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Trees: Inside and Out
SC506Z
Instructor: Peter Chausse

Assignment 8B

Trees Unit Plan for First Grade

Day 1

Spark interest:

- Mystery box with items collected from trees in it. Students reach in and use adjectives describe the item, other students guess what it is.

Build background:

- Think-Pair-Share: What do you know about trees?
- Students volunteer things they know about trees for the Know section of the KWL chart. Students volunteer questions for the Want to Learn section of the chart.
- Picture walk the book Eyewitness Books: Tree by David Burnie.

Objectives: Students will be able to communicate what they know and want to learn about trees. Students will be able to answer comprehension questions about trees.

Standards: SL.1.1, SL.1.4, RI.1.1

Materials: Mystery box with tree items, chart paper, Eyewitness Books: Tree by David Burnie

Day 2

Tree walk of school grounds referring to map of trees on school grounds. While on walk:

- Collect leaf, seed, and bark samples or pictures from each tree.
- Discuss different types of trees, make labels on index cards.
- Silent minute to listen to nature.

Write a personal narrative recounting our walk. Focus on sensory and temporal words.

Leaf rubbings with crayon and white paper.

Objectives: Students will be able to describe trees and discuss similarities and differences between trees. Students will be able to write a personal narrative.

Standards: SL.1.1, SL.1.4, L.1.1.F, W.1.3

Materials: Map of trees on school grounds, bags to collect tree parts, index cards, markers, crayons, white paper.

Day 3

Read aloud sections of the books Eyewitness Books: Tree by David Burnie and Eyewitness Handbooks: Trees by Allen Coombes. Choose selections that apply to the next activity.

Dichotomous Key

- Over 2 session, begin to create a large dichotomous key on butcher paper as a whole class through group discussion, prompting students to identify the important differences between trees.
- Use pictures or realia to display the key in the classroom.
- Assist students to hone in on leaf type, shape (integrate geometry terms here), size (measurement), and texture.
- Guide students in using adjectives to describe.

Objectives: Students will be able to describe trees and discuss similarities and differences between trees.

Standards: SL.1.1, SL.1.4, L.1.1.F, W.1.2

Materials: Butcher paper, markers, tree parts, Eyewitness Books: Tree by David Burnie, Eyewitness Handbooks: Trees by Allen Coombes

Day 4

Finish dichotomous key

- Students take turns sharing about the key with a partner.
- Students decide what to add to to the Learned section of the KWL chart.

Adopted Tree

- Students vote on two trees on our school grounds to adopt for the year, one conifer and one broadleaf.
- We will take pictures with and write about the changes in these two trees all year. Today, write and draw about what the trees look like in the current season (Fall.)

Read Little Tree by Loren Long

- Students Work with a partner to answer these questions: Is this book fiction or nonfiction? How do you know? Write a list of 3 reasons why this book is fiction or nonfiction.

Objectives: Students will be able to write informational text about a tree. Students will be able to identify the differences between fiction and nonfiction.

Standards: W.1.2, RL.1.5

Materials: Butcher paper, markers, tree parts, journals, Little Tree by Loren Long

Day 5

Art project to create labels for our school trees.

- Create signs with clay and letter stamps that will be fired and glazed, or
- Create signs by painting rocks white and then painting the tree name with color.

Read The Giving Tree by Shel Silverstein

- Discuss what trees can give us.
- Opinion Writing Activity: Do you think the boy is a good friend to the tree? Write 3 sentences in your journal telling why or why not. Draw a picture to match your sentences.

Objective: Students will be able to write their opinion about a book.

Standards: RL.1.3, W.1.1

Materials: Clay, glaze, brushes, letter stamps, rocks, paint, The Giving Tree by Shel Silverstein, journals

Day 6

Tree Walk

- Visit the trees on our school grounds again, this time collecting leaves, bark, and other tree parts to use in the classroom for creating characters.
- Math: Measure the circumference of trees with string. Label strings with masking tape. Compare lengths in the classroom and practice using greater than less than symbols.

Leaf characters

- Students create their character / face with glue and tree parts and put it on a popsicle stick.
- Students name their character and write a short bio about them.
- Students read reader's theater script of The Giving Tree with their characters.

KWL: Students decide what to add to to the Learned section of the KWL chart.

Objectives: Students will be able to measure trees and compare lengths. Students will be able to read a first grade text.

Standards: 1.MD.A1, RI.1.10

Materials: Bags for collecting tree parts, elmer's glue, popsicle sticks, reader's theater script of The Giving Tree

Day 7 and beyond

- Over several days: Each student becomes the "expert" on a tree, writes a short informational report about the tree, and presents their report to peers in front of the tree.
- More Books and activities:
 - Read The Grandpa Tree by Mike Donahue. Analytical Writing Activity: (whole class) After listening to this book read aloud, compare it to the book A Grand Old Tree by Mary Newell DePalma. Make a Venn diagram to show how the books are the same and different.

- Read The Apple Pie Tree by Zoe Hall. Activity: Fold a paper in half one way, then in half the other way to make four sections. In one section, draw the apple tree in winter and write Winter. In the other sections, draw the tree in spring, then summer, then fall. Color and label.
- Read A Leaf Can Be... by Laura Purdie Salas. Art Activity: Think of another thing a leaf can be. Draw a picture in pencil, and write two words telling what the leaf is in your picture. We will paint your picture with watercolors and make a class display for our hallway bulletin board.
- Read A Grand Old Tree by Mary Newell DePalma. Presentation Activity: With your group, make a poster with words and pictures showing the life cycle of a tree. Decide who will tell about each part of the poster, and practice with each other. Then, present your poster to the class.
- Read Four Seasons Make a Year by Anne Rockwell. Opinion Writing Activity: Pick your favorite season and draw a picture of a tree in that season. Write one sentence telling why you love that season "I love ___ because ___ and ___." Color your picture with colored pencils. We will make a class book with these pages.
- Read Leaves by David Ezra Stein. Reading Comprehension Activity: Work with a partner. Using index cards, write or draw what happened in different parts of this story. Put the cards in the same order as the story. Use the cards to retell the story to your partner.

Objectives: Students will be able to read to research a tree. Students will be able to write an informational paper about a tree.

Standards: RI.1.5, W.1.7

Assessments:

Writing - Grade informational report, narrative tree walk paper, and opinion writing using district provided writing rubrics.

Math - Observe and/or interview students for correct use of measurement terms, and greater than / less than.

Science - Interview students, or use their independent writing, to determine what they have learned about trees. Look for at least 4 facts learned.