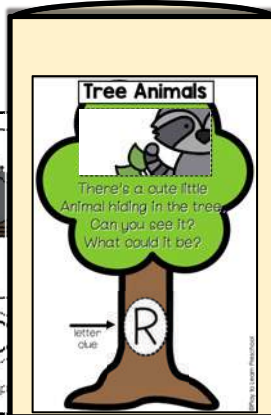
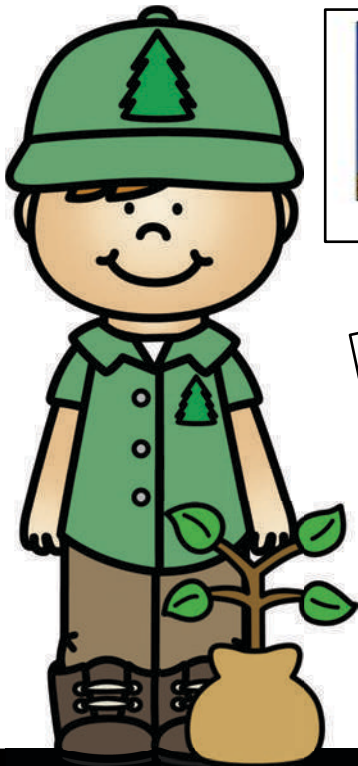


# Circle Time

10  
LESSONS

# TREES

## Preschool Unit



What I want to know about  
**Trees**

What I want to know about trees?  
Why do leaves fall off the trees?  
Name: Leif

What I want to know about trees?  
How does the tree not fall over?  
Name: Rudy

What I want to know about trees?  
Why are trees special?  
Name: Autrey



# Circle Time Lessons

## Unit overview

### Day 1 Introduction - Trees

Introduce the new unit: **Trees**

Talk and ask questions about trees.  
Label a tree.

### Day 2 Tree Trunks

Look at the real pictures of tree trunks.  
Sing an interactive song about tree trunks, then sing the T-R-U-N-K song.

### Day 3 Roots and Branches

Compare the real pictures of branches and roots. Play an action game. Chant an interactive poem.

### Day 4 Leaves

Examine the real pictures of seasonal trees. Count the leaves in a Chip Clip poem. Jump, fan, sit, and shiver your way through a spinner game.

### Day 5 Animal Homes

Look at the real pictures of tree animals.  
Go on a scavenger hunt. Play a Tree Animals Peek-a-Boo game.

**Introduction**  
What is a Tree?

A tree is a tall, woody plant. The stem of a tree is called a trunk and the trunk grows branches which support the leaves. Roots grow from the bottom of the tree underground and keep the tree anchored in place.

**Objectives:**

- The students will actively participate in conversations.
- The students will draw and initiate the act of writing.
- The students will demonstrate an understanding of print concepts.

**Activities:**

- Look at the real pictures of trees. Point out the branches, leaves, and roots. Go on a nature walk and look for trees in the neighborhood.
- Spark the students' interest and ask them what they want to know about trees. Students can draw a picture and teachers can transcribe their responses on the attached recording sheets. Answer the questions throughout the unit.
- Point out the different parts of the tree. Label the picture of the tree.

**Extension:** Teach the skill, sign for **tree**. Lay one arm in front you like the ground, hold other arm upward and raise it at the wrist like a tree reaching to the sky. Chant: **tree, tree.**

**Tree Trunk**  
Support

Tree trunks are the main stem of a tree. They support the tree and move water and nutrients from the soil up to the branches and leaves. A tree's age can be seen by counting the rings inside a trunk.

**Objectives:**

- The students will notice similarities and differences.
- The students will use new vocabulary.
- The students will play with words, sounds, and rhymes.

**Activities:**

- Look at the real pictures of a tree trunk. Count the rings. Point out differences between the colored rings: equal and year rings. Circles are included for each.

**T-R-U-N-K**

**Tree Pokey**

**Roots and Branches**  
Grounded and Growing

Roots and branches are the parts of a tree that move water and nutrients. This helps the tree grow. The roots soak up the water and nutrients and send them through the trunk to the branches. The branches then move the water and nutrients to the leaves.

**Objectives:**

- The students will notice similarities and differences.
- The students will demonstrate basic locomotor skills.
- The students will follow oral directions.

**Activities:**

- Show the real pictures to the students. Ask the students: what they notice looks the same about branches and roots. What looks different?
- Chant the poem with the class. Students take turns rolling the dice, then the group acts out the motions.
- Read the poem, "Roots in the Ground" then have students decide if the item is rooted in the ground or not. If it is, students stand still. If the item is not rooted in the ground, the students move like the object - stomp a car, gallop in place, bounce a ball, crawl, scoot, hop.

**Extension:** Create a discovery bin with sticks, leaves, and bark. Encourage magnifying glasses on tweezers for exploration.

**Leaves**  
Deciduous and Conifer Trees

Leaves are the green flat parts growing from tree branches. The leaves soak up sunlight and turn it into food for the tree. This process is called photosynthesis. This also helps make our air healthy with more oxygen for us to breathe.

**Objectives:**

- The students will notice similarities and differences.
- The students will count a set to 5 and make combinations of objects to create the set.
- The students will demonstrate basic locomotor skills.

**Activities:**

- Show the real pictures of types of trees. What are the differences in the four deciduous trees shown? Circle the things you notice on leaves, on trunks, clothes and, recite the "5" Ho poem. As you progress move a leaf from the tree, students take turns spinning it out the motion.

**Colorful Leaves**

**Seasons Shuffle**

**Animal Homes**  
Burrows and Branches

Many animals live in trees. They eat, sleep, play, and raise their young high above the ground. Trees offer these animals protection from predators and a safe place during a storm.

**Objectives:**

- The students will apply previous knowledge to new experiences.
- The students will observe objects with curiosity.

**Activities:**

- Show the real pictures of animals that live and play in trees then play the Woodland Animal Scavenger Hunt to find more animals.
- Print the pages and laminate. Post the 6 pages around the room. Place laminated order pages on clipboards with dry erase markers. Students pair up and search the room. They check off each animal as it is found. Black and white copies are also provided.
- Play the Peek-a-Boo Tree Animals game.

**Extension:** Place small boxes, paper, cotton swabs, twigs, wires, and toy forest animals at a sensory center. Students create homes for the animals.

# Circle Time Lessons

## Unit overview

### Day 6 Food from Trees

Investigate different kinds of food that grow on trees. Poem with choices. Guess what's in the Riddle Bags.

**Food from Trees**  
Fruit, Nuts, and Sap

Trees provide delicious fruits, nuts, and sap for us to use. Did you know some trees' bark, leaves, and seeds can also be eaten? As with any food in the wild, children should always ask an adult before they eat something picked outdoors.

**Objectives:**

- The students will actively participate in conversations.
- The students will demonstrate basic locomotor skills.

**Activities:**

- Bring a variety of dry foods that come from trees (e.g., fruit, nuts, juice, etc.) and a basket to circle time. Select the poem with the class. Choose a student to stand up and select a food. The student tells the class what the food is while passing it in the basket. Food cards are provided if needed. **Try food as best with this activity to reduce the risk of potential allergic reactions!**
- Choose the riddle bags. Place small plastic toys inside each bag and attach the riddle. (Alternatively, print the pictures and put them inside the bags.) Read the riddle while the students practice their active listening skills. Students guess which item is in the bag and then check inside.

**Extension Idea:** Have a colorful taste-testing activity by cutting up different fruits from trees. Students try the samples and graph their favorites.

**Trees Give Us Food!**

### Day 7 Wood & Paper

Look at the real pictures of of things made from trees. Sort pictures into 2 groups: Wood/Not Wood. Build a house with blocks.

**Wood & Paper**  
Things Made from Trees

Wood comes from trees and can be used to make many useful things. Carpenters build things with wood such as furniture and houses.

**Objectives:**

- The students will use new vocabulary.
- The students will observe objects with curiosity.
- The students will coordinate eye/hand movement.

**Activities:**

- Look at the real pictures. Make a list of things that are made from trees. Ask students to look around the room and name things made from wood.
- Bring books to circle time to build a structure. Select the "Let's Build!" poem, then choose a student to start the story. Students take cards or cut strips of attach magnetic tape to the book's magnetic boards.

**Extension Idea:** Use real items to sort into two baskets made from wood. The pig or hammering motions. If the pig, students sit on their hands. Included if needed.

**Let's Build!**

### Day 8 Tree Gifts!

Compare the pictures of trees. Listen for the directions in an action poem. Play a Pine Cone carpet game.

**Tree Gifts!**  
Things that drop from trees!

There are 2 types of trees: deciduous and coniferous. Deciduous trees drop their leaves in winter. Oak trees are an example of this. They make acorns and drop their leaves in the cool winter months. Coniferous trees keep their green leaves or needles all year. Pine trees are coniferous and also make pine cones.

**Objectives:**

- The students will move with increased coordination.
- The students will recognize colors.

**Activities:**

- Bring in acorns to play the "Drop the Acorn!" action poem. (Acorn cards are also provided as an alternative.) Give 1/2 the class acorns or acorn cards. Read the poem. The students with acorns (trees) drop their acorns, then the other 1/2 of the class (acorns) scoop up one acorn each and relate to their cones in the poem. **Try using pine cones to show during circle time. See if there are any seeds inside the petals. Play the Pine Cone Board carpet game.**

**Extension Idea:** Continue the exploration of pine cones with these [resources](#).

**To Play the Game:**

- Use the pictures of the pine cones. Identify the cones together.
- Hide the seed under one of the pine cones and recite the poem to find it.
- Children guess where the seed is hiding by identifying the color of the pine cones.

**Drop the Acorn!**

### Day 9 Caring for Trees

Look at the real pictures of people who work with trees. Sing an interactive song. Match the puzzle pieces together.

**Caring for Trees**  
The Arborist

Arborists are professionals who take care of trees. They plant, prune, and fertilize trees to keep them healthy. Loggers cut down trees to clear forests and send wood to factories to be used for building structures and making furniture.

**Objectives:**

- The students will use new vocabulary.
- The students will play with words, sounds, and rhymes.
- Learning objective.

**Activities:**

- Sing the "The Arborist" song. Use the picture cards to assist with each verse.
- Print the Community Tree Helpers puzzle pieces, mat, and mat. Pass out a puzzle piece to each child. Student workers do to help the trees and arborist amount for the number of their hands up a community tree helper. The matching pieces. Students with the big them up and place the puzzle pieces use the uniforms and numbers as clues.

**Extension Idea:** Read memory tray with 5-6 items like a stick, a log, a saw. Fill the students with each item. Handouts. Have students place their eyes when turns guessing when from the missing.

**The Arborist**

### Day 10 Conclusion

Match the tree puzzles and play a grid game.

**Conclusion**  
Unit Conclusion

To conclude the unit, ensure the students' questions from the first day were answered. See if the students have any more wondering thoughts.

**Objectives:**

- The students will notice similarities and differences.
- The students will notice and extend simple patterns.

**Activities:**

- Print the 1/2 page tree pictures, cut, mat, and template. Print, cut, and laminate enough pages of 1/2 cards so each student has a card, or group students in pairs. Read the card facts about the tree, then ask the students to place the small and large cards together to create a match.
- Play the "Parts of a Tree" Grid Game.

**Extension Idea:** Take a class picture of a tree each season, then create a calendar page or journal page at the end of the year.

**To Play:**

- Copy template page into 6 different colors of paper.
- Create a grid where each column has the same item and each row to the same color. Discuss the pattern and relationship of the cards.
- Students close their eyes while the teacher removes 2 cards.
- Students use their knowledge of patterns to determine which card (color and picture) is missing.

**Which one is missing?**

# Introduction

## What is a Tree?

Day 1  
Lesson  
Plans

A tree is a tall, woody plant. The stem of a tree is called a trunk and the trunk grows branches which support the leaves. Roots grow from the bottom of the tree underground and keep the tree anchored in place.

### Objectives:

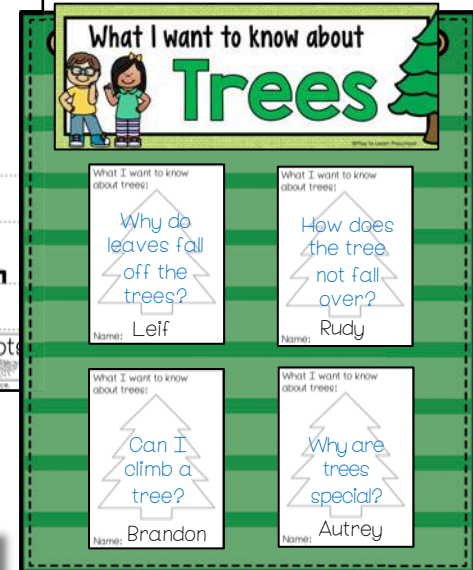
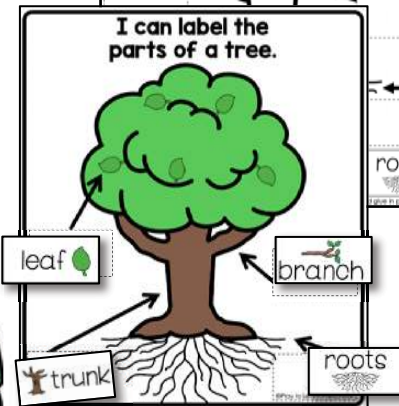
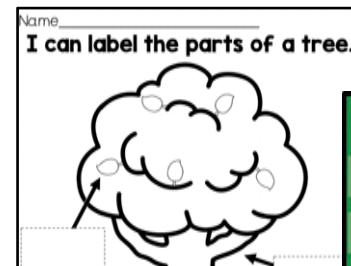
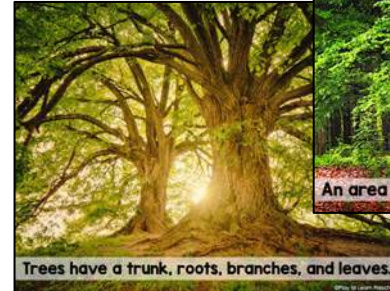
- The students will actively participate in conversations.
- The students will draw and imitate the act of writing.
- The students will demonstrate an understanding of print concepts.

### Activities:

1. Look at the real pictures of trees. Point out the branches, leaves, and roots. Go on a nature walk and look for trees in the neighborhood.
2. Spark the students' interest and ask them what they want to know about trees. Students can draw a picture or teachers can transcribe their responses on the attached recording sheets. Answer the questions throughout the unit.
3. Point out the different parts of the tree. Label the picture of the tree.

#### Extension Idea:

Teach the ASL sign for **tree**. Lay one arm in front you like the ground. Raise other arm upwards and rotate at the wrist like a tree swaying in the wind. (Poster included)



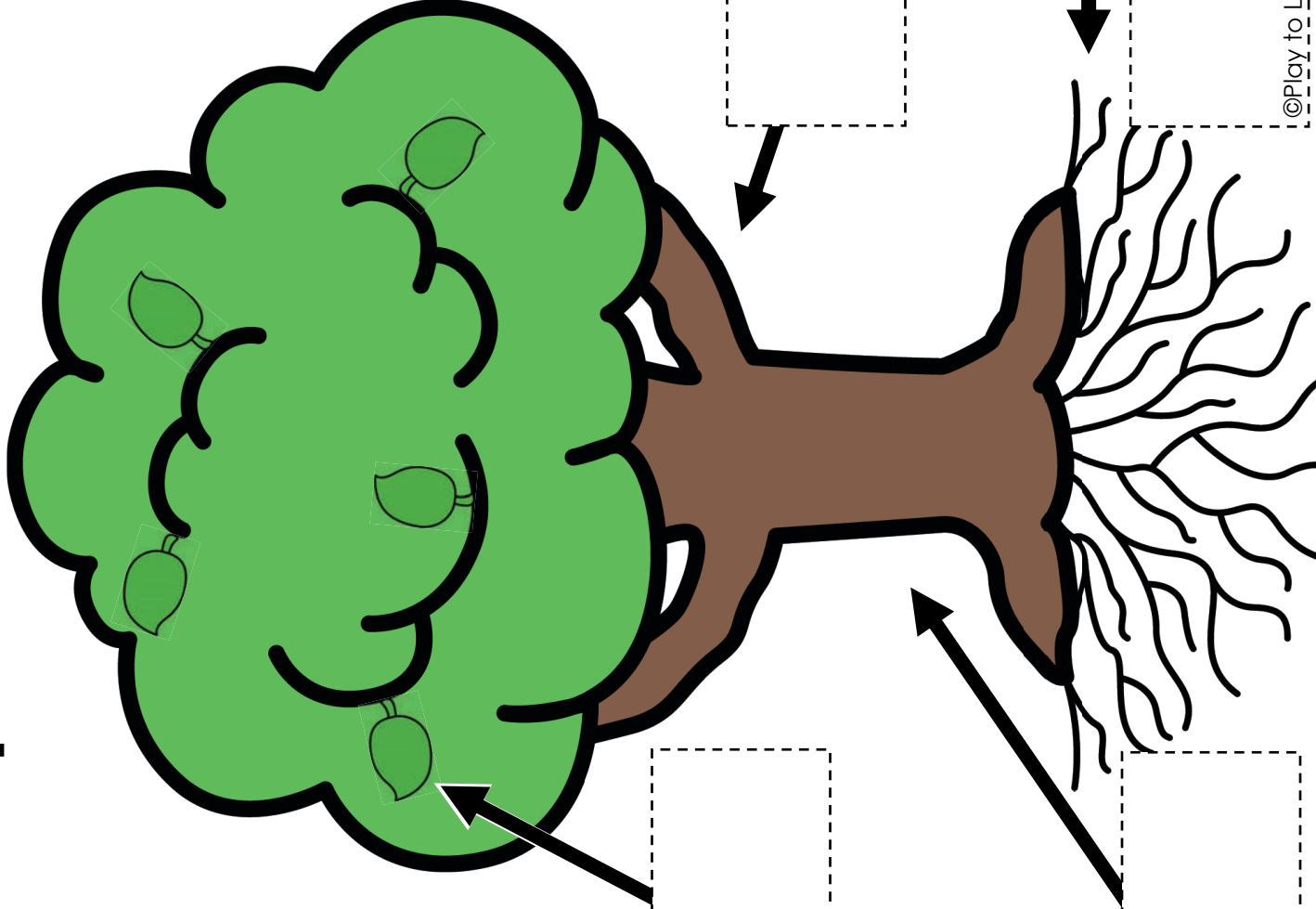


**Trees have a trunk, roots, branches, and leaves.**



**An area with a lot of trees is called a forest.**

I can label the parts of a tree.



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leaf 



trunk



branch

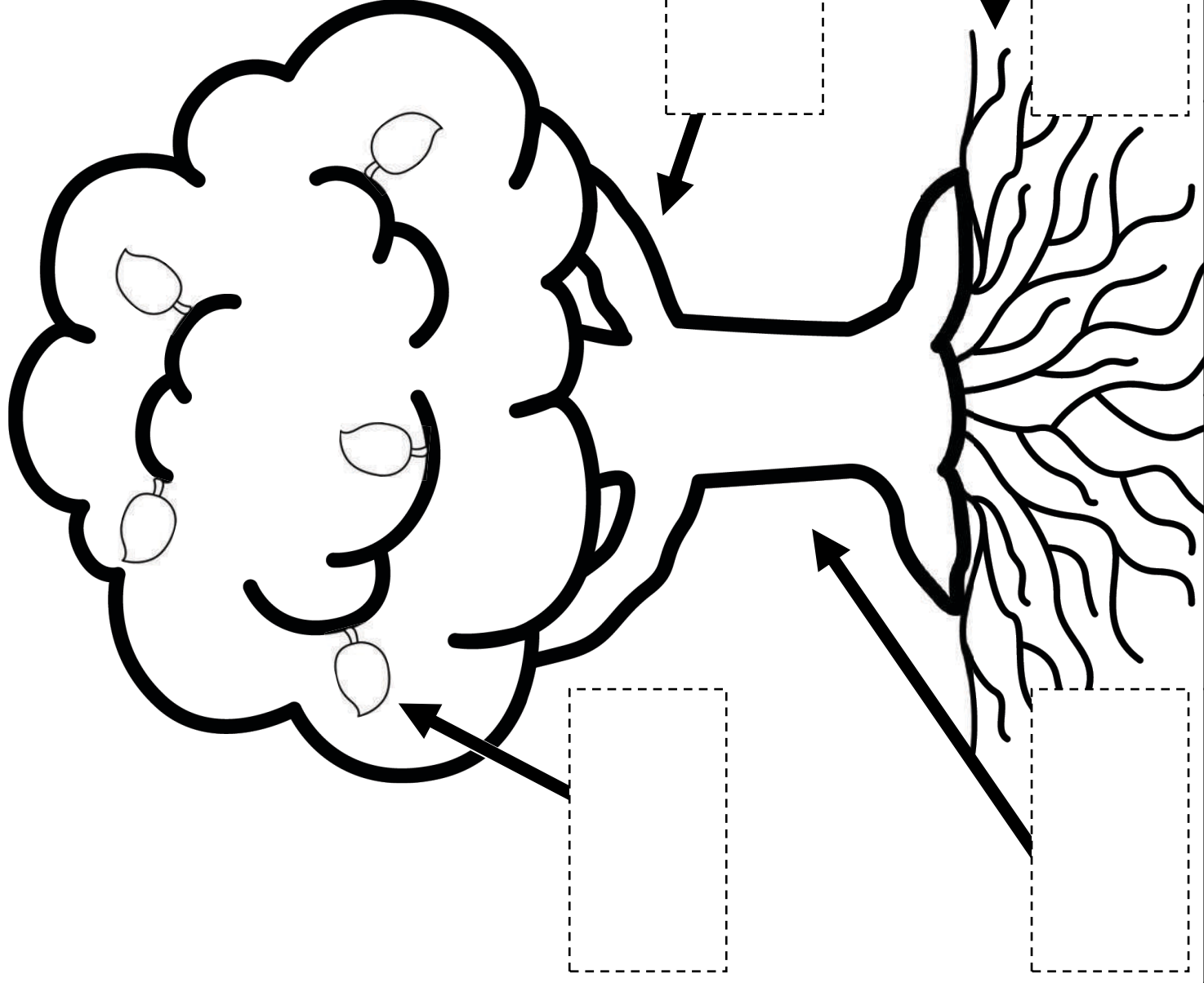
roots




Print on cardstock, laminate, and cut. Affix hook and loop tape to label pieces and mat.  
Match the labels to the mat during circle time.


Name \_\_\_\_\_

# I can label the parts of a tree.



leaf 

 trunk

 branch

roots 

# What We want to know about

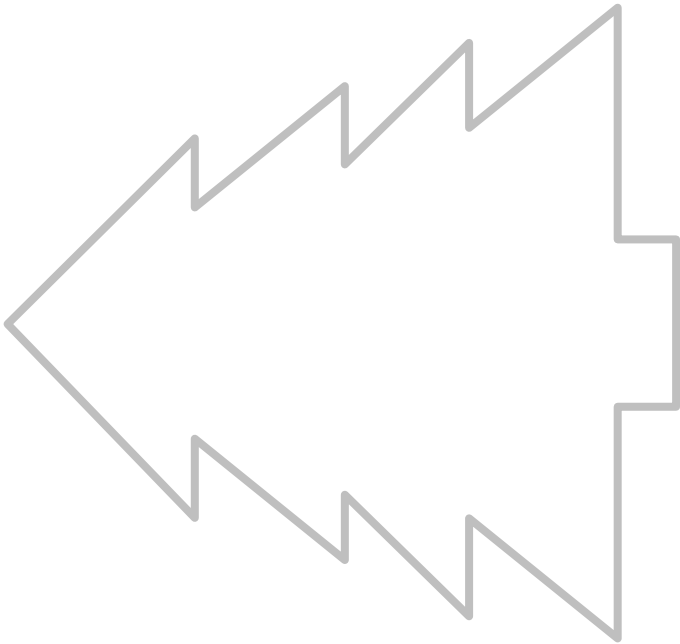
# Trees



©Play to Learn Preschool

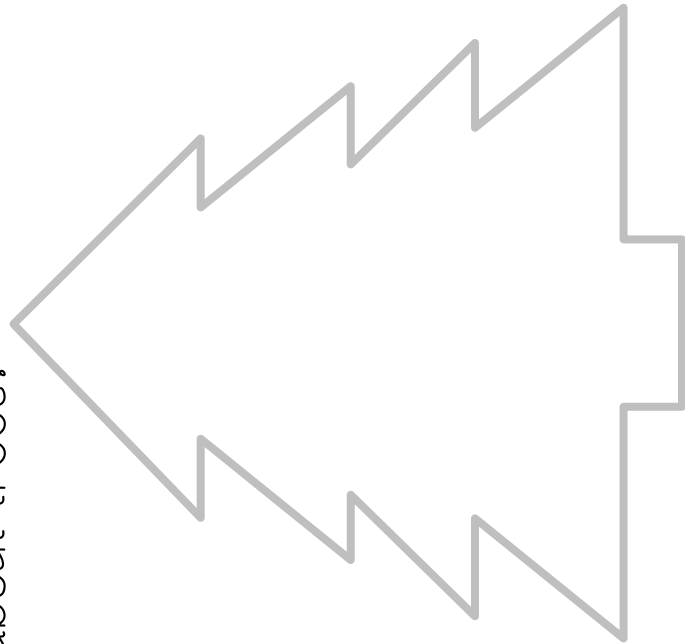


What I want to know  
about trees:



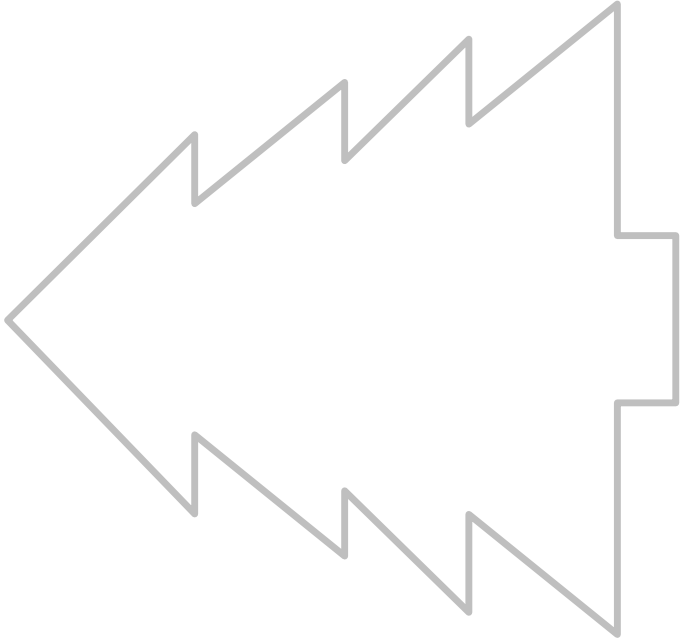
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What I want to know  
about trees:



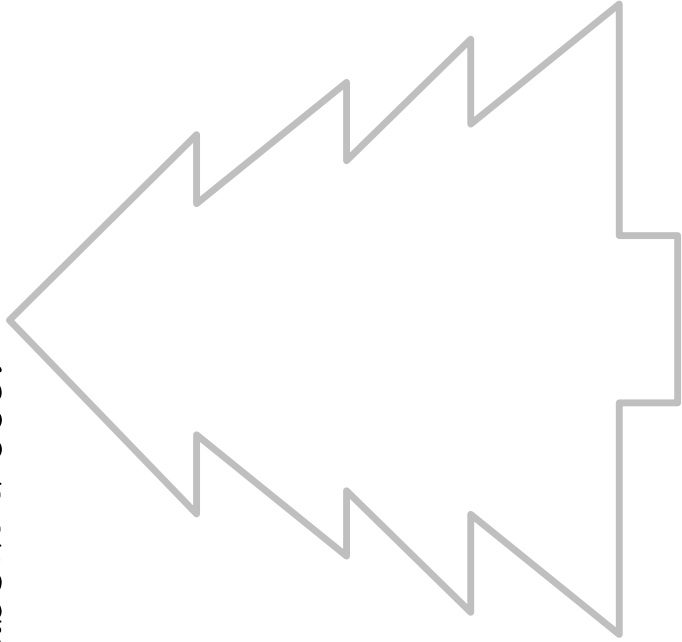
Name:

What I want to know  
about trees:



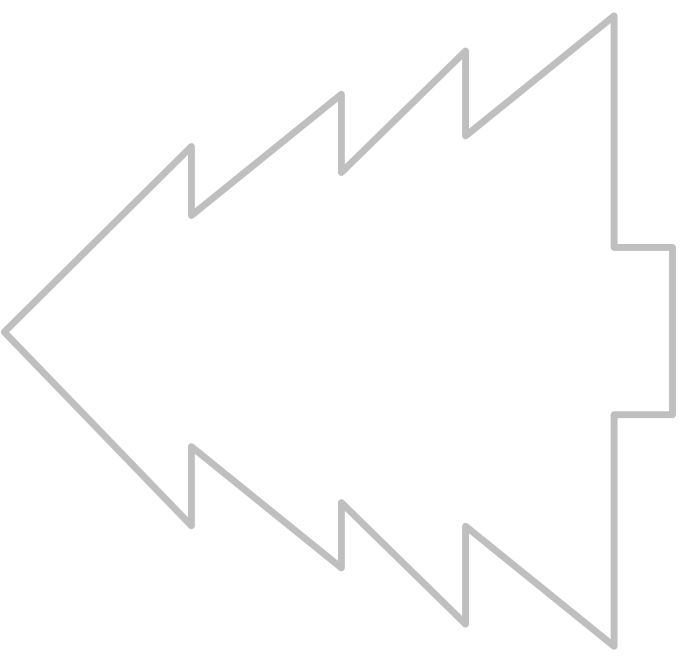
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What I want to know  
about trees:



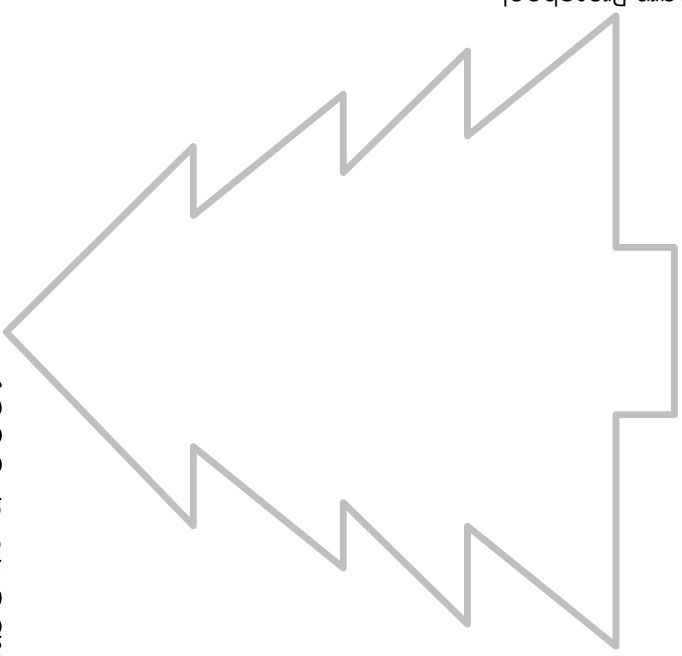
Name:

What I want to know  
about trees:



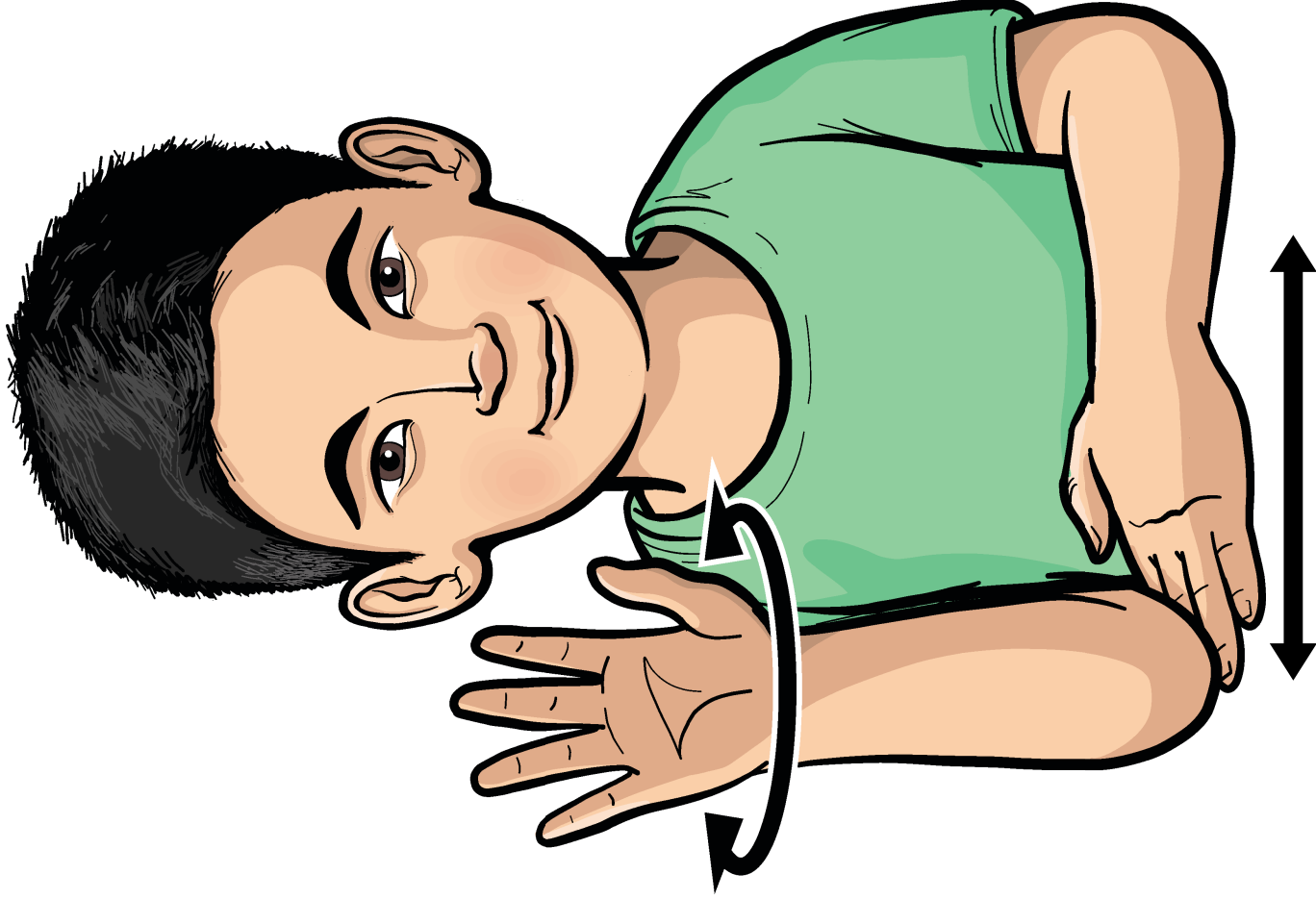
Name:

What I want to know  
about trees:



Name:

# Tree



Lay one arm in front of you for the ground. Raise the other arm up at a 90° angle. Rotate the hand at the wrist like a tree swaying in the wind.

# Tree Trunk

## Support

Day 2  
lesson  
plans

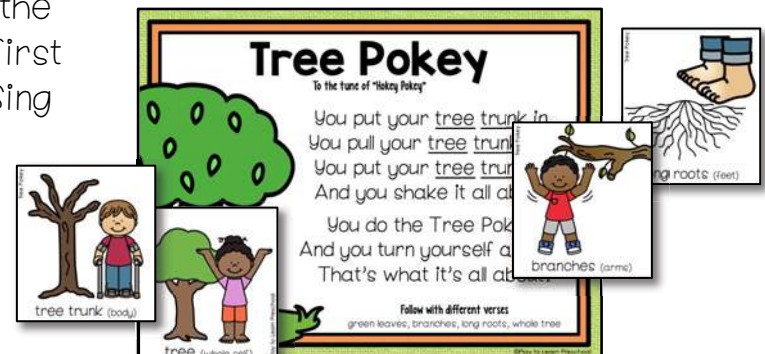
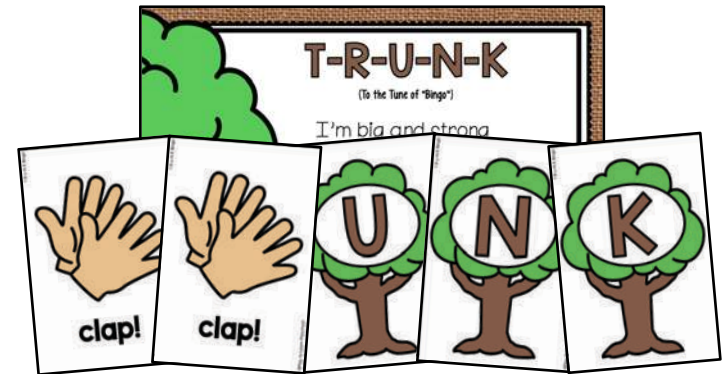
Tree trunks are the main stem of a tree. They support the tree and move water and nutrients from the soil up to the branches and leaves. A tree's age can be seen by counting the rings inside a trunk.

### Objectives:

- The students will notice similarities and differences.
- The students will use new vocabulary.
- The students will play with words, sounds, and rhymes.

### Activities:

1. Look at the real pictures of a tree trunk. Count the rings. One set of light and dark colored rings equals one year.
2. Sing the "Tree Pokey" song. Cards are included for each verse.
3. Sing the T-R-U-N-K song in the tune of "Bingo." Display the letters T-R-U-N-K and sing the song. After singing the first verse, cover up the letter T with the clapping hands. Sing the second verse as "(clap)-R-U-N-K."



**Extension Idea:** Take paper and peeled crayons outside to a tree with bark. Students hold the paper up to the tree and rub the side of the crayon across the paper to reveal the bark imprint.

**A tree trunk is the main stem of a tree, usually covered in bark.**



**The age of a tree can be found by counting the rings. How old was this tree?**



This tree was about 7 years old.

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# Tree Pokey

To the tune of "Hokey Pokey"

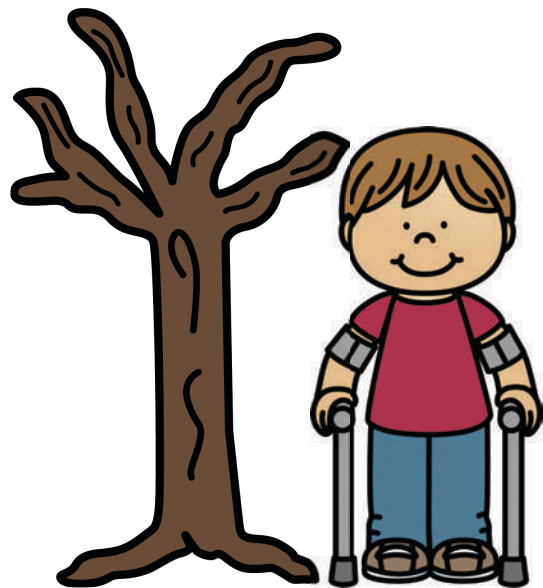


You put your tree trunk in.  
You pull your tree trunk out.  
You put your tree trunk in.  
And you shake it all about.

You do the Tree Pokey,  
And you turn yourself around.  
That's what it's all about!

**Follow with different verses**

green leaves, branches, long roots, whole tree



tree trunk (body)



green leaves (hands)



branches (arms)



long roots (feet)



tree (whole self)

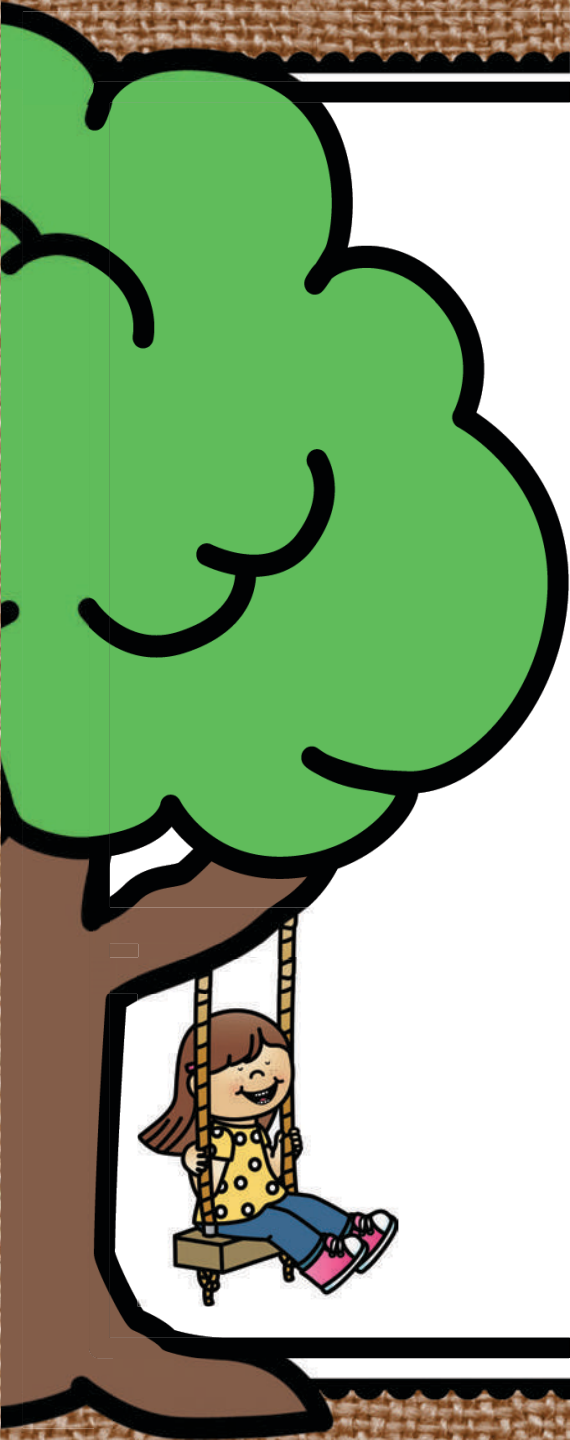
# T-R-U-N-K

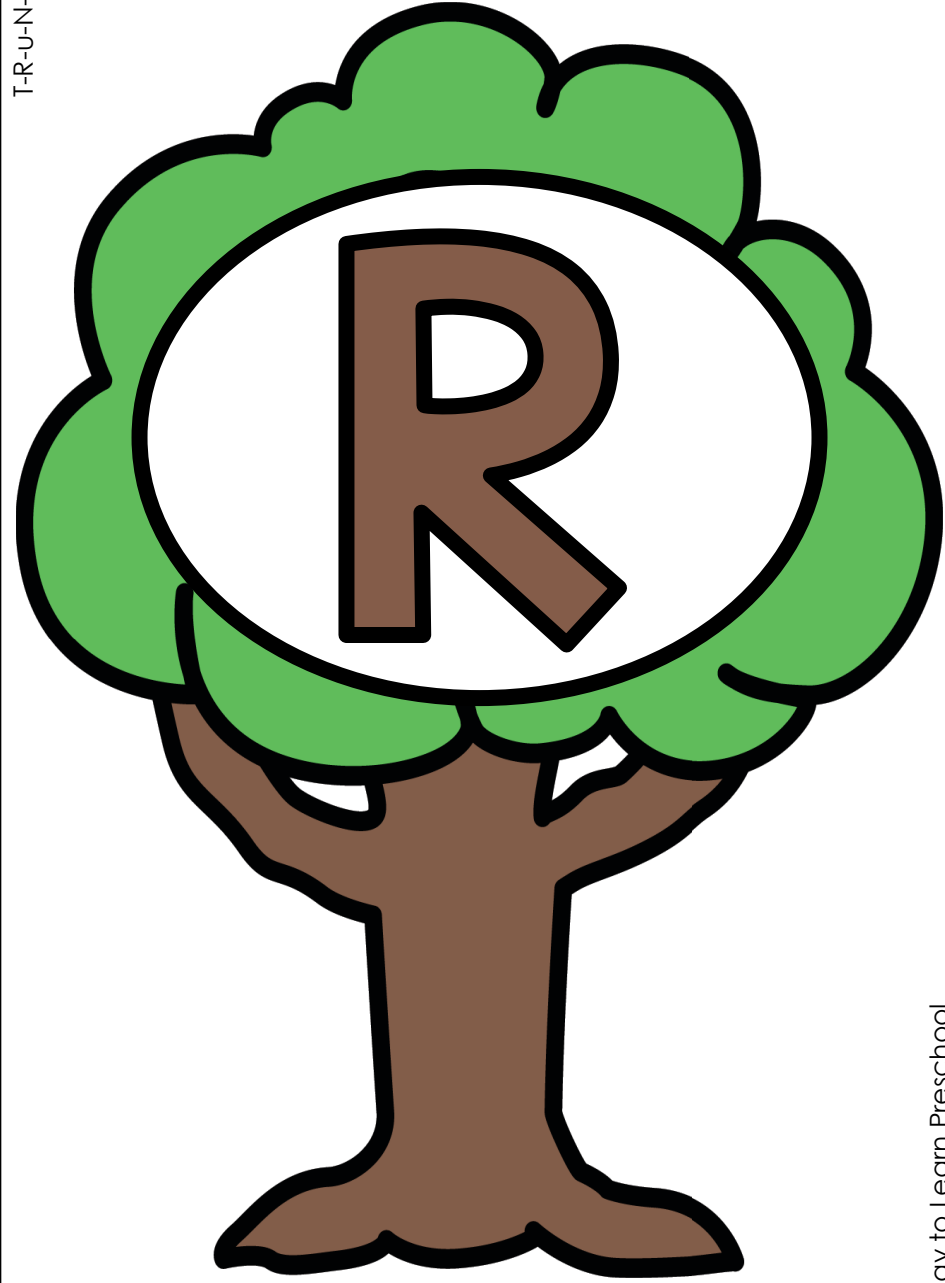
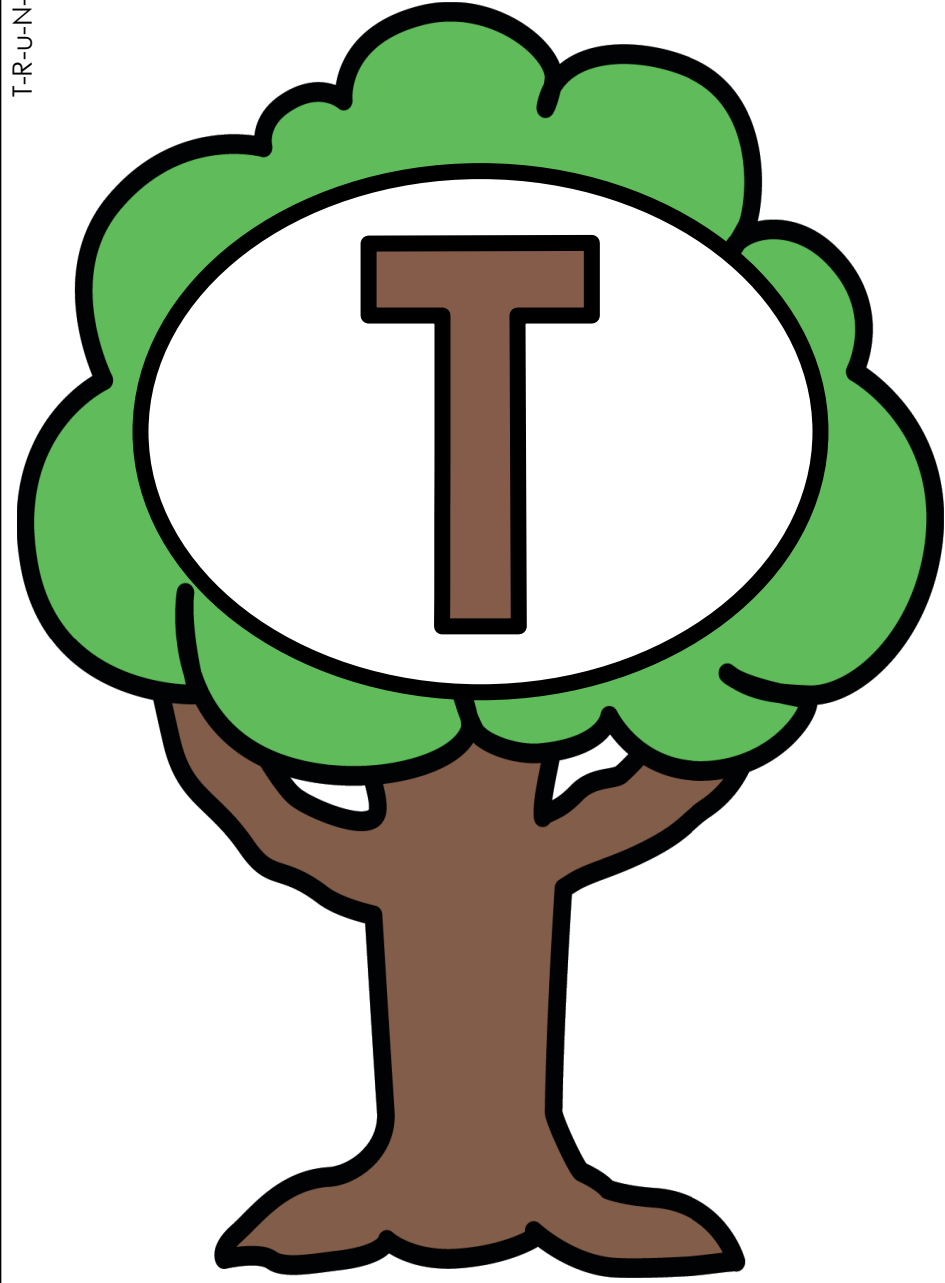
(To the Tune of "Bingo")

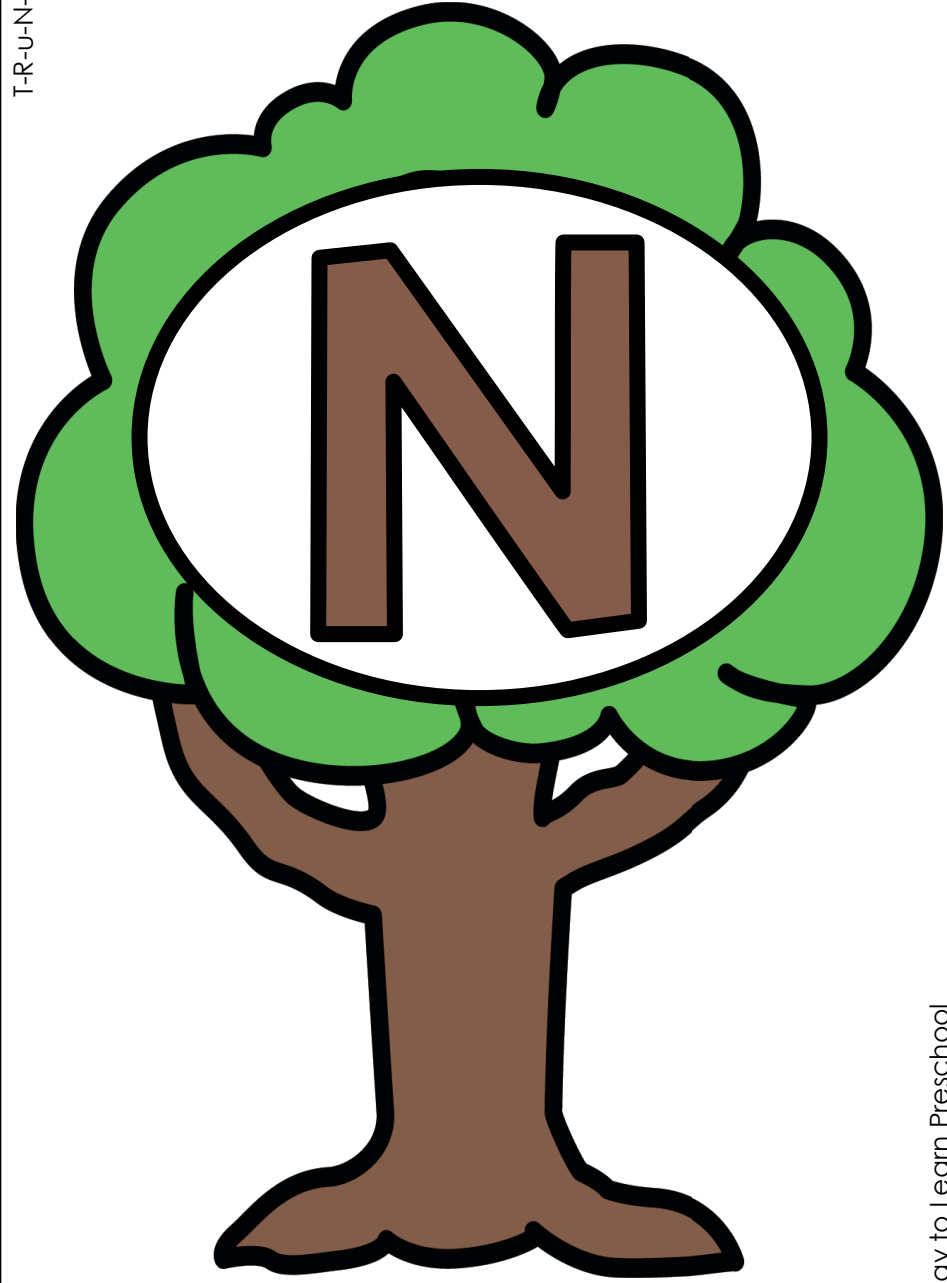
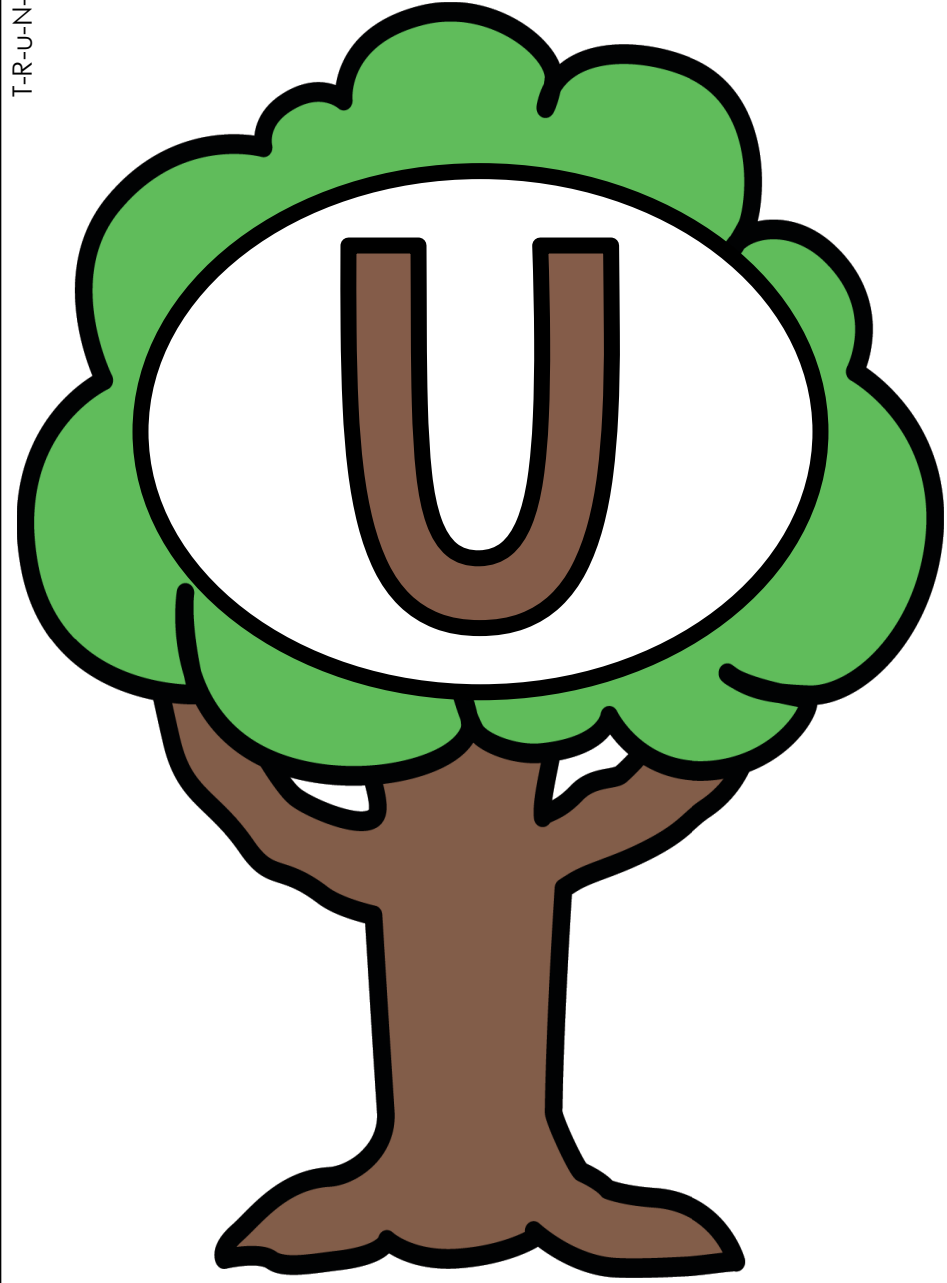
I'm big and strong  
And hold up trees.  
Do you know what I am?

