

Listed below are LEAF lessons in the K-1 grade lesson guide. They have been correlated to various formats of student learning standards. Included are: Wisconsin Model Academic Standards in Agriculture Education, Environmental Education, Social Studies, and Visual Arts; Common Core Standards for Mathematics and English Language Arts; Next Generation Science Standards. On the following pages, you will find the standards listed by lesson along with an explanation of how they are addressed by each lesson. Both current and previous versions of standards can be found on the LEAF website either in the original Lesson Guide pdfs or as addendums with the more recent standard formats.

## **LESSON 1: TREE HARDWARE**

### **ENGLISH LANGUAGE ARTS RL.K.10**

#### **Reading for Literature**

**Standard is:** Actively engage in group reading activities with purpose and understanding. Students participate in the shared reading of *The Acorn* story.

### **ENGLISH LANGUAGE ARTS SL.K.2**

#### **Speaking and Listening**

**Standard is:** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Students listen to *The Acorn* story and complete Student Page – *Tree Life Stages*.

### **ENGLISH LANGUAGE ARTS SL.1.2**

#### **Speaking and Listening**

**Standard is:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Students listen to *The Acorn* story and complete Student Page – *Tree Life Stages*.

### **ENVIRONMENTAL EDUCATION A.4.4**

#### **Questioning and Analysis**

**Standard is:** Communicate their understanding to others in simple terms.

Through verbal, written, and dramatic expression, students gain experience in communicating their understanding to others throughout this lesson.

### **ENVIRONMENTAL EDUCATION B.4.4**

#### **Energy and Ecosystems**

**Standard is:** List the components of an ecosystem, including the qualities of a healthy habitat. By studying a forest ecosystem and playing *Build A Tree*, students comprehend the various, interrelated components of an ecosystem and the items necessary to keep that habitat healthy.

### **SCIENCE K-LS1-1**

#### **Interdependent Relationships in Ecosystems**

**Standard is:** Use observations to describe patterns of what plants and animals (including humans) need to survive.

Students learn the parts of a tree and play a game to assemble all the parts that a tree needs to survive.

## SCIENCE K-ESS3-1

### Interdependent Relationships in Ecosystems

**Standard is:** Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

Students learn the parts of a tree and play a game to assemble all the parts that a tree needs to survive.

## SCIENCE 1-LS3-1

### Structure, Function, and Information Processing

**Standard is:** Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

Students listen to *The Acorn* story and act out the life of a tree from the time it was an acorn.

## LESSON 2: WHAT'S IN A FOREST?

### AGRICULTURE EDUCATION E.4.1

#### Ecology/Environment

**Standard is:** Identify various plants and animals and the way humans benefit from them.

Through their study of a forest ecosystem, students gain exposure to various plants and animals humans depend on.

### ENGLISH LANGUAGE ARTS W.K.8 & W.1.8

#### Writing

**Standard is:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Students recall experiences from the walk they've taken to look for living and nonliving things..

### ENGLISH LANGUAGE ARTS SL.K.1

#### Speaking and Listening

**Standard is:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

Students participate in discussions as a group and with adults throughout the lesson.

### ENGLISH LANGUAGE ARTS SL.1.1

#### Speaking and Listening

**Standard is:** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

Students participate in discussions as a group and with adults throughout the lesson.

### ENGLISH LANGUAGE ARTS SL.K.3

#### Speaking and Listening

**Standard is:** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Students participate in discussions as a group and with adults throughout the lesson.

## ENGLISH LANGUAGE ARTS SL.1.3

### Speaking and Listening

**Standard is:** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Students participate in discussions as a group and with adults throughout the lesson.

## ENGLISH LANGUAGE ARTS SL.K.6

### Speaking and Listening

**Standard is:** Speak audibly and express thoughts, feelings, and ideas clearly.

Students participate in discussions and share their thoughts throughout the lesson.

## ENGLISH LANGUAGE ARTS SL.1.6

### Speaking and Listening

**Standard is:** Produce complete sentences when appropriate to task and situation.

Students participate in discussions and share their thoughts throughout the lesson.

## ENGLISH LANGUAGE ARTS L.K.1 & L.1.1

### Language

**Standard is:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Students participate in discussions and share their thoughts throughout the lesson.

