

Trees, Trees, Trees!



Contact Information

Stacey Farrell
706.613.3501, ext. 309
sfarrell@co.clarke.ga.us
www.kaccb.org

Grades

2-5

Objectives

As a result of this activity, the students will: 1) Adopt and identify a specific tree of choice; 2) Take a bark rubbing, draw a picture, read, and research about a particular tree; 3) Write an original piece about their tree to include at least three facts. It can be a story, poem, song, play, acrostic, etc; 4) Document changes throughout the year on their adopted tree; 5) Learn the difference between deciduous and coniferous trees.

Method

The purpose of this activity is designed to increase students' awareness and knowledge of trees. They will be involved within the world around them at home and at school and hopefully will become caretakers of their environment.

Materials

Several literature books about trees. Resource books for identification about trees. Other materials you might already have concerning trees like Project Learning Tree or Project Wild. Students will need construction paper, paper for the bark rubbing, crayons, pencil, and notebook paper.

Vocabulary

Coniferous, deciduous

Procedure

1. At the end of a class period, with no rationale, ask students to take a piece of paper and draw a tree or trees. Don't ask for a particular type of tree or size, etc. Give them a good amount of time, at least 15 minutes. They can keep the paper.
2. The next class period, takes the students on a walk around the school campus and observe the trees in the area. Ask the students to describe the trees to you, noticing differences and similarities.
3. Return to the classroom and give the students a piece of paper and ask them to draw a tree or trees. Give them a good amount of time, at least 15 minutes. Then have the students compare the two sets of drawings and discuss what they see. Were the second drawings more detailed? Were they more aware of the shape of the trees, etc.?
4. Read the book *The First Forest* by John Gile, *The Giving Tree* by Shel Silverstein and or other pieces of literature about trees. Discuss some of the specifics about trees, using vocabulary and identifying parts of the tree. Discuss the difference between coniferous and deciduous trees.
4. Take the students outside a second time and allow them to adopt a tree. The students will take a bark rubbing, a leaf, and draw a picture of their tree. When they return to the class the students will use reference books and each other to try to identify their tree.
5. When the students have researched a little about their tree, they will write three facts about their tree in any form they wish. They can write a story, a poem, a song, a play, an acrostic, etc.
6. Take all of the information from each student in the class and put together a class scrapbook.