

**TEACHING KATE
TEACHING KIDS ABOUT THE ENVIRONMENT**

ATTRIBUTE TO A LEAF!

Grade Level: 3

Time Required: 1 class period

SC Science Standards

This lesson plan was correlated with only the grade level specified unless otherwise noted.

- I. A. 1
- I. A. 2
- I. A. 4

Note: Also applies to 4th: II. A. 3. c.

Purpose

Students will in an indoor location learn the attributes and uses of trees. In this exercise students will identify many attributes of trees and form a leaf collection. The students will apply these skills by finding and collecting leaves with given attributes. They will develop a definition of attribute and discover how attributes aid in identification of various kinds of leaves.

Skills

Classification, discussion, interpretation, observation, writing a description.

Concepts

Interrelationship between the parts and the whole, morphology, taxonomy, identification of different types of trees.

Materials Needed

Paper	Pencils
Worksheet	Identification Sheets

Definition of Terms

<u>Lateral Veins</u>	One of many rib-like vessels in the blade of a leaf.
<u>Leaf</u>	One of the thin, usually flat, green parts of a tree or other plant that grows on the stem or up from the roots.
<u>Margin</u>	The outer edge of the leaf.
<u>Primary Veins</u>	The main vessel in the blade of a leaf.
<u>Stem</u>	The firm part that supports the branches; the trunk or stalk.

Before the Session

Prepare an area where the exercise will be taught. Make sure that the leaves you choose as examples can be found in the area. The teacher will need a copy of Familiar Trees of South Carolina available.

Background Information

Begin the lesson by confirming or correcting the students understanding of an attribute. You can do this by having the students give examples (ex. smooth, hairy, round, ovate). If the examples are correct praise them, if incorrect lead them in the right direction.

Suggested Lesson Plan

1. Introduce the objective. Have students give examples of the attributes of trees.
2. Divide students into cooperative groups of four. Appoint a captain for each group. Have students make a list of attributes of trees. Monitor the groups as they work.

3. Have each group share and discuss their list with the other groups.
4. Give each group captain a list of attributes.
5. Have students line up to go out to the area prepared for the exercise. Once outside direct them to look for a tree with the prescribed attributes.
6. Have students share their findings.
7. Instruct groups to make a list of leaves that have a given set of attributes. With these findings have students put together a class leaf collection.
8. Direct each student to write a definition of attribute and share within their group.
9. Bring closure to lesson by having students restate what they have accomplished during this exercise.

Application

Lead students in a discussion as to why it is important to develop an awareness of the diversity of plant life in their environment.

Students will begin to develop an understanding of how scientists use classification systems for identifying objects.

Resources Available

Familiar Trees of South Carolina, A Manual for Tree Study. S. C. Forestry Commission in cooperation with Clemson Univ. Cooperative Extension Service, Clemson, S. C. 29634-0310.

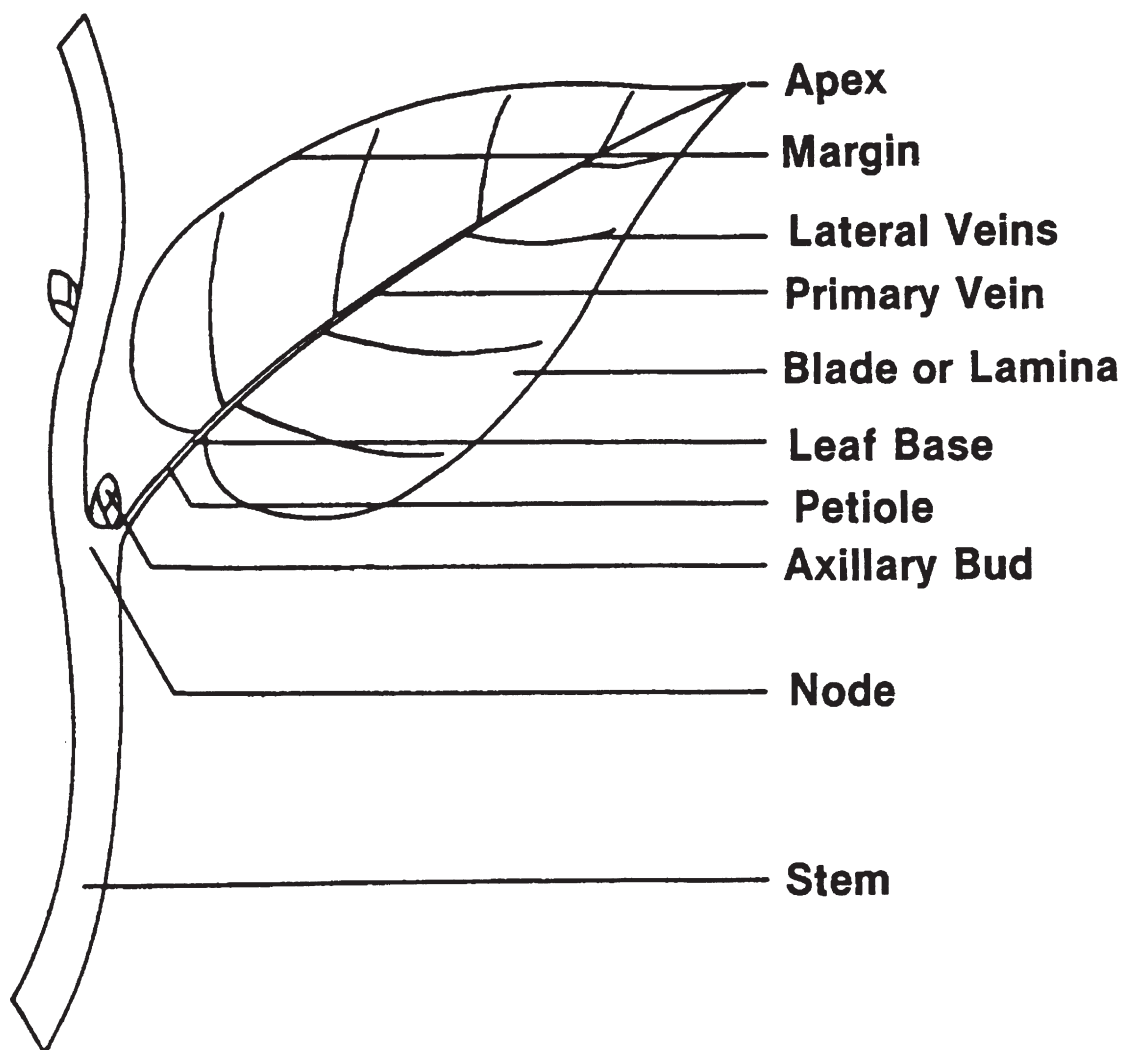
Hammond Barnhart Dictionary of Science. Barnhart. Maplewood, N. J.