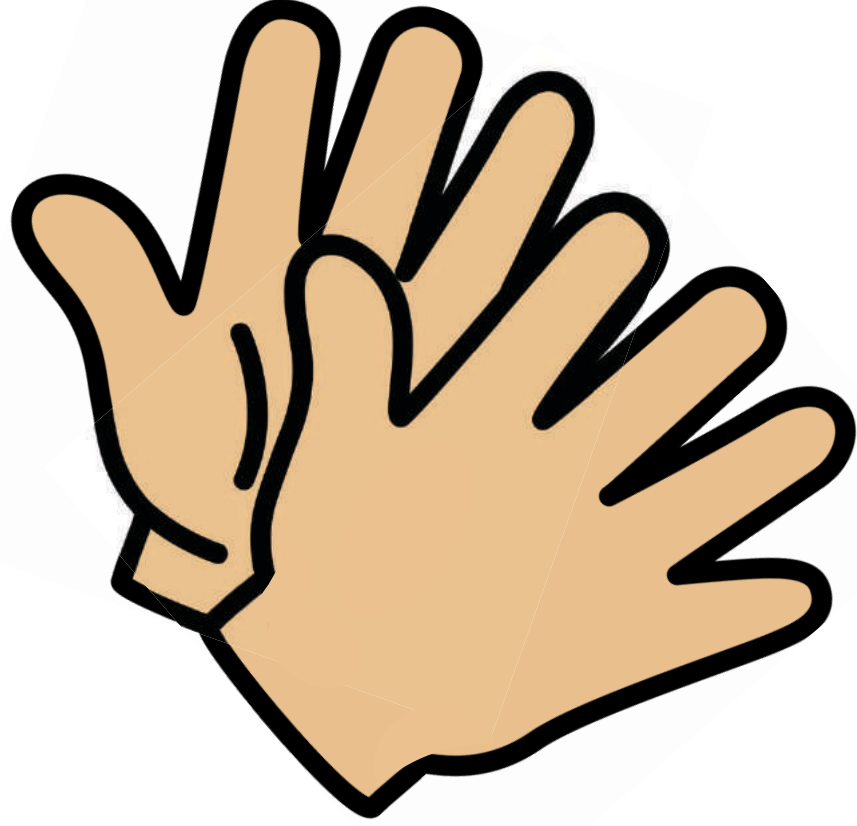
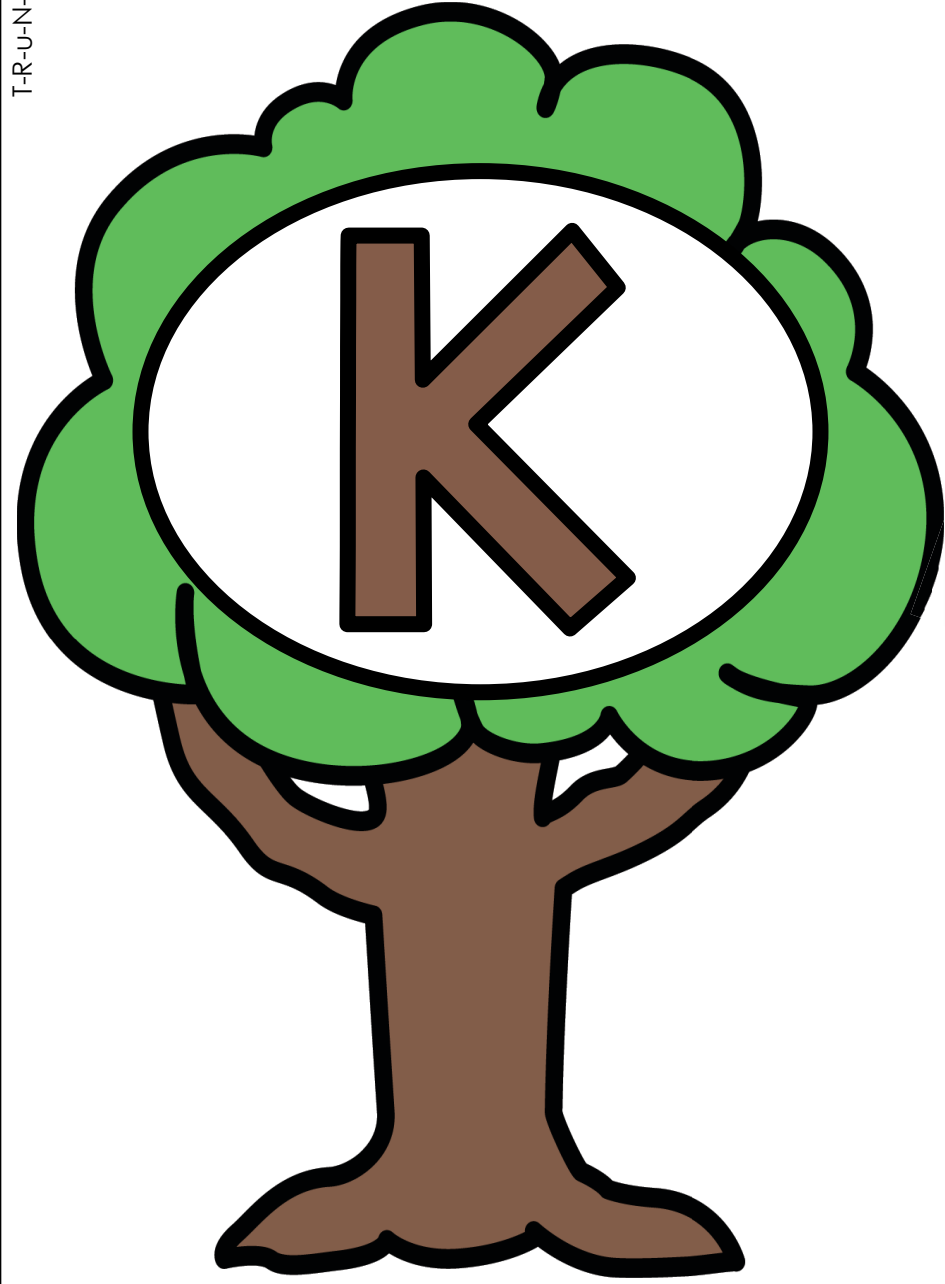
**T-R-U-N-K**  
**T-R-U-N-K**  
**T-R-U-N-K**

And trunk is my name-o!

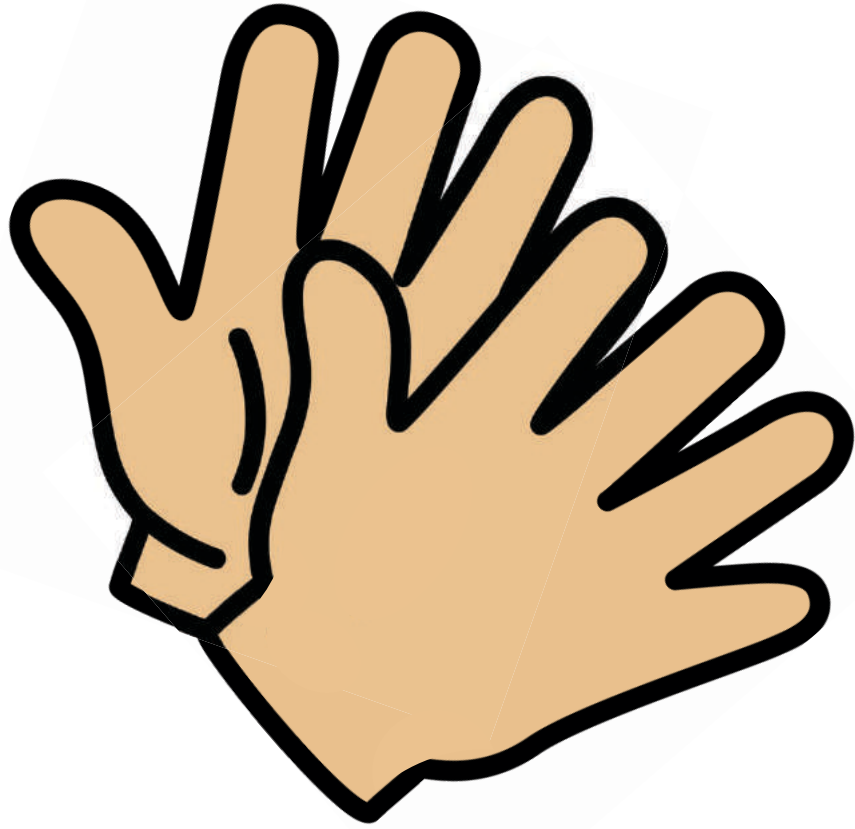




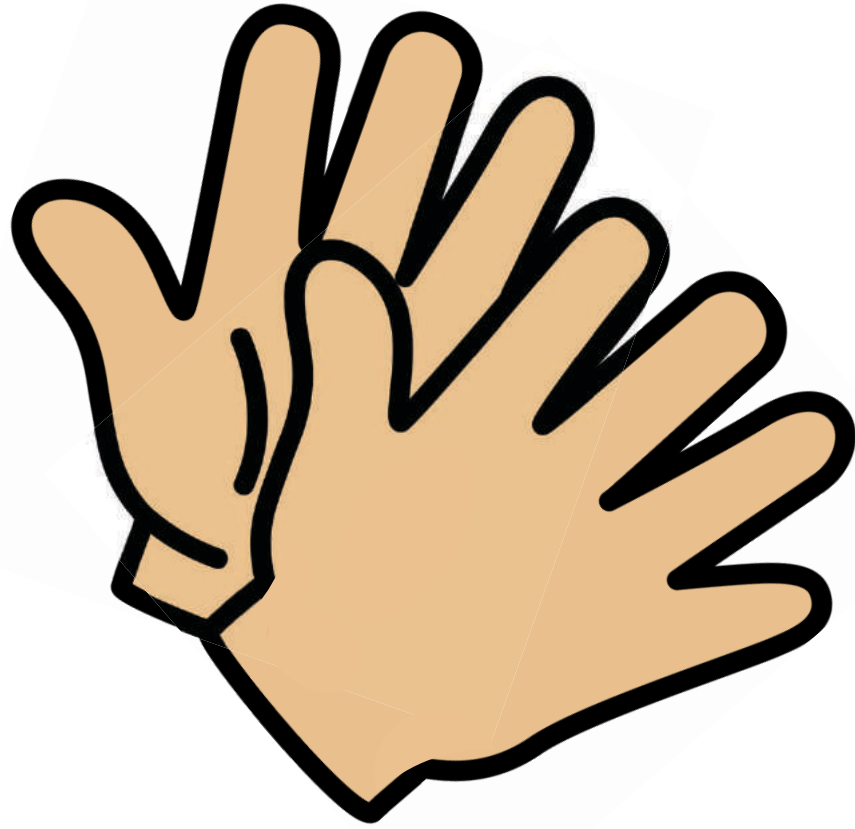




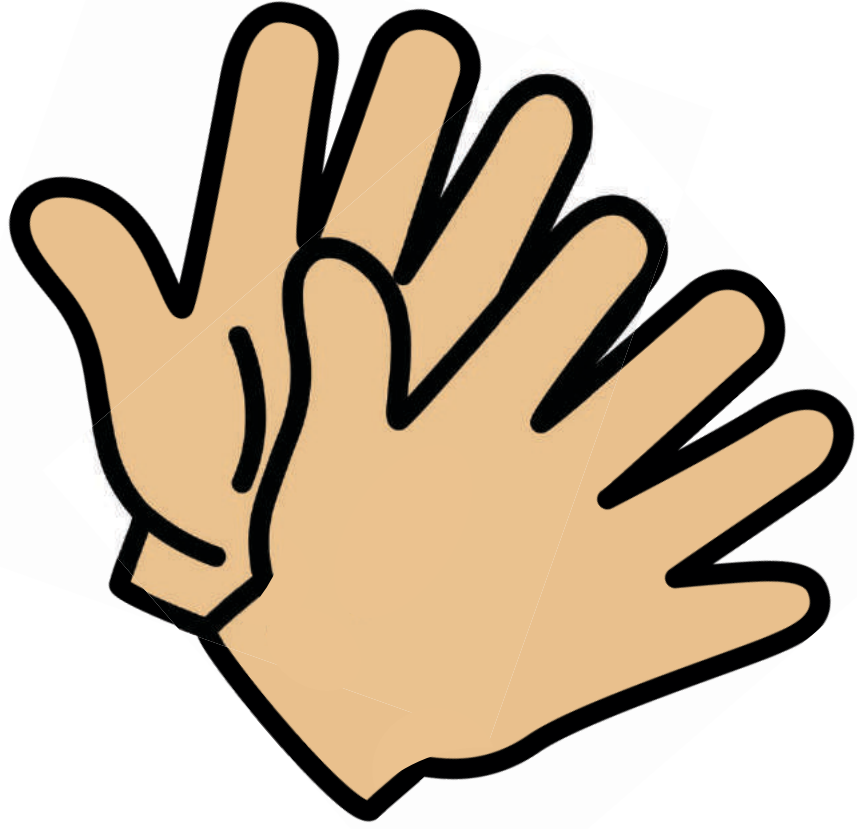
**Clap!**



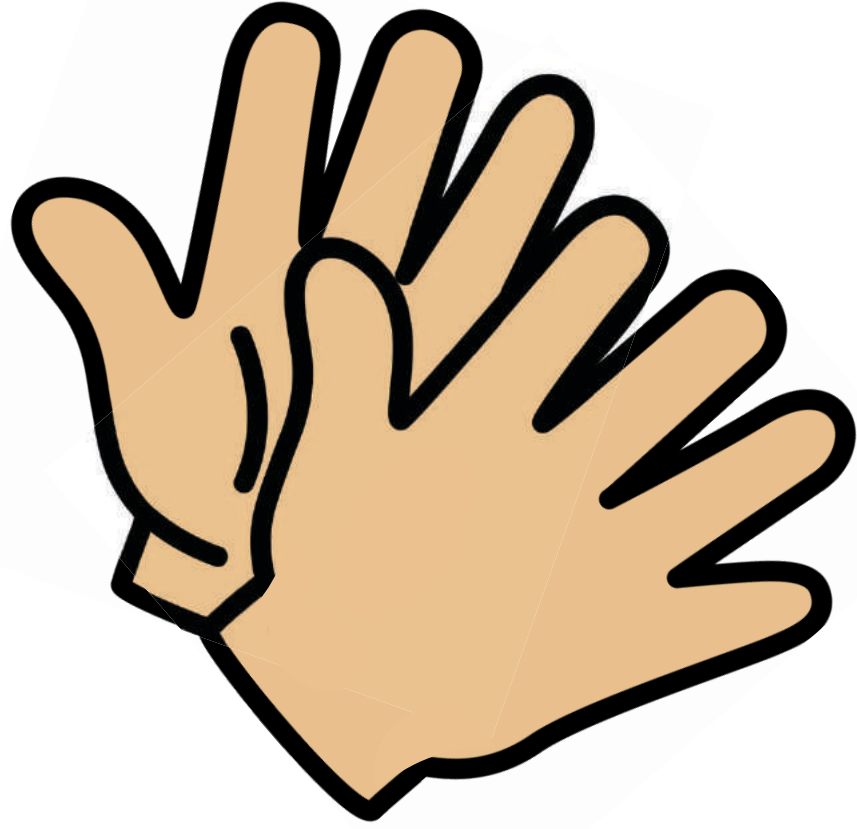
**Clap!**



**Clap!**



**Clap!**



**Clap!**

# Roots and Branches

## Grounded and Growing

Day 3  
lesson  
plans

Roots and branches are the parts of a tree that move water and nutrients. This helps the tree grow. The roots soak up the water and nutrients and send them through the trunk to the branches. The branches then move the water and nutrients to the leaves.

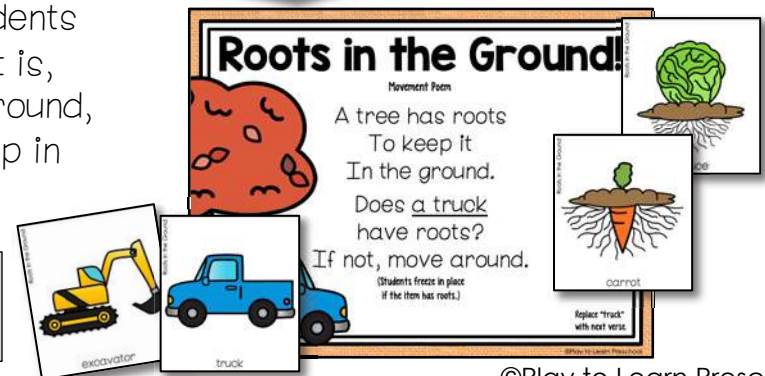
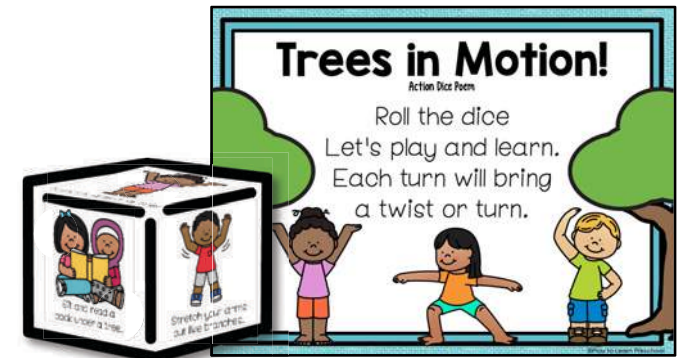
### Objectives:

- The students will notice similarities and differences.
- The students will demonstrate basic locomotor skills.
- The students will follow oral directions.

### Activities:

1. Show the real pictures of tree roots to the students. Ask the students what they notice looks the same about branches and roots. What looks different?
2. Chant the poem with the class. Students take turns rolling the dice; then, the group acts out the motions.
3. Read the poem "Roots in the Ground!" then have students decide if the item is rooted in the ground or not. If it is, students stand still. If the item is not rooted in the ground, the students move like the object – steer a car, gallop in place, bounce a ball, crawl, scoop, hop.

**Extension Idea:** Create a discovery bin with sticks, leaves, and bark. Include magnifying glasses and tweezers for exploration.



**Tree roots hold a tree in the ground.  
They help soak up water and nutrients.**



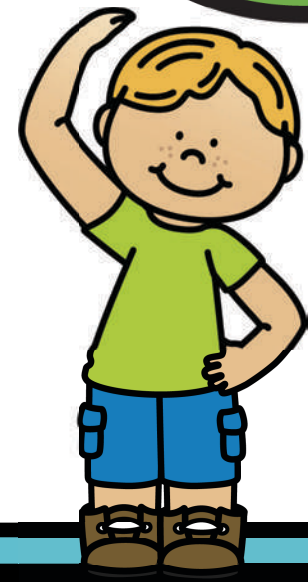


**Branches grow out from the tree trunk and help bring water and nutrition to the leaves.**

# Trees in Motion!

Action Dice Poem

Roll the dice  
Let's play and learn.  
Each turn will bring  
a twist or turn.



# Trees in Motion! Action Dice



Anchor your feet to the ground like roots.



Stretch your arms out like branches.



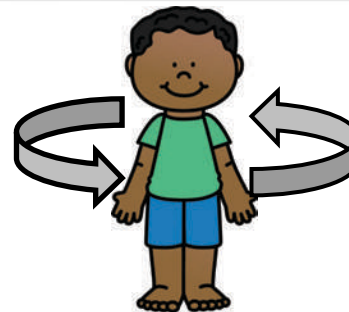
Stand tall like a tree.



Sway like branches in the breeze.



Sit and read a book under a tree.



Spin like a leaf falling to the ground.

- Copy this template, cut it out and fold it into a die.
- Children take turns rolling the die.
- Everyone makes the action rolled.

# Roots in the Ground!

Movement Poem

A tree has roots  
To keep it  
In the ground.

Does a truck  
have roots?

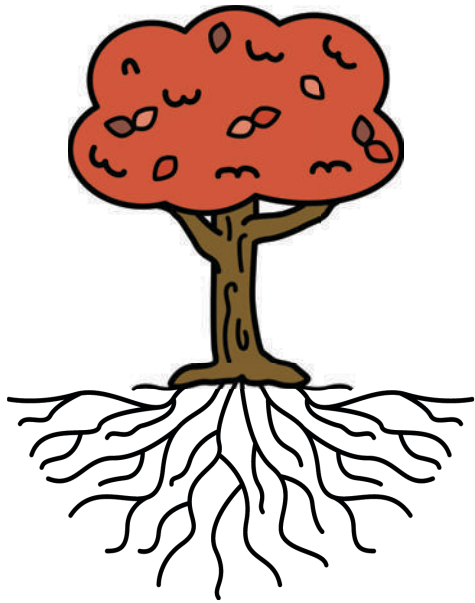
If not, move around.

(Students freeze in place  
if the item has roots.)

Replace "truck"  
with next verse.

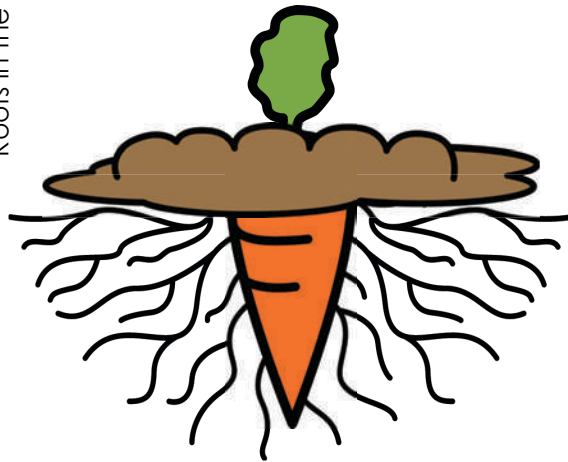


Roots in the Ground



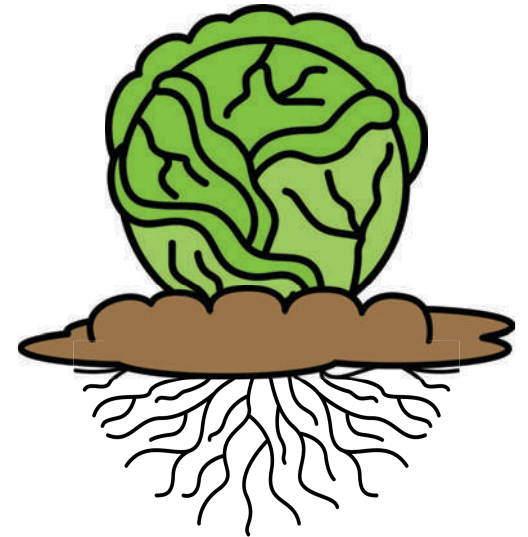
tree

Roots in the Ground



carrots

Roots in the Ground



lettuce

Roots in the Ground



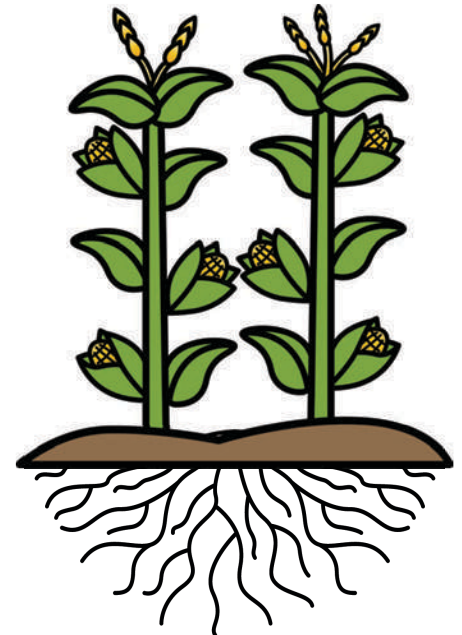
flower

Roots in the Ground



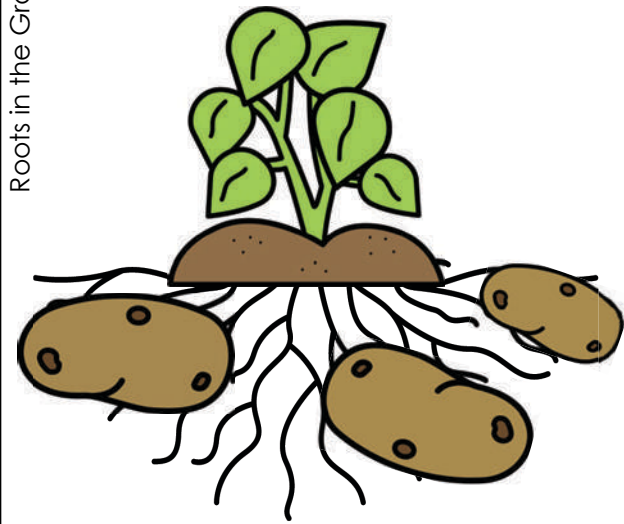
pumpkins

Roots in the Ground



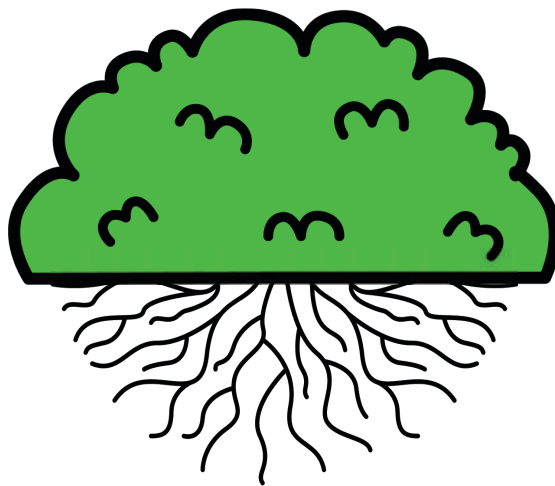
corn

Roots in the Ground



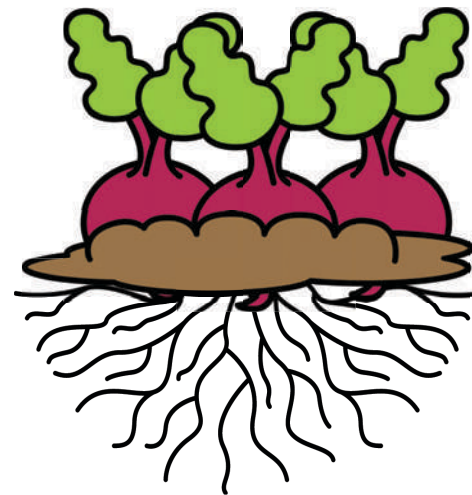
potatoes

Roots in the Ground



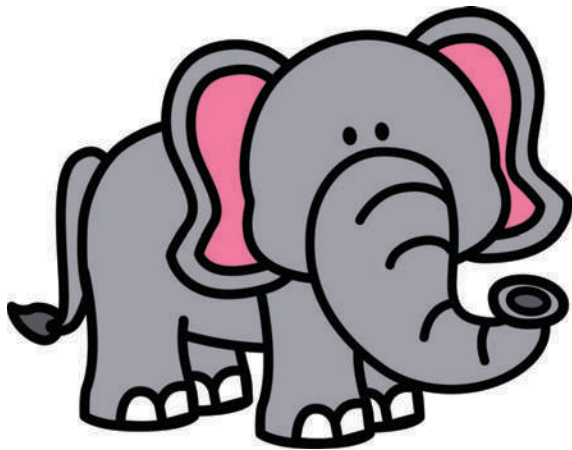
bush

Roots in the Ground



beets

Roots in the Ground



elephant

Roots in the Ground



boat

Roots in the Ground



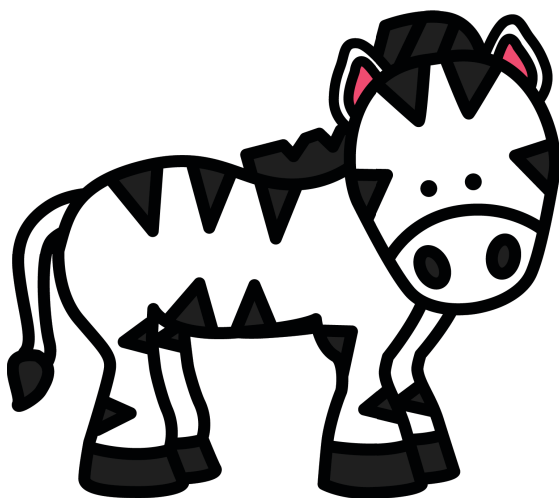
drum

Roots in the Ground



truck

Roots in the Ground



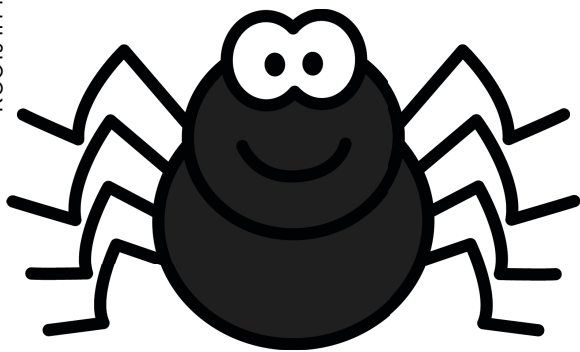
zebra

Roots in the Ground



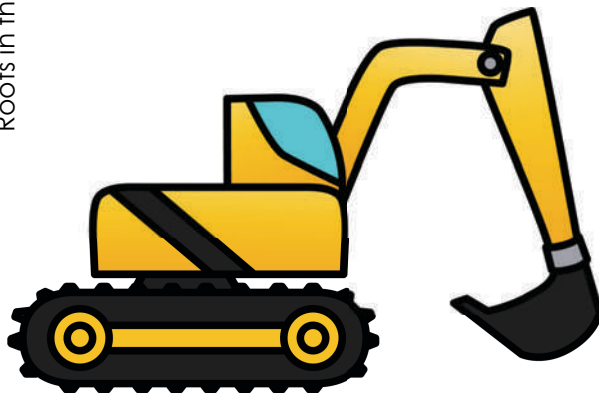
ball

Roots in the Ground



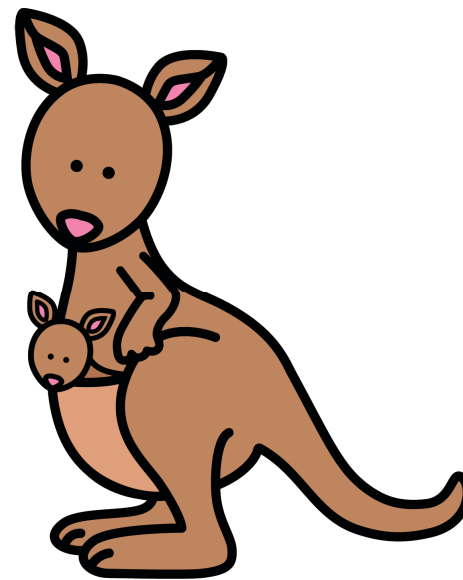
spider

Roots in the Ground



excavator

Roots in the Ground



kangaroo

# Leaves

## Deciduous and Conifer Trees

Leaves are the green flat parts growing from tree branches. The leaves soak up sunlight and turn it into food for the tree. This process is called photosynthesis. This also helps make our air healthy with more oxygen for us to breath.

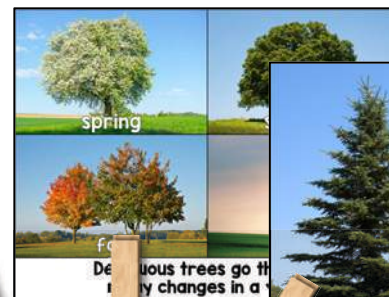
### Objectives:

- The students will notice similarities and differences.
- The students will count a set to 5 and make combinations of objects to create the set.
- The students will demonstrate basic locomotor skills.

### Activities:

1. Show the real pictures of types of trees. What are the differences in the four deciduous trees shown?
2. Print the tree with leaf bag on heavy cardstock, then affix the leaves to clothes pins. Recite the "5 Colorful Leaves" chip clip poem. As you progress through each verse, remove a leaf from the tree.
3. Read the poem, then students take turns spinning the spinner then they act out the motion.

**Extension Idea:** Cut out enough brown construction paper tree trunks with branches for each student. Students glue the trunk to a piece of construction paper or cardstock. Next, students work on fine motor skills by tearing small pieces of green, yellow, orange, and red tissue paper apart. Finally, students wad up the tissue paper and glue it to the tree trunk to create their own fall trees.



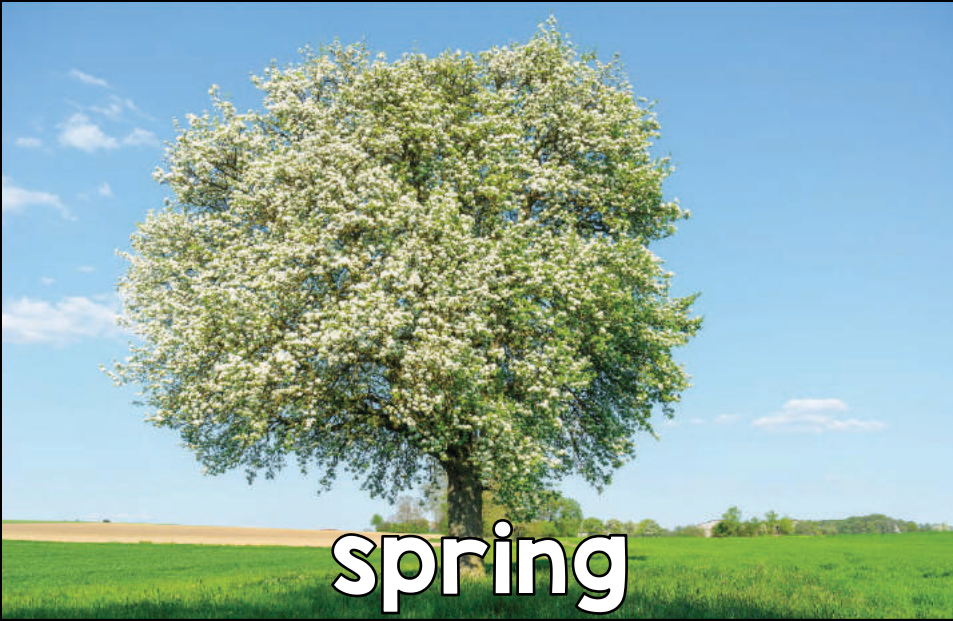
**Colorful Leaves!**  
Chip Clip Poem

5 colorful leaves  
On the tall, tall tree.  
1 shakes loose,  
Leaving the rest to be.  
*Count down taking one leaf away with each verse.*

No more colorful leaves  
Falling from the tree.  
They're down on the ground.  
How many can you see?

**Seasons Shuffle**  
Spinner Actions Poem

Leaves are changing.  
What season could it be?  
Spin the spinner.  
Let's look and see!



**spring**



**summer**



**fall**



**winter**

**Deciduous trees go through many changes in a year.**



**Conifer trees have leaves that look like needles. The tree's seeds are protected by pine cones. These trees do not drop their leaves.**

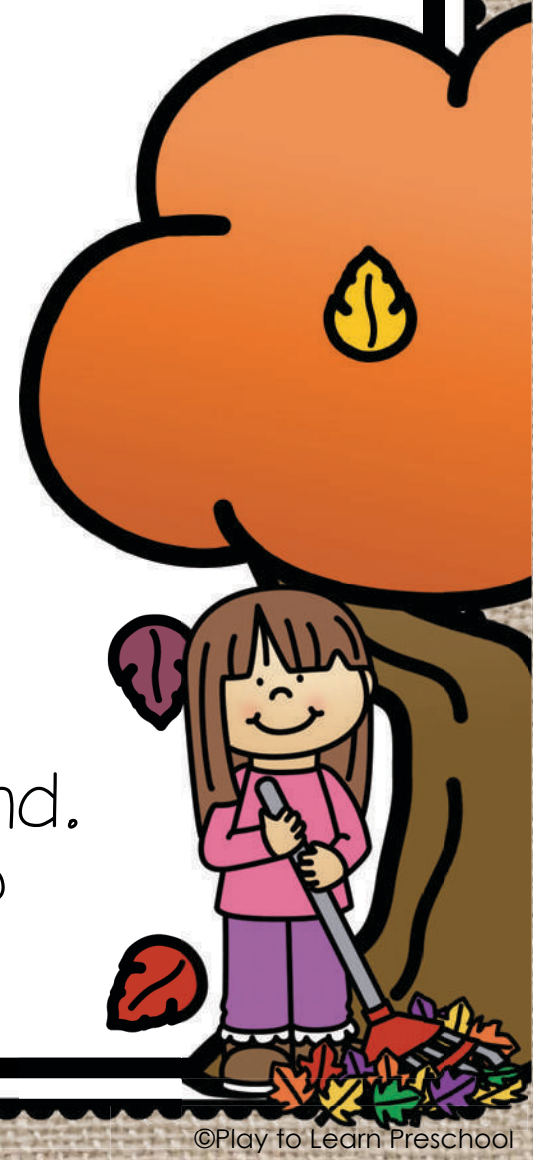
# 5 Colorful Leaves!

Chip Clip Poem

5 colorful leaves  
On the tall, tall tree.  
1 shakes loose,  
Leaving the rest to be.

Count down taking one leaf away with each verse.

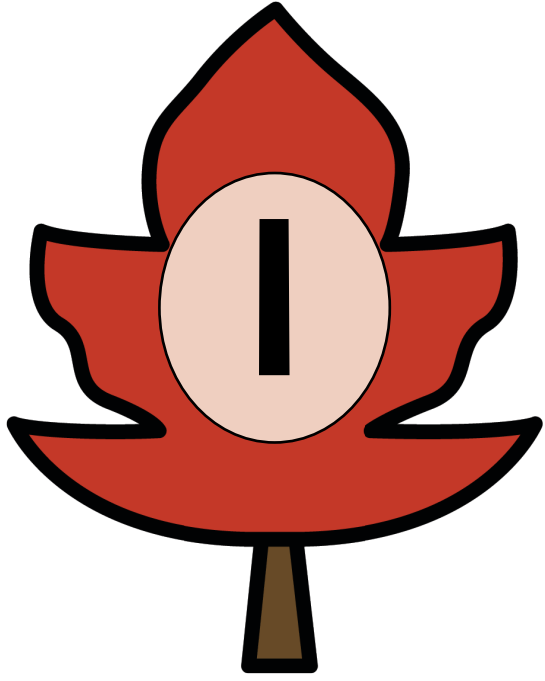
No more colorful leaves  
Falling from the tree.  
They're down on the ground.  
How many can you see?



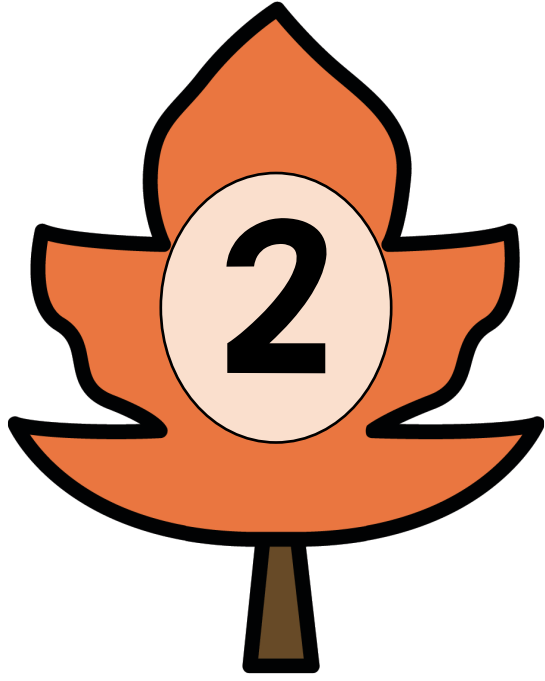
# 5 Colorful Leaves!



5 Colorful Leaves!



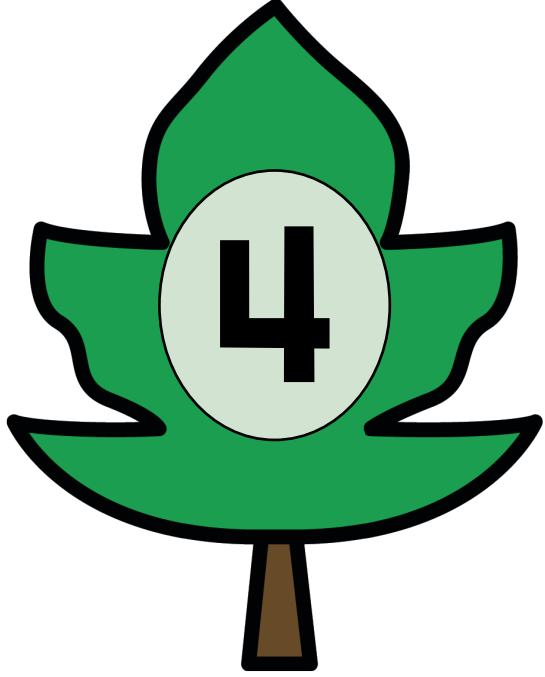
5 Colorful Leaves!



5 Colorful Leaves!



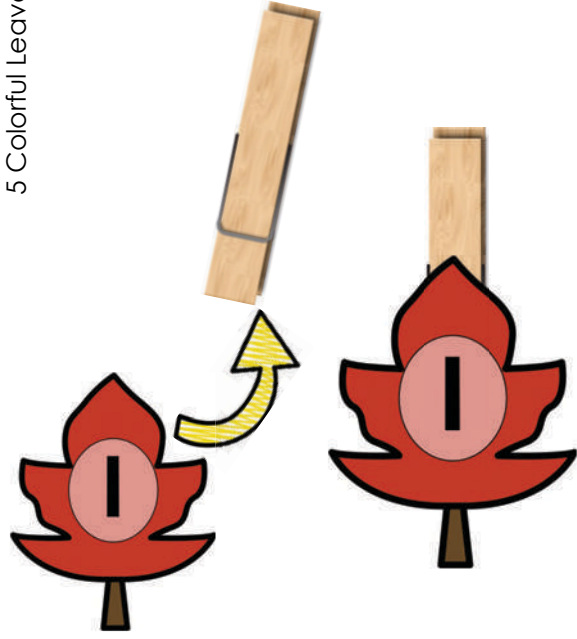
5 Colorful Leaves!



5 Colorful Leaves!



5 Colorful Leaves!



# Seasons Shuffle

Spinner Action Poem

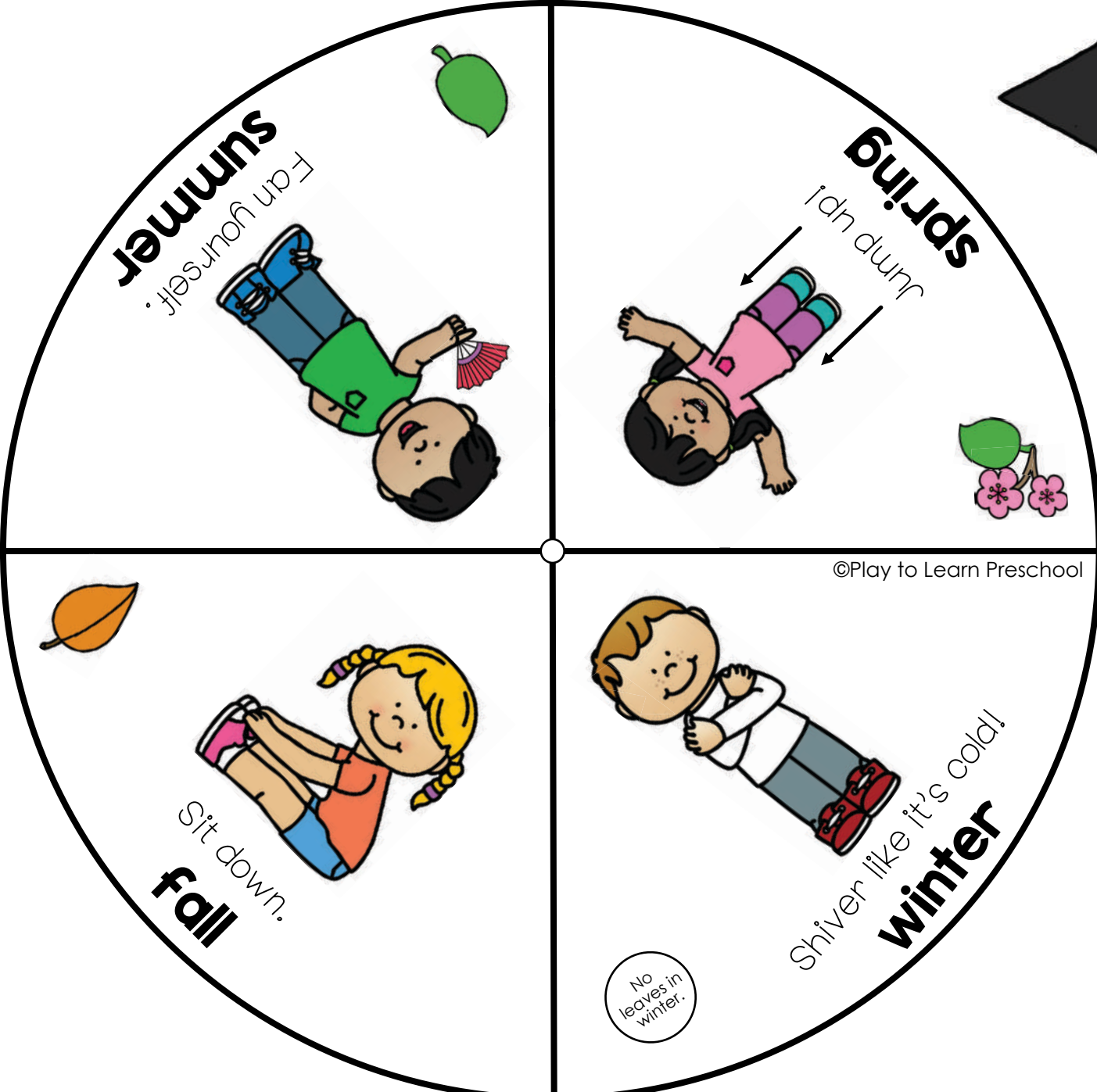
Leaves are changing.

What season could it be?

Spin the spinner.

Let's look and see!

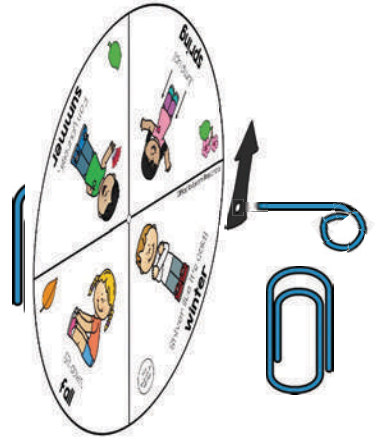




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**To Assemble:**  
 Print the spinner on heavy cardstock or back to cardboard. Make and assemble the "action spinner." Use a brad fastener or open up a paper clip, push one end through the arrow and then the spinner. Fold the end of the paperclip down the back and secure with tape. Twist the other end to ensure the arrow does not fall off. (see diagram below)



# Animal Homes

## Burrows and Branches

Day 5  
lesson  
plans

Many animals live in trees. They eat, sleep, play, and raise their young high above the ground. Trees offer these animals protection from predators and a safe place during a storm.

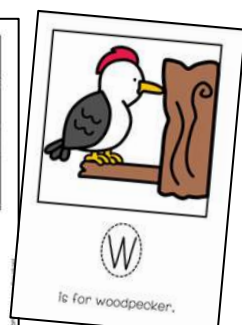
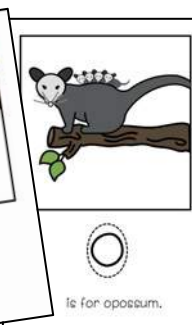
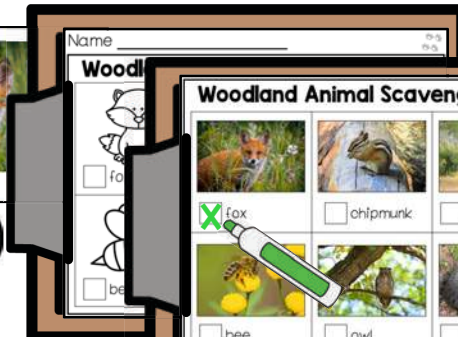
### Objectives:

- The students will apply previous knowledge to new experiences.
- The students will observe objects with curiosity.

### Activities:

1. Show the real pictures of animals that live and play in trees then play the Woodland Animal Scavenger Hunt to find more animals.
  - Print the pages and laminate. Post the ½ pages around the room. Place laminated color pages on clipboards with dry erase markers. Students pair up with a friend and search the room. They check off each animal as it is found. Black and white copies are also provided.
  - Play the Peek-a-Boo Tree Animals game.

**Extension Idea:** Place small boxes, paper, cotton scraps, twigs, leaves, and toy forest animals at a sensory center. Students create homes for the animals.





