# 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

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<th>AT A GLANCE</th>
<th>Day 1</th>
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<th>Make Time for...</th>
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<tbody>
<tr>
<td><strong>Interest Areas</strong></td>
<td>Library: books about trees</td>
<td>Discovery: collection of tree parts</td>
<td>Discovery: tree parts to sort and classify</td>
<td>Discovery: tree parts to sort and classify</td>
<td>Art: photos of a variety of trees</td>
<td><strong>Outdoor Experiences</strong></td>
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<tr>
<td><strong>Question of the Day</strong></td>
<td>Did you see a tree on your way to school today?</td>
<td>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?</td>
<td>Are you bigger or smaller than this tree? (Place a small portal tree near the question chart.)</td>
<td>Which of these comes from a tree? (Show three items, one of which comes from a tree.)</td>
<td>Which of these comes from a tree? (Show three items, one of which comes from a tree.)</td>
<td><strong>Physical Fun</strong></td>
</tr>
</tbody>
</table>
| **Large Group** | Movement: A Tree My Size  
Discussion and Shared Writing: The Sizes of Trees  
Materials: Mighty Minutes 49, "A Tree My Size"; several books about trees | Song: "The Green Grass Grows"  
Discussion and Shared Writing: What Will We See on Our Tree Hunt?  
Materials: Mighty Minutes 54, "The Green Grass Grows"; Intentional Teaching Card LL45, "Observational Drawing"; small clipboards; paper and pencils; digital camera | Movement: A Tree My Size  
Discussion and Shared Writing: What Do We Know About Trees?  
Discussion and Shared Writing: What Do We Want to Find Out About Trees?  
Materials: Mighty Minutes 54, "The Green Grass Grows" | **Family Partnerships** |
| **Small Group** | Option 1: Which Has More?  
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  
Option 2: Tall Towers  
Intentional Teaching Card M59, "More or Fewer Towers"; interlocking cubes; more-fewer spinner; numeral-quantity cards or die | Option 1: A Tree Poem  
Intentional Teaching Card LL27, "Wishing Poems"; audio recorder; Gathering the Sun  
Option 2: Poetry and Photographs  
Intentional Teaching Card LL27, "Wishing Poems"; digital camera; audio recorder; computer; Gathering the Sun | Option 1: Lining Up the Cubes  
Intentional Teaching Card M31, "Lining It Up"; interlocking cubes  
Option 2: Big and Small Tree Parts  
Intentional Teaching Card M31, "Lining It Up"; collection of tree parts | Option 1: Paint a Tree Picture  
Intentional Teaching Card LL32, "Describing Art"; paints; ringed index cards with frequently used words and illustrations; Colors! Colors! | Option 1: Measuring Tree Parts  
Intentional Teaching Card M12, "Measure & Compare"; nonstandard measuring tools; collection of sticks and leaves | **Wow! Experiences** |
| **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" | **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, caña, árboles, siempre verdes, de hojas caducas, rama

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<tr>
<th>Interest Areas</th>
<th>Day 1</th>
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<th>Make Time for…</th>
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</thead>
<tbody>
<tr>
<td>Art</td>
<td>evergreen sprigs to be used as painting tools</td>
<td>Discovery: paper and crayons to make leaf rubbings; leaves; magnifying glasses</td>
<td>Dramatic Play: materials to construct a large tree</td>
<td>Toys and Games: several sets of matching leaf rubbings</td>
<td>Toys and Games: photos of trees to sort</td>
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<tr>
<td>Technology</td>
<td>eBook version of Tree Count</td>
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<tr>
<td>Question of the Day</td>
<td>What do you think we’ll find under the trees on our site visit tomorrow?</td>
<td>How does this feel? (Display an interesting tree item.)</td>
<td>Which smells best to you? (Display two items from trees.)</td>
<td>Have you ever seen a tree like this? (Display a photo of an evergreen tree.)</td>
<td>Have you ever seen a tree like this? (Display a photo of a deciduous tree.)</td>
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<tr>
<td>Large Group</td>
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<tr>
<td>Song</td>
<td>“I’m a Sturdy Oak Tree”</td>
<td>Game: Feely Box Discussion and Shared Writing: Using Our Senses to Explore Trees Materials: Mighty Minutes 48, “Feely Box”; feelsy box or bag; small paper bags; clipboards, paper and pencils; digital camera</td>
<td>Game: Riddle Dee Dee Discussion and Shared Writing: Examining Tree Parts Materials: Mighty Minutes 04, “Riddle Dee Dee”; collection of tree parts; Trees, Trees, Tree; paper and pencils; name cards</td>
<td>Song: “Ticky Ricky” Discussion and Shared Writing: Evergreen and Deciduous Materials: Mighty Minutes 12, “Ticky Ricky”; basket of assorted objects; Trees, Trees, Tree; photos from the tree hunt; tree parts; Intentional Teaching Card LL08, “Memory Games”</td>
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<tr>
<td>Small Group</td>
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<tr>
<td>Mighty Minutesa</td>
<td>Mighty Minutes 55, “Mr. Forgetful”</td>
<td>Mighty Minutes 22, “Hot or Cold 3-D Shapes”; several three-dimensional shapes</td>
<td>Mighty Minutes 47, “Step Up” (Use the chart from yesterday’s large-group experience.)</td>
<td>Mighty Minutes 47, “Step Up” (Use the chart from yesterday’s large-group experience.)</td>
<td>Mighty Minutes 22, “Hot or Cold 3-D Shapes”; assorted three-dimensional shapes</td>
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**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 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.*
### Investigation 2

**Who lives in trees?**

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

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<tbody>
<tr>
<td><strong>Interest Areas</strong></td>
<td>Art: materials to make bark rubbings; magnifying glass</td>
<td>Discovery: tree parts, magnifying glasses</td>
<td>Discovery: tree parts, magnifying glasses</td>
<td>Dramatic Play: realistic animal puppets</td>
</tr>
<tr>
<td><strong>Question of the Day</strong></td>
<td>Which animal lives in a tree: an alligator or a squirrel?</td>
<td>Who might have made this home in a tree? (Display a bird's nest or photo of one.)</td>
<td>Could this insect hurt a tree? (Display the picture of the pine beetle from Who Lives in Trees?)</td>
<td>Does this animal live in a tree? (Show an image of an animal that doesn't live in trees.)</td>
</tr>
<tr>
<td><strong>Large Group</strong></td>
<td>Song: “Strolling Through the Park”</td>
<td>Game: Riddles</td>
<td>Game: Let’s Pretend</td>
<td>Song: “I’m a Sturdy Oak Tree”</td>
</tr>
<tr>
<td><strong>Discussion and Shared Writing</strong></td>
<td>Discussion and Shared Writing: Preparing for the Site Visit</td>
<td>Discussion and Shared Writing: Harmful and Helpful</td>
<td></td>
<td>Discussion and Shared Writing: Tree Storytelling</td>
</tr>
<tr>
<td><strong>Small Group</strong></td>
<td>Option 1: How Many Are in the Tree?</td>
<td>Option 1: Show Me Five</td>
<td>Option 1: Rhyming Riddles</td>
<td>Option 1: Creature Paintings</td>
</tr>
<tr>
<td><strong>Intentional Teaching Card</strong></td>
<td>Intentional Teaching Card M13, “Nursery Rhyme Count”; cotton balls; green construction paper; numeral cards</td>
<td>Intentional Teaching Card LL44, “Rhyming Tubs”; plastic tub; bag or small box; pairs of small objects with names that rhyme</td>
<td>Intentional Teaching Card LL32, “Describing Art”; modeling clay; index cards with frequently used words and illustrations</td>
<td>Intentional Teaching Card LL63, “Investigating &amp; Recording”; small clipboards; paper; pencils</td>
</tr>
<tr>
<td><strong>Mighty Minutes</strong></td>
<td>Mighty Minutes 25, “Freeze”; dance music; letter cards</td>
<td>Mighty Minutes 60, “The Name Dance”</td>
<td>Mighty Minutes 64, “Two Plump Armadillos”</td>
<td>Mighty Minutes 89, “We Like Clapping”</td>
</tr>
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**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 Pt6, “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
- **Day 4:** A visit from a family member to tell a story about something that lived in a tree

**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.**
**Investigation 3**

**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

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</thead>
</table>
| **Interest Areas** | Library: books about tree-grown foods and the animals that eat them  
**Technology:** eBook version of *Who Lives in Trees?* | Discovery: scale, tree parts  
**Technology:** eBook version of *Who Lives in Trees?* | Art: illustrations of new Henny Penny characters  
**Technology:** eBook version of *Henny Penny* | Dramatic Play: props to act out *Henny Penny*  
**Technology:** eBook version of *Henny Penny* | 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 5.  
• 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 |

| **Question of the Day** | Did this grow on a tree? (Display a fruit or nut from a tree.)  
**Materials:** Mighty Minutes 07, “Hippity, Hoppity, How Many?” | Did this grow on a tree? (Display a different fruit or nut from a tree.) | Did this grow on a tree? (Display an apple.)  
**Materials:** Mighty Minutes 11, “High in the Tree,” sentence strips; pictures of trees and their fruits and nuts; list of tree-grown foods the children generated yesterday | Is *Henny Penny* a real story or pretend?  
**Materials:** Mighty Minutes 46, “Strolling Through the Park,” samples of food grown on trees; Growing Trees |  |

| **Large Group** | **Song:** “Strolling Through the Park”  
**Discussion and Shared Writing:** Why Do Animals Live in Trees?  
**Materials:** Mighty Minutes 51, “High in the Tree,” sentence strips; pictures of trees and their fruits and nuts; list of tree-grown foods | **Rhyme:** “High in the Tree”  
**Materials:** Mighty Minutes 51, “High in the Tree,” sentence strips; pictures of trees and their fruits and nuts; list of tree-grown foods | **Rhyme:** “High in the Tree”  
**Materials:** Mighty Minutes 46, “Strolling Through the Park,” samples of food grown on trees; *Growing Trees* | **Poem:** “I Had a Little Nut Tree”  
**Materials:** Mighty Minutes 56, “I Had a Little Nut Tree,” *Henny Penny* story props; Intentional Teaching Card LL06, “Dramatic Story Retelling” |  |

| **Read-Aloud** | *Henny Penny*  
**Book Discussion Card 15** (second read-aloud)  
**Who Lives in Trees?** list of tree-grown foods | *Henny Penny*  
**Book Discussion Card 15** (third read-aloud)  
**Trees Count**  
**Chicka Chicka Boom Boom** |  |  |  |

| **Small Group** | Option 1: *I Went Shopping*  
Intentional Teaching Card LL31, “I Went Shopping”; 5–6 pieces of print found in a grocery store or grocery bag | Option 1: *Nonsense Names*  
Intentional Teaching Card LL10, “Rhyming Chart”; *Henny Penny* props that illustrate the study | Option 1: *Applesauce*  
Intentional Teaching Card LL12, “Same Sound Sort”; a variety of small objects, some with the initial consonant /t/ sound; bag or box | Option 1: *Alphabet Cards*  
Intentional Teaching Card LL03; “Alphabet Cards”; alphabet cards, small manipulatives |  |

| **Mighty Minutes** | Mighty Minutes 44, “Two Plump Armadillos” | Mighty Minutes 10, “Words in Motion”  
**Materials:** Mighty Minutes 04, “Riddle Dee Dee”; numeral cards | Mighty Minutes 21, “Hally Gally, How Many!”; small tree parts | Mighty Minutes 10, “Words in Motion” |  |
### Investigation 4

