

Unit on Fall Trees



Developed by: Alicia Nelson

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Date Taught: September 13, 2011

Signatures:

_____ **Student Teacher**

_____ **Cooperating Teacher**

_____ **College Supervisor**

Title of Unit: Fall Trees

Recommended Grade Level: Kindergarten

Time Frame: 8 Days

Time Allotment: 10:35 – 11:05

Organizing Theme: Life Science

Student Grouping:

- Because cooperative grouping is an integral part of exemplary education, the students will work in the same group every day of the unit. (5 tables with 2 group working together at each table)

Integration of Other Subjects:

- The students will write their names on cut out hands during the writing block (if time is available) or in their time in the morning. The hand will be used on the bulletin board that will be related to fall trees, and also used as an assessment.
- Reading non fictional Text

Materials/ Resources Needed

- 9 zip lock bags
- Tree part cards for centers (pre-cut labels and trees)
- Reference cards (for groups that may need them)
- Labels for tree
- Book – “Red leaf, Yellow Leaf”
- Worksheet for reading response.
- Paint
- Green leaves from pine tree and maple tree
- Fall leaves
- Seeds from maple trees
- Magnified glass
- Lap top – with pictures of trees during the fall
- Discovery education video – Magical Mother Nature – The Four Seasons
- Tree part booklet sheet – teacher will have items already cut
- Two pieces of construction paper per student

- Glue
- Crayons
- Stapler – teacher use only
- Set of tree part labels
- Tree part cards – from previous day for extra practice
- Gather leaves
- Gather sticks
- Camera
- Three bags
- Glue
- Crayons
- Scrapbooks – already made by the teacher
- Class picture
- My Tree Scrapbook and Tree Leaves (Sayings)
- Scissors
- Wax paper for rubbing of leaves
- Leaves , seeds, twigs
- Tree
- “The Giving Tree” by Shel Silverstein Bulletin board – used as assessment
- Hemlock pine branches – 4 per student
- 1 Leaf per student
- Construction Paper
- Crayons
- Glue
- Sheet with words – leaves, branches, roots, and trunk.

Pennsylvania Academic Standards Addressed in Unit:

3.1a: Biological Sciences: Living and Non- Living Organisms

3.1a.1 Common Characteristics of Life

- Categorize plants by external characteristics
- Describe why living things need air, food, and water to survive.
 - Learner will note things that living things have in common (need air and water to survive)
 - Sort plants according to size (Just large and small)

3.1a.5 Form and Function

- Label a picture of a tree to identify specific parts

3.1a.9 Science as Inquiry

- Use the five senses to observe trees as they observe and collect information, classify, and describe

1.1K Reading Independently

1.1.K.A: Identify the purpose and type (fiction and nonfiction) of text.

Goals/Objectives:

- Students will know that trees have identifiable structures.
- Students will understand trees are a resource to people other than animals.
- Students will know and understands the parts of a tree. Roots, Leaves, Trunk, and Branches.
- Students will understand that trees have basic needs, including water, light, and nutrients from soil.
- Students will learn that trees are identifiable by their shape.
- Student will develop language that is associated with trees.

Teacher's Guide for Implementation of Task**Outline:**

Day One: Tree Part Cards

Day Two: Read Book – “Red Leaf, Yellow Leaf” by Louis Ehlert – Response to reading activity

Day Three: Tree Part Booklets

Day Four: Examine different fall leaves with magnified glass/ Show different trees on laptop – Story - “Leave Hunt”

Day Five: Scrapbook Lesson – Walk outside and gather leaves, sticks, pictures of trees

Day Six: Assemble Scrapbook – Trace over leaves with crayons and paper to add to materials gathered outside / Glue in twigs

Day Seven: Plant a Tree – Teacher will bring in tree, discuss parts, and ways to take care of tree in the classroom.

Day Eight: Review the information – Assessment will be taken by using the bulletin board created by the teacher.

- One day during the writing block or in the morning when students are getting ready for the day, student will write their names on handprints which will become the leaves on the class tree bulletin board.

