

Unit Title:
Hey bud, why wood you want to leaf now?

OVERVIEW

- I. **CONTENT:** (Why is this unit important? What are the essential concepts in this unit?)
Trees are an important part of our world. Trees and people are interdependent economically, recreationally, and aesthetically.
Trees represent the seasonal changes, life cycles, and structures of most living things. Metaphorically, trees exemplify the constructs of our environment and the necessity for understanding and preserving the natural resources of our planet.
- II. **PROCESS:** (How are the thinking skills developed?)
Students will utilize cooperative learning, exploration, observation, songs, poems, literature, journaling, categorizing, dramatizing, justifying and evaluation to gain insight into the importance of trees to our environment.
- III. **PRODUCT:** (What will kids do/know as a result of this unit?)
Upon completion of this unit, students will understand and explain the interdependent relationship between trees and people.
Students will be able to identify uses, products and aesthetic inspiration people receive from trees and how these influence or impact their lives. Finally, students will be able to relate environmental happenings to the life cycle, structure and seasonal changes of trees.

**Unit Overview: Alignment with
National/State/District Pupil Performance Standards**

Benchmark 1: Students will understand the characteristics of living things, the diversity of life, and how living things interact with each other and with their environment.

Benchmark 2: Students know and understand interrelationships of matter and energy in living systems.

Benchmark 3: Students know and understand how organisms change over time in terms of biological evolution and genetics.

Benchmark 4: Students know and understand interrelationships among science, technology, and human activity and how they affect the world.

**I-SEARCH INDEPENDENT RESEARCH PROJECTS
FOR GIFTED AND TALENTED STUDENTS**

1. **PARADOXES:**
People move into the forested areas, but then don't want to respect the environment (urban interface). Discuss these issues with a department of wildlife and National Forest Official. Make up a comic strip showing what you learned.
2. **ATTRIBUTES:**
Create a postage stamp using the Colorado State Symbol.
Eg: Tree-Blue Spruce, Flag, Dinosaur-Stegosaurus, Bird-Lark Bunting, Flower-Columbine, Song-
"Where the Columbine's Grow".
3. **ANALOGIES:**

It is often said you are growing like a weed. How are you growing like a tree? Create a time line of your growth.

4. **DISCREPANCIES:**

Most people believe forest fires are devastating but they are beneficial. Interview a Forest Service or BLM person and find why some forest fires are beneficial. Create a news release about your findings.

5. **PROVOCATIVE QUESTIONS:**

Because of the drought in Colorado there have been numerous forest fires. On the Internet and NASA TV research the location of current fires using satellite imagery. Make a map with a fire legend and locate these fires. Is there anything we can do to make a difference?

6. **EXAMPLES OF CHANGE:**

In the movie *Edward Scissorhands*, Edward does topiary art. Do a demonstration on topiary art.

7. **EXAMPLES OF HABIT:**

Investigate ways your class or school could reduce, reuse, and recycle. Create a brochure explaining your ideas.

8. **ORGANIZED RANDOM SEARCH:**

Letters are written or telephone calls are made to officials to express discontent about forest issues. Find other avenues to express your concerns.

9. **SKILLS OF SEARCH:**

Design an experiment about growing a plant. Give an oral report using a rebus.

10. **TOLERANCE FOR AMBIGUITY:**

Certain trees only grow in a certain place. Why is this? Create a song or rap about this puzzle.

11. **INTUITIVE EXPRESSION:**

Pretend you are an animal from Bambi the day after the forest fire. Create a skit or play describing your feelings using all the senses.

12. **ADJUSTMENT TO DEVELOPMENT:**

Imagine a developer has purchased the woods in your area and are planning on clearing the trees and building townhouses. Hold a press conference giving your point of view about the development.

13. **STUDY CREATIVE PEOPLE AND PROCESS:**

We know trees can be sick. Tree doctors must diagnose and prescribe for trees. Create a costume of a tree doctor with the "Dr. Bag of Tools".

14. **EVALUATE SITUATIONS:**

There are erosion issues after a forest fire. Create a hydraulic diorama explaining this phenomena and possible solutions.

15. **CREATIVE READING SKILL:**

Read some fairy tales. Create your own fairy tale with a setting in the woods.

16. **CREATIVE LISTENING SKILL:**

Listen to a tape of forest sounds. Create a painting of what you hear. Make it into a puzzle.

17. **CREATIVE WRITING SKILL:**

Write a poem in the shape of a tree product. Mount your poem on colored paper to display on the bulletin board.

18. **VISUALIZATION SKILL:**

Make a family tree include yourself, siblings, parents and grandparents.

**CRITICAL THINKING SKILLS – ACADEMIC
ANALYZING HUMAN ACTIVITIES! (AHA!)**

STATE STANDARD # 5.1 STUDENTS WILL BE ABLE TO recognize the diversity of trees as a resource provided by the earth

ESSENTIAL QUESTION: How does the Universal Theme of **Producing, Exchanging and Distributing** create mastery learning of essential concepts in this unit?

1. **PRODUCING, EXCHANGING, AND DISTRIBUTING** [ECONOMICS]
(Textbook or Database Ten Tall Oaks by R.Edwards)

KNOWLEDGE:

Anticipatory Set: Read the book TEN TALL TREES by Richard Edwards

Students will: List ten things people can do with trees to make money (e.g. paper, furniture, rec. equipment)

COMPREHENSION:

Using the generated list, students will give three examples of products from trees that they use in their own home.

APPLICATION:

Anticipatory Set: Read the poem TREES by Joyce Kilmer

Students will: The learner will use magazines to create a collage of beautiful things made from trees.

Class/team product: Facilitate a class discussion of poetry and how it relates to the student's artwork.

Multicultural and/or ESL and/or Bilingual Link: Students will review a clip from the movie Pocahontas where she is talking to the trees.

Mathematics/Science Link and/or Humanities Link: Using an oak or maple sample, count the rings in the tree to determine the tree's age.

School-to-Career/Tech Prep Link: visit a lumber mill to view a tree being processed into lumber.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory Set: read JUST A DREAM by Chris Van Allsburg – discuss recycling

Students will: Write a pledge to not be wasteful of natural products derived from trees.

INDIVIDUAL JOURNAL ASSIGNMENT:

Write about a time you made friends with a tree.

HOMELINK:

Discuss with your child the impact of a wildfire. Discuss how a fire is beneficial to the environment.

STATE STANDARD # 5 STUDENTS WILL BE ABLE TO Students will describe animal movements within the forest.

ESSENTIAL QUESTION: How does the Universal Theme of **Transportation** create mastery learning of essential concepts in this unit?

2. **TRANSPORTATION**

(THE WONDERFUL WOODS by Rose Wyler)

KNOWLEDGE:

Anticipatory Set: Read the story THE WONDERFUL WOODS by Rose Wyler.

Students will: Make puppets of animals that were in the habitat of branches, trunks, on the ground and in the ground.

COMPREHENSION:

The learner will distinguish where the animals live through a puppet show. (e.g. birds live in branches, squirrels live in trunks, bison live on the ground, and salamanders live in the ground)

APPLICATION:

Anticipatory Set: Show a video clip from THE LION KING showing animal movements as the animals come to pay tribute to Simba.

