

# Exploring the Topic

## What do we know about trees? What do we want to find out?

**Vocabulary—English:** *bigger, smaller, same size, organize, inspiration*

**Spanish:** *más grande, más pequeño, del mismo tamaño, organizar, inspiración*

	Day 1	Day 2	Day 3	Day 4	Day 5
Interest Areas	<b>Library:</b> books about trees	<b>Discovery:</b> collection of tree parts	<b>Discovery:</b> tree parts to sort and classify	<b>Discovery:</b> tree parts to sort and classify	<b>Art:</b> photos of a variety of trees
Question of the Day	Did you see a tree on your way to school today?	Think about one tree very near your home or a tree you see on your way to school. Are you bigger or smaller than the tree?	Are you bigger or smaller than this tree? (Place a small potted tree near the question chart.)	Which of these comes from a tree? (Show three items, one of which comes from a tree.)	Which of these comes from a tree? (Show three items, one of which comes from a tree.)
Large Group	<b>Movement:</b> A Tree My Size <b>Discussion and Shared Writing:</b> The Sizes of Trees <b>Materials:</b> Mighty Minutes 49, “A Tree My Size”; several books about trees	<b>Song:</b> “The Green Grass Grows” <b>Discussion and Shared Writing:</b> What Will We See on Our Tree Hunt? <b>Materials:</b> Mighty Minutes 54, “The Green Grass Grows”; Intentional Teaching Card LL45, “Observational Drawing”; small clipboards; paper and pencils; digital camera	<b>Movement:</b> A Tree My Size <b>Discussion and Shared Writing:</b> What Do We Know About Trees? <b>Materials:</b> Mighty Minutes 49, “A Tree My Size”; collection of tree parts	<b>Song:</b> “The Green Grass Grows” <b>Discussion and Shared Writing:</b> What Do We Know About Trees? <b>Materials:</b> Mighty Minutes 54, “The Green Grass Grows”; photos from the tree hunt	<b>Song:</b> “The Green Grass Grows” <b>Discussion and Shared Writing:</b> What Do We Want to Find Out About Trees? <b>Materials:</b> Mighty Minutes 54, “The Green Grass Grows”
Read-Aloud	<i>Our Tree Named Steve</i>	<i>Abiyoyo</i> Book Discussion Card 12 (first read-aloud)	<i>Chicka Chicka Boom Boom</i>	<i>Chicka Chicka Boom Boom</i>	<i>Abiyoyo</i> Book Discussion Card 12 (second read-aloud)
Small Group	<b>Option 1: Which Has More?</b> Intentional Teaching Card M19, “Which Has More?”; ice cube trays or egg cartons; resealable bags; collection of similarly sized objects, e.g., counters, coins, or colored chips <b>Option 2: Tall Towers</b> Intentional Teaching Card M59, “More or Fewer Towers”; interlocking cubes; more–fewer spinner; numeral–quantity cards or die	<b>Option 1: A Tree Poem</b> Intentional Teaching Card LL27, “Writing Poems”; audio recorder; <i>Gathering the Sun</i> <b>Option 2: Poetry and Photographs</b> Intentional Teaching Card LL27, “Writing Poems”; digital camera; audio recorder; computer; <i>Gathering the Sun</i>	<b>Option 1: Lining Up the Cubes</b> Intentional Teaching Card M31, “Lining It Up”; interlocking cubes <b>Option 2: Big and Small Tree Parts</b> Intentional Teaching Card M31, “Lining It Up”; collection of tree parts	<b>Option 1: Paint a Tree Picture</b> Intentional Teaching Card LL32, “Describing Art”; paints; ringed index cards with frequently used words and illustrations; <i>Colors! ¡Colores!</i> <b>Option 2: Tree Sculptures</b> Intentional Teaching Card LL32, “Describing Art”; modeling clay; <i>Colors! ¡Colores!</i>	<b>Option 1: Measuring Tree Parts</b> Intentional Teaching Card M12, “Measure & Compare”; nonstandard measuring tools; collection of sticks and leaves <b>Option 2: Measuring Outdoors</b> Intentional Teaching Card M12, “Measure & Compare”; nonstandard measuring tools; outdoor area with sticks and leaves; digital camera
Mighty Minutes®	Mighty Minutes 17, “Leaping Sounds”	Mighty Minutes 15, “Say It, Show It”; numeral cards	Mighty Minutes 60, “The Name Dance”	Mighty Minutes 15, “Say It, Show It”; numeral cards	Mighty Minutes 60, “The Name Dance”

### Make Time for...

#### Outdoor Experiences

##### Physical Fun

- Use Intentional Teaching Card P15, “Dribble Kick.” Follow the guidance on the card.

#### Family Partnerships

- Encourage families to take their children for a walk around their neighborhood to examine the trees they see. Give each family a small bag and ask them to help their children gather interesting parts that have fallen, such as leaves, twigs, acorns, nuts, and bark.
- Ask families to share memories with their children about when they were young and perhaps had memorable experiences with a tree, e.g., climbed a tree, enjoyed a picnic in the shade of a tree, or watched animals in trees. Ask them to send pictures if possible.

#### Wow! Experiences

- Day 2: A site visit to see trees

Visit trees in your play yard or community. Have the children count the trees and compare their sizes. Help them gather the leaves and sticks that they find, and take pictures comparing the children’s heights to the trees’ heights.

# Investigation 1

## What are the characteristics of the trees in our community?

**Vocabulary—English:** *circumference, sturdy, senses, germs, poisonous, roots, trunk, crown, evergreen, deciduous, branch*

**Spanish:** *circunferencia, resistente, sentidos, gérmenes, venenoso, raíces, tronco, copa, árboles siempre verdes, de hojas caducas, rama*

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Interest Areas</b>	<p><b>Art:</b> evergreen sprigs to be used as painting tools</p> <p><b>Technology:</b> eBook version of <i>Trees Count</i></p>	<p><b>Discovery:</b> paper and crayons to make leaf rubbings; leaves; magnifying glasses</p>	<p><b>Dramatic Play:</b> materials to construct a large tree</p>	<p><b>Toys and Games:</b> several sets of matching leaf rubbings</p> <p><b>Technology:</b> eBook version of <i>Trees, Trees, Trees</i></p>	<p><b>Toys and Games:</b> photos of trees to sort</p> <p><b>Technology:</b> eBook version of <i>Trees Count</i></p>
<b>Question of the Day</b>	What do you think we'll find under the trees on our site visit tomorrow?	How does this feel? (Display an interesting tree item.)	Which smells best to you? (Display two items from trees.)	Have you ever seen a tree like this? (Display a photo of an <i>evergreen</i> tree.)	Have you ever seen a tree like this? (Display a photo of a <i>deciduous</i> tree.)
<b>Large Group</b>	<p><b>Song:</b> "I'm a Sturdy Oak Tree"</p> <p><b>Discussion and Shared Writing:</b> Preparing for the Site Visit</p> <p><b>Materials:</b> Mighty Minutes 45, "I'm a Sturdy Oak Tree"; string; sphere, such as a ball, or cylinder, e.g., can or large wooden block</p>	<p><b>Game:</b> Feely Box</p> <p><b>Discussion and Shared Writing:</b> Using Our Senses to Explore Trees</p> <p><b>Materials:</b> Mighty Minutes 48, "Feely Box"; feely box or bag; small paper bags; clipboards; paper and pencils; digital camera</p>	<p><b>Game:</b> Riddle Dee Dee</p> <p><b>Discussion and Shared Writing:</b> Examining Tree Parts</p> <p><b>Materials:</b> Mighty Minutes 04, "Riddle Dee Dee"; collection of tree parts; <i>Trees, Trees, Trees</i>; paper and pencils; name cards</p>	<p><b>Song:</b> "Ticky Ricky"</p> <p><b>Discussion and Shared Writing:</b> Evergreen and Deciduous</p> <p><b>Materials:</b> Mighty Minutes 12, "Ticky Ricky"; basket of assorted objects; <i>Trees, Trees, Trees</i>; photos from the tree hunt; tree parts; Intentional Teaching Card LL08, "Memory Games"</p>	<p><b>Rhyme:</b> "Come Play With Me"</p> <p><b>Discussion and Shared Writing:</b> Sharing Tree Photos</p> <p><b>Materials:</b> Mighty Minutes 42, "Come Play With Me"; tree photos</p>
<b>Read-Aloud</b>	<i>Trees Count</i>	<i>Abiyoyo</i> Book Discussion Card 12 (third read-aloud)	<i>Our Tree Named Steve</i> Intentional Teaching Card SE05, "Character Feelings"	<i>The Grouchy Ladybug</i> Book Discussion Card 14 (first read-aloud)	<i>Trees Count</i>
<b>Small Group</b>	<p><b>Option 1: Guessing Shapes</b> Intentional Teaching Card M20, "I'm Thinking of a Shape"; geometric solids; empty geometric-shaped containers</p> <p><b>Option 2: Puzzles</b> Intentional Teaching Card M23, "Putting Puzzles Together"; puzzles or puzzle cards</p>	<p><b>Option 1: Chicka Chicka ABC</b> Intentional Teaching Card LL34, "Alphabet Books"; <i>Chicka Chicka Boom Boom</i>; alphabet cards</p> <p><b>Option 2: Big Tree ABC</b> Intentional Teaching Card LL34, "Alphabet Books"; <i>Chicka Chicka Boom Boom</i>; large tree made out of craft or butcher paper; letters made from construction paper</p>	<p><b>Option 1: Alike and Different Leaves</b> Intentional Teaching Card M05, "Sorting &amp; Classifying"; collection of leaves; objects that define boundaries for sorting</p> <p><b>Option 2: Sorting Leaves</b> Intentional Teaching Card M05, "Sorting &amp; Classifying"; collection of leaves; objects that define boundaries for sorting; digital camera</p>	<p><b>Option 1: Creating Patterns</b> Intentional Teaching Card M14, "Patterns"; objects for pattern making; pattern examples</p> <p><b>Option 2: Tree Patterns</b> Intentional Teaching Card M14, "Patterns"; tree parts; pattern examples</p>	<p><b>Option 1: Stick Letters</b> Intentional Teaching Card LL28, "Stick Letters"; collection of sticks; alphabet cards</p> <p><b>Option 2: Stick Letter Books</b> Intentional Teaching Card LL28, "Stick Letters"; digital camera; collection of sticks; alphabet cards Intentional Teaching Card LL02, "Desktop Publishing"; computer; bookbinding materials; digital camera; printer; each child's word bank</p>
<b>Mighty Minutes®</b>	Mighty Minutes 55, "Mr. Forgetful"	Mighty Minutes 22, "Hot or Cold 3-D Shapes"; several three-dimensional shapes	Mighty Minutes 47, "Step Up" (Use the chart from today's large-group experience.)	Mighty Minutes 47, "Step Up" (Use the chart from yesterday's large-group experience.)	Mighty Minutes 22, "Hot or Cold 3-D Shapes"; assorted three-dimensional shapes

