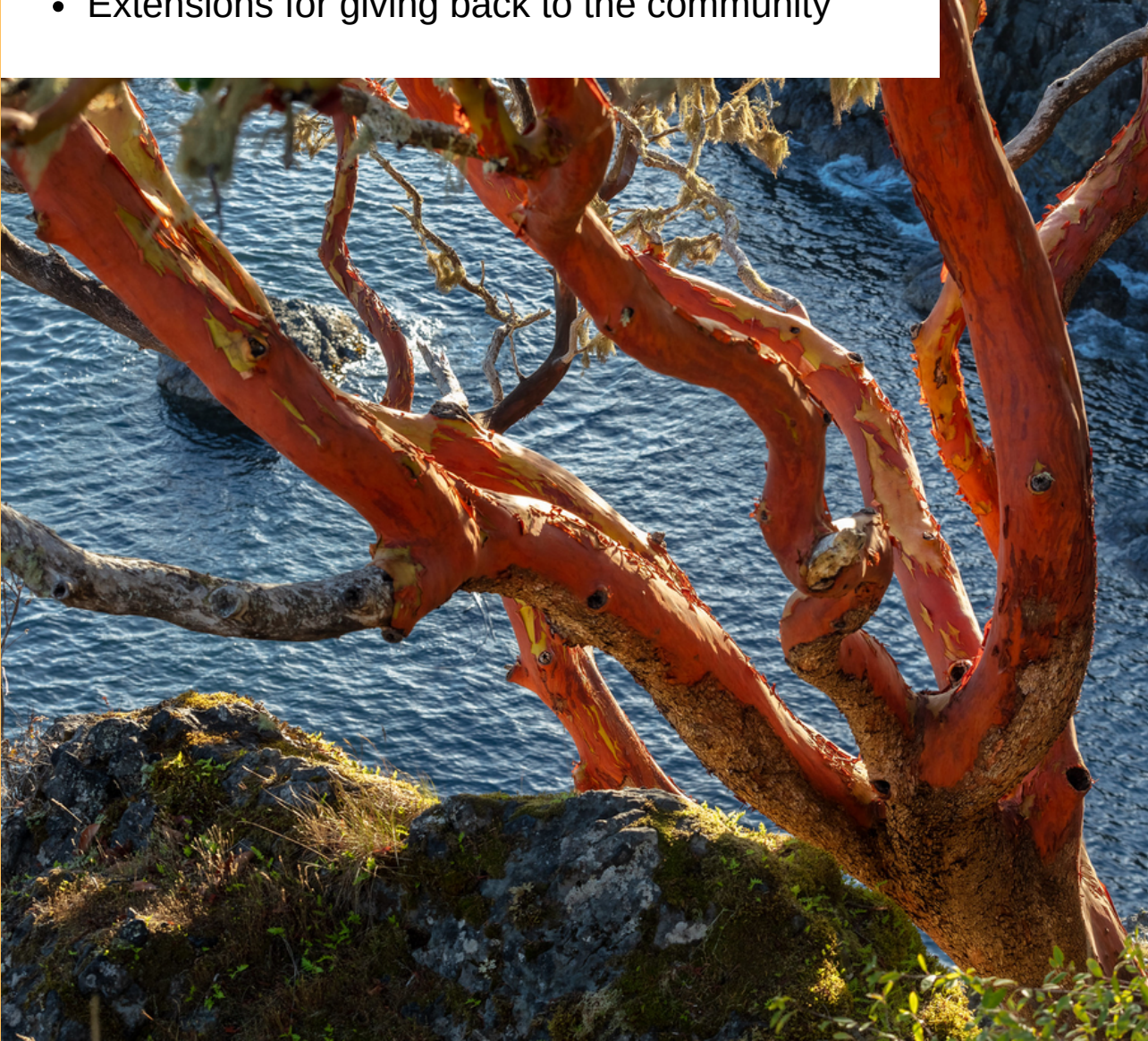


# TREES AND LEAVES

## *Grades and Subjects:*

- Grade 1 (easily adaptable for higher grades)
- Science and Art
- Extensions for giving back to the community



