



WEEK 7 Day

**Writing and Drawing:  
Writing about Trees**

Extended from the Read Aloud lesson, children write and draw about familiar items that came from trees.

<b>Big Ideas</b>	People, other animals and plants depend on and impact the environment.
<b>Guiding Question</b>	In what ways do people, animals and plants depend on and impact the environment?
<b>Vocabulary</b>	<b>useful:</b> can be used for many things, helpful <b>resource:</b> something that is helpful
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Be a Friend to Trees</i>, Patricia Lauber Flag pages 8-9.</li> <li>● drawing and writing tools</li> <li>● Living Things and How They Depend on Trees chart, from Read Aloud, Week 3, Day 4</li> <li>● paper of different sizes and colors</li> <li>● clipboards, enough for a small group Attach one piece of paper to each clipboard.</li> </ul> <p>Bring the following to the whole group meeting area for the Intro to Centers: <i>Be a Friend to Trees</i>, Living Things and How They Depend on Trees chart, clipboard with paper, writing tool</p>
<b>Intro to centers</b>	<p><i>This week, we are reading Be a Friend to Trees by Patricia Lauber. We read it several weeks ago, in our last unit of study.</i></p> <p>Hold up <i>Be a Friend to Trees</i>. Show pages 8 and 9.</p> <p><i>During our read aloud, we talked about how trees are <b>useful</b>, trees are used to make many different things. How are trees a <b>resource</b> for us? Turn and talk to a partner.</i></p> <p>Refer to the chart. Make connections to the read aloud discussions.</p>

	<p><i>Let's look around our classroom. What things do we see that are made of trees? How do you know these items are made from trees?</i></p> <p>Invite 2-3 responses.</p> <p><i>In Writing and Drawing this week, you will take a clipboard, and take a walk around our classroom. Then you will find 1 item that is made from a tree. You will write and draw about it.</i></p> <p>Model walking around the room and identifying 1 item that is made from trees. Be sure to think aloud while deciding on the item. Touch the time, talk about its weight and texture. Model drawing the item and labeling which parts came from a tree.</p> <p><i>You might do this work by yourself or you may work with a partner. If you decide to work with a partner, be sure to discuss your thoughts with one another.</i></p>
<b>During Centers</b>	<p>Children take a walk around the classroom. They write and draw about items in the classroom that came from trees. They might identify an item that is fully wood (e.g., wooden blocks) or partially wooden (e.g., a wooden tabletop with metal legs).</p> <p>Encourage children to discuss why they think the item is made from wood. Challenge children to think about things that may not be as obvious such as paper and pencils. Remind children to label their work.</p> <p>Support children to both draw and write and to use their foundational skills knowledge to sound out and spell words they want to include.</p>
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● What do you see in the classroom that is made from trees?</li> <li>● How do you know this is made from a tree?</li> <li>● What about this part? Is that made from a tree?</li> <li>● What's the same about your item and her item?</li> <li>● How is this item important to us?</li> <li>● How do we depend on trees?</li> </ul>
<b>Standards</b>	<p><b>SL.1.K a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p><b>SL.3.K.b</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>VA.K.V.Cr.01 - Boston</b> Generate and conceptualize artistic ideas and work. Experiment with a wide variety of both two- and three-dimensional materials, including recycled/repurposed ones after looking at images from several artists who use those materials.</p>

**Notes**

A large empty rectangular box with a black border, intended for taking notes.