

**Lesson Title:** Tree Identification

**Overview:** Students will be able to recognize coniferous and deciduous trees, and the differences between them. They will understand the parts of trees and learn five native trees of the Pacific Northwest.

**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.

**LIFE SCIENCES NGSS DISCIPLINARY CORE IDEAS for 4<sup>th</sup> and 5<sup>th</sup> GRADES**

LS1A – Structure and function

conifer and deciduous trees, leaf, needle, tree growth, crown shape, size.

LS1D – Information processing.

Using visual evidence to help classify trees, extension dichotomous key, leaf rubbings to ID.

**Objective:** Students will learn about the structure and function of coniferous and deciduous trees. They will be able to identify five native trees from the Pacific Northwest and have the tools to identify trees where they live.

**Lesson Description****Pre-Lesson:**

- Have students gather at least one leaf sample, and one needle sample. Have students make color crayon rubbings of samples. Then have students try to identify the tree it came from and if it is from a native tree or ornamental tree.
- Using “juicy” words, start a word bank of descriptors that a poet might use to describe the traits of their leaf sample, then their needle sample. (Hint: use the senses of sight, touch, and smell to build your word bank.)
- Teacher selects 5 students to share 1 sample and the word bank they created to describe it.

**Post Lesson:**

- Have students will make mini journals from piece of paper. Then draw the five native trees and write down two characteristics for each tree.
- Have students draw a tree and then label the parts of a tree.
- Have students write an expository paragraph about your favorite tree, describing details of it and why it is their favorite tree.
- Have students write a poem about their favorite tree.
- Have students write a narrative paragraph about a wildlife species that lives in their favorite tree.
- Have students write a persuasive paragraph about why they should plant trees.
- PLT – Activity 43 *Have seeds, Will Travel*. <https://www.plt.org/family-activity/have-seeds-will-travel/>

**Extension:**

- Join iNaturalist <https://www.inaturalist.org/> and identify trees in your neighborhood.
- Take a hike with your family and look for the five native trees from this lesson.
- Neighborwood FB <https://www.facebook.com/groups/4495891857149300/>

**Resources:**

- Neighborwood <https://www.facebook.com/groups/4495891857149300/>
- Project Learning Tree (PLT) <https://www.plt.org/>
- Pacific Education Institute (PEI) <https://pacifieducationinstitute.org/>
- Washington Forest Prevention Association (WFPA) <https://www.wfpa.org/>

<h2 style="text-align: center;">Tree Bingo</h2> <p style="text-align: center;">Who can make a Bingo first?</p>				
Make a color crayon rubbing of a leaf from a tree. Do you know what type of tree it is?	Find a Douglas-fir tree or read about them.	Make an art project using tree leaves, branches, or needles.	Plant a tree.	Read about how local tribes used the western redcedar tree.
Find a bigleaf maple tree or read about them.	Hug a tree.	Sit by a tree and listen to the sound the tree makes.	Find a Western redcedar tree or read about them.	Go on a hike and try to see how many different trees you see.
Weaving a basket out of paper and color it to look like a cedar basket.	Try to find in animal, insect or bird using a tree.	<b>Free Space</b>	Find licorice fern on bigleaf maple.	Write a poem about a tree.
Visit the "moon" tree in Olympia.	Find products in your house that come from a tree.	Read the book Wish and then tie your wish to your favorite tree.	Read about Arbor Day and why it was established.	Find a Western hemlock tree or read about them.
Write a story from a bird's point of view about tree tops up in the canopy layer.	Feel the bark of different trees and see how they feel. Which trees have smooth bark which trees have rough bark?	Find a red alder tree or read about them.	Draw a picture of a tree house or swing that you would love to have in a tree.	Draw both a deciduous and coniferous tree and label the parts of a tree. How are they the same? How are they different?