**Owls like to sleep in burrows under trees.**



**Raccoons feel safe in the tops of trees.**

**Opossums love to climb and play in trees.**



# Woodland Animal Scavenger Hunt



fox



chipmunk



moose



bee



owl

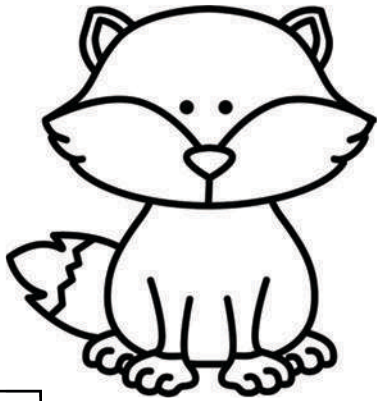


snake

Name \_\_\_\_\_



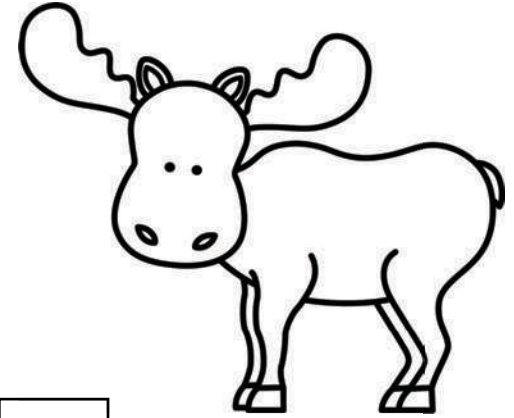
# Woodland Animal Scavenger Hunt



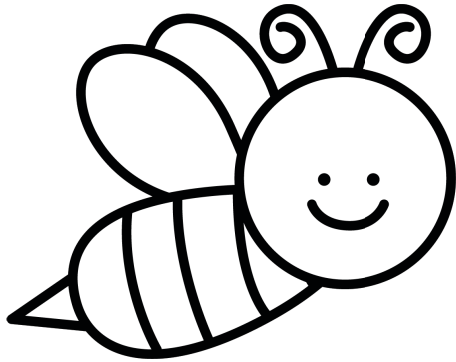
fox



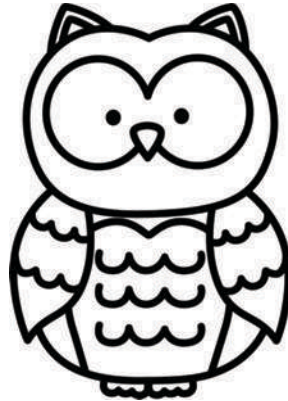
chipmunk



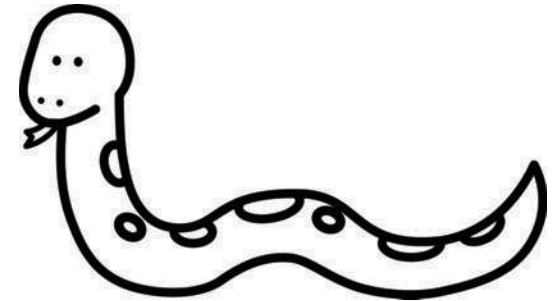
moose



bee



owl



snake



fox



chipmunk



moose



bee



OWI



snake

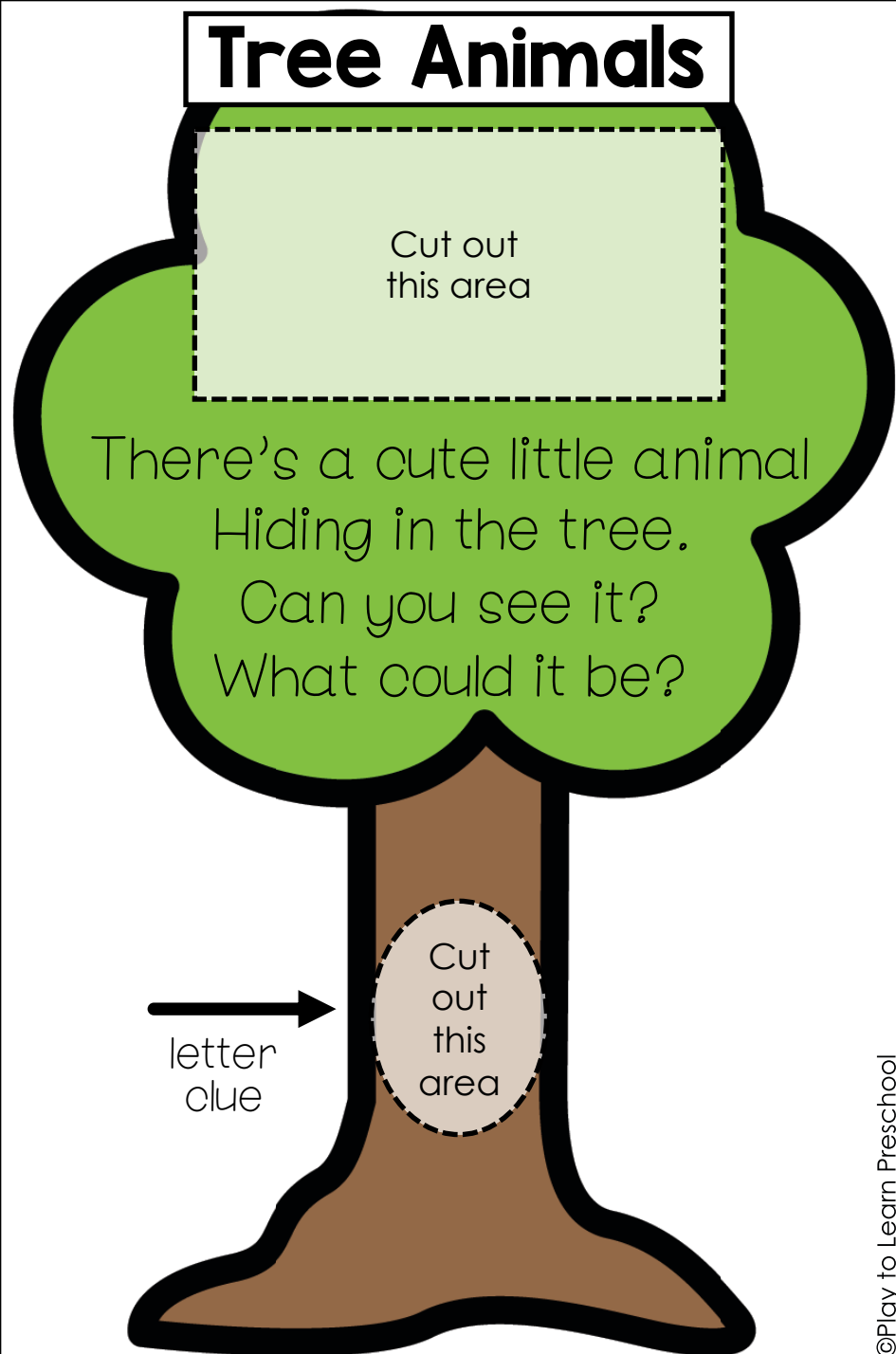
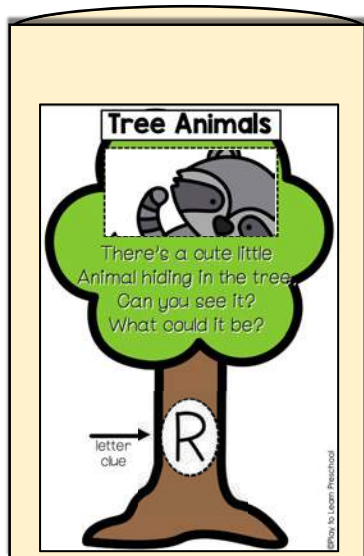
# Peek-A-Boo Tree Animals Game

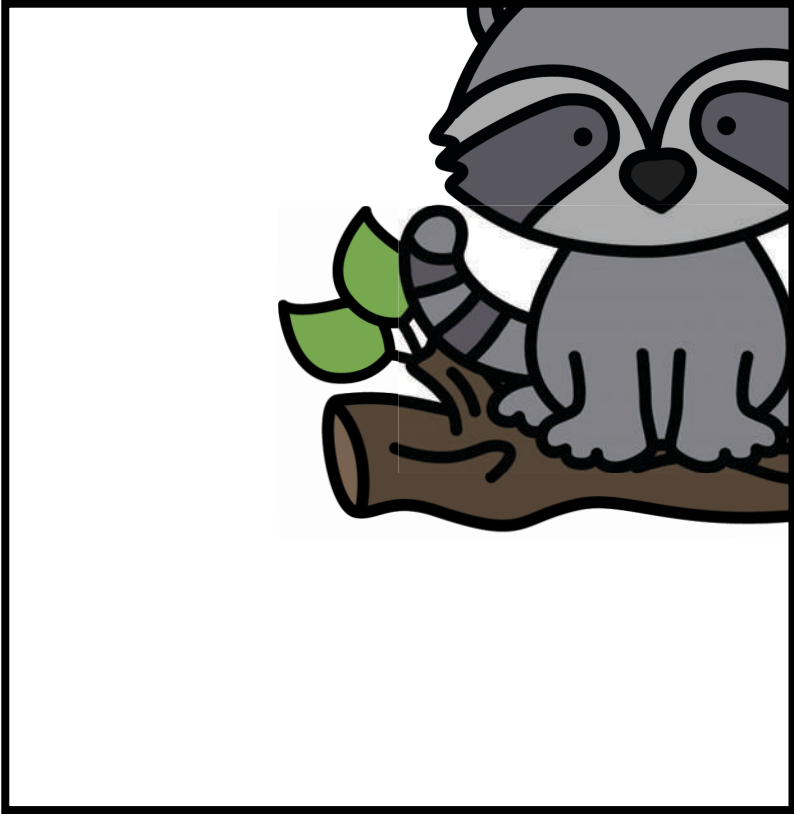
## To Prepare:

- Print the cards.
- Adhere the tree to the outside of a 6" x 9" envelope.
- Cut out the 2 shaded areas. Cut through the tree and 1 layer of the envelope.
- Cut the animal cards apart.

## To Play the Game:

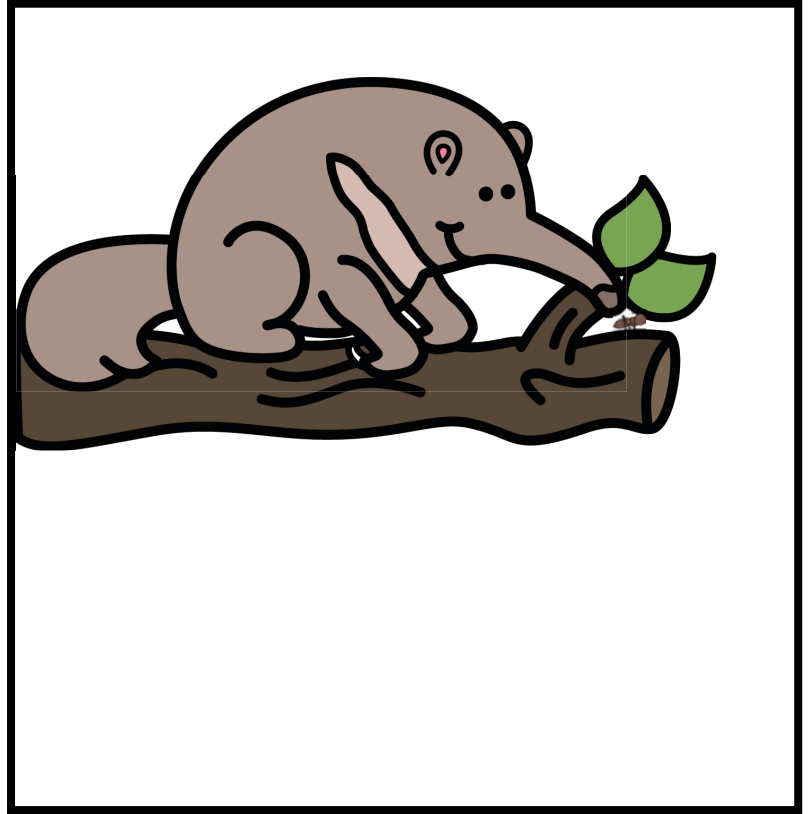
- Place one of the animal cards into the envelope so the letter clue is lined up and visible.
- Show the students the envelope and ask which animal they think is hiding inside.
- Students use visual clues and the letter clue to guess which animal is hiding. Pull the animal card out to reveal the answer!





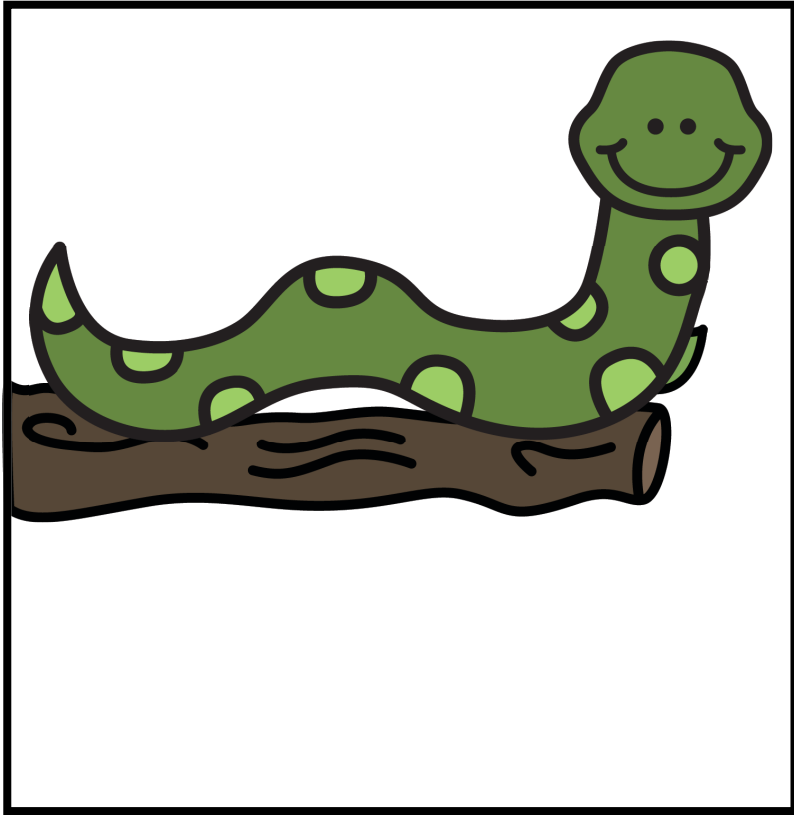
R

is for raccoon.



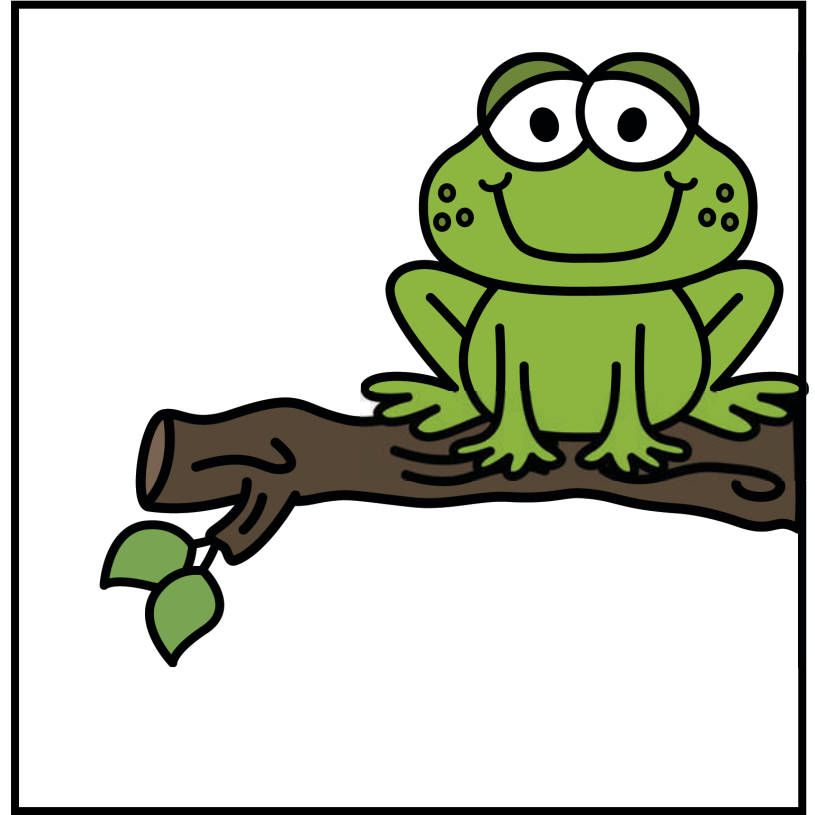
A

is for anteater.



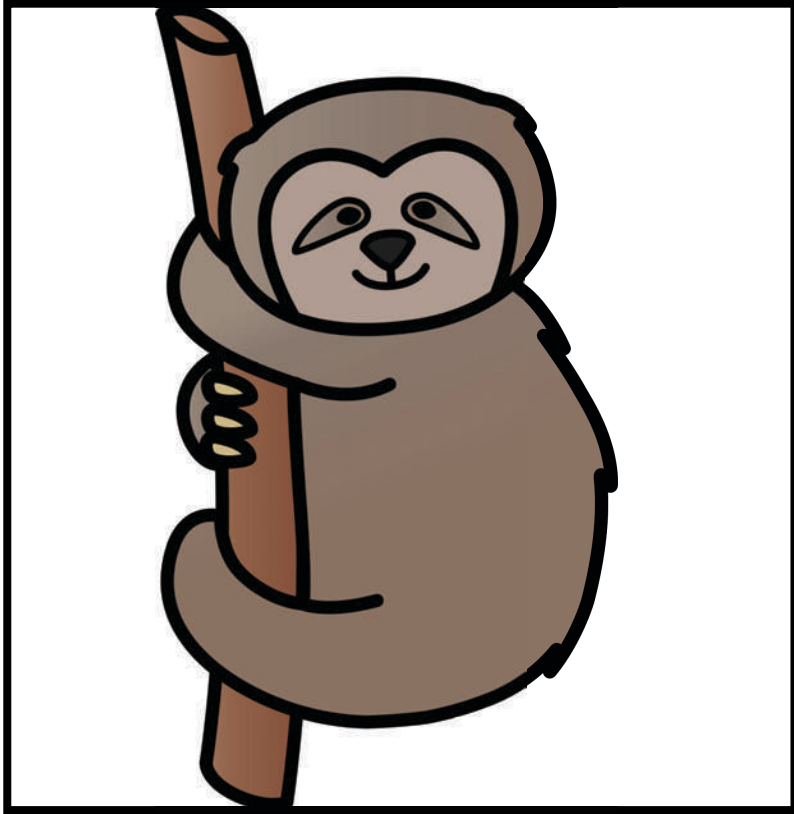
S

is for snake.



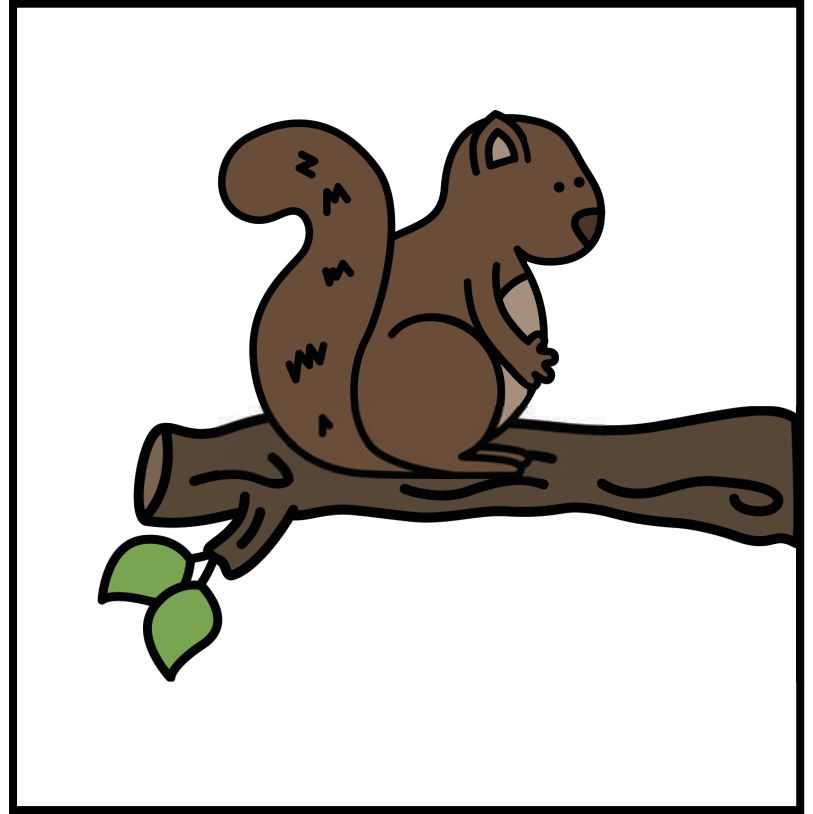
F

is for frog.



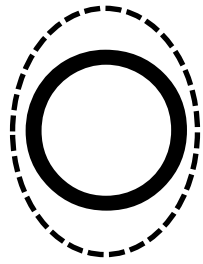
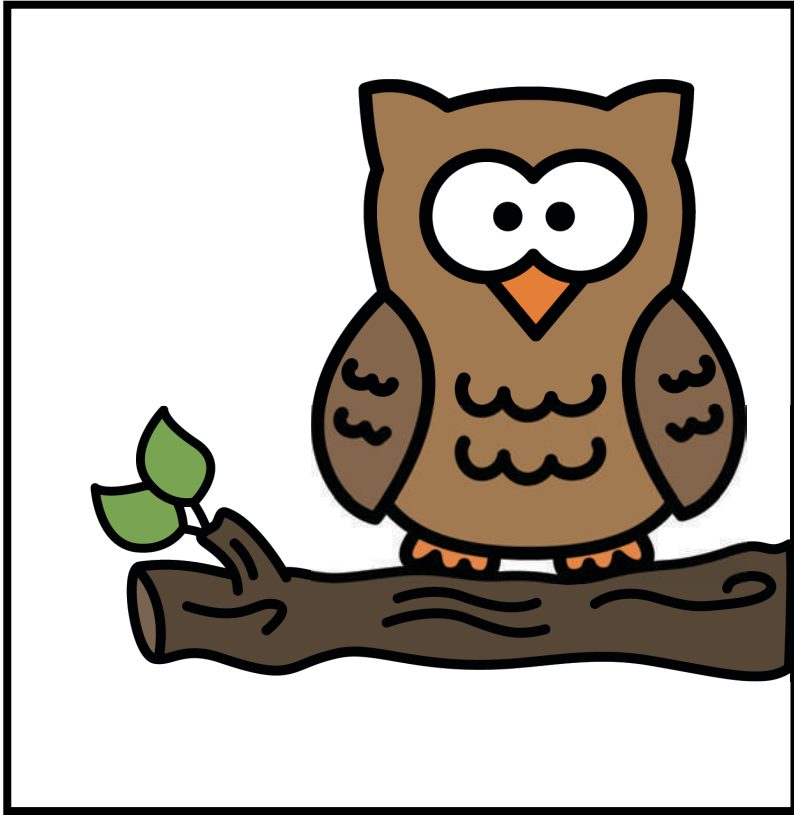
S

is for sloth.

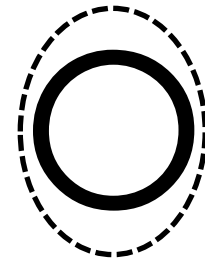
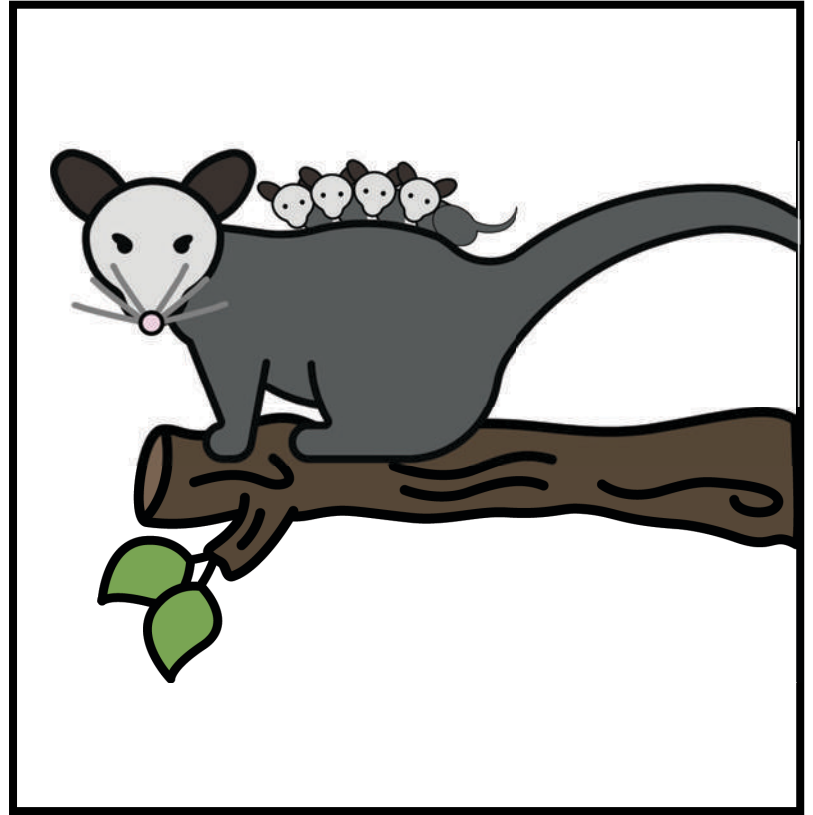


S

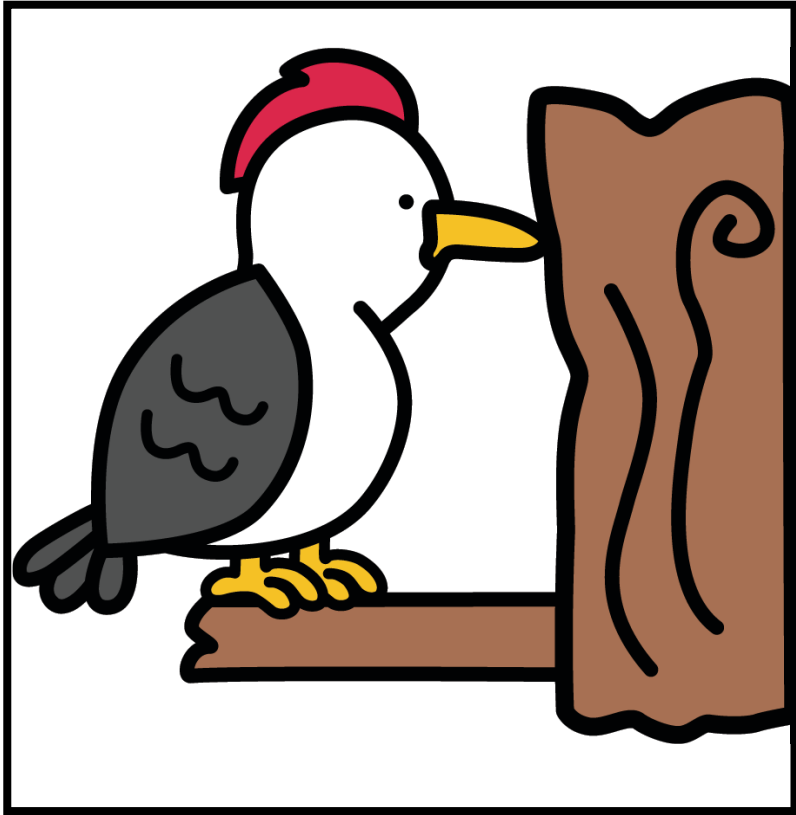
is for squirrel.



is for owl.

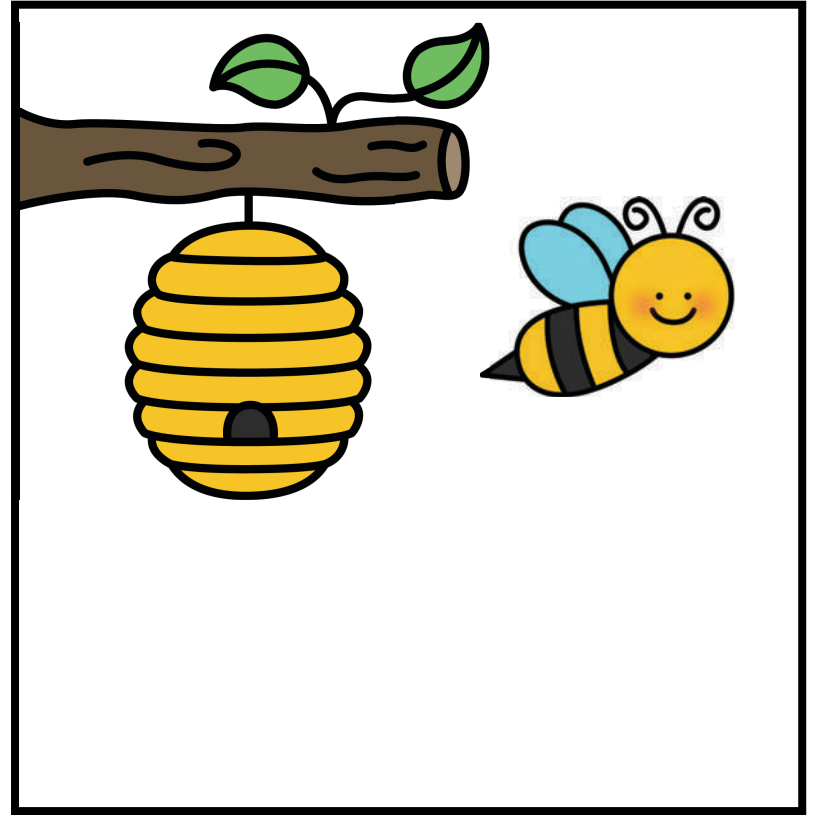


is for opossum.



W

is for woodpecker.



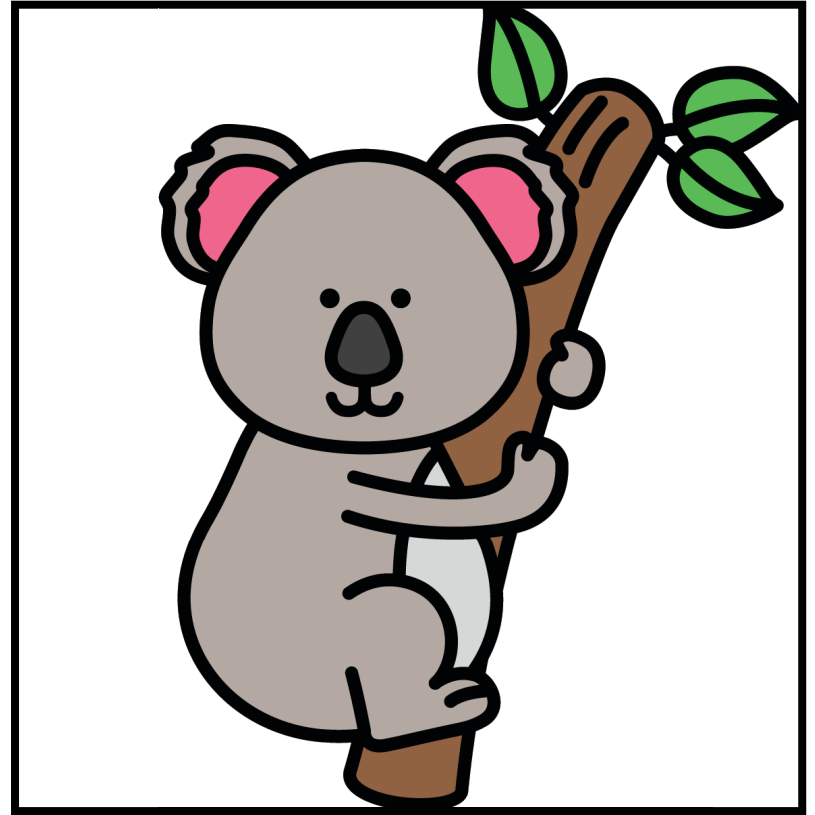
B

is for bee.



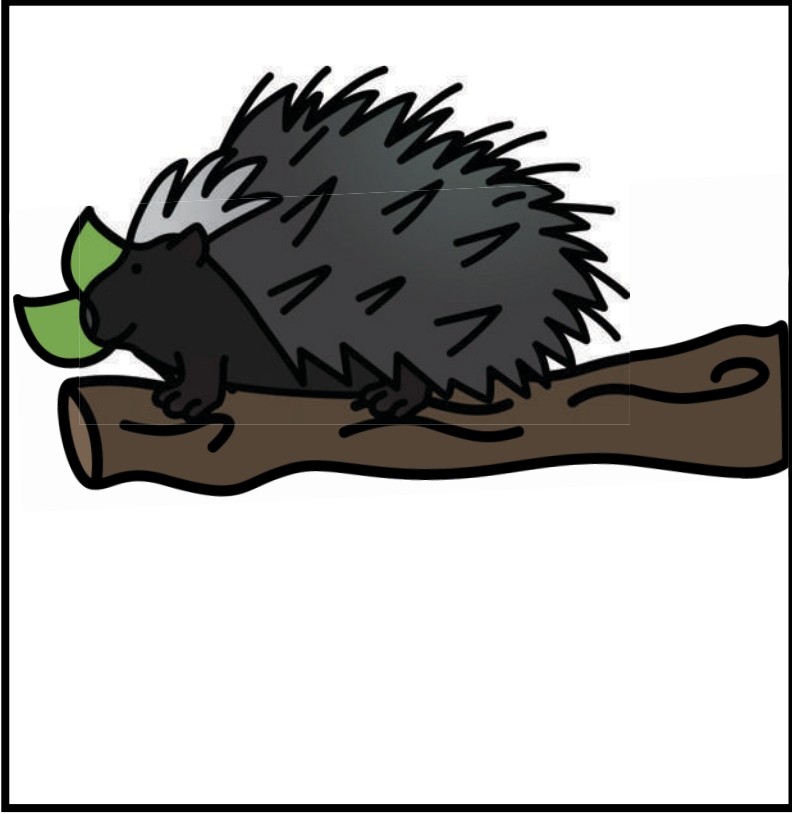
M

is for monkey.



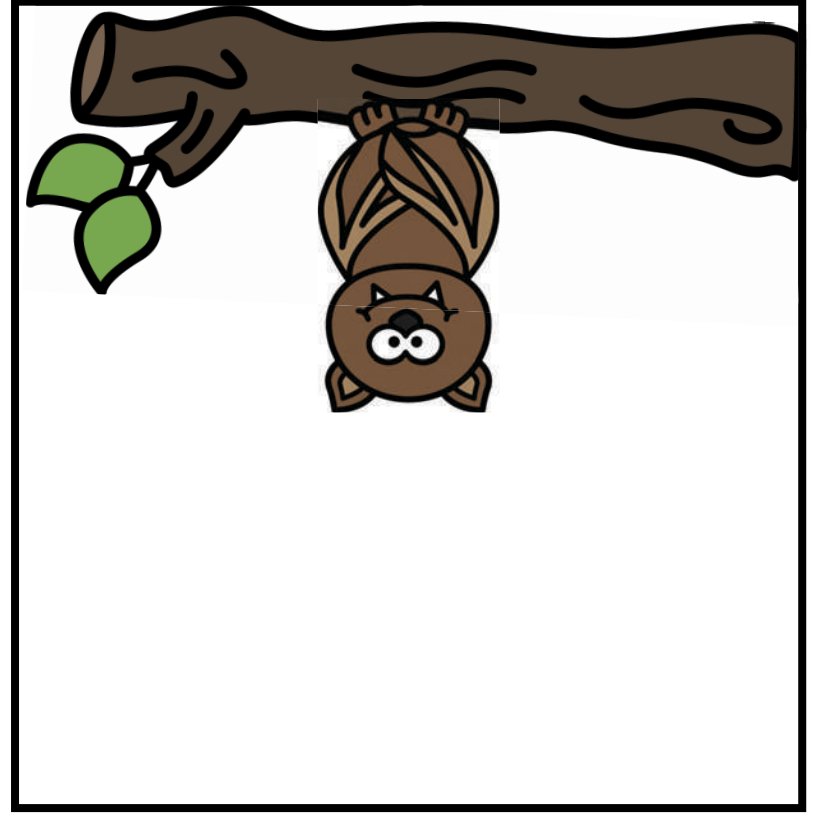
K

is for koala.



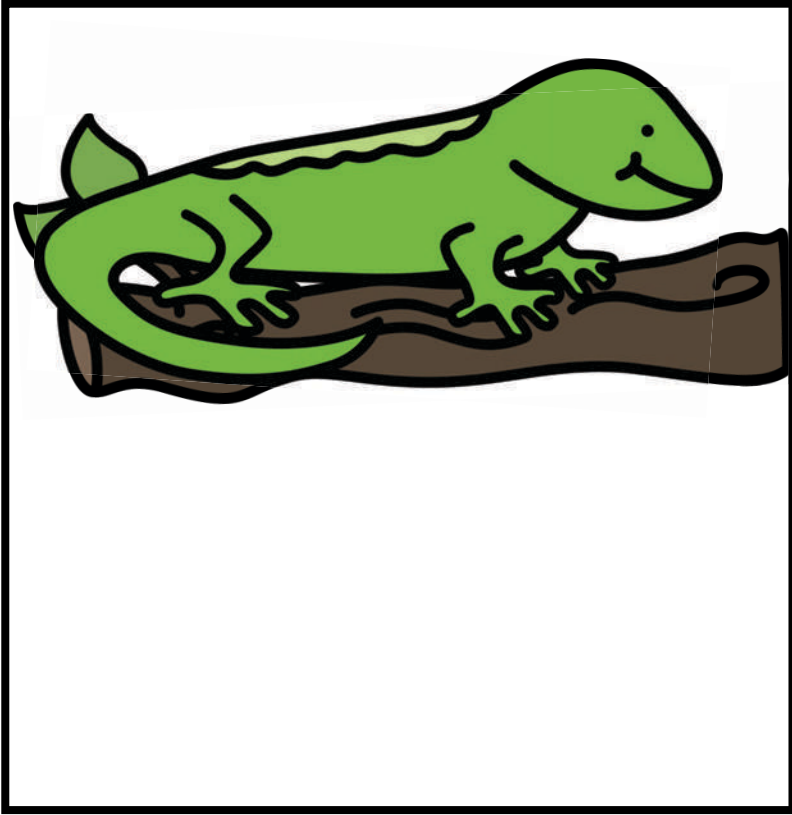
P

is for porcupine.



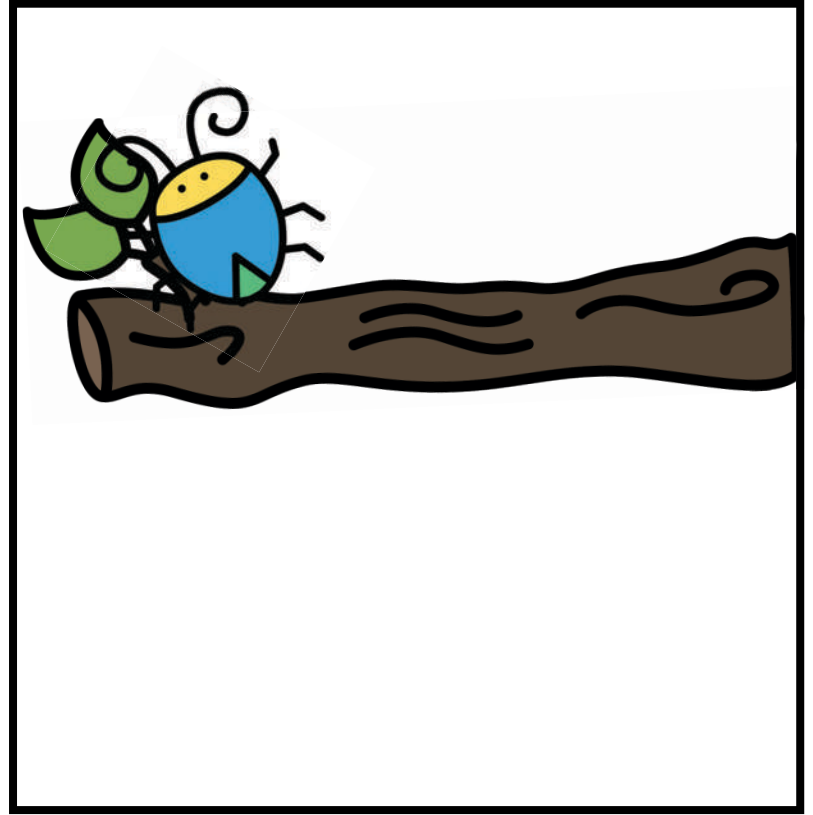
B

is for bat.



L

is for lizard.



I

is for insect.

# Food from Trees

## Fruit, Nuts, and Sap

Day 6  
lesson  
plans

Trees provide delicious fruits, nuts, and sap for syrup. Did you know some trees' bark, leaves, and seeds can also be eaten? As with any food in the wild, children should always ask an adult before they eat something picked outdoors.

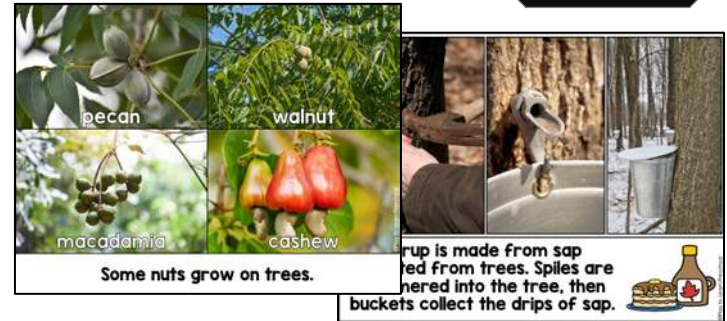
### Objectives:

- The students will actively participate in conversations.
- The students will demonstrate basic locomotor skills.

### Activities:

1. Bring a variety of toy foods that come from trees (i.e. fruit, nuts, juice, etc.) and a basket to circle time. Recite the poem with the class. Choose a student to stand up and select a food. The student tells the class what the food is while placing it in the basket. Food cards are provided if needed. **(Toy food is best with this activity to reduce the risk of potential allergic reactions.)**
2. Create the riddle bags. Place small plastic toys inside each bag and attach the riddle. (Alternatively, print the pictures and put them inside the bags.) Read the riddle while the students practice their active listening skills. Students guess which item is in the bag and then check inside.

**Extension Idea:** Have a colorful taste-testing activity by cutting up different fruits from trees. Students try the samples and graph their favorite.





**Some nuts, like macadamias, grow on trees.**



**Some fruits, like oranges, grow on trees.**



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**Syrup is made from sap collected from trees. Spiles are hammered into the trees, then buckets collect the drips of sap.**



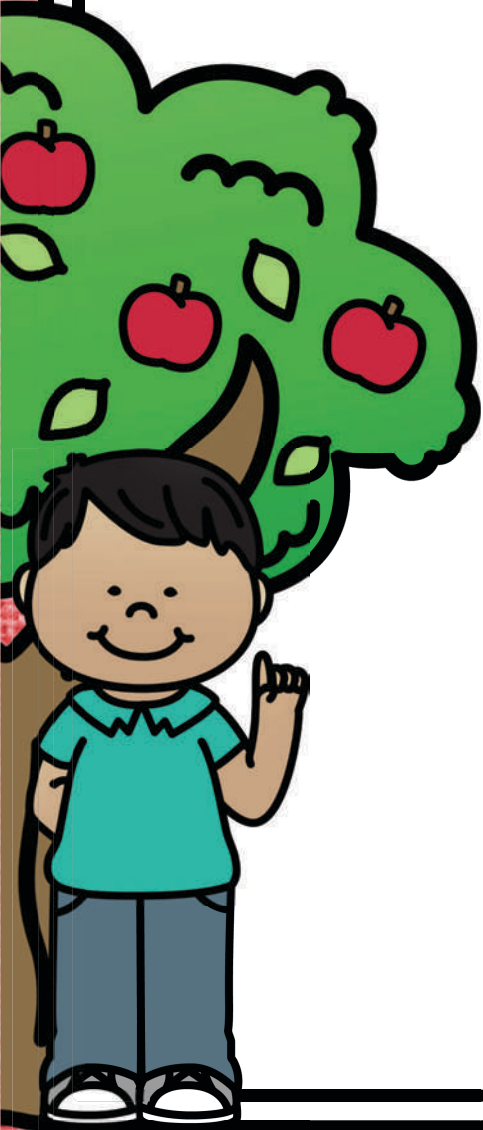
# Trees Give Us Food!

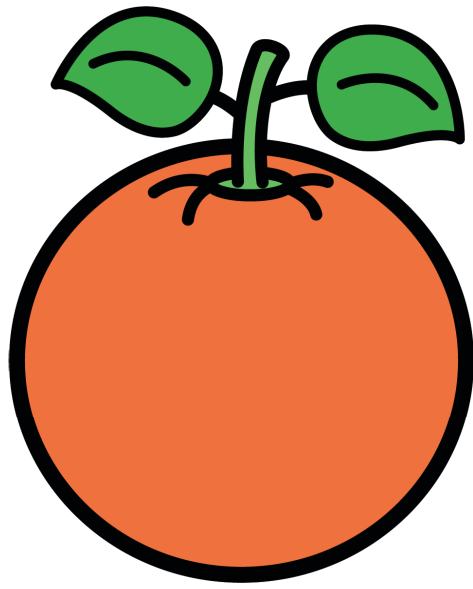
## Movement Poem

Trees grow food  
for us to eat.  
Nuts and fruit are  
such a treat!  
What's your favorite  
treat to eat?

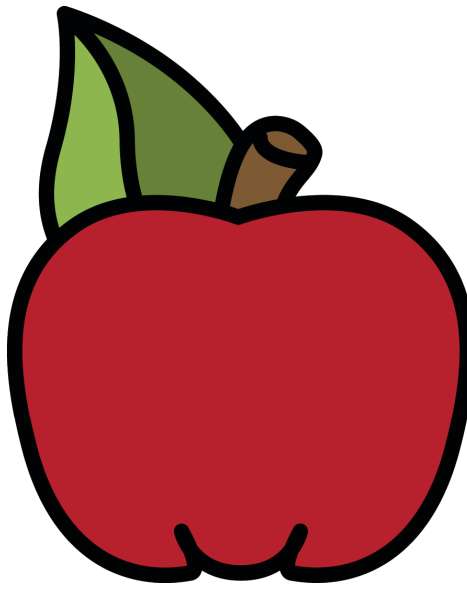
(child's name), stand right up  
and move your feet.

(Pick a student to stand up and  
put a food in the basket.)

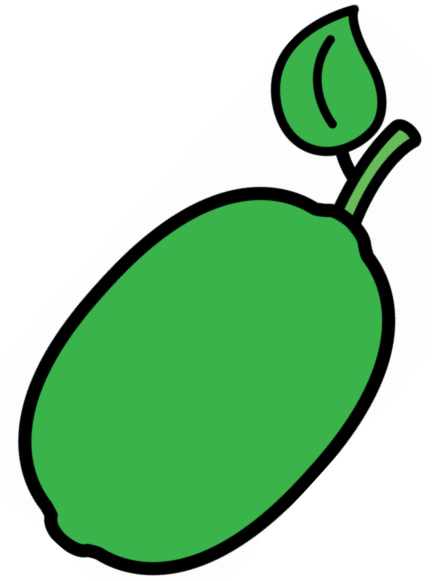




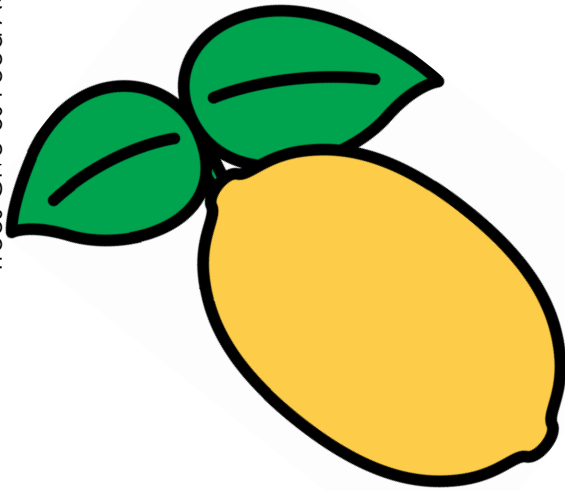
orange



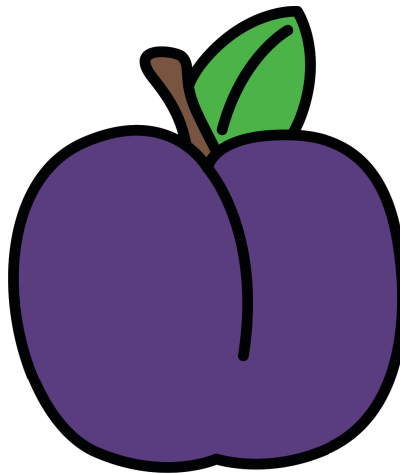
apple



lime



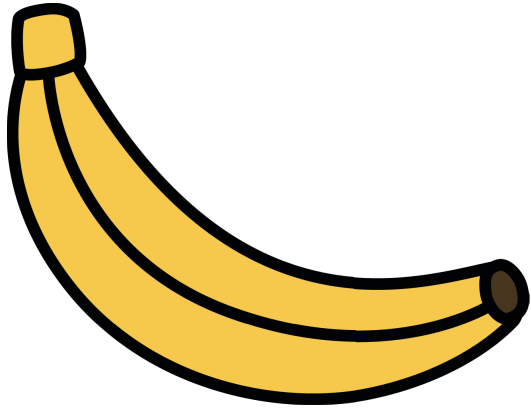
lemon



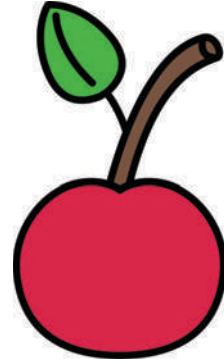
plum



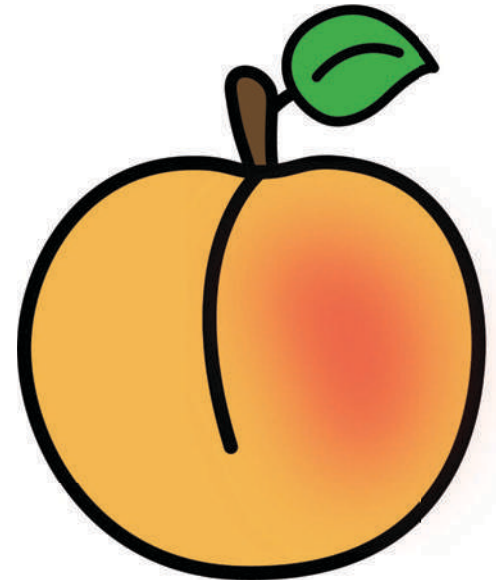
avocado



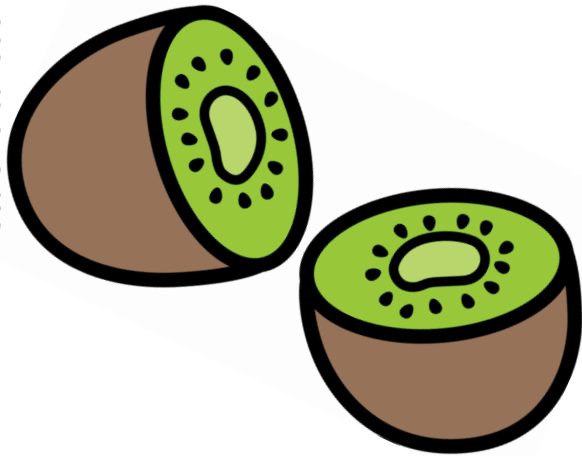
banana



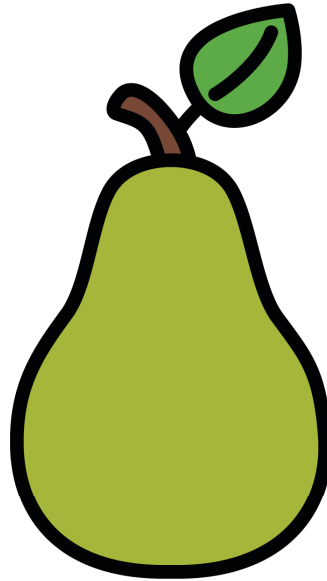
cherry



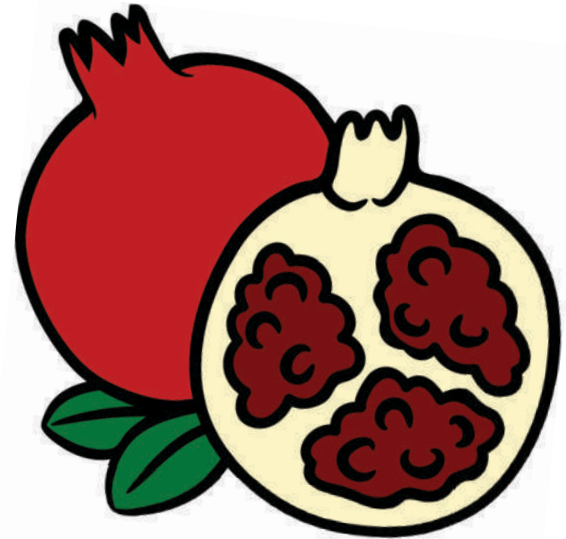
peach



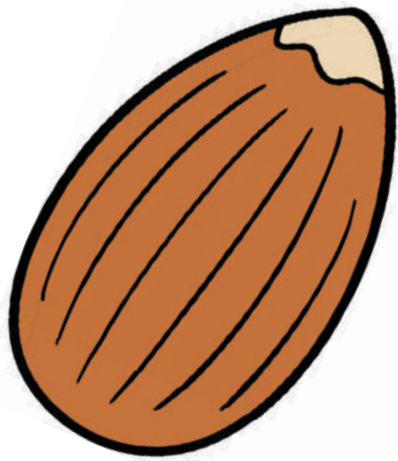
kiwi



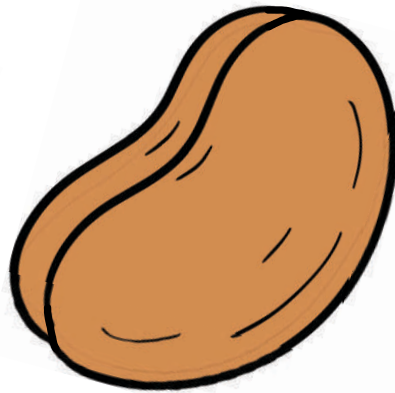
pear



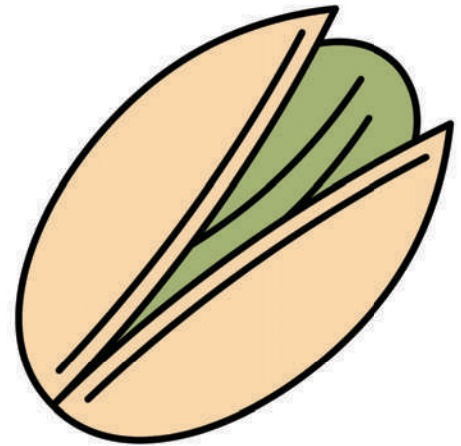
pomegranate



almond



cashew



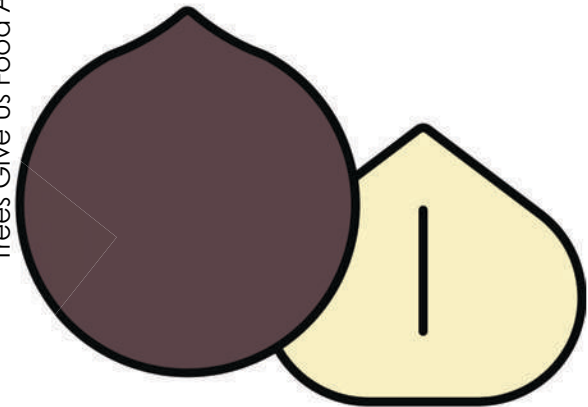
pistachio nut



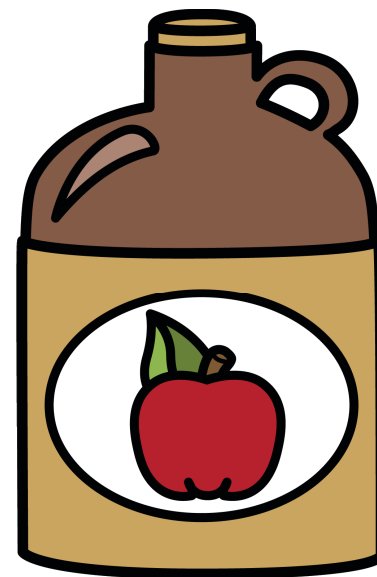
hazelnut



pecan



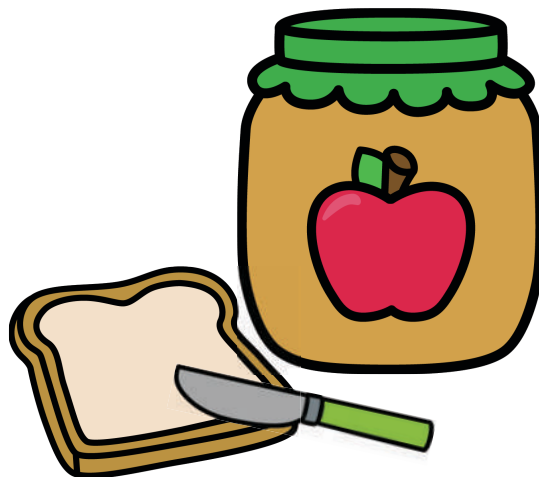
macadamia nut



chocolate  
(from fruit of the cacao tree)

syrup  
(from tree sap)

apple cider



cinnamon  
(from the bark of a cinnamon tree)

apple butter

coconut

## Riddle #1

I grow on trees and am red, green, and yellow. I taste sweet.

