Recycle, Reduce, Reuse and Save a Tree: Ideas for Conserving Trees

Through writing and photography, children learn valuable lessons about the uses of trees and the importance of conservation.

Author
Kathy Knowler

Grade Levels
K-2

Duration
1 class period

National Geography Standards
ELEMENT FIVE: ENVIRONMENT AND SOCIETY
14. How human actions modify the physical environment.

ELEMENT SIX: THE USES OF GEOGRAPHY
18. How to apply geography to interpret the present and plan for the future.

Arizona Geography Strand
Concept 3 Physical Systems
Science Strand 6 Concept 1
Kindergarten
Identify the basic properties of earth materials (rocks, soil, water; natural or man-made; reusable and recyclable).

Grade 1
Identify the basic properties and uses of earth materials (rocks, soil, water, conservation).

Concept 5 Environment and Society
Kindergarten
PO 1 Identify the origin of natural resources (e.g., fish from sea, minerals from the ground, wood from trees, food from farms).
PO 2 Discuss the benefits of-reusing, recycling, and reducing the use of natural resources.

Grade 1
PO 1 Identify ways in which humans depend upon, adapt to, and impact the earth (e.g., agriculture, structures, roads).

Other Arizona Standards
ELA Common Core Standards
Reading
Fluency
K.RF.4 Read emergent-reader texts with purpose and understanding.
1.RF.4 Read with sufficient accuracy and fluency to support comprehension.
a. Read on-level text with purpose and understanding.
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

2.RF.4 Read with sufficient accuracy and fluency to support comprehension.
a. Read on-level text with purpose and understanding.
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing
Production and Distribution of Writing
AZ.1.W.4
With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
a. With guidance and support from adults, produce functional writing (e.g., classroom rules, experiments, notes/messages, friendly letters,
Recycle, Reduce, Reuse and Save a Tree

<table>
<thead>
<tr>
<th>Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children need to understand that when they waste paper or other forest products, they are harming trees. It is important for them to think of ways to reduce the amount of paper and other forest resources used.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this lesson, children will discuss why trees are important, and how they can save trees around the school and at home.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Camera and film or a digital camera and printer.</td>
</tr>
</tbody>
</table>

Concept 6 Geographic Applications

Kindergarten

PO 1 Discuss geographic concepts related to current events.

Grade 1

PO 2 Use geography concepts and skills (e.g., recognizing patterns, mapping, graphing) to find solutions for problems (e.g., trash, leaky faucets, bike paths, traffic patterns) in the environment.

PO 3 Discuss geographic concepts related to current events.

Grade 2

PO 1 Discuss the ways places and regions change over time.

PO 2 Discuss geographic concepts related to current events.

PO 3 Use geography concepts and skills (e.g., patterns, mapping, graphing) to find solutions for problems (e.g., trash, leaky faucets, bike paths, traffic patterns) in the environment.

labels, graphs/tables, directions, posters) in which the development and organization are appropriate to task and purpose.

A2.2.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

a. With guidance and support from adults, produce functional writing (e.g., friendly letters, recipes, experiments, notes/messages, labels, graphs/tables, directions, posters) in which the development and organization are appropriate to task and purpose.

Research to Build and Present Knowledge

K.W.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

1.W.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

2.W.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

Language

Conventions of Standard English

K.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize the first word in a sentence and the pronoun I.

b. Recognize and name end punctuation.

1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize dates and names of people.

b. Use end punctuation for sentences.

c. Use commas in dates and to separate single words in a series.

2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize holidays, product names, and geographic names.
Recycle, Reduce, Reuse and Save a Tree

- Recycled scrap paper or newspaper and markers.

Objectives

The students will be able to:

- Name ways in which trees are important to humans.
- Name ways in which people waste materials from trees or otherwise harm trees.
- Show knowledge of alternatives to wasting products made from trees.

Procedures

Prior to the lesson, have the children discuss with their families why trees are important. They should think about things like: "What do they like to do with trees?" and "What do they get from trees?" Teacher might choose to read a book to the class such as Mighty Trees or The Tree or The Giving Tree, which gives some information on how trees are useful to man.

1. Gather the children in a group, and relate a story showing appreciation of trees. For instance, sitting under a tree reading a book, or the happiness of going to the woods in autumn and seeing the colors, or any appropriate true experience that the teacher has had with trees.

2. Have students discuss ways in which trees are important to them and ways in which they can help trees.

3. Children write or draw their ideas about trees in their journals following this discussion.

4. Tell the children that they will make a book of photos about how they use trees and the ways in which they can protect trees.

5. With the students, brainstorm ideas about the use of trees and ways in which they can protect trees. Make a list on the chalkboard of good ideas. Select some that could be photographed and write these ideas in large dark letters on recycled paper or old newspaper. For example, "Trees give food" could be written and the children photographed holding this sign under an orange tree. "Recycle paper" could be written and held near the scrap paper box. If the labels seem too cumbersome or scrap paper is not available, the photos could be taken and the pictures captioned later when they are mounted in a book.

6. Tell the children that they are going to take their signs and pose for photographs to illustrate each point. The children will need to figure out where on the playground or in the classroom they can pose.

7. After the lesson, develop the film and put the pictures together to make a book.

8. Create a class book of the pictures.

Assessment

Geography: The teacher will ask each child to list 5 ways in which trees are their friends and 5 ways in which people can save trees. The child should be able to get at least 80% (4 of each 5) correct.

Reading: The child will read the class book to the teacher with 90% accuracy.

Writing: The child will write appropriate labels for the photos and participate in the shared writing project. Sentences will be graded for capitalization and punctuation. Mastery will be considered 80% or higher in accuracy of conventions.

Extensions

Make a second copy of the photos and a second book, which the class can send to a classroom in another part of the country requesting a similar book in return. In this way students can see that children enjoy trees everywhere and find ways to care for them, but that the trees in different locations look very different.

In science and writing, the children can research ways in which animals that live in trees are harmed when the trees are destroyed. They can write lists or reports to explain what they discovered.

Groups or individuals can write letters expressing their feelings about saving trees or by writing true-life narratives about time they spent in forests.

The class can read and discuss Janet May Udry’s book A Tree is Nice, Shel Silverstein’s book The Giving Tree, or Dick Gackenbach’s book Mighty Tree. Udry’s book focuses on the pleasures of trees while the other two describe ways in which people and animals use trees and their products.

Using the above-mentioned books, the lesson could be extended in geography to compare how trees look and are used in the settings of the
Recycle, Reduce, Reuse and Save a Tree

stories with the desert trees of Arizona (or with whatever trees the class is familiar).

Sources


Jeunesse, G. & de Bourgoing, P. The Tree. New York: Scholastic Inc