### Make Time for...

#### Outdoor Experiences

##### Hula Hoop Corral

- Bring several hula hoops outside and place them under trees. If hula hoops aren't available, bring lengths of yarn or string to form a circle.
- Invite children to investigate *only* what they find in the space enclosed by the hula hoop.
- Give children magnifying glasses to look closely at what they find. Have them use clipboards, paper, and pencils to record their observations.

##### Physical Fun

- Use Intentional Teaching Card P17, "Balance on a Beam." Follow the guidance on the card.

#### Family Partnerships

- Invite a family member to visit the class during Investigation 2, "Who lives in trees?" Ask the family member to share an interesting story about an experience involving something that lived in a tree, e.g., watched a squirrel build a nest or saw baby birds hatch.
- Ask families to bring or send in pictures of trees.
- Invite families to access the eBooks, *Trees, Trees, Trees* and *Trees Count*.

#### Wow! Experiences

- Day 2: A site visit to see trees

**Examine two to three different types of trees in or near the play yard. Focus on the parts of each tree as well as its smell, general shape, bark, color, and circumference. Tell the children what type (species) of tree they are examining. Collect twigs, leaves, and other items from a tree to add to the sand table. Take pictures and invite children to sketch their observations.**

## Who lives in trees?

**Vocabulary—English:** *clue, senses, harmful, helpful, sturdy*

**Spanish:** *pista, sentidos, perjudicial, beneficioso, resistente*

	Day 1	Day 2	Day 3	Day 4	Day 5
Interest Areas	<p><b>Art:</b> materials to make bark rubbings; magnifying glass</p> <p><b>Technology:</b> eBook version of <i>Who Lives in Trees?</i></p>	<p><b>Discovery:</b> tree parts, magnifying glasses</p> <p><b>Technology:</b> eBook version of <i>Who Lives in Trees?</i></p>	<p><b>Discovery:</b> tree parts, magnifying glasses</p>	<p><b>Dramatic Play:</b> realistic animal puppets</p>	<p><b>Dramatic Play:</b> realistic animal puppets; materials for building tree homes</p>
Question of the Day	Which animal lives in a tree: an alligator or a squirrel?	Who might have made this home in a tree? (Display a bird's nest or photo of one.)	Could this insect hurt a tree? (Display the picture of the pine beetle from <i>Who Lives in Trees?</i> )	Does this animal live in a tree? (Show an image of an animal that doesn't live in trees.)	What creature lives in this tree home? (Display a photo of a hive.)
Large Group	<p><b>Song:</b> "Strolling Through the Park"</p> <p><b>Discussion and Shared Writing:</b> Who Might Live in Our Trees?</p> <p><b>Materials:</b> Mighty Minutes 46, "Strolling Through the Park"; <i>Who Lives in Trees?</i> Intentional Teaching Card SE11, "Great Groups"</p>	<p><b>Game:</b> Riddles</p> <p><b>Discussion and Shared Writing:</b> Preparing for the Site Visit</p> <p><b>Materials:</b> Mighty Minutes 61, "Riddle, Riddle, What Is That?"; evidence that a creature lives in a tree</p>	<p><b>Game:</b> Let's Pretend</p> <p><b>Discussion and Shared Writing:</b> Harmful and Helpful</p> <p><b>Materials:</b> Mighty Minutes 39, "Let's Pretend"; <i>Who Lives in Trees?</i>; <i>The Grouchy Ladybug</i>; evidence that a creature lives in a tree</p>	<p><b>Song:</b> "I'm a Sturdy Oak Tree"</p> <p><b>Discussion and Shared Writing:</b> Tree Storytelling</p> <p><b>Materials:</b> Mighty Minutes 45, "I'm a Sturdy Oak Tree"; <i>Who Lives in Trees?</i></p>	<p><b>Song:</b> "Strolling Through the Park"</p> <p><b>Discussion and Shared Writing:</b> Homes in Trees</p> <p><b>Materials:</b> Mighty Minutes 46, "Strolling Through the Park"; <i>Who Lives in Trees?</i></p>
Read-Aloud	<i>The Grouchy Ladybug</i> Book Discussion Card 14 (second read-aloud)	<i>Who Lives in Trees?</i>	<i>The Grouchy Ladybug</i> Book Discussion Card 14 (third read-aloud)	<i>When the Monkeys Came Back</i>	<i>Henny Penny</i> Book Discussion Card 15 (first read-aloud)
Small Group	<p><b>Option 1: How Many Are in the Tree?</b></p> <p>Intentional Teaching Card M22, "Story Problems"; collection of creatures that live in trees</p> <p><b>Option 2: Big Story Problems</b></p> <p>Intentional Teaching Card M22, "Story Problems"; collection of tree-living creatures; masking tape or butcher paper</p>	<p><b>Option 1: Show Me Five</b></p> <p>Intentional Teaching Card M16, "Show Me Five"; collection of small objects</p> <p><b>Option 2: Nursery Rhyme Count</b></p> <p>Intentional Teaching Card M13, "Nursery Rhyme Count"; cotton balls; green construction paper; numeral cards</p>	<p><b>Option 1: Rhyming Riddles</b></p> <p>Intentional Teaching Card LL11, "Rhyming Riddles"; props that rhyme with chosen words</p> <p><b>Option 2: Rhyming Tubs</b></p> <p>Intentional Teaching Card LL44, "Rhyming Tubs"; plastic tub; bag or small box; pairs of small objects with names that rhyme</p>	<p><b>Option 1: Creature Paintings</b></p> <p>Intentional Teaching Card LL32, "Describing Art"; paint; index cards with frequently used words and illustrations</p> <p><b>Option 2: Animal Sculptures</b></p> <p>Intentional Teaching Card LL32, "Describing Art"; modeling clay; index cards with frequently used words and illustrations</p>	<p><b>Option 1: Spy Outside</b></p> <p>Intentional Teaching Card LL01, "Shared Writing"; book with tree photos</p> <p><b>Option 2: Investigating Animal Homes</b></p> <p>Intentional Teaching Card LL63, "Investigating &amp; Recording"; small clipboards; paper; pencils</p>
Mighty Minutes®	Mighty Minutes 25, "Freeze"; dance music; letter cards	Mighty Minutes 60, "The Name Dance"	Mighty Minutes 44, "Two Plump Armadillos"	Mighty Minutes 89, "We Like Clapping"	Mighty Minutes 62, "Where Can He Be?"

