Tree Unit

Essential Question:

Why are trees important in our lives?
The Tree Unit is intended to be taught as segments over the course of the kindergarten year during the Science Block. Each kindergarten class will “adopt” a tree near their classroom and follow it throughout the seasons – fall, winter, and spring. Other tree related topics will be integrated as appropriate – apples, leaves, seeds, squirrels, etc. Health and nutrition lessons on eating healthy snacks from trees such as apples and applesauce will be included as well.

The development of this integrated, standards based unit was the work of members of the Kindergarten Curriculum Committee which is part of the Quality Kindergarten Grant. While many teachers contributed ideas the bulk of the work was done by the following teachers:

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Thanks to these teachers for their professionalism and continued belief in the children of Holyoke!

Mary Curro
Interim Director of Early Childhood
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Lesson 1: KWL/Introduce Tree Unit

**MA Frameworks:**
**Science #1 Life Science** Recognize that animals (including humans) and plants are living things that grow, reproduce, and need food, air, and water.

**ELA Writing 2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**Language Objective:** I will brainstorm ideas and questions so that I will be able to write/draw what I know and what I want to learn about trees.

**Opening:**
Teacher will model how to use a KWL chart with class.

**Work Period:**
Children and teacher will create a KWL chart together. Teacher will record children’s statements on what they already know about trees on a large tree cutout shape. Class will brainstorm questions about what they want to know about trees. Teacher will record on leaf shapes as part of an interactive KWL. Class will participate in an interactive read-aloud with a text selection about trees such as *A Tree is a Plant* by Clyde Robert Bulla.
**Closing:** Review the chart together, add any additional thoughts the children may have. Tell the children that we will refer to the chart throughout the unit and try to answer all of their questions. The **L** part of chart—What I have learned—will be filled in at the end of unit section on trees.

**Work Product:** **KW** of KWL chart
Lesson 2: Tree Vocabulary

MA Frameworks:
ELA Reading for Informational Text/Key Ideas and Details
RI 1 With prompting and support, ask and answer questions about key details in a text.
RI 4 Craft and Structure
With prompting and support, ask and answer questions about unknown words in a text.

Language Objective: I will listen to a story about trees and pick out important words so that I can learn more information.

Opening:
The teacher will explain to students how they will be learning all about trees throughout the year. The teacher will read a book about trees to the class. Students will listen for new words or words that seem important in the story.

Work Period:
The teacher will create a chart titled Tree Words and list words from the book that the students think are important. The teacher will reread pages one at a time to listen for vocabulary. The students will add words to the list as a whole group activity.

Closing:
The teacher and students will review the Tree Words on the chart. The teacher will remind students that the chart will be used throughout the year and may be added to as they learn more about trees.

Work Product:
Chart: Vocabulary: Tree Words
Tree Vocabulary

Leaves

Branches

Trunk

Bark

Roots
Acorn

Pine Cone

Helicopters

Twig

Flowers
Lesson 3: Adopt a Tree

MA ELA Frameworks
Writing: Text Type and Purposes
W2. Use a combination of drawing, dictating, and writing to compose informative/explanatory text in which they name what they are writing about and supply some information about the topic.

Language Objective: I will make a representation of a tree so that I can tell some information about how it looked during that season.

Opening:
The teacher will explain how the students will learn about the life cycle of a tree during the different seasons of the year. To show the changes of a tree, that will take place over the school year, the students will observe and record each season by drawing what a tree looks like in the fall, winter, spring, and summer.

Work Period:
The class will go for a walk outside and, together as a class, find a tree they would like to adopt and watch over the school year. Students will draw a representation of the adopted tree on a recording sheet and label it Fall.

Closing:
Students will share their illustration in whole group.

Work Product:
Students' illustrations of a tree in the fall.
Trees In All Four Seasons

Fall Tree

Winter Tree

Spring Tree

Summer Tree
Lesson 4: Parts of a Tree

**MA Frameworks:**

**Science #3 Life Science** Recognize that plants and animals have life cycles, and that life cycles vary for different living things.

**MA ELA Reading Informational Text/Key Ideas and Details**

**RI 1** With prompting and support, ask and answer questions about key details in a text.

**Language Objective:** I will listen to stories and view pictures of trees so that I can draw and label the different parts.

