

Meet The Tree

Expedition Overview



Name: _____

Date: _____

Learning Expedition Overview	
Expedition Title Meet the Tree	Discipline and specific topic Interdisciplinary, including Language, Art, Natural Science, Social Science
Grade Level: 5	Timeframe 6 th April'15 to 31 st July'15(52 days)
Date created or revised:	April to July 2015



Learning Expedition Summary

In a quest to understand the big idea, “Trees are alive like you and me”, the students of grade 5 embark on the expedition ‘Meet the Tree’. They will develop an emotional, physical and cognitive connect with trees in order to understand the importance of trees and the need to conserve them.

To understand trees better, students will conduct a focussed study of one of its parts-the leaf, its structure and functions. Students will get to know trees through their leaves. They will learn to identify trees by using leaves as a primary identifying feature.

Big Idea

Trees are alive like you and me. To understand trees, and their importance in our lives, we need to connect with them both emotionally and cognitively.

Guiding Questions

- What does it take to connect with trees?
- What makes each tree unique?

Case Studies	Learning Targets
<ul style="list-style-type: none">• Who dares to cut Trees- Bishnoi (Chipko Movement)• Whose Forests....• Wangari Mathaai• What do Trees do for Dinner• The Great Kapok Tree	✓ I can explain the importance of trees in my world.

Learning Targets to be addressed in the Expedition

**Natural
Science**

- I can describe the structure of a typical leaf.
- I can identify the differences between a simple and a compound leaf.
- I can explain what leaves do for a tree.
- I can use leaves as a primary feature to identify my target tree.

**Social
Science**

- I can recall stories of people who cared for trees in an attempt to develop sensitivity towards the trees.
- I can explain why it is important to conserve trees.

Reading	<ul style="list-style-type: none">• I can read a text and locate relevant details to give complete answers.• I can read grade-level text proficiently and independently.• I can use details and examples to explain explicit information and inferences in a text.• I can determine the main idea(s) of a text based on key details.• I can determine the meaning of academic/ content words or phrases in an informational text.
Writing	<ul style="list-style-type: none">• I can use the writing process to produce clear and coherent writing.• I can use contextually specific vocabulary to enhance my writing.• I can frame answers including the relevant details.• I can use grammatically correct sentences to send a clear

	message to my readers.
Learning Targets to be addressed in the Expedition	
Speaking	<ul style="list-style-type: none">• I can confidently ask questions to the expert to get the details I want to know.• I can effectively participate in a conversation with my peers and adults.• I can adapt my speech for a variety of contexts and tasks, using formal English when appropriate.
Listening	<ul style="list-style-type: none">• I can listen attentively to the expert and take detailed notes of his/her responses.• I can listen and respond appropriately to requests, discussions and conversations.
Process Skills	<u>Observation And Recording</u> <ul style="list-style-type: none">• I can use all my senses while making observations

Character and Culture	<ul style="list-style-type: none">• I can make accurate observations, noting minute details.• I can figure out patterns emerging out of my observation• I can record observations in the appropriate format (table, diagrams, bulleted points) <p><u>Working In Crews</u></p> <ul style="list-style-type: none">• I can contribute actively to the discussion/ work happening• I can consider my crew mates' point of view while taking a decision.• I can manage deadlines.
Craftsmanship	<ul style="list-style-type: none">• I can create a <i>Tree Identification Guide</i> that can be used to identify the trees of my school campus.

Project 1		
Project Title	Project Summary	Final Product
Connect with trees (emotionally & physically).	Students will develop sensitivity towards trees by : <ul style="list-style-type: none">✓ going through a series of sensorial experiences✓ reading different case studies about people who work for conservation of trees✓ Students will conduct a focused study on one of the tree in the school campus	

	<p><u>Skill development workshop on-</u></p> <ul style="list-style-type: none">• Observation• Inference	
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Project 2		
Project Title	Project Summary	Final Product
Getting to know the tree through	As a follow up of focused study on one of the tree in the school	<i>Tree Identification Guide-</i> Students will create a guide

<p>their leaves (Cognitive connect)</p>	<p>campus, students will be taken through a specific science module on leaves. This will enable students to get to know the tree through its leaves.</p> <p>Focus area:</p> <ul style="list-style-type: none">a. Design of the leafb. Role of the leaf	<p>that explains how leaves can be used to identify certain species of trees that commonly grow in the city.</p>
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Connections to the Community and the Larger World

<p>Fieldwork</p>	<p>✓ Visit to Anandgram</p>
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Experts	✓ Tree experts from Anandgram
Service learning	Working on <i>Tree Identification Guide</i> for primary school students to create awareness about the trees of the city.