Oct. : Tree Study

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

Unit Overview

This unit explores Trees in 6 weeks of Investigation lessons

Enduring Understandings

Trees are everywhere.

Trees are different and the same.

Trees are living things that grow.

Trees give us many things.

Essential Questions

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

Week of: **Teacher:**

Study: Trees **Exploring the Study:** What do we know about trees? What do we want to find out?

	Monday	Tuesday	Wednesday	Thursday	Friday
Interest Areas	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
Large Group	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?
Read-Aloud	*Our Tree Named Steve*	*Abiyoyo*	*Chicka Chicka Boom Boom*	*Chicka Chicka Boom Boom*	*Abiyoyo*
Small Group	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 **Investigation:** 1. What are the characteristics of the trees in our community?

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Interest Areas	Art: evergreen sprigs to be used as painting tools Computer: ebook version of *Trees Count*	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 *Trees, Trees, Trees*	Toys and Games: photos of trees to sort Computer: ebook version of *Trees Count*
Large Group	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
Read-Aloud	*Trees Count*	*Abiyoyo*	*Our Tree Named*	*The Grouchy*	*Trees Count*

			Steve	*Ladybug*	
Small Group	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
Outdoor Experiences: Hula Hoop Corral; Balance on a Beam					
Family Partnerships: 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, *Trees, Trees, Trees* and *Trees Count*.					
Wow! Experiences: Tuesday—A site visit to see trees					

Week of: **Teacher:**

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

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Interest Areas	Art: materials to make bark rubbings; magnifying glass Computer: ebook version of *Who Lives in Trees?*	Discovery: tree parts, magnifying glasses Computer: ebook version of *Who Lives in Trees?*	Discovery: tree parts, magnifying glasses	Dramatic Play: realistic animal puppets	Dramatic Play: realistic animal puppets; materials for building tree homes
Large Group	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
Read-Aloud	*The Grouchy Ladybug*	*Who Lives in Trees?*	*The Grouchy Ladybug*	*When the Monkeys Came Back*	*Henny Penny*
Small Group	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
Outdoor Experiences: Who Lives in Trees?; Body Part Balance					
Family Partnerships: 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, *Who Lives in Trees?*					
Wow! Experiences: Tuesday: A site visit to see trees					

Week of: **Teacher:**

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

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

Areas	tree-grown foods and the animals that eat them	tree parts Computer: ebook version of *Who Lives in Trees?*	a collage Computer: ebook version of *Henny Penny*	of new *Henny Penny* characters Computer: ebook version of *Trees Count*	props to act out *Henny Penny* Computer: ebook version of *Henny Penny*
Large Group	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: *Henny Penny*	Poem: "I Had a Little Nut Tree" Discussion and Shared Writing: Dramatic retelling of *Henny Penny*
Read-Aloud	*Henny Penny*	*Who Lives in Trees?*	*Henny Penny*	*Trees Count*	*Chicka Chicka Boom Boom*
Small Group	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
Interest Areas	Art: materials to make class books Computer: ebook version of *Growing Trees*	Art: materials to make class books	Art: materials to make class books Computer: ebook version of *Growing Trees*	Art: materials to make class books Cooking: lemonade	Art: landscape painting for inspiration at the easel; *Colors! ¡Colores!*
Large Group	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
Read-Aloud	*Growing Trees*	*Charlie Anderson*	*Growing Trees*	*Our Tree Named Steve*	*When the Monkeys Came Back*
Small Group	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
Outdoor Experiences: Punting; Squirrels in Trees					
Family Partnerships: We would like to invite a family member to visit the class on Wednesday to cook with the children. This week's ebook is *Growing Trees*—please access it. Finally, remember that all families are welcome to participate in the celebration at the end of this study.					
Wow! Experiences: 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
Interest Areas	Art: landscape painting for inspiration at the easel Computer: ebook versions of *Growing Trees* and *Trees, Trees, Trees*	Library: writing materials for writing poems; audio recorder	Art: paints; colorful leaves Library: *Who Lives in Trees?* Computer: ebook version of *Who Lives in Trees?*	Computer: ebook version of *Trees, Trees, Trees;* digital camera; printer; each child's word bank; bookbinding supplies	Discovery: wood, sandpaper; digital camera Computer: ebook version of *A Tree Is For...*
Large Group	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?
Read-Aloud	*Growing Trees*	*When the Monkeys Came Back*	*Pablo's Tree*	*Trees, Trees, Trees*	*A Tree Is For…*
Small Group	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
Outdoor Experiences: Squirrels in Trees; Moving Through the Forest					
Family Partnerships: 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: *Growing Trees*; *Trees, Trees, Trees*; *Who Lives in Trees?*; and *A Tree Is For….*					
Wow! Experiences: None.					