**Opening:**
The teacher will read a text about trees. The teacher will show students several pictures of a variety of trees. The teacher will ask the students if there are any similarities in the trees.

**Work Period:**
The teacher will model drawing a tree on large chart paper. The teacher will label on chart paper the "Parts of a Tree". Students will be asked to say the words with the teacher as the teacher labels the parts of the tree. Students will illustrate and label their own tree. The teacher will have words typed out for students who are unable to write the words.

**Closing:**
Students will illustrate and label their own tree.
Students will share their labeled trees in whole group.

**Work Products:**
Students' labeled trees, Chart: Parts of Trees
Tree Parts

Leaves

The leaves are the food factories for the tree. Trees can make their own food.

Branches

The branches spread the leaves out to allow more sunlight to reach the leaves.

Trunk

The trunk holds the tree up. The trunk carries food and water through the tree.
Bark

The bark is a strong covering that protects the tree.

Roots

The roots hold the tree in place and absorb water, oxygen and minerals from the soil.
Lesson 5: The Uses of a Tree

MA Frameworks:
Science #8 Life Science Identify the ways in which an organism’s habitat provides for its basic needs (plants require air, water, nutrients, and light; animals require food, water, air, and shelter).

MA Frameworks:
ELA Reading for Informational Text/Key Ideas and Details
RI 1 With prompting and support, ask and answer questions about key details in a text.

ELA Speaking and Listening
Comprehension and Collaboration
SL 1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and large groups.

Language Objective: I will listen to a story about the uses of a tree and then “turn and talk” to a friend about what I have learned.

Opening:
The teacher will inform students that trees have many uses. The teacher will then ask students if they know of any uses of a tree. Teacher will chart responses on a chart Use of a Tree.

Work Period: The teacher will read a book that discusses the uses of a tree, such as Look At a Tree by Eileen Curran. After reading the story, the teacher will ask students what are the ways the tree was used for in the story. The teacher will add
responses to chart. The students will turn and talk with a partner and discuss uses of trees.

**Closing:**
Selected students will share turn and talk discussions with whole group.

**Work Product:**
Chart: Uses of a Tree
Lesson 6: What I LEARNED About Trees

**MA Frameworks:**

**Science #1 Life Science**  Recognize that animals (including humans) and plants are living things that grow, reproduce, and need food, air, and water.

**ELA Writing 2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**Language Objective:** I will illustrate one page of a class book that reflects one fact about trees.

**Opening:** Read a selected book about trees.

“Today we will chart what we have learned about trees!”

Teacher will lead a discussion about all that we have learned about trees. Children will add thoughts to the chart about what they have learned, review what they wanted to learn (on the KWL) to make sure all questions were answered.

**Work Period:** We will create a class book, ALL ABOUT TREES! Each child will illustrate something they learned about trees. Teacher will model a fact and illustration.

**Closing:** Share a few pieces in the Author’s Chair. All work pieces will be assembled into a class book.

**Work Product:** LEARNED part of chart
Tree Discovery Center

Photographs of different kinds of trees
Recording sheets
Magnifying glasses
Binoculars
Vocabulary
Books
Nature colored crayons
Tree blocks
Interactive chart (parts of a tree)
Trees

Trees just stand around all day and sun themselves and rest.

They never walk or run away and surely that is best.

For otherwise how would a squirrel or robin find its nest?
APPLES
Lesson 1 KWL

MA Frameworks:
Science #1 Life Science Recognize that animals (including humans) and plants are living things that grow, reproduce, and need food, air, and water.

ELA Writing 2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Language Objective: I will brainstorm ideas and ask questions about apples so that I will be able to write or draw what I know and want to know about apples.

Opening: Teacher will model how to use a KWL chart with class.

Work Period: Children and teacher will create a KWL chart together. Teacher will record children’s statements on what they already know about apples on a large apple cutout shape. Class will brainstorm questions about what they want to know about apples. Teacher will record on leaf shapes as part of an interactive KWL. Class will participate in an interactive read aloud with a text selection about apples such as How Do Apples Grow? By Betsy Maestro

Closing: Review the chart together, add any additional thoughts the children may have. Tell the children that we will refer to the
chart throughout the unit and try to answer all of their questions. The L part of chart—What I have learned—will be filled in at the end of unit section on apples.

