

Evergreens in Winter

Activities

Identify opportunities within current program or curriculum to integrate lesson plan

When: January 2011
Where: Baxter Elementary School, Kindergarten
Baxter City Park, Northeast of BELC
Trees on school grounds

Extension of Current Learning Opportunity:

Incorporate outdoor elements in winter theme involving many different levels and areas of learning and exploration.

Outline use of activity components

Activity components:

1. **Winter Treats, PLT Page 57**

When: January 2011

How: Feed animals treats

Description of your outdoor exploration:

Location: Baxter City Park and Baxter School Grounds

Identify additional preparation needed for exploration

Ensure that all wear winter gear for outing.

Prepare winter treats.

What will the exploration look like?

We will prepare our winter treats creating patterns with animal appropriate food and deliver our winter treats to trees and areas around the school and in the park across the street. We will chart out the locations where we placed the treats. We will make predictions about what might happen to our treats, who might visit them and which treats they will like the best. We will return several days later to check our treats, look for evidence of animal activity and chart our findings.

2. **Winter Trudge**

When: January 2011

How: Compare and contrast and explore evergreens and deciduous trees in winter.

Description of your outdoor exploration:

Location: Baxter City Park and Baxter School Grounds

Identify additional preparation needed for exploration:

Ensure that all wear winter gear for outing.

Small sack to collect materials

Snow shovels to dig in snow to find tree treasures--pine needles, cones, etc.

Rulers to measure snow depth

Possible extra adults to divide into two groups.

What will exploration look like?

We will trudge through snow to get a close up look at trees in winter. We will lie under each tree and look up. We will observe the trees, the sky through the branches and search for animal homes noticing similarities and differences in evergreen and deciduous trees. We will measure the snow depth under each tree and use snow shovels to dig for tree treasures that we will explore further in the classroom.

Location

Identify local natural areas, parks, or guest speakers that could be included in activity

- Park across the street from Baxter School—several evergreen trees to observe.
- Evergreen tree by Northeast door of building.

Standards

List standards that were met using components taught based on Iowa Core Curriculum:

Winter Treats

Literacy: Listening 1.2 Speaking 6 Mathematics: Algebra 1.2 Data 1.2.3 Science: Earth 1.2.3 Life Science 1.3.4 Inquiry 1.2.3.4.5.6.7 Social Studies: Geography 1.4 21st Century: Employability 1.2.3.4.5

Winter Trudge

Literacy: Listening 1.2 Speaking 1.2.3.4.5.6 Mathematics: Data 1 Geometry 1.3.7.8.9 Number 1 Science: Earth 1.2.3 Life Science 1.2.3.4.6 Physical Science 1 Inquiry 1.2.3.4.6.7 21st Century: Health 1.4.5

Shape Book

Literacy: Listening 1.2 Reading 1.2.3.4.5.7 Writing 1.2.3.4.5.6.7 Science: Earth 1.2.3 Life Science 1.2.3.4 Inquiry: 1.2.5.6 21st Century: Employability 1.4.5

Pine Cones

Literacy: Listening 1.2 Mathematics: Algebra 2 Data 1.2.3 Number 1 Science: Earth 1 Life Science 1.2.3.4 Physical Science 1 Inquiry: 1.2.3.4.5.6

Mitten Symmetry

Algebra 1 Geometry 5 Mathematics: Science: Inquiry 7 21st Century: Employability 4.5

Snowman Name Graph

Literacy: Listening 1.3 Reading 1.2 Writing 1.2.3.4.6 Mathematics: Algebra 2.4 Data 1.2.3 Geometry 1.2.7.8.9 Social Studies: Behavioral 2.3.4 21st Century: Employability 1.3.4.5

Tree through the Year Book

Literacy: Listening 1.2 Reading 1.3.4.5.7 Writing 1.2.3.4.5.6.7 Science: Earth 1.2.3 Life Science 1.2.3.4 Inquiry 1.2.3.5.6

Snowman Pie Faces

Literacy: Listening 1.2 Speaking 1.2.3.4.5.6.7.8 Science: Earth 1.2.3 Physical Science 1.2 Inquiry 1.2.3.4.5.6

Scarf Patterns

Literacy: Listening 1.2 Mathematics Algebra 1.2 Geometry 1.3.5 Number 1 Science: Inquiry 7 21st Century: Employability 4.5

Evergreen/Deciduous Venn Diagram

Literacy: Writing 1.2.3.4.5.6 Mathematics: Data 1.2.3 Science: Earth 1.2 Life Science 1.2.3 Inquiry 1.2.3.4.5.6

Songs/Movement

Literacy: Listen 1.2.3 Mathematics: Number 1.2.3 Science: Life Science 1.3.4

Literature

Listening 1.2.3 Reading 1.2.3.4.5.6.7 Science: Earth 1 Life 1.3.4 Geography 1.4

Websites/Posters:

Literacy: Viewing 1.2.3 Technology 1.3.4.5.6

Modifications

Indicate any modifications you will make for classroom usability

Expand Winter tree research to include more than evergreens--examine frost, snow or ice on bare tree or bush limbs.

