

Title of Lesson Plan	Tree Identification to Observe Diversity of a Given Nature Area.
Prepared By	Jean Kochevar
City and State	St. Paul, MN
Grade Level(s)	2
Keywords (subjects covered)	Diversity, oak tree, maple tree, white pine, spruce, aspen, serrated, lobed, alternate, opposite, whorls, simple, compounded, tapered, rounded
Brief Description	Given a contained area in our school nature area the students will collect five samples of leaves and / or needle samples. We will gather all samples together. Using a book on indentifying Minnesota trees we will sort the samples and try to determine the trees in the given area. We will then discuss our findings as to the diversity of our area.
Total Time Required	Three 40 minute teaching blocks
Setting	Nature area and classroom
Lesson Objectives/Goals	The students will collect leaf samples in a given nature area. Students will sort findings into like groups. Using the sample groups the students will identify the type of tree. We will use our findings to discuss the diversity of our given area.
Materials Needed	Nature area, books on identifying Minnesota trees, posters on different trees, chart for grouping, student nature notebooks
Standards Addressed	Minnesota Physical Science Strand #1 –Students will sort and classify objects in terms of color, size, shape, and weight. History/Nature of Science-#1- Students will use appropriate tools to gather and organize data. #2-Students will recognize and describe patterns in data.
Procedure	Day 1 Read the story <u>A Tree is Growing</u> by Arthur Dorros. Brief Discussion of what makes up a forest. Brainstorm characteristics of leaves. Introduce vocabulary- reinforce the meaning of the various characteristics of the leaves. Show different leaves to help explain the vocabulary. Day 2 Reinforce to the students that we will be going to our Nature/Outdoor classroom. They need to stay focused on our task. Explain the task –Students are to gather 5 leaves/needle samples from the area. Show the students the contained nature area.(I

	<p>choose a contained area for the purpose of management and I thought we could focus our discussion about diversity.) Students will have time to gather their samples. Return to the classroom and sort the students' findings into like groups. Day 3 Revisit the groupings from yesterday. Students will be working in small groups. Using books on identifying trees the groups will try to determine the type of trees we gathered our leaves from. The grouping of students will then share what they found. As a class we will review the findings and discuss which types of trees we have more of, and why that might be.</p>
Assessment	<p>Oral discussion and active participation Students will write a reflection in their Nature notebooks about the activity.</p>
Literature Cited/References	<p>1. <i>Trees of Minnesota/ Field Guide</i> By Stan Tekiela 2. <i>Minnesota Trees and Wildflowers/An Introduction to Familiar Species</i> By James Kavanagh 3. <i>A tree is Growing</i> By Arthur Dorros</p>
Forestry Tour Attended	<p>Lake States 2008</p>

- The Temperate Forest Foundation reserves the right to modify, revise, and reformat lesson plans for quality and appropriateness.
- Lesson plans submitted to us may be hosted on our web site: www.forestinfo.org and may be shared with other teachers across the nation.
- Lesson plans are for individual classroom and educational use only. We reserve the right to publish lesson plans and lesson plan summaries on any of the Temperate Forest Foundation's publications (emails, newsletters, etc.).