**Answer:** apples

## Riddle #2

I grow on trees and am the same color as a carrot. Some people like to drink my juice with breakfast.

**Answer:** orange

## Riddle #3

I grow on a tree and am red. I am much smaller than an apple and taste great in pie! I have a pit, or seed, inside.

**Answer:** cherries

## Riddle #4

I am yellow and grow on trees. I taste sour. If you squeeze me and add water and sugar I make a delicious drink!

**Answer:** lemon

## Riddle #5

I grow on trees and have a thick outer shell. I have a tasty inner part that is crunchy. Squirrels love to eat me.

**Answer:** nuts

## Riddle #6

I am made from sap in maple trees. People like to pour me over their pancakes.

**Answer:** syrup

## Riddle #7

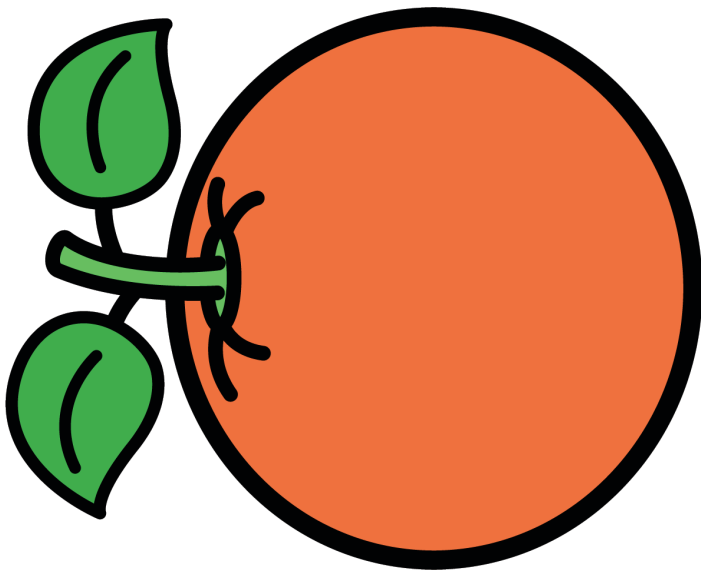
I grow on trees and have a thick yellow skin that peels off. Monkeys love to eat me.

**Answer:** banana

## Riddle #8

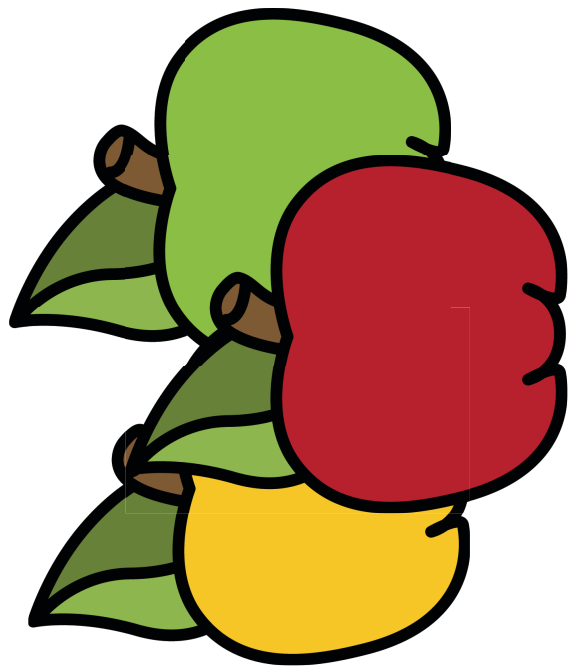
I grow on trees and have an edible green skin. My top is smaller than my bottom. I taste sweet.

**Answer:** pear



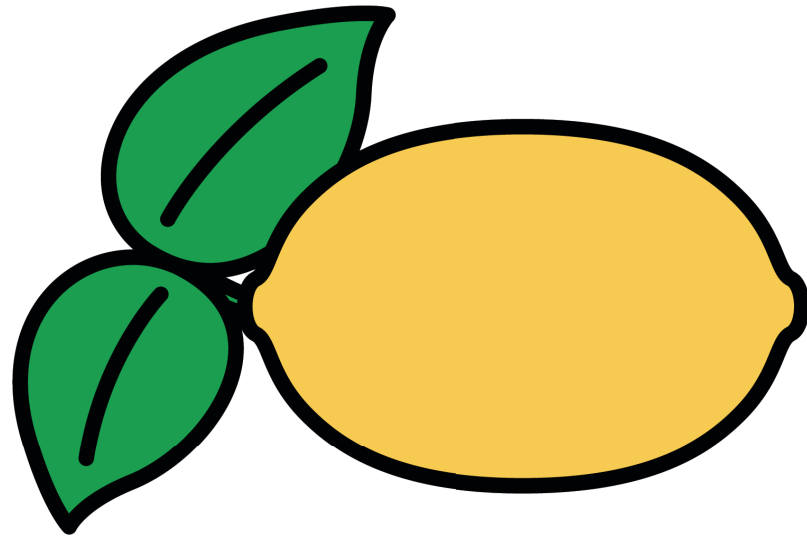
orange

Riddle #2



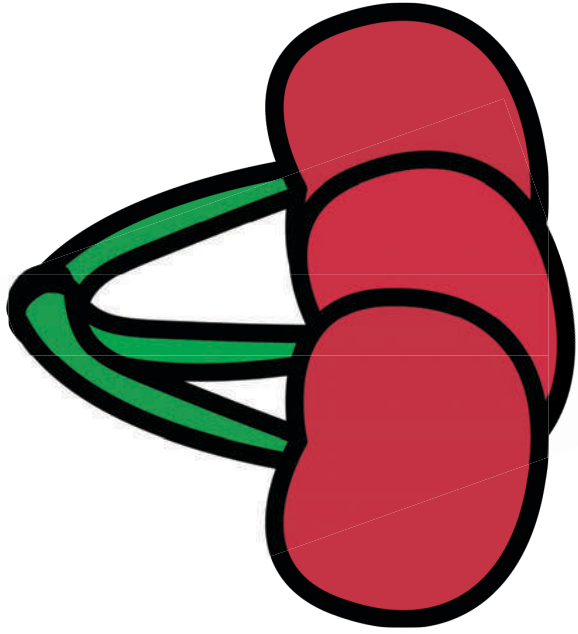
apples

Riddle #1



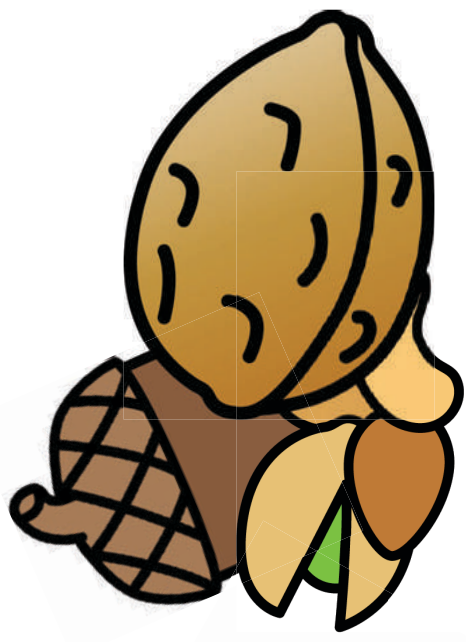
lemon

Riddle #4



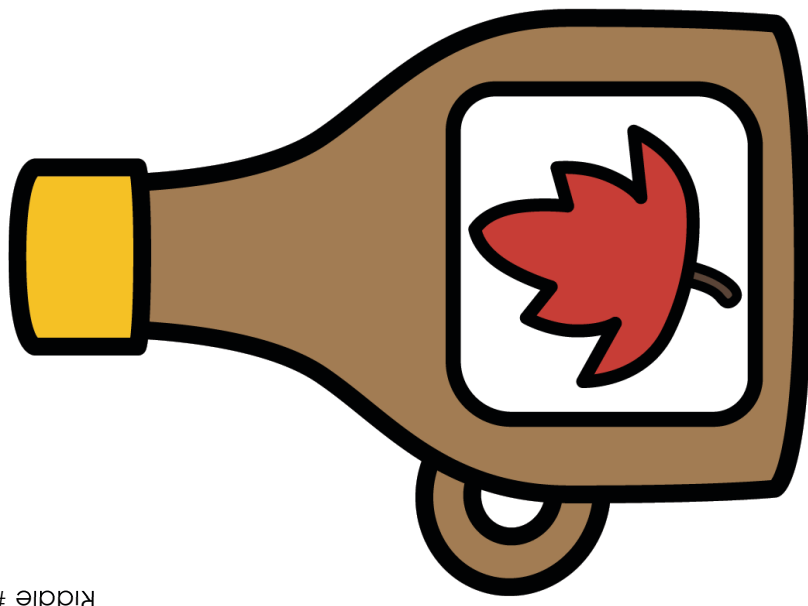
cherries

Riddle #3



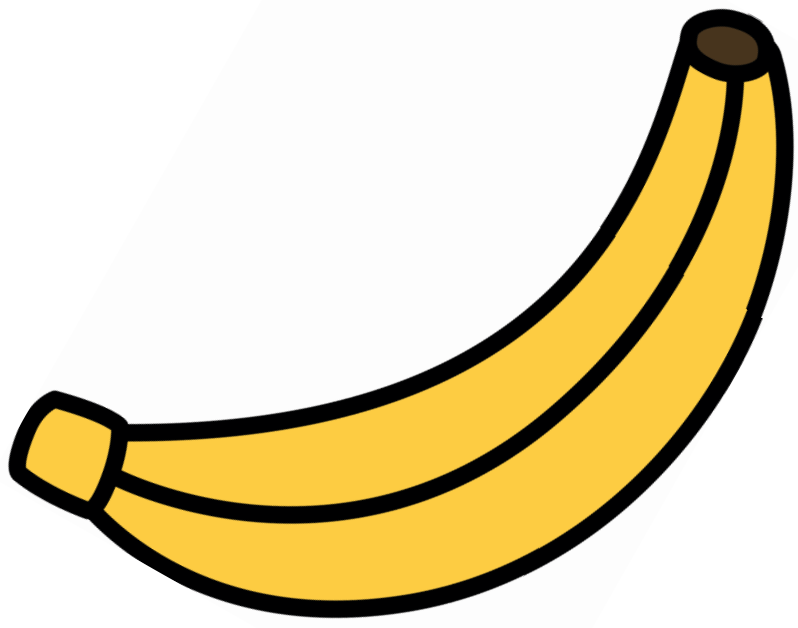
nuts

Riddle #5



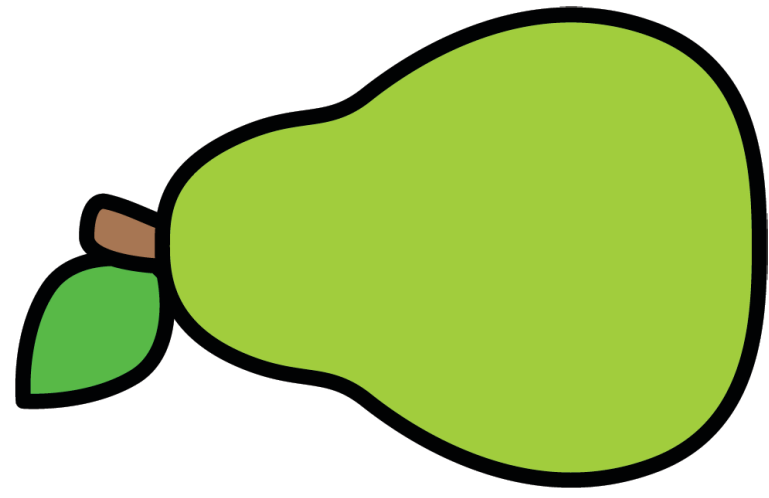
syrup

Riddle #6



banana

Riddle #7



pear

Riddle #8

# Wood & Paper

## Things Made from Trees

Day 7  
lesson  
plans

Wood comes from trees and can be used to make many useful things. Carpenters build things with wood such as furniture and houses.

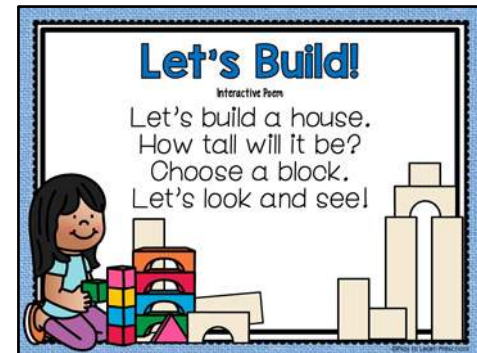
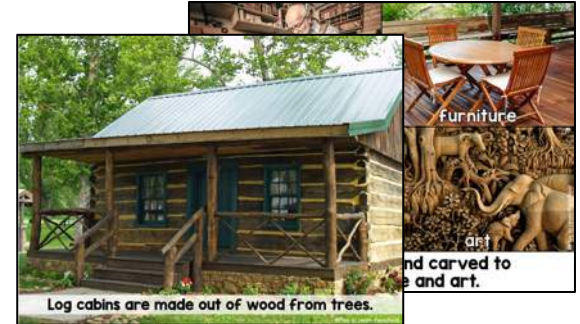
### Objectives:

- The students will use new vocabulary.
- The students will observe objects with curiosity.
- The students will coordinate eye-hand movement.

### Activities:

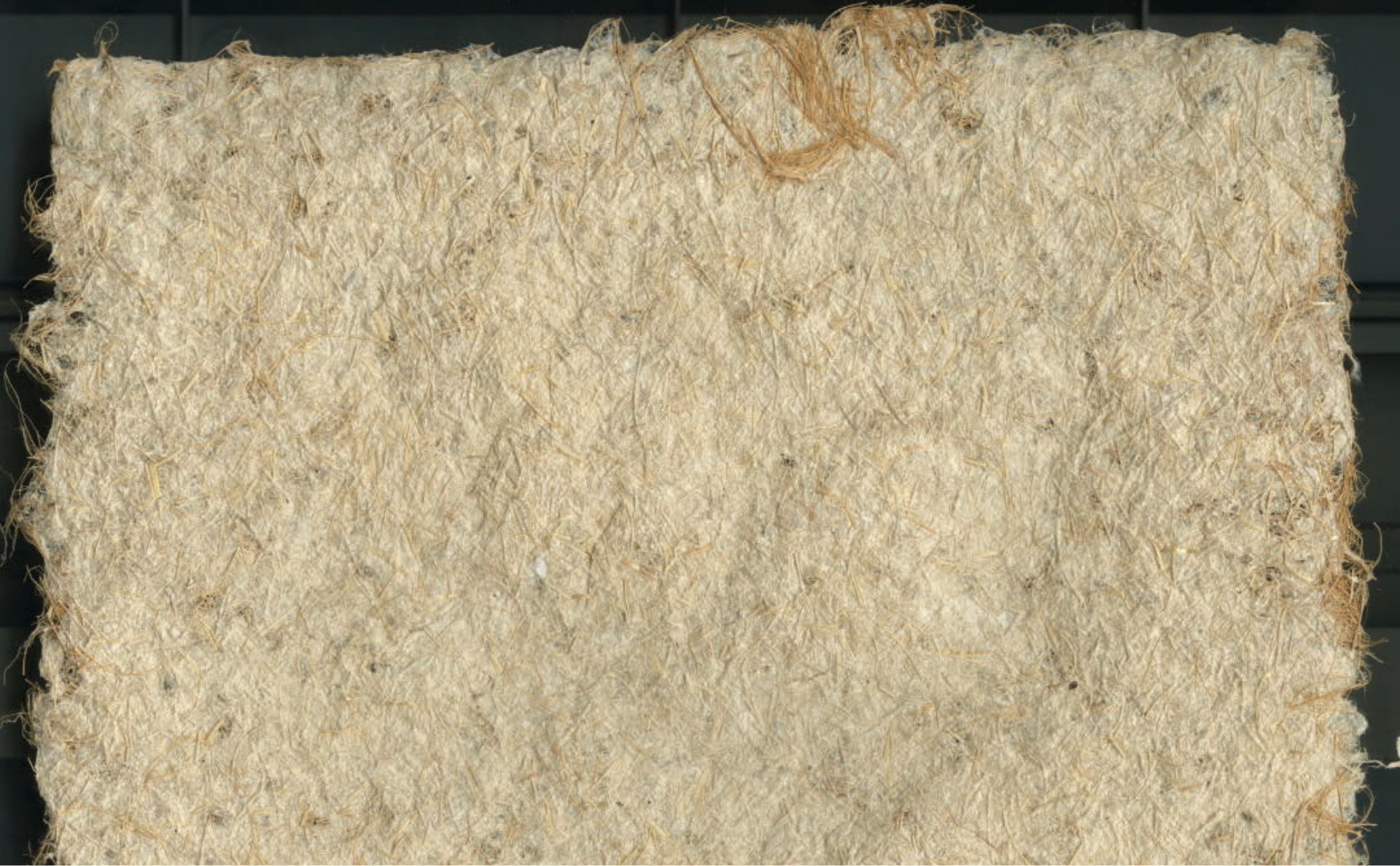
1. Look at the real pictures. Make a list of things that are made from trees. Ask students to look around the room and name things made from wood.
2. Bring blocks to circle time to build a structure. Recite the "Let's Build!" poem, then choose a student to start the structure. Continue until all students have had a turn. Alternatively, print the included block cards or cut shapes from manilla folders and attach magnetic tape to the back. Play the activity on a magnetic board.
3. Bring in various wood and metal items to sort into two groups: made from wood/not made from wood. The students can make sawing or hammering motions if the item is wood. If not wood, students sit on their hands. Picture cards are also included if needed.

**Extension Idea:** Set up a tinkering station with popsicle sticks, glue, and or tape for students to make their own creations from wood.





**Log cabins are made out of wood from trees.**



**Paper is made by soaking wood chips to a pulp, then pressing and cutting it into sheets.**



**Wood can be cut to make furniture.**

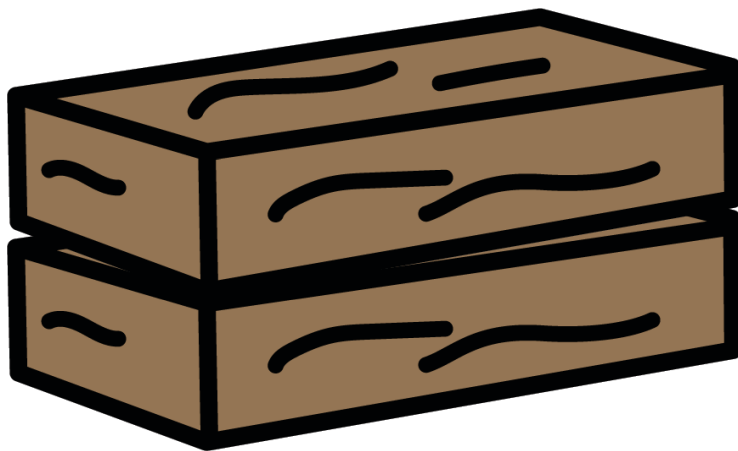




**Wood can be carved to make art.**

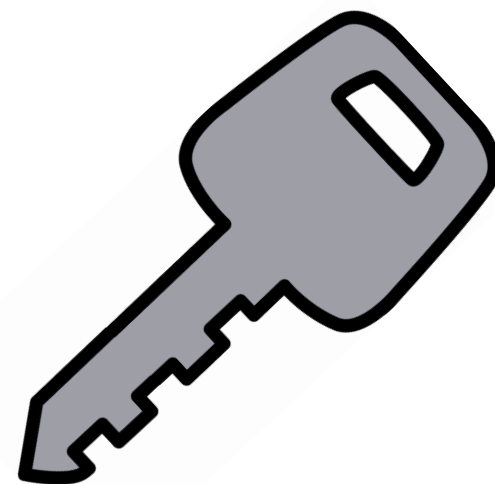


These things  
are



made with  
wood.

These things  
are



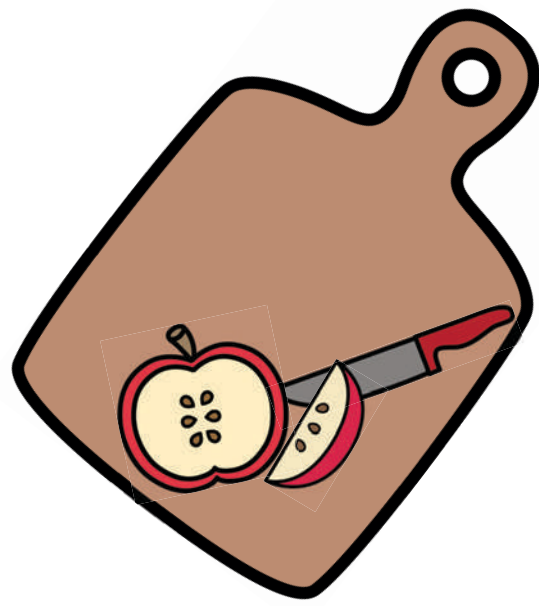
**not** made  
with wood.

Wood/Not Wood Sort



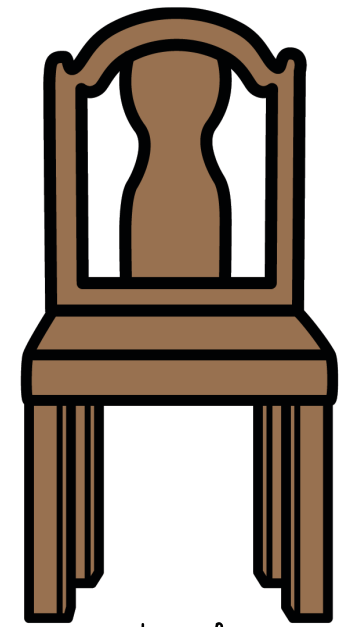
boat

Wood/Not Wood Sort



cutting board

Wood/Not Wood Sort



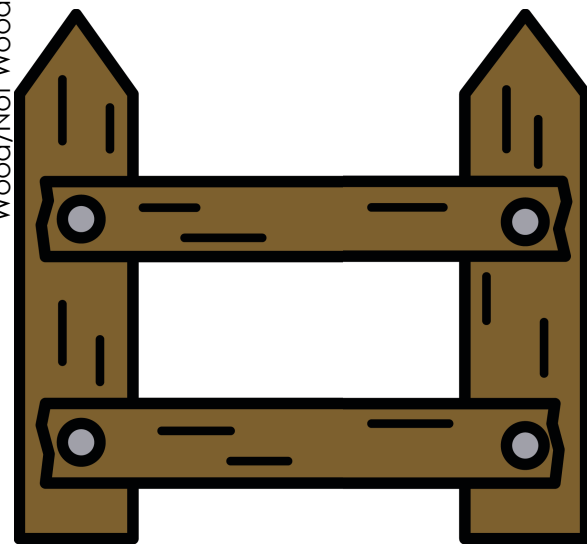
chair

Wood/Not Wood Sort



door

Wood/Not Wood Sort



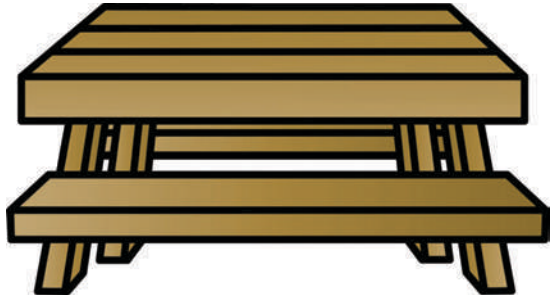
fence

Wood/Not Wood Sort



log cabin

Wood/Not Wood Sort



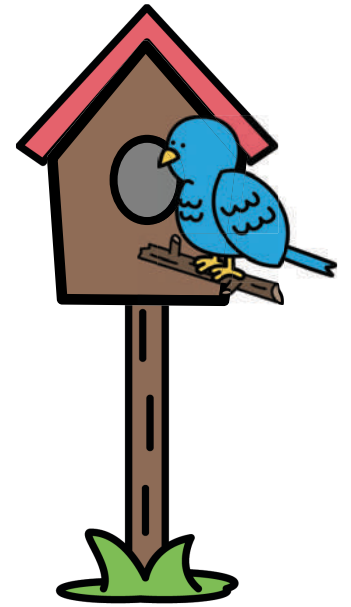
picnic table

Wood/Not Wood Sort



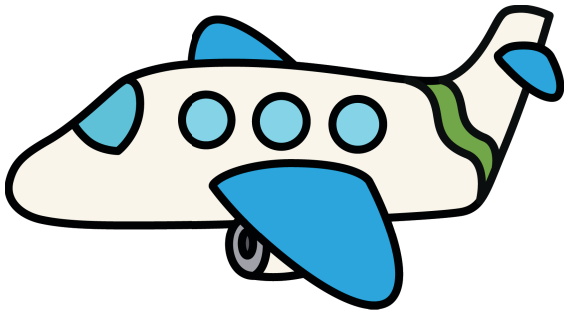
pencils

Wood/Not Wood Sort



bird house

Wood/Not Wood Sort



airplane

Wood/Not Wood Sort



car

Wood/Not Wood Sort



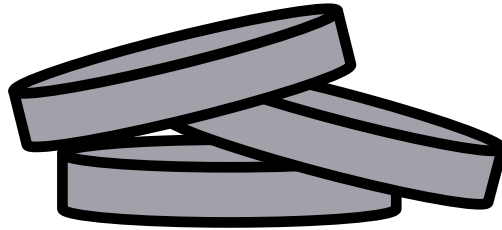
scissors

Wood/Not Wood Sort



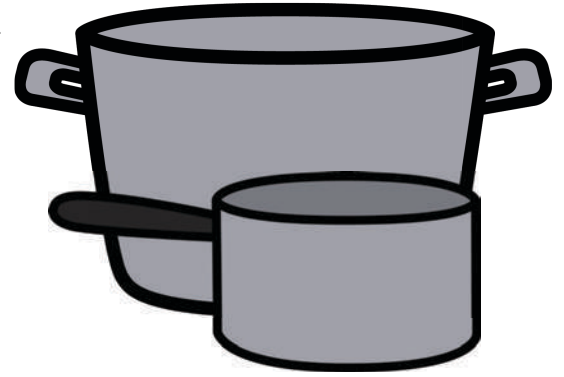
fork

Wood/Not Wood Sort



coins

Wood/Not Wood Sort



cooking pots

Wood/Not Wood Sort



nail

Wood/Not Wood Sort



laptop

Wood/Not Wood Sort

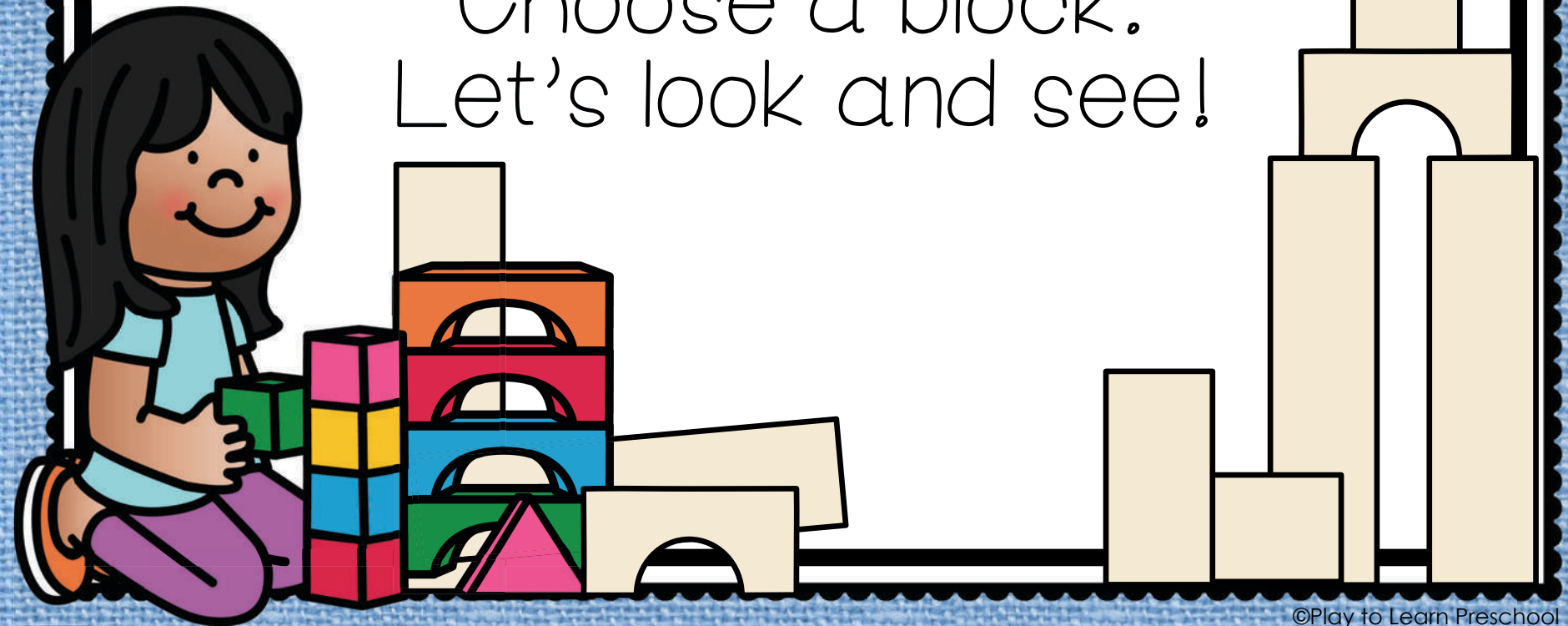


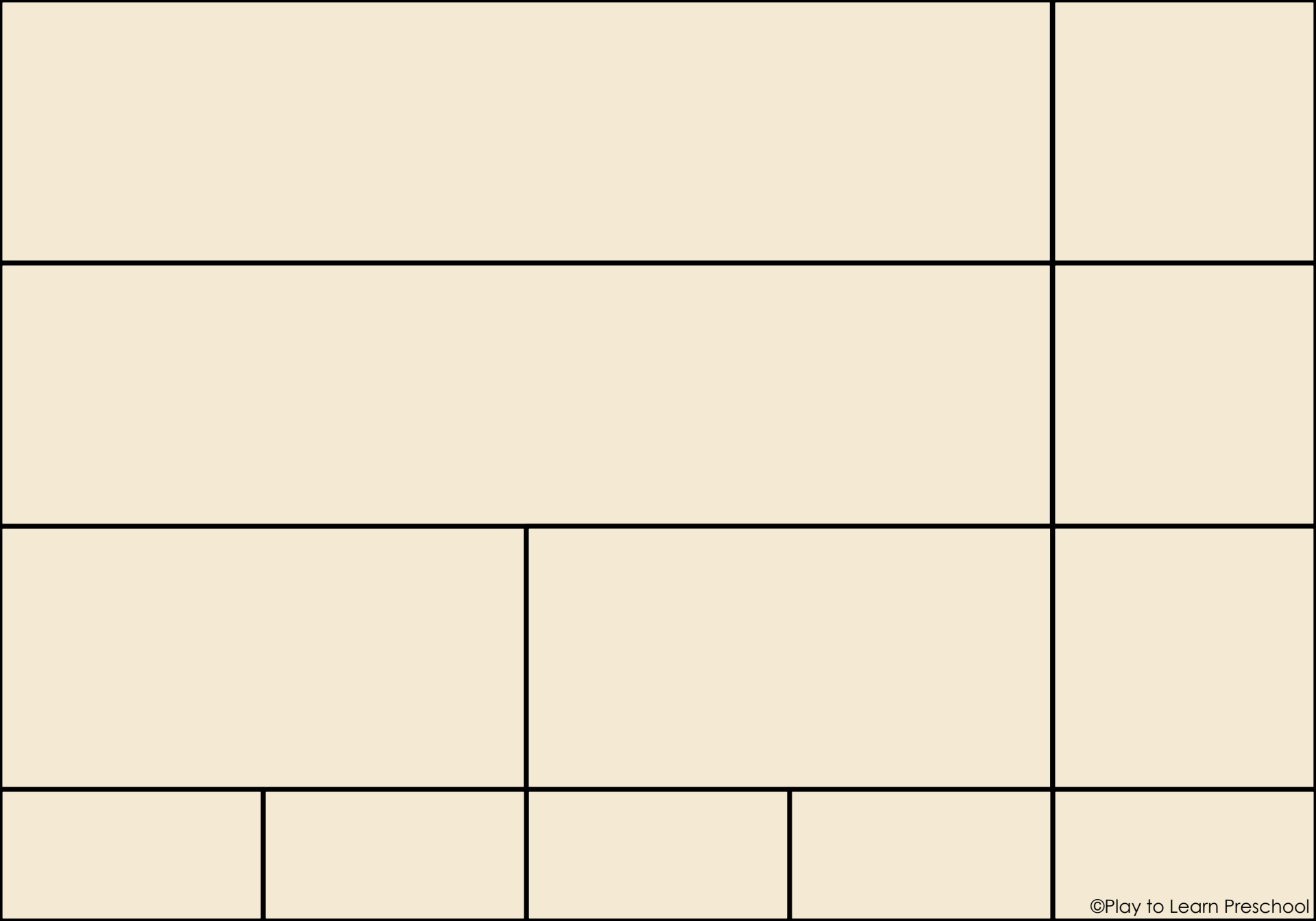
ring

# Let's Build!

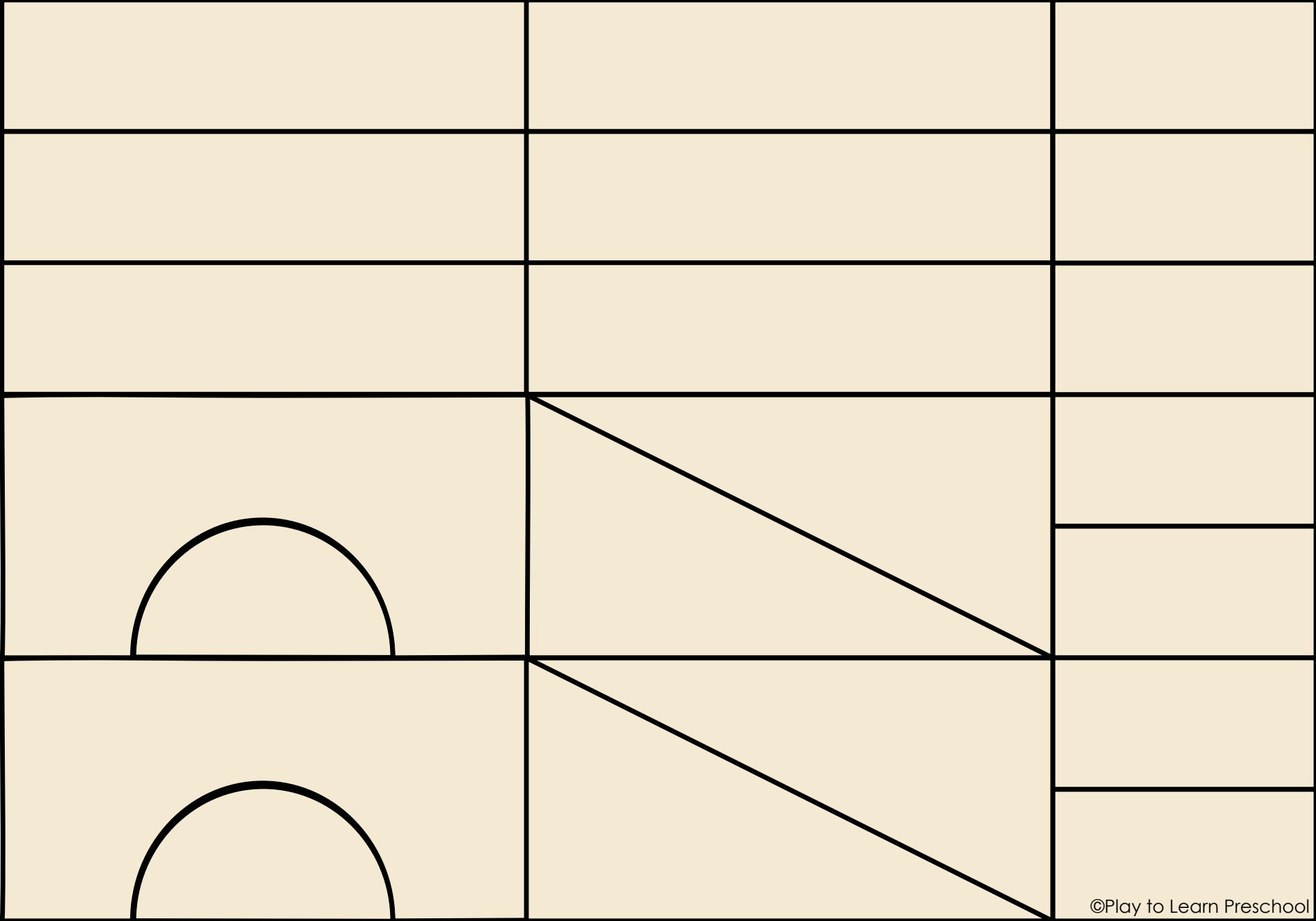
Interactive Poem

Let's build a house.  
How tall will it be?  
Choose a block.  
Let's look and see!





This page can be used on a magnetic board. Print on cardstock (or cut shapes from manilla folders), laminate, then cut out the blocks and add magnetic tape to the back. Students take turns adding blocks to the structure.

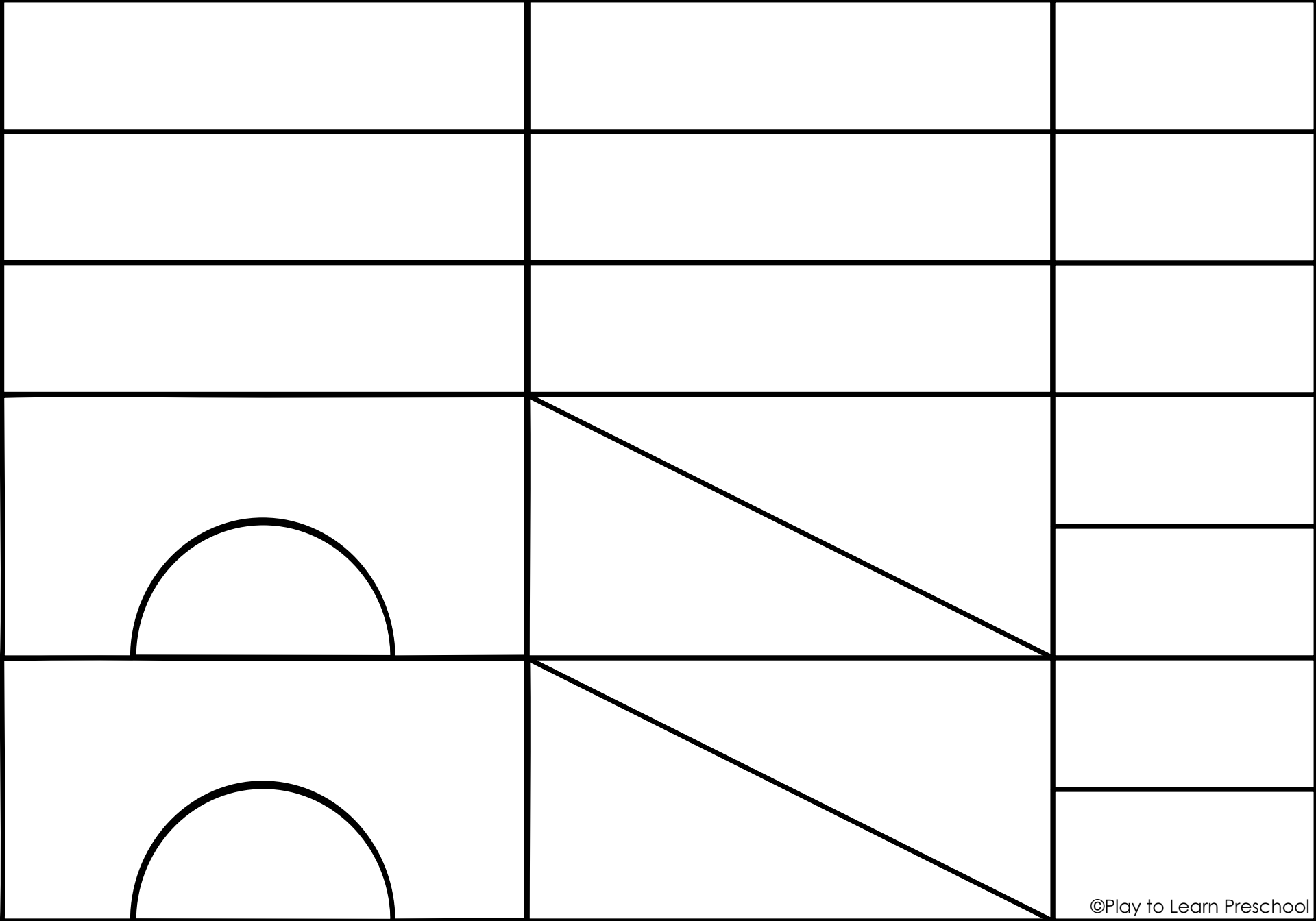


©Play to Learn Preschool

This page can be used on a magnetic board. Print on cardstock (or cut shapes from manilla folders), laminate, then cut out the blocks and add magnetic tape to the back. Students take turns adding blocks to the structure.



This page can be used on a magnetic board. Print on cardstock, laminate, then cut out the blocks and add magnetic tape to the back. Students take turns adding blocks to the structure.



©Play to Learn Preschool

This page can be used on a magnetic board. Print on cardstock, laminate, then cut out the blocks and add magnetic tape to the back. Students take turns adding blocks to the structure.

# Tree Gifts!

## Things that drop from trees!

There are 2 types of trees: deciduous and coniferous. Deciduous trees drop their leaves in winter. Oak trees are an example of this. They make acorns and drop their leaves in the cold winter months. Coniferous trees keep their green leaves or needles all year. Pine trees are coniferous and also make pine cones.

### Objectives:

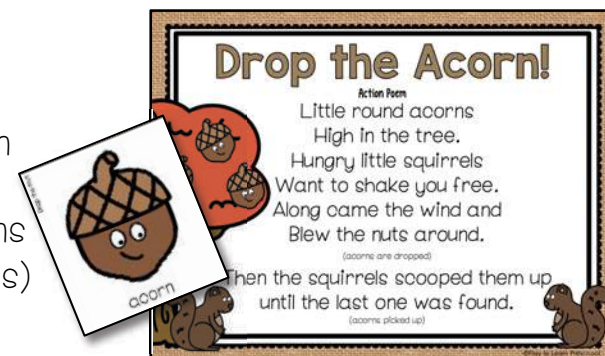
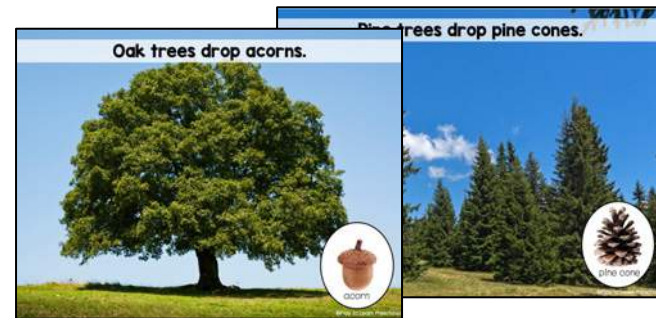
- The students will move with increased coordination.
- The students will recognize colors.

### Activities:

1. Bring in acorns to play the “Drop the Acorn” action poem. (Acorn cards are also provided as an alternative.) Give  $\frac{1}{2}$  the class acorns or acorn cards. Read the poem. The students with acorns (trees) drop their acorns, then the other  $\frac{1}{2}$  of the class (squirrels) scoop up one acorn each and return to their place in the circle.

*\*If using acorns in the classroom, make sure to rid the acorns of weevils by soaking the nuts in 110°- 140° water for an hour.*

2. Bring in pine cones to show during circle time. See if there are any seeds inside the petals. Play the Pine Cone Seed carpet game.



#### Extension Idea:

Continue the exploration of pine cones with these [pine cone science centers](#).



Pine Cone  
Science Centers

### To Play the Game:

- Line up the pictures of the pine cones. Identify the colors together.
- Hide the seed under one of the pine cones and recite the poem to find it.
- Children guess where the seed is hiding by identifying the color of the pine cone.

**Oak trees drop acorns.**



acorn

**Pine trees drop pine cones.**



pine cone

# Drop the Acorn!

Action Poem

Little round acorns  
High in the tree.

Hungry little squirrels  
Want to shake you free.  
Along came the wind and  
Blew the nuts around.

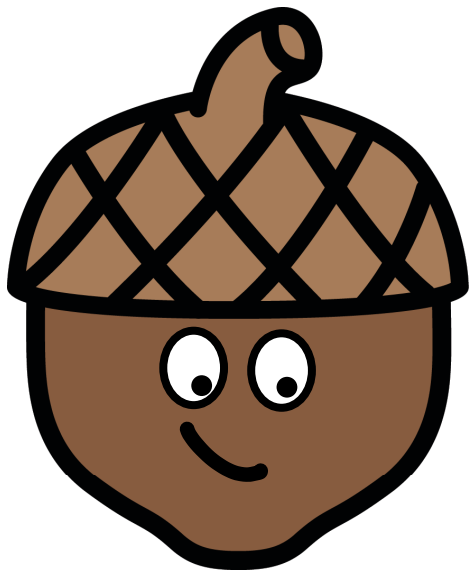
(acorns are dropped)

Then the squirrels scooped them up  
Until the last one was found.

(acorns picked up)

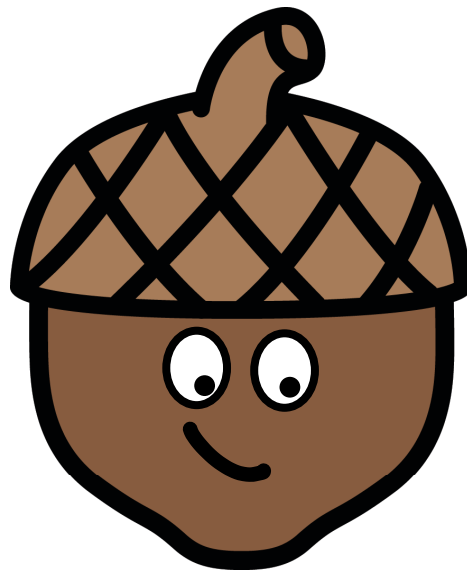


Drop the Nut!



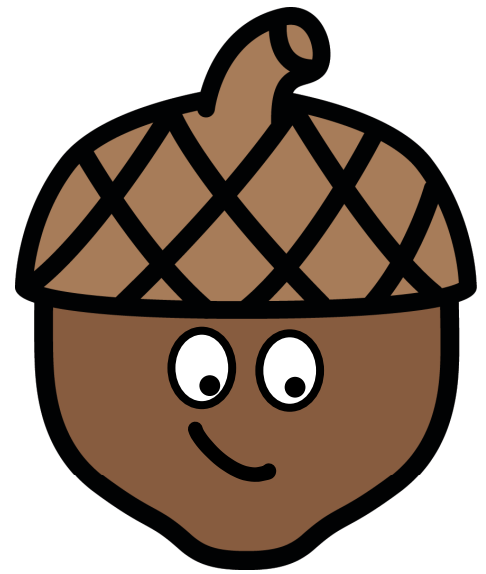
acorn

Drop the Nut!



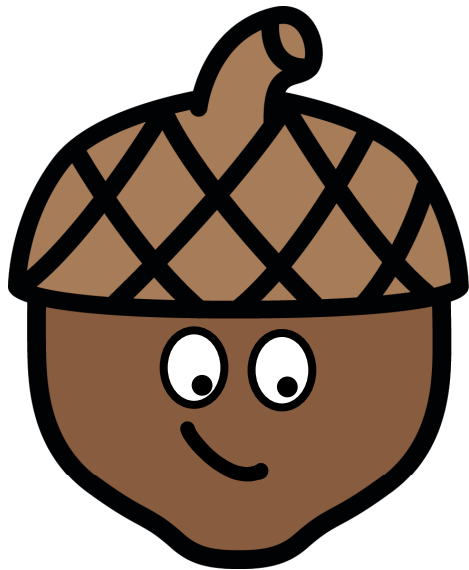
acorn

Drop the Nut!