## ENVIRONMENTAL EDUCATION A.4.4

### Questioning and Analysis

**Standard is:** Communicate their understanding to others in simple terms.

Students hone their interpersonal communication skills throughout this lesson in multiple forms.

## ENVIRONMENTAL EDUCATION B.4.5

### Energy and Ecosystems

**Standard is:** Describe natural and human-built ecosystems in Wisconsin.

By studying the natural forest community and the school community in which they learn, students gain knowledge about a variety of Wisconsin ecosystems.

## SCIENCE K-LS1-1

### Interdependent Relationships in Ecosystems

**Standard is:** Use observations to describe patterns of what plants and animals (including humans) need to survive.

Students learn the parts of parts of the forest and how they interact with each other.

## SCIENCE K-ESS3-1

### Interdependent Relationships in Ecosystems

**Standard is:** Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

Students learn the parts of parts of the forest and how they interact with each other.

## VISUAL ARTS A.4.1

### Visual Memory and Knowledge

**Standard is:** Develop a basic mental storehouse of images.

By seeing and manipulating the *Forest Memory* pieces, students increase their mental storehouse of images.

## LESSON 3: MY FAVORITE FOREST USE

### AGRICULTURE EDUCATION D.4.2

#### Agriscience/Production

**Standard is:** Understand that the food and fiber system uses natural resources.

- Discuss and give examples of natural resources used in their daily lives to produce food, fiber, and ornamental plants.

Through exploration of the *Tree Spy Cards*, students develop an appreciation of the forest as a natural resource that provides us with many products.

### AGRICULTURE EDUCATION E.4.1

#### Ecology/Environment

**Standard is:** Identify various plants and animals and the ways humans benefit from them.

Through discussion, use of *Tree Spy Cards*, and the playing of *Through the Forest Game*, students understand how humans benefit from plants and animals.

### ENGLISH LANGUAGE ARTS RI.K.10

#### Reading for Informational Text

**Standard is:** Actively engage in group reading activities with purpose and understanding.

Students read along with the *Trees in the Forest* song.

### ENGLISH LANGUAGE ARTS RF.K.1A

#### Reading: Foundational Skills

**Standard is:** Demonstrate understanding of the organization of basic features of print.

a. Follow words from left to right. Top to bottom, and page by page.

Students read along with the *Trees in the Forest* song.

### ENGLISH LANGUAGE ARTS RI.K.3C

#### Reading for Informational Text

**Standard is:** Know and apply grade-level phonics and word analysis skills in decoding words.

c. Read common high-frequency words by sight

Students read along with the *Trees in the Forest* song.

### ENGLISH LANGUAGE ARTS L.K.1 &L.1.1

#### Language

**Standard is:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Students participate in discussions and share their values.

## ENVIRONMENTAL EDUCATION B.4.10

### Natural Resources and Environmental Quality

**Standard is:** Describe how they use natural resources in their daily life.

Through exposure to the forest as a resource for beauty, products, enjoyment, and jobs, students realize natural resources' presence in their lives.

## ENVIRONMENTAL EDUCATION B.4.11

### Natural Resources and Environmental Quality

**Standard is:** List jobs in the community that result from or are influenced by processing and using natural resources.

During play of *Through the Forest*, students develop an awareness of jobs that exist due to the use of our forest resources.

## LESSON 4: FOREST PRODUCT TIME MACHINE

### AGRICULTURE E.4.1

#### Ecology/Environment

**Standard is:** Identify various plants and animals and the ways humans benefit from them.

Through the use of *Forest Resource* pictures students learn to recognize types of forest resources used by early Native Americans and European settlers.

### ENGLISH LANGUAGE ARTS SL.1.4

#### Speaking and Listening

**Standard is:** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Students explain how products were used by Native Americans, settlers, and by themselves today.

### ENGLISH LANGUAGE ARTS SL.K.6

#### Speaking and Listening

**Standard is:** Speak audibly and express thoughts, feelings, and ideas clearly.

Students explain how products were used by Native Americans, settlers, and by themselves today.

