

Kindergarten Plan- Trees Everywhere

<p>Standards Focus:</p> <p>*SS.K.04: Identify and explain how basic human needs of food, clothing, shelter, and transportation are met.</p> <p>*SS.K.01: Describe familiar people, places, things, and events within a student’s home, school, and community.</p> <p>*SS.K.09: Explain what a map and globe represent.</p>	<p>Other Integrated Standards:</p> <p>*K.ETS1.2: Describe objects accurately by drawing and/or labeling pictures. (Science)</p> <p>*K.RI.KID.3: With prompting and support identify the connection between two individuals, events, ideas or pieces of information in a text. (Reading)</p> <p>*K.G.A.1: Describe objects in the environment using names of shapes. Describe relative positions of these objects using terms such as above, below, beside, in front of, behind, between, and next to. (Math)</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Digital Resources:</p> <p>-National Geographic Kids Scout Magazine Digital- April 2018 issue https://media.nationalgeographic.org/assets/explorermag/scout/2018-04/interactive/YOUNG-SC-April-WEBVIEWER/wrapper.html</p> <p>-Map Maker Ground Cover Map https://mapmaker.nationalgeographic.org/dCCQj8HXFvYcXwzKg4fTHW/</p> <p>-“Park Map” Lesson https://www.nationalgeographic.org/maps/park-map/?utm_source=BiblioRCM_Row</p> </div>						
<p>Career Focus:</p> <p>Cartographer- A person who draws or produces maps. Here is a video to introduce career: https://youtu.be/5Oj7a2LmVtU</p>	<p>Materials Needed:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">*Grid Paper</td> <td style="width: 33%;">*Pencils</td> <td style="width: 33%;">*Projector</td> </tr> <tr> <td>*Computer</td> <td>*Chart Paper</td> <td>*Markers</td> </tr> </table>	*Grid Paper	*Pencils	*Projector	*Computer	*Chart Paper	*Markers
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<p>Lesson:</p> <p>Introduce the Big Idea:</p> <p>-Begin lesson by asking what students know that we need as humans (food, shelter, air, water). Record responses on chart paper.</p> <p>-Ask students where we get some of the needs from, ex. shelter from wood to build the house. Inform students that today we are going to investigate trees and how they help us meet our needs.</p> <p>-Read through and discuss the “We Need Trees” article in National Geographic Kids Scout magazine from April 2018.</p> <p>-After reading the story, go through the chart created at the start of class and ask students what needs a tree could meet. Circle the needs that a tree can help fulfill.</p>	<p>Vocabulary:</p> <p>-Needs -Shelter -Oxygen</p>
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-Discuss with students if trees are important to have in our community.

Explore the Ground Cover Map:

-After discussion, take students to the [ground cover map](#). Have a class discussion about the colors they see in the United States.

-Ask students what they think these colors mean. Point out the key/legend on the side of the map. Introduce students to the concept by asking them what keys do, unlock things. A map key does the same thing, it unlocks the meaning of a map. Zoom in on the key of the map. Group all of the greens together to mean a forest. Point out to students that a crop is something we grow to use, the pink area.

-Zoom into your community and discuss the areas around your school or town and how the colors describe what they see daily.

-Point out to students that places around the world can be very different. Tell students you want to compare what our country looks like to the ground cover of the continent of Africa. Ask students what color they notice at the top of the map. The light pink stands for bare land according to the key. Inform students that this is a huge desert, hence why it is pink.

Mapping Our Community Task:

-Ask students if they think we have enough trees in our community to sustain everyone. Today their task is to create their own map of their community and the trees in it.

-Go over map basics using the "[Places in the Park](#)" lesson with students. Go over the map key with students and ask questions regarding the images on the map.

-Students will use their own grid paper to create a map of their house and yard detailing any trees that may be in the yard. Inform students that their map should be drawn as if they were looking down at their house from an airplane. Ask students if we should be able to see a door or window from a plane above. Be sure to remind students of this throughout the lesson. Have students begin by creating their map key, model this on chart paper for students as needed. Check their map key before allowing them to begin drawing.

Closing:

Allow students to share their maps with either a small group or the class. Ask the class to compare the amount of trees in each map. Conclude by explaining that trees are vital to our survival and that we need to take care of this resource to be sure that we have plenty in the future.

Vocabulary:

- Map Key
- Map
- Symbol
- Crop

- North
- South
- East
- West

- Compare