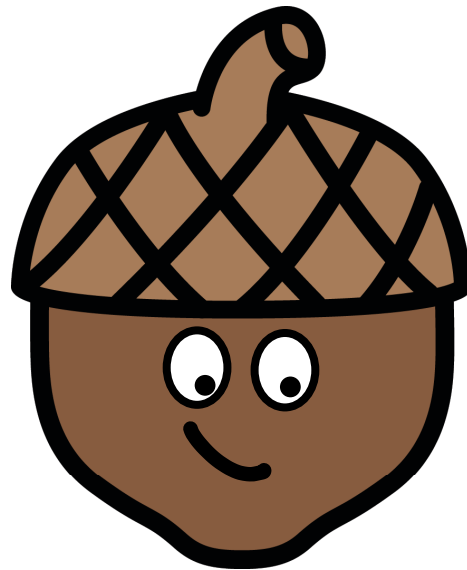
acorn

Drop the Nut!



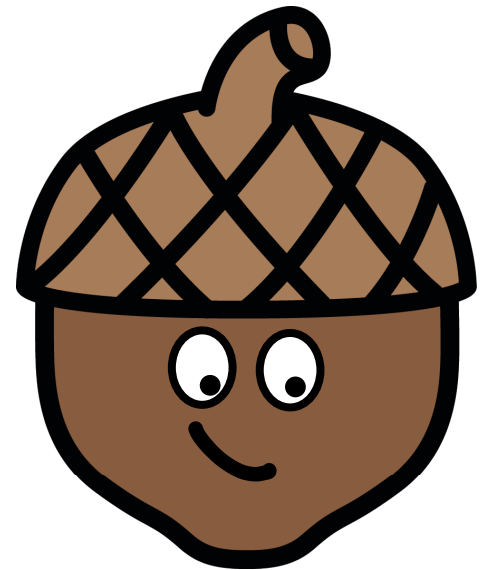
acorn

Drop the Nut!



acorn

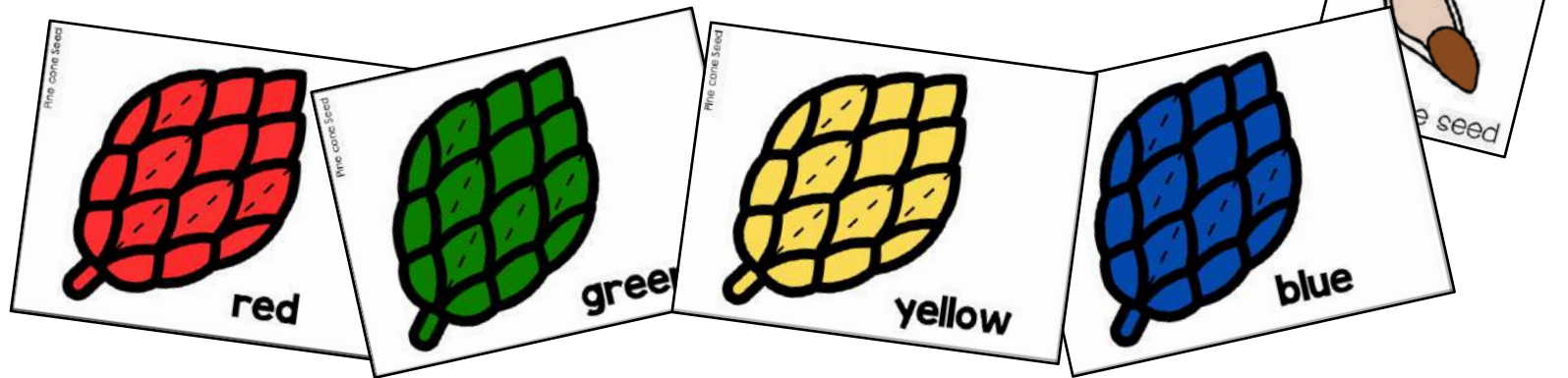
Drop the Nut!



acorn

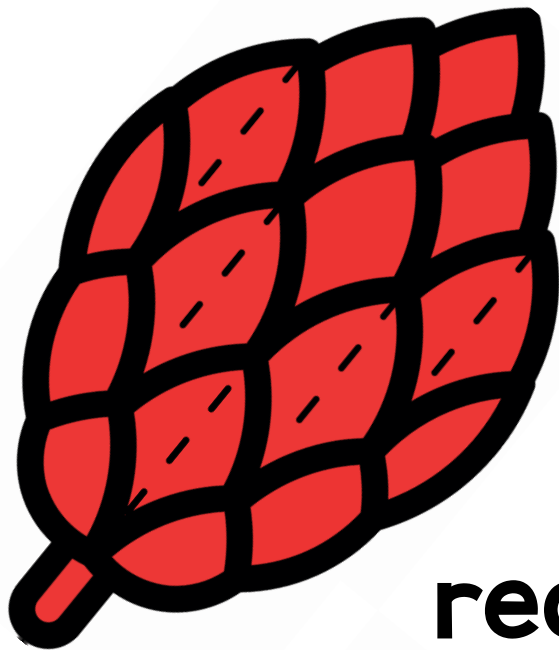
# Pine Cone Seed

Tiny little seed.  
Where could you be?



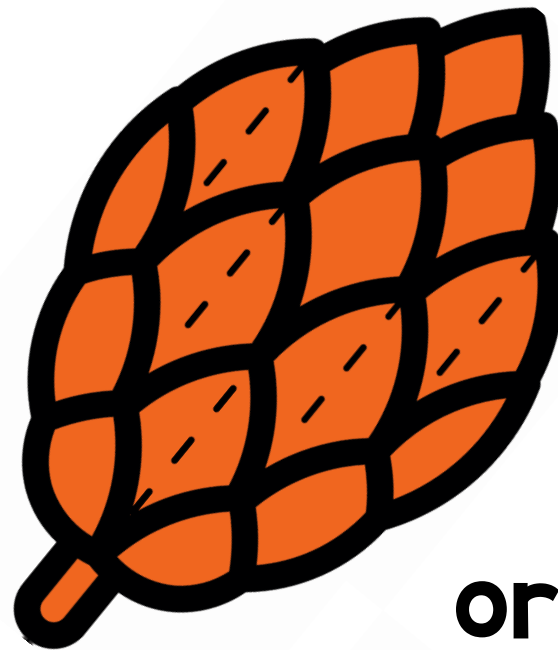
Pick a color.  
Let's look and see.

Pine cone Seed



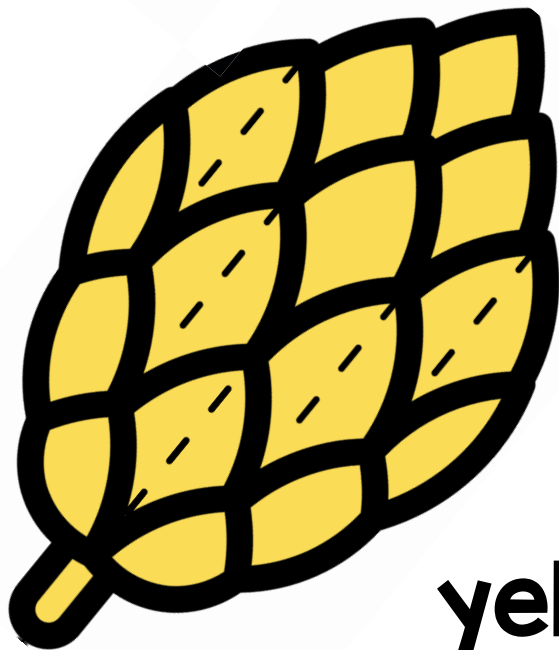
**red**

Pine cone Seed



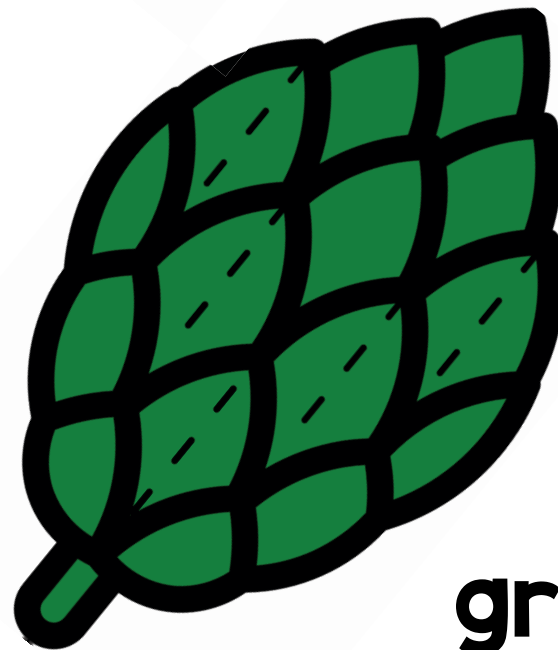
**orange**

Pine cone Seed



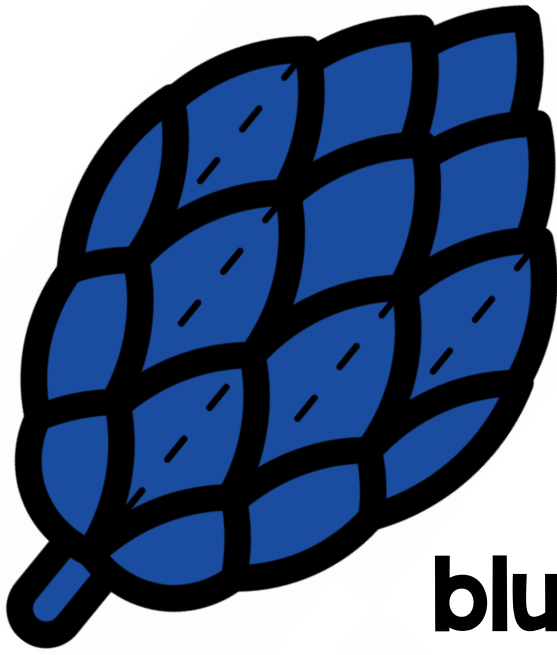
**yellow**

Pine cone Seed



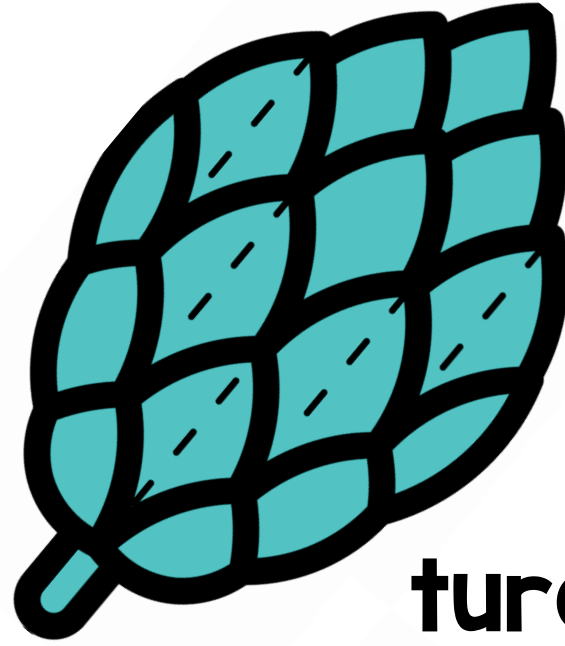
**green**

Pine cone Seed



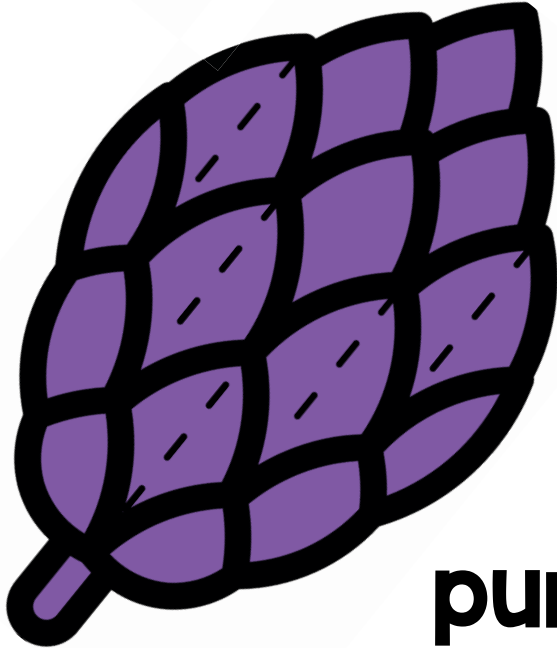
**blue**

Pine cone Seed



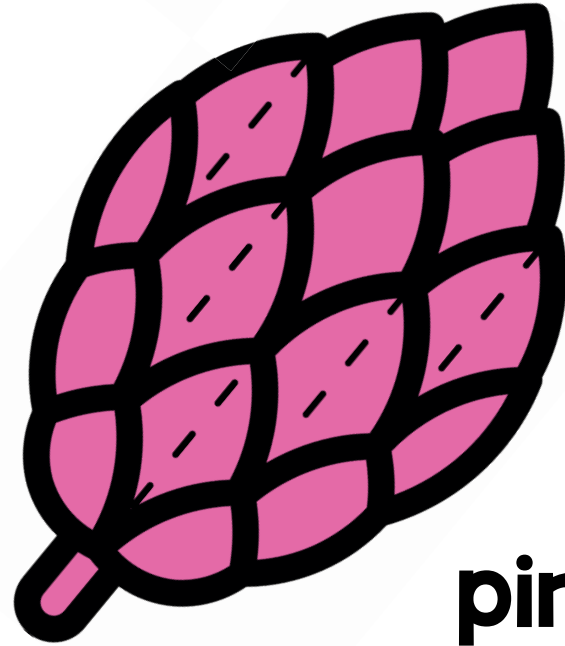
**turquoise**

Pine cone Seed

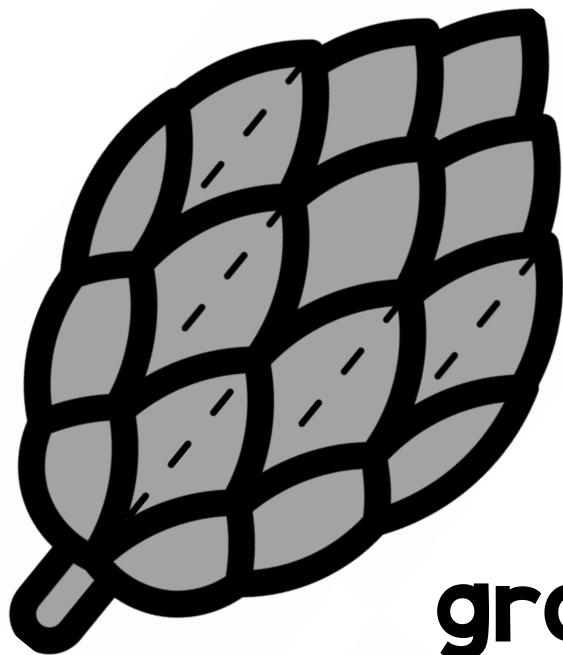


**purple**

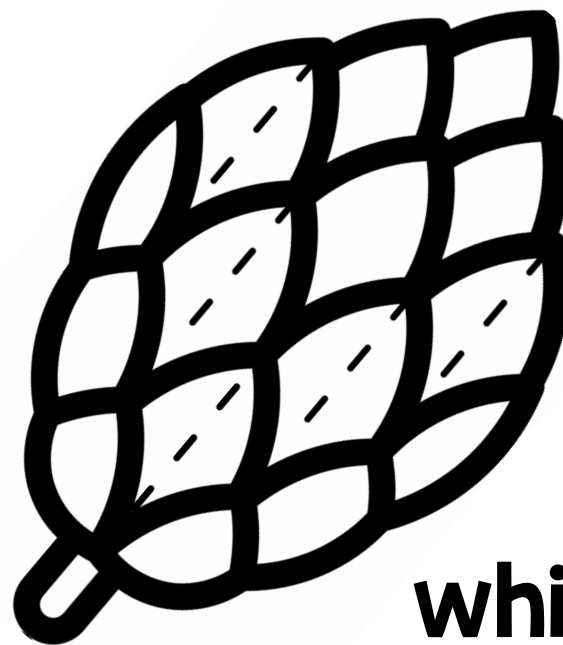
Pine cone Seed



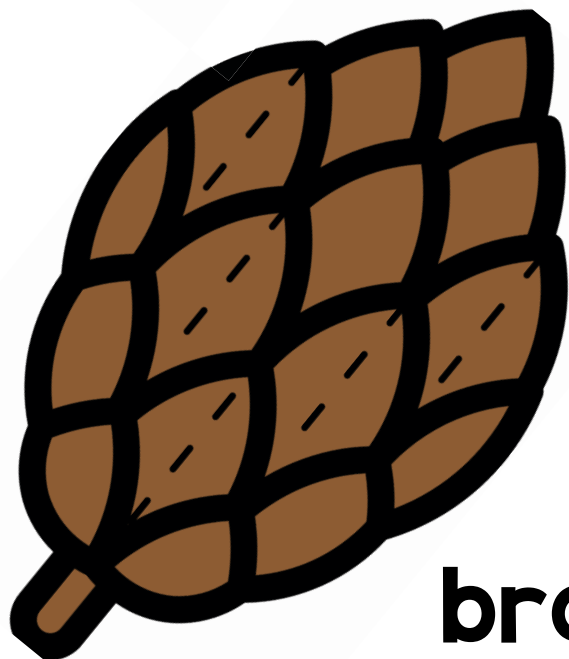
**pink**



**gray**

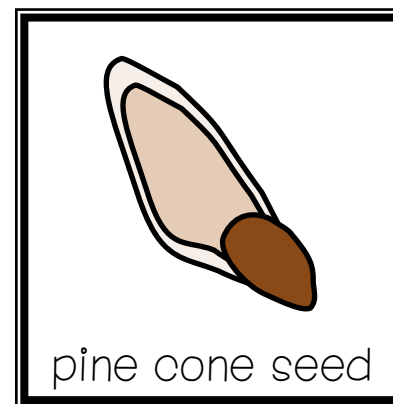


**white**



**brown**

Cut out this pine cone seed.



pine cone seed

# Caring for Trees

## The Arborist

Day 9  
Lesson  
Plans

Arborists are professionals who take care of trees. They plant, prune, and fertilize trees to keep them healthy. Loggers cut down trees to clear forests and send wood to factories to be used for building structures and making furniture.

### Objectives:

- The students will use new vocabulary.
- The students will play with words, sounds, and rhymes.
- Learning objectives

### Activities:

1. Sing the "The Arborist" song. Use the picture cards to assist with each verse.
2. Print the Community Tree Helpers puzzle pieces, mat, and laminate. Cut them apart. Pass out a puzzle piece to each child and discuss what the different workers do to help the trees and plants. (Use the appropriate amount for the number of students.) Next, the teacher holds up a community tree helper card and asks who has the matching pieces. Students with the coordinating pieces bring them up and place the puzzle pieces together. Students can use the uniforms and numbers as clues.

**Extension Idea:** Create a tree themed memory tray with 5-6 items like a stick, leaf, pinecone, acorn, and watering can. Tell the students what each item is, then cover the items with a bandana. Have students close their eyes and remove one item. Students take turns guessing which item is missing.



community helper card

community helper puzzle



**An arborist takes care of trees by planting, watering, and trimming them.**





**A logger cuts down trees and sends them to lumber yards to be used to make products.**

# The Arborist

To the tune of "The Farmer in the Dell"

The Arborist plants a tree.

The Arborist plants a tree.

Hi, ho, the Derry-o,  
The Arborist plants a tree.



Repeat with verses:

- waters a tree
- feeds a tree
- checks a tree
- trims a tree
- rests under a tree



plants a tree



waters a tree



feeds a tree



checks a tree



trims a tree



rests under a tree

# Community Tree Helpers

Matching Game

They're all so helpful.

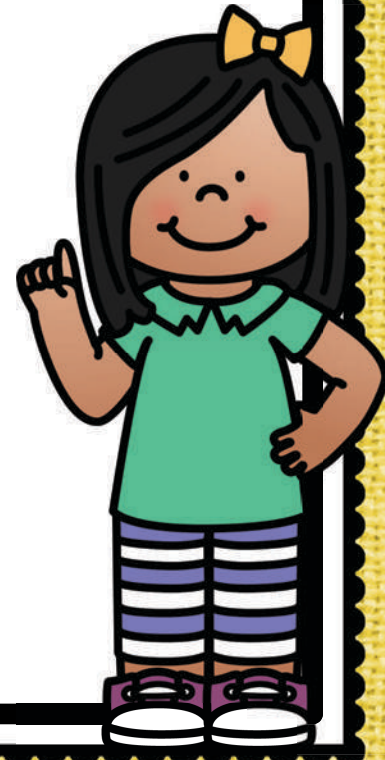
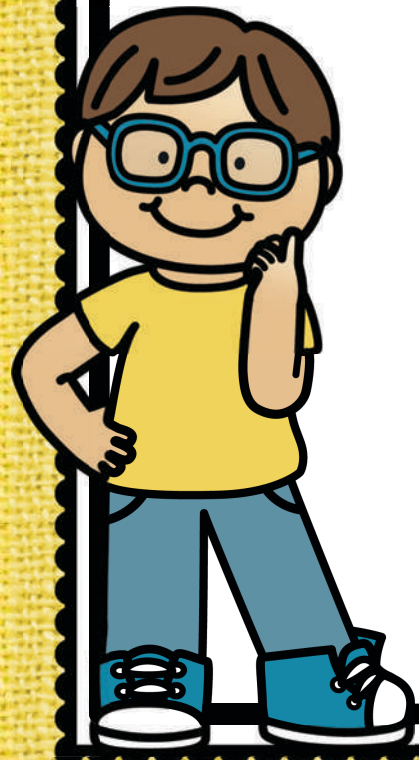
Do you know

What they do?

Do you have

The match?

Can you help, too?



1



## Arborist

- plants trees
- takes care of trees

2



## Logger

- cuts down trees
- hauls wood away

3



## Gardener

- plants seeds
- waters plants

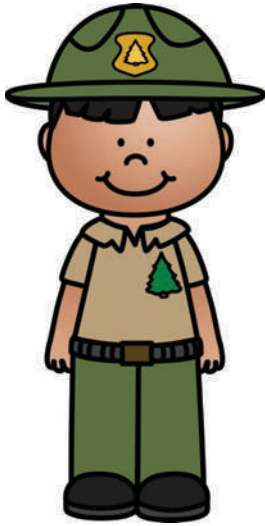
4



## Tree Farmer

- plants seeds
- collects fruits

5



## Forest Ranger

- keeps the park safe
- leads nature walks

6



## Forest Fire Fighter

- puts out forest fires
- teaches fire safety

7



## Garden Center Worker

- waters the plants
- sells the plants

8



## Mechanic

- maintains the machines
- fixes the trucks



**Arborist**



plants trees



takes care of trees

**2**



**Logger**

**2**



cuts down trees

**2**



hauls wood away

3



Gardener

3



plants seeds

3



waters plants

4



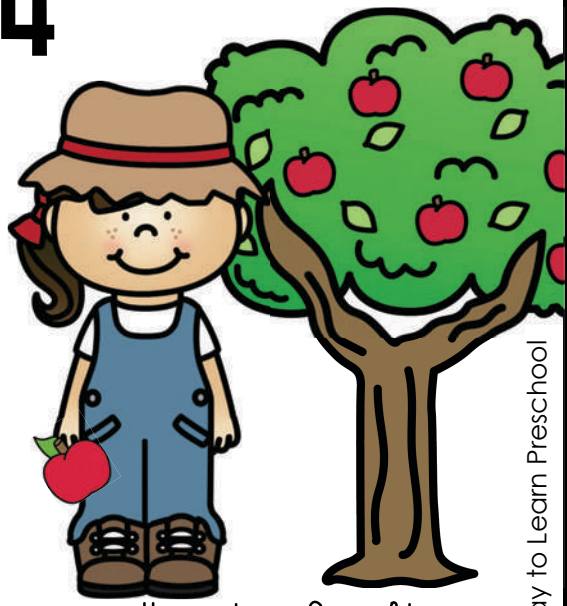
Tree Farmer

4



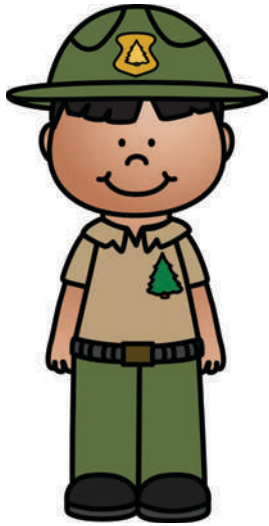
plants seeds

4



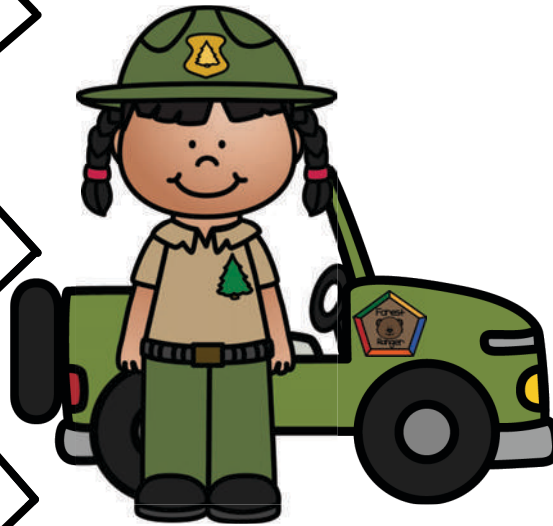
collects fruit

5



**Forest Ranger**

5



keeps the park safe

5



leads nature walks

6



**Forest Fire  
Fighter**

6



puts out  
forest fires

6



teaches fire safety



**Garden Center Worker**



waters the plants



sells the plants



**Mechanic**



maintains the logging machines



fixes the trucks

# Conclusion

## Unit Conclusion

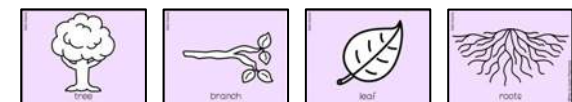
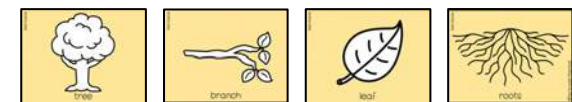
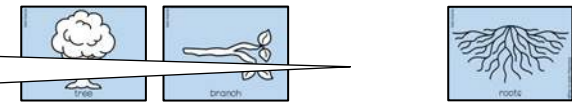
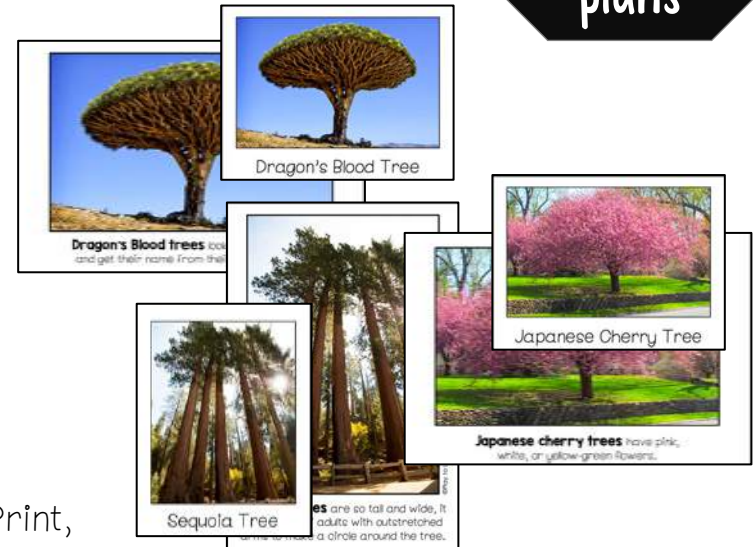
To conclude the unit, ensure the students' questions from the first day were answered. See if the students have any more wondering thoughts.

### Objectives:

- The students will notice similarities and differences.
- The students will notice and extend simple patterns.

### Activities:

1. Print the ½ page tree pictures, cut, mat, and laminate. Print, cut, and laminate enough pages of ¼ cards so each student has a card, or group students in pairs. Read the cool facts about the tree, then ask the students to place the small and large cards together to create a match.
2. Play the "Parts of a Tree" Grid Game.



**Extension Idea:**  
Take a class picture in front of a tree each season, then create a scrapbook page or journal page at the end of the year.

### To Play:

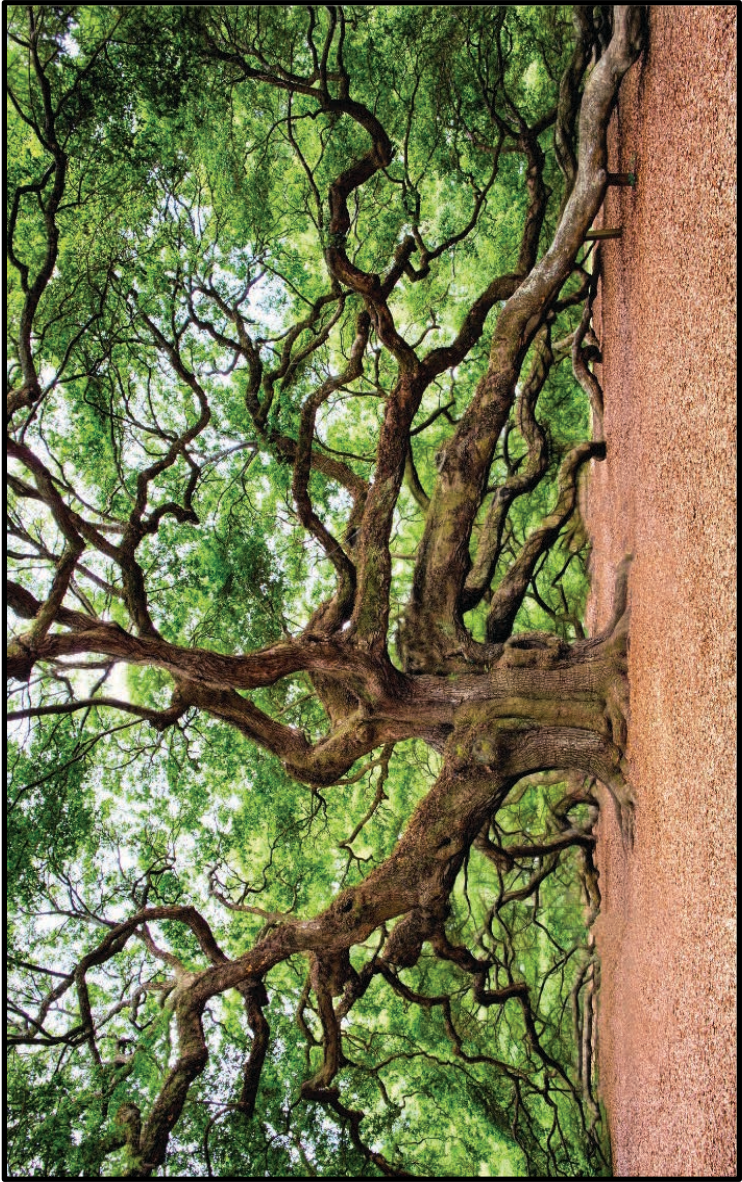
1. Copy template page onto 5 different colors of paper.
2. Create a grid where each column has the same item, and each row is the same color. Discuss the pattern and relationship of the cards.
3. Students close their eyes while the teacher removes 1 card.
4. Students use their knowledge of patterns to determine which card (color and picture) is missing.



**Mangrove trees** grow near water. Their roots grow above the surface so they can “breathe” the air.



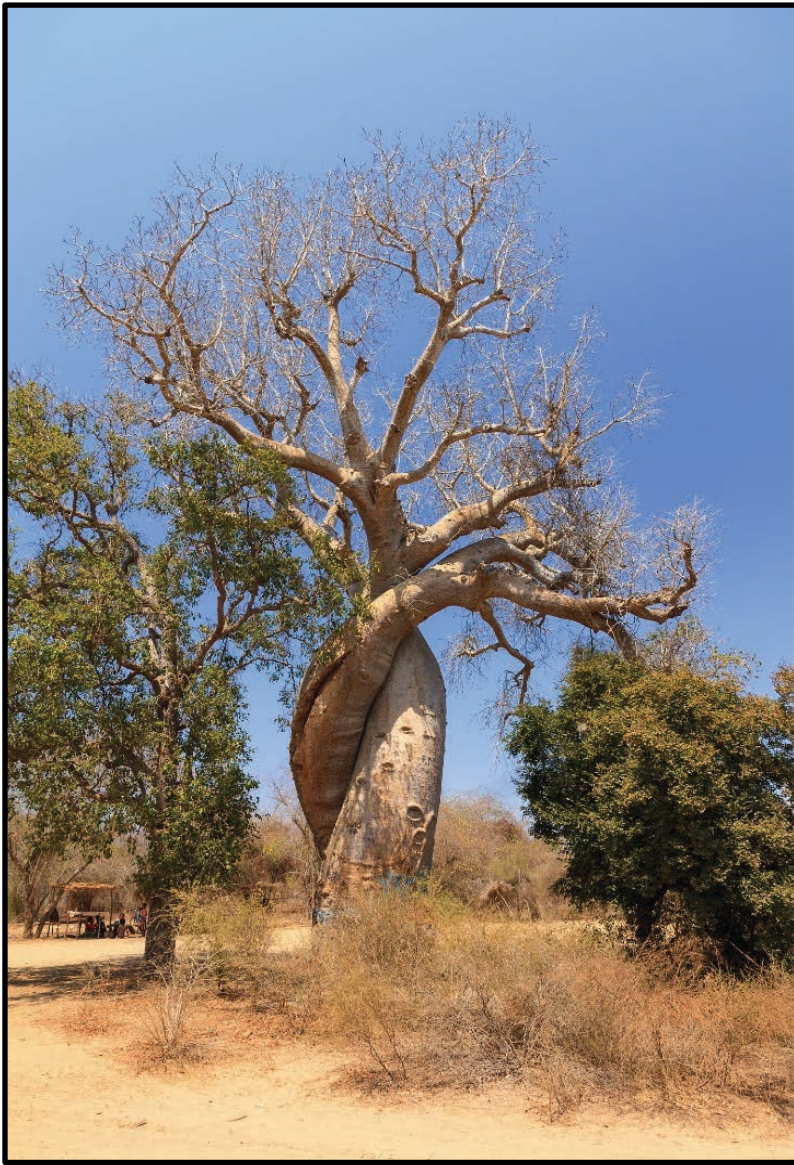
**Dragon's Blood trees** look like an umbrella and get their name from their dark red sap.



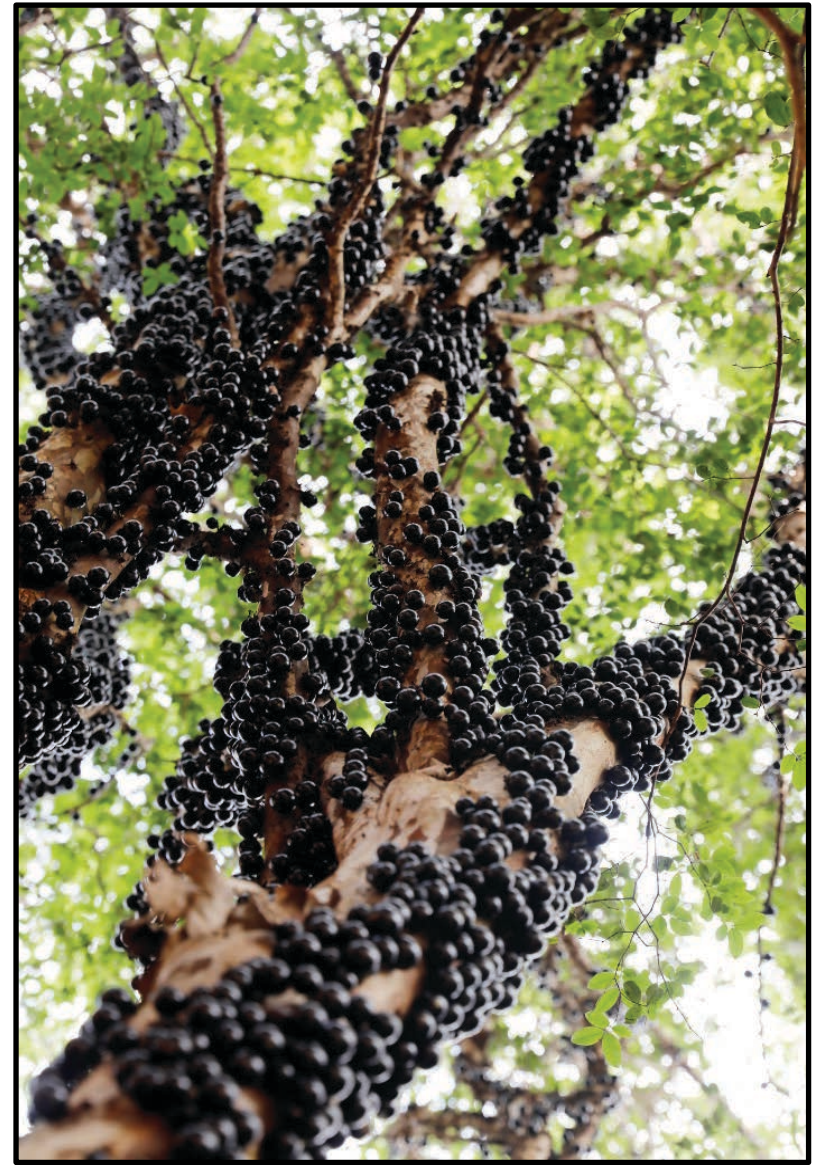
**Live Oak trees** have such heavy branches that they sag, or drop, to the ground.



**Japanese cherry trees** have pink, white, or yellow-green flowers.



**Baobab trees** (pronounced bow-bab) grow mostly in Africa and can live for 1000s of years.



**Jaboticaba tree** (pronounced zhe-bu-ti-ka-ba) fruits can be eaten raw or used to make juice and jelly.



**Wollemi Pines**, or “dinosaur trees,” were around 200 million years ago when there were dinosaurs!



**Sequoia trees** are so tall and wide, it would take 17 adults with outstretched arms to make a circle around the tree.



Mangrove Tree



Live Oak Tree



Dragon's Blood Tree



Japanese Cherry Tree



Jaboticaba Tree



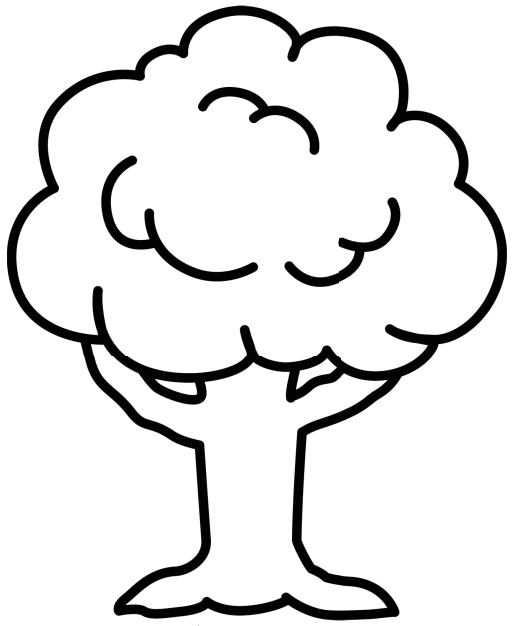
Baobab Tree



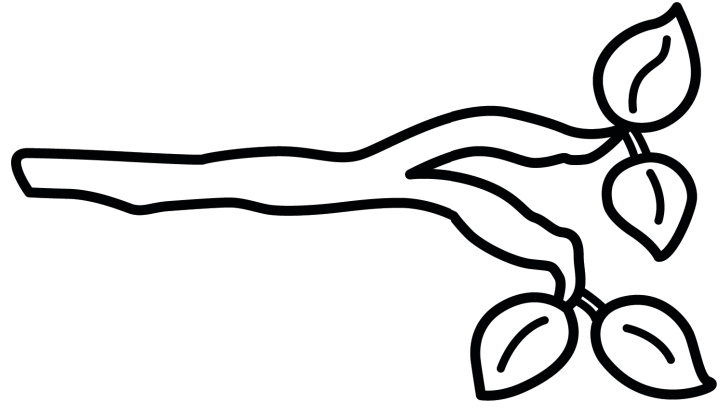
Sequoia Tree



Wollemi Tree



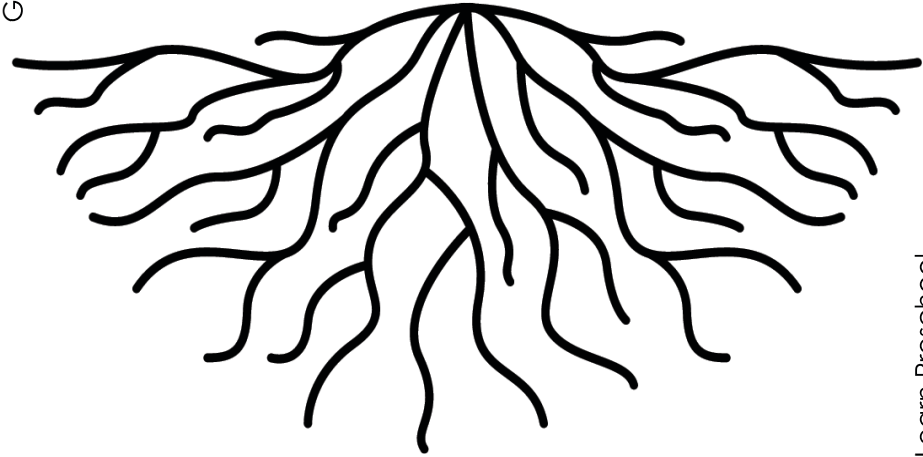
tree



branch



leaf



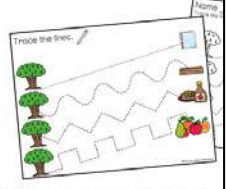
roots

# Centers

- Line Tracing
- Beginning Sound Clips
- Tree Word Strips
- Journaling
- Lacing
- Concentration
- Shape Matching
- Count and Clip Cards
- Counting Leaves
- Trees Number Order

**Line Tracing** Literacy Center

**Objective:** The students will understand the purpose of writing.  
**Preparation:** Print and laminate these tracing cards. Another option is to place them inside a plastic sleeve. Provide dry erase markers. (Glue a pom-pom onto the lid of the marker for the students to use as an eraser.)



**Procedure:** The students will trace the dotted line to practice fine motor skills.

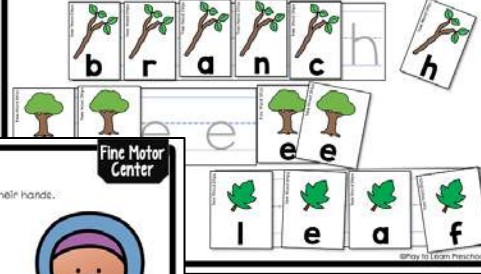
**Beginning Sound Clips** Literacy Center

**Objective:** Students will identify the first sound of each picture and locate the corresponding letter.  
**Preparation:** Print the cards, mat, laminate and cut apart.  
**Procedure:** Students say the picture and listen for the first sound. Then they attach a clothes pin to the matching letter.




**Tree Word Strips** Literacy Center

**Objective:** The students will recognize letters of the alphabet.  
**Preparation:** Print the word strips and letters, then cut apart.  
**Procedure:** Students will match the letters to the word strip.



**Journaling** Literacy Center

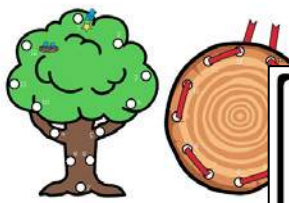
**Objective:** The students will understand the purpose of writing.



**Procedure:** Print the journal sheets. Students cut out the tree and draw a picture. The words can also be written on the journal sheet.

**Lacing** Fine Motor Center

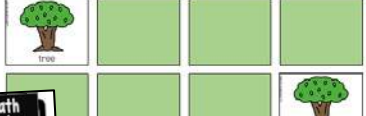
**Objective:** The students will control the small muscles of their hands.



**Preparation:** Copy lacing sheets on cardstock, and use a hole punch to cut out circles. Provide ribbons approximately 1 1/2 feet long.  
**Procedure:** The students take a piece of ribbon from one hole to the next.


**Concentration** Working memory

**Objective:** The students will use visual discrimination (matching) skills to identify two identical objects.  
**Preparation:** Print the picture cards. Mat onto cardstock and/or laminate the pictures. Cut apart.  
**Procedure:** Place cards facing down. Students take turns flipping over 2 cards at a time. If the cards match, the student keeps the pair. If they don't match, they return them to the face-down position and try again.



**Shape Matching** Math Center


**Objective:** The students will match items by shape.  
**Preparation:** Print, mat, out, and laminate the pictures. Place large pictures face up on the table and small pictures in an envelope or bag. (Alternatively, create an interactive bulletin board using hook and latch tape or magnets.)



**Procedure:** Students will select a small picture and match it with the corresponding larger picture.

**Count and Clip Cards** Math Center


**Objective:** Students will practice one-to-one correspondence and number recognition to 12.  
**Preparation:** Print the cards, mat, out, and laminate as desired.  
**Procedure:** Students count the pictures on each card and mark the correct number with a clothes pin.



**Helpful tip:** Use a sticker that will match the number to check.

**Counting Leaves** Math

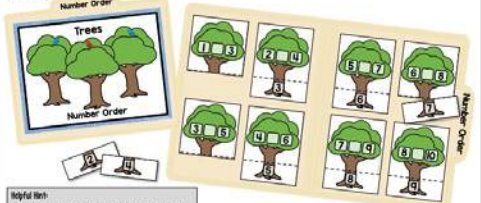
**Objective:** The students will count and recognize numbers.  
**Preparation:** Print, mat, out, and laminate the pictures. Place large pictures face up on the table and small pictures in an envelope or bag. Choose the appropriate numbers for your students' abilities. (Alternatively, create an interactive bulletin board using hook and loop tape or magnets.)



**Procedure:** Students will pick a leaf card then count and choose the tree with the correct number of leaves.

**Trees Number Order** Math Center

**Objectives:** The students will identify numbers.  
**Preparation:** Copy the pictures and cut apart on the dotted line. Provide a number line for additional support.  
**Procedure:** The students will identify the missing number and locate the correct number.

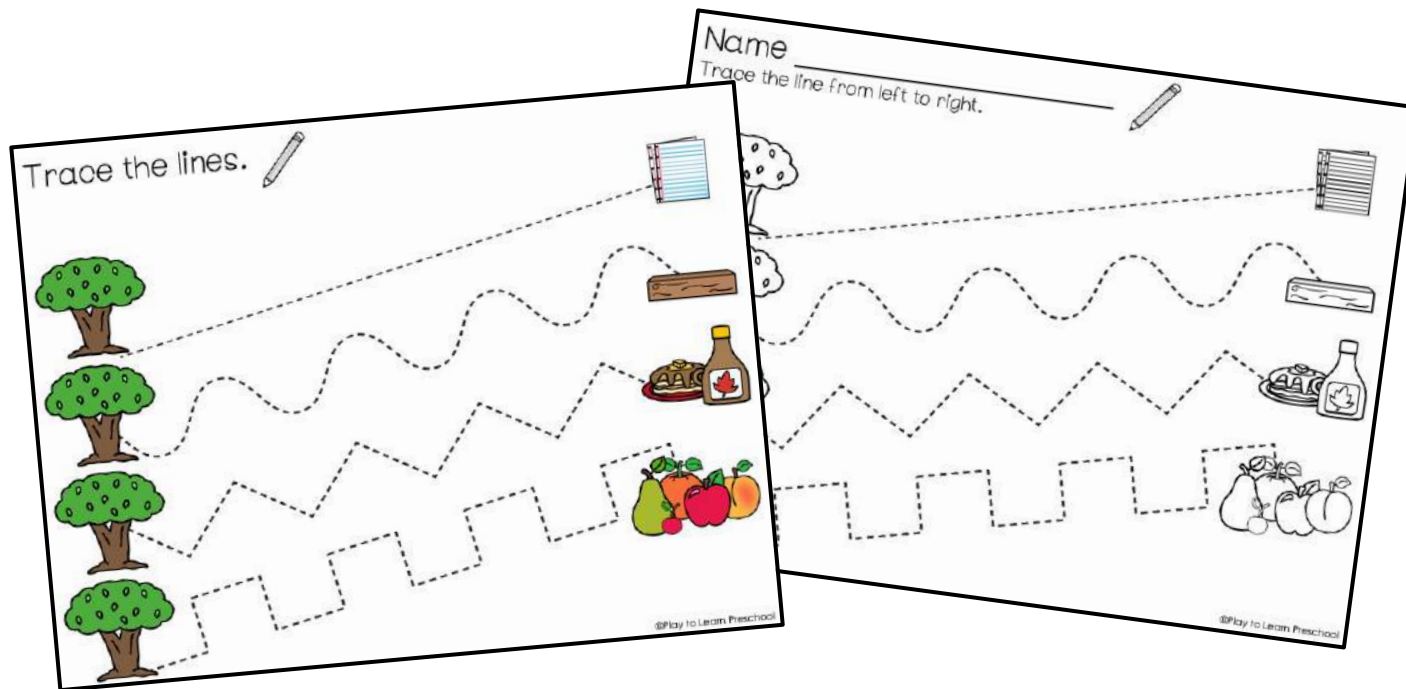


**Helpful tip:** Attach a small pocket or envelope to the back of the card to store the number strips.

# Line Tracing

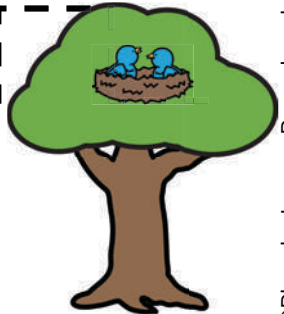
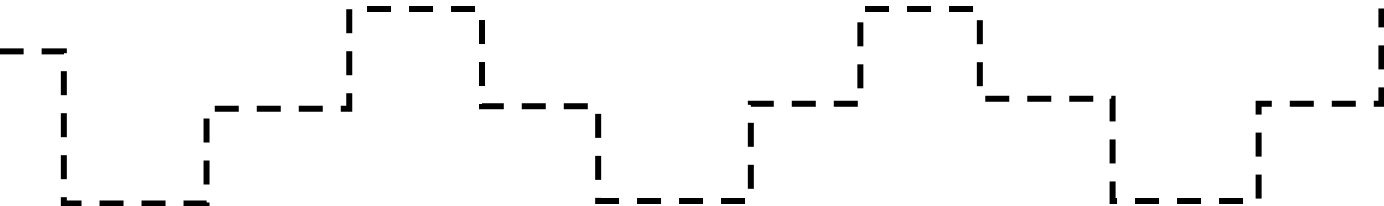
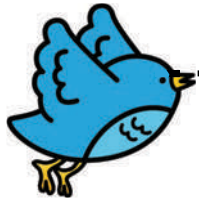
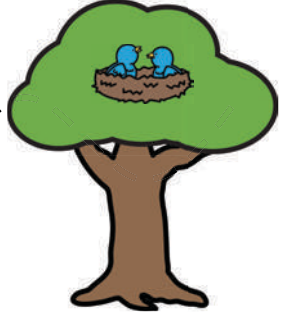
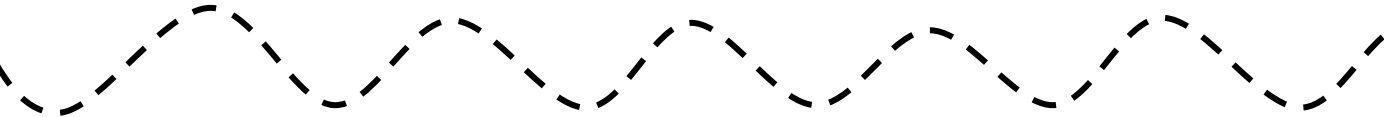
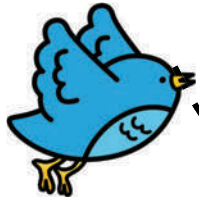
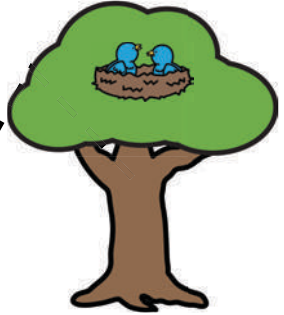
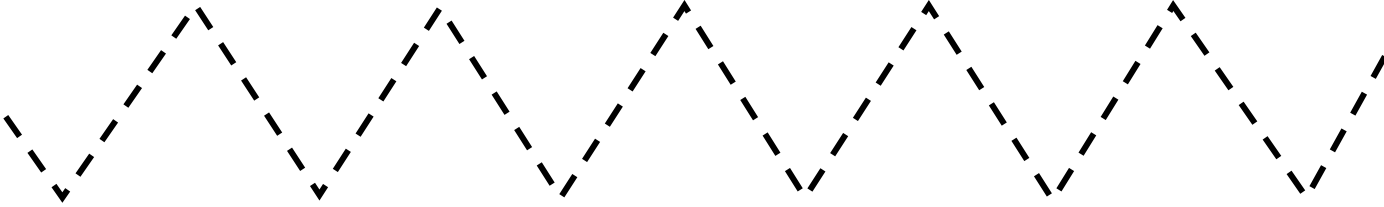
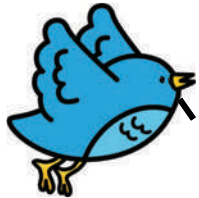
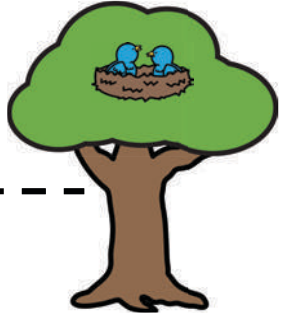
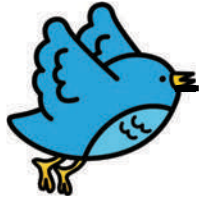
**Objective:** The students will understand the purpose of writing.