### Make Time for...

#### Outdoor Experiences

##### Who Lives in Trees?

- Bring binoculars and magnifying glasses outdoors for the children to use. Invite them to look for insects and other animals in the trees.

##### Physical Fun

- Use Intentional Teaching Card P16, "Body Part Balance." Follow the guidance on the card.

#### Family Partnerships

- Invite children to ask their families about experiences they have had with insects or other animals in trees.
- Invite a family member or another community member who grows food on trees, e.g., a farmer or someone with a fruit tree at home, to visit the class during Investigation 3, "What food comes from trees?"
- If you can't find anyone who grows or harvests food on trees, invite someone who works with tree-grown food, e.g., grocery store produce manager, cook, or cafeteria server.

#### Wow! Experiences

- Day 2: A site visit to see trees

Revisit the trees in the neighborhood or play yard that the children have examined during previous investigations. Look for evidence of animal or insect inhabitants.

- Day 4: A visit from a family member to tell a story about something that lived in a tree

## What food comes from trees?

**Vocabulary—English:** weigh, scale, heavier, lighter, acorn, stretch, reach, lean, twist, flip, slide, roll

**Spanish:** pesa, báscula, más pesado, más liviano, bellota, estirarse, alcanzar, apoyarse, torcer, voltear, deslizar, rodar

	Day 1	Day 2	Day 3	Day 4	Day 5
Interest Areas	<b>Library:</b> books about tree-grown foods and the animals that eat them	<b>Discovery:</b> scale, tree parts <b>Technology:</b> eBook version of <i>Who Lives in Trees?</i>	<b>Art:</b> materials to make a collage <b>Technology:</b> eBook version of <i>Henny Penny</i>	<b>Art:</b> illustrations of new <i>Henny Penny</i> characters <b>Technology:</b> eBook version of <i>Trees Count</i>	<b>Dramatic Play:</b> props to act out <i>Henny Penny</i> <b>Technology:</b> eBook version of <i>Henny Penny</i>
Question of the Day	Did this grow on a tree? (Display a fruit or nut from a tree.)	Did this grow on a tree? (Display a different fruit or nut from a tree.)	Did this grow on a tree? (Display an apple.)	Is <i>Henny Penny</i> a real story or pretend?	Which food tastes best to you? (Offer samples of two tree-grown foods.)
Large Group	<b>Song:</b> “Strolling Through the Park” <b>Discussion and Shared Writing:</b> Why Do Animals Live in Trees? <b>Materials:</b> Mighty Minutes 07, “Hippity, Hoppity, How Many?”	<b>Rhyme:</b> “High in the Tree” <b>Discussion and Shared Writing:</b> Food Grown on Trees <b>Materials:</b> Mighty Minutes 51, “High in the Tree”; sentence strips; pictures of trees and their fruits and nuts; list of tree-grown foods the children generated yesterday	<b>Song:</b> “Strolling Through the Park” <b>Discussion and Shared Writing:</b> Visitor Who Grows Food on Trees <b>Materials:</b> Mighty Minutes 46, “Strolling Through the Park”; samples of food grown on trees; <i>Growing Trees</i>	<b>Rhyme:</b> “High in the Tree” <b>Discussion and Shared Writing:</b> <i>Henny Penny</i> <b>Materials:</b> Mighty Minutes 51, “High in the Tree”; sentence strips; pictures of trees and their fruits and nuts; <i>Henny Penny</i> ; drawing materials	<b>Poem:</b> “I Had a Little Nut Tree” <b>Discussion and Shared Writing:</b> Dramatic retelling of <i>Henny Penny</i> <b>Materials:</b> Mighty Minutes 56, “I Had a Little Nut Tree”; <i>Henny Penny</i> ; story props; Intentional Teaching Card LL06, “Dramatic Story Retelling”
Read-Aloud	<i>Henny Penny</i> Book Discussion Card 15 (second read-aloud)	<i>Who Lives in Trees?</i> list of tree-grown foods	<i>Henny Penny</i> Book Discussion Card 15 (third read-aloud)	<i>Trees Count</i>	<i>Chicka Chicka Boom Boom</i>
Small Group	<b>Option 1: I Went Shopping</b> Intentional Teaching Card LL31, “I Went Shopping”; 5–6 pieces of print found in a grocery store; grocery bag <b>Option 2: What’s for Snack?</b> Intentional Teaching Card LL25, “What’s for Snack?”; food product labels; large paper or tagboard; recipe cards or chart	<b>Option 1: Nonsense Names</b> Intentional Teaching Card LL10, “Rhyming Chart”; <i>Henny Penny</i> ; props that illustrate the study <b>Option 2: Rhyming Riddles</b> Intentional Teaching Card LL11, “Rhyming Riddles”; props that rhyme with chosen words	<b>Option 1: Applesauce</b> Intentional Teaching Card M28, “Applesauce” (See card for equipment, recipe, and ingredients.) <b>Option 2: Apple Bread</b> Intentional Teaching Card M29, “Apple Bread” (See card for equipment, recipe, and ingredients.)	<b>Option 1: Same Sound Sort</b> Intentional Teaching Card LL12, “Same Sound Sort”; a variety of small objects, some with the initial consonant /t/ sound; bag or box <b>Option 2: Tongue Twisters</b> Intentional Teaching Card LL16, “Tongue Twisters”	<b>Option 1: Alphabet Cards</b> Intentional Teaching Card LL03, “Alphabet Cards”; alphabet cards; small manipulatives <b>Option 2: Jumping Beans</b> Intentional Teaching Card LL05, “Jumping Beans”; construction paper; marker; scissors; lamination supplies or contact paper; coffee can
Mighty Minutes®	Mighty Minutes 44, “Two Plump Armadillos”	Mighty Minutes 10, “Words in Motion”	Mighty Minutes 04, “Riddle Dee Dee”; numeral cards	Mighty Minutes 21, “Hully Gully, How Many?”; small tree parts	Mighty Minutes 10, “Words in Motion”