Prepared by: Diane Baucom

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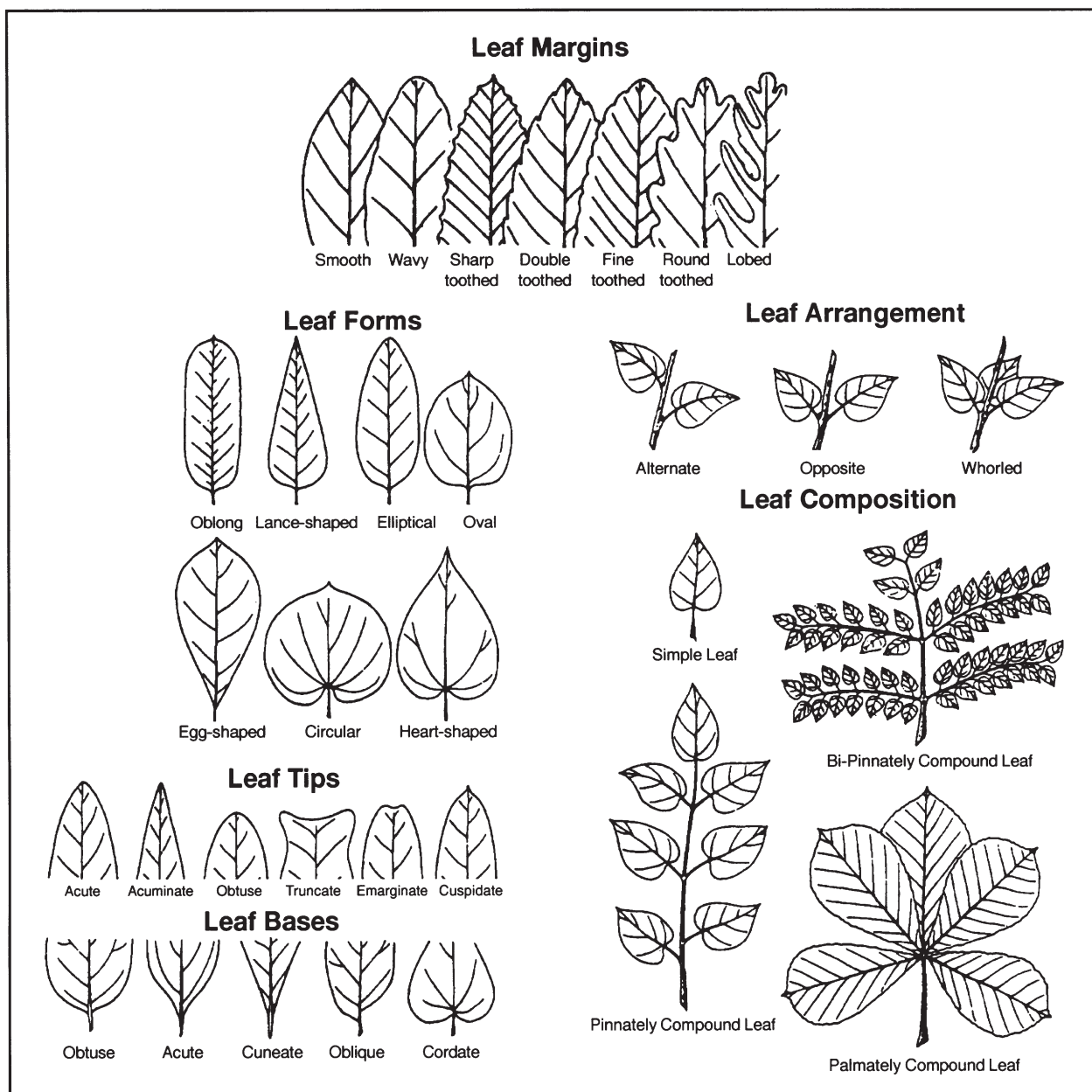
LEAF CHARACTERISTICS



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LEAF TYPES



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WORKSHEET

Name:

Date:

I. My definition of an attribute:

II. List the different kinds of leaves we found:

A.

B.

C.

D.

E.

F.

III. A rubbing of my favorite leaf: