests and fire. They provide people with many things, including beauty.



Characteristics of the Text

Genre	• Informational Text
Text Structure	• Paragraphs with main ideas and supporting details • Many compare/contrast structures
Content	• The features and growth of pine trees
Themes and Ideas	• The parts of a tree enable growth and survival. • Pine trees share features that make them different from other kinds of trees.
Language and Literary Features	• Straightforward informational sentences supported by illustrations, many with captions and labels
Sentence Complexity	• Most sentences with fewer than 15 words • Referents to nouns in earlier sentences: <i>Some grow in hot, tropical places. Others grow in very cold places.</i> • Some sentences with clauses: <i>If the weather the year before was good, there will be many new candles.</i>
Vocabulary Words	• Tree terms: <i>conifers, cones, woody scales, pollen, shoots, candles, buds, needles, bark</i> • Most words of one or two syllables • Compound and suffixed words: <i>redwoods, sunlight, easily, beautiful</i>
Illustrations	• Drawings with labels and captions explain and clarify text.
Book and Print Features	• Twelve pages of one or two paragraphs and illustration • Sentence captions and/or labels with most illustrations
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by Irena Freeman

Build Background

Build interest by asking questions such as the following: *What kinds of trees do you see in your town or city? Do you know what makes a pine tree different from other trees?* Read the title and author, and talk about the cover illustration. Tell students that the words and pictures in this book give facts about pine trees.

Introduce the Text

Guide students through the text, noting important ideas and helping with unfamiliar language and vocabulary so that they can read the text successfully. Here are some suggestions:

Page 3: Tell students that this book gives information about pine trees.

Suggested language: *Turn to page 3 of this book. The picture shows a winter scene with pine trees. You will learn what keeps these special trees green all winter.*

Page 4: Turn to page 4. Point out the word *conifer*, and explain that it is made from the word *cone*. *Why do you think the author included a picture of a man among the different size conifers?*

Page 5: Turn to page 5 and read the caption. *Have you ever seen this kind of pine cone?*

Page 8: Explain that it is hard for new pine trees to grow up. Then point to the illustration and ask: *What problem is shown in the picture?*

Pages 10–11: Explain that these pages tell about the leaves of pine trees, which are called needles. *All leaves, including pine needles, store sunlight and turn it into food. Have you ever see old pine needles on the ground? They're there because they don't rot and dissolve back into the ground like other leaves do.*

Now turn back to the beginning of the book and read to find out about pine trees.

Target Vocabulary

absorb – soak up, p. 8

clumps – n. small groups of things such as plants or flowers that grow close together, p. 11

coverings – outside layers that protect what is underneath, p. 7

dissolve – to mix completely with a liquid, p. 11

passages – paths, p. 14

pollen – a fine powder that is made by flowers and used to make seeds, p. 6

spines – long, sharp points on a plant or animal's body, p. 10

store – v. to put away until needed, p. 10

throughout – all over the area, p. 3

tropical – hot and wet places near the equator, p. 4

Read

Have students read *Wind in the Pines* silently while you listen to individual students read. Support their problem solving and fluency as needed.

Remind students to use the Question Strategy  **TARGET STRATEGY** and to think of questions as they read.

Discuss and Revisit the Text

Personal Response

Invite students to share their personal responses to the book.

Suggested language: *How are pine trees alike and different from other trees?*

Ways of Thinking

As you discuss the text, help students understand these points:

Thinking Within the Text	Thinking Beyond the Text	Thinking About the Text
<ul style="list-style-type: none">• Pine trees are conifers. Their cones hold seeds and pollen.• Pine trees' leaves are called needles. The needles do not drop all at once, so the trees look green year round.• Many things prevent new pine trees from growing, and grown trees face enemies.• People use products of pine trees and enjoy their beauty.	<ul style="list-style-type: none">• The natural world is amazingly complex.• Pine trees are a part of the natural cycle of life.• Fire is bad for pine trees in some ways but good in other ways.	<ul style="list-style-type: none">• The author did research to find facts about pine trees.• The author's purpose in writing the book is to inform readers about pine trees.• The author explained information about pine trees by showing how pine trees are like and different from other trees.

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Choices for Further Support

- **Fluency** Invite students to choose a passage from the text to read aloud. Remind them to use punctuation to help them group words.
- **Comprehension** Based on your observations of the students' reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind students to go back to the text to support their ideas.
- **Phonics/Word Work** Provide practice as needed with words and word parts, using examples from the text. Explain that many words have multiple meanings. Use these words from the book to have students contrast an everyday meaning with a scientific meaning related to pine trees: *cone, needle, candle, scales, bark, shoots*.

Writing about Reading

Critical Thinking

Have students complete the Critical Thinking questions on BLM 18.8.

Responding

Have students complete the activities at the back of the book. Use the instruction below as needed to reinforce or extend understanding of the comprehension skill.