### Make Time for...

#### Outdoor Experiences

##### Leaf Silhouettes

- Help children attach leaves to construction paper (any color but white) by using a small piece of clear tape. Try to use leaves with stems, and secure them to the paper by the stem.
- Put the papers in direct sunlight for a few days.
- Carefully check under the leaves each day. Point out the difference between the color underneath the leaves and the color of the paper around them, i.e., exposed to the sunlight.
- After a few days, remove each leaf to see its silhouette.
- Explain that energy from the sun helps trees and other living things grow and that the sun’s energy changed the color of the paper.

##### Physical Fun

- Use Intentional Teaching Card P14, “Moving Through the Forest.” Follow the guidance on the card

#### Family Partnerships

- Invite a family or community member to help make applesauce or apple bread with the children during small-group time on day 3.
- Invite a family or community member to visit the classroom during Investigation 4, “Who cares for trees?” to talk about how to care for trees. A forester, arborist, or nursery worker is best. Call your local forest or parks department, tree care company, or garden center to locate an expert.
- Invite families to access the eBooks, *Who Lives in Trees?* and *Henny Penny*.

#### Wow! Experiences

- Day 3: Visit from someone who either grows food on trees or works with tree-grown food

## Who takes care of trees?

**Vocabulary—English:** national forest, forester, nursery worker, arborist, trunk, roots, crown, nutrients

**Spanish:** bosque nacional, guardabosques, empleado(a) de un invernadero, especialista en árboles, tronco, raíces, copa, nutrientes

