



HOW IS A TREE JUST LIKE ME?* 2021

Grade: Kindergarten

Setting: Any Natural Area

Theme (Bottom Line): Trees are a lot like us once you get to know them.

Description: Students review the parts of a tree using their own bodies, and examine trees to learn that they have many experiences in common.

Recommended Time: 30 min

Recommended Group Size: 15 students

BIAS: [Stewardship](#)

FOSS Kit: Trees

State Standards:

- Observe, compare and describe properties and parts of plants (Roots, leaves, stem).

Materials List:

- Bags holding various items representing tree characteristics
- “I Hugged a Tree” stickers.

Getting Ready:

1. Determine the trail and stops for the walk and choose a tree for the starting point.
2. On day of presentation, set out props (that the kids will find) by appropriate trees.

Nat Notes: *Depending on how talkative your group is, how observant they are, and how long the trail you are walking is, you may not get to all the activities included in this lesson. That’s OK because the bottom line is the personal connection they make with “their tree.”*

Introduction: Introduce yourself and other volunteers. Encourage adults to participate. Review the difference between a Natural Area and a Park. Explain the theme of the lesson.

ENGAGE:

1. Have them stand in a big circle, straight and tall with their arms stretched out and their fingers spread apart. Review the parts of the tree using their own bodies. Magically make the students into trees not Kindergarteners. Now where is their trunk? (bodies), branches? (arms), bark ?(skin) leaves ?(fingers) and roots? (feet and toes).
2. An alternative would be to do “The Tree Factory” activity from PLT. Each child is a different part of the tree- bark, leaves, roots, heartwood,

etc. and repeats a phrase that helps them remember the function of the tree. Kids “become” the tree to build a well-oiled machine.

EXPLORE/EXPLAIN:

1. Compliment the group on what wonderful, strong trees they are and magically turn them back into students.
2. Ask if they love trees and why.
3. Ask if they think trees are very much like them? Take a few answers but give no comments on the answers.
4. Next explain that today you are going to introduce them to some special trees. And in each case you are going to ask, “How is this tree like YOU?”
5. Walk to each of your previously chosen trees and find the prop in a bag or near tree. At each stop talk about how they use the prop and then think about how the tree is like them.

For example:

- This year probably every one of you will lose at least one **(Picture of tooth) tooth**. This tree is also going to lose something too.....leaves
- Dressing up for weather/changing their appearance **(gloves)** Trees changes their appearance according to the season. “What Will Mother Nature Wear?” poem to spark discussion of seasonal changes
- Growing taller **(tape measure)** the tree grows taller. Outgrowing their shoes **(shoe)** the tree roots grow underground and the tree grows bigger around.
- Having friends to hang around with is healthy **(photo of group of kids)** Trees live in groups and often all the trees in the group are different, like you.
- Getting hurt **(Band-Aid)** trees get diseases or have lost/broken branches.
- Getting hungry and thirsty/eating lunch **(lunch bag)** tree roots and leaves take in food and water.
- Having birthdays **(tree cookies and birthday card)** trees have rings and each one shows a tree birthday.
- Having a heart **(tree cookies)** the dark spot near the middle is the tree’s heartwood...no blood though just sap!
- Trees recycle carbon dioxide from people to Oxygen for people; tree leaves, branches etc. decay and recycle to soil **(recycle bin)**

Nat Note:

In 30 minutes we do not expect you to be able to get to all of the bags but it’s nice to have them all in case you have a quick group!

ELABORATE:

1. Ask the students if they like trees? Ask the students to make a circle around the last tree and give it a great big group hug. Give out stickers if we have any left.
2. Name different parts of a tree and have the students run to the closest example.
3. Ask students to share one way they have learned that trees are just like them.