

Project Learning Tree Environmental Experiences Lesson

Participant Name: Angela Christensen

Current Teaching situation: prekindergarten

Activity: Name and page number: Adopt a Tree p.69

Identify opportunities within current program or curriculum to integrate lesson plan (When, where, extension of current learning opportunity): This activity will fit within our curriculum, beginning during our fall unit and continuing throughout the school year during our winter and spring units.

Outline use of activity components :

***Identify activity component, when it will be used, and how**

Description of your outdoor exploration:

***Location**

***Identify additional preparation needed for exploration**

***What will the exploration look like?**

***Draft 2 open-ended questions to encourage further student investigation**

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

Indicate any modifications you will make to the activity or components within (classroom usability)

1. As a whole class, go on a nature walk towards the bridge near the Divine word grounds; discussing things we saw as we walked. This will give students an opportunity to freely explore the area around them without a specific purpose. When finished with the walk, tell them we'll visit the area again to look for something special. (**pre-activity/outdoor exploration**—Teacher would need to walk the path ahead of time to check for any hazards. Restroom break for all before the walk. Carry cell phone & leave number in office. Take 1st aid bag & kleenex. While on the walk, extra adult help might be necessary. A wheelchair or wagon might be used for students with difficulty walking. Adult "crossing guard" to stop traffic while crossing road.)
2. Read My Favorite Tree. Each page features a different tree and the child explains why the tree is their favorite or something special about the tree.
3. Do "introducing the theme" (p70) questions discussing favorite trees. Also ask "Are trees important just to people? Who or what else might use a tree? What would they use a tree for? What signs can we look for?" Tell them as we do our next part of the activity, we'll also see if we can find any of these signs that trees are important to others.
4. Do "feature experience - adopt a favorite tree" (p70). Either as a whole class or in small groups, we'll revisit the area from our nature walk. Each child will look around the predetermined area (may need to set up cones as markers to designate how far they can wander) and select a favorite tree. We'll take several pictures of the child in front of their tree, a close-up one and one that shows the whole tree. After the picture is taken, I'll have the child explain why this is their favorite tree and name it (this will be written down or recorded.) We'll also do bark rubbings and collect 1 leaf from their tree. (**outdoor exploration**—Teacher would need to walk the path ahead of time to check for any hazards. Restroom break for all before the walk. Carry cell phone & leave number in office. While on the walk, extra adult help might be necessary. A wheelchair or wagon might be used for students with difficulty walking. Adult "crossing guard" to

stop traffic while crossing road. Have a plan in place for what students should do while the others are taking their picture.)

5. Back in the classroom, we'll continue with "Make an Our Favorite Trees scrapbook" (p71) using the photos, dictation, leaf and tree rubbings we collected, adding to it throughout the school year. The students will also draw a picture of their tree to include in the book.

6. That night, we'll send home the note to "family and friends" (p74) explaining what we did and how they can continue the exploration at home. I'd also like to send home a disposable camera and have each family take a picture under their favorite tree and return the camera with an explanation of why that tree is their favorite. We'd compile them into a class book also. Once both class books are finished, we can enjoy them in our classroom library, or send them home for an evening for the families to enjoy.

7. On other occasions, we will go outside and complete other parts of the activity: "Dance the Hokey Pokey" (p71), "Sing and dance with Billy B"-take a battery powered cd player (p71), "Picnic under a tree" (p72), "Outdoor Play" (p72), and complete these inside: "Pound Leaf Pictures" (p72), "Discovery Table" (p73), "Math & Manipulatives (p73). **(post learning activities)**

8. Extension: If we're able to do at the beginning of the school year, we'll revisit the tree 3 more times, taking pictures in the fall, winter and spring. If it's later in the year, we'll take fall, winter, spring, and then end of the year pictures. It would also be interesting to keep copies of the photos/stories and then have the students go back to the same trees and take pictures either every year or at least their last year in our building, which is now 5th grade. **(post learning activities)**

List age appropriate literature (books, periodicals, websites) that can used as part of activity

*Must include: type of literature, title, author, learning opportunity

My Favorite Tree, Terrific Trees of North America by Diane Iverson (read during the activity)

Once There Was a Tree by Natalia Ramanova

The Tremendous Tree Book by May Garelick & Barbara Brenner (additional books to read after the students have chosen their favorite tree, either outside under a tree or back in the classroom)

Tree Finder by May Theilgaard Watts (to help with identification)

Name that tree identification sheets from "Iowa's forestry resource base" section of Iowa Wild supplement

Indicate modifications/considerations for children with special needs:

I don't believe there will be any required modifications based on my incoming class of students. Modifications that might be needed depending on the situation would include additional adult support, wheelchair or wagon to pull students, rope to hold onto when walking, an activity for the students to do while the others are having their pictures taking, and a social story with photos of expectations for the student as well as things we might encounter along the way.

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

*List name, contact information, learning opportunity (exploration area, presentation information, etc)

- Jenny Ammon or Carol Freund, Naturalist - Swiss Valley Nature Center 563-556-6745, 563-588-8041, contacts for coming into our classroom to do a presentation about trees or a field trip location
- walking path in front of Divine Word Seminary for large selection of trees

List standards/benchmarks/concepts that were met using components taught:

7.2 play & senses, 9.1 self, 10.1 language use & understanding, 10.3 early writing, 11.4 scientific reasoning, 11.5 scientific problem solving, 12.1 art, 12.2 music, rhythm, & movement