**Work Product:** *KW* of KWL chart

Possible comments for charts:

<table>
<thead>
<tr>
<th>Know</th>
<th>Want to know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apples are red</td>
<td>Where do they come from?</td>
</tr>
<tr>
<td>Apples are round</td>
<td>Why are they red?</td>
</tr>
<tr>
<td>They taste good</td>
<td>Can they be different colors?</td>
</tr>
<tr>
<td>They are good for you</td>
<td>How do you grow an apple?</td>
</tr>
</tbody>
</table>
Lesson 2 Identifying Parts of an Apple

MA Frameworks:
Science #1 Life Science Recognize that animals (including humans) and plants are living things that grow, reproduce, and need food, air, and water.
ELA 5 Speaking and Listening Add drawings or other visual displays to descriptions as desired to provide additional detail.

Language Objectives: I will listen to a story about apples so that I can draw both the inside and outside with labels. I will orally share with the class the different parts: stem, seeds, core, skin.

Opening:
Teacher will read Apples by Gail Gibbons. Students will then participate in a shared writing activity. Teacher will enlarge or draw an apple onto chart paper. Students and teacher will work together to label the different parts of an apple (stem, seeds, core, skin).

Work Period:
Students will create a 2D model of an apple that recreates both the inside and outside of the apple. Using a diagram on each table to help them, children will label each part of the apple. Teacher will model the activity first with children.

Closing:
Students will share finished products and orally describe the parts of the apple that they labeled.

Work Product: Inside, outside apple
Apple Vocabulary

Apple
Core
Stem
Skin
Seeds
Lesson 3 Seasons of An Apple Tree

MA Frameworks:
Science # 7 Life Science Recognize changes in appearance that animals and plants go through as the seasons change
ELA 6 Language Use words or phrases acquired through conversations, reading and being read to, and responding to texts.

Language Objectives: I will listen to The Seasons of Arnold's Apple Tree, so that I can describe the changes of a tree during the 4 seasons. I will draw 4 pictures of a tree to show those changes.

Opening:
Teacher will read The Seasons Of Arnold's Apple Tree by Gail Gibbons. Teacher will refer to models of trees during various seasons as appropriate during the reading of the story. After reading the story, students will describe orally changes that trees undergo during different seasons using models as a reference. Individual students will record seasonal tree changes on prepared chart of tree trunks labeled Fall, Winter, Spring and Summer.

Work Period:
Children will recreate each season, just as we have done together on the chart. Prepare a piece of paper already folded into 4 squares with the season name already in a square. Children will trace hands to create body of tree and then draw or add the correct items on each tree for the season.
Closing:
Share a few pieces of work and review the seasons reminding the children that the book and trees will be in Discovery Center for review.

Work Products:
Chart created together
Children's creation of the 4 seasons
Lesson 4: What I LEARNED about Apples

MA Frameworks:
Science #1 Life Science Recognize that animals (including humans) and plants are living things that grow, reproduce, and need food, air, and water.
ELA Writing 2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
Language Objective: I will illustrate one page of a class book that reflects one fact about trees.

Opening: Read a selected book about Apples
"Today we will chart what we have learned about apples!"
Teacher will lead a discussion about all that we have learned about apples. Children will add thoughts to the chart about what they have learned, review what they wanted to learn (on the KWL) to make sure all questions were answered.

Work Period: We will create a class book, ALL ABOUT APPLES! Each child will illustrate something they learned about apples. Teacher will model a fact and illustration.

Closing: Share a few pieces in the Author's Chair. All work pieces will be assembled into a class book.

Work Product: LEARNED part of chart
Apple Discovery Center

Scale
Different kinds of apples (real/fake)
Recording sheet “What’s Heavier?”
Magnifying glasses
Apple seeds
Vocabulary
Apple life cycle sequence cards
Books
Seasons of Arnold’s Apple Tree
Apples, Apples
(tune: Twinkle, Twinkle)

Apples juicy,
apples round,
On the tree or on the ground.

Apples yellow, apples red,
Apple pie and juice and bread!

