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## Audubon Classroom Program – NY and PA

### **Before the Audubon presenter comes:**

Please review the Curriculum Integration Guide information and materials with your class. We don't need you to teach the lesson, but it helps if students have some basic background in the concepts that we are teaching.

### **When the Audubon presenter is in your class:**

Please remember that we are guests in your school. We appreciate you being present during the lesson, helping with discipline and making connections between our lesson and other things that your students are doing.

### **After the Audubon presenter leaves:**

Please keep the learning going. There is a post visit activity to do, along with many other ways to keep the students learning.

There is a teacher survey at <http://auduboncnc.org/classroomevaluation> that you can complete to tell us how we are doing and what we can do to better suit your needs.

# Every Tree for Itself

## Curriculum Integration Guide

### Pre-visit Activities

- Have students review what a plant is and its parts.
- Brainstorm a list of plants that the students know.

### Extend the learning

- Plant seeds and watch them grow. Change things, like light direction to see how the plants respond.
- Look at different leaf shapes and think about which would catch more light. Make rubbings of them and identify them.
- Examine tree slices in which you can see the rings.
- Find and sort and examine different tree seeds.
- Play the game again, but change certain things – much less water in a drought year, a windstorm that knocks down some trees, etc.

### Books

- *The Giving Tree* by Shel Silverstein. The story of a boy who visited a tree, asking more and more of it as he aged.
- *The Great Kapok Tree* by Lynne Cherry. The story of a man who learns of all the animals that depend on one tree in the rainforest.
- *The Lorax* by Dr. Seuss. A classic story that illustrates speaking up, caring for our planet and the difference one person can make.

### New York State Science Learning Standards

**LS2.A-** Interdependent Relationships in Ecosystems- Animals depend on plants or other animals for food. Plants depend on water, light and air to grow.

### PA Environment and Ecology Standard

**EE 4.3.4 A** Know that plants, animals and humans are dependent on air and water.

**EE 4.6.4 A** Understand that living things are dependent on nonliving things in the environment for survival.

### Objective of the program

Students will understand the basic needs of a plant and how trees compete for those needs. Students will learn that plants are affected by changes in the environment, including amount of sunlight, drought, fire, and human activities.

## Every Tree For Itself

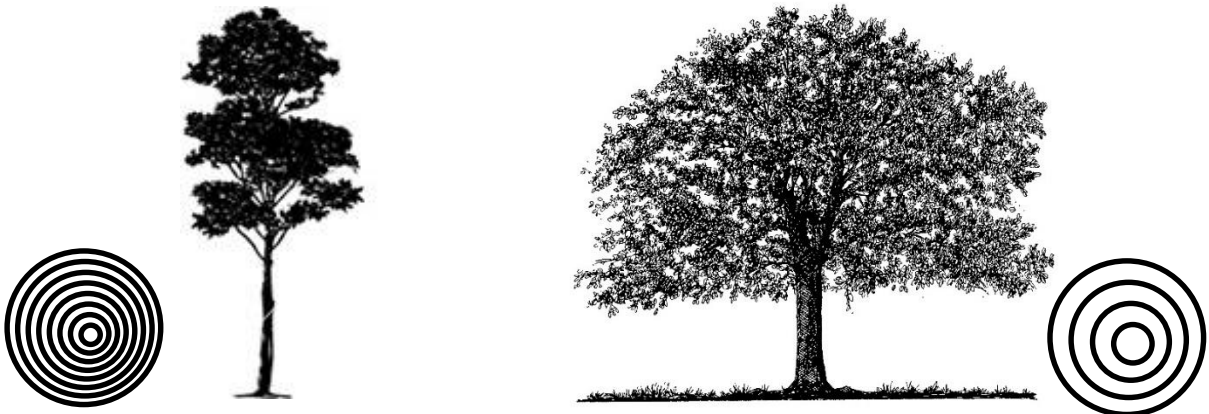
### Post-visit Activity

Today you learned about **trees and how they grow.**

Circle **one**: When too many trees are in one place, all trying to get enough water, sunlight and nutrients, it is called:

- a.) Survival      b.) War      c.) Competition      d.) Death

List three things a tree needs to survive: 1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_



Which of the above trees had competition while growing? Circle it. Remember, trees with competition have many more trees around them that may crowd them, giving them skinny rings.

Circle things in the box below that may change how much water, sunlight, or air a tree can get. Think about the story of the little tree.