Week of: **Teacher:**

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

Wednesday)

Celebrating Learning (Thursday–Friday)

	Monday	Tuesday	Wednesday	Thursday	Friday
Interest Areas	Discovery: variety of paper; magnifying glasses; clipboards, pencils	Discovery: wood, woodworking tools Computer: ebook versions of *A Tree Is For…*	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
Large Group	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
Read-Aloud	*A Grand Old Tree*	*A Tree Is For…*	*A Grand Old Tree*	*Pablo's Tree*	*A Grand Old Tree*
Small Group	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

Performing assigned classroom jobs and duties

Interdisciplinary Connections

Units are interdisciplinary throughout the curriculum.

4.1.1	Count to 20 by ones with minimal prompting.
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).
4.1.2	Recognize and name one-digit written numbers up to 10 with minimal prompting.
4.1.3	Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10.
1.1.4	Define and maintain personal space, concentration, and focus during creative movement/dance performances.
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.
1.1.6	Use movement/dance to convey meaning around a theme or to show feelings.
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).
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).
4.1.4.c	Instantly recognize, without counting, small quantities of up to 3 or 4 objects (i.e., subitize).
6.2.3	Demonstrate appropriate behavior when collaborating with others.
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).
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).
6.3.1	Develop an awareness of the physical features of the neighborhood/community.
4.1.6	Compare groups of up to 5 objects (e.g., beginning to use terms such as “more,” “less,” “same”).
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).
1.2.1	Sing a variety of songs with expression, independently and with others.
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.”)
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).
4.2.1.a	putting together and adding to (e.g., “3 blue pegs, 2 yellow pegs, 5 pegs altogether.”); and
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).
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).
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).
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).
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).
1.3.3	Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.
1.3.4	Differentiate between fantasy/pretend play and real events.
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).
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).
1.4.1	Demonstrate the safe and appropriate use and care of art materials and tools.
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.

Differentiation

Students will be offered support and challenges as deemed appropriate.

Modifications & Accommodations

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

Benchmark Assessments

Teacher created benchmark assessment

Formative Assessments

Teacher observation

Summative Assessments

Anecdotal record keeping

Instructional Materials

See items located in lesson plans above.

Standards

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).
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).
RL.PK.1	With prompting and support, ask and answer key elements in a familiar story or poem.
RL.PK.2	With prompting and support, retell familiar stories or poems.

5.1.4	Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.
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).
RL.PK.4	With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.
RL.PK.5	Recognize common types of literature (storybooks and poetry books).
RL.PK.7	With prompting and support, using a familiar storybook, tell how the illustrations support the story.
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).
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).
RL.PK.10	Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.
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).
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).
RI.PK.2	With prompting and support, recall important facts from a familiar text.
RI.PK.3	With prompting and support, make a connection between pieces of essential information in a familiar text.
RI.PK.4	With prompting and support, ask and answer questions about unfamiliar words in informational text.
RI.PK.5	Identify the front and back cover of a book.
RI.PK.6	With prompting and support, identify the role of author and illustrator in presenting ideas in informational text.
RI.PK.7	With prompting and support, tell how the illustrations support the text (information or topic) in informational text.