

Topic of Study – Trees

Introduction

Trees are all around us. They are a part of children’s natural environment. Trees provide shelter and food for animals. They give us food and shade. Trees are wonderful places for playing, for pretending, for reading, for resting, and for dreaming. Our environment is a better and more beautiful place because of trees.

Teacher Notes about STEM

- *Early Childhood Educators are now linking together science, technology, engineering, and math into what is called STEM curriculum.*
- *This topic of study, Trees, focuses on the science component of STEM.*

Teacher Notes

Arkansas Minimum Licensing Requirements (Rev. 1.1.15) requires the following:

400 PROGRAM – 401 Program Requirements for all ages

5.a. The facility shall have an appropriate curriculum with weekly activity plans appropriate for the developmental needs of each group of children.

To assist your program in meeting this requirement, refer to Developing Weekly Activity plans for Adventures in Learning for information on how to develop your plans. Feel free to make copies of the plan sheet you select and use it each week. To help you in your planning, there are also 2 samples of completed plan sheets that you may use as guides when developing weekly activity plans for your group of children.

- *Adventures in Learning is an Arkansas approved curriculum.*
- *This curriculum guide is a collection of activities that support the Big Ideas listed below. Choose those activities that best meet the needs of the children in your group.*
- *Consider extending this topic of study beyond a one-week period of time. There is so much for children to learn about trees. Carry over activities from one week to another because children enjoy and learn best through repetition.*
- *If you do not have some of the featured books, refer to the Additional Books section for other books you can use.*
- *It is important to read the same book several times to children so that they can have a better understanding of theme, plot, characters and the sequence of events. In each of the readings presented here, there is a different focus on what is happening in the story.*

Big Ideas

Here are three big ideas about trees you can help children explore:

- Trees have roots, trunk, branches, and leaves
- Trees give us food, shade and beauty (nuts such as pecans and walnuts, fruit such as apples, pears, peaches, plums, coconuts, and pineapples)
- Trees provide food and shelter for animals (squirrels make nests, eat pine cones, eat nuts, birds make nests, deer eat acorns)

Materials to Collect and Make

- Pictures of trees, including pictures with people and animals (Laminate or cover with clear adhesive to preserve)
- Digital pictures of trees on or near the playground
- Chart paper and markers
- Children's books about trees:
A Tree is Nice by Janice May Udry, illustrated by Marc Simont
The Seasons of Arnold's Apple Tree by Gail Gibbons
- Bark from different kinds of trees
- Collection of leaves and evergreen boughs from different types of trees
- Collection of pine cones
- Four sequence cards of the seasons of a tree that shed leaves (See Attachment: [Seasons of a Tree](#))
- Chart: "Does This Fall from a Tree?"
- Felt or magnetic board
- Felt or magnetic figures of parts of a tree for the Build a Tree Activity (See Attachment: [Parts of a Tree](#))
- Storytelling figures (felt or magnetic) for the story, *The Round Red House* (See Attachment: [The Round Red House](#))
- Figures (felt or magnetic) for the song, *The Green Grass Grows All Around* (See Attachment: [The Green Grass Grows All Around](#))
- CD with the song, *The Green Grass Grows All Around*
- Cross-section of a tree trunk
- Sections of branches
- Illustrated rhyme chart for "The Apple Tree".

Resources

- Check with your local library for the availability of children's books.
- Children's books can be purchased online, from school supply catalogs or local bookstores.
- CD can be purchased online.

Introducing and Concluding the Topic

Introduction: Finding out what Children Know about Trees

Learning Goals:

CD2.4 Holds and manipulates information in memory (*short time and working memory and long-term memory*)

CD3.2 Engages in symbolic and abstract thinking (*abstract thinking*)

EL3.1 Responds to features of books and print (*print knowledge*)

To introduce the topic of “Trees” you need to find out what children already know about the topic. This allows you to build on your children’s experiences. It also helps create an interest in the topic. Here’s how to begin.

