

Grade_4th

Title: Trees in Every Need

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Student Learning Objective(s):

1. The Students will examine various products and determine which ones are made from trees.

LA GLE's

Grade: 4 # 1 : Ask questions about objects and events in the environment (e.g., plants, rocks, storms etc.) (S1-E-A1)

Grade: 4 # 4 : Predict and anticipate possible outcomes (S1-E-A1)

Materials needed:

2. Learning logs
3. Newspaper
4. Toothpicks
5. Wrapper
6. Wood
7. Tissue paper
8. Sponge
9. Cloth
10. Football
11. Pencils
12. Mahogany wood
13. Cypress wood
14. Pine wood
15. Oak wood

Detailed Procedure. Describe what the students will do in each stage. Include guiding questions you might ask to help students.

1. Engage:

Science Process Skills Indicate which science process skills students will develop in this part of the lesson.

- Observation Classification Communication Measurement Estimation Prediction Inference
 Identifying Variables Controlling Variables Defining Operationally Forming Hypotheses
 Experimenting Graphing Modeling

1. What have you already learned about trees?
2. Do you think a lot of materials are used from trees?
3. Can you think about what types of materials come from trees?
4. I want you to predict what items you think come from trees and write it down in your learning logs.
5. The students will then sing the song "We're Eating up the forest" To get them thinking about what would happen if everything would be gone in the forest.

2. Explore:

Science Process Skills Indicate which science process skills students will develop in this part of the lesson.

- Observation Classification Communication Measurement Estimation Prediction Inference
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1. The teacher will put the students in groups of four or five depending on the size of the class.
2. The teacher will pass out a set of items that are made from trees and that aren't made from trees for the students to examine.
3. The students will first make a prediction on which items they think are made of wood.
4. The students will then decide as a group which items come from wood and which ones doesn't. They should decide as a team.
5. The teacher will then give a role for each student to perform during the activity.
6. The teacher will have one students be the recorder, one student that will make sure everyone is working together in their inside voice, one student will keep the students on track, and one student will be the one who ask the questions if they have any.
7. The students should write down there answer in their learning logs.
8. The students will then discuss their findings.
9. The students will then as a class play I spy something made from wood.
10. The students will look around the room to spy anything that is made from wood.
11. The teacher will write al the items on the board as they are said.
12. The students will then as a class makes a poster with all the items they found that are made from wood.
13. The teacher will hang this poster in the classroom to remind students of all the items that are made from wood.
14. The students will then compare and contrast different types of wood that the teacher gives them.
15. The students will have to look at mahogany wood, cypress wood, pine wood, and oak wood.
16. The students will work in groups and they will write down their answers in the learning log.
17. The teacher will have the students discuss their findings when it is time to discuss.

3. Explain:

Outline the line of questioning you will use to assist students in understanding the concept. List at least 5 good questions and identify the question category (Gallagher & Aschner) in which your question falls (see text, Figure 7.6).

1. Why do we need trees?
2. Who needs trees to survive? Why?
3. What happened if we would cut all the trees down or burn them?
4. What are some important jobs of trees?
5. How can trees be used in everyday life?

4. Expand:

Science Process Skills Indicate which science process skills students will develop in this part of the lesson.

- Observation Classification Communication Measurement Estimation Prediction Inference
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1. The students will create a haiku poem as a group about things that are made from trees.

2. The teacher will discuss what a haiku poem is.
3. The students will be able to share their poems to the class.

5. Evaluate:

What exactly will you do, or what evidence/data will you collect, to ascertain whether the students can achieve the objectives you listed at the top of this lesson?

1. The teacher will assess the students throughout the entire lesson.
2. The teacher will assess the students on their poems that they turn in.
3. The teacher will assess the students on the questions that will be asked in at the end of the lesson.

Brain Compatible Learning Strategies Used in This Lesson:

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| <input type="checkbox"/> Brainstorming/Discussion | <input type="checkbox"/> Drawing and Artwork | <input type="checkbox"/> Field Trips | <input type="checkbox"/> Games | <input type="checkbox"/> Graphic Organizers |
| <input type="checkbox"/> Humor | <input type="checkbox"/> Manipulatives, Experiments, Labs, Models | | <input type="checkbox"/> Metaphors, Analogies, and Similes | |
| <input type="checkbox"/> Mnemonic Devices | <input type="checkbox"/> Movement | <input type="checkbox"/> Music, Rhythm, Rhyme, and Rap | <input type="checkbox"/> Project/Problem-Based Instruction | |
| <input type="checkbox"/> Reciprocal Teaching, Cooperative Learning | <input type="checkbox"/> Role Plays, Drama, Pantomimes | | <input type="checkbox"/> Storytelling | |
| <input type="checkbox"/> Technology (student use) | <input type="checkbox"/> Visualization/Guided Imagery | <input type="checkbox"/> Visuals | <input type="checkbox"/> Writing/Journals | |

Lesson Source:

American Forest Foundation. Project Learning Tree: Trees in Every Need PreK-8 Environmental Education Activity Guide, 2007.

http://www.teach-nology.com/teachers/lesson_plans/science/biology/arborday/