

# Oct. : Tree Study

Content Area: **Pre-School**  
Course(s):  
Time Period: **October**  
Length: **5-6 weeks**  
Status: **Published**

## Unit Overview

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This unit explores Trees in 6 weeks of Investigation lessons

## Enduring Understandings

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Trees are everywhere.

Trees are different and the same.

Trees are living things that grow.

Trees give us many things.

## Essential Questions

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What do we know about trees?

What do we want to find out?

What are the characteristics of trees in our community?

Who lives in trees?

What food comes from trees?

Who takes care of trees?

How do trees change?

What do we do with parts of trees?

## Instructional Strategies & Learning Activities

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Week of:

Teacher:

**Study:** Trees  
to find out?

**Exploring the Study:** What do we know about trees? What do we want

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Interest Areas</b>	Library: books about trees	Discovery: collection of tree parts	Discovery: tree parts to sort and classify	Discovery: tree parts to sort and classify	Art: photos of a variety of trees
<b>Large Group</b>	Movement: A Tree My Size  Discussion and Shared Writing: The Sizes of Trees	Song: "The Green Grass Grows"  Discussion and Shared Writing: What Will We See on Our Tree Hunt?	Movement: A Tree My Size  Discussion and Shared Writing: What Do We Know About Trees?	Song: "The Green Grass Grows"  Discussion and Shared Writing: What Do We Know About Trees?	Song: "The Green Grass Grows"  Discussion and Shared Writing: What Do We Want to Find Out About Trees?
<b>Read-Aloud</b>	<i>Our Tree Named Steve</i>	<i>Abiyoyo</i>	<i>Chicka Chicka Boom Boom</i>	<i>Chicka Chicka Boom Boom</i>	<i>Abiyoyo</i>
<b>Small Group</b>	Option 1: Which Has More?  Option 2: Tall Towers	Option 1: A Tree Poem  Option 2: Poetry and Photographs	Option 1: Lining Up the Cubes  Option 2: Big and Small Tree Parts	Option 1: Paint a Tree Picture  Option 2: Tree Sculptures	Option 1: Measuring Tree Parts  Option 2: Measuring Outdoors

**Outdoor Experiences:** Dribble Kick

**Family Partnerships:** We encourage families to take their children for a walk around their neighborhood to examine the trees they see. Bring a small bag and help the children gather interesting parts that have fallen, such as leaves, twigs, acorns, nuts, and bark. Please take some time to talk with your children about your own childhood experiences with a tree, e.g., climbed a tree, enjoyed a picnic in the shade of a tree, or watched animals in trees. Send pictures to class if possible.

**Wow! Experiences:** Tuesday—A site visit to see trees

**Week of:**

**Teacher:**

**Study:** Trees community?

**Investigation:** 1. What are the characteristics of the trees in our

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Interest Areas</b>	Art: evergreen sprigs to be used as painting tools  Computer: ebook version of <i>Trees Count</i>	Discovery: paper and crayons to make leaf rubbings; leaves; magnifying glasses	Dramatic Play: materials to construct a large tree	Toys and Games: several sets of matching leaf rubbings  Computer: ebook version of <i>Trees, Trees, Trees</i>	Toys and Games: photos of trees to sort  Computer: ebook version of <i>Trees Count</i>
<b>Large Group</b>	Song: “I’m a Sturdy Oak Tree”  Discussion and Shared Writing: Preparing for the Site Visit	Game: Feely Box  Discussion and Shared Writing: Using Our Senses to Explore Trees	Game: Riddle Dee Dee  Discussion and Shared Writing: Examining Tree Parts	Song: “Ticky Ricky”  Discussion and Shared Writing: Evergreen and Deciduous	Rhyme: “Come Play With Me”  Discussion and Shared Writing: Sharing Tree Photos
<b>Read-Aloud</b>	<i>Trees Count</i>	<i>Abiyoyo</i>	<i>Our Tree Named</i>	<i>The Grouchy</i>	<i>Trees Count</i>