Target Comprehension Skill

Text and Graphic Features  **TARGET SKILL** Tell students that when they use text and graphic features, they can get information from the words and the pictures. Model the skill, using a “Think Aloud” like the one below:

Think Aloud

The illustrations in this book have information to help readers learn about pine trees. Some pictures have captions. They are sentences that tell what is shown, like the sentence captions on page 7. Some pictures, like the ones on page 6, have labels. The labels help support what the words say. On page 10, the pictures of different kinds of leaves help readers understand the main idea in the paragraph: that all leaves do the same job, but pine leaves look different from flat leaves.

Practice the Skill

Have students tell what the illustrations on pages 4, 9, and 11 show, and why each is in the book.

Writing Prompt: Thinking Beyond the Text

Have students write a response to the prompt on page 6. Remind them that when they think beyond the text, they use their personal knowledge to reach new understandings.

Assessment Prompts

- On page 9, find the word that means “new shoots.”
- Find the details on page 12 that tell about the enemies of pine trees.
- Complete this sentence in your own words: The author probably wrote this text to

English Language Development

Reading Support Give English learners a “preview” of the text by holding a brief small-group discussion with them before reading the text with the entire group.

Cognates Point out that the word *pine* in English is like the word *pino* in Spanish. Use the illustrations to help students understand why the tree parts are called *candles* (*candelas*) and *cones* (*conos*).

Oral Language Development

Check student comprehension, using a dialogue that best matches your students’ English proficiency level. **Speaker 1** is the teacher, **Speaker 2** is the student.

Beginning/Early Intermediate	Intermediate	Early Advanced/Advanced
<p>Speaker 1: What is this book about?</p> <p>Speaker 2: pine trees</p> <p>Speaker 1: What are needles?</p> <p>Speaker 2: pine tree leaves</p> <p>Speaker 1: Where are the seeds in a pine tree?</p> <p>Speaker 2: inside the cones</p>	<p>Speaker 1: How can you tell that a tree is a pine?</p> <p>Speaker 2: It has needles and cones.</p> <p>Speaker 1: Describe the part of a pine tree that holds the seeds for a new tree.</p> <p>Speaker 2: The hard cone has woody scales, and the seeds are between the scales.</p>	<p>Speaker 1: How are pine trees different from other kinds of trees?</p> <p>Speaker 2: They are conifers. They have two kinds of cones that hold seeds and pollen. Their leaves are long and thin and are called needles. They stay green even in northern winters.</p>

Responding

TARGET SKILL Text and Graphic Features The author of this book used text and graphic features to describe pine trees. Copy the chart below. Complete the chart by writing the purpose of each feature.

Feature captions	Feature labels	Feature needle and leaf shapes
Purpose ?	Purpose ?	Purpose ?

Write About It

Text to World Think about the many ways people use wood products. Write a paragraph that tells what might happen if there were not enough trees to make things from wood. Include a solution to the problem.

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Lesson 18
BLACKLINE MASTER 18.1

Name _____ Date _____

Critical Thinking

Read and answer the questions.

- Think within the text** What do all pine trees have in common?
All pine trees have cones.
- Think within the text** What are some different types of conifers?
Possible response: Eastern white pine, redwood, and Scotch pine
- Think beyond the text** Pine trees have hard and soft cones. Why do these trees need both types of cones?
Possible response: The soft cones make pollen, which is needed to start new seeds. The hard cones use the pollen to make the seeds.
- Think about the text** Look at the picture on page 7. It shows what a forest looks like after a fire. Explain why pine trees are among the first plants to grow back.
Possible response: Heat from the fire can cause the hard cones to open up. When this happens, the seeds inside will fall to the ground and start growing.

Making Connections Many useful products come from pine trees. Look around your home or neighborhood and see if you can spot things that are made from pine trees. What did you find?

Write your answer in your Reader's Notebook.

Read directions to students.
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Grade 3, Unit 4: Extreme Nature

Critical Thinking

Read and answer the questions.

1. **Think within the text** What do all pine trees have in common?

2. **Think within the text** What are some different types of conifers?

3. **Think beyond the text** Pine trees have hard and soft cones. Why do these trees need both types of cones?

4. **Think about the text** Look at the picture on page 7. It shows what a forest looks like after a fire. Explain why pine trees are among the first plants to grow back.

Making Connections Many useful products come from pine trees. Look around your home or neighborhood and see if you can spot things that are made from pine trees. What did you find?

Write your answer in your Reader's Notebook.

Wind in the Pines • LEVEL 0

Wind in the Pines Running Record Form

page	Selection Text	Errors	Self-Corrections
9	Each spring, pines send up new shoots. These shoots are called candles. If the weather the year before was good, there will be many new candles. If the weather was too cold or too dry, there will not be as many candles.		
10	New pine branches and their needles grow from the buds at the end of the candles. Needles may not seem like leaves, but they are very thin leaves that look like green spines.		
	Comments:	Accuracy Rate (# words read correctly/75 × 100) _____ %	Total Self-Corrections _____

Behavior	Code	Error
Read word correctly	✓ cat	0
Repeated word, sentence, or phrase	Ⓜ cat	0
Omission	̄ cat	1

Behavior	Code	Error
Substitution	cut cat	1
Self-corrects	cut ^{so} cat	0
Insertion	the ^ cat	1
Word told	Ⓢ cat	1