Students will: Generate a list of action words that describe how animals move.

Class/team product: Students will pantomime the movements of animals using their puppets.

Mathematics/Science Link and/or Humanities Link: The student will graph forest animals by method of movements.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory set: Read a series of short poems: To a Squirrel at Kyle; No, No Mrs. Peck Pigeon; A Bird and Foxes. Display two hula hoops in the form of a Venn diagram on the classroom floor with labels for movements.

Students will: Sort the animal puppets into the Venn diagram by movement.

Class/team/individual product: The learner will justify animal placement in diagram.

INDIVIDUAL JOURNAL ASSIGNMENT:

The learner will write about what his puppet sees as he moves through the forest.

HOMELINK:

The learner will pantomime their animal and parents will guess the animal. The learner will check trees at home for wildlife.

STATE STANDARD # 3 STUDENTS WILL BE ABLE TO Distinguish seasonal changes communicated by trees.

ESSENTIAL QUESTION: How does the Universal Theme of **Communications** create mastery learning of essential concepts in this unit?

3. **COMMUNICATIONS**

(Foss science kit)

KNOWLEDGE:

Anticipatory Set: As the students come into the room, play selections from THE FOUR SEASONS by Vivaldi.

Students will: Adopt a tree on the school grounds and document the seasonal changes in the tree in their own personal journals.

COMPREHENSION:

The learner will order seasonal change cards to show the sequence of the seasons.

APPLICATION:

Anticipatory Set: Show a film clip from the movie “Anastasia”. Read the poem Our Tree by Marchette Chute (from Sing a Song of Popcorn.)

Students will: Produce a photo essay depicting trees throughout the seasons.

Class/team product: Display photo essays in the hall.

Multicultural and/or ESL and/or Bilingual Link: Add to Spanish/English dictionary the months of the year/seasons.

Mathematics/Science Link and/or Humanities Link: The learner will draw the trees that correlate to the seasons while listening to Vivaldi.

School-to-Career/Tech Prep Link: Have a horticulturalist visit the class with samples of tree saplings at different stages of growth.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory set: Recite the SEASON CHEER in the pocket chart kit by Scholastic.

Students will: Compare themselves to trees throughout the seasons (e.g. color, covering/clothing)
Class/team/individual product

INDIVIDUAL JOURNAL ASSIGNMENT:

What is your favorite season and why?

HOMELINK:

Go on a nature walk with your child and collect items from a tree – bring them to school to share with the class.

STATE STANDARD # 5 STUDENTS WILL BE ABLE TO recognize the importance of the terms reduce, reuse and recycle.

ESSENTIAL QUESTION: How does the Universal Theme of **Protecting and Conserving** create mastery learning of essential concepts in this unit?

4. **PROTECTING AND CONSERVING**

(Be a Friend to Trees)

KNOWLEDGE:

Anticipatory Set: Read THE LORAX by Suess

Students will: discuss and define recycle, reduce, and reuse as used in THE LORAX.

Eg. Picking up litter, recycling aluminum and newspapers.

COMPREHENSION:

After discussing the terms reduce, recycle and reuse write a class “What If” book changing one event from THE LORAX.

APPLICATION:

Anticipatory Set: Read an excerpt from: BE A FRIEND TO TREES (pgs. 30-31) and COMMON GROUND by Molly Bang

Students will: produce recycled paper by recycling newspaper in centers. (See FOSS: Paper, pgs. 6-7)

Class/team product: Students will compare recycled paper to “new” paper discussing the similarities and differences.

Multicultural and/or ESL and/or Bilingual Link: Design a piñata using recycled newspaper.

Mathematics/Science Link and/or Humanities Link: Students will use linear and volume measurement to calculate appropriate amounts of materials needed for paper making.

School-to-Career/Tech Prep Link: Visit a lumberyard to observe the making of lumber, plywood, particle board.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory set: Demonstrate to students how a “used box is broken down and put back together.

Students will: break down and reconstruct boxes brought from home. Eg. cereal or cracker boxes

INDIVIDUAL JOURNAL ASSIGNMENT:

Students will explain the directions needed to reconstruct their box.

HOMELINK:

Students take the boxes home and make a useful product and bring back to school to share.

STATE STANDARD # 3.2 STUDENTS WILL BE ABLE TO know and understand interrelationships of matter and energy in living systems.

ESSENTIAL QUESTION: How does the Universal Theme of **Providing Education** create mastery learning of essential concepts in this unit?

5. PROVIDING EDUCATION

(PROJECT LEARNING TREE, TREES AND FORESTS—VOYAGES OF DISCOVERY)

KNOWLEDGE:

Anticipatory Set: read RED LEAF, YELLOW LEAF and LOOK INSIDE A TREE

Students will: enact the life cycle of a tree; seed, sprout, branch, leaves, grow tall

COMPREHENSION:

Students will label the parts of a tree’s life cycle. E.g. sequencing the stages of seed, sprout, sapling, mature, dead and rotting.

APPLICATION:

Anticipatory Set: Show a clip from “The Bear” and have a class discussion on the life cycle of a seed. Read an excerpt from TREES AND FORESTS—THE TINIEST FOREST DWELLERS.

Students will: identify some of the organisms that live in, on and under fallen logs and explain how those organisms depend on the dead wood for survival. E.g. Salamanders, centipedes

Class/team product: Build an ant farm.

Multicultural and/or ESL and/or Bilingual Link: Compare how Native Americans and the Pygmies used the forest.

Mathematics/Science Link and/or Humanities Link: Time: graph diurnal and nocturnal animals in the forest.

School-to-Career/Tech Prep Link: Field trip to the Nature Center.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory set: Show a movie clip from THE LION KING on the circle of life.

Students will: create a diagram on the life cycle of a tree.

INDIVIDUAL JOURNAL ASSIGNMENT:

Write about what your team found on their nature hike.

HOMELINK:

Read a fairy tale that depicts nocturnal forest fairies or elves.

STATE STANDARD # 2 STUDENTS WILL BE ABLE TO create products from wood using simple wood working tools.

ESSENTIAL QUESTION: How does the Universal Theme of **Making and Using Tools and/or Technology** create mastery learning of essential concepts in this unit?

6. MAKING AND USING TOOLS AND/OR TECHNOLOGY (FOSS Wood Kit)

KNOWLEDGE:

Anticipatory Set: read BRUNO THE CARPENTER by Lars Klinting

Students will: label basic woodworking tools.

COMPREHENSION:

Students will explain the use of each tool. Ex. What do you do with a hammer, ruler, etc?

APPLICATION:

Anticipatory Set: View a video clip from “Home Improvement” and read THE TOOL BOOK by Gibbons

Students will: assemble wood sculptures.

Class/team product: a wood sculpture exhibit.

