

Title of Lesson Plan	The Parts of a Tree
Prepared By (first and last name)	Amy Koch
City and State	Westminster, Colorado
Grade Level(s)	Kindergarten
Keywords (subjects covered)	Tree, leaves, branches, trunk, roots
Brief Description	The students will learn about the parts of a tree. They will also label their own tree.
Total Time Required	40-60 minutes
Setting	Kindergarten Classroom
Lesson Objectives/Goals	The students will be able to accurately label the 4 parts of a tree.
Materials Needed	A read aloud, 1 large piece of blue construction paper, 1 9x12 piece of brown construction paper, 1 9x12 piece of green construction paper, a pencil, scissors, crayons, and pre printed tree labels.
Standards Addressed	Colorado Science Content Standard I: Students understand the process of scientific investigation and are able to design, conduct, communicate about and evaluate such investigations. 1.3 Communicate about an investigation orally, with labeled pictures and charts, and/or by contributing to a class journal or book. http://www.adams12.org/files/curriculum/framework_science_k-2.pdf
Procedure	Read the story: <u>A Tree is a Plant</u> (or another story about trees). Next discuss what the children already know about trees and the parts of a tree (A KWL chart can be created depending on the level of the students). Also discuss what they think trees are used for. After discussing the story, model the activity for the children. They will first need to draw a tree trunk on their brown piece of paper using a pencil and cut it out. Discuss the size the trunk should be in comparison to their large piece of blue paper. After they have cut out their trunk they will need to glue it onto the bottom of their blue paper. They will need to then make roots and branches out of their brown paper, and leaves out of their green paper. Discuss the different ways that they can make the leaves (individual leaves on each branch, or one big bunch of leaves). When the children are done drawing each piece, cutting it out, and gluing in on their blue paper, they will need a sheet of pre-printed tree labels. They need to cut out each label and place it where it belongs. Discuss how they will know what each word says (they should say something about looking at the beginning letter of each word). If the children get done

	early they can add details (clouds, a sun, flowers, grass, and animals) to their tree picture using crayons. Hang all tree pictures in the room so the children can access the tree words when they are writing about trees.
Assessment	By looking at the placement of the tree words, the teacher will know if the child understands the parts of the tree. If a child had a difficult time labeling their tree, ask them to point to each part of the tree as you name them. For example, say, "Can you point to where the trunk is on your tree?" This method can also be used for English Language Learners as well as students with special needs.
Literature Cited/References	<u>A Tree is a Plant</u> by Clyde Robert Bulla <u>Are Trees Alive?</u> by Debbie S. Miller (This story teaches children about how trees live and grow as well as about the parts of a tree.) <u>Leaves</u> by Vijaya Khisty Brodach (This nonfiction story talks about leaves and why trees need them.)
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