

Title of Lesson Plan	Paper Does Grow On Trees
Prepared By (first and last name)	Rhonda Rudd
City and State	Kirklin, Indiana
Grade Level(s)	2
Keywords (subjects covered)	Paper Making
Brief Description	I want my students to understand that many of the things we use in society come from trees- specifically paper, and I want my students to make their own paper.
Total Time Required	5 days (1- 1 ½ hours per day)
Setting	Classroom
Lesson Objectives/Goals	<ul style="list-style-type: none"> • Students will create a list of five everyday items that come from trees. • Students will display an understanding of the content vocabulary (chemicals, machines, mixture, pieces, spread, pulp, blend, frame, mills, and supplies). • Students will sequence six steps in the making of paper. • Students will follow the steps to make their own paper.
Materials Needed	<ul style="list-style-type: none"> • 24 copies of <u>Trees to Paper</u>, by Inez Snyder • 24 copies of <u>How to Make Paper</u>, by Annette Carruthers • DVD from NewPage Corporation • Newspaper • Sponge • Wire hanger • Old paper (cards, magazines, newspaper, paper bags, etc.) • Sawdust • Old pair of pantyhose • Flat pan (9"x13") • 2 pieces of felt • Scissors • Blender • Water
Standards Addressed	<p>Indiana Academic Standards (Science)</p> <ul style="list-style-type: none"> • 2.1.1- Manipulate an object to gain more information about it.

Lesson Plan Disclaimer

The ideas and guidelines contained in the lesson plans do not necessarily reflect the opinions of The Temperate Forest Foundation. Lessons may be submissions from educators and have not been tested in classrooms by The Temperate Forest Foundation. They are published online as a service to help educators share ideas with other educators.

These lesson plans are for personal use only and may not be republished or redistributed by any method now known or developed in the future.

	<ul style="list-style-type: none"> • 2.1.5- Demonstrate the ability to work with a team, but still reach and communicate one’s own conclusions about findings. • 2.1.6- Use tools to investigate, observe, measure, design, and build things. • 2.1.7- Recognize and describe ways that some materials- such as recycled paper, cans and plastic jugs- can be used over again. • 2.3.5- Investigate that things can be done to materials- such as freezing, mixing, cutting, heating or wetting- to change some of their properties. Observe that not all materials respond in the same way. • 2.4.5- Recognize and explain that materials in nature, such as grass, twigs, sticks and leaves, can be recycled and used again, sometimes in different forms, such as birds’ nests. • 2.6.1- Investigate that most objects are made of parts.
<p>Procedure</p>	<p>A. Day 1</p> <ul style="list-style-type: none"> • Obtain a speaker- Leah Harden from the Clinton County Soil and Water Conservation District (a division of the DNR) will present a visualization and explanation of everyday items that come from trees. • Students will list 5 items that come from trees. • The class will brainstorm and list items in the classroom that originated from trees. If students do not mention paper, teacher will ask leading questions to ensure that paper is on the list. Keep list for Day 2. <p>B. Day 2</p> <ul style="list-style-type: none"> • After revisiting the list of items that come from trees from Day 1, the teacher will ask the class about and initiate a whole-class discussion on how they think a tree is made into paper. Write suggestions on chart paper. • View DVD from NewPage Corporation showing the process of paper making in a paper mill. • Introduce content vocabulary from the book, <u>From Trees to Paper</u>, by Inez Snyder (chemicals,

Lesson Plan Disclaimer

The ideas and guidelines contained in the lesson plans do not necessarily reflect the opinions of The Temperate Forest Foundation. Lessons may be submissions from educators and have not been tested in classrooms by The Temperate Forest Foundation. They are published online as a service to help educators share ideas with other educators.

These lesson plans are for personal use only and may not be republished or redistributed by any method now known or developed in the future.

	<p>machines, mixture, pieces, pulp, spread).</p> <ul style="list-style-type: none"> • Students will read <u>From Trees to Paper</u>, by Inez Snyder. • After reading, confirm (circle) or deny (cross out) predictions from students concerning the paper making process. <p>C. Day 3</p> <ul style="list-style-type: none"> • Invite students to adapt the items used to process paper in a mill to everyday household items that could be brought into the class. For example, a blender could be used to mix pulp in place of a vat, and air could dry the pulp in place of the drying machines, etc. • Introduce content vocabulary from the book, <u>How to Make Paper</u>, by Annette Carruthers (blend, frame, mills, pulp, and supplies). • Students will read the book <u>How to Make Paper</u>, by Annette Carruthers. • After reading, students will sequence six events in papermaking. <p>D. Day 4</p> <ul style="list-style-type: none"> • Students will read individual steps in a sequence required to make paper in learning clubs. Each club will revise steps to be more comprehensive and accurate. • Each learning club will share with the class their revised steps in the paper making process. • As a whole class, we will decide on the final steps to make paper. <p>E. Day 5</p> <ul style="list-style-type: none"> • Students will follow the steps to make paper.
Assessment	<ul style="list-style-type: none"> • After the speaker on Day 1, students will accurately list 5 items that come from trees. • Students will complete a teacher-made cloze sentence activity illustrating their understanding of content vocabulary.

Lesson Plan Disclaimer

The ideas and guidelines contained in the lesson plans do not necessarily reflect the opinions of The Temperate Forest Foundation. Lessons may be submissions from educators and have not been tested in classrooms by The Temperate Forest Foundation. They are published online as a service to help educators share ideas with other educators.

These lesson plans are for personal use only and may not be republished or redistributed by any method now known or developed in the future.

	<ul style="list-style-type: none"> • After reading on Day 3, students will sequence 6 steps in the paper making process. • Students will create a flat object that closely resembles paper.
Literature Cited/References	<u>Trees to Paper</u> , by Inez Snyder <u>How to Make Paper</u> , by Annette Carruthers
Forestry Tour Attended	Escanaba, Michigan- July, 2007

Lesson Plan Disclaimer

The ideas and guidelines contained in the lesson plans do not necessarily reflect the opinions of The Temperate Forest Foundation. Lessons may be submissions from educators and have not been tested in classrooms by The Temperate Forest Foundation. They are published online as a service to help educators share ideas with other educators.

These lesson plans are for personal use only and may not be republished or redistributed by any method now known or developed in the future.