

“TREE OF LIFE”

Stefanie Connor

Outcome(s) of Lesson:

1. Science SLE 4: Identify general characteristics that distinguish trees from other plants, and characteristics that distinguish deciduous from coniferous trees.
2. Science SLE 6: Describe and classify leaf shapes, leaf arrangements, branching patterns and the overall form of a tree

Cross-Curricular Outcomes:

1. Art 3.3.C: Artworks contain symbolic representations of a subject or theme.
2. LA 1.1: Engage in exploratory communication to share personal responses and develop own interpretations.
3. LA 2.2: Make connections between own life and characters and ideas in oral, print, and other media texts.

How will I know the students have achieved the learning outcome?

- By labeling the “Parts of a Tree” worksheet the students will show that they understand the characteristics of a tree.
- Drawing outlines around Tree Silhouettes and making a model of a tree shows that they understand the form of a tree.

HOOK:

- Read the book “As Big as the Sky, as tall as the Trees” by Leah Yardley
- 5 mins

Learning Opportunities:

Time	Learning Opportunity	How do I check that students understand what to do?
5 mins	<ul style="list-style-type: none"> • Focus on pages 15-16 of Yardley’s book. • What is a tree? <ul style="list-style-type: none"> • Think/Pair/Share – Have pairs of students think and share ideas about the question “What is a tree?” • As a class, come up with a definition of a tree 	<ul style="list-style-type: none"> • Formative Assessment through discussion • Summative Assessment through the short paragraph to explain their tree
5 mins	<ul style="list-style-type: none"> • Review the parts of a tree and have the students label the “Anatomy of a Tree” worksheet. • What are those parts in a holistic sense? • Connecting trees, nature, indigenous • Honor what trees do for us. 	
5 mins	<ul style="list-style-type: none"> • Tree Shapes <ul style="list-style-type: none"> • Display tree silhouettes to the class • Draw simplified outlines of shapes around the silhouettes while students draw and label these in their notebooks. <ul style="list-style-type: none"> • Triangle, Oval, Circle, Spreading, Rectangle 	<p style="text-align: center;">Materials Needed</p> <ul style="list-style-type: none"> • “Anatomy of a Tree” worksheet • Tree silhouettes picture • Plasticine • Toothpicks • Looseleaf or Notebook (whatever the children use)
5 mins	<ul style="list-style-type: none"> • Discussion Questions: <ul style="list-style-type: none"> • What do you look like as a tree? • As the tree, who are you protecting? 	
20 mins	<ul style="list-style-type: none"> • Students will build models made of plasticine and toothpicks to show their understanding as they represent how they see themselves as a tree. 	
5 mins	<ul style="list-style-type: none"> • They will then write a short paragraph explaining how this tree represents them. 	

How do I differentiate the learning opportunity for all learners?

Lower Learners – provide assistance, providing step by step instructions, visual schedule of order of instructions

Higher Learners – instead of just a tree they can make a diorama, increase the size of the writing portion that they are expected to write.

TRANSITION: *(what will students do when they are finished?, how will we move to the next learning opportunity?)*

- **If students finish early, provide them with the materials to expand the tree into a diorama.**