- Gather the children in a group. Say, “For the next few days we’re going to be learning about trees.”
- Write on chart paper, chalk board or marker board the word “Trees.”
- Invite children to tell you things they already know about trees. You may have to ask questions to stimulate their thinking; questions such as, “Where do we see trees?” “What can you tell me about the trees in your yard or in your neighborhood, or on our playground?”
- Make a list of all of the things children know about trees.
- Review the list with them and say, “You already know a lot of things about trees and we’ll find out even more.”
- Now ask children what they would like to know about trees.
- Make a list of things children would like to know about trees.
- Keep the two lists until you have completed the topic of study.

What We Know about Trees	What We Would Like to Know about Trees	Things We Learned about Trees

Conclusion: Finding out What Children Have Learned about Trees

- Gather the children in a group at the conclusion of the study about trees.
- Write on chart paper, chalk board or marker board, “Things We Learned about Trees.”
- Invite children to tell you some things they have learned about trees. You may have to ask prompt questions such as “Can you tell me some ways trees help animals?” “What are some ways trees help us?”
- Make a list of all the things children learned about trees.
- Read the first two lists you made with the children. Then say, “Here are some new things you found out about trees” and read today’s list with the children.

Reading Books with Children

Learning Goals:

CD2.1 Focuses and sustains attention

CD2.4 Holds and manipulates information in memory (*short term and working memory*)

LD1.1 Understands and responds to language (in child's home language) (*vocabulary and language comprehension*)

EL1.2 Engages in read-alouds and conversations about books and stories

EL3.1 Responds to features of books and print (*print knowledge*)

Book #1: *A Tree is Nice* by Janice May Udry, illustrated by Marc Simont

First Reading of *A Tree is Nice*

- Prepare to read the book, *A Tree is Nice*.
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask children to look at the cover and predict what the story is about.
- Ask children why they think the cat is up in the tree.
- Read the story so all children can see the pictures in the book.
- Follow up with questions such as "What was your favorite part of the story?" "What are some things that happened around the trees in the story?"

Second Reading of *A Tree is Nice*

- Show the cover, give title, author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by showing the pages and inviting children to tell the story by looking at the pictures.
- Invite children to discuss their experiences with trees. Ask them what they like to do with trees.

Book #2: *The Seasons of Arnold's Apple Tree* by Gail Gibbons, author and illustrator

First Reading of *The Seasons of Arnold's Apple Tree*

- Prepare to read the book, *The Seasons of Arnold's Apple Tree*.
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask children if they know the meaning of the word seasons. Accept all answers.
- Explain to children that they will find out more about seasons as they listen to the story and look at the pictures in the book.
- Ask children to look at the cover and predict what story is about.
- Ask children why they think Arnold is in the apple tree?
- Read the story so all children can see the pictures in the book.
- Follow up with questions such as, "What was your favorite part of the book?" Ask if any of them have seen an apple tree, and if so where. Ask, "What would you do if you had an apple tree in your yard?"

Second Reading of *The Seasons of Arnold's Apple Tree*

- Show the cover, give title, author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by going back through the book and calling children's attention to what happens to the apple tree during each of the seasons. Pay close attention to the small box at the top of the page that introduces the seasons. Show the words to the children and say, for example, "This says 'It is spring.'"
- Introduce each season to the children in the same way.

Additional Learning Goals:

EL3.1 Responds to features of books and print (*print knowledge*)

SS2.1 Shows awareness of sequence and change over time (*time concepts*)

Third Reading of *The Seasons of Arnold's Apple Tree*

- Show the cover, give title, author and illustrator
- Read the story so all children can see the pictures in the book.
- Follow up the third reading by turning the pages of the book and asking children to look at the pictures and tell you how they know it is spring.
- Invite them to describe what Arnold is doing during each season.
- Show the pictures of Arnold and his family making apple pie and apple cider. Ask children if they have ever eaten apple pie. Have they ever had apple cider to drink? Read the last page, "The snow melts away. It is spring again."
- Ask children where the hat and the sticks on the ground came from. If they do not say from the snowman that melted, turn back one page and show them the snowman. Ask what he has on his head and what are his arms made from. Then show the last page again and repeat the question.