Apples crunchy, apples sweet,
Apples are so good to eat!
Leaves
Lesson 1 KWL

MA Frameworks:
Science #1 Life Science Recognize that animals (including humans) and plants are living things that grow, reproduce, and need food, air, and water.
ELA 5 Speaking and Listening Add drawings or other visual displays to descriptions as desired to provide additional detail.
ELA Writing 2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic

Language Objective: I will brainstorm ideas and ask questions about leaves so that I will be able to write or draw what I know and want to know about leaves.

Opening:
Teacher will model how to use a KWL chart with class.

Work Period:
Children and teacher will create a KWL chart together. Teacher will record children’s statements on what they already know about leaves on a large leaf cutout shape. Class will brainstorm questions about what they want to know about leaves. Teacher will record on leaf shapes as part of an interactive KWL. Class will participate in an interactive read aloud with a text selection about leaves such as Red Leaf Yellow Leaf By Lois Ehlert.
**Closing**: Review the chart together, add any additional thoughts the children may have. Tell the children that we will refer to the chart throughout the unit and try to answer all of their questions. The **L** part of chart—What I have learned—will be filled in at the end of unit section on leaves.

**Work Product**: **KW** of KWL chart
Lesson 2: Observing and Comparing Leaves

MA Frameworks:
Science #1 Life Science Recognize that animals (including humans) and plants are living things that grow, reproduce, and need food, air, and water.

Language Objectives:
I will communicate orally using comparing words.
I will describe my leaf using the language stem.....My leaf is...
or My leaf looks....

Opening: Teacher will explain to students that they will be going on a Nature Walk. The teacher will explain that while on the nature walk we will search for different kinds of leaves. Students will try to find as many different kinds of leaves as they can.

Work Period: Students will go outside to collect leaves. Students will put leaves collected into a paper bag. When the students return back in class they will be given time to explore the leaves they found with a partner. Partners will observe the leaves and talk about different attributes the leaves have. Students will be asked to orally describe their leaves using the sentence stem: My leaf looks ______. My leaf is_______.

Closing: Students will share in using the sentence stem to describe one leaf they found.

Work Product: Collection of Leaves for the Discovery Center Extension Activity: Students will observe the leaves in the Discovery Center and record by drawing and completing the sentence using stem - My leaf looks ____.
Leaf Vocabulary

Leaf
Stem
Veins
Toothed
Untoothed
Lesson 3: What I LEARNED About Leaves

MA Frameworks:

Science #1 Life Science Recognize that animals (including humans) and plants are living things that grow, reproduce, and need food, air, and water.

ELA Writing #2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Language Objective: I will illustrate one page of a class book that reflects one fact about leaves.

Opening: Read a selected book about leaves. “Today we will chart what we have learned about leaves!” Teacher will lead a discussion about all that we have learned about leaves. Children will add thoughts to the chart about what they have learned, review what they wanted to learn (on the KWL) to make sure all questions were answered.

Work Period: We will create a class book, ALL ABOUT LEAVES. Each child will illustrate something they learned about leaves. Teacher will model a fact and illustration.

Closing: Share a few pieces in the Author’s Chair. All work pieces will be assembled into a class book.

Work Product: LEARNED part of chart
Leaves Discovery Center

Scale
Different kinds of leaves (real/fake)
Recording sheets
Vocabulary
Books
Magnifying glasses
Photographs of different kinds of leaves
Materials for leaf rubbing
My leaf looks ______________________

__________________________________.
Leaves

Leaves are falling all around.
Red,
orange,
yellow,
green and brown.
Twirling, swirling on the way down.
Look how many leaves I’ve found!
Squirrels
Lesson 1: KWL

MA Frameworks:

Science #1 Life Science Recognize that animals (including humans) and plants are living things that grow, reproduce, and need food, air, and water.

ELA 2 Writing Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Language Objective: I will brainstorm ideas and questions about squirrels so that I will be able to write what I know and what I want to know about squirrels.

Opening: Teacher will tell the students, “We are going to learn about squirrels.”
“Today I want to know what you already KNOW about squirrels... I also want to know what you want to LEARN about squirrels.”

Work Period: Children and teacher will create a KWL chart together as a whole group. The chart could be in the shape of a squirrel to go along with the theme.

Closing: Review the chart together, add any additional thoughts the children may have. Tell the children that we will refer to the chart throughout the unit and try to answer all of their questions. The LEARNED part of the chart will be filled in at the end of the unit.