Performance Tasks and Associated Learning Activities:

- Teacher will create a bulletin board that will serve as the assessment at the end of the unit on labeling the parts of a tree.

- Students will observe trees in the schoolyard. (Notice similarities and differences)
- Review parts of tree in centers and creating booklets
- Create a scrapbook with sample leaves, twigs and imprints of leaves from trees in the school yard.
- **Reading Connection:** *Red Leaf, Yellow Leaf* by Lois Ehlert.
- The teacher will bring in a tree to the classroom. Students will discuss the tree and the process of how to take care of the tree in the classroom.
- Students will write their names on imprints of hands which will then be used as the fall leaves on the teacher's bulletin board.

Rationale:

Students will observe trees in the schoolyard to help them identify the parts and shapes of trees. The students will have the opportunity to explore materials and ideas from multiple perspectives such as hands on activities, pictorial materials, books associated to trees in the fall, and a list of vocabulary to develop language associated with trees. Students will learn the similarities and differences between trees as the students develop a growing curiosity and interest in the living things that make up their world. The students will observe as well as describe the properties of trees in the schoolyard. Pictorial experiences will be key elements in the unit through walks outside, and pictures in books, which will heighten the student's awareness of the diversity and variety of trees. Finally, the students will acquire the vocabulary associated with the properties and structures of trees as they apply the terms in centers, labels on posters, create books, and complete a final assessment on the bulletin board.

Sequence of Daily Lessons

Day One: Focus on the fact that trees have structures and go over key vocabulary words by using tree posters. Students will then break into their centers where they will have extra practice naming parts of the tree and looking for words to describe the tree. Students will *use tree – part cards* matching the picture to the appropriate word.

Day Two: The teacher will read a book to the students called *Red Leaf, Yellow Leaf*. The book will explain to the students the process that a sugar maple tree undertakes from the spring season to the fall season. The teacher will explain certain aspects of the tree in both seasons by visual examples. The students will then take the information learned from the story and complete a response to reading worksheet where they will think of the colors that leaves will turn during the fall and make their own tree.

Day Three: The teacher will show the students pictures of trees during the fall, as well as a video from discovery education. The students will then get into groups where they will examine leaves, sticks, and maple seeds with a magnified glass. The students will use their senses and tell the teacher what they see, touch, and hear. The students will then return to the carpet where they will read a story called “We’re Going on a Leaf Hunt.” The students will then answer follow up questions.

Day Four: The teacher will review the parts of a tree with the students. The teacher will incorporate technology by showing the students a video on trees, as well as pictures of trees in the fall. The students will then go to their table where they will create their own tree booklets as an assessment and to take home to their parents. The teacher will provide a copy of the booklet and reference cards for students who may need extra help with the activity.

Day Five: The students will go over the rules for going outside. The students will gather leaves and branches in the school yard if there is any available. The students will then sit around a tree in the schoolyard and discuss the tree. The class will take a group photo at the end which will be used the next day as the cover on their own scrapbook.

Day Six: The students will use any materials that they have gathered outside as well as materials the teacher has already gathered. The students will share the leaves with one another and create leaf rubbings on wax paper. The students will glue on “my tree scrapbook” on the front. Draw and picture of a tree and place the class picture on the front of the activity.

Day Seven: The teacher will bring in an actual pine tree. The students will discuss a pine tree and take a close look at the branches. The students will discuss ways to take care of a tree. The teacher will begin by reading the students the story “The Giving Tree” by Shel Silverstein.

Day Eight: The teacher will have up the class bulletin board on trees. The students hand will be on the tree with their name on each hand. The board will be interactive and will act as a review and an assessment. The students will receive a worksheet with the parts of the tree drawn on it. The students will match the parts to the correct word. Then, the students will as a group label the parts of the tree on the bulletin board. Finally, the students will create leaf people to end the unit on trees.

http://www.first-school.ws/t/cp_seasonal/f_falltree1.htm - fingerprint coloring sheet

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