
TREE DIAGRAMS



4th / 5th Grade

Science

45-55 min. (20-25 minutes in the classroom, 25-30 minutes on site)

Related Save The Giants Lessons:

- ❖ Nature Identification
- ❖ Tree Identification

Prerequisites:

Students will need to be familiar with the following vocabulary/concepts, definitions of which can be found on Save The Giant's *Concepts and Vocabulary* page:

- ❖ Broadleaf
- ❖ Conifer

Learning Objectives:

Students will recall the parts of trees with which they are already familiar, and will expand their knowledge on the subject. They will also practice their observation and identification skills.

Required Materials:

- ❖ Blank paper
- ❖ Pens / pencils / markers
- ❖ Optional: clipboards / portable writing surface

Directions:

In the classroom, have students list the different parts of a tree as you write them on the board. As different components are listed, ask how each one functions, and how it contributes to the life cycle of the tree. Additionally, have students pay careful attention to the combination of components, and

how those are distributed among different types of trees. For example, broadleaf trees are not cone-bearing. Here, it is helpful to remind students of the differences of broadleaf trees and conifers.

At Save The Giants park, have students choose a tree on the site to draw. Ask them to label as many parts as they know, and to take note of any parts that aren't familiar. Give them 10-15 minutes to complete the activity. When students are finished drawing, have them discuss their drawings as a group. You may choose to start the discussion by asking whether they saw any parts that weren't discussed in class, or you may ask whether there were any parts that they could not name.