Work Product: KW of KWL Chart
Lesson 2: Squirrel Habitats

MA Frameworks:

Science # 8 Life Science Identify the ways in which an organism’s habitat provides for its basic needs (plants require air, water, nutrients, and light; animals require food, water, air, and shelter).

ELA 2 Writing Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply information about the topic.

Language Objectives: I will listen to a story that tells about the different squirrel habitats. I will orally share this information with my class.

Opening: Read, Miss Suzy by Miriam Young or any other text that depicts a squirrel’s habitat. Identify the type of tree Miss Suzy lived in. (Oak Tree) Mention that much of Miss Suzy’s food and dishes came from the acorns of the oak tree. Many squirrels live in the holes of the tree trunks just like in the story. They make very nice 2 room homes called dreys. Others live high in the tree in abandoned bird’s nests and ground squirrels live underground in burrows.

Work Period: Children will create an art project depicting a squirrel’s habitat. (Teacher will provide various art materials so that child can create unique projects)

Closing: Share finished projects and discuss what type of habitat is depicted in each. Teacher will create a chart of the various habitats displaying the children’s art work.

Work Product: Habitat art projects. Habitat chart
Lesson 3: Gathering Nuts

MA Frameworks:
Science #8 Life Science Identify the ways in which an organism's habitat provides for its basic needs (plants require air, water, nutrients, and light; animals require food, water, air, and shelter)
ELA 1 Reading Informational Text With prompting and support, ask and answer questions about key details in a text.

Language Objectives: I will listen to the story, Nuts to You, and learn information about what squirrels like to eat. I will become familiar with various nut attributes by sorting them according to their physical traits.

Opening: Read, Nuts to You by Lois Ehlert
Talk with children about what squirrels eat, such as nuts and seeds. Ask children what kinds of nuts and seeds they like to eat. Nuts and seeds can be eaten as a snack or a meal. Fall is the time when many nuts are harvested. Squirrels are certainly busy hiding and sorting nuts for the winter.
Note: Check for nut allergies before starting this activity.

Work Period:
Get a selection of nuts from the store. Sort the nuts. Talk about the shape, size, and color of the nuts. Are they rough or smooth? Large or small? Count the nuts. Record number and physical traits of each type of nut.

Closing: Children can share which nuts they like the best.

Work Product: Chart, graph
Lesson 4: What I LEARNED about Squirrels

MA Frameworks:

Science # 7 Life Science: Recognize changes in appearance that animals and plants go through as the seasons change.

ELA Writing 2 Use a combination of drawings, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Language Objective: I will illustrate one page of a class book that reflects one fact about squirrels.

Opening:
After reading a squirrel book aloud, teacher will lead a discussion about all that we have learned about squirrels. Children will add thoughts to the chart about what they have learned review what they wanted to learn (on the KWL) to make sure all questions were answered.

Work Period: We will create a class book, ALL ABOUT SQUIRRELS! Each child will illustrate something that they learned about squirrels. Teacher will model a fact and illustration.

Closing: Share a few pieces in the Author’s Chair. All work pieces will be assembled into a class book.

Work Product: LEARNED part of chart, class book
Squirrel Vocabulary

Squirrel

Habitat

Acorns

Gather
Squirrel Poems

Five Little Squirrels
Five little squirrels sitting in a tree
The first one said, “It’s getting cold for me!”
The second one said, “The leaves are falling to the ground.”
The third one said, “There are nuts to be found.”
The fourth one said, “We’d better not wait.”
The fifth one said, “Fall is really great!”

Gray Squirrel
Gray Squirrel, Gray Squirrel
Swish your bushy tail
Gray Squirrel, Gray Squirrel
Swish your bushy tail
Wrinkle up your funny nose
Put a nut between your toes
Gray Squirrel, Gray Squirrel
Swish your bushy tail!
Whisky Frisky
Whisky frisky
Hippity hop
Up he goes
To the tree top.
Whirly twirly
Round and round
Down he scampers
To the ground.
Curly furly
What a tail
Tall as a feather
Broad as a sail.
Where’s his supper?
In the shell.
Snappity crackity
Out it fell.
Squirrel Discovery Center

Different kinds of nuts
Sorting sheets
Scale
Magnifying Glasses
Vocabulary
Books
Recording Sheets
SEEDS
Lesson 1 KWL

MA Frameworks:
Science #1 Life Science Recognize that animals (including humans) and plants are living things that grow, reproduce, and need food, air, and water.
ELA 5 Speaking and Listening Add drawings or other visual displays to descriptions as desired to provide additional detail.
ELA Writing 2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Language Objective: I will brainstorm ideas and ask questions about seeds so that I will be able to write or draw what I know and want to know about seeds.

