

Forest Friends

Grade 1

9:30 a.m. to 10:30 a.m.

1 hour



Essential Question: Why is a forest such an important place?

Photo Analysis: What is growing in the forest as shown in this photo.



(See enlarged copy at end of program.)

Setting the Stage: *Mo'ōlelo*

One of the first trees to grow back after an eruption is the 'ōhi'a lehua. Its flowers are said to be sacred to Pele-honua-mea. According to one story, if picked, the rains would follow. To make a cultural connection, share the story of 'Ōhi'a and Lehua, a couple who eventually were turned into a tree and flower. 'Ōhi'a the man was turned into the tree because he refused the love of Pele. Lehua, the woman, became the flower placed on the tree so they would always be together.

Determining the Facts: Listen, think and share. (Images below are located at the end of the lesson.)

1. Who lives in trees? (Birds and insects and other plants.)



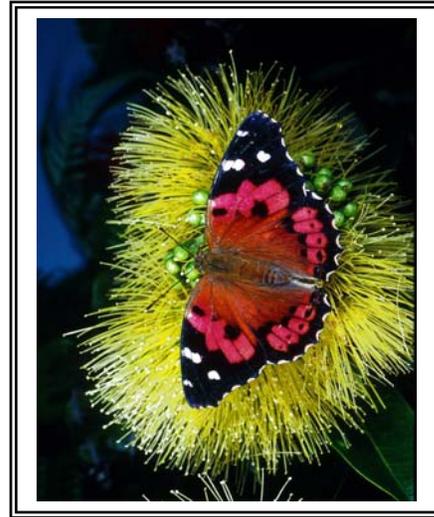
'Apapane on 'Ōhi'a lehua



Enuhe and Lele



Happy Face Spider



Pūlelehua



Moss

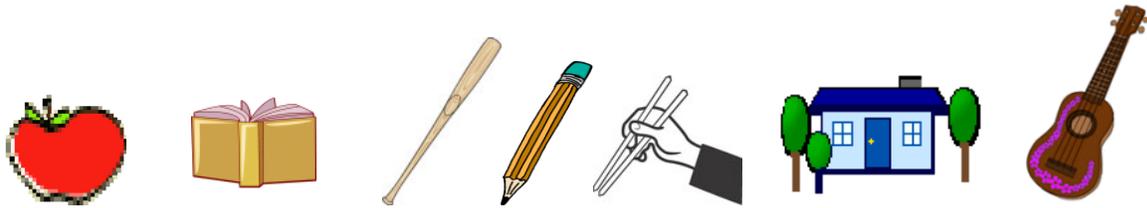


Hāpu'u

2. Why do people need trees? They are good for many things!
(Trees make air that we breathe, material for homes, firewood, furniture, food for animals and people like nuts and fruits. Trees are good places to get in the shade to relax, get cool, picnic, or hike under)
3. Why do trees need people?
(Trees need us to care for them, keep them safe and to plant new ones. No one is allowed to cut down or harm trees in a National Park!)
4. TEK (traditional ecologic knowledge): What do the kupuna teach us about protecting the forest?
(They cut down only what they really needed and they always asked permission!)

All Together Activity: What do all of these items have in common? (They all come from trees.)

Show the larger images on the laminated sheet. (Located at the end of this lesson.)



Can you think of more things we use that are made from trees? Share ideas!

Scientific Evidence: Sit, look, listen and share.

1. What are the names of the trees we are seeing today? ('Ōhi'a lehua, koa, hāpu'u)
Show laminated images or real examples. How are they alike? Different?

