

All about Trees

Grade Level(s)

1st grade

Estimated Time

30 minutes

Purpose

Students will explore products that come from trees, comparing deciduous to conifers.

Materials

▪Links:

Website with virtual resources- www.linncoag.com -2020/21 virtual learning- drop down tab-January

Instructional video: <https://www.youtube.com/watch?v=nSExQJ3xXjQ>

Book: The Forest where Ashley Lives

https://drive.google.com/drive/folders/17wRvpFOT2rjAd7U6hAzDAaItqsde_Q_8?usp=sharing

Optional videos:

Christmas Tree Farm <https://www.youtube.com/watch?v=AActlpcf-9E>

▪Worksheets:

Products that come from trees picture cards- guessing game

Products that come from trees worksheet

Images of trees

▪Other:

Tree ring craft (how many rings old are you?)

Ribbon

Cardstock

Vocabulary

Conifer: a tree that bears cones and evergreen needlelike or scale-like leaves

Deciduous trees: lose their leaves at the end of their growing season.

Harvest: the gathering of a crop

Orchard: a place where fruit or tree nuts are grown

Interest Approach – Engagement

Read the products that come from tree cards and ask the students to guess the product. *Where did these products come from? What do they have in common? They all came from trees!*

Background - Agricultural Connections

Trees are essential to our survival, we often don't think of trees when we think agriculture, but trees provide us with products, habitats for wildlife, improved air quality and increased biological diversity.

Conifer: a tree that bears cones and evergreen needlelike or scale-like leaves

Uses: Christmas trees, decorations, wildlife habitat, building construction, furniture, pencils, etc.

Deciduous trees: lose their leaves at the end of their growing season.

Uses: fruit, nuts, pulp, lumber, wildlife habitat, windbreaks, syrup, paper, etc.

Procedures

1. Watch the read-aloud video: A Forest Where Ashley Lives
How did the trees provide for the community? Were the trees important? What is an arborist? How did the arborist care for the trees? Were all of the trees the same or were they different? What was different about them?
2. Talk with your students about what it must be like to live outside all the time in winter, exposed to cold and snow and ice. Ask, "How do animals adapt to winter? What about plants?"
3. Ask your students how trees in winter are different from trees in summer. What do trees do to survive the cold and snow and ice of winter? Chances are, they'll say they lose their leaves. That's right, but only for some trees. *Deciduous trees*
4. Encourage them to think about other trees they know. Explain that many trees are "evergreens" and keep their leaves all year long. These kinds of trees have some very different characteristics compared to deciduous trees (trees that lose their leaves). *Conifer trees*
5. Show the tree samples- conifers and deciduous trees
If you have a window in your classroom, ask the students to identify the trees you can see as conifer or deciduous.
****Fun fact:** Each **ring of a tree** represents one year; the outside **rings**, near the bark, are the youngest. Show tree ring photo.
6. Review the products that come from trees. Pass out the tree product worksheet. Ask the students to circle the products that come from trees.
7. Optional: tree craft. Ask the students to draw rings for their age, color, hole punch and string a ribbon through.
8. Optional reading: The Littlest Tree

Once upon a time a farmer **planted** a nursery of full of young trees. And in a field full of **seedlings** stood a small **Conifer** (trees that never lose their leaves) tree. (A deciduous tree does lose its leaves). Smaller than all of the other seedlings. She stood up very straight in her row, planted in **dark, rich soil** among the other little trees. This little tree wanted to grow tall enough to be **picked by families** during the holiday season.

As she was growing, the littlest tree thought of all of the things that made her happy. The first thing she thought of was the **sun**. The sun is so warm on my green branches and provides energy to grow. The littlest tree tipped her hat and looked up at the **sky**. I love that too. I watch it each day as it changes. Some days cloudy and gray and other days bright and blue.

The littlest tree then felt a light breeze through her needles. I can't forget the **wind** she proclaimed. When I hear the wind coming, I scrunch my branches as close as I can so the wind can go right by me.

The littlest tree thought and thought of the most wonderful things in the world! Of course, she can't forget about the rain! The **water** dropping on my branches of needles feels so soft and I know I am lucky to have the rain. It is essential to my survival.

All of these things help the tree grow but the littlest tree wished she would grow faster.

She learned from the adult trees, that when she does grow taller, farmers will come with **clippers** and trip her tree form. I won't be afraid she said. I know I will be shaped to become a beautiful tree.

If a tree is not chosen for the holiday season, it will be transported to a forest where it will mature and grow pinecones. The **pinecones** are the tree's seeds.

So, what makes conifer trees suitable for winter? Their **needles are shiny and waxy**. This helps protect the tree against snow and cold temperatures. Most conifer trees are **cone** like shaped (triangle) to help the snow slide off.

Organization Affiliation

Morgan Hibbs, Linn County Farm Bureau

Agriculture Literacy Outcomes

T2.K-2.a Explain how farmers/ranchers work with the lifecycle of plants and animals to harvest a crop.

T1.K-2.c Identify natural resources

T2.K-2.e Identify the importance of natural resources in farming.

Iowa/ Common Core Standards

1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.