			Steve	Ladybug	
<b>Small Group</b>	Option 1: Guessing Shapes  Option 2: Puzzles	Option 1: Chicka Chicka ABC  Option 2: Big Tree ABC	Option 1: Alike and Different Leaves  Option 2: Sorting Leaves	Option 1: Creating Patterns  Option 2: Tree Patterns	Option 1: Stick Letters  Option 2: Stick Letter Books
<b>Outdoor Experiences:</b> Hula Hoop Corral; Balance on a Beam					
<b>Family Partnerships:</b> We'd like to invite a family member to visit the class next week to share an interesting story about an experience involving something that lived in a tree. Perhaps you've watched a squirrel build a nest or saw baby birds hatch! Please let us know if you are interested in joining us. We also invite families to contribute pictures of trees. Finally, please access the ebooks, <i>Trees, Trees, Trees</i> and <i>Trees Count</i> .					
<b>Wow! Experiences:</b> Tuesday—A site visit to see trees					

**Week of:**

**Teacher:**

**Study:** Trees

**Investigation:** 2. Who lives in trees?

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Interest Areas</b>	Art: materials to make bark rubbings; magnifying glass  Computer: ebook version of <i>Who Lives in Trees?</i>	Discovery: tree parts, magnifying glasses  Computer: ebook version of <i>Who Lives in Trees?</i>	Discovery: tree parts, magnifying glasses	Dramatic Play: realistic animal puppets	Dramatic Play: realistic animal puppets; materials for building tree homes
<b>Large Group</b>	Song: "Strolling Through the Park"	Game: Riddles	Game: Let's Pretend	Song: "I'm a Sturdy Oak Tree"	Song: "Strolling Through the Park"

	Discussion and Shared Writing: Who Might Live in Our Trees?	Discussion and Shared Writing: Preparing for the Site Visit	Discussion and Shared Writing: Harmful and Helpful	Discussion and Shared Writing: Tree Storytelling	Discussion and Shared Writing: Homes in Trees
<b>Read-Aloud</b>	<i>The Grouchy Ladybug</i>	<i>Who Lives in Trees?</i>	<i>The Grouchy Ladybug</i>	<i>When the Monkeys Came Back</i>	<i>Henny Penny</i>
<b>Small Group</b>	Option 1: How Many Are in the Tree?  Option 2: Big Story Problems	Option 1: Show Me Five  Option 2: Nursery Rhyme Count	Option 1: Rhyming Riddles  Option 2: Rhyming Tubs	Option 1: Creature Paintings  Option 2: Animal Sculptures	Option 1: Spy Outside  Option 2: Investigating Animal Homes
<b>Outdoor Experiences:</b> Who Lives in Trees?; Body Part Balance					
<b>Family Partnerships:</b> Please take some time this week to talk to your children about experiences you have had with insects or other animals in trees. Also, we'd like to invite a family member or another community member who grows food on trees (such as a farmer or someone with a fruit tree at home) to visit the class next week. Please let us know if you are interested in joining us. Finally, please access the ebook, <i>Who Lives in Trees?</i>					
<b>Wow! Experiences:</b> Tuesday: A site visit to see trees					

**Week of:**

**Teacher:**

**Study:** Trees

**Investigation:** 3. What food comes from trees?

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Interest</b>	Library: books about	Discovery: scale,	Art: materials to make	Art: illustrations	Dramatic Play:

<b>Areas</b>	tree-grown foods and the animals that eat them	tree parts  Computer: ebook version of <i>Who Lives in Trees?</i>	a collage  Computer: ebook version of <i>Henny Penny</i>	of new <i>Henny Penny</i> characters  Computer: ebook version of <i>Trees Count</i>	props to act out <i>Henny Penny</i>  Computer: ebook version of <i>Henny Penny</i>
<b>Large Group</b>	Song: “Strolling Through the Park”  Discussion and Shared Writing: Why Do Animals Live in Trees?	Rhyme: “High in the Tree”  Discussion and Shared Writing: Food Grown on Trees	Song: “Strolling Through the Park”  Discussion and Shared Writing: Visitor Who Grows Food on Trees	Rhyme: “High in the Tree”  Discussion and Shared Writing: <i>Henny Penny</i>	Poem: “I Had a Little Nut Tree”  Discussion and Shared Writing: Dramatic retelling of <i>Henny Penny</i>
<b>Read-Aloud</b>	<i>Henny Penny</i>	<i>Who Lives in Trees?</i>	<i>Henny Penny</i>	<i>Trees Count</i>	<i>Chicka Chicka Boom Boom</i>
<b>Small Group</b>	Option 1: I Went Shopping  Option 2: What’s for Snack?	Option 1: Nonsense Names  Option 2: Rhyming Riddles	Option 1: Applesauce  Option 2: Apple Bread	Option 1: Same Sound Sort  Option 2: Tongue Twisters	Option 1: Alphabet Cards  Option 2: Jumping Beans

**Outdoor Experiences:** Leaf Silhouettes; Moving Through the Forest

**Family Partnerships:** We would like to invite a family or community member to help make applesauce or apple bread with the children during small-group time on Wednesday. Next week, we would be grateful to have family or community member to visit the classroom to talk about how to care for trees. If you or someone you know is a tree-care expert such as a forester, arborist, or nursery worker and would be interested in sharing what you know, please contact us! Finally, we encourage families to access the following ebooks: *Who Lives in Trees?*, *Henny Penny*, and *Trees Count*.

**Wow! Experiences:** Wednesday—Visit from someone who either grows food on trees or works with tree-

grown food

**Week of:**

**Teacher:**

**Study:** Trees

**Investigation:** 4. Who takes care of trees? (Monday–Thursday)

5. How do trees change? (Friday)

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Interest Areas</b>	Art: materials to make class books  Computer: ebook version of <i>Growing Trees</i>	Art: materials to make class books	Art: materials to make class books  Computer: ebook version of <i>Growing Trees</i>	Art: materials to make class books  Cooking: lemonade	Art: landscape painting for inspiration at the easel; <i>Colors!</i> ; <i>Colores!</i>
<b>Large Group</b>	Rhyme: “Two Plump Armadillos”  Discussion and Shared Writing: Taking Care of Us and Taking Care of Trees	Poem: “High in the Tree”  Discussion and Shared Writing: Visitor Who Takes Care of Trees	Game: Echo Clapping  Discussion and Shared Writing: Recalling the Tree Expert	Poem: “High in the Tree”  Discussion and Shared Writing: Planting a Tree	Movement: Counting  Calisthenics  Discussion and Shared Writing: We Grow, and Trees Grow
<b>Read-Aloud</b>	<i>Growing Trees</i>	<i>Charlie Anderson</i>	<i>Growing Trees</i>	<i>Our Tree Named Steve</i>	<i>When the Monkeys Came Back</i>
<b>Small Group</b>	Option 1: Knowing Our Friends	Option 1: How Big Around?	Option 1: Play Dough	Option 1: Patterns in Trees	Option 1: Shapes, Shapes, Shapes

	Option 2: Making My Name	Option 2: Measuring Tree Trunks	Option 2: Peach Cobbler	Option 2: Photographing Patterns	Option 2: The Busy Farmer
<b>Outdoor Experiences:</b> Punting; Squirrels in Trees					
<b>Family Partnerships:</b> We would like to invite a family member to visit the class on Wednesday to cook with the children. This week’s ebook is <i>Growing Trees</i> —please access it. Finally, remember that all families are welcome to participate in the celebration at the end of this study.					
<b>Wow! Experiences:</b> Tuesday—A visit from someone who takes care of trees					