**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

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<tr>
<td><strong>Interest Areas</strong></td>
<td><strong>Technology:</strong> ebook version of <em>Growing Trees</em></td>
<td><strong>Technology:</strong> ebook version of <em>Growing Trees</em></td>
<td><strong>Cooking:</strong> Intentional Teaching Card LL24, &quot;Lemonade&quot; (See card for equipment, ingredients, and recipe.)</td>
</tr>
<tr>
<td>Art: materials to make class books</td>
<td>Art: materials to make class books</td>
<td>Art: materials to make class books</td>
<td><strong>Make Time for...</strong></td>
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<td>Day 2</td>
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<tr>
<td><strong>Question of the Day</strong></td>
<td><strong>Outdoor Experiences</strong></td>
<td><strong>Family Partnerships</strong></td>
<td></td>
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<tr>
<td>Which of these people takes care of trees? (Display, for example, a photo of a forester or arborist and one of a doctor.)</td>
<td><strong>Physical Fun</strong></td>
<td><strong>Invite a family member to visit the class and cook with the children on day 3 of this investigation.</strong></td>
<td></td>
</tr>
<tr>
<td>What would you like to ask our visitor today?</td>
<td>• Use Intentional Teaching Card P13, &quot;Punting.&quot; Follow the guidance on the card.</td>
<td><strong>Invite families to access the eBook, <em>Growing Trees</em>.</strong></td>
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<tr>
<td><strong>Large Group</strong></td>
<td><strong>Wow! Experiences</strong></td>
<td><strong>Family Partnerships</strong></td>
<td></td>
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<tr>
<td>Rhyme: &quot;Two Plump Armadillos&quot;</td>
<td>• Day 2: A visit from someone who takes care of trees</td>
<td><strong>Invite a family member to visit the class and cook with the children on day 3 of this investigation.</strong></td>
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<tr>
<td>Discussion and Shared Writing: Taking Care of Us and Taking Care of Trees</td>
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<td><strong>Invite families to access the eBook, <em>Growing Trees</em>.</strong></td>
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<tr>
<td>Materials: Mighty Minutes 44, &quot;Two Plump Armadillos&quot;</td>
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<td><strong>Wow! Experiences</strong></td>
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<tr>
<td><strong>Read-Aloud</strong></td>
<td><strong>Game:</strong> Echo Clapping</td>
<td><strong>Day 2: A visit from someone who takes care of trees</strong></td>
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<tr>
<td><em>Growing Trees</em></td>
<td>Discussion and Shared Writing: Visitor Who Takes Care of Trees</td>
<td><strong>Materials:</strong> Mighty Minutes 51, &quot;High in the Tree&quot;; sentence strips with visual cues; <em>Growing Trees</em></td>
<td></td>
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<tr>
<td>Charlie Anderson</td>
<td>Materials: Mighty Minutes 26, &quot;Echo Clapping&quot;; rhythm sticks or drum</td>
<td><strong>Materials:</strong> Mighty Minutes 26, &quot;Echo Clapping&quot;</td>
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<tr>
<td><strong>Small Group</strong></td>
<td><strong>Discussion and Shared Writing:</strong> Recalling the Tree Expert</td>
<td><strong>Materials:</strong> Mighty Minutes 51, &quot;High in the Tree&quot;; sentence strips with visual cues; <em>Growing Trees</em></td>
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<tr>
<td>Option 1: Knowing Our Friends</td>