Use shovels for digging in snow to discover buried tree products that can later be used for exploration and manipulatives in the classroom.

Indicate modifications/considerations for children with special needs

May need one on one assistance during exploration.

Assistance getting to areas in deep snow, locate some trees close to plowed areas for easier access.

May need to bring items close to a person.

Limited visibility--assign a student to verbally describe findings bring items to touch.

If a child has a peanut allergy we may need to use crisco instead of peanut butter.

Inquiry

Draft 2 open-ended questions to encourage further student investigation

1. How deep is the snow under the evergreen tree?
 2. How deep is the snow under a deciduous tree?
 3. How and why are they different?
 4. Who do you think will find our treats?
 5. What will they choose to eat first?
 6. Of leaves and needles: How are these leaves different? Alike?
 7. Who might live in this tree?
 8. What does tree sap do?
 9. Why do you think this tree keeps its needles rather than dropping them?
 10. What has winter given this tree?
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Songs

Snowey Pokey

You put your right mitten in, You take your right mitten out,
You put your right mitten in and you shake it all about.
You do the Snowey pokey and you turn yourself around.
That's what it's all about.

Note continue with additional verses:

You put your left mitten in
You put your scarf in
You put your right boot in
You put your left boot in
You put your hat in
You put your snowself in

Tickle Tree

This is my tickle tree,
As you can plainly see,
It will tickle you,
As it has tickled me.
So if you are not careful, this little tickle tree,
Will make you say Hee, Hee, Hee.

Frost

Sung to: "The farmer in the Dell"

The frost is on the roof (point hands over head)
The frost is on the ground (point to the floor)
The frost is on the window (make a window with your hands)
The frost is all around (make large circles with hands)

I'm a Little Pinecone

Sung to: "I'm a Little Teapot"
I'm a little pinecone
brown and small
I live in a pine tree, oh so tall.
When the cold wind blows
I dance and hop -
down to the ground with a
PLOP, PLOP, PLOP!

Who is Made of Snow

Sung to: "Do your ears hang low?"

Who is made of snow
When the temperature is low?
Who stands outside
When The ground is cold and white?
Who starts to melt
When the warm sunshine is felt?
Who is made of snow

Literature

Age appropriate literature (books, periodicals, websites) that can be used as part of activity

- Book: *Stranger In the Woods* by Carls Sams and Jean Stoick
Photographic fantasy of a snowman in the woods. Animals discover it and use it. Can use as pre or post activity for winter treat lesson.
- Book: *Footprints in the Snow*
Beginning reader has simple text and illustrations are perfect for pre-reading exploration and predictions.
- Book: *The Mitten* by Jan Brett
Many animals cram into a lost mitten in hope of finding winter shelter. Can use to teach ordinal numbers—who went into the mitten first, second, third, etc. Can use to talk about what animals need shelter in the winter.
- Book: *The Snowy Day* by Ezra Jack Keats
Describe a young child's snow exploration, possibly use for inspiration before going outside to enjoy a fresh snowfall.
- Book: *Night Tree* by Eve Bunting
People put food out for animals to come eat at night, use with winter treat activity.
- Book: *The Snow Tree* by Caroline Repchuk
Woodland animals decorate a snow tree with bright items that remind them of summer.
- Book: *Where Would I be in an Evergreen Tree* by Jennifer Blomgren
Rhyming, beautifully illustrated, story of animals living in an evergreen tree.
- Website: www.realtrees4kids.org
- Website: www.apples4theteacher.com/holidays/arbor-day
- Photography Posters for Exploration and Viewing:



Why the Evergreen Trees Never Lose Their Leaves

by Florence Holbrook

Winter was coming, and the birds had flown far to the south, where the air was warm and they could find berries to eat. One little bird had broken its wing and could not fly with the others. It was alone in the cold world of frost and snow. The forest looked warm, and it made its way to the trees as well as it could, to ask for help.

First it came to a birch tree. "Beautiful birch tree," it said, "my wing is broken, and my friends have flown away. May I live among your branches till they come back to me?"

"No, indeed," answered the birch tree, drawing her fair green leaves away. "We of the great forest have our own birds to help. I can do nothing for you."

