

The Language of Plants and Trees

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As part of...
PNC Grow Up Great with Science Program

Teacher Workshop
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MYSTERY WALK

Objectives:

- A. The students will be able to use their senses to identify various characteristics of nature.
- B. The students will be able to differentiate between the senses to identify which is being utilized in the observation
- C. The students will be able to use descriptive language to describe and explain the characteristics of nature.

PA Learning Standards for Early Childhood:

Standard EL1.6: Communicate Ideas, Experiences and Feeling for a Variety of Purposes

Standard RL1.6: Develop and Expand Listening and Understanding Skills

Standard SC3.3: Acquire Knowledge About the Characteristics of Living Things

Standard SC3.5: Acquire Knowledge About the Earth and Space

Materials:

A garden path, school yard, nature path

A teacher's knowledge of the area to create the clues for objects on the path or to have on the path in advance such as various flowers, leaves, rocks, nuts, trees, etc.

Procedures:

1. Take a 'Mystery Walk' through a garden, school yard, or on a nature path
2. For readers, provide clues written on small cards.
3. For non-readers, call out what to look (smell, listen) for:

Examples:

___ Yellow flower (What part of your body are you using?)

___ A rustling noise (What is making the sound? What part of your body tells you about sound?)

___ A pleasant odor (What part of your body are you using?)

___ An unpleasant odor

___ Smooth leaves

___ Rough leaves

___ Round flowers (flat flowers, bell-shaped flowers, and so on)

The activity can continue through the 'Mystery Walk' and the children can then make up the clues.

NATURE WALK BRACELETS

Objectives:

- A. The children will identify objects on the nature trail with various physical characteristics, properties, odors, and colors.

PA Learning Standards for Early Childhood:

- AL 3: Demonstrate Reasoning and Problem Solving Skills
AL5: Demonstrate Imagination, Creativity and Invention
RL1.6: Develop and Expand Listening and Understanding Skills
PH10.5: Develop Fine Motor Control

Materials:

Masking Tape
Duct Tape or Velcro
Items found in nature
White paper
Glue/Paste
Markers

Procedures:

1. Place a piece of masking tape around each child's wrist, sticky side out.
2. Have the children place materials they find on their nature walk on the bracelet.
3. Have the children then explain the various properties of the items found, once they return to their starting point
4. The children remove their items to the white paper and create a senses collage using the sensory words from the lesson and/or utilizing the adjectives to describe the characteristics or properties found on the items.
5. Share the results/collages

WONDERFUL TREES

Objectives:

- A. The children will be able to participate in an action poem.
- B. The children will discuss various characteristics of trees mentioned in the poem

PA Learning Standards for Early Childhood:

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| CA9.2 | Express Self Through Movement and Music |
| RL1.6 | Develop and Expand Listening and Understanding Skills |
| EL1.6 | Communicate Ideas, Experiences and Feeling for a Variety of Purposes |
| C1.3 | Comprehend Information from Written and Oral Stories and Texts |
| L1.1 | Develop and Expand Awareness of Concepts of Print |

Materials:

Poem: 'Wonderful Trees'

Book: 'Why Do Leaves Change Color?' by Betsy Maestro

Procedures:

1. You can introduce the study of trees with this little action poem (SEE ATTACHED)
2. After sharing the poem with the children, you can then read: 'Why Do Leaves Change Color?' by Betsy Maestro
3. On the nature path, school yard, or garden look for various colors of leaves and arrange them according to colors

WONDERFUL TREES
By Susan LaBella

Wonderful trees
With leaves of green, (students spread arms over heads and down)
Put on a magic show
Every year it seems.

When fall comes 'round
Leaves take a bow (students bow)
And then secretly change
Although we don't know how.

Some change to red,
Some turn yel-low
Then they magically
Fly to the ground below. (flutter fingers and move hands down to floor)

TREE/PLANT/NATURE BOOKLETS

Objectives:

- A. The students will be able to create a nature booklet using the materials on the nature trail.
- B. The students will be able to identify animals on the trail or in nature
- C. The students will be able to discriminate the initial sounds in nature words.
- D. The students will be able to describe and name words that rhyme.

PA Learning Standards for Early Childhood

- L1.1: Develop an understanding of the sounds of language (phonological awareness)
- L1.1: Develop and expand awareness of concepts of print
- L1.2: Develop book knowledge and appreciation
- L1.5: Use different forms of writing such as drawing, letter-like forms, invented spelling and conventional forms

Materials:

Nature Booklets
Clip Boards
Markers/Pencils
Chart paper
Animal pictures

Procedures:

1. Each student will receive a four-page booklet.
2. On the first page, each student can draw a simple tree
3. Talk about the parts of the tree and write the words on the board/chart: branches, leaves, trunk, and roots.
4. Help the students label each part of their trees
5. Next, talk with the children about animals that live in the trees. Supply pictures of some of those animals
6. Let the children choose an animal to draw on their second page of the book
7. With the children, reinforce the initial /t/sound. Together create a list of other words that begin with that sound. Encourage the students to write their /t/words on the third page of their booklet
8. Have fun with words that rhyme with 'tree'. Ask the children to think of short rhyming sentences. (The sentence can be silly). Record the sentences and let the children copy one and illustrate it on the last page of their tree booklets.
9. If you choose to have additional pages in the book, help the children think about the different shapes that trees can be. Point out the shapes of evergreens, maples, and palm trees, for example.

10. Ask children which shapes they like.
11. Then encourage the children to create an imaginary tree.
12. Tell them their tree can be any shape, have leaves of any color or not leaves, produce a new food, and so on.
13. Invite the children to draw their trees, name them, and tell the class about them.