**Preparation:** Print and laminate these tracing cards. Another option is to place them inside a plastic sleeve. Provide dry erase markers. (Glue a pom-pom onto the lid of the marker for the students to use as an eraser!)

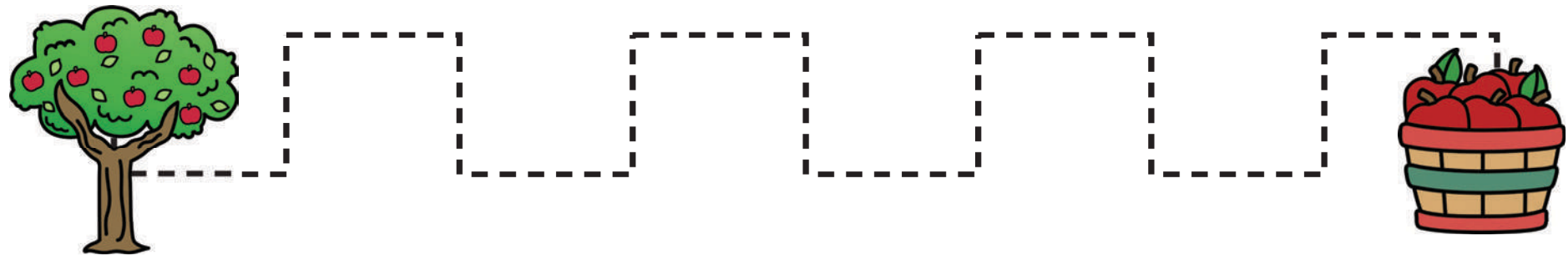
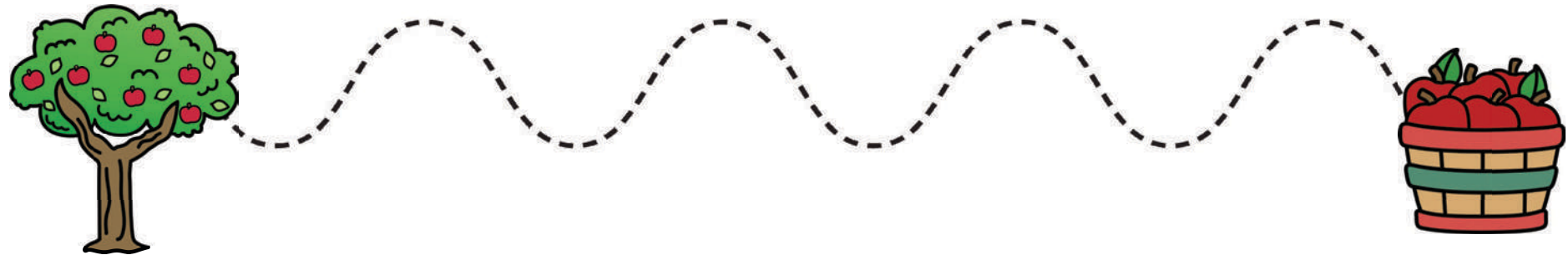
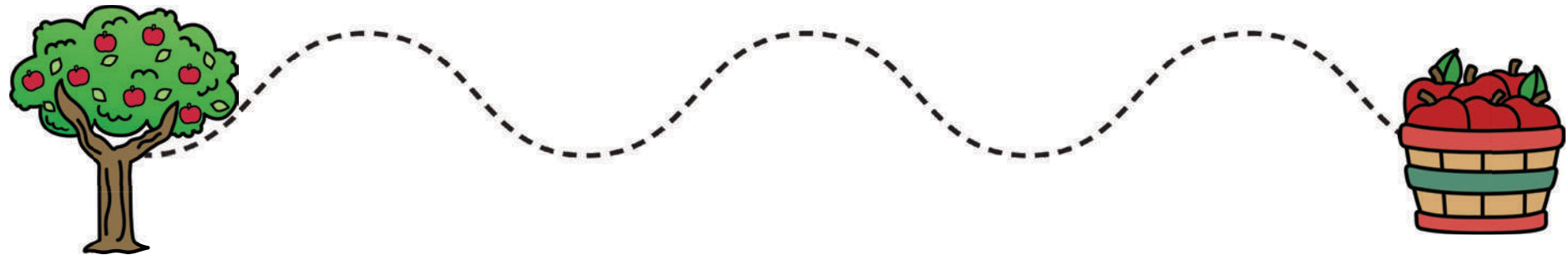


**Procedure:** The students will trace the dotted lines from left to right to practice fine motor skills.

Trace the lines. 



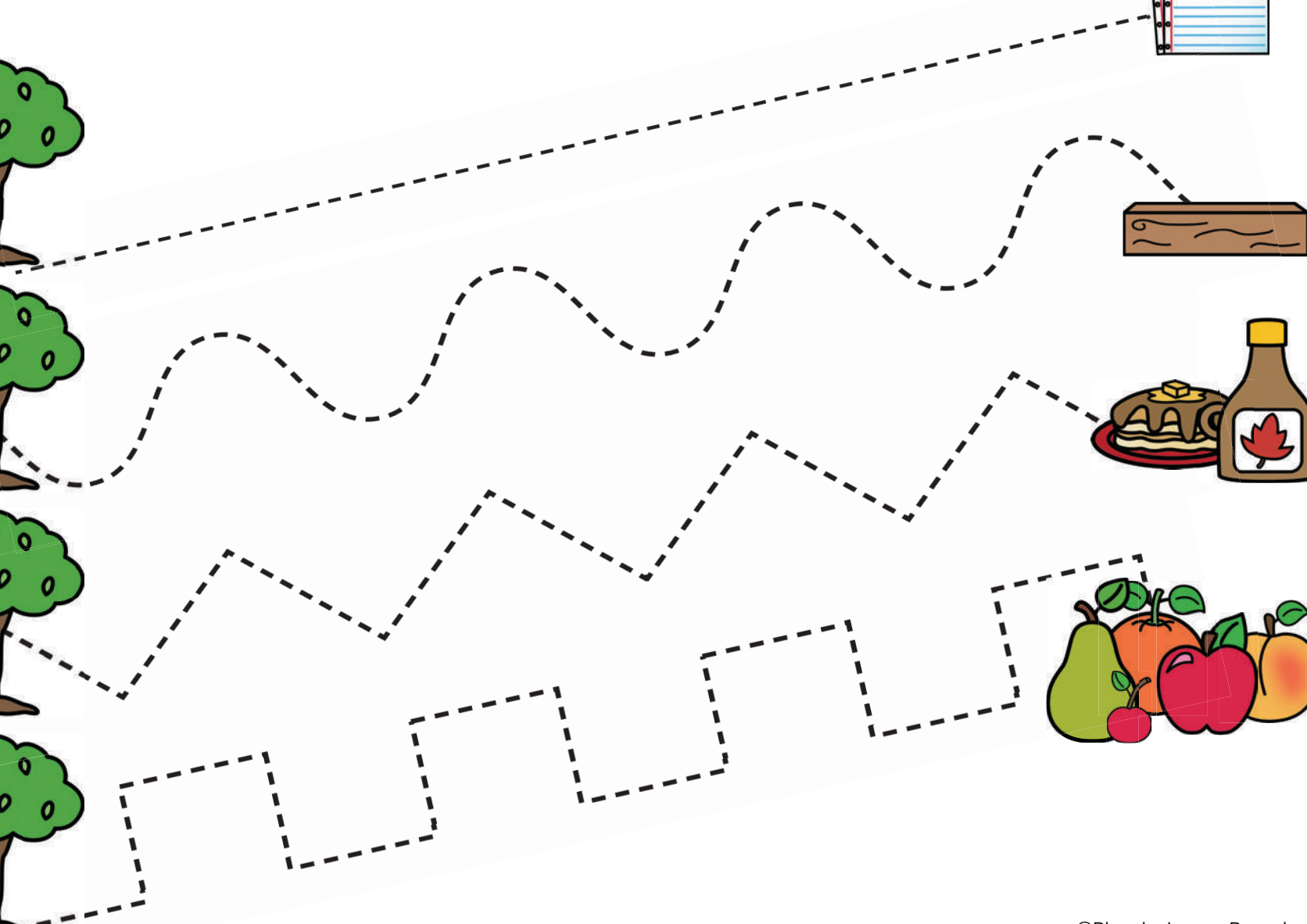
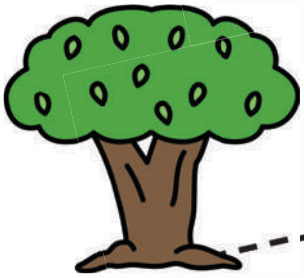
Trace the lines. 



Trace the lines. 



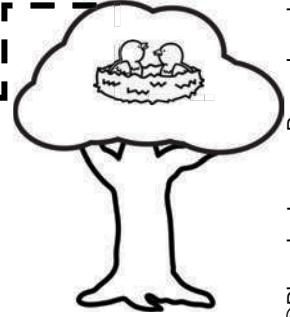
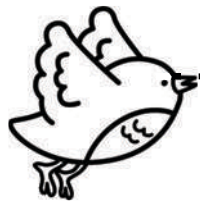
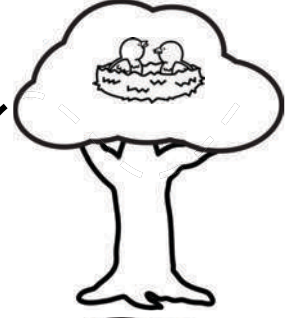
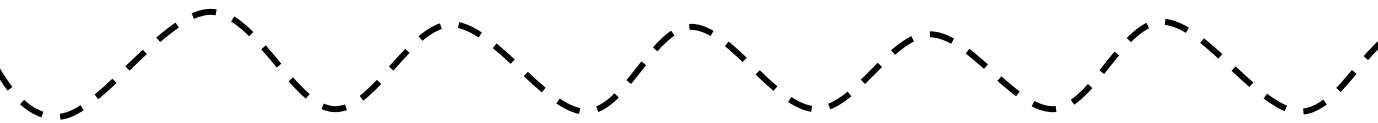
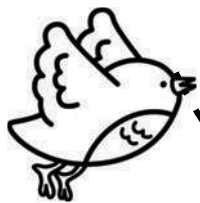
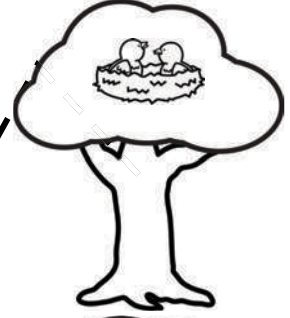
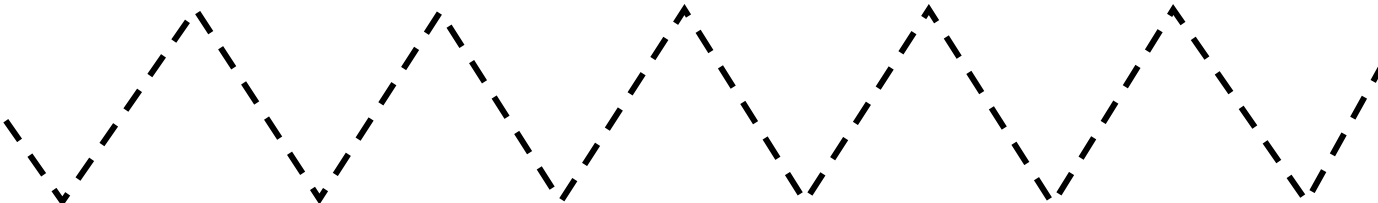
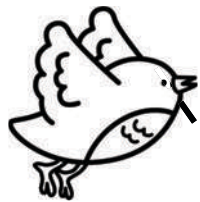
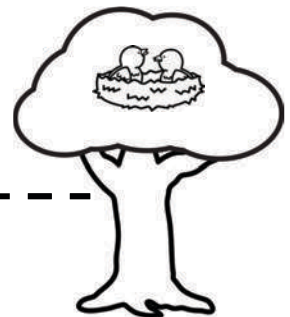
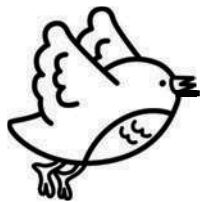
Trace the lines.



Name \_\_\_\_\_



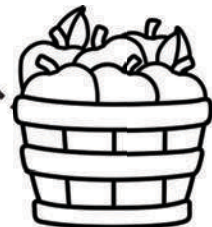
Trace the lines from left to right.



Name \_\_\_\_\_



Trace the lines from left to right.



Name \_\_\_\_\_

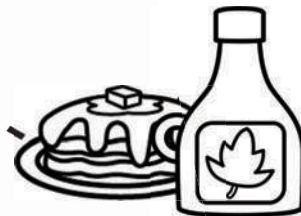
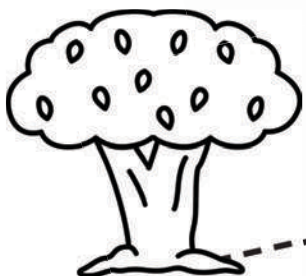
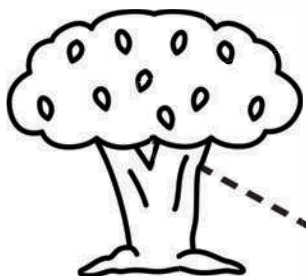
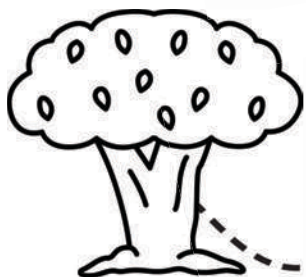
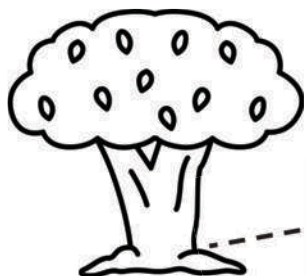


Trace the lines from left to right.



Name \_\_\_\_\_

Trace the lines from left to right.



# Beginning Sound Clips

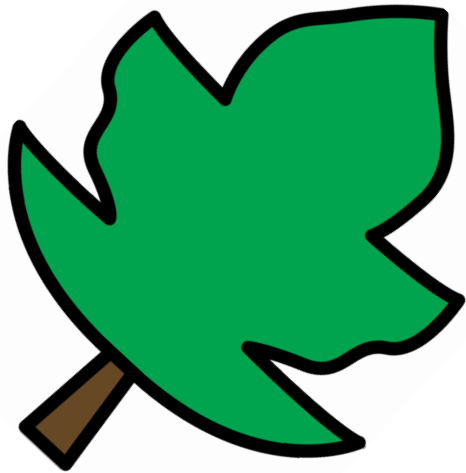
**Objective:** Students will identify the first sound of each picture and locate the corresponding letter.

**Preparation:** Print the cards, mat, laminate and cut apart.

**Procedure:** Students say the picture and listen for the first sound. Then they attach a clothes pin to the matching letter.



**Helpful Hint:** For easy self-checking, put a sticker on the back that will match the clothes pin when the answer is correct.

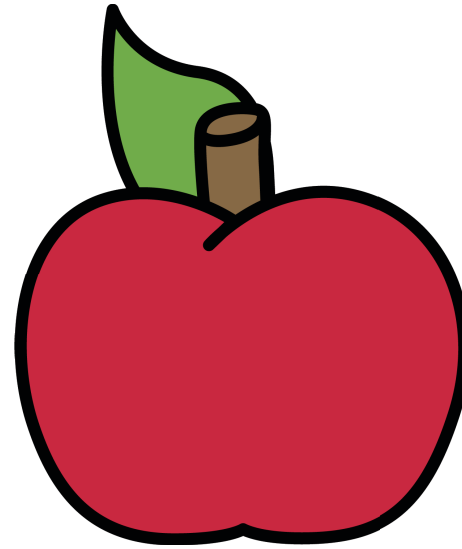


leaf

C

L

P



apple

D

F

A

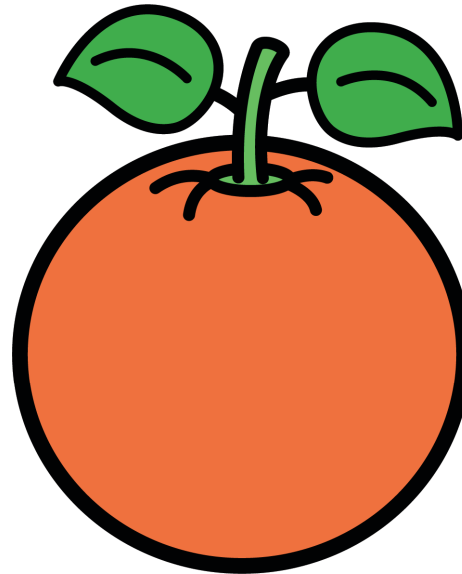


squirrel

N

B

S



orange

O

W

C



roots

C

M

R

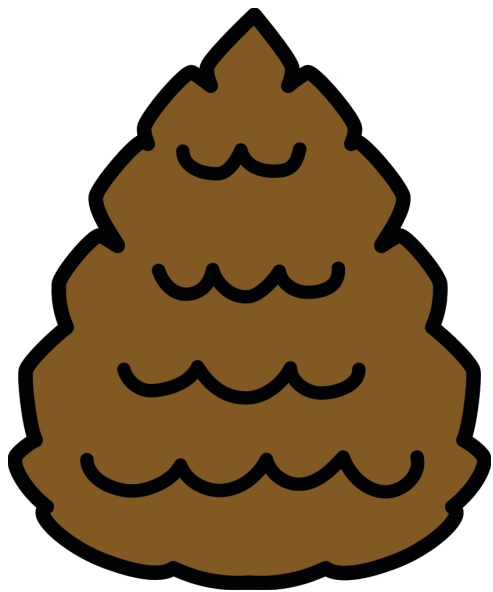


nut

D

N

S

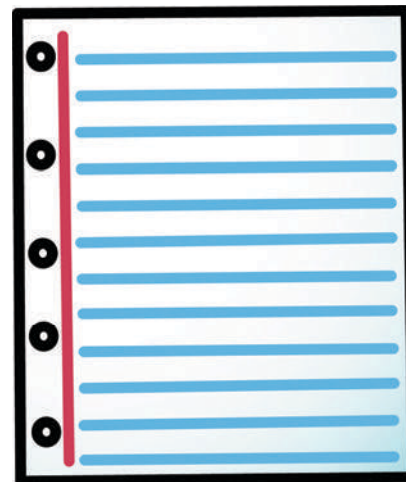


pine cone

P

B

S



paper

P

W

C



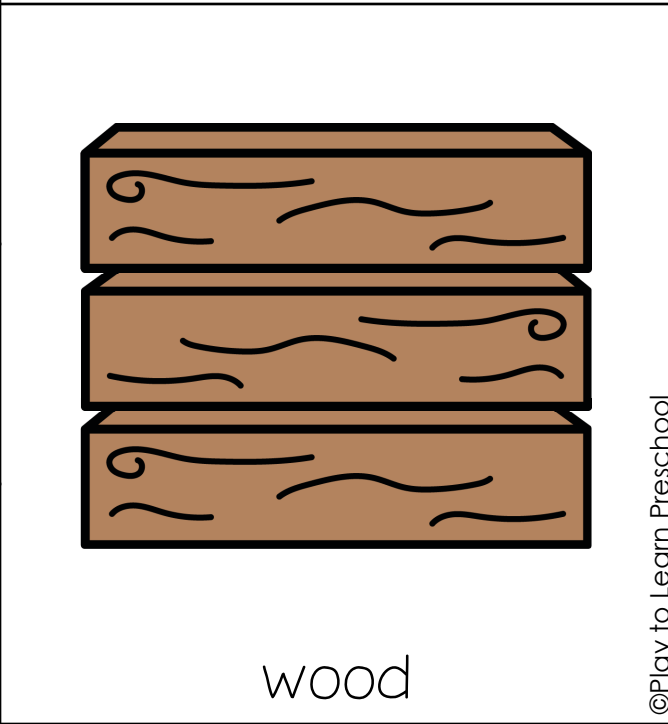
C  
M  
B



D  
F  
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N  
R  
S



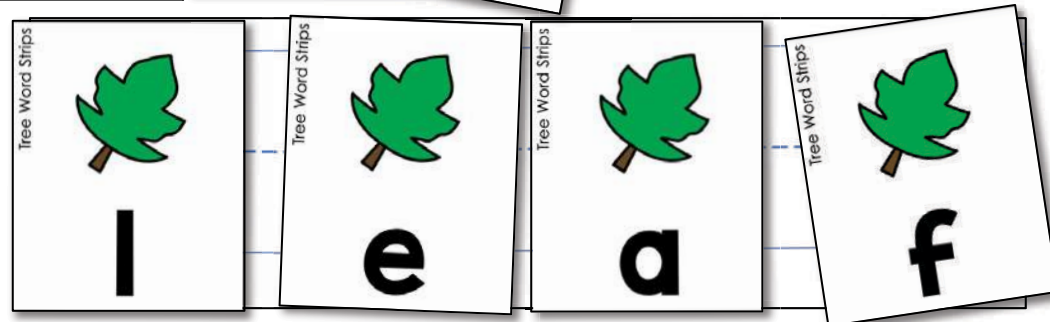
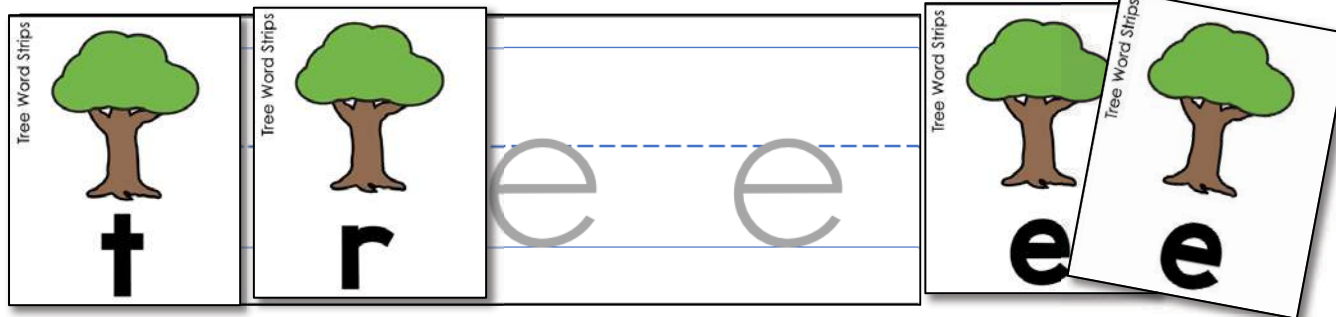
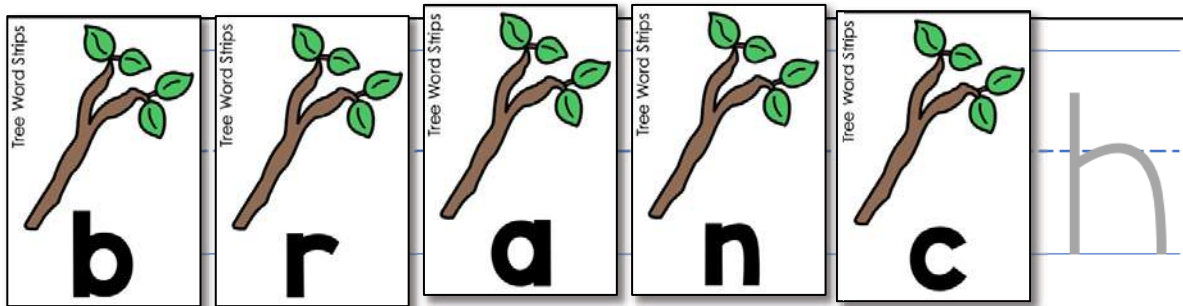
T  
W  
C

# Tree Word Strips

**Objective:** The students will recognize letters of the alphabet.

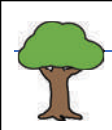
**Preparation:** Print the word strips and letters, then cut apart.

**Procedure:** Students will match the letters to the word strip.



**Helpful Hint:**

Attach a small pocket or envelope to the back of the sentence strip to store the letters.



t r e e e



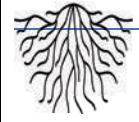
l e a f



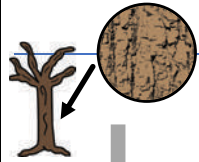
t r u n k



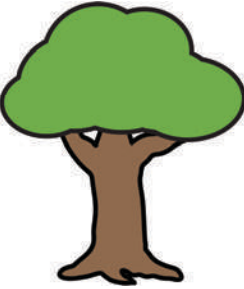
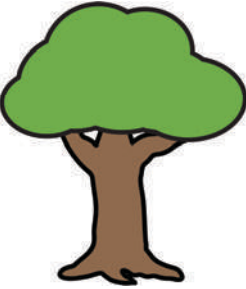






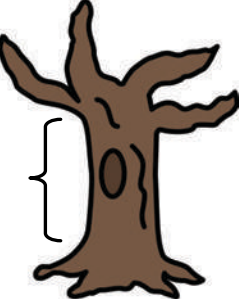
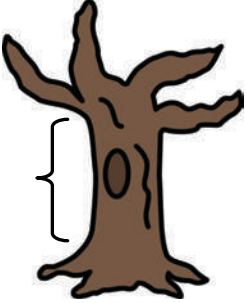
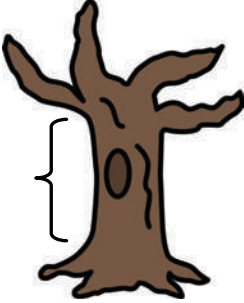
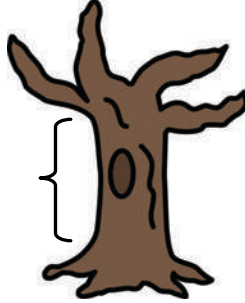
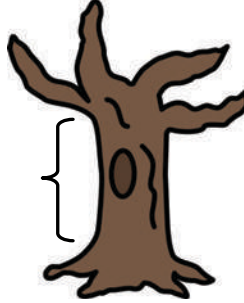
b r a n c h

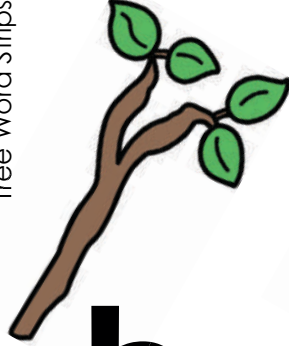
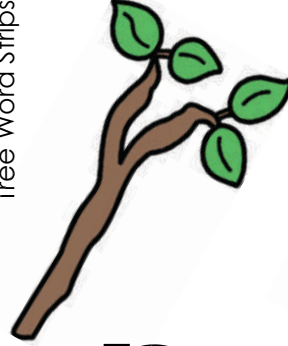
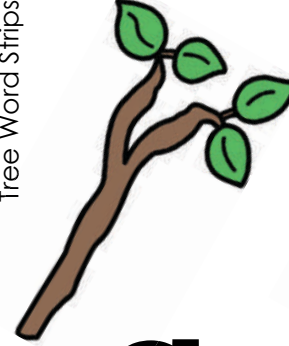
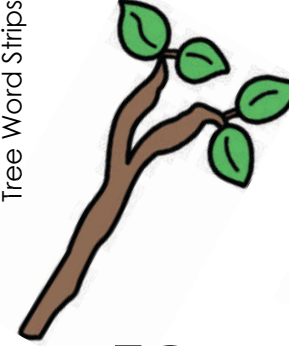
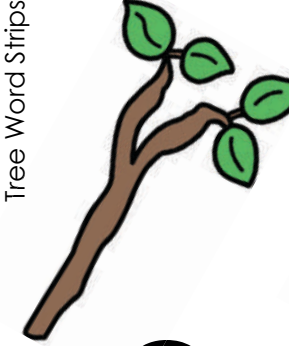
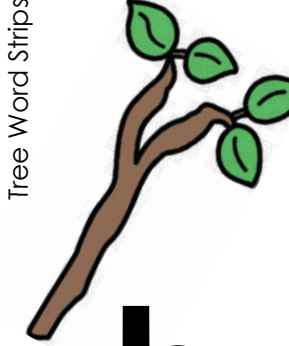


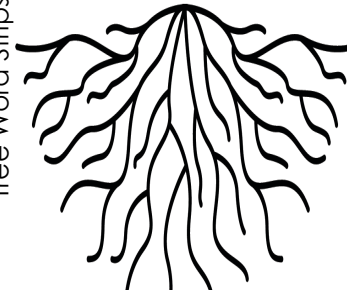
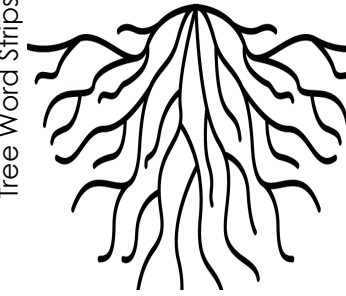
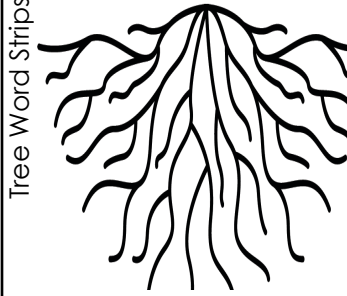
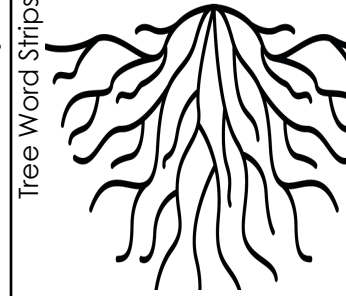
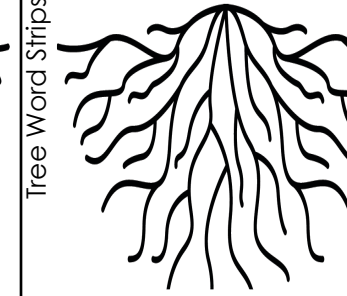
r o o t s

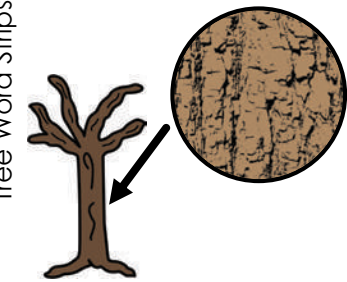
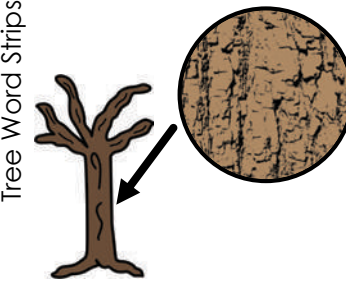
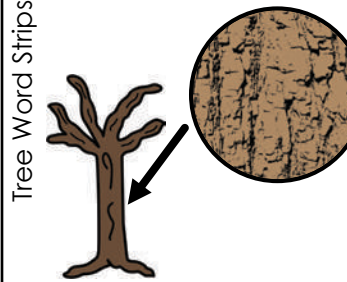
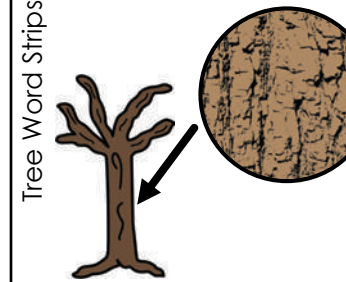


b a r k

<p>Tree Word Strips</p>  <p><b>t</b></p>	<p>Tree Word Strips</p>  <p><b>r</b></p>	<p>Tree Word Strips</p>  <p><b>e</b></p>	<p>Tree Word Strips</p>  <p><b>e</b></p>
<p>Tree Word Strips</p>  <p><b>l</b></p>	<p>Tree Word Strips</p>  <p><b>e</b></p>	<p>Tree Word Strips</p>  <p><b>a</b></p>	<p>Tree Word Strips</p>  <p><b>f</b></p>
<p>Tree Word Strips</p>  <p><b>t</b></p>	<p>Tree Word Strips</p>  <p><b>r</b></p>	<p>Tree Word Strips</p>  <p><b>u</b></p>	<p>Tree Word Strips</p>  <p><b>n</b></p>
<p>Tree Word Strips</p>  <p><b>k</b></p>			

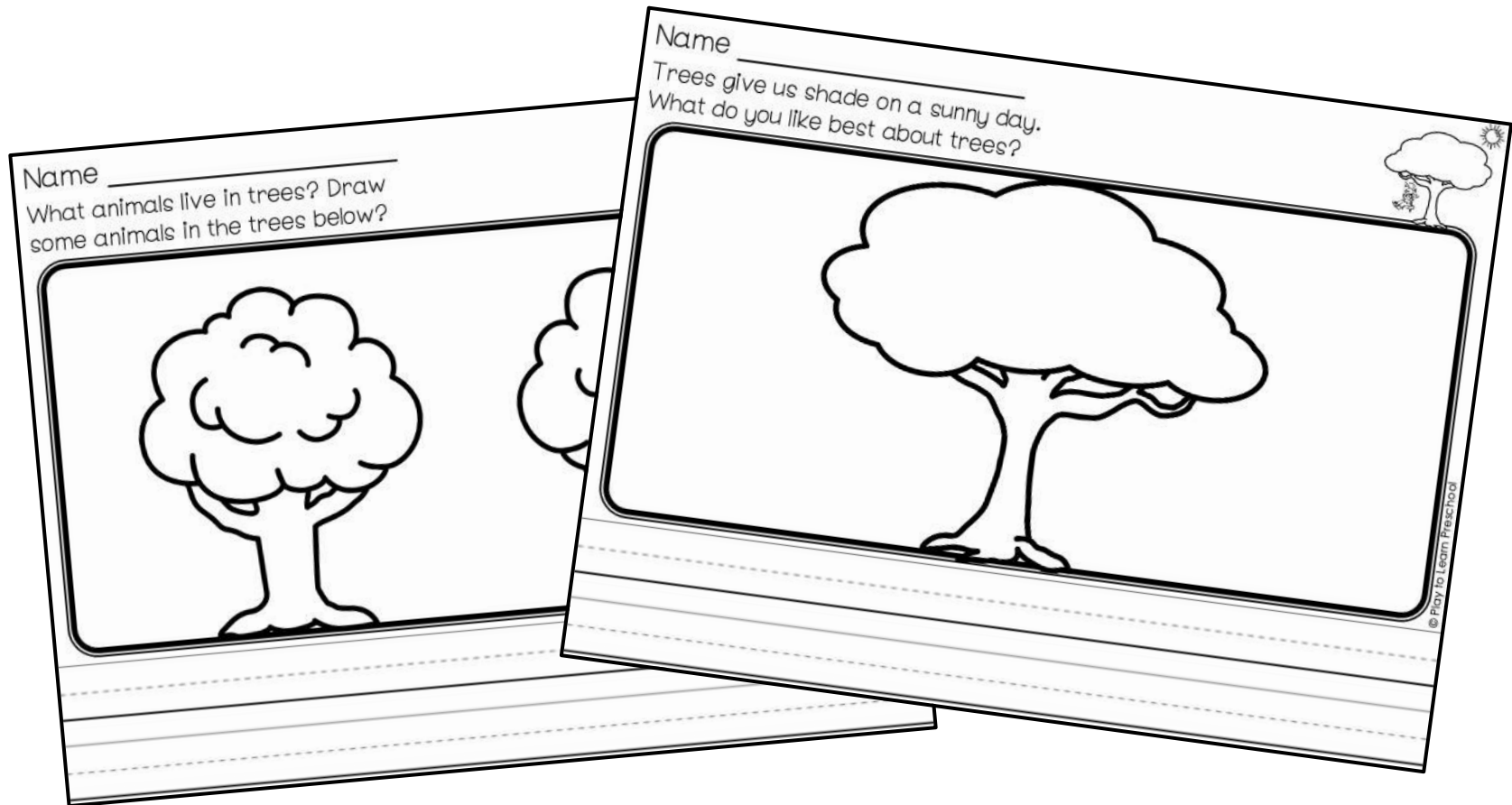
Tree Word Strips  <b>b</b>	Tree Word Strips  <b>r</b>	Tree Word Strips  <b>a</b>	Tree Word Strips  <b>n</b>	Tree Word Strips  <b>c</b>	Tree Word Strips  <b>h</b>
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Tree Word Strips  <b>r</b>	Tree Word Strips  <b>o</b>	Tree Word Strips  <b>o</b>	Tree Word Strips  <b>t</b>	Tree Word Strips  <b>s</b>
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Tree Word Strips  <b>b</b>	Tree Word Strips  <b>a</b>	Tree Word Strips  <b>r</b>	Tree Word Strips  <b>k</b>
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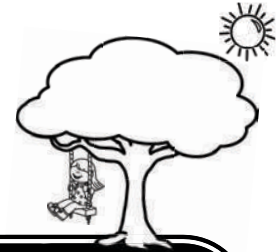
# Journaling

**Objective:** The students will understand the purpose of writing.

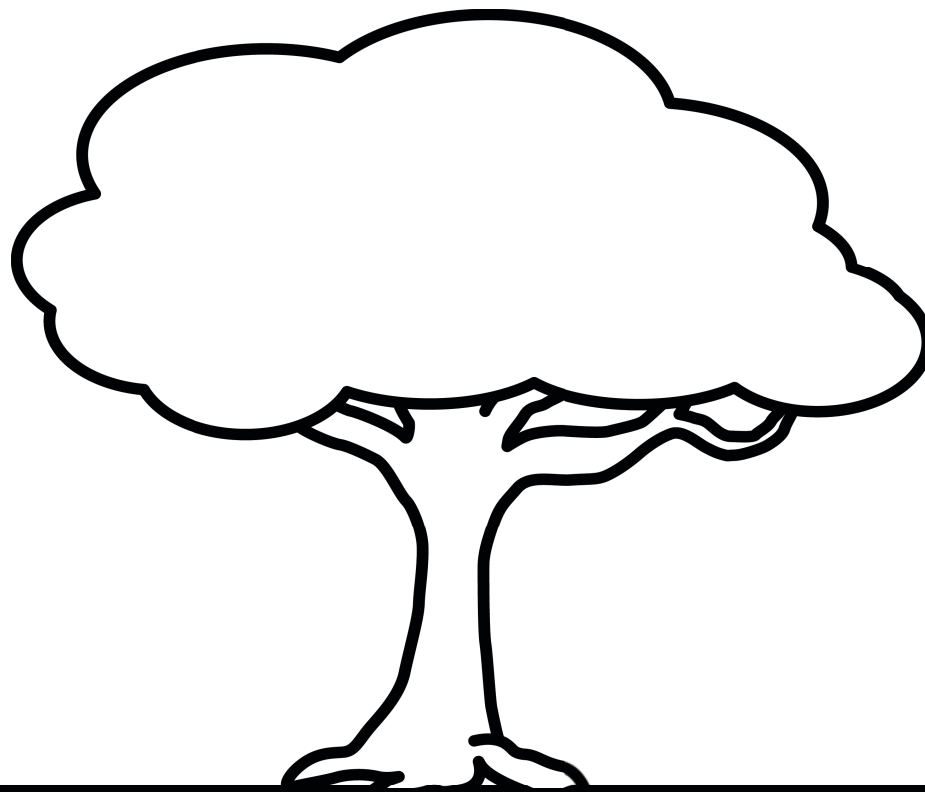


**Procedure:** Print the journal sheets. Students can use the journal prompts to write and draw a picture. The words can also be written for the student if necessary.

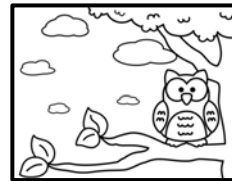
Name \_\_\_\_\_



Some trees have fruit like apples, oranges, pears, or cherries.  
What is your favorite fruit? Draw some fruit on the tree below.

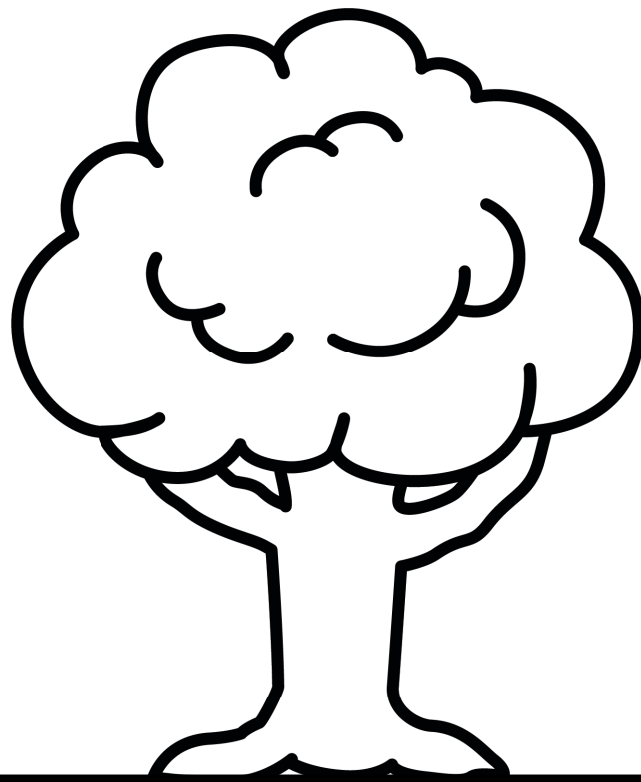
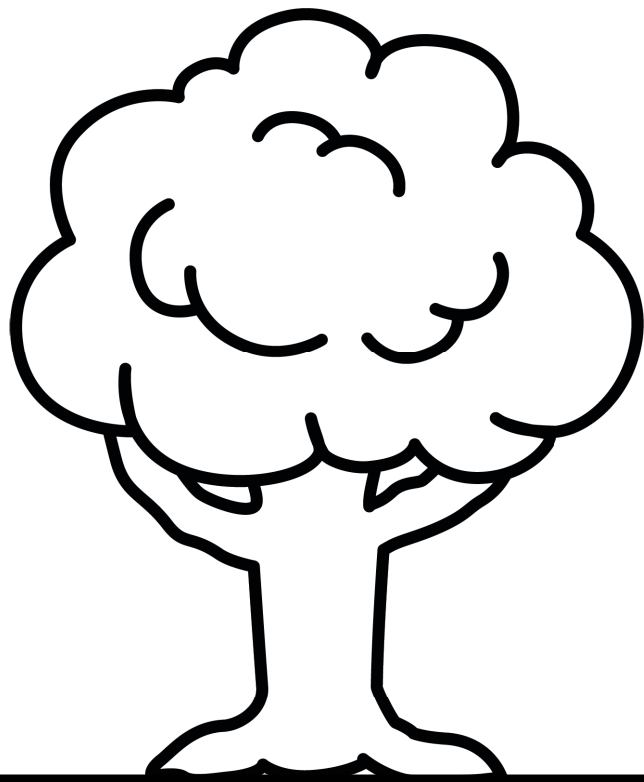


Name \_\_\_\_\_



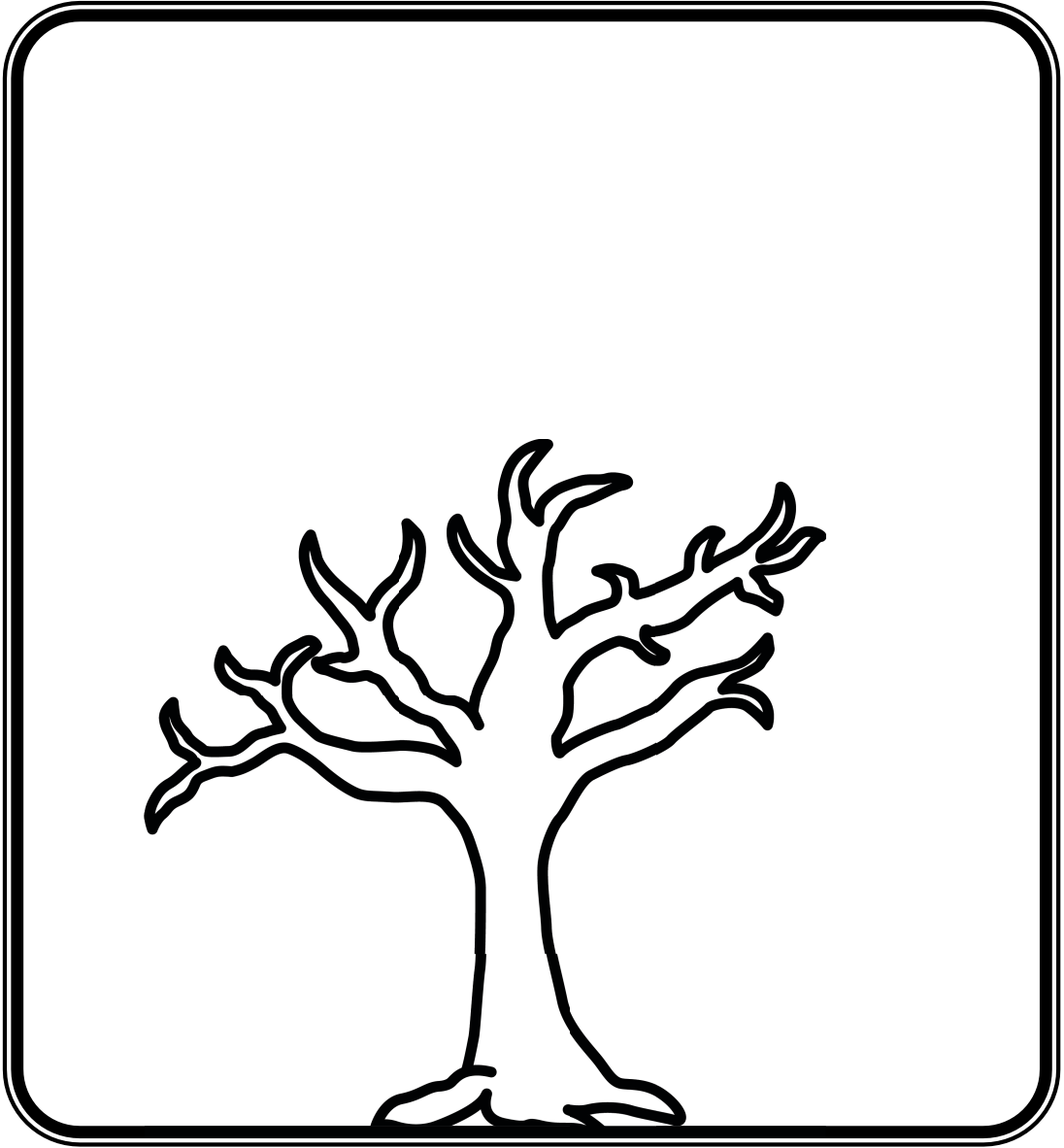
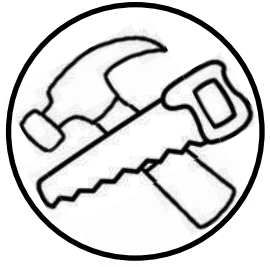
What animals live in trees?

Draw animals in the trees below?



Name \_\_\_\_\_

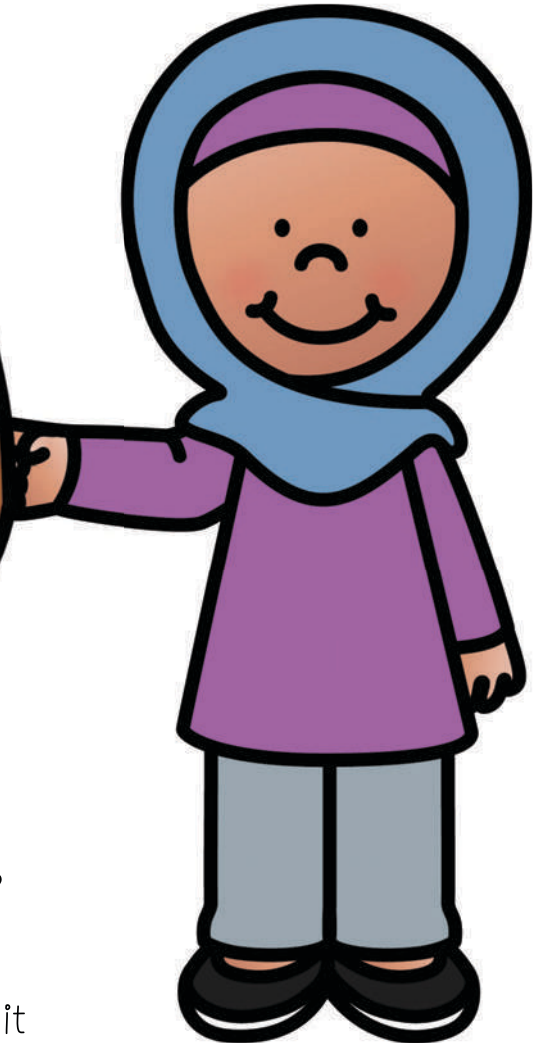
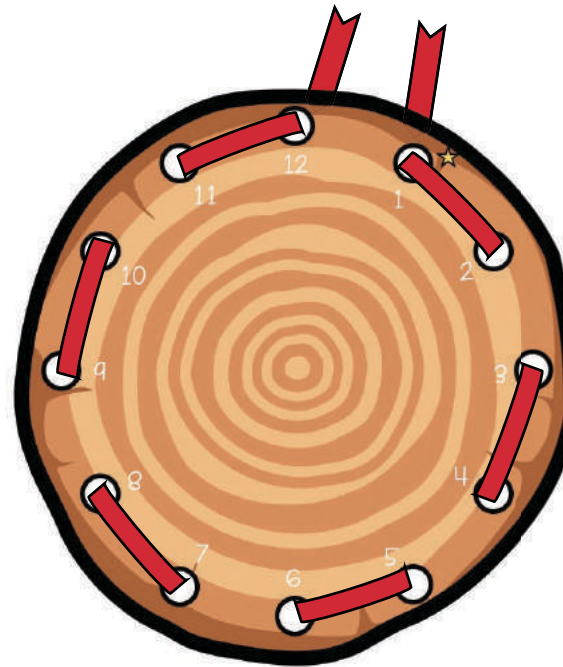
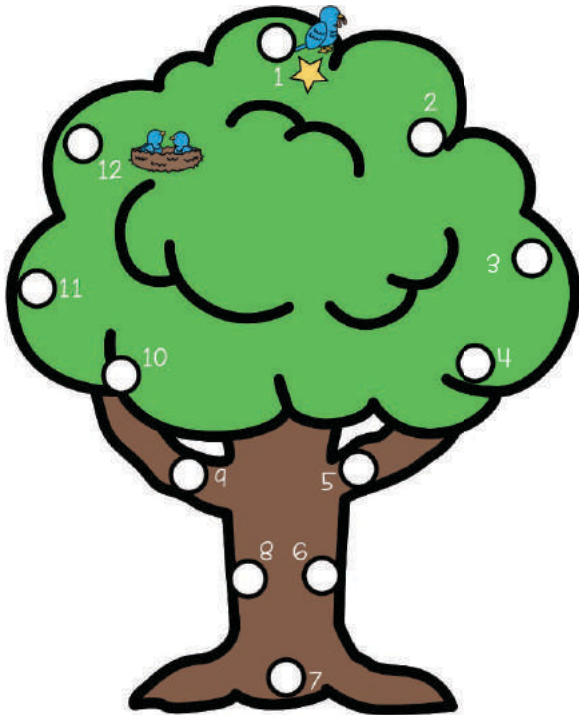
If you could build a tree house, how many rooms would it have?  
Draw a tree house below.



Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line, repeated vertically.