Additional Books

A Grand Old Tree by Mary Newell Depalma

Are You My Mother? by P. D. Eastman (also available in Spanish)

Five Little Monkeys Sitting in a Tree by Eileen Christelow

The Giving Tree by Shel Silverstein (also available in Spanish)

The Great Kapok Tree: A Tale of the Amazon Rain Forest by Lynne Cherry (also available in Spanish)

Leaf Man by Lois Ehlert

Nuts to You by Lois Ehlert

Red Leaf, Yellow Leaf by Lois Ehlert

Pie in the Sky by Lois Ehlert

Tap the Magic Tree by Christie Matheson

Tell Me, Tree: All About Trees for Kids by Gail Gibbons

We're Going on a Leaf Hunt by Steve Metzger, illustrated by Miki Sakamoto

In the Woods: Who's Been Here? by Lindsay Barrett George

Language and Literacy Materials and Activities

Learning Goals:

EL1.1 Shows interest in literacy experiences

EL2.1 Notices and manipulates the sounds of language (*rhyme*)

CA1.1 Explores through listening, singing, creating, and moving to music

The Apple Tree

Way up high in an apple tree,
Two red apples smiled down at me

(Hold hands above head, form circles with thumb & forefinger of each hand. Smile)

I shook that tree as hard as I could
And down came those apples,

(Put hands out as if on tree and - shake)
(Hands above head and lower to ground)

And Mmmmmmm were they good.

(Rub tummy)

Teacher Note: Make an illustrated rhyme chart and laminate or cover with clear adhesive to preserve. Read from the chart with the children.

Post the rhyme charts in the library/book area.

Oak Tree

Here is an oak tree, straight and tall
And here are its branches wide,

(Stand up tall)
(Put arms up into air, fingers outstretched)

Here is a nest of twigs and moss
With three little birds inside.

(Cup hands together)
(Hold up 3 fingers)

The breezes blow, the branches sway.
The babies are rocked to sleep that way.

(Move arms gently to and fro)
(Pretend to sleep)

Gray Squirrel

(Suit actions to words as you sing of say this rhyme)

Gray squirrel, gray squirrel
Swish your bushy tail.
Gray squirrel, gray squirrel,
Swish your bushy tail.
Wrinkle up your little nose,
Hold a nut between your toes.
Gray squirrel, gray squirrel,
Swish your bushy tail.

Learning Goal:

EL1.1 Shows interest in literacy experiences

Storytelling Figures: The Round Red House (See Attachment: [The Round Red House](#))

- See pages 15-16 for the story.
- Make either felt or magnetic storytelling figures for the story, *The Round Red House*
- Use the storytelling figures to tell the story.
- Explain to the children that the storytelling figures will be in the library/book area for them to use.
- Demonstrate and discuss with the children the correct way to use the storytelling figures.

Activity: The Green Grass Grows All Around (See Attachment: [The Green Grass Grows All Around](#))

- See page 14 for the song.
- Use the song illustration poster to guide children in the sequence of the song.

Teacher Notes:

- *Allow the children to take turns pointing to the illustration as you and the children sing the song.*
- *If you have the CD of the song, play it as you use the song illustration poster. Make sure the CD you select has the same words as the words on the attachment and the words on page 14 of this guide.*
- *Involve children in singing along with the CD, echoing the words.*

Additional Learning Goal:

EL3.1 Responds to features of books and print (*print knowledge*)

Learning Goals:

LD1.1 Understands and responds to language (in child's home language) (*vocabulary and language comprehension*)

EL3.1 Responds to features of books and print (*print knowledge*)

ST1.1 Engages in the scientific process to collect, analyze, and communication information (*observation, questions and predictions*)

