

The Changing Tree

Trees Cluster (Lessons 5-6, 10-11, 16, 19-20)

Use pictures and words to describe how a tree changes during one year.

Include as many details as possible.

TEACHER NOTES:

Use this assessment after teaching Lesson 20.

You might administer this task orally, individually, or in small groups.

EVALUATION GUIDELINES:

When evaluating children's responses, consider whether they include the following:

- Trees go through many physical changes throughout a year. Possible changes children might mention include the color of leaves; the loss of leaves, the growth of new leaves, the lengthening of branches, and possibly an increase in the overall size.
- Some children might also relate the timing of the particular changes to the seasons.
- Some children may connect physical changes in trees to the absence or presence of certain survival needs.

Explain how a tree changes over the course of its life span.

- Children may note that a tree may grow quite large over the course of its life span, increasing its overall size (height, trunk circumference, number and size of branches). Some may even include that the number of growth rings will increase.
- Some children may express that trees, like other plants, will reproduce or produce smaller trees.
- Children might note that at some point, trees can start to reduce in size, as branches become old and heavy and break off. The trunk may begin to rot or decompose. Trees will eventually die.

What does a tree need to survive?

- The survival needs of a tree are air, water, food, light, space, and protection. Children's responses will vary. Most children should list at least these three: air, water, and food.

Trees Cluster

Quick Check Items

TEACHER NOTES:

You might administer this assessment orally, individually, or in small groups.

The following questions relate to the Trees cluster. Use them after teaching the entire cluster, or select the applicable questions immediately following each lesson. You can also compile Quick Check items into an end-of-unit assessment.

- (Lesson 5) Which sense did you **not** use to observe your tree?
 - hearing
 - touch
 - sight
 - smell
 - taste*

- (Lessons 6, 19) Place an “X” next to **all** of the ways you can measure the change on a tree.

| | |
|----------------------------|----------------------|
| X_____ leaf size | X_____ branch length |
| X_____ trunk circumference | X_____ growth rings |

- (Lesson 19) Which of the following does **not** affect tree growth?
 - temperature
 - color*
 - water
 - space

- (Lesson 20) True or false?

Change and growth are a natural part of a tree’s life cycle. _____ *true*