Multicultural and/or ESL and/or Bilingual Link: Read A CHAIR FOR MY MOTHER by Keats

Mathematics/Science Link and/or Humanities Link: measure various pieces of wood

School-to-Career/Tech Prep Link: visit local homebuilders currently building a home.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory set: Display and discuss the charts showing the process used in making particle board and plywood. (Foss kit materials)

Students will: construct their own samples of plywood and particleboard

INDIVIDUAL JOURNAL ASSIGNMENT:

Tell about something made from plywood and particleboard.

HOMELINK:

Find items in your house made from particleboard and plywood.

STATE STANDARD # 5 STUDENTS WILL BE ABLE TO relate ways people use trees for recreation.

ESSENTIAL QUESTION: How does the Universal Theme of **Providing Recreation** create mastery learning of essential concepts in this unit?

7. PROVIDING RECREATION

KNOWLEDGE:

Anticipatory Set: Read A TREE IS NICE by Udry

Students will: name at least 5 ways we have fun or recreate with the help of trees. Eg. Climbing, building a tree house, sitting in the shade

COMPREHENSION:

Students will convert their lists into 10 cards (2 of each activity) and play Tree Fun Concentration. When a student finds a match, they must pantomime the activity for the group.

APPLICATION:

Anticipatory Set: Watch a clip of “Swiss Family Robinson”

Students will: produce a pretzel tree house using pretzels and peanut butter or frosting.

Class/team product: Students will discuss what they learned about building their tree house.

Multicultural and/or ESL and/or Bilingual Link: Students will locate Switzerland on the globe and discuss places where people might build tree houses.

Mathematics/Science Link and/or Humanities Link: Students will write the specific amount of materials needed to construct their tree house. How about if they made two?

School-to-Career/Tech Prep Link: Arrange a visit from a military person to talk about living in the environment/off the land, etc. (Survival Training)

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory set: Watch the first 5 minutes of THE BERENSTEIN BEARS TREEHOUSE

Students will: infer and discuss the difficulties people would have living in a tree house

Class/team/individual product: begin a class T-chart with difficulties on one side and great things on the other side of the chart. (Add great things after journal writing.)

INDIVIDUAL JOURNAL ASSIGNMENT:

Write about 2 things that make a tree house a “perfect” place to live.

HOMELINK:

Survey your family as to their favorite way to recreate or have fun with the help of trees.

STATE STANDARD # 4 STUDENTS WILL BE ABLE TO identify the “lay of the land” in Colorado as it relates to the flora and fauna.

ESSENTIAL QUESTION: How does the Universal Theme of **Organizing and Governing** create mastery learning of essential concepts in this unit?

8. ORGANIZING AND GOVERNING

(LIVING IN COLORADO by Tim Kelley , Pruett Press, Inc. Boulder, Co. 1964)

KNOWLEDGE:

Anticipatory Set: View movie clip from “The Continental Divide” and read C IS FOR COLORADO by Shirley

Students will: locate and discuss the 5 life zones of Colorado from a given chart. See below.

COMPREHENSION:

Students will distinguish among trees in each life zone using pictures and/or photos. Ex. Cottonwood-plains, Blue Spruce-foothills, Aspen-montane, Engleman Spruce-sub-alpine, moss-alpine

APPLICATION:

Anticipatory Set: movie clip from “Never Cry Wolf”

Students will: use animal puppets to predict which life zone the animal inhabits.

Multicultural and/or ESL and/or Bilingual Link: View video about Mesa Verde

Mathematics/Science Link and/or Humanities Link: Discuss the altitude of each life zone including terms of one foot, sea level, Science-climates in the life zones

School-to-Career/Tech Prep Link: Invite a Division of Wildlife or Forest Service person to discuss plants and animals in the life zones.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory set: I’m Goin’ on a Tree Hunt/animal hunt to the tune of “I’m Goin’ on a Bear Hunt”-- through the life zones.

Class/team/individual product: Design a class mural with the flora and fauna of each life zone

INDIVIDUAL JOURNAL ASSIGNMENT:

Choose a life zone and write about an animal that lives there.

HOMELINK:

Visit the public library and find a non-fiction book about an animal. Read it together.

STATE STANDARD # 3.1 STUDENTS WILL BE ABLE TO know and understand the characteristics of living things, the diversity of life, and how living things interact with each other and their environment.

ESSENTIAL QUESTION: How does the Universal Theme of **Moral, Ethical and Spiritual Behavior** creates mastery learning of essential concepts in this unit?

9. MORAL, ETHICAL AND SPIRITUAL BEHAVIOR (THE GIVING TREE by Silverstein)

KNOWLEDGE:

Anticipatory Set: Read THE GIVING TREE by Silverstein.

Students will: Students create a graphic organizer related to the story.

COMPREHENSION:

Students will retell the story, making a class list of things the tree gave the boy.

APPLICATION:

Anticipatory Set: Read THE TREMENDOUS TREE BOOK and sing “Trees” sung to the tune of “Farmer in the Dell”

Students will: make pictures and drawings of things that trees provide. Eg. Food and homes for animals create their own nourishment; cool those who rest under their shade, etc.

Class/team product: Students will add text to the pictures and bind to make a class picture book to put in the room library.

Multicultural and/or ESL and/or Bilingual Link: Explain and discuss how other cultures value trees.

Mathematics/Science Link and/or Humanities Link: Walk around the school and tally (count) the number of trees.

School-to-Career/Tech Prep Link: Read Mattie Stepanek: When the Trees Sing. Discuss how trees are inspirational.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory set: Show a video clip from “Fern Gully”

Students will: Generate ways that we as a class give back to nature.

Class/team/individual product: Students will use above ideas to design a bumper sticker relating a positive nature message.

INDIVIDUAL JOURNAL ASSIGNMENT:

Write about how you felt when you gave someone a gift.

HOMELINK:

Make up a poem about a tree.

STATE STANDARD # R 6 STUDENTS WILL BE ABLE TO appreciate literature based on trees as an aesthetic form of beauty.

ESSENTIAL QUESTION: How does the Universal Theme of Aesthetic Needs create mastery learning of essential concepts in this unit?

10. AESTHETIC NEEDS

KNOWLEDGE:

Anticipatory Set: Read the poem BIRCH TREES from The Random House Book of Poetry for Children

Students will: dance (waving arms, etc.) to “Moonlight Sonata” by Beethoven. Have children use scarves as “leaves” and then lose leaves at the crescendo.

APPLICATION:

Anticipatory Set: Read the book, SKY TREE by Locker

Students will: paint a picture (using finger paint) of a self-selected season

Class/team product: discuss the artwork and how it makes you feel.

Multicultural and/or ESL and/or Bilingual Link: Listen to and read WHAT A WONDERFUL WORLD and learn sign language symbols for the song.

Mathematics/Science Link and/or Humanities Link: Students will use a calendar divide it into the seasons.

School-to-Career/Tech Prep Link: Invite a local artist to visit and discuss how color, etc. create a feeling in painting.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory set: Watch a clip from “Last of the Dogmen”

Students will: generate a list of adjectives to describing the beauty of trees.

Class/team/individual product: Use the words generated to label a series of seasonal tree pictures.

INDIVIDUAL JOURNAL ASSIGNMENT:

Write your own poem about the beauty of trees

HOMELINK:

Take your child on a walk and observe the beauty in a tree, flower, rock or sunset.