## BACKGROUND



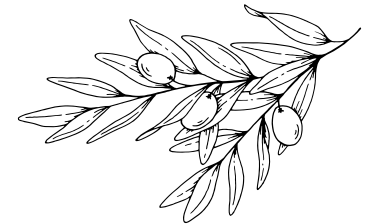
A relationship with the land is one of the most important factors in whether young people care about the environment. The purpose of this lesson is for students to begin this connection with living things, such as the local species of trees and their leaves. By connecting and being with the land, students will develop an appreciation for the complexity and the variety of living beings all in their community.

## **BACKGROUND CONT.**



### **Science (Grade 1):**

- **Big Idea:**
  - Living things have features and behaviours that help them survive in the environment
- **Curricular Competencies**
  - **Questioning and Predicting:**
    - Demonstrates curiosity and a sense of wonder about the world
    - Ask questions about familiar objects and events
  - **Planning and Conducting:**
    - Make and record observations
  - **Processing and Analyzing Data and Information:**
    - Experience and interpret the local environment
    - Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge
    - Compare observations with predictions through discussion
  - **Evaluating:**
    - Consider some environmental consequences of their actions
  - **Communicating:**
    - Communicate observations and ideas using oral or written language, drawing, or role-play
    - Express and reflect on personal experiences of place
- **Content:**
  - Classification of living and non-living things
  - Names of local plants and animals
  - Structural features of living things in the local environment
  - The knowledge of First Peoples
    - Local First Peoples knowledge of the local landscape, plants, and animals



### **Core Competencies:**

- **Communication:** In a safe and supported environment, I respond meaningfully to communication from peers and adults.
- **Thinking:** I can get new ideas or build on or combine other people's ideas to create new things within the constraints of a form, a problem, or materials. I can explore. I can use evidence to make simple judgments. I can ask questions and consider options. I can use my observations, experience, and imagination to draw conclusions and make judgments.
- **Personal and Social:** I can interact with others and the environment respectfully and thoughtfully.

### **Cross-Curricular Connections (Art - Grade 1):**

- **Big Idea:** Dance, drama, music, visual arts express meaning in unique ways.
- **Curricular Competencies:**
  - **Exploring and Creating:** Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play Explore elements, processes, materials, movements, technologies, tools, and techniques of the

## **BACKGROUND CONT.**



- **Reasoning and Reflecting:** Reflect on creative processes and make connections to other experiences.
- **Communicating and Documenting:** Express feelings, ideas, stories, observations, and experiences through the arts. Experience, document, and share creative works in a variety of ways.
- **Content:** Elements in the arts, including but not limited to:
  - Visual arts: Elements of design: Line, shape, texture, colour; principles of design: pattern, repetition
  - Processes, materials, movements, technologies, tools, and techniques to support arts activities

## **LOCATION**



### **Part 1: Classroom**

- Story and discussion

### **Part 2: Leaf Walk**

- Paradise Valley
- Ch'i'yákmesh/Brackendale

### **Part 3 (Extension Activity):**

#### **Classroom**

- Leaf art and classroom book

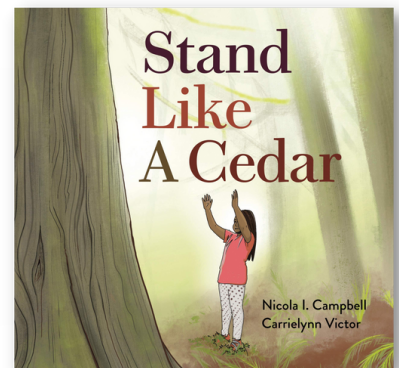
**In honour of the designation of Átl'ka7tsem/Howe Sound as a UNESCO Biosphere, this lesson focuses specifically on this area. However, this lesson can be adapted for any place for land-based learning.**

## **MATERIALS**



### **Part 1: Classroom**

- "Stand Like a Cedar" by Nicola I. Campbell
- Photos to introduce local trees and plants that you will be likely to see during the leaf walk. Recommended resources:
  - Tree Book - Learning to Recognize Trees in British Columbia
    - <https://www.for.gov.bc.ca/hfd/library/documents/treebook/TreeBook.pdf>
  - Backyard Species - Part 2: Trees
    - [https://www.fraserriverkeeper.ca/backyard\\_species\\_part\\_2\\_trees](https://www.fraserriverkeeper.ca/backyard_species_part_2_trees)



### **Part 2: Leaf Walk**

- First aid kit
- Magnifying glasses
- Copies of the photos in a water-tight container (ex. ziploc bag)
- Reusable containers for collecting leaves/pine cones and other found objects
- Water bottles
- Notebooks (for documenting findings)
- Pencils
- Appropriate clothing!
- Bagged lunches
- Backpacks

### **Part 3 (Extension Activity): Classroom**

- Colouring utensils (ex. crayons, pencils, etc.)
- Paper
- Found objects

# PREPARATION

## **Appropriate Clothing:**

For a few days leading up, we recommend having some in-depth discussions about what appropriate clothing looks like for your adventures. We highly recommend sending a checklist home with students well in advance because nothing ruins a potentially amazing day like getting wet and cold.

Here are some recommended clothing items (weather dependent):

- Raincoat
- Rainboots
- Rain pants
- Warm socks
- Sweater
- Underlayers
- Umbrella



## **Waivers:**

- Create a field trip waiver that follows your school's guidelines. Information to include or collect might be medical information and allergies.

## **Other Forms to Complete or Create:**

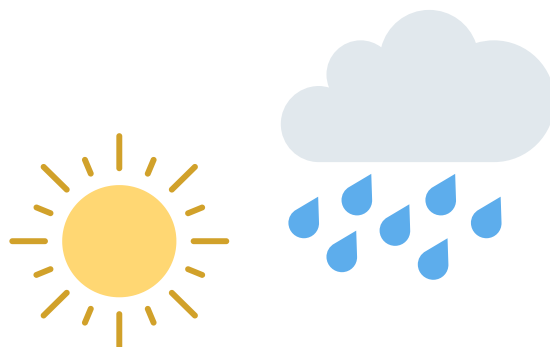
- Transportation forms
- Emergency procedure forms
- Map of the area to be visited
- Attendance list

## **Chaperones:**

- One chaperone per 4-5 students

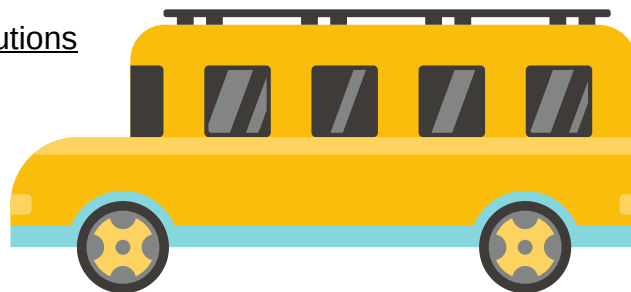
## **Transportation Options:**

- Coach bus
  - <https://www.islbus.com/Default.asp>
- Chartered bus (may only service charter schools)
  - <http://academiabuscompany.com/charter-school-field-trips/>
- Guardian carpool transportation



## **Transportation and Field Trip Funding:**

- Bus bursaries
  - <https://www.bcfieldtrips.ca/transportation-solutions>
- Go Grants (finance field trips to BC parks)
  - <https://www.hctfeducation.ca/resource/?resourcecode=RR000354>
- Inquire through school and school district



# ACTION

## PART 1 - CLASSROOM

**Time - 30 minutes**

**Hook:** Introduce "Stand Like a Cedar"

- Allow students to preview and make their predictions about the story.

