

Science Exploration Schedule
Grades 3/4 Tree Unit

Reading material:

1. ABeka gr.4 science text
[Understanding God's World](#)
2. ['Flash Chart Trees' Handout](#)
(labeled 'Trees' in red at the top)

- 9/6/11 Tree Unit begins today!
Needleleaf trees, parts of a tree, identifying trees
Prior to class:
** (Pages for 1998 and 1989 editions are the same for this unit.)
Read: [Understanding God's World \(UGW\) p65-67](#)
Complete: [Comprehension Check 3.2 p67](#)
Hand in: [Comprehension check answers should be written on a sheet of paper to be checked during class each week of this unit.](#)
Collect: [Students will collect leaves from five trees for a tree booklet. Begin working on your collection. See handout for collection instructions.](#)
Classtime: [parts of a tree, students will receive tree mystery #1, comparing trees](#)
Optional: [Read p62-64 & comprehension check 3.1. This reading is an introduction on plants which was assigned for homework last spring. It will be review for students who studied plants last spring, but new information for students who have not studied plants.](#)
- 9/13/11 Broadleaf Trees and Palms, State Tree for Virginia
Prior to class:
Read: [UGW p68-70](#)
Complete: [Comprehension Check 3.3 p70](#)
Read: [Virginia State Tree handout](#)
Complete: [Questions on Virginia State Tree handout](#)
Classtime: [What was the answer to tree mystery #1? What tree has a knee? Comparing tree nuts and fruits, students will receive mystery #2.](#)
Optional: [state tree activity UGW p70, listed under state trees. Bring the information you find to class to share what you find out!](#)
Collect: [Students should be finalizing their leaf collection & bark rubbings so they will be pressed and ready for class on 9/27. Don't forget to bring them on the 27th.](#)
- 9/20/11 Trees are Tops, Tree Families, Parts of a Tree, Food Freeway, Support Group
Prior to class:
Read: [Flash Chart Trees Handout \(FCT\) page one \(starts with Trees are Tops\) page 2 \(read topics listed above\)](#)
Complete: [Homework page labeled 9/20](#)
Classtime: [Planting trees, What was the answer to mystery #2? Students will receive mystery #3.](#)
Optional: [Go on a tree scavenger hunt with your family. Collect pine cones, leaves, bark samples, etc. Take along a tree identification book and learn the names of trees that you see.](#)
Remember: [pressed leaves and bark rubbings to be brought to class next week!](#)

(over)

- 9/27/11 All wrapped up, Hey Bud! The Green machine, A tree is born, Coneheads, Nature's health foods, A tree for all seasons, small packages, Gotta Get Away
Prior to class:
Read: FCT pages 2&3 (see topics listed above)
Complete: Homework page labeled 9/27
Classime: Tree book assembly, what was the answer to mystery #3? Students will receive mystery #4.
Bring to class: pressed leaves and bark rubbings—don't forget!
In Class: Students will assemble their tree booklets today
- 10/4/11 Climate Control, Rain forest regulars, wetland wonders, Savannah Survivors, Taiga tough guys, name that tree
Prior to class:
Read: FTC page 4 (see topics listed above)
Complete: Homework page labeled 10/4
Classime: What was the answer to mystery #4? Tree identification walk & tree bingo.
Optional: Students can collect more leaves and bark rubbings to put into their tree booklets. A suggestion would be to find 5 more sets so that their booklet has a total of 10 trees represented. A second optional activity would be to make a 'tree display on a poster board. Included would be seeds, needles, bark samples, etc from trees. Identify each item and label it on your poster board. Bring it in to show your classmates what you find!