"The birch is not very strong," said the little bird to itself, "and it might be that she could not hold me easily. I will ask the oak." So the bird said, "Great oak tree, you are so strong, will you not let me live on your boughs till my friends come back in the springtime?"

"In the springtime!" cried the oak. "That is a long way off. How do I know what you might do in all that time? Birds are always looking for something to eat, and you might even eat up some of my acorns."

"It may be that the willow will be kind to me," thought the bird, and it said, "Gentle willow, my wing is broken, and I could not fly to the south with the other birds. May I live on your branches till the springtime?"

The willow did not look gentle then, for she drew herself up proudly and said, "Indeed, I do not know you, and we willows never talk to people whom we do not know. Very likely there are trees somewhere that will take in strange birds. Leave me at once."

The poor little bird did not know what to do. Its wing was not yet strong, but it began to fly away as well as it could. Before it had gone far a voice was heard. "Little bird," it said, "where are you going?"

"Indeed, I do not know," answered the bird sadly. "I am very cold."

"Come right here, then," said the friendly spruce tree, for it was her voice that had called.

"You shall live on my warmest branch all winter if you choose."

"Will you really let me?" asked the little bird eagerly.

"Indeed, I will," answered the kind-hearted spruce tree. "If your friends have flown away, it is time for the trees to help you. Here is the branch where my leaves are thickest and softest."

"My branches are not very thick," said the friendly pine tree, "but I am big and strong, and I can keep the North Wind from you and the spruce."

"I can help, too," said a little juniper tree. "I can give you berries all winter long, and every bird knows that juniper berries are good."

So the spruce gave the lonely little bird a home; the pine kept the cold North Wind away from it; and the juniper gave it berries to eat. The other trees looked on and talked together wisely.

"I would not have strange birds on my boughs," said the birch.

"I shall not give my acorns away for any one," said the oak.

"I never have anything to do with strangers," said the willow, and the three trees drew their leaves closely about them.

In the morning all those shining, green leaves lay on the ground, for a cold North Wind had come in the night, and every leaf that it touched fell from the tree.

"May I touch every leaf in the forest?" asked the wind in its frolic.

"No," said the Frost King. "The trees that have been kind to the little bird with the broken wing may keep their leaves."

This is why the leaves of the spruce, the pine, and the juniper are always green.

Pre or Post Learning

List activities that could be used as pre and/or post learning opportunities

Pre

- Compare leaves and needles
- Songs
- Read: Stranger in the Woods, PLT Page 58
- Class Book: Invite children to imagine what animals might eat their treats and write a short story about what will happen when the animals find their treats for a simpler version use the books to record winter words. Make a class book in the shape of an evergreen tree.

Post

- Paint with evergreen paintbrushes, PLT Page 59
- Prickly and tickly sensory boxes, PLT Page 59
- Pine Cone Sort, PLT Page 60
- Pine Cone Exploration--cut in half lengthwise, use in painting
- Pine Cone Bird Feeders--1/2 and 1/2 peanut butter and oil, birdseed, ribbon or garden twine. Brush cones with peanut butter mixture and roll in bird seed. Send home in ziplock bags for children to feed the animals at home especially toward the end of winter when food is scarce. Use crisco instead of peanut butter if allergies are a concern. Tie loop of twine or ribbon the hang on a branch.
- Place Pine Tree Cookies and pine cones in Building center
- Mitten Symmetry Art--Fold construction paper in half then reopen, have children paint with pine cones on one half of the paper then fold the two halves together again and have them press all over it. Open it back up and you have a symmetrical pattern. After it dries, fold it together again and cut out a mitten shape--you should end up with a pair of matching mittens. Staple a string between them and hang them for display.
- Snowman Name Graph--Use blue paper, have children cut out small circles from white paper and write the letters of their name on each circle. Assemble the circles, spelling their names and one with a face into snowmen let them draw details and hang together. See who's name makes the tallest and shortest snowman. Arrange them from shortest to tallest and create a class snowman book.
- Tree through the Year Book--Draw the basic shape of a favorite tree and copy multiple pages for each child. Once a month check on your tree and have children draw details of how it has changed and write words about it. At the end of the year staple it for a take home book.
- Snowmen Pie faces--using pie plates filled with snow, a baby carrot, button eyes and chocolate chip mouth make snowmen faces in each pie plate and place different places--freezer, outside, in room. Check your snowmen often and chart changes. Discuss results of each location using chart.
- Scarf Patterns--Cut a long construction paper in half and tape to make a long scarf, let children create fringe on edges with scissors and glue shapes in patterns along scarf.
- Venn Diagram--We will compare and contrast deciduous and evergreen trees using a venn diagram created with hoola hoops and index cards upon returning to the room using winter tree words discovered during our exploration.