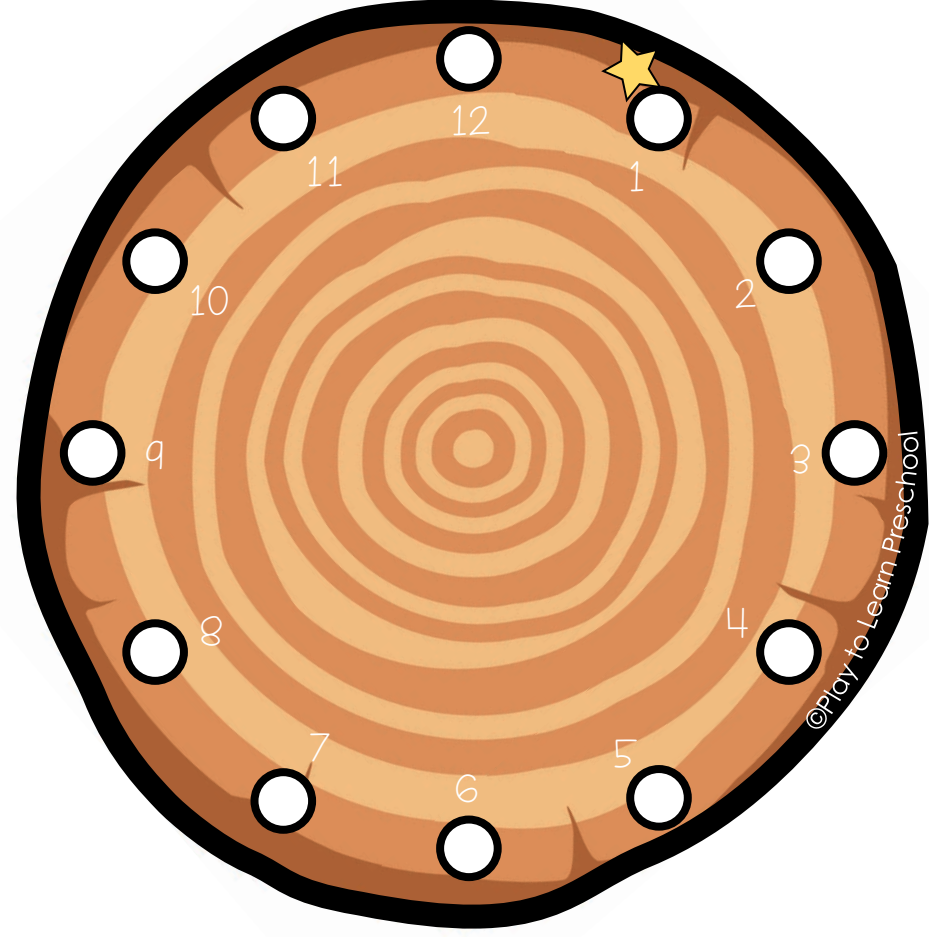
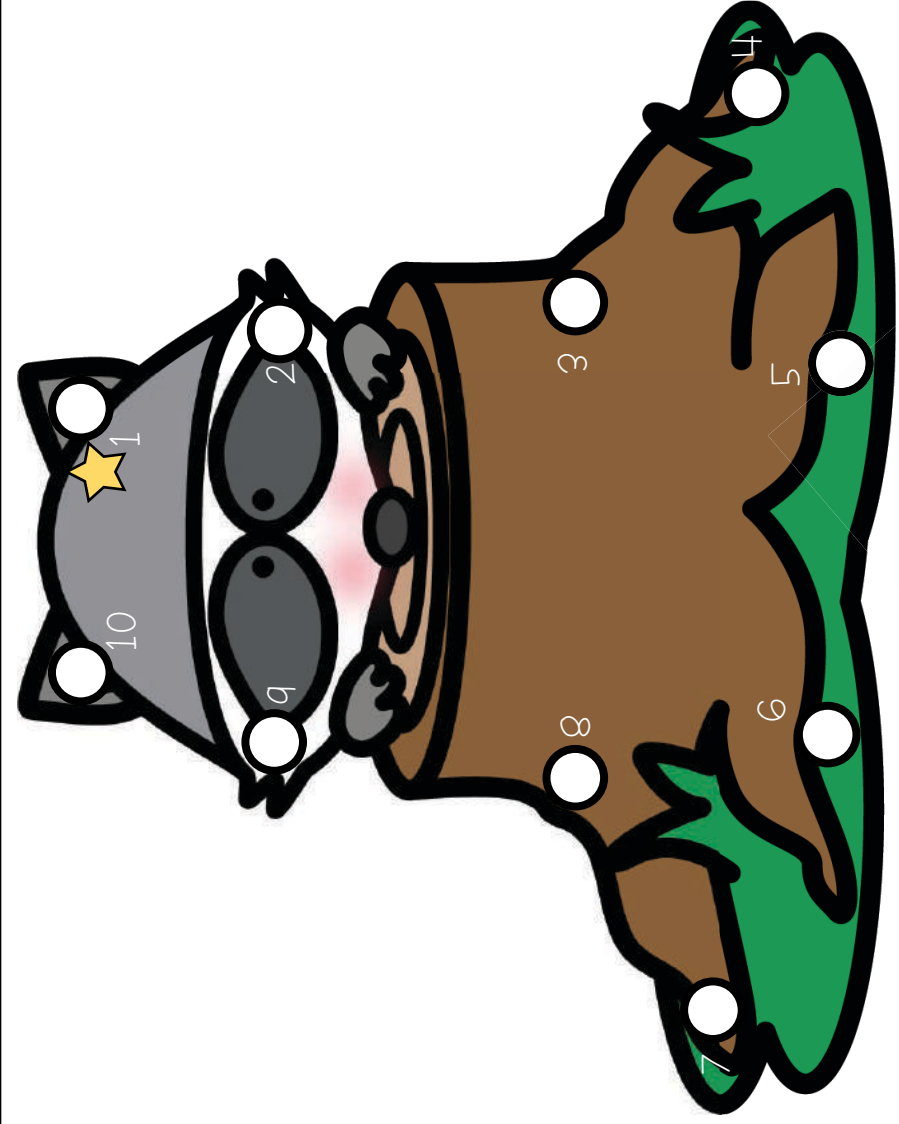
# Lacing

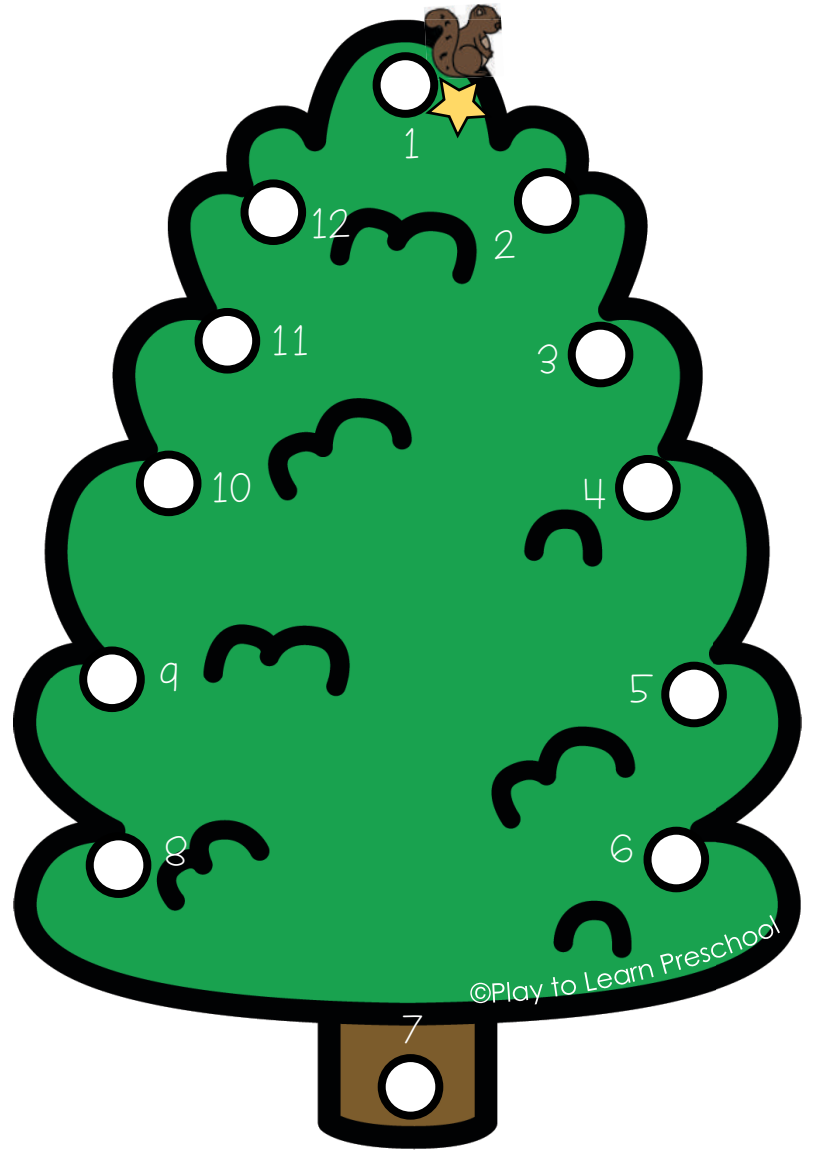
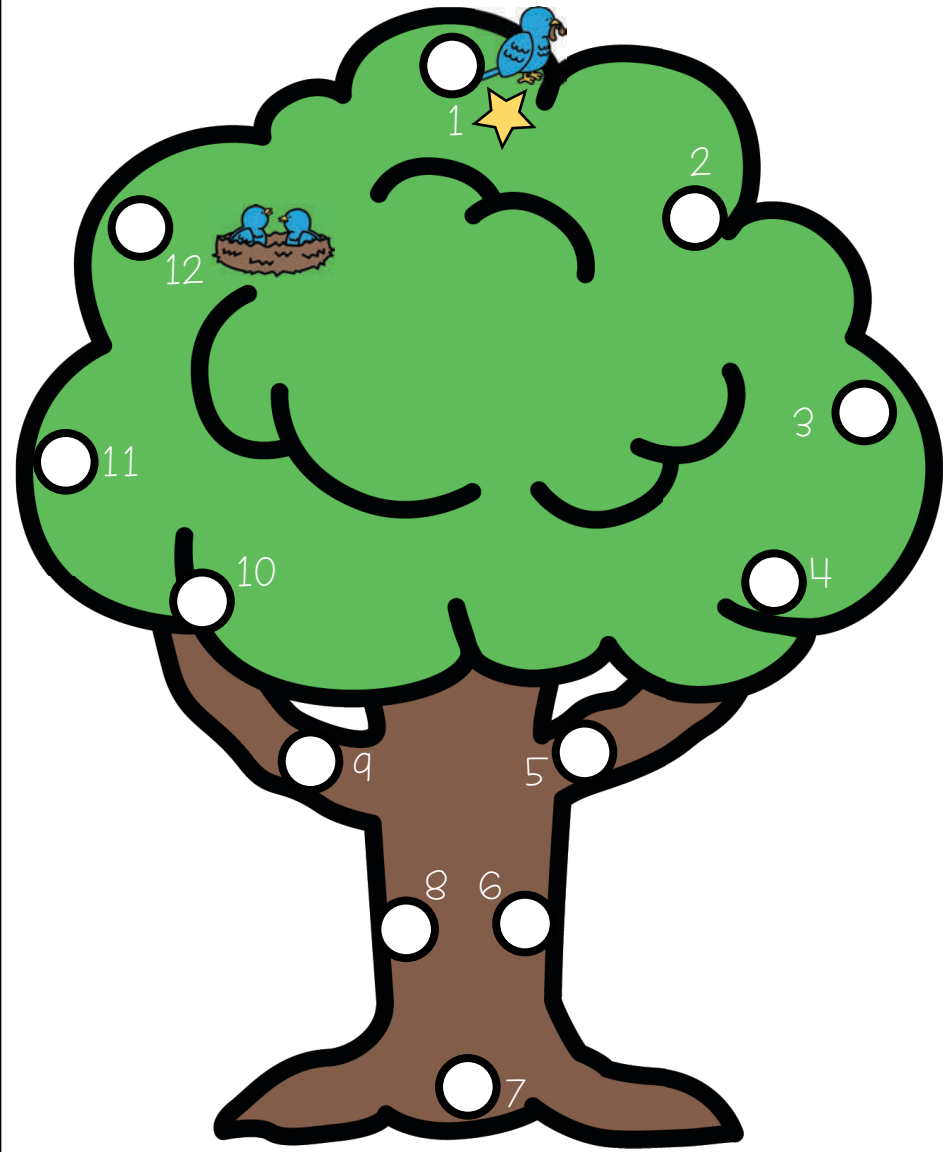
**Objective:** The students will control the small muscles of their hands.



**Preparation:** Copy lacing sheets on cardstock, cut apart, and use a hole punch to cut out circles. Provide ribbons approximately 1 ½ feet long.

**Procedure:** The students take a piece of ribbon and lace it from one hole to the next.



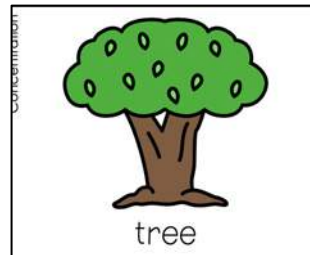
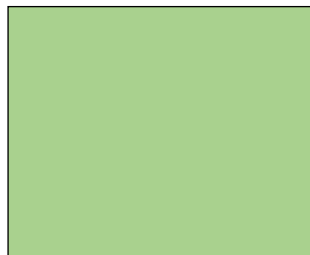
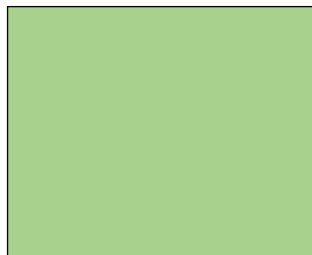
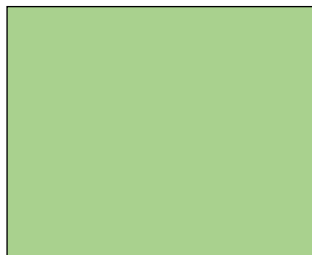
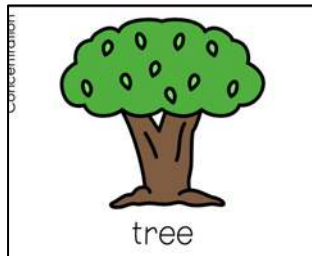


# Concentration

**Objective:** The students will use visual discrimination (matching) skills to identify two identical objects.

**Preparation:** Print the picture cards. Mat onto cardstock and/or laminate as desired. Cut apart.

**Procedure:** Place cards facing down. Students take turns flipping over 2 cards at a time. If the cards match, the student keeps the pair. If they don't match, they return them to the face-down position and try again.



Concentration



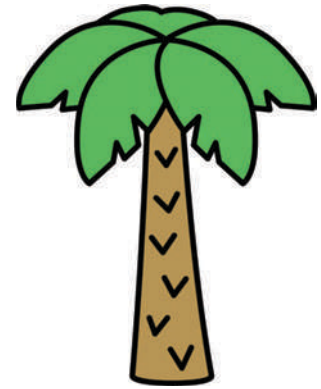
apple tree

Concentration



owl

Concentration



palm tree

Concentration



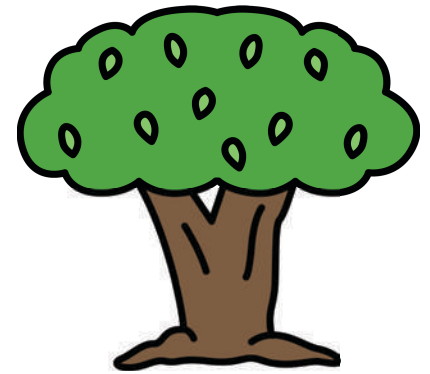
evergreen tree

Concentration



nut

Concentration



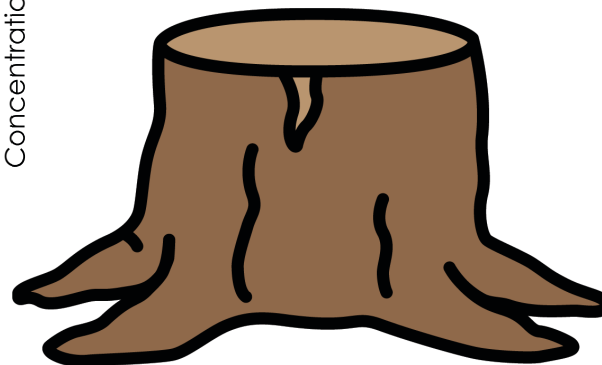
tree

Concentration



leaf

Concentration



stump

Concentration



pinecone

Concentration



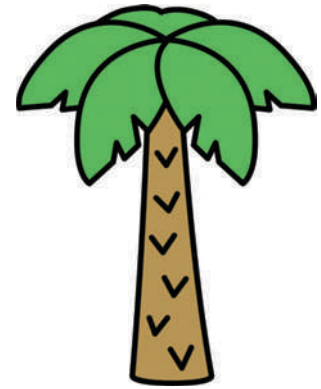
apple tree

Concentration



owl

Concentration



palm tree

Concentration



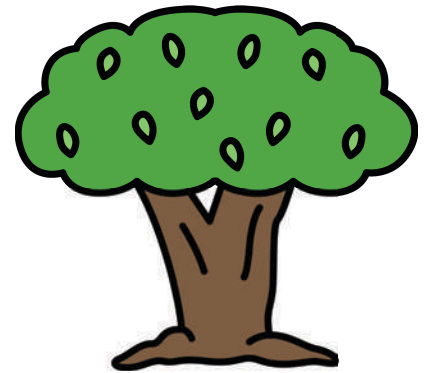
evergreen tree

Concentration



nut

Concentration



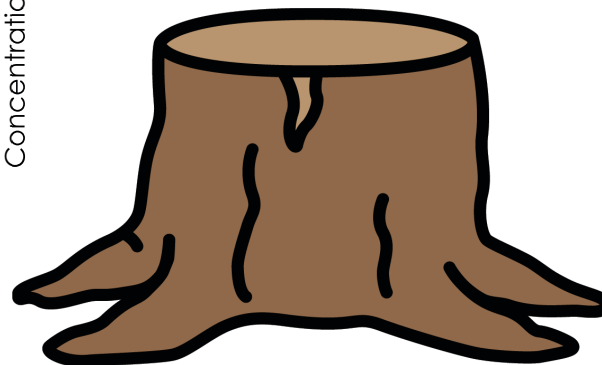
tree

Concentration



leaf

Concentration



stump

Concentration

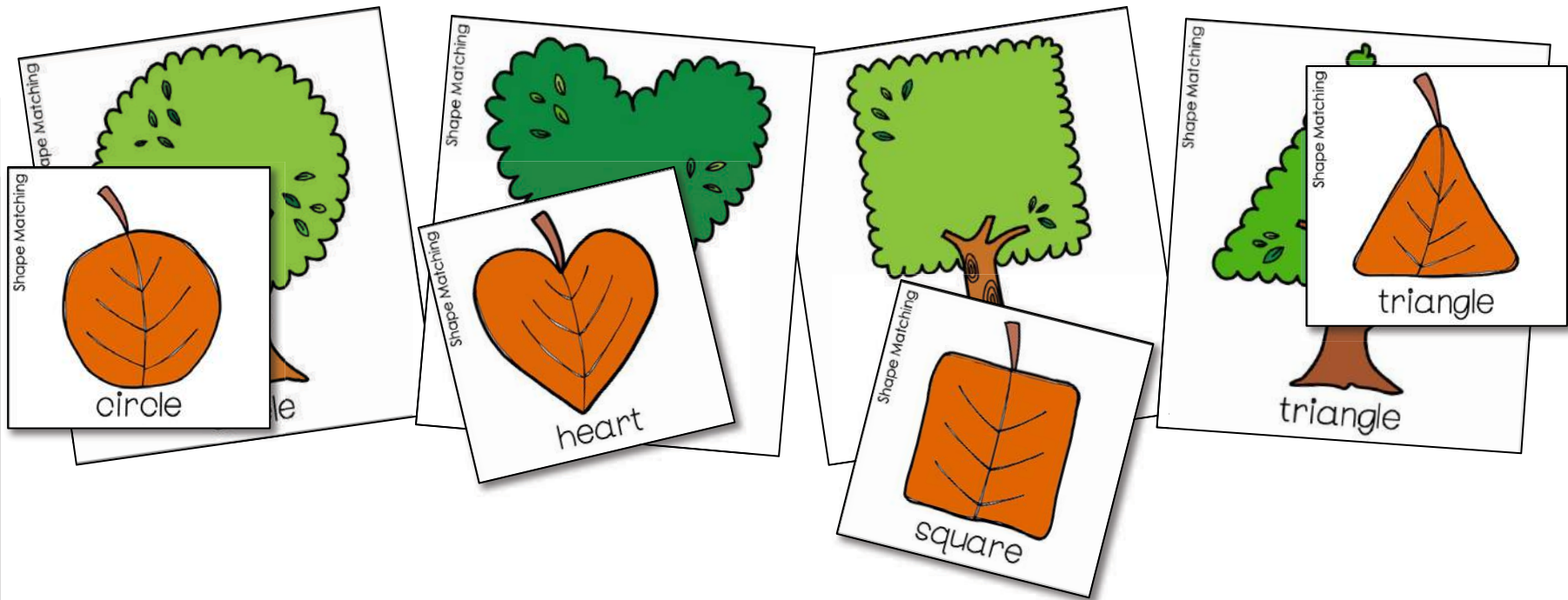


pinecone

# Shape Matching

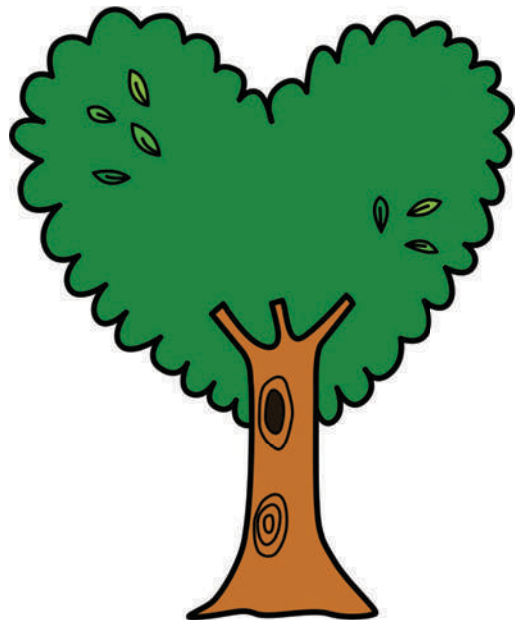
**Objective:** The students will match items by shape.

**Preparation:** Print, mat, cut out, and laminate the pictures. Place large pictures face up on the table and small pictures in an envelope or bag. (Alternatively, create an interactive bulletin board using hook and latch tape or magnets.)



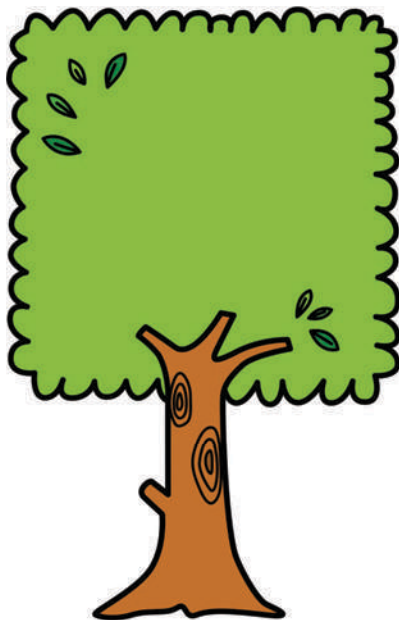
**Procedure:** Students will select a small pictures and match it with the corresponding larger picture.

Shape Matching



heart

Shape Matching



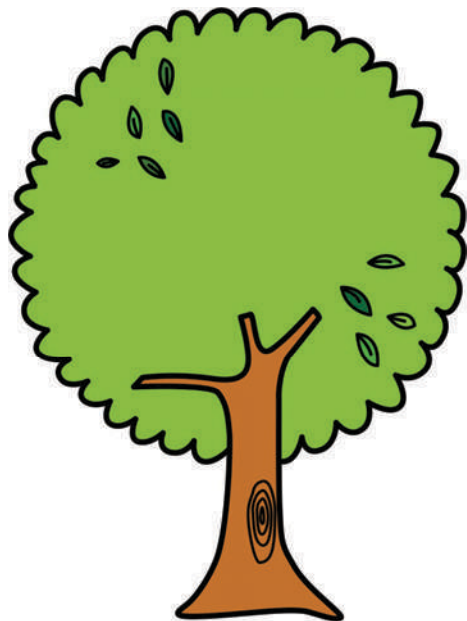
square

Shape Matching



oval

Shape Matching



circle

Shape Matching



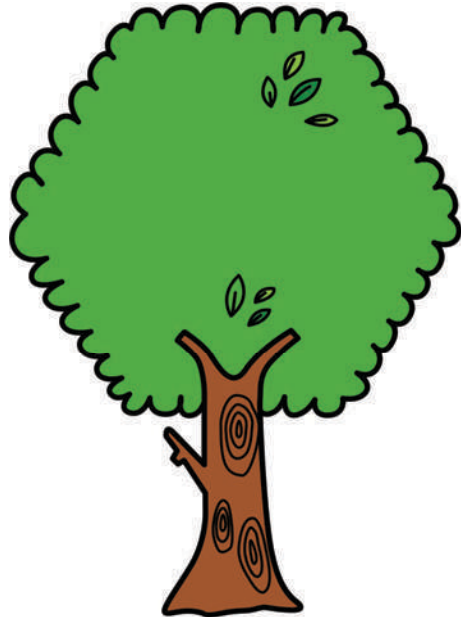
rectangle

Shape Matching



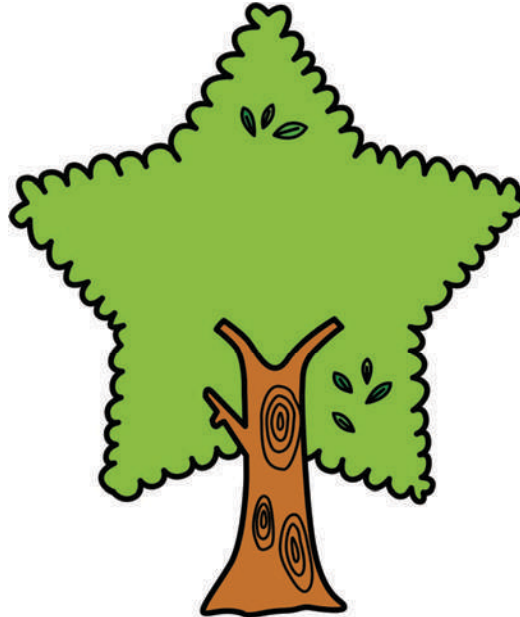
diamond

Shape Matching



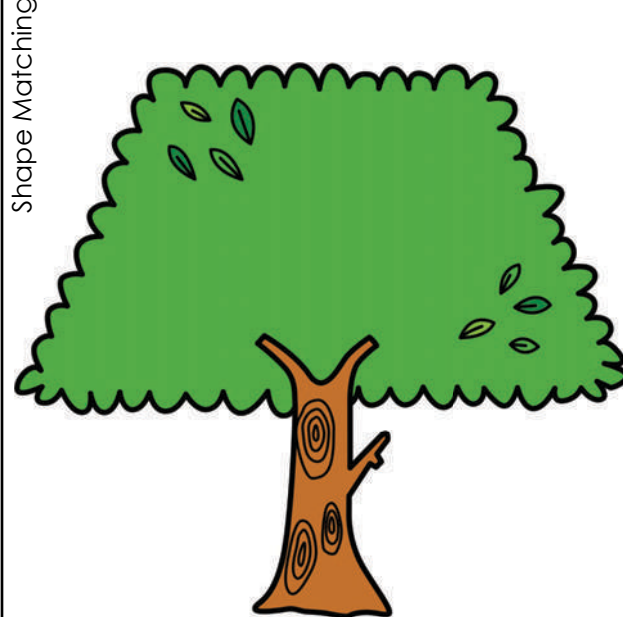
hexagon

Shape Matching



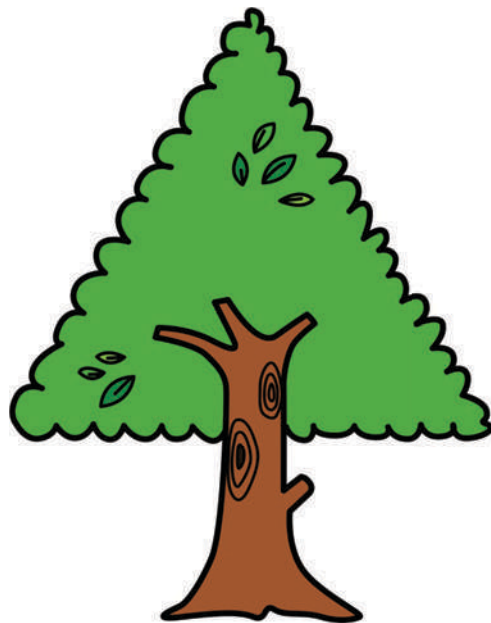
star

Shape Matching



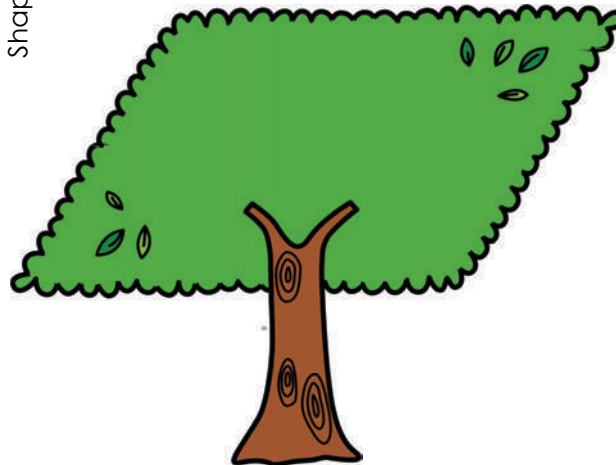
trapezoid

Shape Matching



triangle

Shape Matching



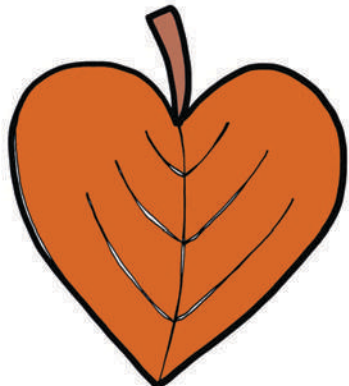
parallelogram

Shape Matching



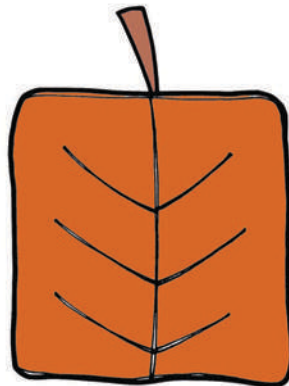
octagram

Shape Matching



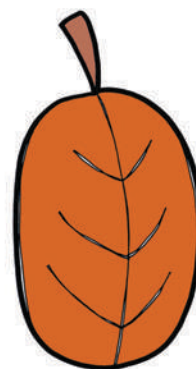
heart

Shape Matching



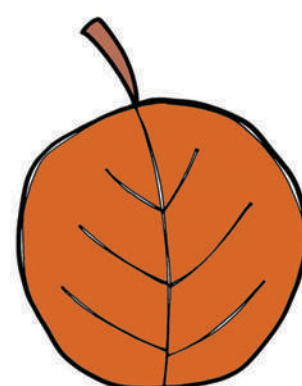
square

Shape Matching



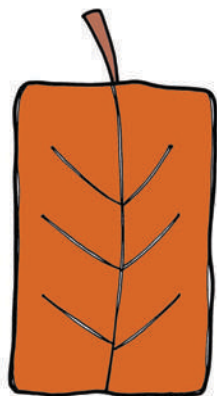
oval

Shape Matching



circle

Shape Matching



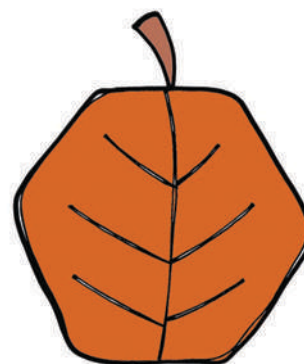
rectangle

Shape Matching



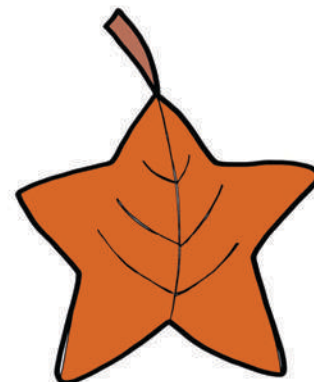
diamond

Shape Matching



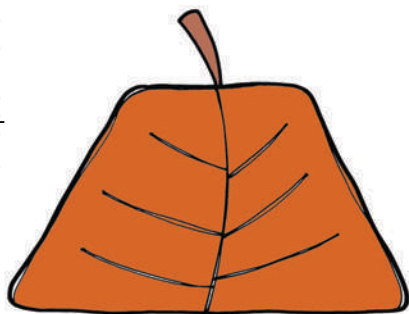
hexagon

Shape Matching



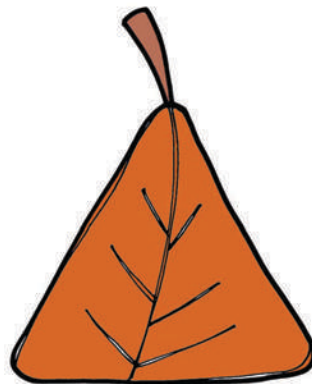
star

Shape Matching



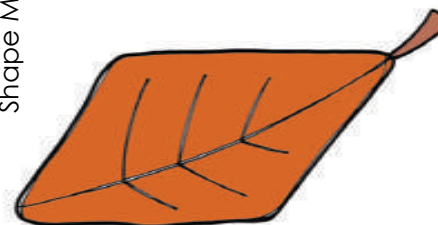
trapezoid

Shape Matching



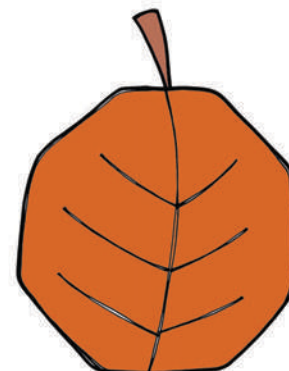
triangle

Shape Matching



parallelogram

Shape Matching



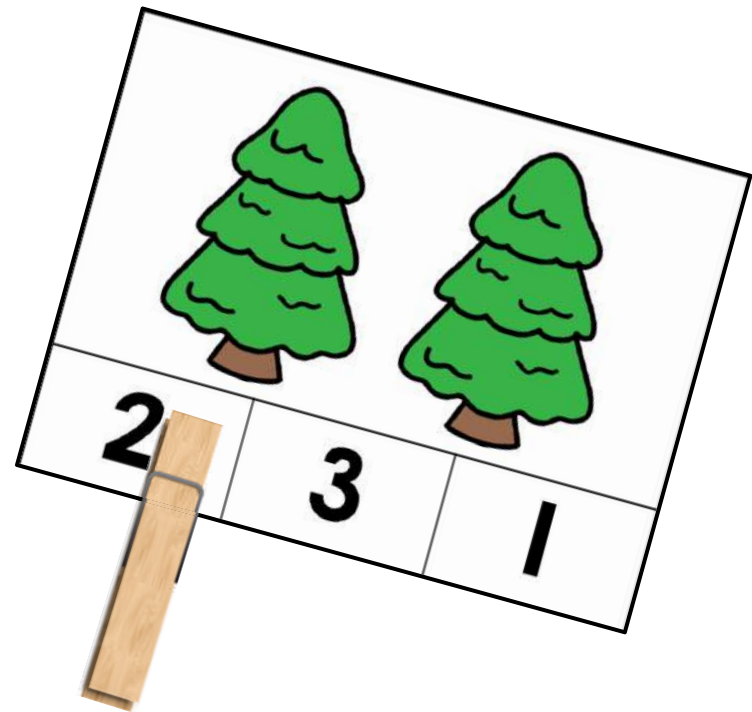
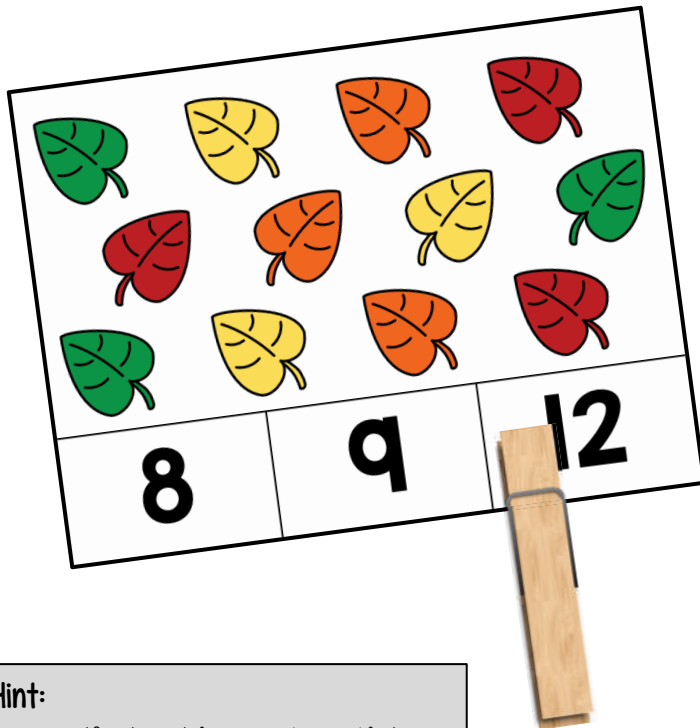
octagram

# Count and Clip Cards

**Objective:** Students will practice one-to-one correspondence and number recognition to 12.

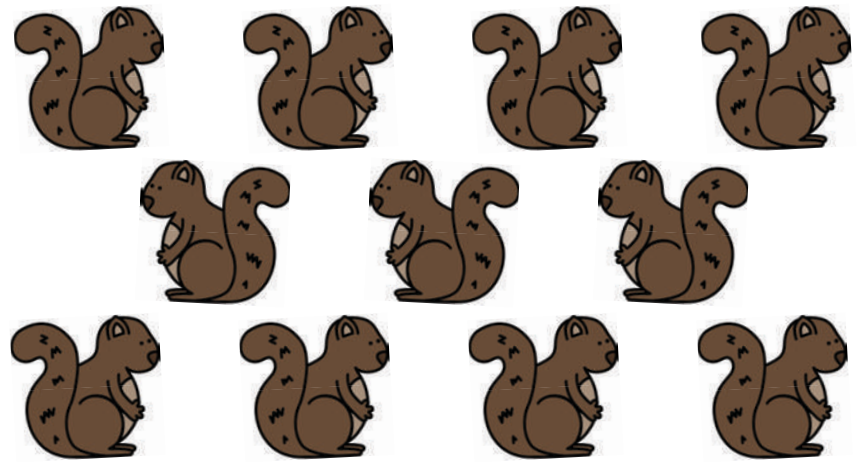
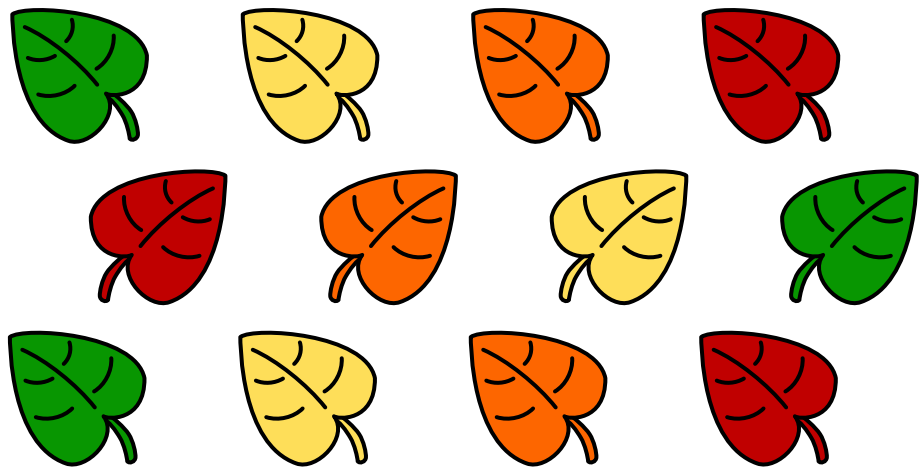
**Preparation:** Print the cards, mat, cut apart, and laminate as desired.

**Procedure:** Students count the pictures on each card and mark the correct answer with a clothes pin.



## Helpful Hint:

For easy self-checking, put a sticker on the back that will match the clothes pin if the answer is correct.



8

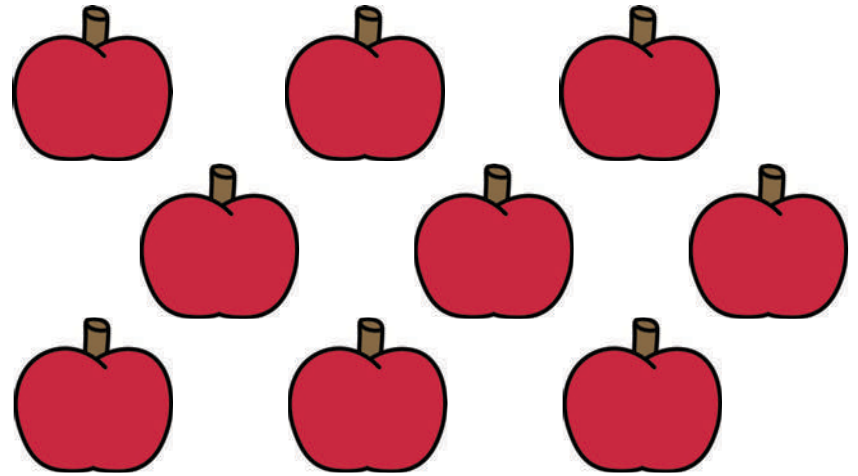
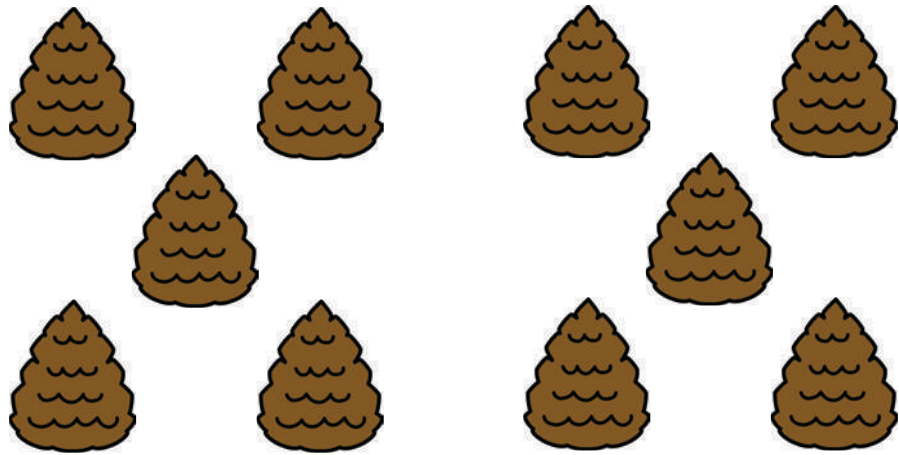
9

12

6

9

11



10

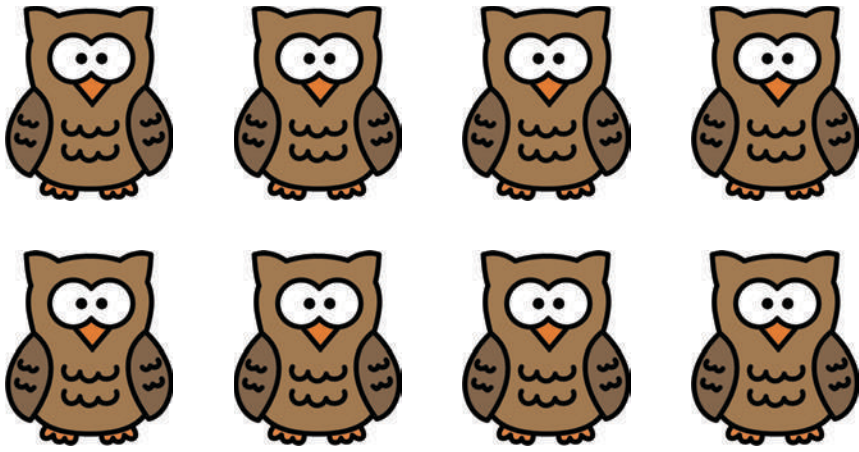
8

7

8

5

9



5

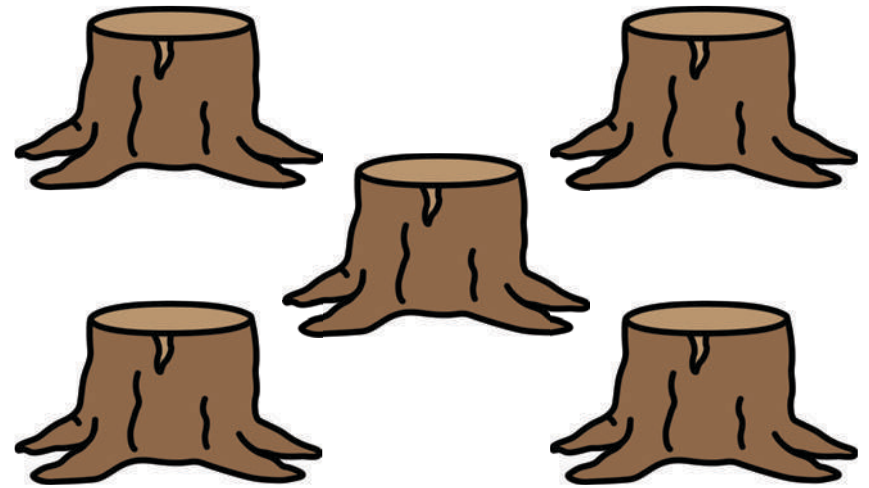
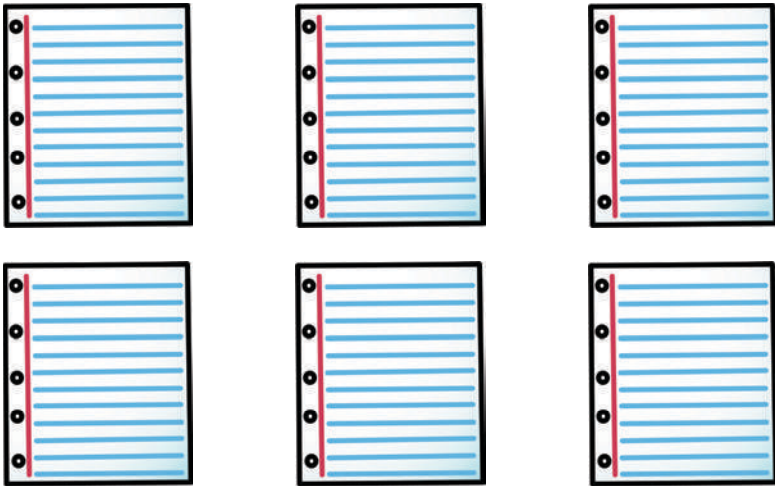
8

6

4

8

7



3

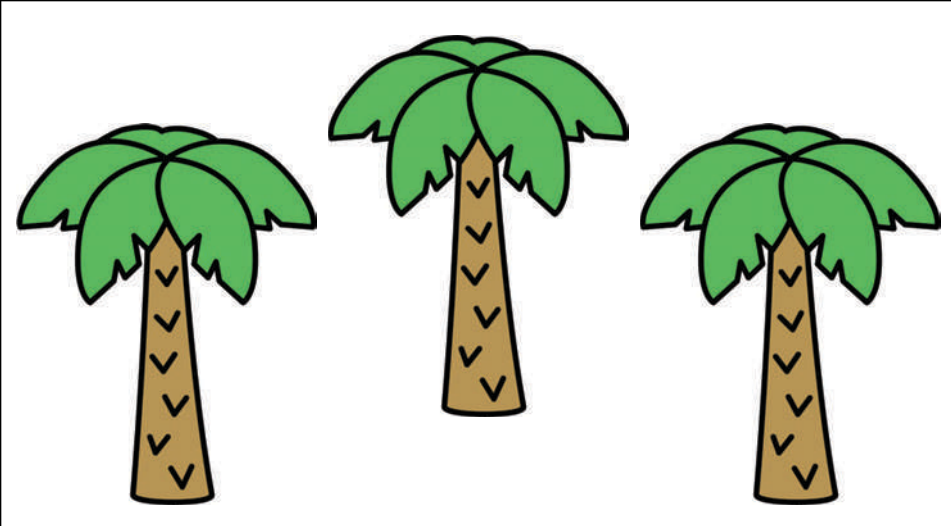
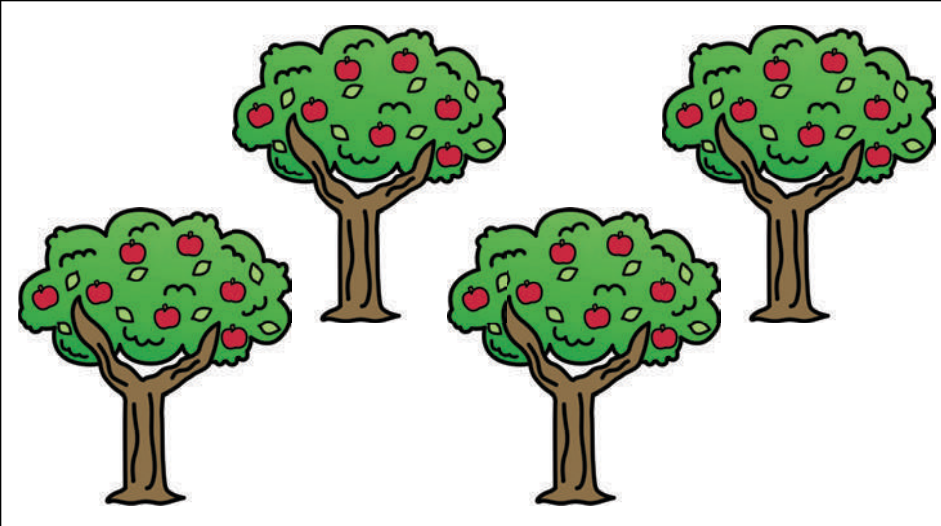
6

8

5

3

6



2

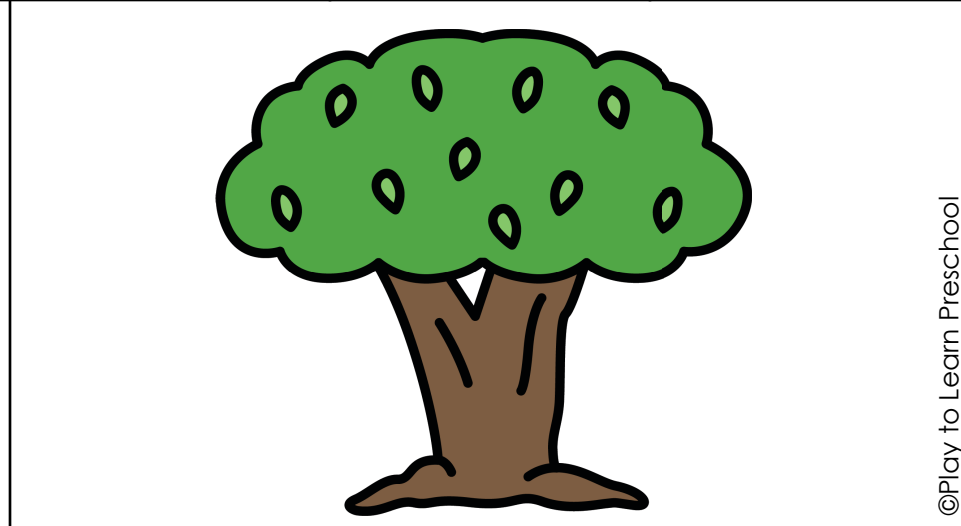
4

5

8

3

2



2

3

1

1

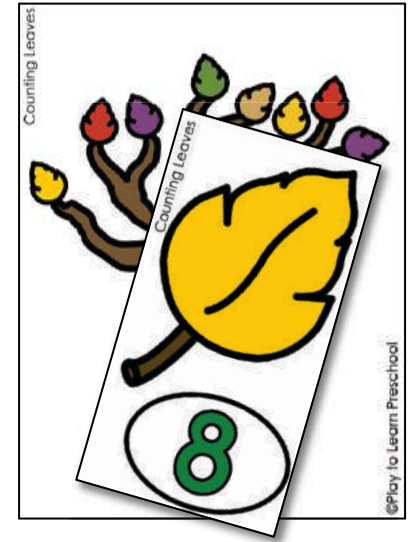
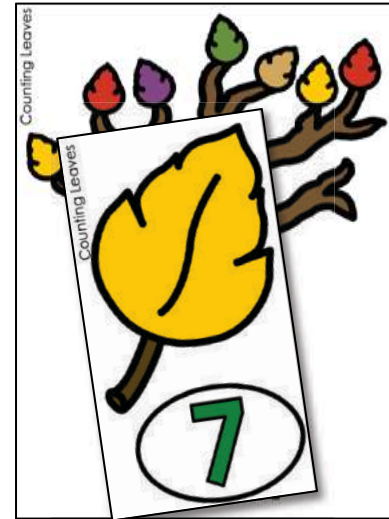
3

2

# Counting Leaves

**Objective:** The students will count and recognize numbers.

**Preparation:** Print, mat, cut, and laminate the pictures. Place large pictures face up on the table and small pictures in an envelope or bag. Choose the appropriate numbers for your students' abilities. (Alternatively, create an interactive bulletin board using hook and loop tape or magnets.)