**Week of:**

**Teacher:**

**Study:** Trees

**Investigation:** 5. How do trees change? (Monday–Thursday)

6. What can we do with parts of trees? (Friday)

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Interest Areas</b>	Art: landscape painting for inspiration at the easel  Computer: ebook versions of <i>Growing Trees</i> and <i>Trees, Trees</i>	Library: writing materials for writing poems; audio recorder	Art: paints; colorful leaves  Library: <i>Who Lives in Trees?</i>  Computer: ebook version of <i>Who Lives in Trees?</i>	Computer: ebook version of <i>Trees, Trees, Trees</i> ;  digital camera; printer; each child’s word bank; bookbinding supplies	Discovery: wood, sandpaper;  digital camera  Computer: ebook version of <i>A Tree Is For...</i>
<b>Large Group</b>	Rhyme: “Come Play With Me”  Discussion and	Movement: Counting  Calisthenics	Movement: Riddle Dee Dee  Discussion and	Game: Clap the Beat  Discussion and Shared Writing: Tree	Music: Drums  Discussion and Shared Writing:



	Shared Writing: Seed, Seedling, and Sapling	Discussion and Shared Writing: Living and Nonliving Things	Shared Writing: Tree  Poems	Damage	What Things Are Made From Wood?
<b>Read- Aloud</b>	<i>Growing Trees</i>	<i>When the Monkeys Came Back</i>	<i>Pablo's Tree</i>	<i>Trees, Trees, Trees</i>	<i>A Tree Is For...</i>
<b>Small Group</b>	Option 1: Letters, Letters, Letters  Option 2: Shaving Cream Letters	Option 1: Which Has More?  Option 2: Dinnertime	Option 1: Dramatic Story Retelling  Option 2: Clothesline Storytelling	Option 1: Dramatic Story Retelling  Option 2: Clothesline Storytelling	Option 1: Drawing a House  Option 2: Building a House
<b>Outdoor Experiences:</b> Squirrels in Trees; Moving Through the Forest					
<b>Family Partnerships:</b> Are you (or is someone you know) a carpenter, a construction worker, a furniture maker, or someone who works with wood in another way? If so, we would like to invite you to visit our class during an upcoming investigation to show children how you build with wood and talk about the tools you use. Please let us know if you are interested in joining us. Remember that all families are invited to participate in the celebration at the end of this study. Finally, please access the following ebooks: <i>Growing Trees</i> ; <i>Trees, Trees, Trees</i> ; <i>Who Lives in Trees?</i> ; and <i>A Tree Is For...</i>					
<b>Wow! Experiences:</b> None.					

**Week of:**

**Teacher:**

**Study:** Trees

**Investigation:** 6. What can we do with parts of trees? (Monday–

Wednesday)

Celebrating Learning (Thursday–Friday)

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Interest Areas</b>	Discovery: variety of paper; magnifying glasses; clipboards, pencils	Discovery: wood, woodworking tools  Computer: ebook versions of <i>A Tree Is For...</i>	Music and Movement: wooden instruments	All: displays of children’s investigations  )	Discovery: small trees or tree seeds; pots; potting soil  All: displays of children’s investigations
<b>Large Group</b>	Music: Beating Drum Patterns  Discussion and Shared Writing: Visitor Who Makes Things From Wood	Game: 1, 2, 3, What Do I See?  Discussion and Shared Writing: Woodworking Tools	Music: Beating Drum Patterns  Discussion and Shared Writing: Exploring Wooden Instruments	Rhyme: “Come Play With Me”  Discussion and Shared Writing: Preparing for the Celebration	Song: “The Green Grass Grows”  Discussion and Shared Writing: Memories About Trees
<b>Read-Aloud</b>	<i>A Grand Old Tree</i>	<i>A Tree Is For...</i>	<i>A Grand Old Tree</i>	<i>Pablo’s Tree</i>	<i>A Grand Old Tree</i>
<b>Small Group</b>	Option 1: Wooden Collections  Option 2: Wood Hunt	Option 1: A Closer Look at Wood  Option 2: Close Up Outdoors	Option 1: Tallying  Option 2: Graphing	Option 1: Applesauce  Option 2: Apple Bread	Option 1: A Shared Story About Trees  Option 2: Our Tree Book

**Outdoor Experiences:** Moving Through the Forest; Plant a Tree

**Family Partnerships:** Please join our class for the end-of-study celebration on Friday! This week's ebooks are *A Tree Is For...* and *The Three Little Pigs*. We encourage families to access them.