**Discuss:** Think, Pair, Share

- Have students select from the following questions to think to themselves for 2 minutes, pair up with another student to discuss, and then share with the rest of the class. Optionally, you can have these questions printed on pieces of paper so that students select them randomly. We also highly recommend revisiting these questions after your adventures!
  - What are living things?
  - How are trees living things?
  - How do trees provide a home (habitat) for other living things?
  - How do trees change throughout the seasons?
  - What kind of trees live in our area?

## PART 2 - LEAF WALK

**Time - All Day (Including a picnic lunch and breaks)**

- The suggested locations all have wonderful forest trails and plenty of spaces for exploration.
- Establish a "home base" where students can leave their backpacks as well as the boundaries for exploration time (ex. using logs and identifiable trees as landmarks).
- Utilize the photos of different trees to remind students of what they might be looking for.
- Remind students that they should only collect "found objects" that are found on the ground, not attached to any plants or animals, and in a way that doesn't harm anything.
- Encourage students to draw anything they find (ex. trees, rocks, animals, insects, etc). This will help them remember all of the wonderful life found on and around trees.
- We recommend, if it is possible, walking around the Cheakamus Center - look for other living things



# ACTION CONT.



## PART 3 - LEAF WORDS AND BOOK

Time - 1 hour

### Hook: Leaf Word Bank

- Have students bring out their notebooks and "found object" containers to use as inspiration.
- Together you will brainstorm a "leaf word bank" as a class. This will then help students complete their "Leaf Books".
- You can \_\_\_ students by asking them to think of one word that reminds them of their leaves.
- Words can include:
  - Crisp
  - Crunchy
  - Sharp
  - Pointy
  - Red
  - Orange
  - Yellow
  - Green
  - Brown
  - Tree
  - Pinecone
  - Deciduous
  - Evergreen



yellow  
mustard



orange  
amber



red  
crimson



brown  
bronze



green  
emerald

### Activity Sheet:

- Utilizing a worksheet similar to the one shown on the right, have students draw their favourite leaf and complete the sentence below.
- We recommend modeling the order to completion (picture, tracing letters, and then finishing the sentence).
- Encourage students can utilize the word bank you created together.
- We also recommend doing this part of the activity outside, if possible, in a sit spot.

Name \_\_\_\_\_

My favourite leaf is \_\_\_\_\_

### Conclusion: Creating the Book

- Have students share their activity sheets with their classmates before bringing them all together to create a "Leaf Book" to keep in the classroom!

# CLEAN SWEEP



### Walk and Wonder:

- Revisit the questions from Part 1 by having students randomly select one and discuss it with a fellow classmate while on a walk outside. We find this a great way to spark conversation and it can be as simple as students walking around the school yard.

## BRANCHING OUT

### Starting a School Community Garden:

- Check local nurseries or contact Surrey Parks about receiving the Skelkelosen Pollinator Seed Blend that was created in partnership with the Coast Salish Plant Nursery. These seed packets increase biodiversity, attract pollinators, and raise awareness of the important cultural uses of these native-to-B.C. wildflowers.
  - <https://www.surrey.ca/parks-recreation/surrey-parks/park-programs/skelkelosen-pollinator-seed-blend>



### Tree Planting Initiatives:

- The City of Surrey has volunteer opportunities for classes to take part in tree planting.
  - <https://www.surrey.ca/renovating-building-development/trees-yard-garden/planting-trees>
- The District of North Vancouver has developed the Urban Tree Canopy Project which encourages residents to plant trees on their property. You can choose up to three free trees to have sent to you for planting.
  - <https://www.dnv.org/community-environment/urban-tree-canopy-project>



This lesson plan was originally developed by Jordan Werner, Rebecca Cordoni, and Julie Adams as a part of Summer 2022 in EDUC 452 at SFU. This lesson plan was edited by Marlee Hamilton and Hannah Patterson. Our collection of lesson plans is intended to help educators and students become more connected with the local communities, environment, and other-than-human beings of Átl'ka7tsem / Howe Sound located on the traditional, unsundered, and stolen lands and waters of the Skwxwú7mesh (Squamish), səl'ílwətaʔ (Tseil-Waututh), and xʷməθkʷəy̓əm (Musqueam) peoples.