**Procedure:** Students will pick a leaf card then count and choose the tree with the correct number of leaves.



two

Counting Leaves



four

Counting Leaves



one

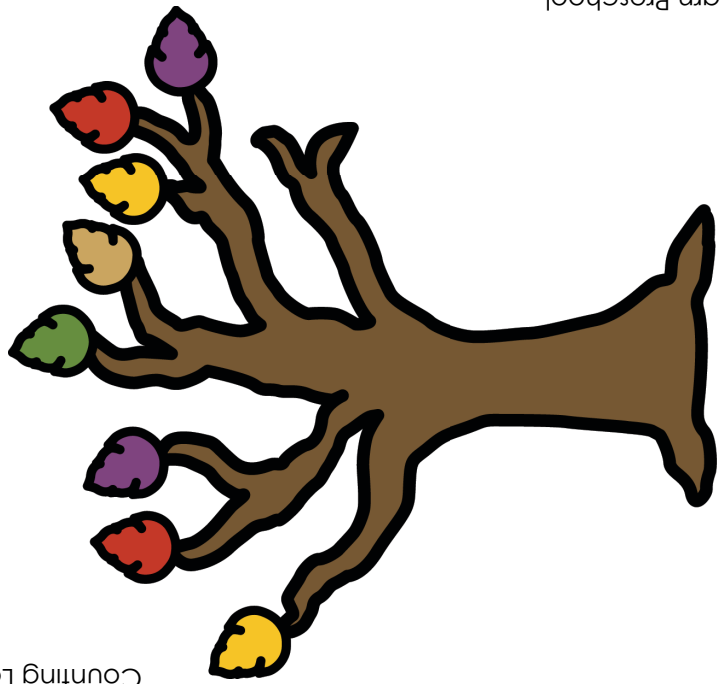
Counting Leaves



three

Counting Leaves

eight



Counting Leaves

seven



Counting Leaves

six

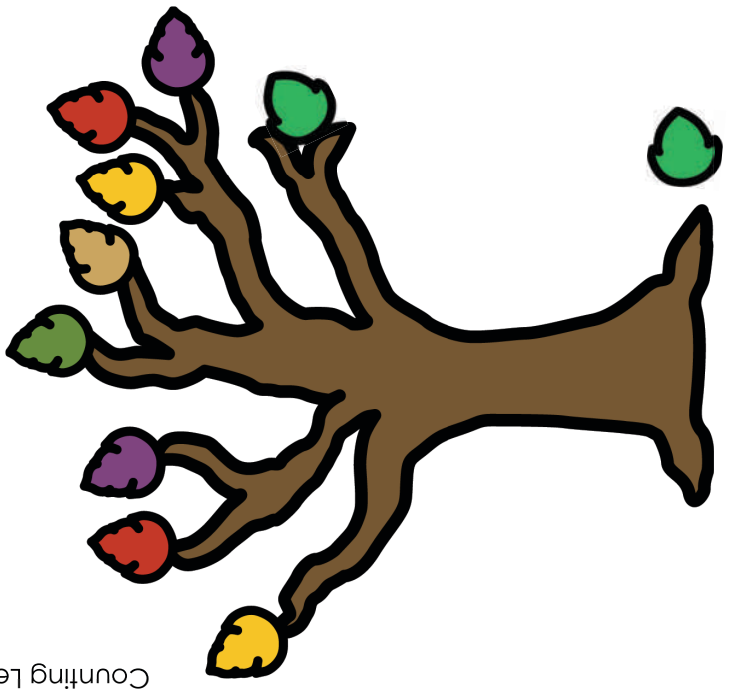


Counting Leaves

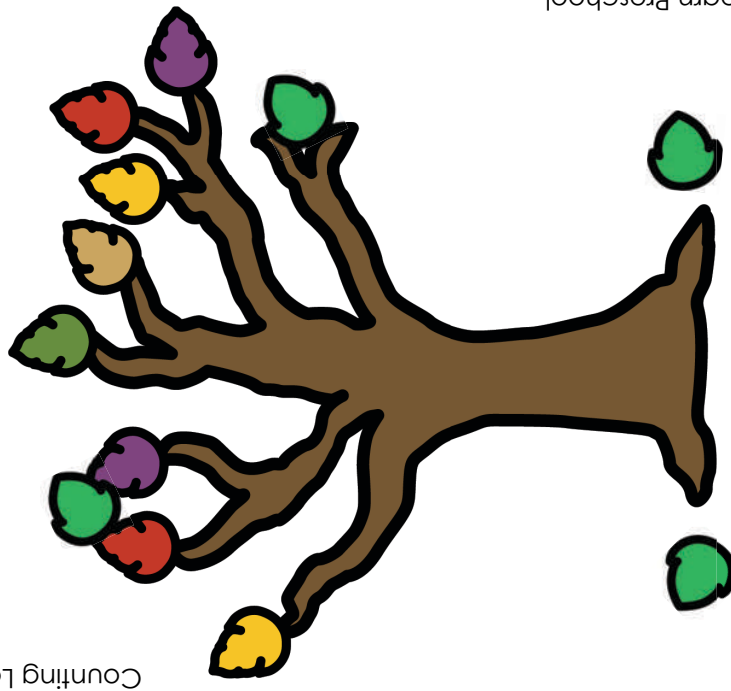
five



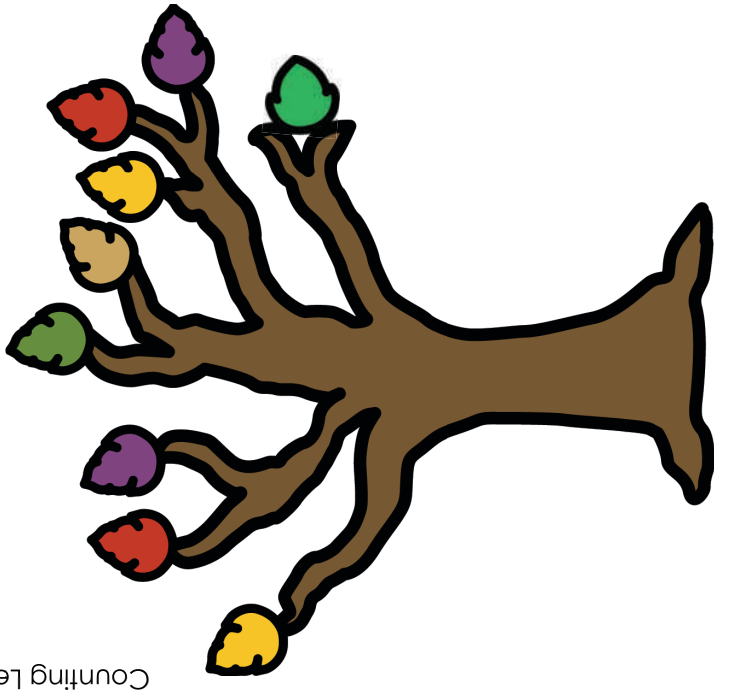
Counting Leaves



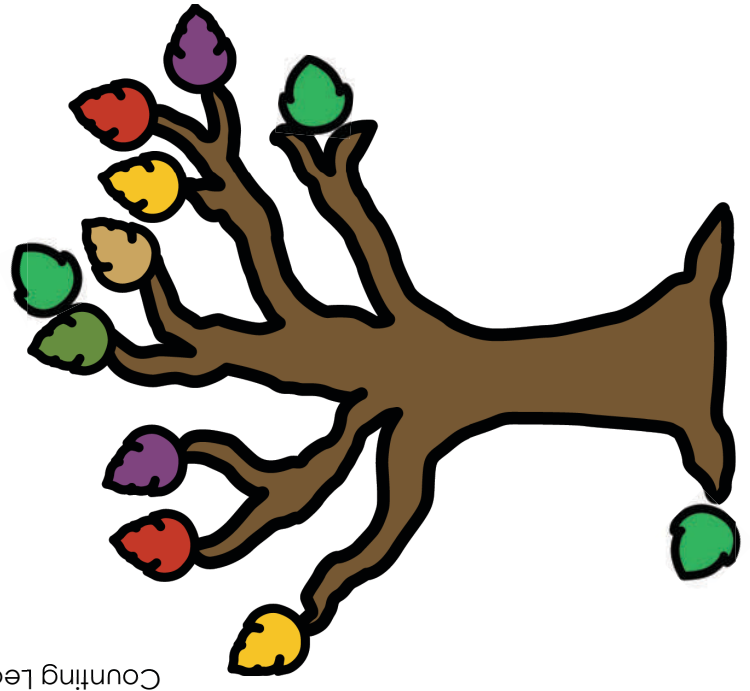
Counting Leaves



Counting Leaves



Counting Leaves



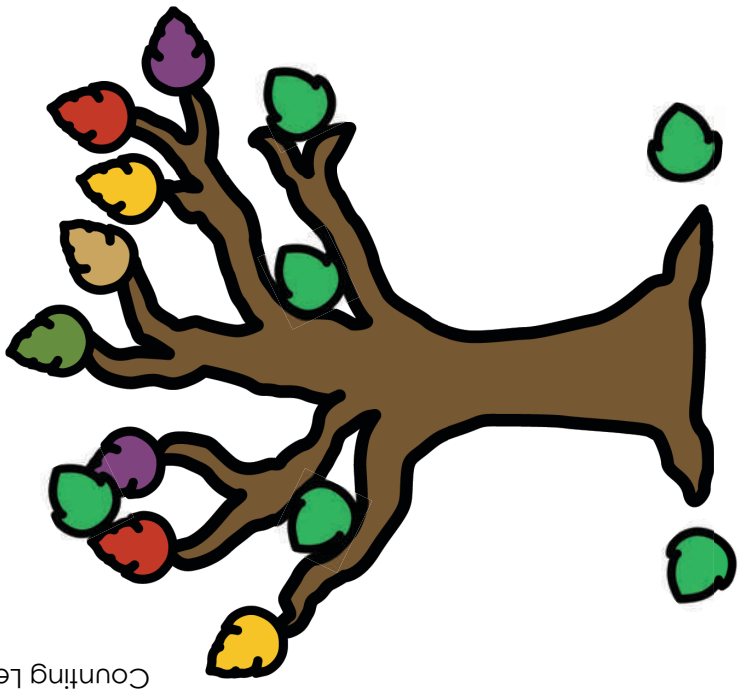
Counting Leaves

**twelve**

**ten**

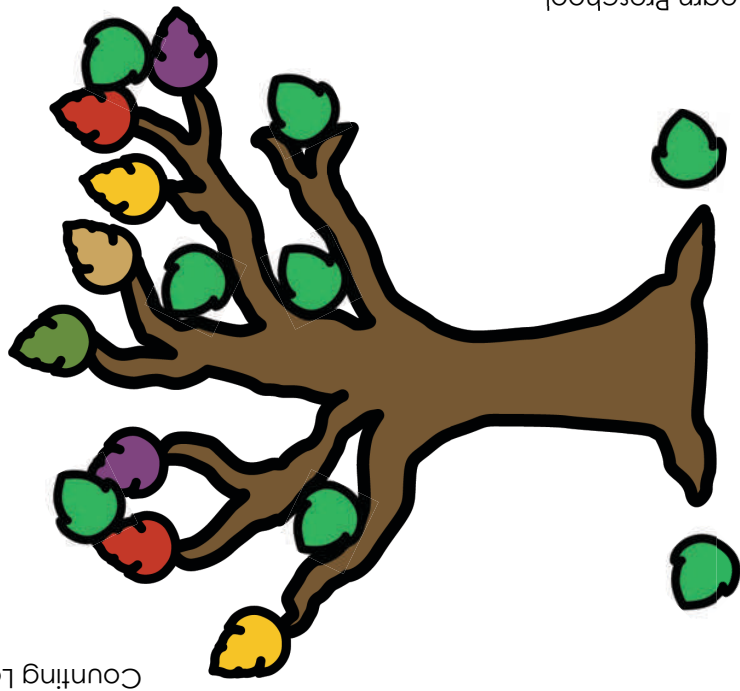
**nine**

**eleven**



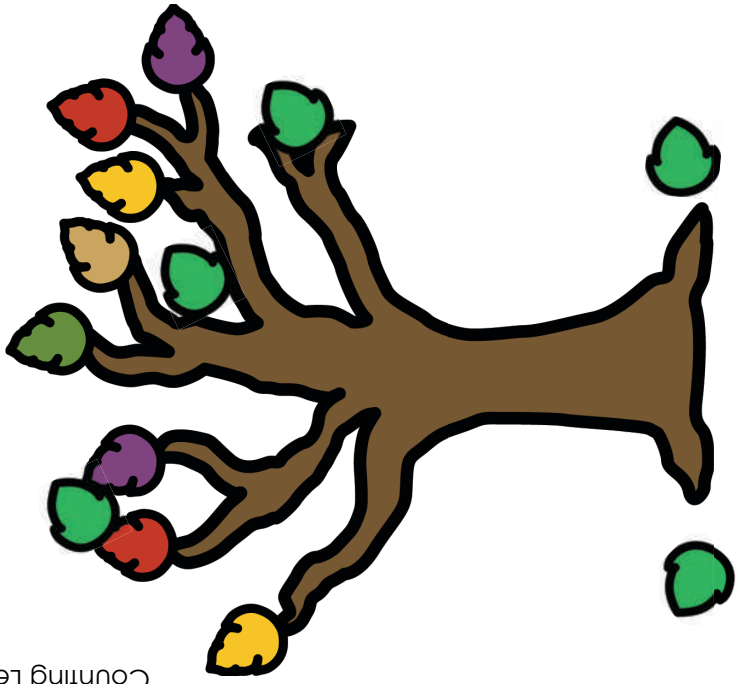
fourteen

Counting Leaves



sixteen

Counting Leaves



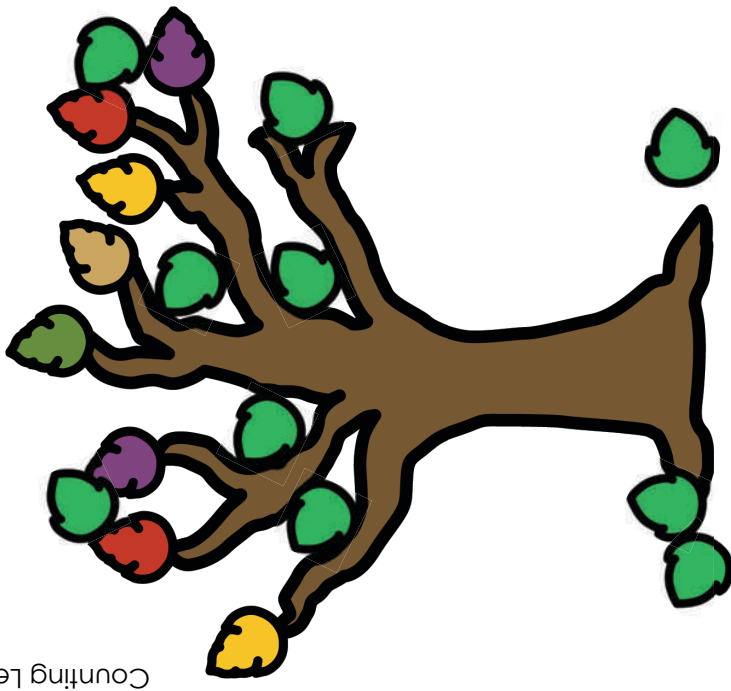
thirteen

Counting Leaves



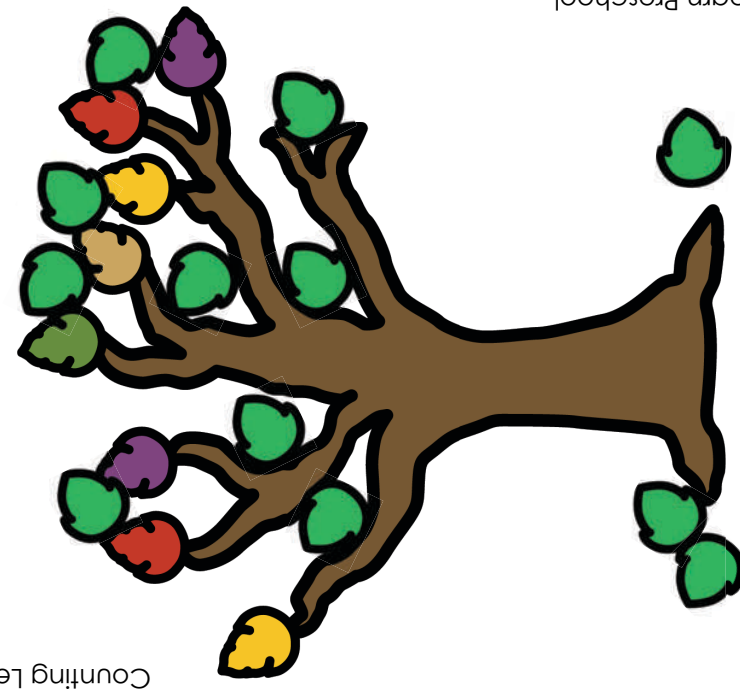
fifteen

Counting Leaves



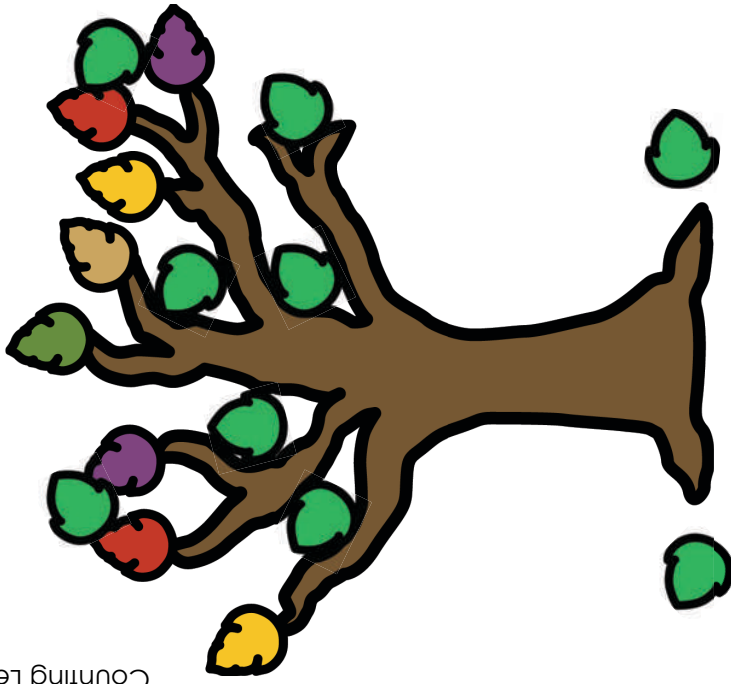
**eighteen**

Counting Leaves



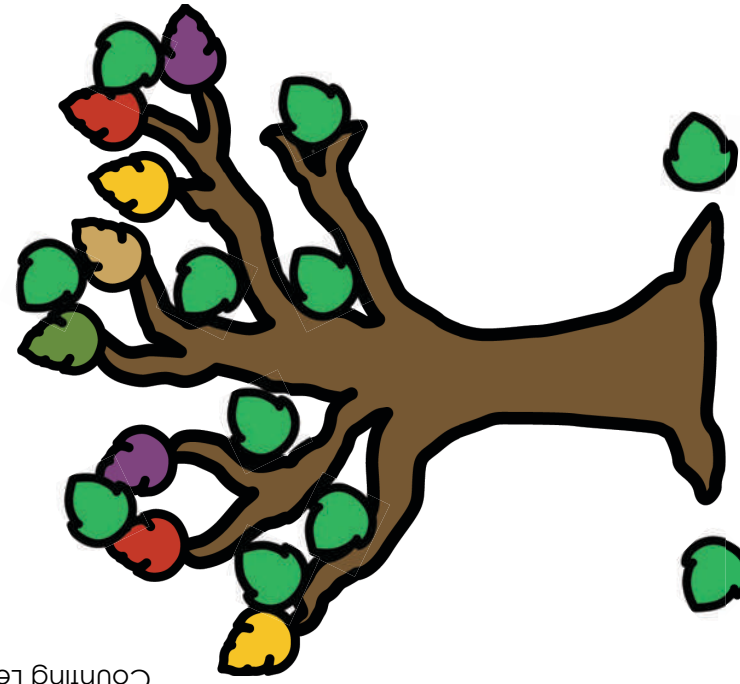
**twenty**

Counting Leaves



**seventeen**

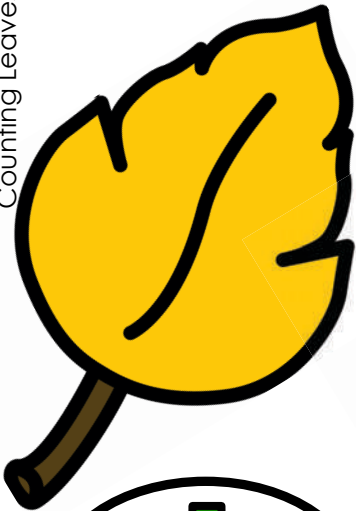
Counting Leaves



**nineteen**

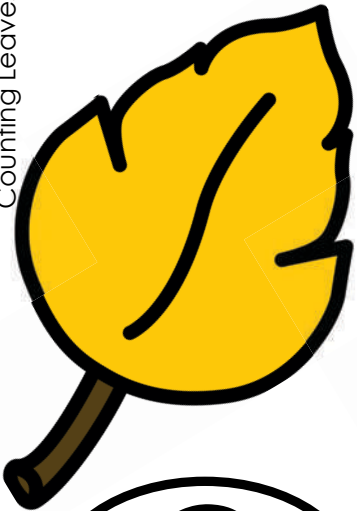
Counting Leaves

Counting Leaves



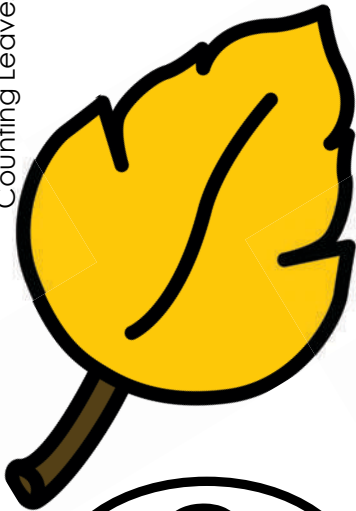
1

Counting Leaves



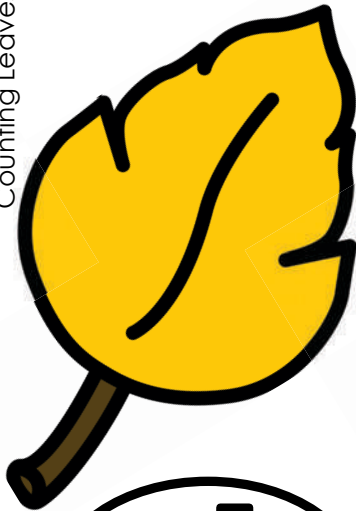
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Counting Leaves



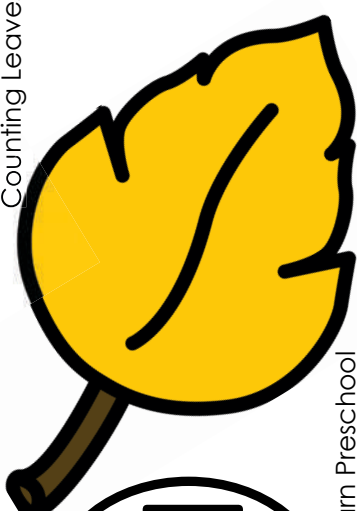
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Counting Leaves



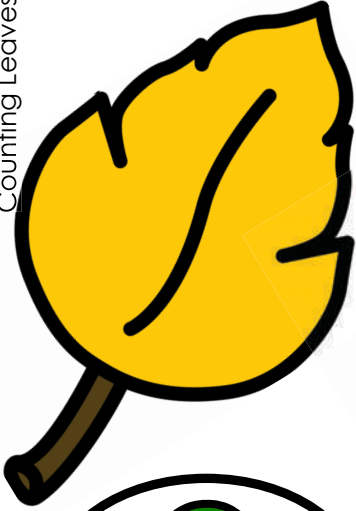
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Counting Leaves



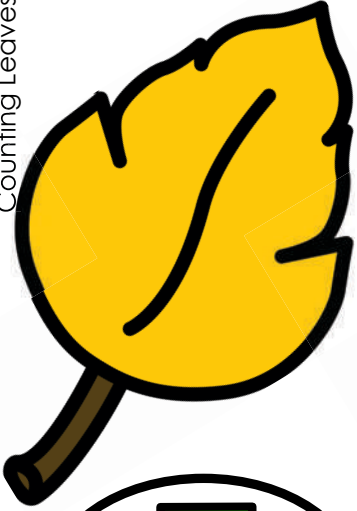
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Counting Leaves



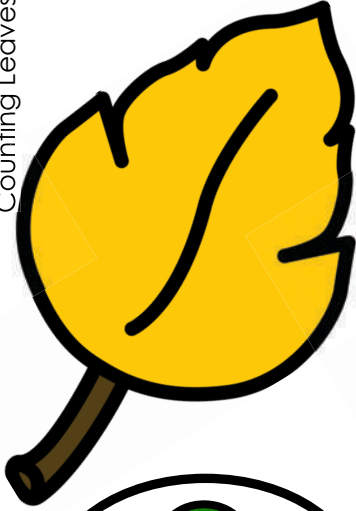
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Counting Leaves



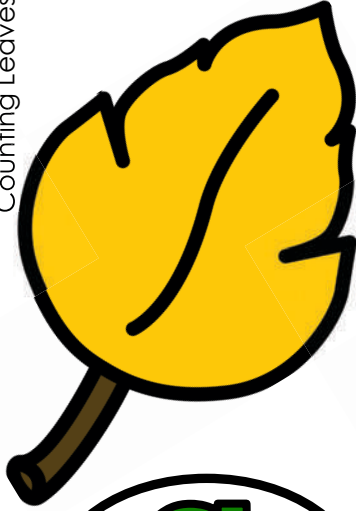
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Counting Leaves



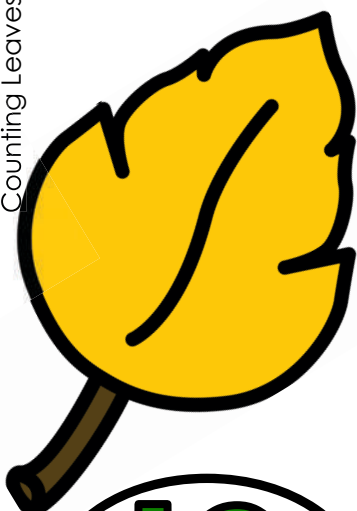
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Counting Leaves



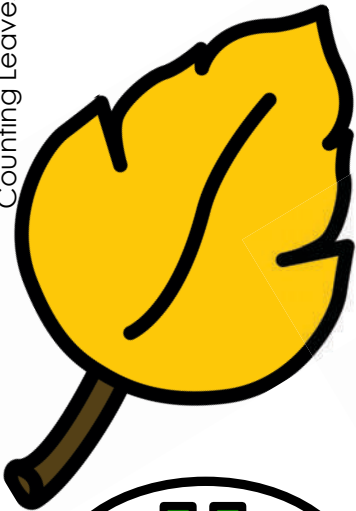
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Counting Leaves



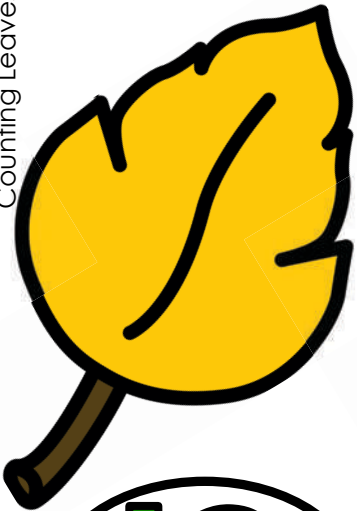
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Counting Leaves



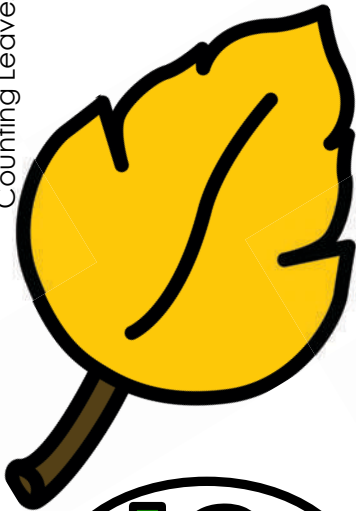
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Counting Leaves



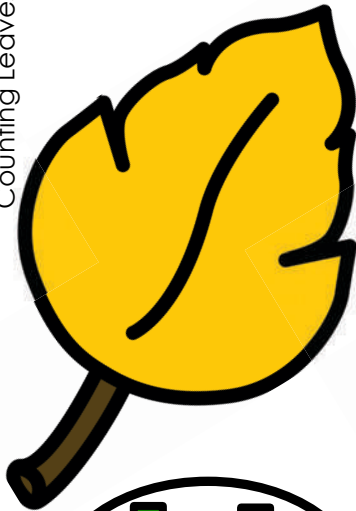
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Counting Leaves



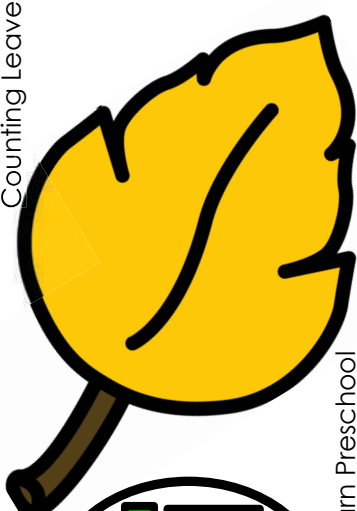
13

Counting Leaves



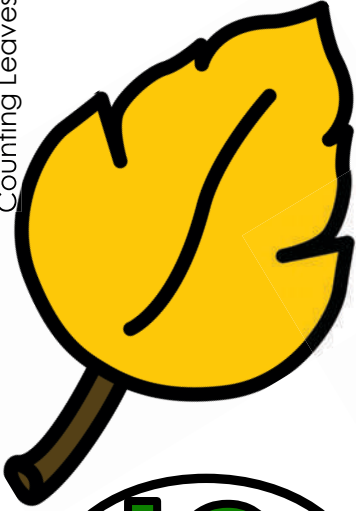
14

Counting Leaves



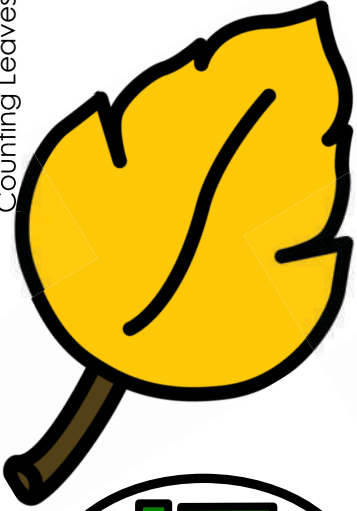
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Counting Leaves



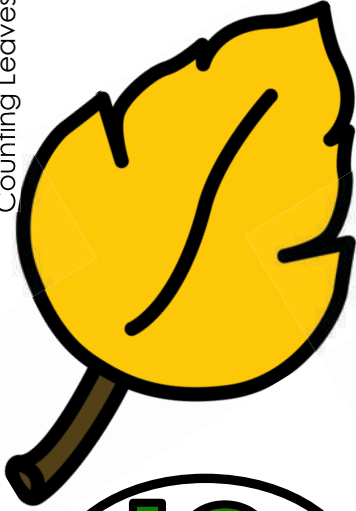
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Counting Leaves



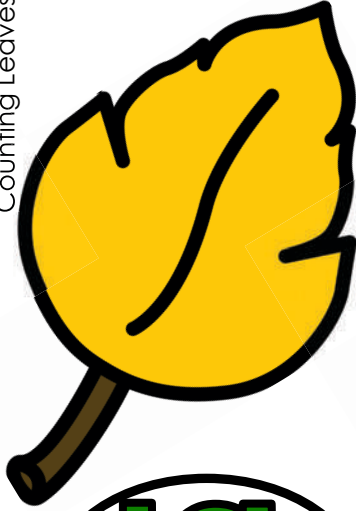
17

Counting Leaves



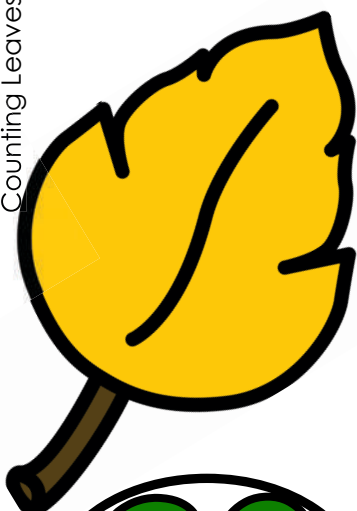
18

Counting Leaves



19

Counting Leaves



20

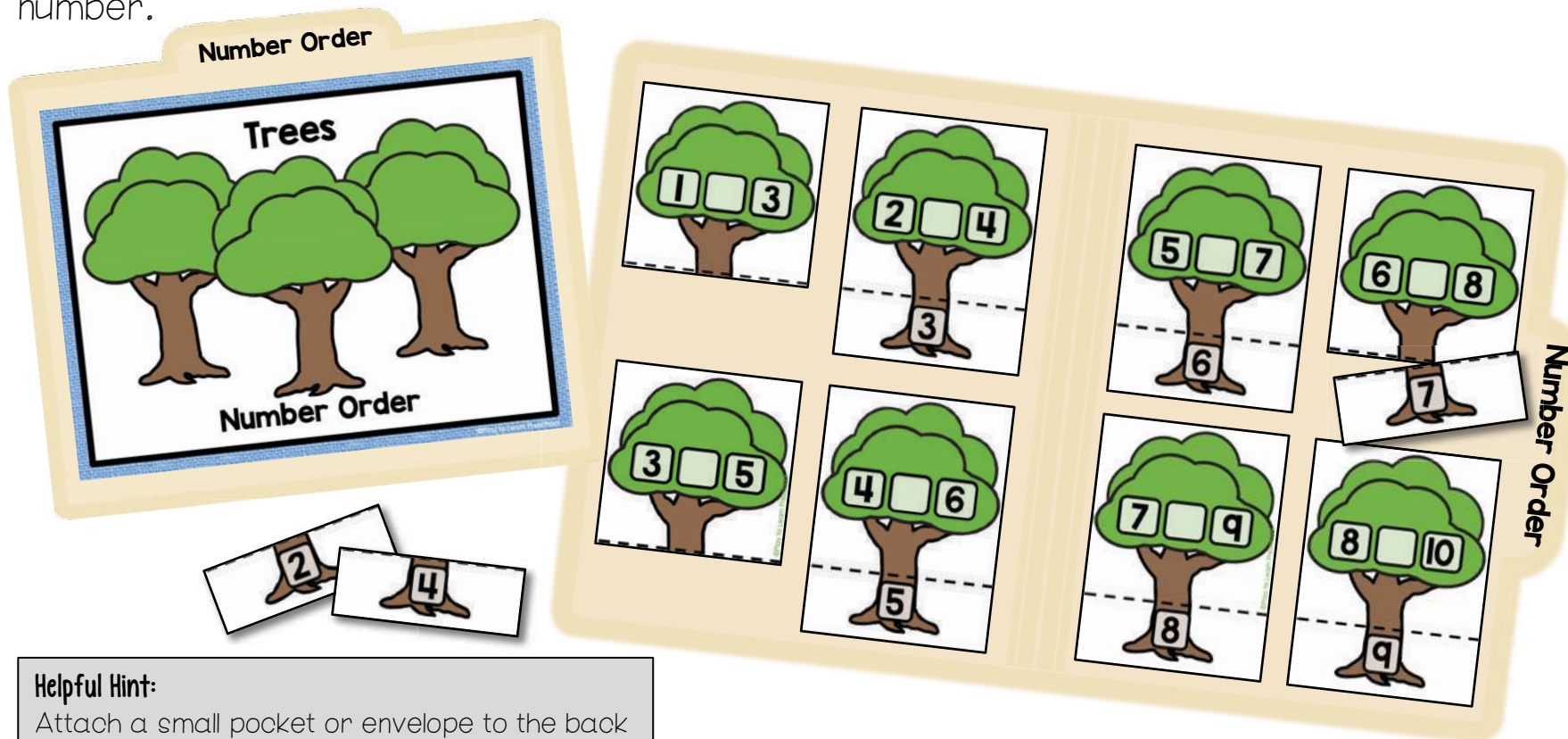
# Trees

## Number Order

**Objectives:** The students will identify numbers.

**Preparation:** Copy the pictures and cut apart on the dotted line. Provide a number line for additional support.

**Procedure:** The students will identify the missing number and locate the correct number.



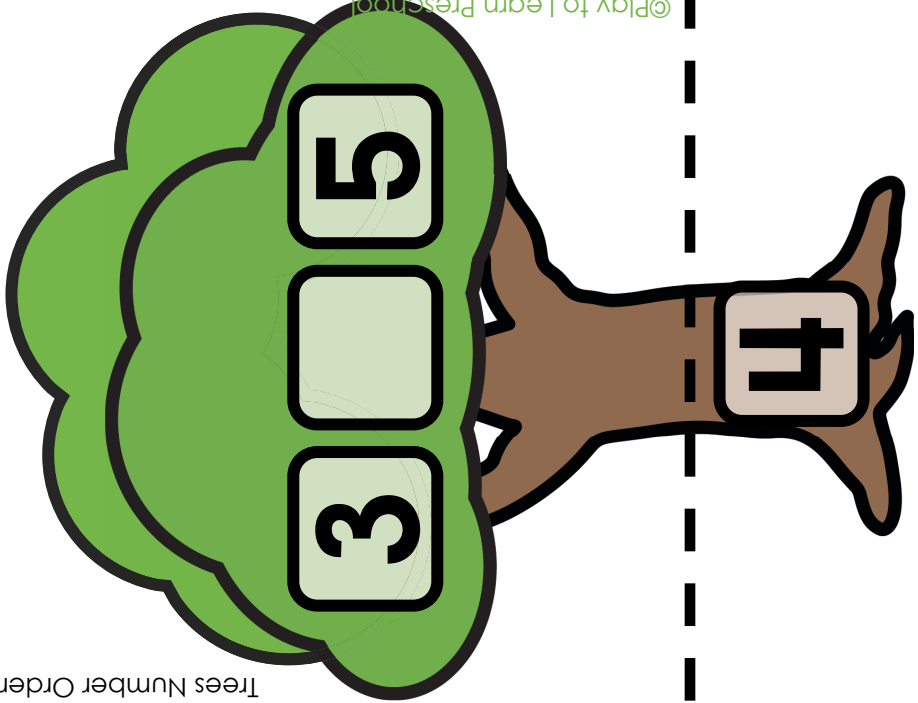
**Helpful Hint:**

Attach a small pocket or envelope to the back of the folder to store the number strips.

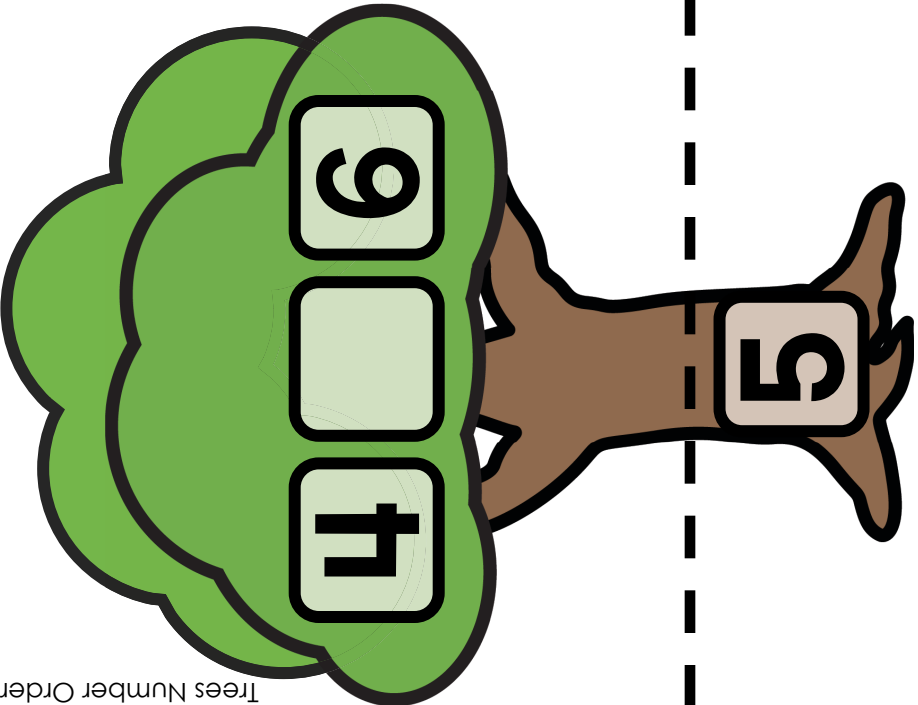
# Trees



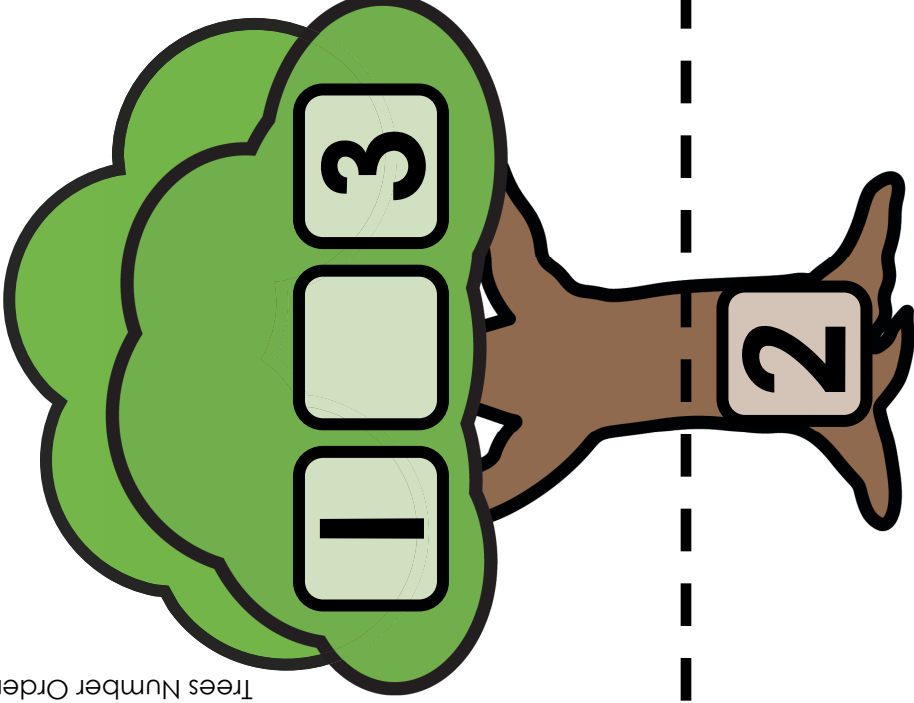
Number Order



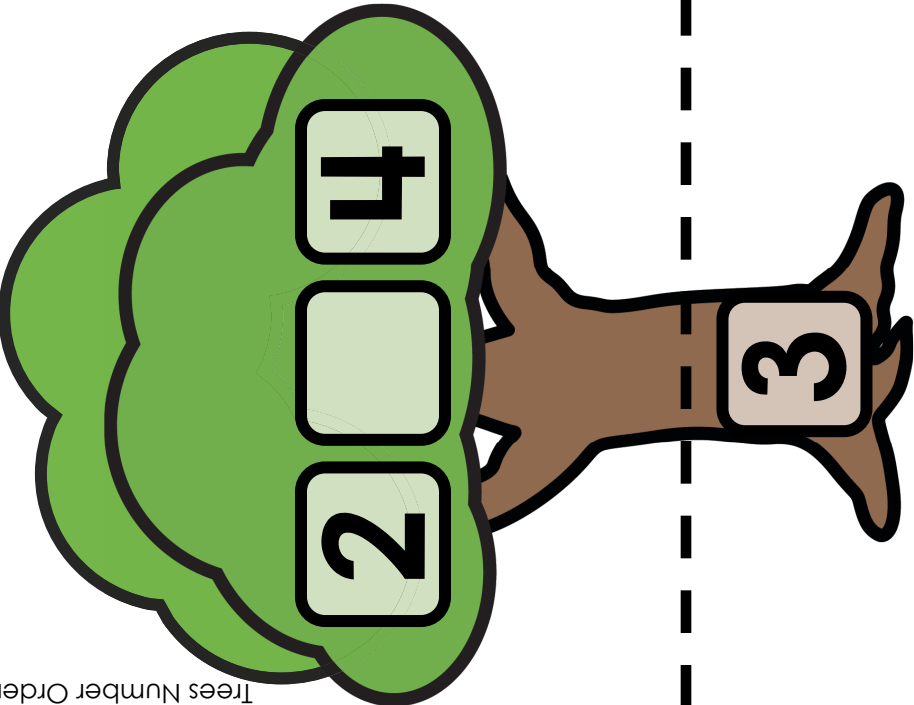
Trees Number Order



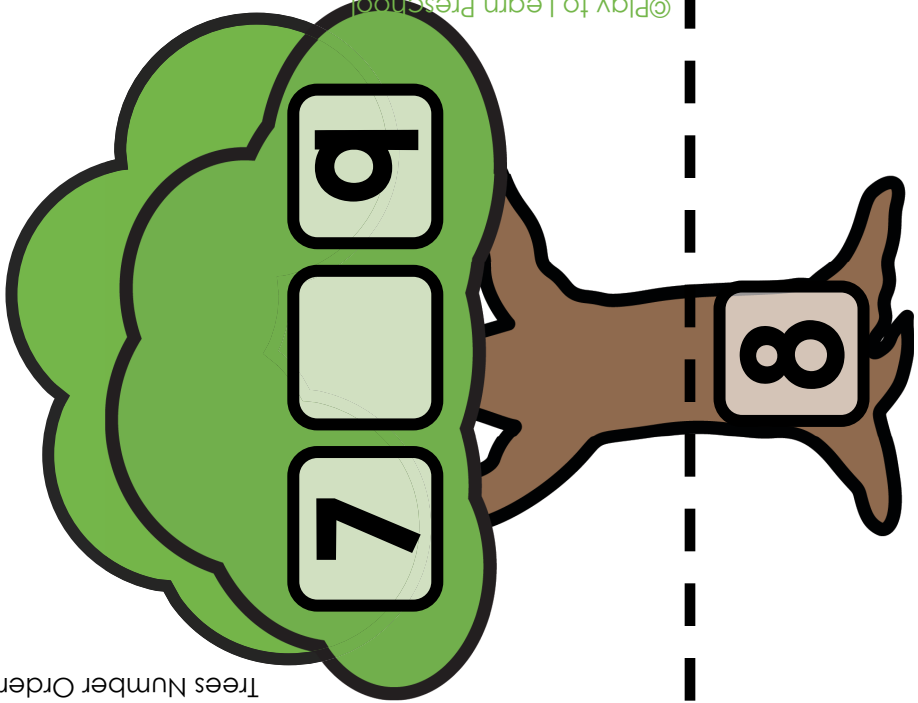
Trees Number Order



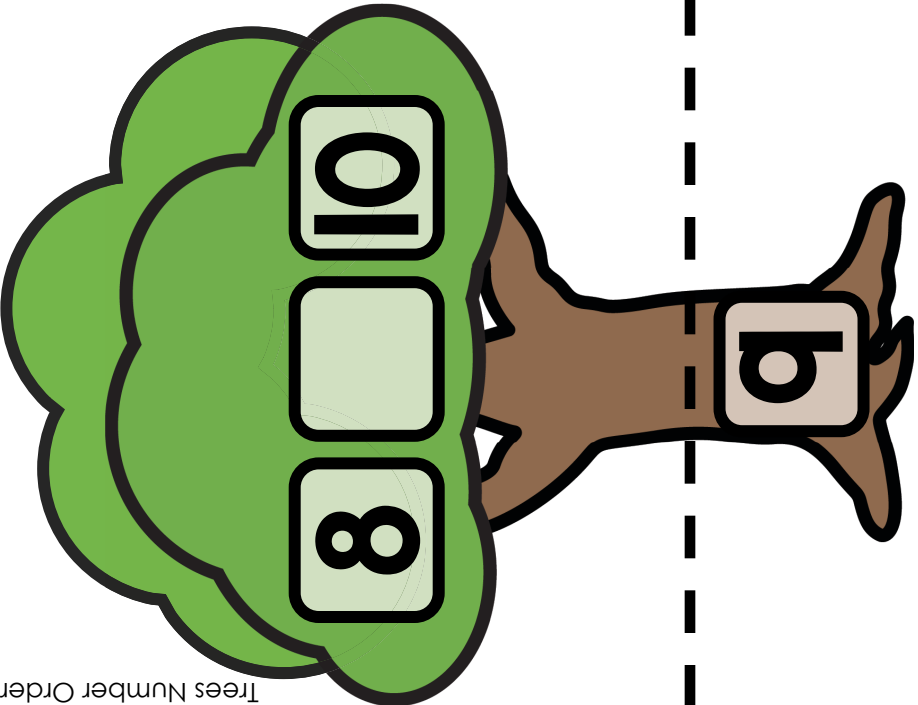
Trees Number Order



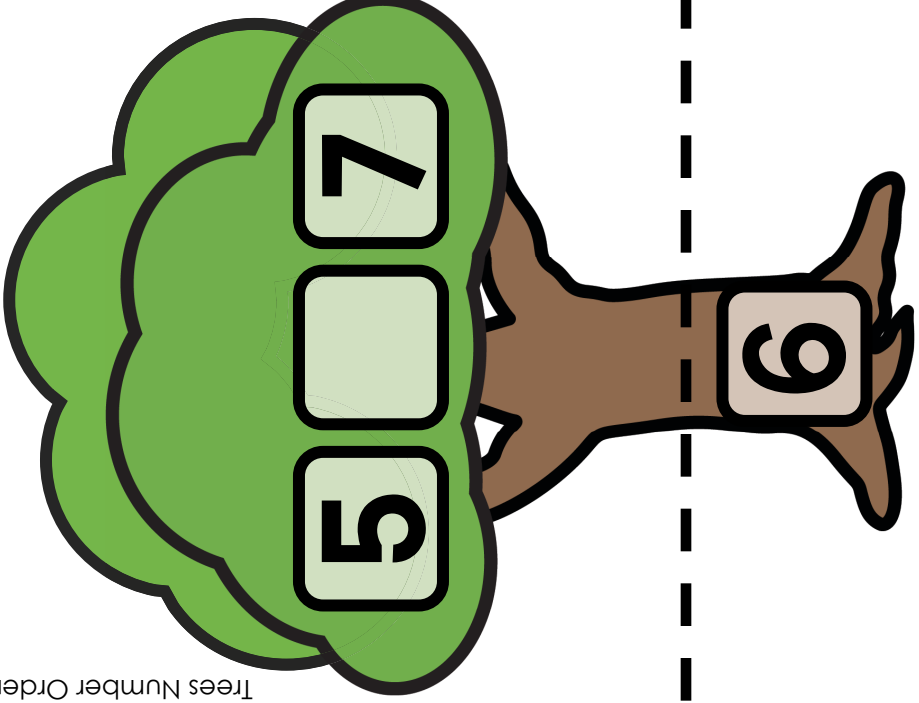
Trees Number Order



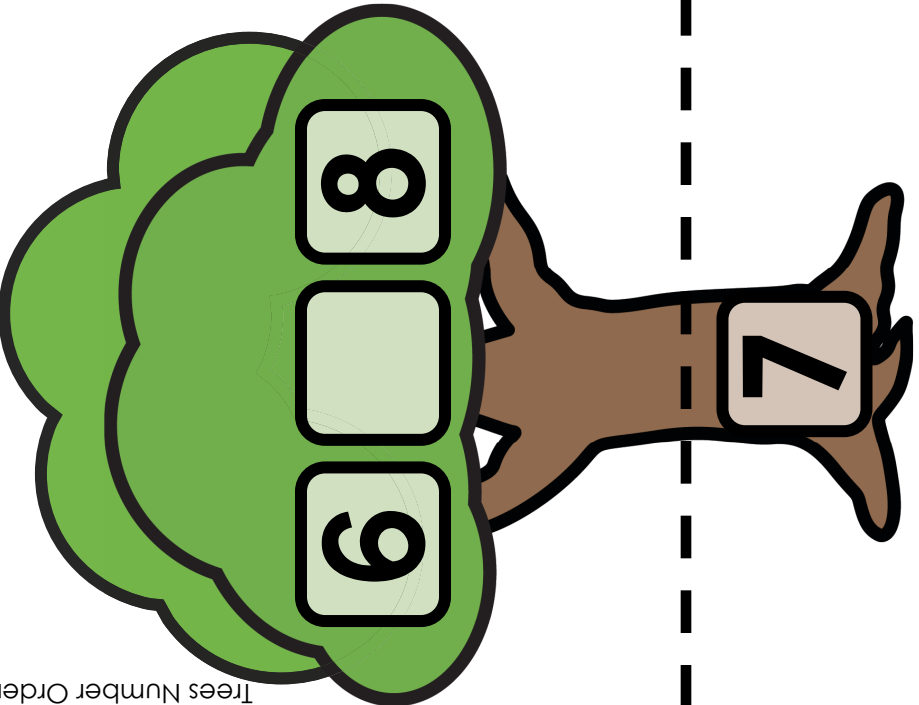
Trees Number Order



Trees Number Order



Trees Number Order



Trees Number Order

# Thematic Units

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# ALL THEMES GROWING BUNDLE

**75+** CIRCLE TIME UNITS

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