STATE STANDARD # Sci. 5 Geo.4 STUDENTS WILL BE ABLE TO understand the importance of fire prevention and the role of firefighters in fire prevention and suppression.

ESSENTIAL QUESTION: How does the discipline/sub-discipline of Social Studies relate to mastery learning of the importance of trees as a resource?

11. Social Studies (Taming Fire-Scholastic)

KNOWLEDGE:

Anticipatory Set: View movie clip from “Mrs. Doubtfire” and “Smoky the Bear”

Students will: discuss fire prevention based on details from the movies.

COMPREHENSION:

Students will give three examples of fire prevention at home-eg. Unplug appliances, don’t put coals in paper and give three examples of fire protection in the outdoors -eg. Put out campfires, don’t play with incendiary devices

APPLICATION:

Anticipatory Set: Listen to “Setting the Woods on Fire” by Hank Williams and watch a movie clip from “Always”

Students will: take a field trip to a forest fire area

Class/team product: Each child will take one photo for the class photo essay

Multicultural and/or ESL and/or Bilingual Link: Discuss how some cultures celebrate using fire, show movie clip from “Lord of the Rings”

Mathematics/Science Link and/or Humanities Link: Sing “Smoky the Bear”

School-to-Career/Tech Prep Link: Visit Van Briggles Pottery or Manitou Glass Blowers

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory set: Show movie clip from “Backdraft”

Students will: compare and contrast good fire and bad fire

Class/team/individual product: make and fire a clay pottery piece

INDIVIDUAL JOURNAL ASSIGNMENT:

Write the directions for making your clay pot.

HOMELINK:

With your family, write about a way your family has used fire in a good way.

STATE STANDARD # 3 STUDENTS Will BE ABLE TO identify basic tree structure.

ESSENTIAL QUESTION: How does the discipline/sub-discipline of Science relate to mastery learning of trees ?

12. Science

(Trees and Forests-Scholastic/FOSS-TREES)

KNOWLEDGE:

Anticipatory Set: view film clip from “Legends of the Fall” or “A River Runs Through It”

Students will: Identify the parts of a tree after observing trees in the school yard.

COMPREHENSION:

Students will make a tree book and label the basic structures of a tree.

E.g. Crown, trunk, leaves, branches, roots, etc.

APPLICATION:

Anticipatory Set: Listen to “Tie a Yellow Ribbon “Around the Old Oak Tree”

Students will: Compare trees for similarities and differences.

Class/team product: Compile a classroom scrapbook of objects and information-pictures, twigs, drawings and bark rubbings.

Multicultural and/or ESL and/or Bilingual Link: Listen to the music from the “Vienna Woods” by Strauss and locate forests around the world on a map.

Mathematics/Science Link and/or Humanities Link: Students will sequence pictures from a seed to a tree.

Use yarn to measure the circumference of a tree. Attach yarn lengths to a graph-small, medium, and large.

School-to-Career/Tech Prep Link: Have a county extension agent visit

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory set: Listen to “Bare Necessities” from JUNGLE BOOK and “Lemon Tree”, read the story of JOHNNY APPLESEED.

Students will: Distinguish food from trees and gardens.

Class/team/individual product: using the Food Pyramid, show where food from various trees are categorized.

INDIVIDUAL JOURNAL ASSIGNMENT:

Choose a food from a tree and write about how you would travel and give seeds away like Johnny Appleseed.

HOMELINK:

Write a family recipe that *uses* food from a tree. Bring it to school to share and make a class recipe book.

STATE STANDARD #Math 1,2,3 STUDENTS WILL BE ABLE TO utilize real life math applications.

ESSENTIAL QUESTION: How does the discipline/sub-discipline of Math relate to mastery learning of Trees?

13. **Mathematics** (CAPS FOR SALE)

KNOWLEDGE:

Anticipatory Set: Read CAPS FOR SALE and bring in different types of caps to show the class

Students will: generate three questions about some attributes of the hats and compile a report to share with the class after surveying another Kindergarten class.

COMPREHENSION:

Using the report create a graph. Students will distinguish the difference between more, less, and equal amounts.

APPLICATION:

Anticipatory Set: View a film clip from “Planes, Trains and Automobiles”

Students will: wear a hat to school and then will sort caps in a variety of ways.

Class/team product: Create a class graph on the different colors of caps brought to school.

Multicultural and/or ESL and/or Bilingual Link: build background knowledge by having a class discussion about peddlers and salesman. Do the Mexican Hat Dance.

Mathematics/Science Link and/or Humanities Link: Using money find all the ways to make 50 cents.

School-to-Career/Tech Prep Link: Invite a store owner or clerk to come in and discuss concepts about operating a store.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory set: Re-read CAPS FOR SALE using commercial flannel board or puppets.

Students will: generate questions for the peddlers and monkeys.

Class/team/individual product: Teams of three students draw role cards and question cards. Using the question cards, interview the monkey and the peddler. Switch roles.

INDIVIDUAL JOURNAL ASSIGNMENT:

Write an advertisement for a cap that would cost 50 cents.

HOMELINK:

Find items at the store you could buy for 50 cents.

STATE STANDARD #6 STUDENTS WILL BE ABLE TO appreciate literature that utilizes the woods as the setting.

ESSENTIAL QUESTION: How does the discipline/sub-discipline of Humanities relate to mastery learning of Trees?

14. **Humanities-Literature**
(Classic Children's Literature)

KNOWLEDGE:

Anticipatory Set: Watch a clip from “The Jungle Book” and “Winnie the Pooh”

Students will: compare the clips by sorting into categories like kind of tree and kind of animal

COMPREHENSION:

Students will explain how trees and nature inspired the story or the film.

APPLICATION:

Anticipatory Set: Demonstrate telling the story of Winnie the Pooh getting stuck in the tree using a story board.

Students will: draw pictures for the story board using a scene from WINNIE THE POOH.

Class/team product: Use pictures to create a storyboard.

Multicultural and/or ESL and/or Bilingual Link: Read BERLIOTZ by Jan Brett

Mathematics/Science Link and/or Humanities Link: Make 100 trees out of clay and toothpicks, put bear counters in the forest. Regroup the bears in the “forest” by 2’s, 5s and 10’s.

School-to-Career/Tech Prep Link: Write a letter to Steven Spielberg about filmmaking.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory set: Show clips from Snow White, Hansel and Gretel, and Robinhood depicting classic scenes.

Students will: rewrite one of the scenes into a “movie” clip to be filmed (video-taped) in the classroom.

Class/team/individual product: Show the class movie composite and discuss features that made the scenes clearer or more interesting to watch.

INDIVIDUAL JOURNAL ASSIGNMENT:

Write a review of one of the books or movies used, explain your favorite part.

HOMELINK:

Have your parents take you to a movie or rent a video and make popcorn.

STATE STANDARD # 5 STUDENTS WILL BE ABLE TO determine qualities that contribute to the Aesthetic value of trees.

ESSENTIAL QUESTION: How does the discipline/sub-discipline of Fine Arts relate to mastery learning of trees?