	Day 1	Day 2	Day 3	Day 4
Interest Areas	<p><b>Art:</b> materials to make class books</p> <p><b>Technology:</b> eBook version of <i>Growing Trees</i></p>	<p><b>Art:</b> materials to make class books</p>	<p><b>Art:</b> materials to make class books</p> <p><b>Technology:</b> eBook version of <i>Growing Trees</i></p>	<p><b>Art:</b> materials to make class books</p> <p><b>Cooking:</b> Intentional Teaching Card LL24, “Lemonade” (See card for equipment, ingredients, and recipe.)</p>
Question of the Day	Which of these people takes care of trees? (Display, for example, a photo of a forester or arborist and one of a doctor.)	What would you like to ask our visitor today?	What did you learn from our visitor yesterday?	Which food will help us be healthy and strong? (Display separate pictures of a <i>healthy</i> food and an <i>unhealthy</i> food.)
Large Group	<p><b>Rhyme:</b> “Two Plump Armadillos”</p> <p><b>Discussion and Shared Writing:</b> Taking Care of Us and Taking Care of Trees</p> <p><b>Materials:</b> Mighty Minutes 44, “Two Plump Armadillos”</p>	<p><b>Poem:</b> “High in the Tree”</p> <p><b>Discussion and Shared Writing:</b> Visitor Who Takes Care of Trees</p> <p><b>Materials:</b> Mighty Minutes 51, “High in the Tree”; sentence strips with visual cues</p>	<p><b>Game:</b> Echo Clapping</p> <p><b>Discussion and Shared Writing:</b> Recalling the Tree Expert</p> <p><b>Materials:</b> Mighty Minutes 26, “Echo Clapping”; rhythm sticks or drum; <i>Growing Trees</i></p>	<p><b>Poem:</b> “High in the Tree”</p> <p><b>Discussion and Shared Writing:</b> Planting a Tree</p> <p><b>Materials:</b> Mighty Minutes 51, “High in the Tree”; sentence strips with visual cues; <i>Growing Trees</i>; small tree; materials for transplanting, e.g., larger pot, tree soil, trowels, watering can; or for planting tree outside, e.g., shovels, tree stakes, string, hose</p>
Read-Aloud	<i>Growing Trees</i>	<i>Charlie Anderson</i>	<i>Growing Trees</i>	<i>Our Tree Named Steve</i>
Small Group	<p><b>Option 1: Knowing Our Friends</b> Intentional Teaching Card LL30, “Knowing Our Friends”; children’s name cards; feltboard or tagboard; large paper clip or Velcro®</p> <p><b>Option 2: Making My Name</b> Intentional Teaching Card LL29, “Making My Name”; small, sturdy envelopes; letter manipulatives</p>	<p><b>Option 1: How Big Around?</b> Intentional Teaching Card M62, “How Big Around?”; several spherical objects; ball of yarn or string; scissors</p> <p><b>Option 2: Measuring Tree Trunks</b> Intentional Teaching Card M62, “How Big Around?”; outdoor space; ball of yarn or string; scissors</p>	<p><b>Option 1: Play Dough</b> Intentional Teaching Card M15, “Play Dough” (See card for equipment, recipe, and ingredients.)</p> <p><b>Option 2: Peach Cobbler</b> Intentional Teaching Card M27, “Peach Cobbler” (See card for equipment, ingredients, and recipe.); <i>Gathering the Sun</i></p>	<p><b>Option 1: Patterns in Trees</b> Intentional Teaching Card M14, “Patterns”; tree cookies (cross sections revealing the rings); drawing materials</p> <p><b>Option 2: Photographing Patterns</b> Intentional Teaching Card M14, “Patterns”; outdoor space; digital camera; computer; drawing materials</p>
Mighty Minutes®	Mighty Minutes 52, “Walk Around the Shapes”; shape cards	Mighty Minutes 33, “Thumbs Up”	Mighty Minutes 33, “Thumbs Up”	Mighty Minutes 26, “Echo Clapping”

### Make Time for...

#### Outdoor Experiences

##### Physical Fun

- Use Intentional Teaching Card P13, “Punting.” Follow the guidance on the card.

#### Family Partnerships

- Invite a family member to visit the class and cook with the children on day 3 of this investigation.
- Invite families to access the eBook, *Growing Trees*.

