Enchanted Trees
First Grade: Science
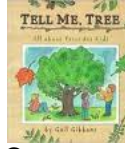
VISUALIZATION

Materials	
	TELL ME, TREE
	Crayons, Paper, Activity response sheet
ESOL Accommodations	Provide visuals. Activate and make connections to prior knowledge.
Marzano Strategy	Nonlinguistic Representations
Patterns of Thinking	DISTINCTIONS/ RELATIONSHIPS

Gifted behaviors to look for:
Resourceful-Creative-Perceptive

Link	**Say,** "We have been learning about the life needs of plants. Today we will look at plants functional parts as well as the outputs trees provide for us." **Ask,** "What do you know about how the parts of plants work?"
	Assessment: "Resourceful" students may be able to verbalize different functions of plants previously learned. They may use hand gestures to help explain plant functions.
Engage and Educate	**Teacher Note:** This is a great lesson to do as a culminating lesson when students finish their study of leaves. ** That timing will assist ESOL students since the vocabulary will be more familiar. **Ask**: • "What is a tree?" • "How many trees did you see on your way to school today?" • "How many different kinds?" • "How many can you name?" • "How tall was the tallest tree?" • "Did you know that the tallest tree in the world is 370 feet tall? It would take you 220 steps to get to the top of the tree." Suggest that students walk 220 steps during class, recess, walking home, playing at home, etc. The widest tree in the world is 37 feet wide. Direct students to stand up and hold hands and spread out. It would take about 30 first-graders holding hands to give that tree a hug! Read *Tell Me Tree.* **Additional questions:** • "How can you identify a tree?" • "How many kinds of trees can you name?" • "What are some of the uses of trees?" • "Show students the picture of a tree and all the various trees and leaves." • "Discuss more uses of trees." • "What kind of tree would you want to plant and why?" (real) • "What if your tree was an enchanted tree and could grow anything you wanted, what would grow on your tree and how would you use it?" (imaginary) Vocabulary: **Discuss** "enchanted" **Ask,** "What kinds of stories have enchanted things in them?"
	Assessment: "Perceptive" students may add information about the age of a tree by the rings. "Creative" students will create a new and unique use for the tree.
Active Learning	Using markers or crayons, draw a picture of an "enchanted" tree that can grow anything you want. **Ask**: • "What will the branches of your tree look like?" • "What will the leaves of your tree look like?" • "What will the roots of your tree look like?" • "What will grow on your enchanted tree?" • "What food does your tree need to grow?" **Say,** "How can you show these things in your picture?"
	Extension(s): Write a short story about why we would need an enchanted tree. Explain why your tree is unique and how it would help people in the community.
	Assessment: "Resilient" students will follow-through on the activity even if it is challenging.

Reflect	Students will take a *Carousel Walk (cooperative learning structure)* around the room to view all their classmates' enchanted trees. Create an enchanted forest in the room for students to display their final products.
Now and Then	**Say,** "Real life is often inspiration for creative and imaginary works. The trees in Dr. Seuss's books look very much like actual trees in California, and even in places like Yemen! (Show pictures on site http://travel.spotcoolstuff.com/amazing-sites/dr-seuss) Other Dr. Seuss creations (landscapes, architecture, animals) often can be found in the real world too – it would be great fun to research that as we read his books in the future! (Permission granted to link to the article in an email on 2/4/2011 to Kirsten Maloney from Wil Klass at Spot Cool Stuff.com)