15. **Fine Arts**
(SKY TREE, www.chicagoinstituteofart.org)

KNOWLEDGE:

Anticipatory Set: View a movie clip from “Ferdinand” showing a visit to the Chicago Institute of Fine Arts.

Students will: create splatter paint by laying leaves on paper and using a toothbrush to splatter tempera paint on the paper leaving the white outlines of the leaves.

COMPREHENSION:

TLW make a crayon melt with wax paper. Using leaf templates, TLW trace and cut out different varieties of leaves. (E.g. lobed, sawtooth, etc.) To display on a mobile.

APPLICATION:

Anticipatory Set: Listen to “Autumn Leaves” and visit a virtual reality gallery on the computer-
www.chicagoinstituteofart.org

Students will: produce a leaf rubbing using bright colored chalks on black paper
Class/team product: Set up a classroom gallery of leaf rubbings

Multicultural and/or ESL and/or Bilingual Link: In the class gallery, include samples of multicultural artist’s renditions of leaves and trees. Allow student’s time to tour the gallery and discuss similarities and differences.

Mathematics/Science Link and/or Humanities Link: Students will sort leaves by the shapes left behind in their artwork.

School-to-Career/Tech Prep Link: Invite a local artist into the classroom to share his/her work or technique with students.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory set: Review the works of artists in a Power Point presentation eg. Ansel Adams, Monet, Van Gogh

Students will: compare and contrast various works of art

Class/team/individual product: Students will share which works of art they like and why, justifying their opinion.

INDIVIDUAL JOURNAL ASSIGNMENT:

Students will write a poem to go with their artwork.

HOMELINK:

Take your child to visit a local gallery to view/discuss different works of art.

STATE STANDARD # 1 STUDENTS WILL BE ABLE TO acquire skills for a variety of physical activities, motor development and participation.

ESSENTIAL QUESTION: How does the discipline/sub-discipline of Physical Education relate to mastery learning of trees?

16. Physical Education

(Project Learning Tree and Foss tree module)

KNOWLEDGE:

Anticipatory Set: View movie clips from “Cliff Hanger” and “Crocodile Dundee”

Students will: be divided into teams and each team will collect three leaves of different shapes from deciduous and coniferous trees.

COMPREHENSION:

Students will distinguish the difference between conifers (needle-shaped leaves) and deciduous (broad-leaf) e.g lobed, sawtooth, heart, paddle shaped leaves, etc.

APPLICATION:

Anticipatory Set: Take students to an open area and explain that they will have a relay race.

Students will: line up in their teams of three and place each team's leaf pile a set distance in front of each team. Call out a certain leaf shape and students will run to their leaf pile and find a leaf of that shape and bring it back to the beginning of the line. Repeat.

Multicultural and/or ESL and/or Bilingual Link: While completing P.E. activities count down in foreign or sign language etc. to go.

Mathematics/Science Link and/or Humanities Link: Explore symmetry in a leaf by having students show symmetry by giving student pairs a leaf and mirror. Ask students to find a way to tear the leaf and use the mirror to make it look whole again.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory set: Clap and sing "Yellow Leaf" (to the tune of Yellow Bird) changing the color of the leaves for each verse. Ex. Yellow leaf up high in the Aspen tree...., next verse-Orange leaf up high in the walnut tree.

Green needles up high in the pine tree.

Students will: Students will create a leaf hat from newspaper and glue on a collected leaf.

Class/team/individual product: TLW reorganize the class into groups by sorting. e.g. color, leaf type, deciduous, etc.

INDIVIDUAL JOURNAL ASSIGNMENT:

Write a riddle about a certain tree or leaf. Ex. I am tall and thin and have light bark and heart-shaped leaves. Who am I?

HOMELINK:

Identify the types of trees in your yard or neighborhood.

STATE STANDARD # 6.3 STUDENTS WILL BE ABLE TO be aware of the diversity of homes and the process of building homes.

ESSENTIAL QUESTION: How does the discipline/sub-discipline of Vocation/Technology relate to mastery learning of trees?

17. Vocational/Technical/Arts

(HOW A HOUSE IS BUILT by Klinting)

KNOWLEDGE:

Anticipatory Set: Read the poem "A House is a House for Me" by Hoberman, followed by a read aloud called THE FUNNY HOUSE.

Students will: build a home using blocks or other building materials such as twigs, rocks, pebbles, blanket, and milk cartons.

COMPREHENSION:

Students will write or dictate a poem modeled after “A House is a House For Me” to tell about the home they constructed. For example: A blanket and sticks make a house for my teddy and bricks make a house for me.

APPLICATION:

Anticipatory Set: Show a movie clip from “Money Pit” and read HOW A HOUSE IS BUILT by Klinton

Students will: Compute the number of doors, windows, walls, roofs, steps, etc. needed to build a house of Lincoln Logs.

Multicultural and/or ESL and/or Bilingual Link: Students will view a slide show and participate in a discussion about homes from different cultures.

Mathematics/Science Link and/or Humanities Link: Students will look at and discuss blueprints or house plans.

School-to-Career/Tech Prep Link: Plan a walking fieldtrip to a school or local woodshop or CAD drafting class.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory set: Read BUILDING A HOUSE by Barton and a video clip from “Home Improvement”.

Students will: See home link.

Class/team/individual product: Compile the home link work into a class book.

INDIVIDUAL JOURNAL ASSIGNMENT:

Write about building your log house.

HOMELINK:

Ask mom or dad to help you draw a room in your house on a sheet of 1 inch grid paper. Bring it to school to add to a class/home plan book.

**MORAL/ETHICAL/SPIRITUAL
REASONING AND DILEMMAS**

TEN ETHICAL DILEMMAS

(Must be set in context of unit, but must also relate to the lives of today's students)

STATE STANDARD # Health 5, 6

ESSENTIAL QUESTION: How does the content of this unit reflect **character education** through Moral and Ethical dilemmas?

1. **Producing, Exchanging, and Distributing** [Economics]

ESSENTIAL QUESTION: How does the **Human Activity** of **Producing, Exchanging and Distributing** create moral/ethical dilemmas?

DILEMMA: Your family needs a Christmas tree. You have an artificial tree you have been using for several years. Grandma is coming and you want a real tree. You are driving in the woods and see the perfect tree and even though you don't have a permit to cut the tree, you'd really like to surprise Grandma with the real Christmas tree. What do you do?

2. **Transportation**

ESSENTIAL QUESTION: How does the **Human Activity** of **Transportation** create moral/ethical dilemmas?

DILEMMA: You and your family have a cabin in the mountains. A family of skunks has taken up residence under your cabin. Your parents want to exterminate the skunks? What do you think should be done?

3. **Communications**

ESSENTIAL QUESTION: How does the **Human Activity** of **Communications** create moral/ethical dilemmas?

DILEMMA: You are out on the playground and see another student breaking branches off of a tree. What would you do?

4. **Protecting and Conserving**

ESSENTIAL QUESTION: How does the **Human Activity** of **Protecting and Conserving** create moral/ethical dilemmas?

