

CAVOC 7th grade Fall English Curriculum
 (Cedric A. Vig Outdoor Classroom)

Suggested Schedule- Fall

<i>Time/Period</i>	ROPES	MATH	SCIENCE	HEALTH	ENGLISH	FACE
<i>8:30 - 9:30</i>	History- Guest Speaker					
<i>9:30 - 10:05</i>	1	2	3	4	5	6
<i>10:10 - 10:45</i>	6	1	2	3	4	5
<i>10:50 - 11:00</i>	Snack Break	Snack Break	Snack Break	Snack Break	Snack Break	Snack Break
<i>11:05 - 11:40</i>	5	6	1	2	3	4
<i>11:45 - 12:20</i>	4	5	6	1	2	3
<i>12:20 - 12:50</i>	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
<i>12:50 - 1:25</i>	3	4	5	6	1	2
<i>1:30 - 2:05</i>	2	3	4	5	6	1
<i>2:05 - 2:15</i>	Clean / Up	Clean / Up	Clean / Up	Clean / Up	Clean / Up	Clean / Up

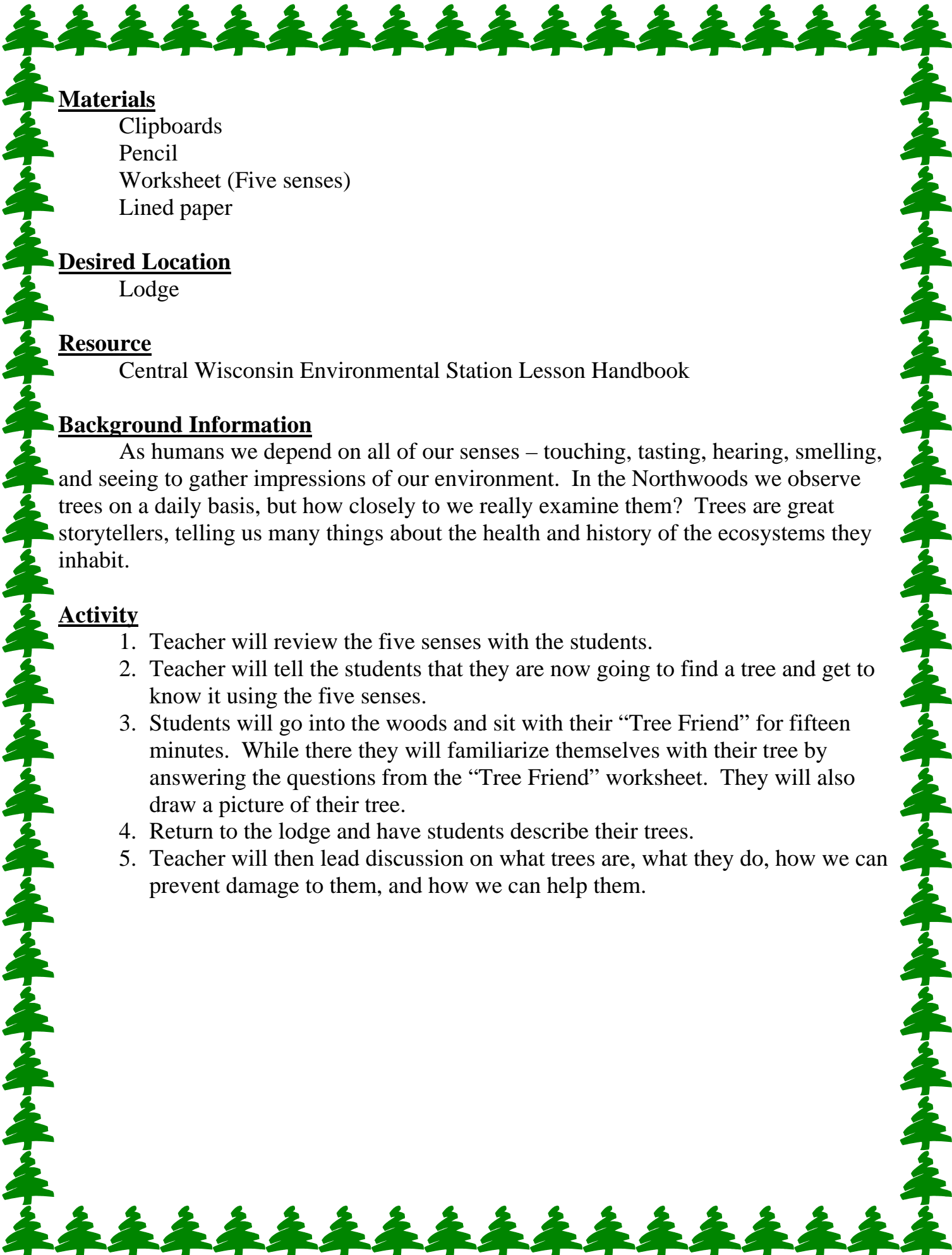
Tree Friend
 (~ 35 minutes)

Objective for Unit

Using the five senses students will describe the unique characteristics of “their” new tree friends to the rest of their group.