#### Wow! Experiences

- Day 2: A visit from someone who takes care of trees

## How do trees change?

**Vocabulary—English:** adult, inspiration, seed, seedling, sapling, imagine, damage

**Spanish:** adulto, inspiración, semilla, plántula, árbol joven, imaginar, dañar

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Interest Areas</b>	<b>Art:</b> landscape painting for inspiration at the easel; <i>Colors! ¡Colores!</i>	<b>Art:</b> landscape painting for inspiration at the easel <b>Technology:</b> eBook versions of <i>Growing Trees</i> and <i>Trees, Trees, Trees</i>	<b>Library:</b> writing materials; Intentional Teaching Card LL27, “Writing Poems”; audio recorder	<b>Art:</b> paints; colorful leaves <b>Library:</b> <i>Who Lives in Trees?</i> <b>Technology:</b> eBook version of <i>Who Lives in Trees?</i>	<b>Technology:</b> eBook version of <i>Trees, Trees, Trees</i> ; Intentional Teaching Card LL02, “Desktop Publishing”; digital camera; printer; each child’s word bank; bookbinding supplies
<b>Question of the Day</b>	How tall were you when you were a baby? (Have the children put pieces of masking tape on the wall with their names on them to mark their answer. Save these markings for future comparisons.)	How tall are you now? (Have the children mark their current heights with masking tape next to their estimates from yesterday.)	Is this a living or nonliving thing? (Display an item from the classroom.)	What two colors can we mix together to make this color? (Display a sample of orange paint.)	What do you think happened to this tree? (Display a picture of a damaged tree.)
<b>Large Group</b>	<b>Movement:</b> Counting Calisthenics <b>Discussion and Shared Writing:</b> We Grow, and Trees Grow <b>Materials:</b> Mighty Minutes 28, “Counting Calisthenics”; masking tape; picture of yourself as a baby; lifelike baby doll; cardboard blocks; digital camera	<b>Rhyme:</b> “Come Play With Me” <b>Discussion and Shared Writing:</b> Seed, Seedling, and Sapling <b>Materials:</b> Mighty Minutes 42, “Come Play With Me”; <i>Trees, Trees, Trees</i> ; masking tape	<b>Movement:</b> Counting Calisthenics <b>Discussion and Shared Writing:</b> Living and Nonliving Things <b>Materials:</b> Mighty Minutes 28, “Counting Calisthenics”; Intentional Teaching Card LL58, “Our Super-Duper Writing Box”	<b>Movement:</b> Riddle Dee Dee <b>Discussion and Shared Writing:</b> Tree Poems <b>Materials:</b> Mighty Minutes 04, “Riddle Dee Dee”; several tree poems by children; Mighty Minutes 49, “A Tree My Size”; paper and pencils	<b>Game:</b> Clap the Beat <b>Discussion and Shared Writing:</b> Tree Damage <b>Materials:</b> Mighty Minutes 59, “Clap the Beat”; collection of tree parts; drums or rhythm sticks; <i>Growing Trees</i> ; <i>Who Lives in Trees?</i>
<b>Read-Aloud</b>	<i>When the Monkeys Came Back</i> Intentional Teaching Card SE05, “Character Feelings”	<i>Growing Trees</i>	<i>When the Monkeys Came Back</i> Intentional Teaching Card LL06, “Dramatic Story Retelling”	<i>Pablo’s Tree</i> ; chart paper; markers	<i>Trees, Trees, Trees</i> Intentional Teaching Card LL26, “Searching the Web”
<b>Small Group</b>	<b>Option 1: Shapes, Shapes, Shapes</b> Intentional Teaching Card M21, “Geoboards”; geoboards; rubber bands; shape cards <b>Option 2: The Busy Farmer</b> Intentional Teaching Card M50, “The Farmer Builds a Fence”; large elastic band; two-dimensional shapes	<b>Option 1: Letters, Letters, Letters</b> Intentional Teaching Card LL07, “Letters, Letters, Letters”; alphabet stamps; colored inkpads; construction paper <b>Option 2: Shaving Cream Letters</b> Intentional Teaching Card LL13, “Shaving Cream Letters”; shaving creams	<b>Option 1: Which Has More?</b> Intentional Teaching Card M19, “Which Has More?”; ice cube trays or egg cartons; resealable bags; collection of similarly sized objects <b>Option 2: Dinnertime</b> Intentional Teaching Card M01, “Dinnertime”; paper or plastic dishes; utensils; napkins; cups; placemats	<b>Option 1: Dramatic Story Retelling</b> Intentional Teaching Card LL06, “Dramatic Story Retelling”; <i>Henny Penny</i> ; story props <b>Option 2: Clothesline Storytelling</b> Intentional Teaching Card LL33, “Clothesline Storytelling”; <i>Henny Penny</i> ; lamination supplies; 6 ft of clothesline and clothespins; a paper star; large resealable bag	<b>Option 1: Dramatic Story Retelling</b> Intentional Teaching Card LL06, “Dramatic Story Retelling”; <i>Henny Penny</i> ; story props <b>Option 2: Clothesline Storytelling</b> Intentional Teaching Card LL33, “Clothesline Storytelling”; <i>Henny Penny</i> ; lamination supplies; 6 ft of clothesline and clothespins; a paper star; large resealable bag
<b>Mighty Minutes®</b>	Mighty Minutes 08, “Clap the Missing Word”	Mighty Minutes 57, “Find the Letter Sound”; letter cards	Mighty Minutes 24, “Dinky Doo”	Mighty Minutes 15, “Say it, Show it”; numeral cards	Mighty Minutes 53, “Three Rowdy Children”; letter cards

### Make Time for...

#### Outdoor Experiences

##### Squirrels in Trees

- Invite children to pretend to be squirrels playing in the trees.
- Use positional words to tell the “squirrels” where to run next, e.g., behind the tree, in front of the tree, or next to the tree.

#### Family Partnerships

- Invite families to participate in the celebration at the end of this study.
- Invite a family or community member who makes things from wood to visit the classroom during Investigation 6, “What can we do with parts of trees?” This person might be a carpenter, a construction worker, a furniture maker, or someone who assembles wooden furniture in a furniture store. Invite the visitor to demonstrate how he or she builds with wood and talk about the tools that are required for furniture making.