ST2.1 Demonstrates knowledge of core science ideas and concepts (*stability and change*)

ST3.1 Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials (*living things, nature and the environment*)

SS2.1 Shows awareness of sequence and change over time (*time concepts*)

Activity: Life of a Tree

- Adopt a tree on or near your school's grounds. A tree that sheds its leaves each fall is best.
- Keep a journal about the Life of a Tree. Take photos and involve children in writing stories about the tree. Write about the suggested activities that you and the children do. Let children dictate to you what they want to say about their tree.
- Eat snack, sing songs, play and tell stories around the tree.
- Explore and discuss parts of the tree: roots which are under the ground for most trees, trunk, branches and leaves both green and those that fall.
- Have children observe and explore the tree. Ask questions to guide their discovery. "Can you reach around the tree?" "How many arms does it take to reach around the tree?" "How does the bark feel?" "How would you describe the tree's leaves?" "What happened to the leaves during the school year?"
- Suggest that children look for signs of animal activity in or around the tree; signs such as empty nutshells or animal footprints.
- Read with children what you have written in the journal about the tree. This can be done every couple of weeks as you and the children add information about your experiences with the tree.
- Invite children to draw pictures of their tree.

Teacher Note: *This activity can take place over a period of a year. This will allow the children to observe the changes, especially if the tree sheds its leaves in the fall and new leaves appear in the spring.*

Learning Goals:

LD1.1 Understands and responds to language (in child's home language) (*vocabulary and language comprehension*)

ST2.1 Demonstrates knowledge of core science ideas and concepts (*system parts and wholes*)

Activity: Build a Tree (See Attachment: [Parts of a Tree](#))

- Place the felt or magnet figures of the parts of a tree on the floor.
- Say to the children, "I'm going to build a tree and need your help. What part goes at the bottom?" Begin to build the tree on a storyboard.
- Continue this activity, inviting children to tell you what comes next and next until the tree is built on the storyboard.
- Place the figures and a storyboard in the library area and allow children to build a tree independently.

Learning Goals:

EL1.1 Shows interest in literacy experiences

EL3.1 Responds to features of books and print (*book knowledge and print knowledge*)

Activity: A Tree is Nice Because (Small Group or Individual Child)

- Read the book, *A Tree Is Nice*, to a large or small group of children.
- Invite a small group of children or one child at a time, to help write a book about trees.
- Provide a sheet of paper for each child.
- Ask each child to complete the following sentence: "A tree is nice because_____." Write exactly what each child says.
- Suggest that children illustrate their page with markers, crayons, or collage materials.
- Write or have child write name on his or her page.
- Use staples or yarn to put the pages together to make a book.
- Make a cover for the book. Include the title, *A Tree Is Nice*. List the authors and illustrators as Ms. Beverly's class. (Insert the name of the teacher)
- Read the book with the children at group time, then place it in the library for them to look at independently. As you prepare to read the book, show the cover, give the title, authors and illustrators.

Science / Discovery and Math

Learning Goals:

MT1.1 Demonstrates number sense and an understanding of quantity (*connection of number, numeral and quantity*)

ST1.1 Engages in the scientific process to collect, analyze, and communicate information (*observations, questions and predictions*)

ST3.1 Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials (*nature and the environment*)

Activity: How Old Was This Tree?

- Place a cross section of a tree trunk on science/discovery table.
- Explain to children that you can tell how old a tree is by counting the circles in the trunk.
- Invite children to count the circles.
- Provide a magnifying glass so they can examine the trunk more closely.

Learning Goals:

ST1.1 Engages in the scientific process to collect, analyze, and communicate information (*observations, questions and predictions*)

ST3.1 Demonstrates knowledge of the characteristics of living things, the earth’s environment, and physical objects and materials (*nature and the environment*)

Activity: Look What I See

- Place magnifying glass and bark from several types of trees on science/discovery table.
- Invite children to look at the bark through the magnifying glass and discuss what they see.
- Ask if the bark from different trees looks the same? How is it different?

