

Title of Lesson Plan	Tree-Mendous!
Prepared By (first and last name)	Susan Stradling (from Food, Land and People Curriculum)
City and State	Hamilton, NY
Grade Level(s)	3-8
Keywords (subjects covered)	Language Arts, Science Social Studies
Brief Description	Students play a fast word classification game that helps them gain an appreciation for the variety of ways people use and benefit from trees.
Total Time Required	Session One: 30-45minutes, Session Two: 45-60 minutes and Session Three: 30-45minutes
Setting	Classroom, outside
Lesson Objectives/Goals	The student will work in a group to: identify at least 10 characteristics and uses of trees; Categorize at least five sets of characteristics or uses of trees; Play a vocabulary development game; and describe at least three kinds of benefits people receive from trees.
Materials Needed	Stopwatch or watch with second hand, dictionaries, writing materials, photocopies of Tree-Mendous! Game cards, one set for each team of four students; and the Tree Jeopardy cards.
Standards Addressed	NYS: Mathematics-standard #3, Science#4,ELA#1 and Social Studies#4Economics
Procedure	Session One: 1. Introduce or reinforce the idea of categorizing things with students. Categorizing is a process skill central to concept information. For younger students, you might start naming several names to elicit responses about what they have in common: "They are all wearing jeans." Or, "They are all in row two." Remind students that one way people make sense of the large number of objects, events and living things in the world around us is to impose some kind of order. We look at ways in which things are similar, how they're different, and how they are related. Then we group them into systems that are useful to us. Ask: What are some ways the library groups or classifies books? (Dewey Decimal System) What are some ways in which trees can be classified or grouped? (overall shape, leaf type, where they grow, what they grow and so on). 2. Divide the class into teams of four students. Ask teams to work together, using their dictionaries, to find more kinds of trees and to come up with some possible ways or categories of classifying. Students may suggest kinds of trees, trees people make things from, shade trees, trees that give something to eat, and other reasonable categories. Discuss student suggestions, asking them to explain their thinking. 3. Tell students they will be playing

	<p>a game to learn new words, ways of thinking about trees, and tree products. It's called Tree-mendous! It has 12 cards, each with eight words or phrases that fall into a single category related to trees. Distribute a set of the TREE-MENDOUS! Game Cards to each team. Ask them to read the cards and look for vocabulary words that may be unfamiliar to them. Have them write the words, look them up in their dictionaries, and record the appropriate definition. Explain that they are looking for definitions in the context of how the words relate to trees. (you may want to show students the pictures collected to illustrate some of the words for the tools category, plus others as appropriate for your group).</p>
Assessment	TBD: The best time to evaluate the students is after they have completed session two and/or session three.
Literature Cited/References	This lesson is part of the Food, Land and People curriculum.
Forestry Tour Attended	Northeast 2008

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