<td><strong>Option 2: Measuring Tree Trunks</strong></td>
<td><strong>Game:</strong> Echo Clapping</td>
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<tr>
<td>Intentional Teaching Card LL30, &quot;Knowing Our Friends&quot;; children’s name cards; feltboard or tagboard; large paper clip or Velcro®</td>
<td>Intentional Teaching Card M62, &quot;How Big Around?&quot;; outdoor space; ball of yarn or string; scissors</td>
<td>Discussion and Shared Writing: Recalling the Tree Expert</td>
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<tr>
<td>Option 2: Making My Name</td>
<td>Option 1: Play Dough</td>
<td><strong>Materials:</strong> Mighty Minutes 51, &quot;High in the Tree&quot;; sentence strips with visual cues; <em>Growing Trees</em>; 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</td>
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<tr>
<td>Intentional Teaching Card LL29, &quot;Making My Name&quot;; small, sturdy envelopes; letter manipulatives</td>
<td>Intentional Teaching Card M15, &quot;Play Dough&quot; (See card for equipment, recipe, and ingredients.)</td>
<td><strong>Option 1: Patterns in Trees</strong></td>
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<tr>
<td>Option 2: How Big Around?</td>
<td><strong>Option 2: Peach Cobbler</strong></td>
<td>Intentional Teaching Card M14, &quot;Patterns&quot;; tree cookies (cross sections revealing the rings); drawing materials</td>
<td></td>
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<tr>
<td>Intentional Teaching Card M62, &quot;How Big Around?&quot;; several spherical objects; ball of yarn or string; scissors</td>
<td>Intentional Teaching Card M27, &quot;Peach Cobbler&quot; (See card for equipment, ingredients, and recipe.); <em>Gathering the Sun</em></td>
<td><strong>Option 2: Photographing Patterns</strong></td>
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<tr>
<td>Option 2: Measuring Tree Trunks</td>
<td></td>
<td>Intentional Teaching Card M14, &quot;Patterns&quot;; outdoor space; digital camera; computer; drawing materials</td>
<td></td>
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<tr>
<td>Intentional Teaching Card M62, &quot;How Big Around?&quot;; outdoor space; ball of yarn or string; scissors</td>
<td><strong>Option 1: Play Dough</strong></td>
<td><strong>Materials:</strong> Mighty Minutes 51, &quot;High in the Tree&quot;; sentence strips with visual cues; <em>Growing Trees</em>; 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</td>
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<tr>
<td><strong>Mighty Minutes</strong></td>
<td><strong>Option 1: Patterns in Trees</strong></td>
<td><strong>Option 2: Photographing Patterns</strong></td>
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<tr>
<td>Mighty Minutes 52, &quot;Walk Around the Shapes&quot;; shape cards</td>
<td><strong>Option 2: Peach Cobbler</strong></td>
<td>Intentional Teaching Card M14, &quot;Patterns&quot;; tree cookies (cross sections revealing the rings); drawing materials</td>
<td></td>
</tr>
<tr>
<td>Mighty Minutes 33, &quot;Thumbs Up&quot;</td>
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<td><strong>Option 2: Photographing Patterns</strong></td>
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<tr>
<td>Mighty Minutes 33, &quot;Thumbs Up&quot;</td>
<td></td>
<td>Intentional Teaching Card M14, &quot;Patterns&quot;; outdoor space; digital camera; computer; drawing materials</td>
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<tr>
<td>Mighty Minutes 26, &quot;Echo Clapping&quot;</td>
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<td><strong>Option 2: Patterns in Trees</strong></td>
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# Investigation 5

