

Lesson Title: Forest Products

Overview: Students will learn how wood is “made” and understand that trees capture and stores carbon. Students will learn that forest products are derived from a renewable resource and be able to identify forest products in their home and school.

Standards (Working towards):**4th grade**

Science: 4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and that their uses affect the environment.

ELA: CCSS.ELA.W.4.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.

Washington Social Studies: E2.4.3 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services in Washington state.

5th grade

Science: 5-LS1-1 Support an argument that plants get the materials they need for growth chiefly from air and water.

ELA: CCSS.ELA.W.5.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.

Washington Social Studies: E2.5.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.

NGSS Disciplinary Core Ideas for 4th & 5th grade

ESS2A – Earth’s minerals and systems

Carbon cycle, forest cycles

ESS3A – Natural resources

Wood and other forest products, renewable natural resource

ESS3C – Human impacts on Earth systems

Planted Douglas-fir forests, grown for wood, ecosystem services received as wood grows, water cycle, carbon cycle, erosion prevention, shade

LS1A – Structure and function

Wood products, lumber, paper & fiber, chemicals & sap, trees as food source.

Objective: Students will be able to identify wood products and learn that wood is a renewable resource. They will learn that wood products store carbon and be introduced to the carbon cycle.

Lesson Description:

Pre-Lessons:

- Have students pick one favorite object and write down as many materials that went into making the product. Students will share their list.
- Make a classroom list of other materials students came up with. Now have students determine where each of those materials come from. Discuss renewable and nonrenewable products.
- Project Learning Tree (PLT) Activity- 13, We All Need Trees <https://www.plt.org/family-activity/we-all-need-trees/>

Post Lessons:

- Write a persuasive paragraph about why ok to use wood products.
- Write a poem about your favorite wood product.
- Write a narrative paragraph about how a tree becomes a product.
- Write an expository paragraph because trees are special.
- Have students make a list of all the wood products the use during the day.
- Have students decide what products are renewable and nonrenewable.

Extension:

- At home, fill out chart... how long would you be willing to go without. See chart below.
- Make an art project without using wood.
- Write a letter NOT using a wood product. How did you do this?
- Make paper watch video for instructions.
<https://www.facebook.com/groups/4495891857149300/permalink/4631988233539661/>

Resources:

- Washington Forest Production Association (WFPA) <https://www.wfpa.org/>
- Project Learning Tree (PLT) <https://www.plt.org/>
- Pacific Education Institute (PEI) <https://pacificeducationinstitute.org/>
- Neighborwood FB <https://www.facebook.com/groups/4495891857149300/>
- Teacher resource: http://owic.oregonstate.edu/sites/default/files/pubs/talk_about_trees.pdf

Product Board			
Wood/Lumber (solid from trunk)	Wood Fiber (paper and cardboard)	Sap and Chemicals	Fruit, Nuts, and Bark

Wood is Good

How long would you be willing to give up these forest products?

Product	One Year	Six Months	Three Months	One Week	One Day	Never
Toilet Paper						
Cinnamon						
Firewood						
Cardboard boxes (hint: shipping Boxes)						
Notebook paper						
Maple syrup						
Guitar music (for listening)						
Tires (rubber)						
Chocolate						
Lumber for houses						