



SPEAK FOR THE TREES, Boston

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Parts of a Tree

Grades: 1st - 5th

Setting: Indoors

Standard: 1.ESS.1.2/ 2.PS.1.1/ 3.LS.4.2 / 5.ESS.3.1

Purpose of Lesson: For students to familiarize themselves with the biology of a tree. Hence, they feel comfortable speaking about trees and will hopefully be more aware and appreciative of those trees in their communities.

Essential Questions:

- What are the parts of a tree called?
- What function does each part of the tree serve?

Materials:

- Powerpoint
- Colored pencils and paper

Program Session Schedule [55 - 70 minutes]:

Self Introduction & Group Check-ins: 5-10 mins

Discussion of lesson topic: 20-30 mins

Activity: 20 mins

Review & Wrap-Up: 10 mins

Lesson Implementation

Self-introduction & Group Check-ins (5 - 10 mins): Introduce ourselves and our organization, including who we are, what we do, and our goal for today's lesson.

Guided Discussion (20 - 30 mins):

- What is urban forestry?
 - "What does an urban forest look like?"
 - Allow students to think about this term and try defining it before providing this definition:
 - A forest or collection of trees that grow in a city and are being taken care of.
- What is "Tree Blindness"?
 - Ask students to name at least three trees they saw on their way to class or school.
 - Definition: people in cities who don't notice trees very often.
- Why are trees important in urban environments? What happens to ecosystems without trees, and how does that affect the people living there? Why do we need trees?
 - Ecosystems suffer from increased air pollution, disrupted water cycles, loss of habitat for wildlife, and decreased biodiversity, which degrades overall environmental health and resilience.



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- Trees allow us to clean our air, cool our neighborhoods, and improve our mental and physical health. They also prevent major flood damage and prevent erosion.
- Show students the image of the tree with the parts of it unlabeled. Ask students if they can identify any of these parts shown.
 - After allowing time for students to share their knowledge, reveal the same image with the parts of the tree labeled.
 - Then, discuss each of the parts of the tree that's highlighted and explain their functions.
 - They will provide an understanding of the colors of the trees and leaves, texture flexibility, etc.
- What are different trees, and how do they change depending on the season?
 - How do they reproduce, and what is their life cycle
 - Types of trees (coniferous and deciduous)
 - Focus specifically on leaves falling off in Fall/Winter and how that affects the canopy.
 - What a tree needs to survive
 - Different trees, different climates.
 - Ask students: what kinds of different trees or leaves have they heard of or seen?

Activity (20 mins):

Activity 1

- Show students another image of an unlabeled tree and have them draw their own tree with each part labeled.
- Give students leaves and ask how flexible they are and how they feel and look.

Activity 2

- Have a large drawing or cut out of a tree with no leaves. Students will then, as a class, point out all the different parts of the tree, and the teacher will label those parts on the large tree.
- Students will then be split up into teams to color different parts of the tree (roots, trunk, fruit, flowers, etc). Have students cut out their own leaves (using colorful construction paper or making sure they color it) and write one new thing they learned about trees/leaves or something they love about trees.
 - Find Different leaf stencils [here](#).
 - They can make one or multiple
- Have them decorate the leaves and glue/tape them onto one of the branches of the tree.
- The class will name the tree and write it at the bottom of the tree.



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Review & Wrap-Up (10 mins): Students will now have the opportunity to share what they drew and discuss with the class. Example questions:

Activity 1

1. What is one part of a leaf you learned about today that you thought was really interesting
2. Do you feel confident in identifying different leaves based on the characteristics we mentioned today?

Activity 2

1. What did you write on your leaf?
2. Can you tell me different parts of your leaf and or what season your leaf would be based on its color?
3. What is one part of a leaf you learned about today that you thought was really interesting
4. Do you feel confident in identifying different leaves based on the characteristics we mentioned today?