Learning Goal:

CD2.4 Holds and manipulates information in memory (*short-term and working memory*)

Activity: What’s Missing?

- Show children a leaf, a piece of bark and a twig and have them name each item.
- Ask children to close their eyes.
- Remove one object from the array.
- Invite children to open their eyes and say what’s missing.

Teacher Note: *Increase the difficulty by using items that are similar. For example, display three very different types of leaves. Invite them to describe each leaf and note differences before removing one.*

Learning Goals:

CD3.1 Uses reasoning and planning ahead to solve problems and reach goals (*problem solving*)

LD2.1 Uses increasingly complex vocabulary, grammar and sentence structure (in child’s home language) (*expressive vocabulary*)

MT2.1 Uses classification and patterning skills (*classification*)

Activity: Does This Fall from a Tree?

- Have a collection of real objects (or pictures if real objects not available); some are things that fall from trees (acorns, pine cones, apples, pears, leaves, for example) and some that do not fall from trees (turnips, carrots, onions, squash, a flower, for example)
- Make a chart that is labeled “Does This Fall from a Tree?” Divide the chart into columns. Label one column “Yes” and one column “No”

Does This Fall from a Tree?

Yes	No

- Discuss with the children the name of each item or picture.
- Invite children to put each item in the correct column.
- Involve children in discussing why they put the items in the columns as they did. If children put some of the items in the wrong column, ask questions that encourage them to rethink their decisions. For example, if they put the onion in the “Yes” column, ask the children why they did this and help them understand that onions grow under the ground, not in trees.

Food/ Nutrition Experience

Learning Goals:

PH2.1 Demonstrates fine-motor strength, control, and coordination (*hand-eye coordination*)

PH2.2 Adjusts grasp and coordinates movements to use tools (*utensils*)

PH3.1 Demonstrates interest in engaging in healthy eating habits and making nutritious food choices (*exploration of food experiences*)

LD1.1 Understands and responds to language (in child's home language) (*follows directions*)

Activity: Applesauce and Apple Butter

- Provide a container of applesauce and container of apple butter that have labels on them.
- Show the jars to the children and ask if they know what is in each jar. Depending on children's answers, label the food items as applesauce and apple butter.
- Discuss with children that both applesauce and apple butter are made from apples.
- Place applesauce in one serving bowl and apple butter in another.
- Give each child a small plate, a spoon, a plastic knife, and crackers.
- Have each child take a tablespoon of applesauce and put in on his/her plate and pass the serving bowl around the table so that each child has a serving of applesauce.
- Repeat this process with the apple butter.
- Ask children to spread the applesauce on one cracker and the apple butter on another cracker.
- Suggest that before eating each snack, they smell the applesauce and apple butter.
- Invite children to discuss the difference in the texture, color, smell and taste of applesauce and apple butter. Which do they like best?

Activity: Apple Juice and Apple Cider

- Provide a container of apple juice and container of apple cider that have labels on them.
- Show the containers to the children and ask if they know what is in each jar.
- Depending on children's answers, label the items as apple juice and apple cider.
- Discuss with children that both apple juice and apple cider are made from apples.
- Assist children in pouring a small amount of apple juice in one cup or glass and a small amount of apple cider in another cup or glass.
- Suggest that before drinking the juice, children smell each one.
- Invite children to discuss the differences in the color, smell and taste of the apple juice and apple cider. Which do they like best?

Movement / Physical Education

Learning Goal:

CA1.1 Explores through listening, singing, creating and moving to music (*exploration of music and movement*)

Activity: Leaf Dance

- Make large leaf shapes, one per child, from 9" x 12" construction paper of different colors.
- Gather the children together in an area large enough for movement. This activity can be done outdoors.
- Play a CD with music that suggests swaying, twisting and twirling. Invite children to dance with their leaf.

Learning Goal:

PH1.3 Demonstrates gross-motor manipulative skills (*throwing*)

Activity: Pine Cone Toss

- Allow children to toss pine cones into a container such as a small tub or basket.

