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HARVARD UNIVERSITY



Harvard LTER Schoolyard Program

Teacher Developed Lessons and Documents that integrate Harvard Forest Schoolyard Ecology Themes into curriculum.

Lesson Title: Match a Leaf

Teacher/Author: Louise Levy

School: Belchertown High School

Level: Elementary-H.S. School Eco. Buddies

Date: April, 2013

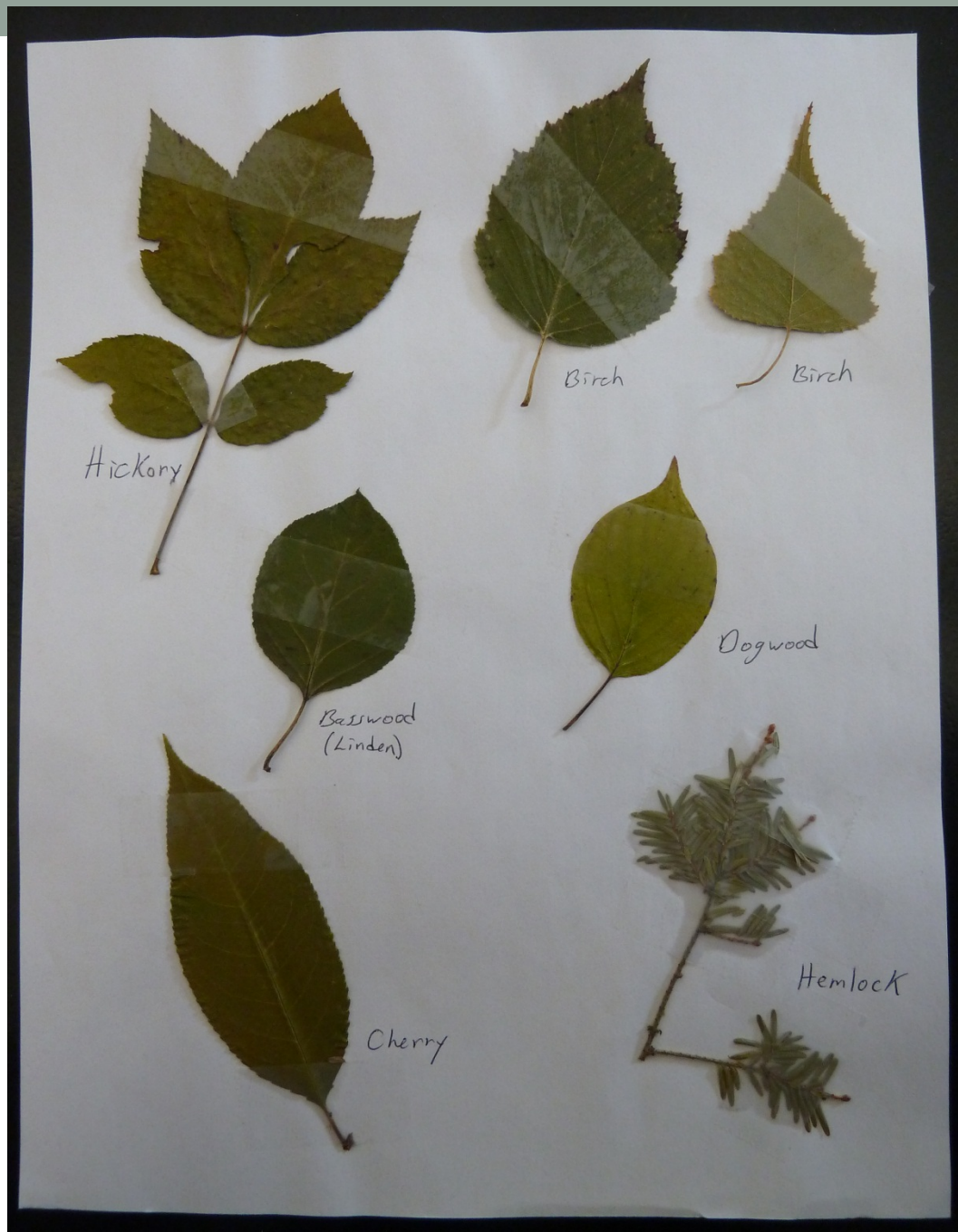


MATCH A LEAF

Simple!!