## How do trees change?

**Vocabulary**
- English: adult, inspiration, seed, seedling, sapling, imagine, damage
- Spanish: adulto, inspiración, semilla, plántula, árbol joven, imaginar, dañar

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<tr>
<td><strong>Interest Areas</strong></td>
<td>Art: landscape painting for inspiration at the easel;</td>
<td>Art: landscape painting for inspiration at the easel;</td>
<td>Library: writing materials; Intentional Teaching Card LL27, &quot;Writing Poems&quot;; audio recorder</td>
<td>Art: paints; colorful leaves</td>
<td>Technology: eBook versions of Trees; Tree; Intentional Teaching Card LL22, &quot;Desktop Publishing&quot;; digital camera; printer; each child's word bank; bookbinding supplies</td>
</tr>
<tr>
<td><strong>Large Group</strong></td>
<td>Movement: Counting Calisthenics; Discussion and Shared Writing: We Grow, and Trees Grow; Materials: Mighty Minutes 28, &quot;Counting Calisthenics&quot;;</td>
<td>Rhyme: &quot;Come Play With Me&quot;; Discussion and Shared Writing: Seed, Seedling, and Sapling; Materials: Mighty Minutes 42, &quot;Come Play With Me&quot;; Trees, Trees; masking tape</td>
<td>Movement: Counting Calisthenics; Discussion and Shared Writing: Living and Nonliving Things; Materials: Mighty Minutes 28, &quot;Counting Calisthenics&quot;; Intentional Teaching Card LL58, &quot;Our Super-Duper Writing Box&quot;</td>
<td>Movement: Riddle Dee Dee; Discussion and Shared Writing: Tree Poems; Materials: Mighty Minutes 66, &quot;Riddle Dee Dee&quot;; several tree poems by children; Mighty Minutes 49, &quot;A Tree My Size&quot;; paper and pencils</td>
<td>Outdoor Experiences</td>
</tr>
<tr>
<td><strong>Read-Aloud</strong></td>
<td><strong>Small Group</strong></td>
<td><strong>Mighty Minutes</strong></td>
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<tr>
<td><strong>Read-Aloud</strong></td>
<td>Movement: Counting Calisthenics; Discussion and Shared Writing: We Grow, and Trees Grow; Materials: Mighty Minutes 28, &quot;Counting Calisthenics&quot;;</td>
<td>Option 1: Letters, Letters; Intentional Teaching Card LL07, &quot;Letters, Letters&quot;; alphabet stamps; colored inks/pens; construction paper</td>
<td>Option 1: Which Has More? Intentional Teaching Card LL19, &quot;Which Has More&quot;; ice cube trays or egg cartons; reusable bags; collection of similarly sized objects</td>
<td>Option 1: Dramatic Story Retelling Intentional Teaching Card LL86, &quot;Dramatic Story Retelling&quot;; Henry Penny; story props</td>
<td>Outdoor Experiences</td>
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<td></td>
<td>Rhyme: &quot;Come Play With Me&quot;; Discussion and Shared Writing: Seed, Seedling, and Sapling; Materials: Mighty Minutes 42, &quot;Come Play With Me&quot;; Trees, Trees; masking tape</td>
<td>Option 2: Shaving Cream Letters; Intentional Teaching Card LL13, &quot;Shaving Cream Letters&quot;; shaving cream</td>
<td>Option 2: Dinertime Intentional Teaching Card LL01, &quot;Dinertime&quot;; paper or plastic dishes; utensils; napkins; cups; placemats</td>
<td>Option 2: Clothesline Storytelling Intentional Teaching Card LL33, &quot;Clothesline Storytelling&quot;; Henry Penny; laminating supplies; 6 ft of clothesline and clothespins; a paper star; large reusable bag</td>
<td><strong>Squirrels in Trees</strong></td>
</tr>
<tr>
<td><strong>Read-Aloud</strong></td>
<td>Option 1: Shapes, Shapes, Shapes; Intentional Teaching Card M21, &quot;Geoboards&quot;; geoboards; rubber bands; shape cards</td>
<td>Option 2: The Busy Farmer Intentional Teaching Card M50, &quot;The Farmer Builds a Fence&quot;; large elastic band; two-dimensional shapes</td>
<td>Option 2: 2: Shaving Cream Letters; Intentional Teaching Card LL13, &quot;Shaving Cream Letters&quot;; shaving cream</td>
<td>Option 2: Clothesline Storytelling Intentional Teaching Card LL33, &quot;Clothesline Storytelling&quot;; Henry Penny; laminating supplies; 6 ft of clothesline and clothespins; a paper star; large reusable bag</td>
<td><strong>Squirrels in Trees</strong></td>
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<tr>
<td>Mighty Minutes 08, &quot;Clap the Missing Word&quot;</td>
<td>Option 1: Letters, Letters; Intentional Teaching Card LL07, &quot;Letters, Letters&quot;; alphabet stamps; colored inks/pens; construction paper</td>
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<td><strong>Squirrels in Trees</strong></td>
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</tbody>
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### Outdoor Experiences
- 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.
**Investigation 6**