**Wow! Experiences:** Monday—A visit from someone who makes things out of wood

Friday—Family members visit for the celebration

## **Integration of Career Readiness, Life Literacies and Key Skills**

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Performing assigned classroom jobs and duties

## **Interdisciplinary Connections**

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Units are interdisciplinary throughout the curriculum.

AL.PK.9.1.2	Show curiosity and initiative by choosing to explore a variety of activities and experiences with a willingness to try new challenges (e.g., choosing harder and harder puzzles).
AL.PK.9.2.1	Show flexibility in approaching tasks by being open to new ideas (i.e., doesn't cling to one approach to a task, but is willing to experiment and to risk trying out a new idea or approach).
AL.PK.9.2.2	Use the imagination to solve problems, use materials, role play, write stories, move the body, or create works of art (e.g., create pretend spinach out of torn green construction paper to serve for dinner).
AL.PK.9.2.3	Use multiple means of communication to creatively express thoughts, ideas, and feelings (e.g., sing a song and act out the story of the life cycle of a butterfly).
AL.PK.9.3.1	Recognize a problem and describe or demonstrate ways to solve it alone or with others (e.g., "I know! Jamar and I can work together to clean off the table so that we can have a place to eat lunch.")
AL.PK.9.3.2	Use varied strategies to seek or recall information and to find answers (e.g., questioning, trial and error, testing, building on ideas, finding resources, drawing, or thinking aloud).
AL.PK.9.4.1	Use prior knowledge to understand new experiences or a problem in a new context (e.g., after learning about snakes, children make comparisons when finding a worm on the playground).
AL.PK.9.4.2	Make connections between ideas, concepts, and subjects (e.g., children take pictures from a field trip or nature walk, and use them to write and illustrate classroom books).
MA.PK.4.1.1	Count to 20 by ones with minimal prompting.
MA.PK.4.1.2	Recognize and name one-digit written numbers up to 10 with minimal prompting.
MA.PK.4.1.3	Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10.
MA.PK.4.1.4.a	Accurately count quantities of objects up to 10, using one-to one-correspondence, and accurately count as many as 5 objects in a scattered configuration.

MA.PK.4.1.4.b	Arrange and count different kinds of objects to demonstrate understanding of the consistency of quantities (i.e., “5” is constant, whether it is a group of 5 people, 5 blocks or 5 pencils).
MA.PK.4.1.4.c	Instantly recognize, without counting, small quantities of up to 3 or 4 objects (i.e., subitize).
MA.PK.4.1.5	Use one to one correspondence to solve problems by matching sets (e.g., getting just enough straws to distribute for each juice container on the table) and comparing amounts (e.g., collecting the number of cubes needed to fill the spaces in a muffin tin with one cube each).
MA.PK.4.1.6	Compare groups of up to 5 objects (e.g., beginning to use terms such as “more,” “less,” “same”).
MA.PK.4.2.1.a	putting together and adding to (e.g., “3 blue pegs, 2 yellow pegs, 5 pegs altogether.”); and
MA.PK.4.3.1	Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (e.g., length, capacity, height).
MA.PK.4.3.2	Begin to use appropriate vocabulary to demonstrate awareness of the measurable attributes of length, area, weight and capacity of everyday objects (e.g., long, short, tall, light, heavy, full).
MA.PK.4.4.3.a	two-dimensional shapes (e.g., use two dimensional shapes to make designs, patterns and pictures by manipulating materials such as paper shapes, puzzle pieces, tangrams; construct shapes from materials such as straws; match identical shapes; sort shapes based on rules [something that makes them alike/different]; describe shapes by sides/angles; use pattern blocks to compose/decompose shapes when making and taking apart compositions of several shapes).
MA.PK.4.4.3.b	three-dimensional shapes by building with blocks and with other materials having height, width and depth (e.g., unit blocks, hollow blocks, attribute blocks, boxes, empty food containers, plastic pipe).
HPE.PK.2.4.2	Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives during play, and use a variety of writing instruments in a conventional matter).
VPA.PK.1.1.4	Define and maintain personal space, concentration, and focus during creative movement/dance performances.
VPA.PK.1.1.6	Use movement/dance to convey meaning around a theme or to show feelings.
VPA.PK.1.2.1	Sing a variety of songs with expression, independently and with others.
VPA.PK.1.3.3	Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.
VPA.PK.1.3.4	Differentiate between fantasy/pretend play and real events.
VPA.PK.1.4.1	Demonstrate the safe and appropriate use and care of art materials and tools.
VPA.PK.1.4.4	Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination.
SFLS.PK.6.2.3	Demonstrate appropriate behavior when collaborating with others.
SFLS.PK.6.3.1	Develop an awareness of the physical features of the neighborhood/community.