DPI Standards for Environmental Education

- A.8.2, A.8.3, A.8.4, A.8.5, B.8.14 – Environmental Education Standards
- B.8.1, C.8.2, C.8.3, D.8.1 – English Language Arts Standards
- B.8.4, B.8.5, C.8.1, C.8.2, C.8.5, C.8.10 - Science Standards



Materials

- Clipboards
- Pencil
- Worksheet (Five senses)
- Lined paper

Desired Location

Lodge

Resource

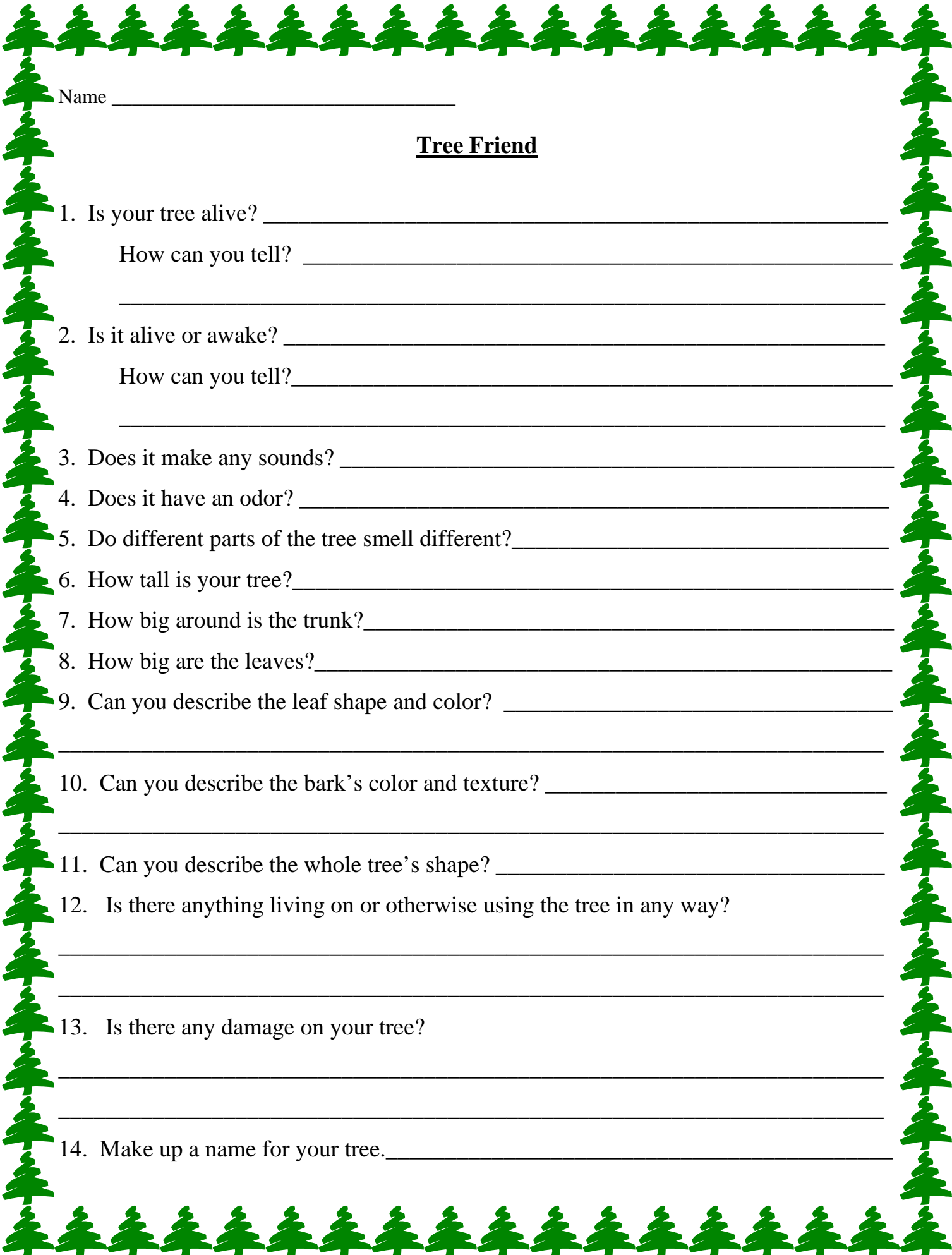
Central Wisconsin Environmental Station Lesson Handbook

Background Information

As humans we depend on all of our senses – touching, tasting, hearing, smelling, and seeing to gather impressions of our environment. In the Northwoods we observe trees on a daily basis, but how closely to we really examine them? Trees are great storytellers, telling us many things about the health and history of the ecosystems they inhabit.

Activity

1. Teacher will review the five senses with the students.
2. Teacher will tell the students that they are now going to find a tree and get to know it using the five senses.
3. Students will go into the woods and sit with their “Tree Friend” for fifteen minutes. While there they will familiarize themselves with their tree by answering the questions from the “Tree Friend” worksheet. They will also draw a picture of their tree.
4. Return to the lodge and have students describe their trees.
5. Teacher will then lead discussion on what trees are, what they do, how we can prevent damage to them, and how we can help them.



Name _____

Tree Friend

1. Is your tree alive? _____

How can you tell? _____

2. Is it alive or awake? _____

How can you tell? _____

3. Does it make any sounds? _____

4. Does it have an odor? _____

5. Do different parts of the tree smell different? _____

6. How tall is your tree? _____

7. How big around is the trunk? _____

8. How big are the leaves? _____

9. Can you describe the leaf shape and color? _____

10. Can you describe the bark's color and texture? _____

11. Can you describe the whole tree's shape? _____

12. Is there anything living on or otherwise using the tree in any way?

13. Is there any damage on your tree?

14. Make up a name for your tree. _____

Tree Friend Drawing