DILEMMA: Everyday you see your dad throw the newspaper in the trash and then today your mom threw 3 huge phone books in the trash. You don't want to make them mad, but you know that these items could be recycled. What would you do?

5. **Providing Education**

ESSENTIAL QUESTION: How does the **Human Activity** of **Providing Education** create moral/ethical dilemmas?

DILEMMA: Each year, the Forest Service gives all Kindergarten students a tree to plant for Arbor Day. You noticed there were 4 trees left in the box. You don't have room for another tree at home, but those saplings are beginning to dry out. What would you do?

6. **Making and Using Tools and/or Technology**

ESSENTIAL QUESTION: How does the **Human Activity** of **Making and Using Tools and/or Technology** create moral/ethical dilemmas?

DILEMMA: You and your family are building a deck. You go with your dad to cut some trees to use for the deck. You end up in an area that allows only axes for wood cutting. After chopping for more than 30 minutes, the tree is still standing. Your dad is going to the truck to get the chain saw what do you say or do?

7. **Providing Recreation**

ESSENTIAL QUESTION: How does the **Human Activity** of **Providing Recreation** create moral/ethical dilemmas?

DILEMMA: Your dad said that he would build you a sandbox in your backyard. The problem is the best place to put the sandbox is right where a large apple tree is growing. Would you want to go ahead with your plans to build the sandbox or not?

8. **Organizing and Governing**

ESSENTIAL QUESTION: How does the **Human Activity** of **Organizing and Governing** create moral/ethical dilemmas?

DILEMMA: You are going 4-wheeling with your family in the National Forest. You really want to get to a beautiful lake to catch some big fish. You come to sign in the road that says, "No motorized vehicles beyond this point". You really want to get to the lake soon. What would you do?

9. **Moral, Ethical and Spiritual Behavior**

ESSENTIAL QUESTION: How does the **Human Activity** of **Moral, Ethical and Spiritual Behavior** creates moral/ethical dilemmas?

DILEMMA: Your family went to stay at your favorite camping spot, where you always stay for free. When you get there, your mom notices that now they are charging \$20.00 to stay in the campground.

Your family doesn't have \$20.00. Should you and your family stay and hope the park ranger doesn't come by or try and find a new place?

10. Aesthetic Needs

ESSENTIAL QUESTION: How does the **Human Activity** of Aesthetic Needs create moral/ethical dilemmas?

DILEMMA: You are in the mountains hiking and you see your little brother carving his name in the trunk of a tree. You know that this could kill the tree or allow disease to destroy the tree, but a lot of people carve their names in trees. What would you say or do?

PRODUCTIVE THINKING SKILLS DIVERGENT/CREATIVE THINKING

1. BRAINSTORM MODEL

A. BRAINSTORM ALL OF THE _____:

- AHA #1. Products that come from a tree
- AHA #2. Ways animals move in the forest
- AHA #3. Ways trees show the seasons
- AHA #4. Things you can make with a recycled box
- AHA #5. All the colors leaves could be
- AHA #6. Tools with which you can build
- AHA #7. All the things you could do in tree house

B. BRAINSTORM AS MANY _____ AS YOU CAN THINK OF.

- AHA #8. Trees that have leaves
- AHA #9. Gifts from a tree
- AHA #10. Books about beautiful trees
- AHA #11. Ways fires could start
- AHA #12. Foods from a tree
- AHA #13. Things that cost 50 cents
- AHA #14. Stories that use the woods as the setting

C. HOW MANY WAYS CAN YOU COME UP WITH TO _____?

- AHA #15. Create artwork
- AHA #16. Play in the leaves
- AHA #17. Build a house

2. VIEWPOINT MODEL (Human or Animate) (Use Cultural Literacy Terms)

A. HOW WOULD _____ LOOK TO A(N) _____?

- | | | |
|---------|-------------|-----------|
| AHA #1. | Chain saw | tree |
| AHA #2. | Beaver | tree |
| AHA #3. | Spring rain | leaf |
| AHA #4. | Litter | trash can |
| AHA #5. | Seed | leaf |
| AHA #6. | Hammer | board |
| AHA #7. | Tree house | tree |
| AHA #8. | Aspen tree | pine tree |

B. WHAT WOULD A _____ MEAN FROM THE VIEWPOINT OF A(N) _____?

- | | | |
|----------|--------|------------|
| AHA #9. | Gift | tree |
| AHA #10. | Sonata | aspen tree |
| AHA #11. | Fire | house |
| AHA #12. | Tree | apple |

AHA #13.	Cap	head
AHA #14.	Fairy tale	forest
AHA #15.	Canvas	paint brush
AHA #16.	Rake	leaf
AHA #17.	Wall	roof

C. HOW WOULD _____ VIEW THIS?

(Use one person from history here)

1. Johnny Appleseed
2. Paul Bunyan
3. Bob the Builder
4. Pocahontas
5. Winnie the Pooh
6. Ballou

3. INVOLVEMENT MODEL (Personification/Inanimate object brought to life)

A. HOW WOULD YOU FEEL IF YOU WERE _____?

- | | |
|---------|--|
| AHA #1 | Tree in the process of being made into a chair |
| AHA #2. | Wings of a bird |
| AHA #3. | A tree going from winter to spring |
| AHA #4. | Tree having a conversation with a ream of recycled paper |
| AHA #5. | A sapling in your first thunderstorm |
| AHA #6. | A nail being used to build a house |
| AHA #7. | The tree where the Berenstain Bears live |

B. IF YOU WERE A _____, WHAT WOULD YOU (SEE, TASTE, SMELL, FEEL, etc.)?

- | | |
|----------|-------------------|
| AHA #8. | Moss/feel |
| AHA #9. | Apple/feel |
| AHA #10. | Paint brush/taste |
| AHA #11. | Fire/feel |
| AHA #12. | Pinon nut/smell |
| AHA #13. | Monkey/see |
| AHA #14. | Book/taste |

C. YOU ARE A _____. DESCRIBE HOW IT FEELS.

- | | |
|----------|-------------------------------------|
| AHA #15. | Famous painting |
| AHA #16. | Pile of fall leaves being jumped in |
| AHA #17. | Roof |

4. CONSCIOUS SELF-DECEIT MODEL

A. SUPPOSE _____. WHAT _____.

- | | | |
|---------|---------------------------------------|-------------------------------------|
| AHA #1. | Your were made of wood | would you be |
| AHA #2. | You could become a wing | animal would you make fly |
| AHA #3. | You changed for the seasons | would be different about you |
| AHA #4. | You could save one kind of tree | would it be |
| AHA #5. | Trees grew upside down | how you would build your tree house |
| AHA #6. | You were a hammer | would you do all day |
| AHA #7. | All the grownups lived in tree houses | what would kids play in |
| AHA #8. | Trees ate animal's | animal would an evergreen eat |
| AHA #9. | You gave a gift to a tree | would you give |

B. YOU CAN _____. WHAT _____?

- | | | |
|----------|---|---------------------------------------|
| AHA #10. | Have all the artistic talent in the world | would you do to make the world better |
| AHA #11. | Have control of fire | would you do with it |
| AHA #12. | Have all the leaves in the world | what would you make |

