

Plant Parts & Tree Life Cycle, continued..

2016 Ms. Cretera's Garden Parents

Outdoor Lesson #2 - 10.05.2016

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Objective: Students will continue to think about how a tree grows from a seed and moves through it's stages of growth and seasonal changes, and delve deeper into a study of the parts of a tree through 3 lesson components:

- read-aloud book w/ illustrations, this week focus on roots, invites some interaction
- plant part outdoor art project (sensory art project exploration of tree parts in the garden),
- short action poem (movement & poetry reminisces about the apple-picking experience)

Time/location: The entire lesson can be done in 30-40 minutes.

Materials: Paper booklets provided, being outdoors, Crayons outdoor garden

Book: *A Tree is a Plant*, by Robert Clyde Bulla.

The Lesson:

Part 1 / Book

-Read the book, *A Tree is a Plant*, start on page 16 where we left off last week, *reviewing the parts of the tree* we can see, and introducing the part we can't see: **roots**. After explanation of what roots do, the book reviews the seasonal changes in trees and asks students which is their favorite. Briefly discuss their answers. (This book was more of an 'explainer' some pages were dense, so we are definitely glad we split it into two classes- It has a nice interactive manner which helped keep the kids engaged, but we will try shorter books & even just oral story-telling/ play-acting/ poetry/ songs)

-Deep Breath Pause: Breathe in the air just the way the roots absorb in the water, feel it go to all parts of your body, (feel the water going up your trunk, into your branches, out to the leaves, make food, and evaporate) and breath out. (This worked well to re-center / re-group/ re-inforce book's transpiration lesson)

Part 2 / Project (Garden Rubbings)

-Encourage the students to notice and use tree bark, fallen leaves, wood chips, and potentially other fallen surfaces in the garden. (May be helpful to do a quick demo with a leaf, while they were still seated- Show them to find the rough side of the leaves, stick it under the paper etc..kids were great they really wandered, some got very into it and rubbed other hard surfaces like the tire planters, tile, asphalt)

-**REMINDER: NOT TO PICK PLANTS THAT ARE ALIVE AND GROWING.**

-Come back together and give the kids a chance to show their favorite rubbing. Maybe we break them into 2 (or 3) groups to speed that up.

Part 3 / Poetry & Movement

-The students will end with a movement activity that reminds them of last weeks apple-picking.

"[Way Up High](#)"

Way up high in the apple tree (reach both arms up to the ceiling)

Two little apples smiled down at me (make fists with both hands)

I shook that tree as hard as I could (pretend to shake the tree)

Down came the apples (make fists fall to the floor)

Yum! They were good! (Rub your stomach).

Source: (<http://www.preschool-plan-it.com/arbor-day.html>)

(I thought this worked well, these movement poems are a really fun format with this age-group! One kid remembered the poem from pre-K, and it was nice to tie back/ reminisce about their apple picking field trip)