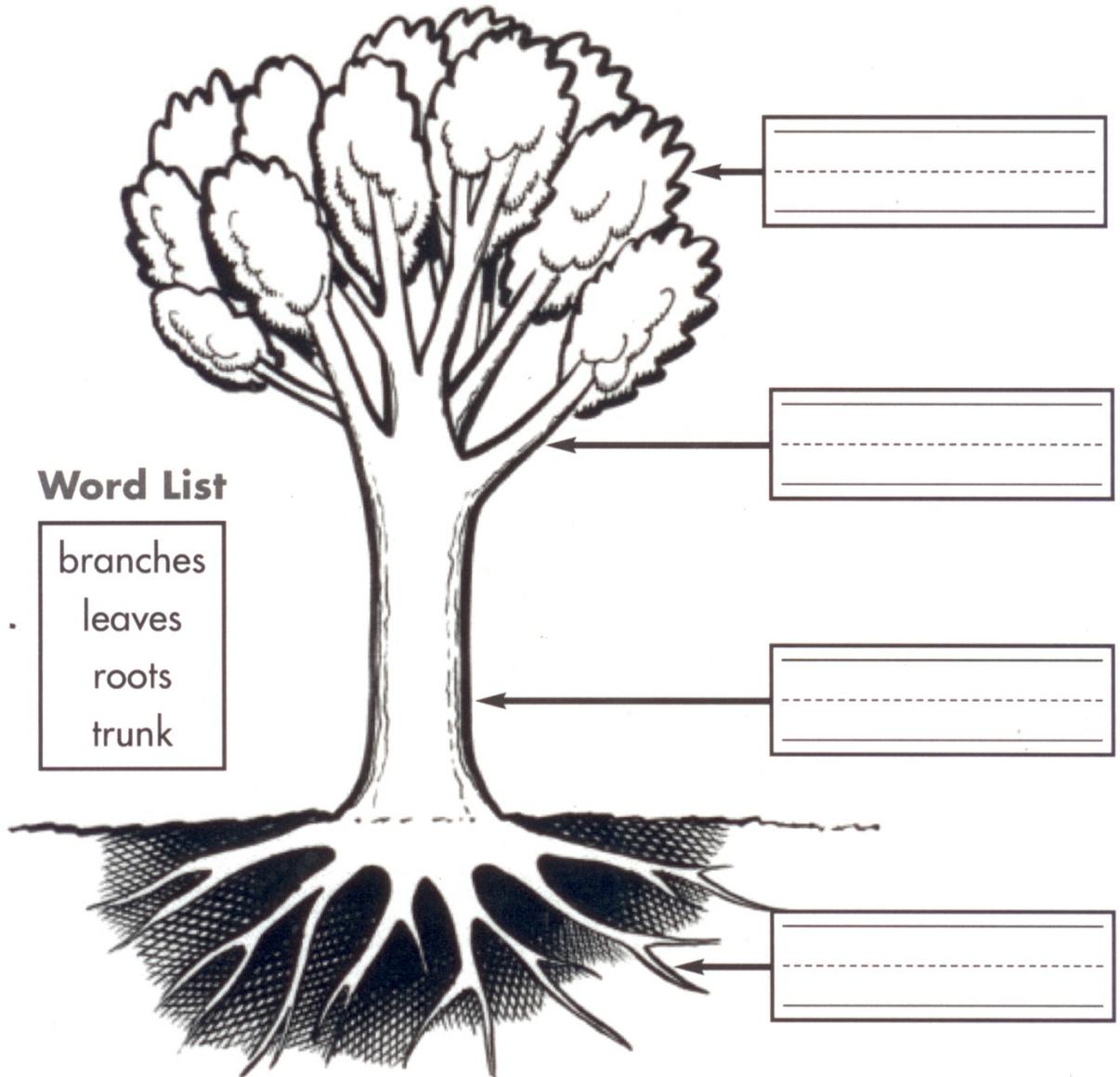


- 12.
2. What are the parts of a tree? First, look at real trees, then have students label the parts of a tree and color a picture on the attached worksheet.
3. How are the parts of a tree like our bodies?
(arms and hands are like branches, our body is like a tree trunk, our feet keep us from falling over like tree roots do, our lungs are like leaves, both breathe).
And, trees also need water, sunlight, and food to grow just like we do!
4. Be the tree. What would you look like in a storm, during windy weather or in the calm?
5. What do you hear in the forest? Look, listen and share. (Birds singing, leaves rustling in the wind, branches rubbing against each other and making groaning or crackling sounds...)

Name _____

PARTS OF A TREE

Do you know a tree's main parts? Look at the word list. Then write the name of each part of the tree in the correct box. Last, color the tree.



Bonus: A tree has an outer layer that works like skin.
It protects the tree.
What is this part called? _____

In Closing: Putting it all together-

Revisit the Essential Question: Why is a forest such an important place?

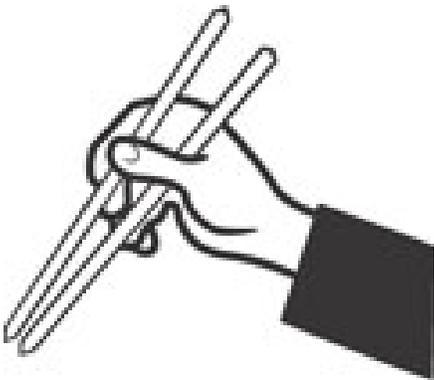
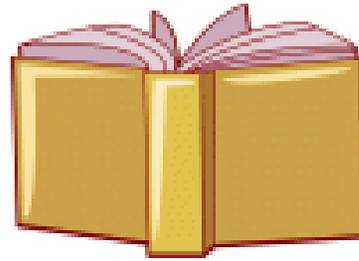
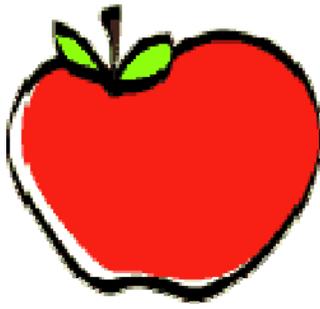
Just for fun:

Children make observations to answer the question, “What do trees do all day, just stand there?”

(Get watered by rain; soak up the warmth of the sun; grow taller; release oxygen for us to breathe; grow new leaves, flowers, nuts or fruits; they welcome birds and insects that live on them; make cool shady places for us to visit, sing with the winds through their branches. . .)

Always remember to *mālama ‘āina* so that our beautiful trees are always here for us!!

What do all of these things have in common??



(Answer: They all come from trees!!)







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