

Required information during the Professional Learning

Lesson Title	Letters and Leaves	Planned Teaching Date	
Content Objective			
Exploring and understanding the physical properties of leaves through multiple senses			
Essential Question (s)			
How can we compare the physical properties of leaves? How can we use those properties to create something new?			
Materials			
<ul style="list-style-type: none"> • Journals or pages (with letters if needed); writing tools if needed • Gluesticks • Paper grocery bag • <i>Different Trees</i> book • <i>Leaf Man</i> book 			
Bloom's Level and Question(s) or DOK			
<p>Recall: identify letters, different body parts are used for different senses (Bloom's level 1) Skills/Concepts: Observe, Collect, and Compare leaves using different senses, graph the frequency of letters (Bloom's level 2) Strategic thinking: Construct a letter using leaves (Bloom's level 2)</p>			
Reading, Writing, & Science Literacy Connections		Standards Emphasis	
<u>National Geographic Book Title:</u> <i>Trees, Seeds, and Leaves</i>		VA 2018 Science: K.1 (science & engineering practices) K.3 (physical properties), K.7 (basic life needs) NGSS 1-LS1 From Molecules to Organisms: Structures and Processes Next Generation Science Standards	
<u>Supplementary Book Title</u> <i>Leaf Man</i> by Lois Ehlert		VA 2018 Science: K.3 VA 2024 English: K.LU (language usage: adjectives)	
<u>Outdoor Activity (connected to the readings)</u> Leaf collection, sensory observation		VA 2018 Science K.1, K.3, K.5 (using our senses)	
<u>Writing Activity</u> Leaf letter mosaic		VA 2024 English: K.FFR.1 (print concepts: letters)	
Differentiation			
Reading/writing instruction adjusted to the ability of the students.			
Assessment		Vocabulary	
<p>Formative- Observe students as they are learning outside. Note the level of engagement, excitement/motivation to learn, behavior/focus, journaling details, and use of descriptive words.</p> <p>Summative- Students collect two leaves outside. They trace or draw them and label the parts of the leaves using describing words (adjectives)</p>		<p>Physical properties: colors; shape, texture, relative size & weight Basic life needs: food, water, air, shelter, space Senses: sight-ears, touch-skin, smell-nose, hearing-eyes</p>	

Developed by Blandy Experimental Farm/UVA educators in partnership with Clarke Co., VA Public School Teachers, 2022. Blandy lesson plan template adapted from K. Lison, Clarke Co. VA teacher.

Hook/Engage	
<p><u>Indoor/outdoor:</u> Read <i>Trees, Seeds, and Leaves</i></p> <p><u>Indoor/outdoor:</u> Discuss parts of a tree, and the words that describe the trees as different. What parts of a tree were compared? What senses were used to explore the different trees?</p>	
Guided Lesson/Instructional Strategy	
<p><u>Outdoor:</u> Leaf collection - fill a paper grocery bag with leaves. Consider giving specific instructions, for example: find one big leaf and one small leaf, find a smooth leaf and a leaf with jagged edges, find leaves of different colors...</p> <p><u>Indoor/outdoor:</u> Leaves and senses - "Looking at Leaves" from <i>Growing Up Wild</i>. During the PD we will complete this activity together on one big poster, however, this could be done in small groups or independently. Alternatively, students could develop oral skills by making video recordings of themselves describing what they sense.</p> <ul style="list-style-type: none"> • Students select and carefully observe a leaf. They describe and record what they smell, see, hear, and feel (omit taste unless food leaves are used). <p><u>Indoor/outdoor:</u> Read <i>Leaf Man</i></p> <p><u>Indoor/outdoor:</u> Letters and Leaves collage: Depending on the abilities of your students, have prepared block letters (upper and lower cases) of the first letter of their name, have them write the letters in larger print in their journal, have them write their entire full name, or perhaps have them write the name of a type of tree. Students glue leaves over the letters to fill it up. Then use extra leaves to create a leaf creature/picture that starts with their letter. Leaves may be cut or torn to fit. It could be fun to have a hole punch to make leaf confetti</p> <p><u>Indoor/outdoor:</u> Have students arrange open journals in alphabetical order. Graph the frequency of the letters.</p>	
Technology/Computer Science	Expected student products or learning objectives met
<p>Students can make video recordings of what they sensed.</p> <p>Use a smartboard to make a simple graph of letters used</p>	<p>-Mandatory: Use of senses other than taste to describe leaves, letter leaf collage</p> <p>-Optional/preferred:</p>
Reflection/Notes	Supporting Resources
	<p>Extension activities: <i>Growing Up Wild</i> p 30 - "Who Lives in Trees?" and <i>More Picture Perfect Science</i> p 109 - "Be a Friend to Trees", <i>My Leaf Book</i> by Monica Wellington - create a leaf nature journal, focusing on colors, textures, shapes, and senses.</p>