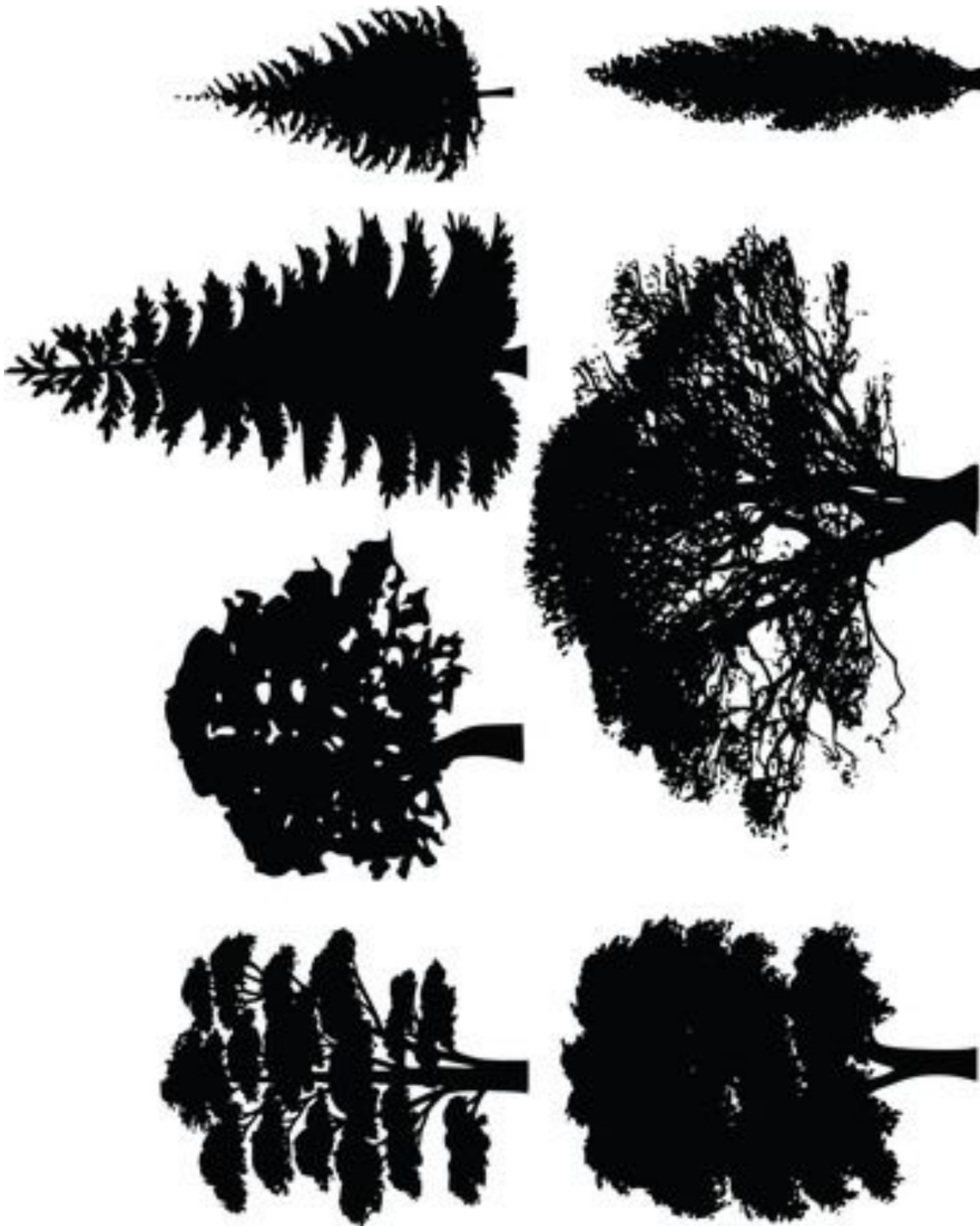
CLOSURE:

- Go around the room and have the students show their tree and describe it using one word they feel can describe the feeling of their tree to the rest of the class.
- 10 mins

Lesson Plan Analysis: Using your lesson above, describe the following: (This information must be in your learning opportunities)

Accommodations	N/A
Cooperative Learning Strategies used	Think/Pair/Share
Movement Breaks	Stand up and stretch as needed, if you see the students getting restless.
Modes of Learning (Differentiation)	<ul style="list-style-type: none"> • Visual Learning • Auditory Learning • Read/Write Learning
Higher Order Question(s)	<ol style="list-style-type: none"> 1. Create a tree that represents you and the journey you have had. 2. Support your decisions for your tree in a summarizing paragraph. 3. Compare the differences in your trees with that of another student.

Reflection and Revisions:



NAME _____

DATE _____

Anatomy of a Tree

Read the descriptions below then label the diagram of the tree.

- Branches:** woody parts of the tree that grow from the trunk.
- Twigs:** slim woody shoots that grow from a branch or stem of a tree.
- Leaves:** food processing part of a tree.
- Roots:** extract food and water from the soil.
- Trunk:** the main support of the tree.
- Bark:** protective outer layer of the tree trunk.
- Fruit:** all trees that are flowering plants produce fruit.

