



Kindergarten: FOSS Earth Science - Trees



Investigation Title and Synopsis	Concepts	Assessments and TE Page Numbers
<p>1. Fall Trees Students begin their study of trees by going on a walk to look at the variety and structure of trees in the schoolyard. A living tree becomes part of the classroom for 2 weeks, and students work with representational materials to look more closely at the shapes of trees and their parts. Students adopt trees to observe changes throughout the year, and complete the activity by planting their class tree on the school grounds.</p>	<ul style="list-style-type: none"> • Trees are a resource • Trees are identifiable by their shapes • Trees have identifiable structures • Individual trees can be described by their properties, including size, shape, and texture • Trees are growing, living organisms 	<ul style="list-style-type: none"> • Part 1 Teacher Observation: Observes trees, using five senses/Identifies and compares structures on different trees/Knows trees are a resource for people and animals/Communicates observations/Teacher Masters 2 (pages 170)/Assessment Checklist (pages 223-224) • Part 2 Teacher Observation: Knows trees are living organisms and have basic needs/Teacher Masters 3-5 (pages 171-172)/Assessment Checklist (pages 223-224) • Part 3 Teacher Observation: Knows trees have structures/Identifies and compares structures on different trees/Communicates observations/Teacher Masters 6 (page 174)/Assessment Checklist (pages 223-224) • Part 4 Teacher Observation: Knows trees have structures/Identifies and compares structures on different trees/Communicates observations/Teacher Masters 7-8 (pages 175-176)/Assessment Checklist (pages 223-224) • Part 5 Teacher Observation: Knows trees have structures/Identifies and compares structures on different trees/Communicates observations/Teacher Masters 9 (page 177)/Assessment Checklist (pages 223-224)

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<p>1. Fall Trees (cont'd)</p>		<ul style="list-style-type: none"> Part 6 Teacher Observation: Knows trees have structures/ Identifies and compares structures on different trees/Communicates observations/Teacher Masters 10-12 (pages 178-180)/Assessment Checklist (pages 223-224) Part 7 Teacher Observation: Identifies and compares structures on different trees/Can describe different shapes of trees/Knows that trees are a resource for people and animals/Communicates observations/ Teacher Masters 13-14 (pages 181-182)/ Assessment Checklist (pages 223-224) Part 8 Teacher Observation: Know trees are living things and have basic needs/Teacher Masters 3 (page 171)/Assessment Checklist (pages 223-224) Narrative Report (page 225)
<p>2. Leaves Students take a schoolyard walk, focusing on the leaves of trees. They match leaves with geometric shapes, go on a leaf hunt to compare leaves, work at centers with representational materials, and make a leaf book. They study photos on sets of cards showing different landforms and look for similarities and differences. Students read about where and how trees grow. This investigation concludes with a book, <i>Our Very Own Tree</i>.</p>	<ul style="list-style-type: none"> Leaves have identifiable structures Leaves grow on the tips and sides of small branches Many kinds of trees lose their leaves in the fall Leaves from the same trees have the same shapes Leaves have many properties that can be compared Leaves can be identified by their shapes, edges, tips, and colors <p>Earth has different landforms</p>	<ul style="list-style-type: none"> Part 1 Teacher Observation: Observes leaves, using five senses/Identifies and compares the properties of leaves/Compares and sorts leaves by one physical property (color, shape, texture, size, edge)/Teacher Masters 15 (page 183)/Assessment Checklist (pages 223-224) Part 2 Teacher Observation: Identifies and compares the properties of leaves/Compares and sorts leaves by one physical property (color, shape, texture, size, edge)/Communicates observations/Teacher Masters 16-20 (pages 184-188)/Assessment Checklist (pages 223-224)

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<p>2. Leaves (cont'd)</p>		<ul style="list-style-type: none"> Part 3 Teacher Observation: Identifies and compares the properties of leaves/ Compares and sorts leaves by one physical property (color, shape, texture, size, edge)/Identifies characteristics of landforms (mountains, valleys, rivers, ocean, desert, swamps)/ Teacher Masters 21-22 (pages 189-190)/ Assessment Checklist (pages 223-224) Part 4 Teacher Observation: Identifies and compares the properties of leaves/Communicates observations /Teacher Masters 20-23 (pages189,191)/ Assessment Checklist (pages 223-224) Part 5 Teacher Observation: Identifies and compares the properties of leaves/Compares and sorts leaves by one physical property (color, shape, texture, size, edge)/Teacher Masters 24-25 (pages 192-193)/ Assessment Checklist (pages 223-224) Part 6 Teacher Observation: Identifies and compares structures on different trees/Knows trees are living things/Communicates observations/Teacher Masters 26 (page 194)/Assessment Checklist (pages 223-224) Narrative Report (page 225)
<p>3. Trees Through the Seasons Students extend their understanding of trees as a growing, changing, living part of their world. They keep a class calendar monitoring weather conditions each day. During each season, they visit the schoolyard trees and observe their twigs, leaves, flowers, and seeds. They compare tree structures at different seasons. Students read about trees through the seasons.</p>	<ul style="list-style-type: none"> Trees are resources from the earth that provide humans and other animals with food Trees are growing, living organisms Fruits and nuts provide protection and food for the seeds Trees change through the seasons as the weather changes 	<ul style="list-style-type: none"> Part 1 Teacher Observation: Knows trees are living things and have basic needs/Knows trees are a resource for people and animals/Communicates observations orally and through drawing/Teacher Masters 27 (page195)/Assessment Checklist (pages 223-224)

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<p>3. Trees Through the Seasons (cont'd)</p>	<ul style="list-style-type: none"> • Some trees lose their leaves in winter, while others do not • Evergreen trees can be identified by the properties of their leaves (or needles) 	<ul style="list-style-type: none"> • Part 2 Teacher Observation: Knows trees are a resource for people and animals/Knows trees have structures/Communicates observations orally and through drawing/Assessment Checklist (pages 223-224) • Part 3 Teacher Observation: Records weather changes from day to day and through the seasons/ Communicates observations orally and through drawing/Teacher Masters 29 (page 197)/ Assessment Checklist (pages 223-224) • Part 4 Teacher Observation: Knows wether changes from day to day and through the seasons/Knows trees change through the seasons/ Teacher Masters 31 (page 199)/Assessment Checklist (pages 223-224) • Part 5 Teacher Observation: Knows trees are living things and have basic needs/Knows trees have structures/Teacher Masters 32 (page 200)/ Assessment Checklist (pages 223-224) • Part 6 Teacher Observation: Knows trees change through the seasons/Knows trees are living things/ Teacher Masters 29 (page 197)/Assessment Checklist (pages 223-224) • Part 7 Teacher Observation: Knows trees are living things and have basic needs/Knows trees have structures/Communicates observations orally and through drawing/Teacher Masters 33 (page 201)/ Assessment Checklist (pages 223-224)

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<p>3. Trees Through the Seasons (cont'd)</p>		<ul style="list-style-type: none"> • Part 8 Teacher Observation: Knows trees have structures/Identifies and compares structures on different trees/Communicates observations orally and through drawing/Teacher Masters 34 (page 202)/Assessment Checklist (pages 223-224) • Part 9 Teacher Observation: Knows trees change through the seasons/Knows trees are living things/Communicates observations orally and through drawing/Teacher Masters 29 (page 197)/ Assessment Checklist (pages 223-224) • Narrative Report (page 225)

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