Opening:
Teacher will model how to use a KWL chart with class.

Work Period:
Children and teacher will create a KWL chart together. Teacher will record children’s statements on what they already know about seeds on a picture of dirt. Class will brainstorm questions about what they want to know about seeds. Teacher will record on seed shapes as part of an interactive KWL. Class will participate in an interactive read aloud with a text selection about seeds such as The Tiny Seed By Eric Carle.

Closing: Review the chart together, add any additional thoughts the children may have. Tell the children that we will refer to the chart throughout the unit and try to answer all of their questions.
The L part of chart-What I have learned- will be filled in at the end of unit section on seeds.

**Work Product**: KW of KWL chart
Seed Vocabulary

Seeds

Pollen

Flower

Fruit
Pollination

Germination
Lesson 2: Outdoor Seed Walk

MA Frameworks:

Science #1 Life Science Recognize that animals (including humans) and plants are living things that grow, reproduce, and need food, air, and water

ELA 3 Speaking and Listening Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Language Objective:
Students will use descriptive vocabulary to identify and describe seeds found on their walk.

Opening:
Teacher and students will explore a variety of seeds e.g. pumpkin, sunflower, apple, etc. Briefly discussing where they came from and how they grow into plants. Teacher will explain to students that some seeds are edible by people and some by animals. Not only do animals eat seeds they help spread them to many places. Let’s explore how they do that....

Work Period:
1. Help each child put a sock over one shoe and go walking through a grassy area or field that has seed bearing plants.
2. After the walk have children take off the socks and examine them carefully with a partner. What happened? What kinds of things are on the socks?
3. Help children remove the seeds and other particles from the socks. Encouraging children to sort out the items they found. What is alike? What is different?
**Use vocabulary: round, flat, bumpy, smooth....**

4. Talk about how animals fur (like the sock) would carry seeds from place to place.

**Closing:** Children will share some of the findings, observations, discoveries from the seed walk encouraging the use of descriptive vocabulary. “The seed I found feels bumpy....” Extension activities: Create a seed collage using some of the seeds found outside, teacher may need to supplement with extra seeds.

**Work Product:** A seed collage using some of the seeds found on the hunt. Pictures from the walk, pictures of things found. (recording sheet)
Lesson 3: What I LEARNED About Seeds

MA Frameworks:
Science #1 Life Science: Recognize that animals (including humans) and plants are living things that grow, reproduce, and need food, air, and water.
ELA Writing 2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Language Objective: I will illustrate one page of a class book that reflects one fact about seeds.

Opening: Read a selected book about seeds.
“Today we will chart what we have learned about seeds!” Teacher will lead a discussion about all that we have learned about seeds. Children will add thoughts to the chart about what they have learned, review what they wanted to learn (on the KWL) to make sure all questions were answered.

Work Period: We will create a class book, ALL ABOUT SEEDS! Each child will illustrate something they learned about seeds. Teacher will model a fact and illustration.

Closing: Share a few pieces in the Author’s Chair. All work pieces will be assembled into a class book.

Work Product: LEARNED part of chart
Seed Discovery Center

- Different types of seeds
- Sorting sheets/cups
- Recording sheets
- Magnifying glasses
- Vocabulary
- Books
Seeds

A little seed for me to sow

A little earth to make it grow

A little hole, a little pat,

A little wish, and that is that,

A little sun, a little shower.

A little while -

And then, a flower!
Bibliography

Tree Books:


Apple Books:


Leaf Books:


Metzger, Steve. We’re Going On a Leaf Hunt. Scholastic, 2008.

Squirrel Books:

Earle the Squirrel by Don Freeman

Busy, Busy Squirrels by Colleen Stanley Bare

Miss Suzy by Miriam Young

Seeds:
Carle, Eric. The Tiny Seed.