



***They're big, they're strong they're TREES!***

## **Tree Study– Primary**

Students will explore along the Forest Community Trail at Hazelwood Lake Conservation Area or along trails at Cascades Conservation Area. Areas of the curriculum to be explored will include:

Fallen Logs- explore what is inside the log & why. Insects, decomposers and other creatures recycle the wood.

Tree Stumps– examine hollow centres show old wood. Look at new growth on outside, feel the stump, is it soft hard, rough; what does it mean? Why did the tree become a stump? Humans, insects, old age all contribute to the creation of tree stumps. Explore the roots of fallen trees and see the roots spreading into the ground.

Collecting:

Students are given paper bags and encouraged to collect cones, needles, and leaves. When we return to the trailhead students bring out the tree parts at the picnic area to compare.

Trees as homes are examined to discover the following:

What lives in a tree? Birds-nests, insects, fungi, squirrels, chipmunks gather food then live in the ground or in the tree canopy.

Protecting trees: What do trees need to live?

## **Tree Study- Junior / Intermediate**

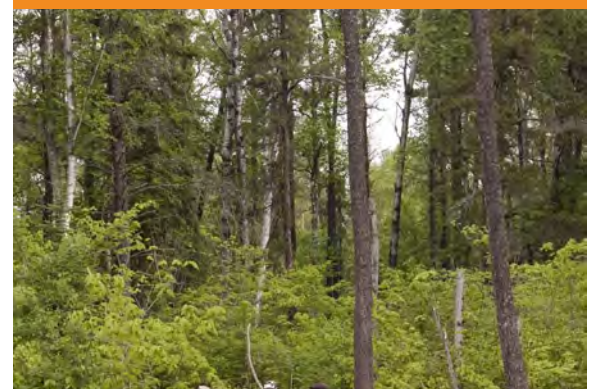
Explore the world of trees through interactive lessons which teach tree ID skills using dichotomous keys. Learn how to measure a tree's height using only a pencil and ruler! Traditional and modern uses for trees are taught along the Forest Community Trail at Hazelwood Lake Conservation Area. Students work to identify mystery trees which are signed along the route. Fall studies can include classroom science extensions on leaf colour chromatography.



*Students use identification keys to identify tree species.*



*Deciduous and Coniferous trees are studied.*



*The Forest Community Trail at Hazelwood Lake Conservation Area is the recommended field trip site.*

### **Grade 1 Needs and Characteristics of Living Things**

Overall Expectations:

- 1 Living things have basic needs (air, water, food, and shelter) that are met from the environment.
2. Different kinds of living things behave in different ways.
3. All living things are important and should be treated with care and respect.

### **Grade 3 –Growth and Changes in Plants**

**1.1** assess ways in which plants are important to humans and other living things, taking different points of view into consideration

Plants provide oxygen and food that other living things need to survive. Plants use and store carbon dioxide, helping reduce the amount of this greenhouse gas in the atmosphere.

**3.5** describe ways in which humans from various cultures, including Aboriginal people, use plants for food, shelter, medicine, and clothing (e.g., food – from rice plants; 3houses for shelter – from the wood of trees; medicines – from herbs; clothing – from cotton plants)

### **Grade 4 Habitats and Communities**

**2.2** build food chains consisting of different plants and animals, including humans

**2.3** use scientific inquiry/research skills to investigate ways in which plants and animals in a community depend on features of their habitat to meet important need

**3.1** demonstrate an understanding of habitats as areas that provide plants and animals with the necessities of life (e.g., food, water, air, space, and light)

**3.2** food chains as systems in which energy from the sun is transferred to producers (plants) and then to consumers (animals)

**3.3** identify factors (e.g., availability of water or food, amount of light, type of weather) that affect the ability of plants and animals to survive in a specific habitat

### **Grade 6—Biodiversity**

**2.2** investigate the organisms found in a specific habitat and classify them according to a classification system i.e. trees...

**2.3** use scientific inquiry/research skills compare the characteristics of organisms within the plant or animal kingdoms

**3.1** identify and describe the distinguishing characteristics of different groups of plants and animals