Louise Levy, Belchertown High School

Match a Leaf



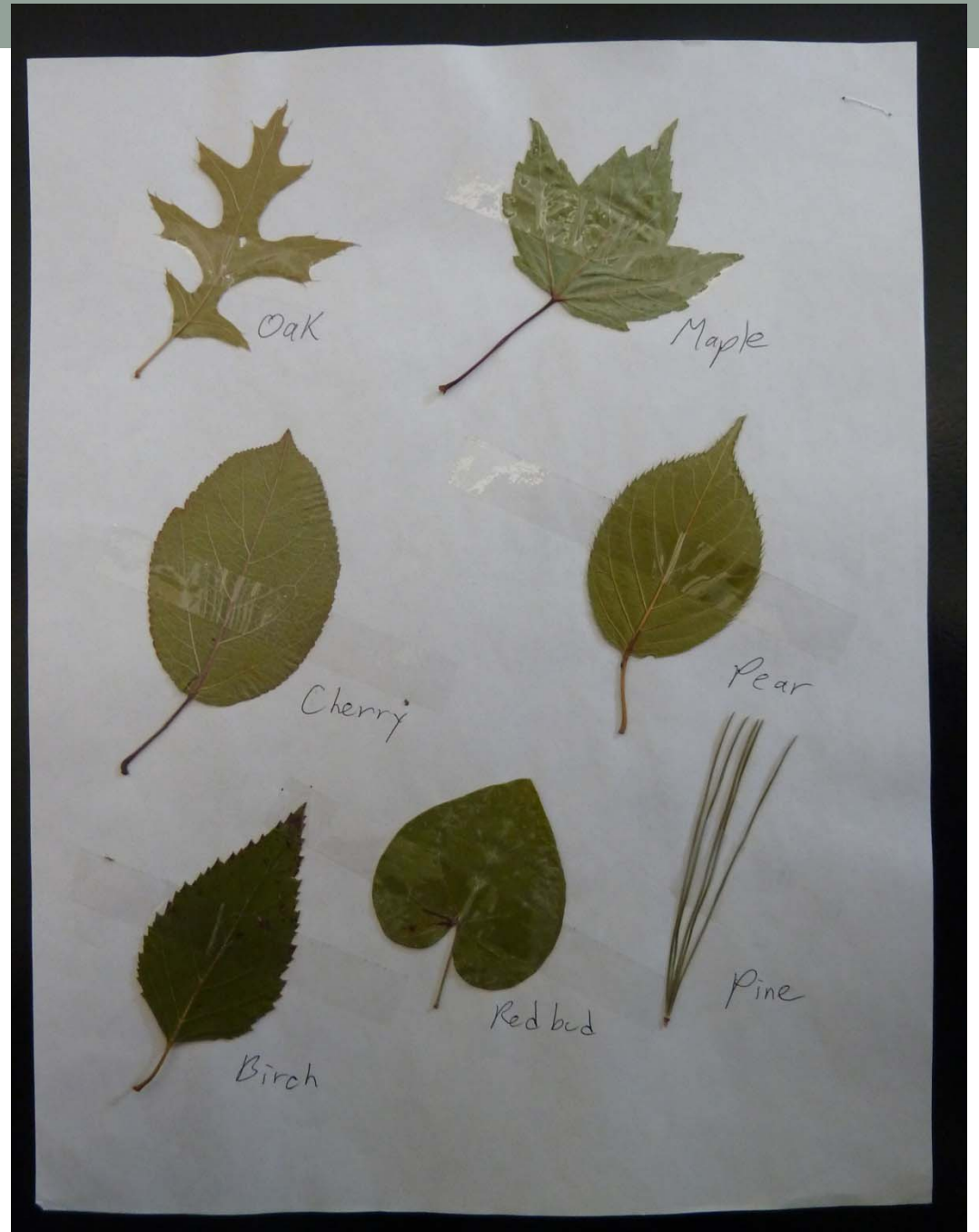
The goals of this simple, yet effective activity:

- identify the trees in the schoolyard
- build familiarity with the biodiversity of the region (for both students and teachers)
- foster a stronger sense of place, community, and stewardship
- for the teacher: constructing an interdisciplinary lesson that doesn't "take away" from ELA and math time, with a one-page planner to justify to your administrator

Teach students to identify local trees in the schoolyard

- Bring students outside – set the tone,
Science, not Recess
- Collect leaves
- Photocopy your schoolyards' leaves
- Bring your students outside to match tree leaves
that have fallen on the ground ... tape 'em down
- Give everyone a Tree-Expert badge
- Your kids teach other kids how to id the
schoolyard trees

Match more leaves



NGSS ... hot off the press

- Performance Expectation: 2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats
 - Disciplinary Core Idea: LS4.D: Biodiversity and Humans: There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1)
 - Planning and Carrying Out Investigations (Sci/Eng Practices)
 - Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.
 - Make observations (firsthand or from media) to collect data which can be used to make comparisons. (2-LS4-1)
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- Connections to Nature of Science
 - Scientific Knowledge is Based on Empirical Evidence
 - Scientists look for patterns and order when making observations about the world. (2-LS4-1)

NGSS ...a crisis, an opportunity

- Emergency gives rise to - Emergence
- We, as teachers, demand the right to bring engaging, meaningful activities to our students, helping build a stronger sense of place and community.
- So important for students, and the wider community, to appreciate the many ways in which our ecosystems sustain us, our physical health, our recreation, our education, and our spiritual/emotional health ... not to mention clean air, water, and food!!
- Inviting our students into the discussion, laying the foundation for their lives as citizens, parents, consumers, and patients.