Learning Centers

Teacher Note: *As children are involved in the learning centers, they are engaging in activities that support all or most of the domains of child development and early learning:*

- *Social and Emotional Development*
- *Cognitive Development*
- *Physical Development and Health*
- *Language Development*
- *Emergent Literacy*
- *Mathematical Thinking*
- *Science and Technology*
- *Social Studies*
- *Creativity and Aesthetics*

However, there will also be activities included and these will have specific learning goals.

Art Center

Learning Goals:

PH2.2 Adjusts grasp and coordinates movements to use tools (*writing and drawing tools*)

ST1.1 Engages in the scientific process to collect, analyze, and communicate information (*observations, questions, and predictions*)

ST3.1 Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials (*nature and the environment*)

CA2.1 Explores, manipulates, creates, and responds to a variety of art media

Bark Rubbings

- Give the children paper and crayons with the paper peeled off.
- Take children outdoors and encourage them to make rubbings of tree bark.
- Encourage them to compare the pattern in the tree bark with the patterns they find in their rubbings.
- If there is more than one type of tree that the children have access to, suggest that they make a bark rubbings for each type.
- Involve children in looking at the rubbings from different trees and discussing the differences they see.

Teacher Note: *Place pieces of tree bark in the art center and encourage children to make rubbings of the bark.*

Leaf Rubbings

- Provide a variety of leaves for leaf rubbings.
- Remove paper from old crayons.
- Demonstrate for children how to place the leaves, vein side up, under a piece of white copy paper and make rubbings of the leaves by rubbing the sides of the crayons over the paper.
- Call attention to the veins in the leaves and the differences in the rubbings from each type of leaf.

Painting with Pine Needles/Evergreen Boughs

- Collect small evergreen boughs that are suitable to use for painting.
- Encourage children to dip boughs of evergreen in green paint and press or brush on paper.
- Allow the children to experiment with the boughs and develop their own techniques.

Teacher Note: *Use spring-type clothespins to make handles for the bough brushes.*

Nature Collage

- Give each child a small paper sack and go on a nature walk.
- Explain to children that they are to collect objects from trees that they find on the ground: bark, leaves and twigs, for example.
- Invite children to glue their nature items on a piece of paper or cardboard to create a collage.
- Ask children's permission to write the names of the items on the collage.

Teacher Note: *If nature items are not available on your playground, bring some from home or from your neighborhood.*

Block Center

- Add evergreen boughs and 4" to 6" sections of tree limbs (hard wood is preferred, pine may be sticky) to build with or to haul.

Library/Book Corner

- Add books about trees
- Add pictures of trees (lamine or cover pictures with self stick adhesive)
- Add storytelling figures for The Round Red House and a story board
- Add the figures for building a tree.

Home Living/Dramatic Play

- Add pine cones, evergreen boughs and a basket for a centerpiece
- Add a rolling pin, an aluminum pie pan and an illustrated recipe card for making apple pie.

Learning Goals:

ST1.1 Engages in the scientific process to collect, analyze, and communicate information (*observations, questions and predictions, data analysis and communication*)

ST2.1 Demonstrates knowledge of core science ideas and concepts (*stability and change*)

Water table or tub

- Add pine cones to the water table or tub.
- Ask children what they think will happen to the pine cones. (They will close up in about 30 minutes)
- Encourage children to watch the pine cones.
- Take the pinecones out of the water and place them on a tray in the Discovery Center.
- Ask children what they think will now happen to the pine cones
- Encourage children to observe what happens as the pine cones dry. (They will open back up. Depending on the temperature, they may take several days to open)

Sand table or tub

- Substitute wood shavings for sand. (Wood shavings can be purchased at pet stores)
- Include containers and scoops.

Learning Goals:

ST1.1 Engages in the scientific process to collect, analyze, and communicate information (*observations, questions and predictions*)

ST3.1 Demonstrate knowledge of the characteristics of living things, the earth's environment, and physical objects and materials (*nature and the environment*)

Science/Discovery

- Display baskets of different kinds of leaves such as magnolia leaves, pine needles and oak leaves. Encourage children to look at the leaves and talk about the differences in the sizes and shapes of the leaves. Add a magnifying glass.

Learning Goal:

MT3.1 Participates in exploratory measurement activities and compares objects (*seriation*)

Activity: Seasons of a Tree (See Attachment: [Seasons of a Tree](#))

- Add sequence cards of the seasons of a tree. Invite children to put the cards in order from spring to winter. See attachment for the sequence cards.

Quiet Corner

Learning Goal:

SE2.1 Experiences, expresses, and regulates a range of emotions (*emotional regulation*)

- Create a quiet corner in your classroom; a place where children can go to be alone and to get away from the stresses of group living.
- Place soft items in the quiet corner. Carpet on the floor, soft pillows, and soft and cuddly stuffed animals or dolls are examples.
- Discuss with children when they might want to go to the quiet corner. When they are angry and need to get away from the source of their anger? When they are sad and need to be alone? When the room gets too noisy and they need a quiet spot?
- Explain to children that the quiet corner is for one child at a time

Family Connection and Engagement

Send home a note to parents stating for the next few days, the children will be learning about trees. Suggest some ways families can be involved in the topic of study:

- Collect and bring to the center pictures of trees.
- Ask families to bring in a leaf or an evergreen sprig from a tree outside their home. If they know the name of the tree, write this down and give it to their child's teacher.
- Suggest that families select a tree that loses its leaves in the fall and use it as a background for taking pictures of their child. Ask that they take a picture of their child and the tree during different seasons of the year. (Spring when leaves are budding, summer when the tree has lots of leaves, fall when leaves are changing colors and falling, and winter when tree is bare.)
- Plan family activities under a tree in their yard or neighborhood: a picnic, reading a book, or looking for signs of animals, for example.

The Green Grass Grows All Around

Author of Song Unknown

Now in the woods there was a tree,
The prettiest tree that you ever did see.

The tree in a hole and the hole in the ground
And the green grass grows all around, all around
The green grass grows all around.

And on that tree there was a limb
The prettiest limb that you ever did see.

The limb on the tree, and the tree in a hole,
And the hole in the ground
And the green grass grows all around, all around
The green grass grows all around.

And on that limb there was a branch
The prettiest branch that you ever did see.

The branch on the limb, and the limb on the tree,
And the tree in a hole, and the hole in the ground
And the green grass grows all around, all around
The green grass grows all around.

And on the branch there was a nest
The prettiest nest that you ever did see.

The nest on the branch, and the branch on the limb,
And the limb on the tree,
And the tree in a hole, and the hole in the ground
And the green grass grows all around, all around
The green grass grows all around.

And in that nest there was an egg
The prettiest egg that you ever did see.

The egg in the nest, and the nest on the branch,
And the branch on the limb, and the limb on the tree,
And the tree in a hole, and the hole in the ground
And the green grass grows all around, all around
The green grass grows all around.

And in that egg there was a bird
The prettiest bird that you ever did see.

The bird in the egg, and the egg in the nest,
And the nest on the branch, and the branch on the
limb,
And the limb on the tree, and the hole in the ground
And the green grass grows all around, all around
The green grass grows all around.

And on that bird there was a wing
The prettiest wing you ever did see.

The wing on the bird, and the bird in the egg,
And the egg in the nest, and the nest on the branch,
And the branch on the limb, and the limb on the tree,
And the tree in a hole, and the hole in the ground
And the green grass grows all around, all around
The green grass grows all around.

And on that wing there was a feather
The prettiest feather that you ever did see.

The feather on the wing, and the wing on the bird,
And the bird in the egg and the egg in the nest,
And the nest on the branch, and the branch on the
limb,
And the limb on the tree, and the tree in a hole
And the hole in the ground
And the green grass grows all around, all around
The green grass grows all around.

Try this! Sing the verses as an echo song with
children echoing what you sing. For example:

Now in the woods
(Now in the woods)
There was a tree
(There was a tree)
The prettiest tree
(The prettiest tree)
That you ever did see.
(That you ever did see)

The Round Red House

Retold by Beverly C. Wright

This is a story that the children will enjoy helping you tell. Encourage them to repeat these words with you as you tell the story.

"A round red house, with no windows and no doors, a chimney on top and a star inside."

Tell this story with an apple for a demonstration. Begin by telling the story, and at the end of the story when the mother is cutting into the apple, do the same. Cut the apple across the middle so the stem is on one side, so that the class may view the star inside. This is crosswise from the direction an apple is normally cut.

Teacher Note: *Have the apple and knife in a bag out of the sight of the children until time to cut open the apple*

Once upon a time there was a little girl named Dorothy who was tired of playing with her toys. "What can I do today?" she asked her mother. Her mother thought for a while and said, "Dorothy, why don't you go for a walk, it's a beautiful day. While you are on your walk you can look for..."

A round red house, with no windows and no doors, a chimney on top and a star inside."

Dorothy thought that sounded like fun and she asked, "Which way should I go? I don't know where to find..."

A round red house, with no windows and no doors, a chimney on top and a star inside".

"Go down the road past the farmer's house," said her mother, "and then hurry back as soon as you can and tell me what you find."

Dorothy started out. She hadn't gone very far when she saw **Mr. Pig**. "Hello, Mr. Pig", she said. "Do you know where I can find..."

A round red house, with no windows and no doors, a chimney on top and a star inside".

"Gee Dorothy, I wish I did", said Mr. Pig, "but I don't think I've ever seen a house like that."

Dorothy walked on down the road and she saw **Ms. Goose**. "Hello, Ms. Goose", she said. "Do you know where I can find..."

A round red house, with no windows and no doors, a chimney on top and a star inside".

"Gee Dorothy, I wish I did", said Ms. Goose, "but I don't think I've ever seen a house like that."

Dorothy walked on down the road and she saw **Mr. Dog**. "Hello, Mr. Dog", she said. "Do you know where I can find..."

A round red house, with no windows and no doors, a chimney on top and a star inside".

"Gee Dorothy, I wish I did", said Mr. Dog, "but I don't think I've ever seen a house like that."

Dorothy walked on down the road and she saw **Ms. Cat**. “Hello, Ms. Cat”, she said. “Do you know where I can find...”

A round red house, with no windows and no doors, a chimney on top and a star inside”.

“Gee Dorothy, I wish I did”, said Ms. Cat, “but I don’t think I’ve ever seen a house like that, but you might go see Mr. Owl. He’s very wise and maybe he can help you.”

Dorothy walked on down the road until she found **Mr. Owl**. “Hello, Mr. Owl”, she said. “Do you know where I can find...”

A round red house, with no windows and no doors, a chimney on top and a star inside”.

“Whoooo, me?” asked Mr. Owl. “Maybe you should ask **Ms. Worm**. The last time I saw her she was in the apple orchard”.

Dorothy walked on down the road until she came to the apple orchard. There she found Ms. Worm boring her way into a big red apple. Oh, Dorothy thought, that red apple could be a house. The stem could be a chimney. The apple doesn’t have any windows or doors. “Ms. Worm,” called Dorothy, “could there be a star in the middle of that apple?” Ms. Worm laughed. “I don’t know, but you can take a big red apple home to you mother and ask her.” “Thank you,” said Dorothy and she took an apple and went home.

Dorothy’s mother said, “You have found a round red house with no windows and no doors, a chimney on top but where is the star?” Her mother took a knife (AT A THIS POINT, START CUTTING AN APPLE CROSSWISE) and cut the apple through the center. “There it is,” said Dorothy, because there inside the apple, was a star holding five brown seeds.