



I Speak for the Trees

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Subjects: Language Arts
Science
Social Studies

Grade level: Grades 2–3

Brief overview

Students will engage with literature, websites, the outdoors, and discussions in order to deepen their connection with trees in their community, and they will develop an oral language presentation to share their knowledge. They will read or listen to stories to learn about problems other countries have with saving trees, and they will compare the problem of BC's pine beetle with the concerns others around the globe have for their forests.

Themes

- Environment
 - Environmental information and education
 - Help to protect the environment in developing countries
 - Addressing climate change, desertification, deforestation, etc.

Time required: six 45-minute blocks

List of required materials and/or equipment

- chart paper (optional) 4" x 5"
- index cards (optional)
- websites
 - www.treecanada.ca
 - www.realtrees4kids.org/threefive.htm
- books
 - Jeannine Atkins. *Aani and the tree huggers*. New York, Lee & Low Books, 1995.
 - Lynne Cherry. *The Great Kapok Tree: A tale of the Amazon rainforest*. San Diego, Harcourt Brace Jovanovitch, 1990.
 - Stuart A. Kallen. *If the Trees Could Talk*. Edina, MI, Abdo & Daughters, 1993.
 - Patti Seifert. *Exploring Tree Habitats (Exploring habitats)*. New York, Mondo Publishing, 1994.
 - Dr. Seuss. *The Lorax*. New York, Random House, 1971.
 - Shel Silverstein. *The Giving Tree*. New York, Harper & Row, 1964

- Jan Thornhill. *This is My Planet: The kids' guide to global warming*. Toronto, Maple Tree Press, 2007.
- Alan Zweibel. *Our Tree Named Steve*. New York, G.P. Putnam's Sons, 2005.

Procedure

Lesson one: The ways trees help us

1. Introduce the lesson by reading a story from the book list to the class.
2. Working with the class as a whole, ask students to brainstorm a list of ways that trees help us. Ideas may be written on the board or chart paper. Discuss the ideas that have been brainstormed, adding to the list as appropriate.
3. Invite students to represent the knowledge coming out of the discussion. Below are two alternative strategies for completion of this task.
 - a. Ask students, working individually or in pairs, to complete the lesson one worksheet (see appendix) OR
 - b. Assign students to small heterogeneous groups of three or four students. Ask each group to select a [facilitator](#) whose job it will be to make sure that all members of the group contribute to the activity and that it is completed in the allotted time. Group members are to write their ideas about the ways that trees help us on 4" x 5" cards. Once all group members have completed at least one card, they are to glue them to a larger sheet representing all the ideas of the class.

Lesson two: A visit with some trees

1. Set up the walk by going out ahead of time and viewing some of the trees in the area. If help needed, visit the websites listed above for identification hints.
2. Ask students to take a crayon and the worksheet for lesson two with them on the walk. (See Appendix 2)
 - Before heading outdoors, review the ideas shared in previous lesson.
 - Ask what trees do for people and what types of trees they may see.
3. Take the class outdoors to look at trees in a forested area near school and discuss how trees feel, look, and change.
4. Take the group to a treed area and have students experience a tree by touching, smelling, and watching it.
5. Have students do a bark rubbing and draw their tree on worksheet two. If possible, help them identify the tree.
6. Come back to class and have students sit in small [co-operative groups](#) to share their findings.

Lesson three: Types of trees

1. You will need access to a computer lab for this lesson. If a lab is not available, you might go online and print out tree pictures ahead of time.
2. Direct students, working in pairs, to go to websites www.treecanada.ca/kids.htm and www.realtrees4kids.org/threefive.htm (second site is recommended) to view types of trees in our province and their features. Distribute a copy of worksheet three to each pair of students and ask them to complete it using the website information.
3. Invite students to share their findings with the class.
4. Lead the class as a whole in a discussion about trees we have seen in our town.

Lesson four: I speak for the trees

Students will participate in an activity where they will write sentences encouraging specific measures for protecting trees, such as, “Please write on both sides of the paper so more trees can live longer.”

1. Choose another story from the list, or your collection, and read it to the class. Review what students have discovered about trees in the last lessons. If you’d like there are a number of tree stories on this website: www.spiritoftrees.org/folktales/story_links.html.
2. After reading the story, ask the children to brainstorm ways in which they might help trees just as the trees help us. This might be done with the class as a whole or in small [co-operative learning](#) groups.
3. Worksheet four invites students to create an “I speak for the trees” sentence and picture.
4. Invite students to share their “I speak for the trees” sentences and picture with the class. This activity can be made into a mini presentation for a school sharing assembly or Earth Day celebration.

