

Simple Literature No. 81: Curriculum for  
***The Giving Tree***

by S. Seifert

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### How to Use This Curriculum

- 1.** Have students read this book for 20 to 30 minutes each day.
- 2.** When students have finished the book, ask the **Comprehension Questions**. A study guide worksheet is available for practice, but an oral discussion is appropriate for this age group.
- 3.** When you have finished discussing the comprehension questions, have students **Write a Paragraph**. Students should write in complete sentences, spell words correctly, capitalize the first letter of every sentence, and place a period at the end of each sentence.
- 4.** Although these guidelines work for this age group, remember that your students are individuals. Therefore, adjust the curriculum to your students' abilities and personalities.

Did you find something confusing, or are you excited about the curricula? You can contact us through <http://home.rmi.net/~seifert/id51.html>.

Although the number of e-mails received does not allow me to respond personally, every e-mail is read and appreciated.

If you want to view an alphabetical list of titles that have free comprehension questions, go to <http://home.rmi.net/~seifert/id50.html>.

S. Seifert

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

### OVERVIEW

1. Have students read for 20 to 30 minutes.  
Reading for half an hour, and not a completed book, is the daily goal. A study guide for this book is available. If you assign it, let students complete the study guide while they are reading the book.
2. When students have finished reading the book, ask the comprehension questions (study guide questions). If you assigned the written study guide, let students read their answers from it.
3. Prompt students to write a paragraph.

### SUMMARY

A boy climbed a tree, played in its leaves, and ate its apples. When he was tired, he slept in its shade. This made the tree happy. As the boy grew, he did not play on the tree as much, and the tree missed him. Later, as a young man, he needed to make money, so the boy sold the tree's apples. The tree was happy to be of service to the boy. When the boy was older, a man, he took the tree's branches to make a house and the trunk to make a boat. The tree liked being useful to him. One day, the boy returned, but as an old man. He did not need anything, just a place to sit. The tree was only a stump, but being able to serve the man one last time made it happy. The old man sat on the tree stump and was happy, too.

### COMPREHENSION QUESTIONS

1. How did the boy have fun with the tree? The boy climbed the tree, played in its leaves, and ate its apples. When he was tired, he slept in its shade.
2. How did the boy use the tree when he was a young man? As a young man, he needed to make money, so he sold the tree's apples.
3. How did the boy use the tree when he was a man? As a man, he took the tree's branches to make a house and the trunk to make a boat.
4. What made the tree happy? The tree was happy whenever it could serve the boy or make him happy.

### WRITE A PARAGRAPH

Have students relate one aspect of *The Giving Tree* to their own lives by writing a paragraph: People can be like the giving tree. Write about the things that you could do for your family or friends to make them happy. Then explain how doing these things also will make you happy.

Name \_\_\_\_\_ Date \_\_\_\_\_

Study Guide for  
*The Giving Tree* by Shel Silverstein

**Instructions:** Write your answers in the spaces below.

1. How did the boy have fun with the tree?

2. How did the boy use the tree when he was a young man?

3. How did the boy use the tree when he was a man?

4. What made the tree happy?