

Knowing the Trees

Ages: Grades 3-6

Time: 45-60 minutes

No. of participants: 10-12

No. of additional adults:

1

Required supplies:

- *Book: Be a Friend to Trees by Patricia Lauber*
- *Tree Scavenger hunt sheets*
- *Dry erase markers*
- *Tree Identification Guide*
- *Collection bag*
- *Glue*
- *Crayons and markers*
- *Construction paper*
- *Yarn*

Objective: To learn general information about trees. To find and identify trees in the forest around Drift Creek Camp.

Lesson Plan Procedures

1. Introduction:

- Read book, "Be a Friend to Trees" by Patricia Lauber. Stop briefly on interactive pages and get student feedback. Save pages 30-32 for lesson conclusion.*
- Ask each student to tell one thing they heard that they already knew about trees and one new thing they learned.*
- May want to ask some specific questions to improve retention such as:*
 - What are some of the things that tree sap is used for? (page 11)*
 - What important thing do tree roots do for the soil? (page 21)*
 - What do leaves/needles do for trees? (page 23)*
 - What three ingredients do trees need to photosynthesize? (page 24)*

2. Beginning Instructions:

- During this activity we are going to go out into the forest and, using these scavenger hunt sheets, we are going to identify some of the trees that we find. You may choose to work alone or with a partner.*
- Hand out one sheet and dry erase marker to each student/partner group.*
- Take the group to an area where a variety of trees can be found. Also take along *Tree Identification Guides* for trees found that are not on the scavenger hunt.*

3. Main Lesson:

- Explain that as we walk along we will be looking for the trees on the scavenger hunt page, but also for other trees that are not on the sheet.*
- When the group finds and identifies a new tree, the students should look for needles, leaves, branches, cones, etc. that the tree has dropped on the ground. These should be collected and put in the collection bag that one of the adults will carry.*
- Each student should feel free to stop the group whenever he/she sees something that the group might be interested in - allow this time to be student-lead as much as possible.*

- d. *If someone finds a tree that is not on the scavenger hunt page - get out a tree identification guide and try to identify it as a group.*

4. *Conclusion:*

- a. *After the group has identified all or most of the trees, bring them back to a place where you've previously set up supplies for the next part of the lesson. Have them all take a seat. Spread the collected tree specimens on the table.*
- b. *Collect scavenger hunts and markers.*
- c. *Allow the students, for the remainder of the time, to use these tree specimens to make a craft/art project. Give them ideas like tracing, making a collage, making an identification sheet, making a mobile, etc.*
- d. *While they are working read pages 30-32 in "Be a Friend to Trees".*