## What can we do with parts of trees?

Vocabulary—English: *wooden*

Spanish: *de madera*

	Day 1	Day 2	Day 3	Day 4
Interest Areas	<p><b>Discovery:</b> wood, sandpaper; digital camera</p> <p><b>Technology:</b> eBook versions of <i>A Tree Is For...</i></p>	<p><b>Discovery:</b> variety of papers; magnifying glasses; Intentional Teaching Card LL63, “Investigating &amp; Recording”</p>	<p><b>Discovery:</b> wood, woodworking tools</p> <p><b>Technology:</b> eBook versions of <i>A Tree Is For...</i></p>	<p><b>Music and Movement:</b> wooden instruments</p>
Question of the Day	Are there more or fewer than 10 sticks in the guessing jar?	What would you like to ask our visitor today?	Is our school made from wood?	Which wooden instrument would you like to play? (Display two or three different instruments.)
Large Group	<p><b>Music:</b> Drums</p> <p><b>Discussion and Shared Writing:</b> What Things Are Made From Wood?</p> <p><b>Materials:</b> guessing jar filled with sticks; drums; collection of tree parts and wooden and nonwooden objects</p>	<p><b>Music:</b> Beating Drum Patterns</p> <p><b>Discussion and Shared Writing:</b> Visitor Who Makes Things From Wood</p> <p><b>Materials:</b> Mighty Minutes 26, “Echo Clapping”; drums</p>	<p><b>Game:</b> 1, 2, 3, What Do I See?</p> <p><b>Discussion and Shared Writing:</b> Woodworking Tools</p> <p><b>Materials:</b> Mighty Minutes 50, “1, 2, 3, What Do I See?”; small basket of tree parts; scarf or other piece of fabric</p>	<p><b>Music:</b> Beating Drum Patterns</p> <p><b>Discussion and Shared Writing:</b> Exploring Wooden Instruments</p> <p><b>Materials:</b> Mighty Minutes 26, “Echo Clapping”; drums; collection of wooden instruments; audio recorder</p>
Read-Aloud	<i>A Tree Is For...</i>	<i>A Grand Old Tree</i> Book Discussion Card 16 (first read-aloud)	<i>A Tree Is For...</i>	<i>A Grand Old Tree</i> Book Discussion Card 16 (second read-aloud)
Small Group	<p><b>Option 1: Drawing a House</b></p> <p>Intentional Teaching Card LL32, “Describing Art”; <i>The Three Little Pigs</i>; drawing supplies</p> <p><b>Option 2: Building a House</b></p> <p>Intentional Teaching Card LL32, “Describing Art”; <i>The Three Little Pigs</i>; straw; small sticks, twigs, or craft sticks; clay</p>	<p><b>Option 1: Wooden Collections</b></p> <p>Intentional Teaching Card M05, “Sorting &amp; Classifying”; objects that define boundaries for sorting</p> <p><b>Option 2: Wood Hunt</b></p> <p>Intentional Teaching Card M05, “Sorting &amp; Classifying”; digital camera; objects that define boundaries for sorting</p>	<p><b>Option 1: A Closer Look at Wood</b></p> <p>Intentional Teaching Card LL63, “Investigating &amp; Recording”; magnifying glasses; collection of wooden objects; small clipboards; paper and pencils</p> <p><b>Option 2: Close Up Outdoors</b></p> <p>Intentional Teaching Card LL63, “Investigating &amp; Recording”; magnifying glasses; outdoor space with trees and/or other wooden items; clipboards; paper and pencils</p>	<p><b>Option 1: Tallying</b></p> <p>Intentional Teaching Card M06, “Tallying”; clipboard; paper; pencils or crayons</p> <p><b>Option 2: Graphing</b></p> <p>Intentional Teaching Card M11, “Graphing”; large graph paper or lined chart paper; markers; stickers; pictures</p>
Mighty Minutes®	Mighty Minutes 20, “I Can Make a Circle”	Mighty Minutes 18, “I’m Thinking Of...”	Mighty Minutes 57, “Find the Letter Sound”; letter cards	Mighty Minutes 55, “Mr. Forgetful”

### Make Time for...

#### Outdoor Experiences

##### Physical Fun

- Use Intentional Teaching Card P14, “Moving Through the Forest.” Follow the guidance on the card.

#### Family Partnerships

- Invite families to participate in the celebration at the end of this study.
- Invite families to access the eBooks, *A Tree Is For...* and *The Three Little Pigs*.

#### Wow! Experiences

- Day 2: A visit from a person who makes things out of wood

Invite the visitor to demonstrate how he or she makes something from wood.

# Celebrating Learning

**Vocabulary—English:** *celebration*

**Spanish:** *celebración*

	Day 1	Day 2	
Interest Areas	<b>All:</b> displays of children’s investigations	<b>Discovery:</b> small trees or tree seeds; pots; potting soil  <b>All:</b> displays of children’s investigations	
Question of the Day	What would you like to show our guests about the trees study at the celebration tomorrow?	What was your favorite part of the study?	
Large Group	<b>Rhyme:</b> “Come Play With Me”  <b>Discussion and Shared Writing:</b> Preparing for the Celebration  <b>Materials:</b> Mighty Minutes 42, “Come Play With Me”	<b>Song:</b> “The Green Grass Grows”  <b>Discussion and Shared Writing:</b> Memories About Trees  <b>Materials:</b> Mighty Minutes 54, “The Green Grass Grows”  <b>Large-Group Roundup Materials:</b> Intentional Teaching Card SE26, “Making a Mural” (for large-group roundup)	
Read-Aloud	<i>Pablo’s Tree</i>	<i>A Grand Old Tree</i> Book Discussion Card 16 (third read-aloud)	
Small Group	<b>Option 1: Applesauce</b> Intentional Teaching Card M28, “Applesauce” (See card for equipment, recipe, and ingredients.)  <b>Option 2: Apple Bread</b> Intentional Teaching Card M29, “Apple Bread” (See card for equipment, recipe, and ingredients.)	<b>Option 1: A Shared Story About Trees</b> Intentional Teaching Card LL01, “Shared Writing”  <b>Option 2: Our Tree Book</b> Intentional Teaching Card LL02, “Desktop Publishing”; digital camera; computer; printer; each child’s individual word bank; bookbinding supplies	
Mighty Minutes®	Mighty Minutes 96, “This Old Man”	Mighty Minutes 49, “A Tree My Size”	

## Make Time for...

### Outdoor Experiences

#### Plant a Tree

- At the celebration, invite families to join you as you plant one or more trees outside in the play yard.

#### Physical Fun

- Use Intentional Teaching Card P14, “Moving Through the Forest.” Follow the guidance on the card.

### Family Partnerships

- Invite families to attend the celebration.

### Wow! Experiences

- Day 2: Family members visit for the celebration.