



Recycle, Reduce, Reuse and Save a Tree

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Grade Levels 1
Duration 1-2 class periods

ELL Adaptation by Jessica Sikes

National Standards

GEOGRAPHY

Element 5: Environment and Society

14. How human actions modify the physical environment

Element 6: The Uses of Geography

18. How to apply geography to interpret the present and plan for the future

AZ Standards

SCIENCE

Earth and Space Standards

1.E1U1.5 Obtain, evaluate, and communicate information about the properties of Earth materials and investigate how humans use natural resources in everyday life.

Life Science Standards

1.L4U3.11 Ask questions and explain how factors can cause species to go extinct.

ELA

Reading

Fluency

1.RF.4 Read with sufficient accuracy and fluency to support comprehension.

b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Writing

Production and Distribution of Writing

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

Language

Conventions of Standard English

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

- Capitalize dates and names of people.
- Use end punctuation for sentences.
- Use commas in dates and to separate single words in a series.

Arizona Social Science Standards

GEOGRAPHY

Human-environment interactions are essential aspects of human life in all societies.

1.G2.1 Compare how human activities affect culture and the environment now and in the past.

Such as agriculture, industrialization, urbanization, and human migration.

SIOP Elements

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Preparation Adapting content Linking to background Linking to past learning Strategies used	Scaffolding Modeling Guided practice Independent practice Comprehensible input	Grouping Option Whole class Small groups Partners Independent
Integrating Processes Reading Writing Speaking Listening	Application Hands on Meaningful Linked to objectives Promotes engagement	Assessment Individual Group Written Oral

Stage II

Reading

Comprehending Text

Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. The student will demonstrate knowledge of reading comprehension by:

B-12: identifying the setting from a literary selection.

B-18: interpreting signs, labels, symbols and captions within the environment.

Writing

Standard English Conventions

Standard 2: The student will identify and apply conventions of standard English in his or her communications.

B-4: using resources to spell words (word walls, environmental print, picture dictionaries).

Overview

Students need to understand that when they waste paper or other forest products, they are harming the environment. It is important for them to think of ways to reduce the amount of paper and other forest resources they are using.

Purpose

In this lesson, students will discuss why trees are important, and how they can save trees through their behavior at school and at home.

Key Vocabulary

tree - a woody plant that has branches and leaves

paper - material derived from wood, used to write on

recycle - to use again

wood - comes from trees, used for furniture and other things

Materials

- Digital cameras
- Printer and photo paper
- Projection device
- Scrap paper
- Classroom volunteers
- Large paper
- Markers
- Vocabulary Cards

Objectives

The students will be able to:

- Identify ways in which trees are important to humans.
- Identify alternatives to wasting products made from trees.

Procedures

Prior to the lesson, have the students discuss with their families why trees are important. They should think about things like: What products do we get from trees? What do we like to do with products from trees? Are there places we like to visit because

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of its trees? What are our favorite trees?

(Preparation: Linking to background)

Teacher might also 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.

SESSION ONE

1. Gather students 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. **(Preparation: Linking to background, Application: Linked to objectives; Grouping: Whole Class)**
2. Have students discuss ways in which trees are important to them and ways in which they can help trees. **(Integrating Processes: Speaking)**
3. Have students write or draw their ideas about trees in their journals following this discussion. **(Grouping: Independent; Integrating Processes: Writing)**
4. Tell the students that they will make a book of photos about how they use trees and the ways in which they can protect trees. Teach students the key vocabulary terms they will need to know for the lesson. Write the words on the board and define the terms for them or project the Vocabulary Cards and discuss. **(Grouping: Whole Class)**
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.
6. Select some ideas that could be photographed and write these ideas in large dark letters on recycled paper. For example, "Trees give food" could be written, and the students could be photographed holding a 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. **(Scaffolding: Comprehensible Input, Application: Linked to objectives, Promotes engagement)**

SESSION TWO

1. Divide the signs from Session One into 5-6 groups and assign students to a group with a classroom volunteer. Tell the students that they

are going to take their signs from Session One and pose for photographs to illustrate each point. The students will need to figure out where on the playground or in the classroom they can pose and then take their photos.

2. Classroom volunteers will then accompany the groups while they take their photos. (Perhaps 1 volunteer can watch students in one area and the teacher can be in another area of campus if 5-6 volunteers are not available.) **(Application: Linked to objectives, Promotes engagement)**
3. After the lesson, print out the digital photos and put the pictures together to make a book. Students (working with their groups) will write appropriate captions for the photos and work together on this writing project.

Assessment

Geography and Science

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.

(Assessment: Individual)

Reading

The child will read the class book to the teacher with 80% fluency. **(Assessment: Individual)**

Writing

The groups 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. **(Assessment: Group)**

Extensions

Students 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.

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.

Sources

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Gackenbach, D. (1992). *Mighty Tree*. New York: Gulliver Books.

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

Silverstein, S. (1964). *The Giving Tree*. New York: Harper and Row.

Udry, J. (1956). *A Tree is Nice*. New York: Harper and Row.