## **Differentiation**

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Students will be offered support and challenges as deemed appropriate.

## **Modifications & Accommodations**

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Pre-school has multiple identification processes and services for students needing support.

## **Benchmark Assessments**

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Teacher created benchmark assessment

## **Formative Assessments**

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Teacher observation

## **Summative Assessments**

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Anecdotal record keeping

## **Instructional Materials**

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See items located in lesson plans above.

## **Standards**

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ELA.PK.RI.PK.2	With prompting and support, recall important facts from a familiar text.
ELA.PK.RI.PK.3	With prompting and support, make a connection between pieces of essential information in a familiar text.
ELA.PK.RI.PK.4	With prompting and support, ask and answer questions about unfamiliar words in informational text.
ELA.PK.RI.PK.5	Identify the front and back cover of a book.
ELA.PK.RI.PK.6	With prompting and support, identify the role of author and illustrator in presenting ideas in informational text.

ELA.PK.RI.PK.7	With prompting and support, tell how the illustrations support the text (information or topic) in informational text.
ELA.PK.RL.PK.1	With prompting and support, ask and answer key elements in a familiar story or poem.
ELA.PK.RL.PK.2	With prompting and support, retell familiar stories or poems.
ELA.PK.RL.PK.4	With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.
ELA.PK.RL.PK.5	Recognize common types of literature (storybooks and poetry books).
ELA.PK.RL.PK.7	With prompting and support, using a familiar storybook, tell how the illustrations support the story.
ELA.PK.RL.PK.10	Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.
SCI.PK.5.1.1	Display curiosity about science objects, materials, activities, and longer-term investigations in progress (e.g., ask who, what, when, where, why, and how questions during sensory explorations, experimentation, and focused inquiry).
SCI.PK.5.1.2	Observe, question, predict, and investigate materials, objects, and phenomena during classroom activities indoors and outdoors and during any longer-term investigations in progress. Seek answers to questions and test predictions using simple experiments or research media (e.g., cracking a nut to look inside; putting a toy car in water to determine whether it sinks).
SCI.PK.5.1.4	Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.
SCI.PK.5.1.5	Represent observations and work through drawing, recording data, and “writing” (e.g., drawing and “writing” on observation clipboards, making rubbings, charting the growth of plants).
SCI.PK.5.3.1	Investigate and compare the basic physical characteristics of plants, humans, and other animals (e.g., observing and discussing leaves, stems, roots, body parts; observing and drawing different insects; sorting leaves by shape; comparing animals with fur to those with feathers).
SCI.PK.5.3.2	Observe similarities and differences in the needs of living things, and differences between living and nonliving things (e.g., observing and discussing similarities between animal babies and their parents; discussing the differences between a living thing, such as a hermit crab, and a nonliving thing, such as a shell).
SCI.PK.5.3.3	Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air, and light (e.g., digging outside in the soil to investigate the kinds of animal life that live in and around the ground or replicating a natural habitat in a classroom terrarium).
SCI.PK.5.3.4	Observe and record change over time and cycles of change that affect living things (e.g., monitoring the life cycle of a plant, using children’s baby photographs to discuss human change and growth, using unit blocks to record the height of classroom plants).