Lesson five: The pine beetle—a problem for trees in British Columbia

1. Talk about the existence of the pine beetle in British Columbia and ask students to share their knowledge about the issue. Some of the students may have had trees cut down in their neighborhood to address the problem with the beetles.
2. Share the lesson five worksheet. Read and discuss the facts. After sharing and discussing, try and help students make a link between the pine beetle infestation and the warming of the earth. Keep it simple. Remind them that any little effort they make will be helpful.
3. As a whole class or in small groups, have students brainstorm some things that they can do to help stop global warming.

Lesson Six: Hug the trees—problems for other countries

1. Share a story with students about a problem another country has with saving trees. Try using a book such as *Aani and the Tree Huggers* or *The Great Kapok Tree*, see book list above.
2. Use the lesson six worksheet to compare the problem of BC's pine beetle with the concerns others around the globe have for their forests.
3. Have students fill out information and pictures.
4. A neat site to view trees from around the world is:
www.lastrefuge.co.uk/photolibrary/sp_trees.html

Assessment strategies: Please see assessment rubric. (Appendix 7)

Appendices of lesson resources:

Appendix one:	I speak for the trees—Worksheet for lesson one
Appendix two:	I speak for the trees—Worksheet for lesson two
Appendix three:	I speak for the trees—Worksheet for lesson three
Appendix four:	I speak for the trees—Worksheet for lesson four
Appendix five:	I speak for the trees—Worksheet for lesson five
Appendix six:	I speak for the trees—Worksheet for lesson six
Appendix seven:	Assessment rubric



I Speak for the Trees

(Worksheet for lesson one)

Name:

Ways trees help us:

After sharing the story, tell ways trees help us:

	<p>At school _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
	<p>At home _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
	<p>Outside _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>



I Speak for the Trees

(Worksheet for lesson two)

Name:

This is a bark rubbing of my tree.

This is a picture of my tree.
It is called a _____.



I Speak for the Trees

(Worksheet for lesson four)

Name: _____

What are two ways we can help trees?

1. _____ 2. _____

Draw your favorite way in the box and print a sentence below that you would like to share about helping trees.

I speak for the trees



I Speak for the Trees

(Worksheet for lesson five)

Name: _____



The Pine Beetle: What in the world is happening?

Have you seen dead pine trees in your neighborhood? Perhaps some of these deaths have been caused by the pine beetle. Many trees have died in British Columbia and Alberta over the past several years because they have become infected with the Pine Beetle.

The pine beetle is a hungry little larva that uses pine trees for food and a place to live. If there were only a few it would not be a big deal, but there are so many!

Millions of trees have died in British Columbia!

There are more pine beetles these days, partly because the earth has warmed up a little bit and the winters do not get cold enough to kill the little creatures, so they eat and eat and keep on eating! This kills the trees. Many of the things we do like drive cars, leave lights on, and cut down trees cause the earth to get warmer. Communities are cutting down thousands of trees to help try and prevent the beetles from moving to other trees!



What can we do to help stop this problem?

Is there anything we can do to slow down the warming of the earth?

Can you think of some other problems trees have in other countries?



I speak for the trees

(Worksheet for lesson six)

Name: _____

There are trees all over the world. Name two kinds of trees you have learned about.

1. _____ 2. _____

Sometimes forests have problems. What is a problem you read about in the story?

Draw a picture about it below.

You have learned that we have a pine beetle problem with our trees right near where we live.

Is that the same as the problem you drew about today? _____

How is it the same or different? _____

What can families do to help all the people in the world with their tree problems? Draw a picture to show something we can do.



I Speak for the Trees

(Assessment Rubric)

Name: _____

	Level one	Level two	Level three	Level four
Attitude The way you participated and acted.	I did not listen very well. I did not join in the discussion.	I listened and joined in sometimes.	I listened and joined in all the time.	I listened and joined in as well as helped others to do the same.
Information The knowledge you shared and learned about trees.	I did not share anything about trees. I did not learn anything.	I did not learn very much or write very much.	I shared what I knew and filled out all the sheets with what I learned.	I told and wrote lots of information about what I knew and learned.
Connection The ideas you developed about ways trees are in trouble and how we can help them.	I do not know what the problems are or how I can help. I do not know how trees help me.	I now know one idea about how trees help me and one idea about how I can help them.	I know two or three ways trees help me and how I can help them.	I know many things trees do for me and many ways we can help trees.

Tell two things you learned in the tree unit.

1. _____

2. _____

Comments from the teacher

Attitude: _____

Information: _____

Connection: _____