**What can we do with parts of trees?**

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<tr>
<th>Interest Areas</th>
<th>Discovery</th>
<th>Technology</th>
<th>Discovery</th>
<th>Technology</th>
<th>Make Time for…</th>
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</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>wood, sandpaper; digital camera</td>
<td>eBook versions of <em>A Tree Is For…</em></td>
<td>wood, woodworking tools</td>
<td>eBook versions of <em>A Tree Is For…</em></td>
<td>Music and Movement: wooden instruments</td>
</tr>
<tr>
<td>Day 2</td>
<td>variety of papers; magnifying glasses; Intentional Teaching Card LL63, &quot;Investigating &amp; Recording&quot;</td>
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<tr>
<td>Day 3</td>
<td>wood</td>
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<td>Day 4</td>
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</table>

**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**

- **Music:** Drums
- **Discussion and Shared Writing:** What Things Are Made From Wood?
- **Materials:** guessing jar filled with sticks; drums; collection of tree parts and wooden and nonwooden objects

**Read-Aloud**

- **A Tree Is For…**
- **A Grand Old Tree**
- **A Tree Is For…**
- **A Grand Old Tree**

**Small Group**

- **Option 1: Drawing a House**
  - Intentional Teaching Card LL32, "Describing Art", *The Three Little Pigs*; drawing supplies
- **Option 2: Building a House**
  - Intentional Teaching Card LL32, "Describing Art", *The Three Little Pigs*; straw, small sticks, twigs, or craft sticks; clay

**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”

**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.
<table>
<thead>
<tr>
<th>AT A GLANCE</th>
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<td>Celebrating Learning</td>
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**Vocabulary**—**English**: celebration  
**Spanish**: celebración

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Make Time for…</th>
</tr>
</thead>
</table>
| **Interest Areas**  
All: displays of children’s investigations  
**Discovery**: small trees or tree seeds; pots; potting soil  
All: displays of children’s investigations |
| **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 |
| **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**  
**Rhyme**: “Come Play With Me”  
**Discussion and Shared Writing**: Preparing for the Celebration  
**Materials**: Mighty Minutes 42, “Come Play With Me”  
**Song**: “The Green Grass Grows”  
**Discussion and Shared Writing**: Memories About Trees  
**Materials**: Mighty Minutes 54, “The Green Grass Grows”  
**Large-Group Roundup Materials**: Intentional Teaching Card SE26, “Making a Mural” (for large-group roundup) |
| **Family Partnerships**  
• Invite families to attend the celebration.  
**Wow! Experiences**  
• Day 2: Family members visit for the celebration. |
| **Read-Aloud**  
**Pablo’s Tree**  
**Discussion and Shared Writing**: Preparing for the Celebration  
**Materials**: Mighty Minutes 42, “Come Play With Me”  
**Song**: “The Green Grass Grows”  
**Discussion and Shared Writing**: Memories About Trees  
**Materials**: Mighty Minutes 54, “The Green Grass Grows”  
**Large-Group Roundup Materials**: Intentional Teaching Card SE26, “Making a Mural” (for large-group roundup) |
| **Small Group**  
**Option 1: Applesauce**  
Intentional Teaching Card M28, “Applesauce” (See card for equipment, recipe, and ingredients.)  
**Option 2: Apple Bread**  
Intentional Teaching Card M29, “Apple Bread” (See card for equipment, recipe, and ingredients.)  
**Option 1: A Shared Story About Trees**  
Intentional Teaching Card LL01, “Shared Writing”  
**Option 2: Our Tree Book**  
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” |

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