### ENGLISH LANGUAGE ARTS SL.1.6

#### Speaking and Listening

**Standard is:** Produce complete sentences when appropriate to task and situation.

Students explain how products were used by Native Americans, settlers, and by themselves today.

## ENVIRONMENTAL EDUCATION B.4.10

### Natural Resources and Environmental Quality

**Standard is:** Describe how they use natural resources in their daily life.

Students look at forest products that we use every day.

## **SOCIAL STUDIES B.4.4**

### **Historical Eras and Themes**

**Standard is:** Compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by individuals and groups.

Children develop an awareness of our historical and present development as a society dependent on the forest. Through use of *Forest Resource* pictures and worksheets, students compare contemporary products with past products and our cultural relation to resources.

## **SOCIAL STUDIES B.4.10**

### **Historical Eras and Themes**

**Standard is:** Explain the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin.

Students develop an awareness of the history and culture of Wisconsin's Native Americans as they explore the forest resources they used to meet their basic needs.

## **LESSON 5: ANIMALS NEED FORESTS TOO**

## **ENVIRONMENTAL EDUCATION B.4.4**

### **Energy and Ecosystems**

**Standard is:** List components of an ecosystem, including the qualities of a healthy habitat.

Students learn the components of an ecosystem by drawing the things an animal needs to survive and playing a basic needs game.

## **SCIENCE K-LS1-1**

### **Interdependent Relationships in Ecosystems**

**Standard is:** Use observations to describe patterns of what plants and animals (including humans) need to survive.

Students learn the components of an ecosystem by drawing the things an animal needs to survive and playing a basic needs game.

## **VISUAL ARTS E.4.4**

### **Visual Communication and Expression**

**Standard is:** Communicate basic ideas by producing visual communication forms useful in everyday life, such as sketches, diagrams, graphs, plans, and models.

Students sketch the basic needs of an animal.

## **VISUAL ARTS K.4.3**

### **Making Connections**

**Standard is:** Use what they are learning about life, nature, the physical world, and people to create art.

Students create artwork by drawing a story about an animal and how it meets its needs.

## **CAREERS EXPLORATION**

### **ENVIRONMENTAL EDUCATION B.4.11**

#### **Natural Resources and Environmental Quality**

**Standard is:** List jobs in the community that result from or are influenced by processing and using natural resources.

By hearing about specific jobs, completing a worksheet and drawing a picture, students will learn about jobs related to forests and forestry.

## **FIELD ENHANCEMENT 1: ALL ABOUT MY TREE**

### **ENGLISH LANGUAGE ARTS SL.K.4**

#### **Speaking and Listening**

**Standard is:** Describe familiar people, places, things and events and, with prompting and support, provide additional detail.

Students make observations about various features of trees and record their observations on a worksheet.

### **ENGLISH LANGUAGE ARTS SL.1.4**

#### **Speaking and Listening**

**Standard is:** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Students make observations about various features of trees and record their observations on a worksheet.

### **ENGLISH LANGUAGE ARTS SL.K.5**

#### **Speaking and Listening**

**Standard is:** Add drawings or other visual displays to descriptions as desired to provide additional detail.

Students make observations about various features of trees and record their observation, including drawings, on a worksheet.

### **ENGLISH LANGUAGE ARTS SL.1.5**

#### **Speaking and Listening**

**Standard is:** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Students make observations about various features of trees and record their observation, including drawings, on a worksheet.

### **ENVIRONMENTAL EDUCATION A.4.1**

#### **Questioning and Analysis**

**Standard is:** Make observations, ask questions and plan environmental investigations.

Students make observations about various features of trees and record their observations on a worksheet.



## ENVIRONMENTAL EDUCATION A.4.4

### Questioning and Analysis

**Standard is:** Communicate their understanding to others in simple terms.

Students draw pictures and make observations about their adopted tree in a scrapbook that can be shared with others.

## MATH K.MD.2

### Measurement and Data

**Standard is:** Directly compare two objects with measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.

Students compare how big their tree is as compared to themselves.

## MATH K.G. 1

### Geometry

**Standard is:** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of behind, and next to.

Students identify the shape of their tree.