AHA #13. Have all the money in the world	what would you buy
AHA #14. Have only one story	would it be
AHA #15. Only pick three colors	would they be
AHA #16. Have the tallest tree in the world	would you do with it
AHA #17. Live in any kind of house	kind would you choose

5. FORCED ASSOCIATION MODEL (Use cultural literacy terms here)

A. HOW IS _____ LIKE _____?

AHA #1.	A tree	a potato
AHA #2.	A forest	a library
AHA #3.	Roots of a tree	a telephone
AHA #4.	Litter	wart
AHA #5.	Circle of life	roller coaster
AHA #6.	Saw	shark
AHA #7.	Treehouse	island

B. GET IDEAS FROM _____ TO IMPROVE _____.

AHA #8.	Life zones	your playground
AHA #9.	The Giving Tree	student relationships
AHA #10.	Music	garden
AHA #11.	Firefighter	safety
AHA #12.	Ballou (Jungle Book)	our diet
AHA #13.	Monkey	activity
AHA #14.	Winnie the Pooh	your lunch menu

C. I ONLY KNOW ABOUT _____. EXPLAIN _____ TO ME.

AHA #15.	Crayons	paints
AHA #16.	Walking	skipping
AHA #17.	Hammering	sawing

6. REORGANIZATION/SYNECTICS MODEL

A. WHAT WOULD HAPPEN IF _____?

AHA #1.	There were no trees
AHA #2.	Trees could walk
AHA #3.	Trees could talk
AHA #4.	Everyone picked up on piece of trash every day
AHA #5.	The circle of life went backwards
AHA #6.	All the metal tools melted
AHA #7.	Tree houses were made of glass

B. SUPPOSE _____ (HAPPENED) WHAT WOULD BE THE CONSEQUENCES?

AHA #8.	All the life zones were the same
AHA #9.	Trees had feelings
AHA #10.	There were no colors in nature
AHA #11.	All the forests burned
AHA #12.	Johnny Appleseed planted lemons
AHA #13.	Monkeys ran the store
AHA #14.	Winnie the Pooh was the principal

C. WHAT WOULD HAPPEN IF THERE WERE NO _____?

AHA #15.	Museums or galleries
AHA #16.	Trees to climb
AHA #17.	Home builders

CULTURAL LITERACY

Students must meaningfully use these terms to: (1) spell correctly, (2) use correctly in a sentence, and (3) use a metaphor. Use E.D. Hirsch's, *The Core Knowledge Series* (i.e. *What Your Third Grader Needs to Know*) and your textbooks.

1. Names:

Fire fighter	logger	environmentalist	gardener
forest ranger	wood worker	home builder	construction worker
artist	horticulturist		

2. Proper Names:

Johnny Appleseed Paul Bunyan Winnie the Pooh Arbor Day Aspen

3. Ideas:

reduce	recycle	reuse	fire fighter	life cycle
Environment	parts of a tree	fire safety	photosynthesis	horticulture
Forest				

4. Phrases

Dry as a tender box	an apple a day	burning a hole in your pocket
Only you can prevent forest fires	urban interface	a chip off the old block
The apple doesn't fall far from the tree		If you play with fire you'll get burned

5. Vocabulary

Fire drill	smoking	sawdustsonata	grain	Aspen	forest
Fireball oak pine	flint	steel	safety	smoke	
Lightening rod	shavings	basswood	change	timber	sandpaper
Shade	shape	nail	wood	hammerwood	
adhesive	Autoban Society		plywood	leaves	surface nail
head	leaf	Branch	twig	bark	trunk
root	mountain	maple	Bud	pollen	coniferous
blossom	animal	deciduous	rainforest	Nature	lumber
alpine	tools	ax	chainsaw	nozzle	Helmet
boots	facemask	evergreen	seed	trunk ring	season
Nut	needle	end bud	backburn	ash	spark
combustion	Embers gas	heat	flame	lightening	oxygen
carbon	Limb	slurry	fire hose	matches	climate
soot	tinderbox	Water	drought	living	sap
chlorophyll soil	summer	Spring	winter	fall	litter

RESOURCES

I. Bibliography – Teacher/Professional Books and Resources

1. Barr, Marilyn. *Ecology Connection*. 1992.
2. Brenner, Barbara and Garelick, Mary. *The Tremendous Tree Book*. Boyd Mills Press, 1979.
3. Craddock, Jim. *Videhound's Golden Movie Retriever 2001*. Visible Ink, 2001.
4. FOSS Science Kits. *Trees, Wood and Paper*. FOSS Educational Publications, 1998.
5. Fowler, Allan. *It Could Still Be A Tree*. Children's Press, 1990.
1. Green, Jeff. *The Green Book of Songs by Subject*. Desk References, 1995.
2. Hirsch, Jr. E.D., *What Your Kindergartner Needs to Know*. Core Knowledge Foundation, 1998.
3. Hirsch, Jr. E.D., *Books to Build On: A Grade-by-Grade Resource Guide for Teachers*. 1996
4. Ingolia, Gina. *Look Inside a Tree*. Grosset and Dunlap, 1987.
5. Kindersley, Dorling, *Children's Illustrated Encyclopedia*, 2000.
6. Kindersley, Dorling, *Trees*, 1993
7. Lauber, Patricia. *Be a Friend to Trees*. Harper Collins, 1956.

8. Maestro, Betsy. *Why Do Leaves Change Colors*. 1994.
9. Martin, John Harding. *A Day in the Life of a Carpenter*. 1985.
10. Peak, Myra. *Prudence Recycles Paper*. Peak Environmental Management, 1995
11. Rourke. *The Rourke Guide to State Symbols*. The Rourke Press, 1997.
12. Scholastic. *Sing a Song of Popcorn: Children's Poems*.
13. Southern Forest Products Association. *Our Forests*.
14. Strouf, Judie. *The Literature Teacher's Book of Lists*. Center of Applied Research in Education, 1993.
15. Wyler, Rose. *The Wonderful Woods*. Simon and Schuster, 1990.

II. Bibliography – Student Books on loan from Media Center for classroom use as anticipatory sets, to read in class and/or as I-Search Projects

