

Environmental Youth Connection Lesson Plan

Title: MY Tree

Submitted by: Mary Kaye Ristow

Age level: Elementary

Natural Environment required for teaching activity: Outdoors area with trees.

Location: School Nature Trail or any natural site with at least five trees.

Directions: None if using school site.

Accessibility: Check with each school

Other possible locations: Local parks, natural resource areas, and wetland areas.

Related Subjects: Science, Language Arts

Materials: Clipboards, Project Leaf K-1 lesson Field Enhancement #1 Student Activity pages 1, 2. Camera, white paper and crayons.

Additional Necessary Supplies: Students need to wear outdoor clothing. Each student should have a clipboard with an attached pencil. Each pair of students may have a unique piece of fabric that they may tie to their tree and it will identify their tree.

Objectives: Observe various features of a tree. List a tree or plant's basic needs.
Compare the needs of a plant with animals.
Create a book about a tree.

Curriculum standard connection: Language Arts: B4.1-5, 4.2-1,4.2-2, C4.2-5, 4.3-3, 4.3-5, Science: B.4.3, C4.1, 4.5, 4.7, F.4.1, 4.2, 4.3,4.7,4.8, G.4.2

Background Information: Students may have completed a unit on plants and have the background knowledge of needs of plants or living things. Student pairs or an entire class can "adopt a tree". They can observe the tree they chose only once or during each season.

Management: Students may select their own tree in the area you select. Playground cones may help contain the boundaries of a large area. You may need to set a time limit in which they must select a tree. They may tie their piece of fabric around their tree. Remind them to be respectful of the living tree. Do not peel off bark, break branches, etc.

Procedure:

1. Take students to the designated area. Select a tree and identify the roots, trunk, branches, leaves and crown. Compare tree parts to plant parts. For example, both have roots, trunk = stem, etc. Review how plants use these parts to meet their needs.
2. Allow them to select a tree that they would like to observe. Identify their tree by tying a unique piece of fabric around a branch.
3. Have them fill out Student Activity page one, All About My Tree. (Each student needs to complete his or her own page.) After they sketch their tree, have them identify the parts of the tree: crown, trunk roots.
4. Next have them determine the size of their tree, using Student Activity page 2.
5. They may use hand lens, binoculars and their eyes and ears to observe animals that may use their tree. Have them look for animal signs that the animal has been near the tree even if they do not see the animal. Discuss each group's findings. Talk about how animals are meeting their needs with the help of the tree. Talk about how people use trees to meet their needs.
6. On Activity sheet 2, have them complete the "Needs" of the tree.
7. Students may lie on their backs so that they can see into the canopy (crown) of the tree. Have them circle the shape that the branches and leaves make when they look up.
8. Discuss each group's findings. Graphs can be made back in the classroom with the data.
9. Have each group take several pictures of their tree with a digital camera. Include a close up of the leaves and a long shot of the entire tree.
10. Have students do a bark rubbing of their tree's bark. Take white paper and place it over the tree's bark. Rub over the paper with a crayon.
11. Return to the classroom. Store papers with sketch and observations in a file or folder. Create a book, including photos of each student's tree, bark rubbing, leaf, and written description of what their tree looks like and how animals use the tree. This may be a year-long project, if they observe their tree during several seasons.

Evaluation of lesson plan by teacher:

How easy was this to use?

Are there tasks missing or information that needs to be updated?

Are there components or verbiage you would add or change to make this easier to use?



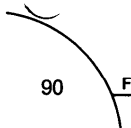
ALL ABOUT MY TREE

This is a drawing of my tree.

**My
tree
has a:**



**Crown
Trunk
Roots**

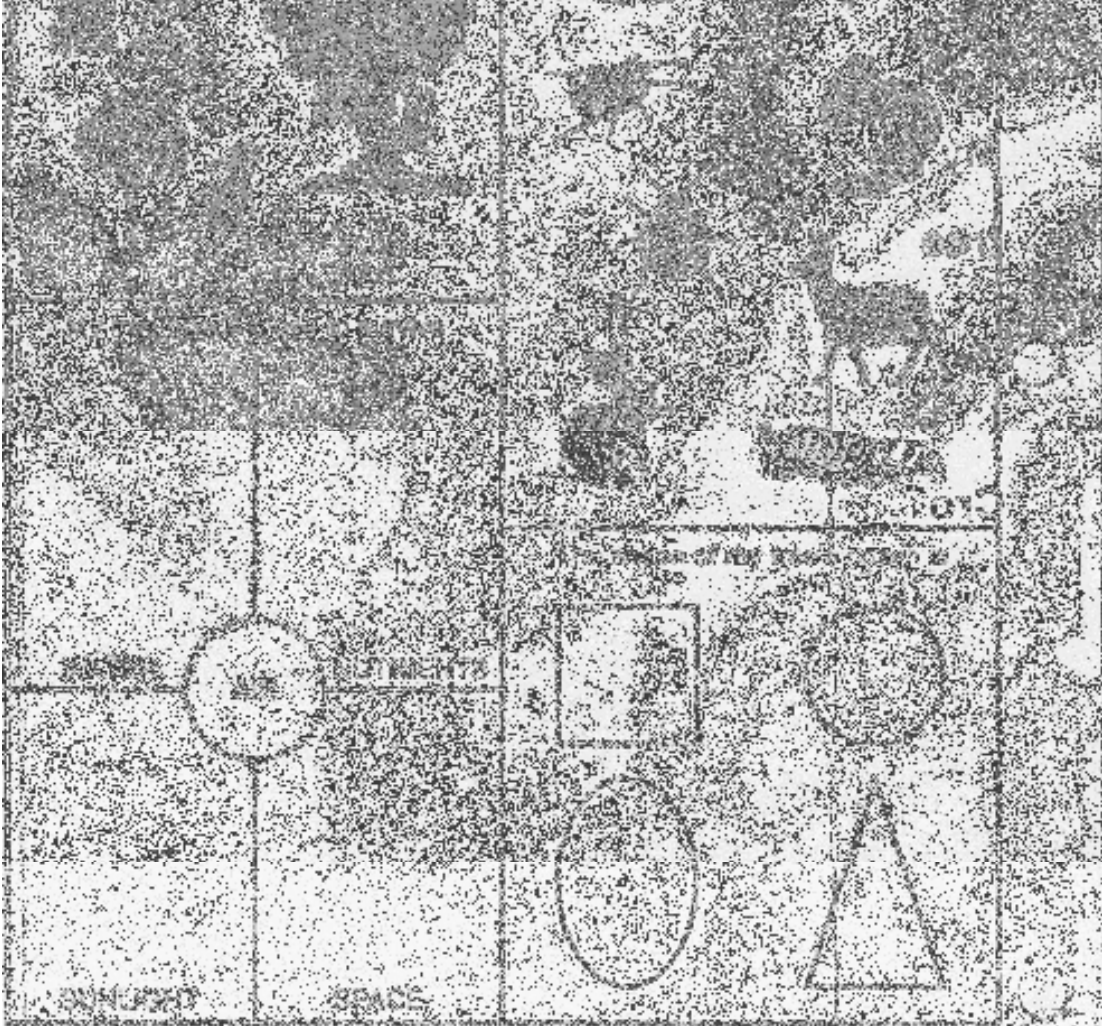


ALL ABOUT MY TREE

My tree is this big



These animals live near my tree



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