## SCIENCE K-LS1-1

### Interdependent Relationships in Ecosystems

**Standard is:** Use observations to describe patterns of what plants and animals (including humans) need to survive.

Students identify the parts of a tree look for signs of animals that live in it.

## SCIENCE K-ESS3-1

### Interdependent Relationships in Ecosystems

**Standard is:** Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

Students identify the parts of a tree look for signs of animals that live in it.

## VISUAL ARTS E.4.4

### Visual Communication and Expression

**Standard is:** Communicate basic ideas by producing visual communication forms useful in everyday life, such as sketches, diagrams, graphs, plans, and models.

Students sketch what their tree looks like and what its basic needs are and share them in a class scrapbook.

## FIELD ENHANCEMENT 2: SENSING THE FOREST

## ENGLISH LANGUAGE ARTS W.K.8 & W.1.8

### Writing

**Standard is:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Students review living and nonliving things.



## ENGLISH LANGUAGE ARTS SL.K.1

### Speaking and Listening

**Standard is:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

Students participate in discussions as a group and with adults throughout the lesson.

## ENGLISH LANGUAGE ARTS SL.1.1

### Speaking and Listening

**Standard is:** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

Students participate in discussions as a group and with adults throughout the lesson.

## ENGLISH LANGUAGE ARTS SL.K.4

### Speaking and Listening

**Standard is:** Describe familiar people, places, things, and events and with prompting and support, provide additional detail.

Students participate in discussions and share their thoughts throughout the lesson.

## ENGLISH LANGUAGE ARTS SL.1.4

### Speaking and Listening

**Standard is:** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Students participate in discussions and share their thoughts throughout the lesson.

## ENGLISH LANGUAGE ARTS SL.K.5

### Speaking and Listening

**Standard is:** Add drawings or other visual displays to descriptions as desired to provide additional detail.

Students use drawing and visual symbols to represent sounds.

## ENGLISH LANGUAGE ARTS SL.1.5

### Speaking and Listening

**Standard is:** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Students use drawing and visual symbols to represent sounds.

## ENGLISH LANGUAGE ARTS SL.K.6

### Speaking and Listening

**Standard is:** Speak audibly and express thoughts, feelings, and ideas clearly.

Students participate in discussions and share their thoughts throughout the lesson.

## ENGLISH LANGUAGE ARTS SL.1.6

### Speaking and Listening

**Standard is:** Produce complete sentences when appropriate to task and situation.

Students participate in discussions and share their thoughts throughout the lesson.

## ENVIRONMENTAL EDUCATION A.4.1

### Questioning and Analysis

**Standard is:** Make observations, ask questions and plan environmental investigations.

By smelling, touching, looking, and listening, students make observations about different parts of the forest environment.

## SCIENCE K-ESS3-1

### Interdependent Relationships in Ecosystems

**Standard is:** Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

Students use five senses and discussion to represent the relationships of living and nonliving components of the forest.

## VISUAL ARTS H.4.1

### Visual Thinking

**Standard is:** Study the patterns and color in nature.

Students listen to sounds in nature and create a visual representation of them. Students match colors on their clothing to colors found in the forest.

## FIELD ENHANCEMENT 3: SEARCHING FOR BASIC NEEDS

## ENGLISH LANGUAGE ARTS W.K.8 & W.1.8

### Writing

**Standard is:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Students learn about needs of animals in a forest and discuss.

## ENVIRONMENTAL EDUCATION A.4.1

### Questioning and Analysis

**Standard is:** Make observations, ask questions and plan environmental investigations.

Students investigate a playground and surrounding area to determine if specific animals can meet their basic needs there.

## ENVIRONMENTAL EDUCATION B.4.4

### Energy and Ecosystems

**Standard is:** List components of an ecosystem, including the qualities of a healthy habitat.

Students explore an ecosystem to see if it meets the basic needs of specific animals.

## SCIENCE K-LS1-1

### Interdependent Relationships in Ecosystems

**Standard is:** Use observations to describe patterns of what plants and animals (including humans) need to survive.

Students identify basic needs of animals in a particular site.

## SCIENCE K-ESS3-1

### Interdependent Relationships in Ecosystems

**Standard is:** Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

In the extension, students draw a picture of the animal to clarify details in the description.