1. Berenstain, Stan and Jan. *The Berenstain Bear's Tree House*.
2. Brenner, Barbara. *The Tremendous Tree Book*.
3. Burn, Barbara. *North American Trees*
4. Carter, Katherine. *Trees and How They Grow*.
5. Cherry, Lynne. *The Great Kapok Tree*
6. Coe, Geoffrey. *The How and Why Wonder Book of Trees*.
7. Darby, Gene. *What Is a Tree?*
8. Grenaway, *Tree Life*
9. Holling, Clancy. *A Tree in the Trail*
10. Jaber, William. *Tree Houses*.
11. Kirkpatrick, Rena. *Look At Trees*.
12. Silverstein, Shel. *The Giving Tree*.
13. Thronhill, Jan. *A Tree in the Forest*.
14. Madden, *The Wizard of Wartville*.
15. Lobel, Arnold. *On Market Street*
16. Curran, Eileen. *Look at a Tree*
17. Martin, Bill. *Chicka Chicka Boom Boom*
18. Mitgutsch, Ali. *From Tree to Table*.
19. Mitgutsch, Ali. *From Wood to Paper*
20. Udry, Janice. *A Tree is Nice*.
21. Allen, Marjorie. *Changes*
22. Wyler, Rose. *The Wonderful Woods*
23. Scholastic-A First Discovery Book. *Under the Ground*.
24. Ehlert, Lois. *Red Leaf, Yellow Leaf*
25. Anno, Mitsumasa, *Anno's Alphabet*.
26. Kindersley, Dorling. *What's inside? Animal Homes*
27. Mellet, Peter. *Trees*
28. Robbins, Ken. *Autumn Leaves*
29. Scholastic *Voyages of Discovery. Trees and Forests*
30. Gibbons, Gail. *The Seasons of Arnold's Apple Tree*
31. Madden, Don. *The Wizard of Wartville*
32. Locker, Thomas. *Sky Tree*

III. Educational Films/Video

1. *The Magic School Bus Goes To Seed*
2. *You Can't Grow Home Again-Children's Television Workshop*
3. *The Tremendous Tree-Reading Rainbow Video PBS*
4. *The Berenstain Bears and the Spooky Old Tree*
5. *The Berenstain Bears and the New House*
6. *A Walk in the Forest. Young Naturalist Foundation*
7. *Education of Little Tree- Native American*
8. *Mesa Verde-Mesa Verde Educational Productions*
9. *Smoky the Bear*

IV. Commercial Films/Videos

1. The Jungle Book
2. The Jungle Book 2, Mogli's Story
3. Bambi
4. Fern Gully
5. Teddy Bear's Picnic
6. The Lion King
7. The Lorax
8. Tarzan
9. Franklin Plants a Tree
10. Winnie the Pooh and the Honey Tree
11. It's Arbor Day Charlie Brown
12. Swiss Family Robinson
13. Pocohantas
14. Paul Bunyan
15. Legend of Johnny Appleseed
16. Money Pit
17. Last of the Dogmen
18. Edward Scissorhands
19. Goldilocks and the Three Bears
20. The Giving Tree
21. Bob the Builder
22. A Midsummer Night's Dream
23. Bob the Builder
24. The Bear
25. Lord of the Rings
26. Home Improvement
27. Never Cry Wolf
28. Continental Divide
29. Mrs. Doubtfire
30. Backdraft
31. Always
32. Legends of the Fall
33. A River Runs Through It

Fiction

1. Winter, Ginny. What's In My Tree
2. Frost, Robert. Birches
3. Page, Josephine. The Big Leaf Pile
4. Kellog, Steven. The Story of Johnny Appleseed
5. Kellog, Steven. The Story of Paul Bunyan
6. Hague, Kathleen. NumBears
7. Hague, Kathleen. AlphaBears
8. Martin, Bill. Chicka Chicka Boom Boom
9. Krauss, Ruth. A Very Special House
10. Scarry's, Richard. Busiest Fire Fighters Ever!
11. Greydanus, Rose. Big Red Fire Engine
12. Simon, Norma. Fire Fighters
13. Berenstain, Stan and Jan. The Berenstain Bears Don't Pollute (Anymore)

Non-Fiction

1. Hirsch, Linda. Save the Earth
2. Hutchings, Amy and Richard. Firehouse Dog
3. Kunhard, Edith. I'm Going To Be A Fire Fighter
4. Madden, Don. The Wizard of Wartville

5. Cherry, Lynne. The Great Kapok Tree
6. Barton, Byron. Building a House
7. Curran, Eileen. Look At a Tree
8. Mitgusch, Ali. From Tree to Table
9. Mitgusch, Ali. From Wood to Paper
10. Udry, Janice. A Tree is Nice
11. Gackenbach, Dick. Mighty Tree
12. Locker, Thomas. Sky Tree
13. Edwards, Richard. Ten Tall Oaktrees
14. Gallinard, Jeunesse. The Tree, A First Discovery Book
15. Provensen, Alice and Martin. The year At Maple Hill Farm
16. Scholastic Voyages of Discovery. Taming Fire
17. Watts, Barrie. Apple Tree
18. Soutter-Perrot, Andrienne. The Oak
19. Horowitz, Jordan. Tonka Working Hard with the Busy Truck
20. Gibbons, Gail. Fire! Fire!
21. Rockwell, Anne. Fire Engines

Poetry

1. Deep Roots- Brian Andreas
2. Trees- Sara Coleridge
3. The Ferns- Gene Baro
4. Every Time I Climb A Tree- David McCord
6. Birches- Robert Frost
7. Trees- Joyce Kilmer
8. Stopping By the Woods on a Snowy Evening- Robert Frost
9. Nature Is- Jack Prelusky
10. Tree House- Shel Silverstein
11. Our Tree- Marchette Chute
12. Little Nut Tree-Mother Goose
13. To a Squirrel at Kyle-Na-No-William Butler Keats
14. Mrs. Peck Pigeon- Elenor Farjeon
15. A Bird-Emily Dickinson
16. Foxes-Mary Ann Hoberman

Drama (Stage Productions)

1. Tall Tales
2. Johnny Appleseed
3. The Lion King

Art Works

1. Fukusa-gift cover
2. Ernst Ludwig Kirchserez, -Winter Night in Moonlight
3. Ansel Adams-Aspens, Northen New Mexico
4. Eduard Bullard-Under the Trees
5. Bonnard-Ducks, Heron, Pheasants
6. Vuillard-Oak Tree
7. Aauguin-Vousy passerez, la belle
8. Georges Seurat- "tree-tree"
9. Monet-Palm Trees at Bordighera
10. Plaque:Winged Creatures

Music

1. Trees sung to Farmer in Dell-The Trees Are Tall- Susan Peters
2. What Kind of Tree Are You?

3. Oh, Learning Tree
4. Jungle Tune
5. High Hopes
6. Lemon Tree
7. Kookaburra
8. Chicka Chicka Boom Boom
9. Moonlight Sonata
10. Circle of Life from the Lion King
11. The Four Seasons-Vivaldi
12. Smoky the Bear
13. Tie a Yellow Ribbon 'Round the Old Oak Tree
14. Bare Necessities
15. Little Cabin in the Woods
16. O Christmas Tree
17. I'm a Little Planted Seed to I'm a Little Teapot
18. Over the Mountain
19. The Bear Came Over the Mountain
20. We Recycle

VI. Resource People/Mentors

1. Horticulturalist
2. Homebuilders
3. Military Person
4. Division of wildlife officer
5. School counselor
6. Local artist

VII. Field Trips

1. Limber Mill
2. Lumberyard
3. Nature Center
4. Van Briggie Pottery
5. Manitou Glass Blowers

VIII. Other Material (CD-ROM, Laser Disc, Internet sites, etc.)

1. <http://wwwweb.com/www/fall/leaves.html>
2. www.domtar.com/arbre/english
3. www.nationalgeographic.com
4. www.barefoot-books.com
5. <http://www.plt.org>
6. <http://www.halcyon.com/marcs/trees.html>
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