







# INTERCONNECTEDNESS KIT #3 ~ LEAVING OUR POSITIVE MARK

**MY SIT SPOT**  
In the forest By \_\_\_\_\_

 What I can see...	 What I can hear...
 What I can smell...	 What I can feel (touch)...
 What I can feel (emotions)	 What I wonder...

## My Sit Spot in the forest

Ask students to find a sit spot next to a tree in a forest near your school that you could visit regularly. They could use clipboards and this BLM to record what they see, hear, smell, touch, feel (emotions) and wonder. Have a circle in the forest and use a talking piece so that each student can share one thing they noticed at their sit spot.

## Why are Trees Important?

Use the first page of this BLM as a pre-assessment before you begin exploring why trees are important (KNOW, WONDER). After reading several of the tree books and exploring this topic, ask students to reflect on what they have learned by filling out the second page (LEARN, WHY).



**Why are Trees important?**

Name: \_\_\_\_\_

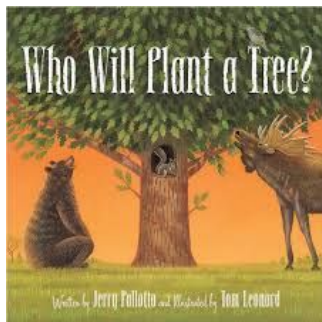
**BEFORE**

What I already **KNOW** about trees:


What I **WONDER** about trees:


## Who will Plant a Tree?

**Jerry Pallotta**



From the apple seeds stuck to the fur of a bear to the pine seed carried by an army of ants, nature is dispersed in curious ways.

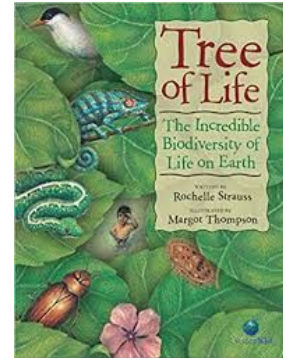
A squirrel buries an acorn. A dolphin pushes a coconut into an ocean current. A camel chewing a date spits out the seed. What do they all have in common? Each one, in its own way, has helped to plant a tree.

In myriad ways and diverse environments, Mother Nature is given a hand in dispersing seeds that eventually grow into trees. From the apple seeds falling off the sticky fur of a black bear to the pine seed carried by an army of ants marching to their anthill, creatures great and creatures small participate in nature's cyclical dance in the planting of a tree.

## Tree of Life

Rochelle Strauss

If every known species on Earth were a leaf on a tree, that tree would have 1 750 000 leaves. Since humans count for just one leaf on the tree, we have a lot to learn about the millions of other forms of life with which we share the world. A book so dazzlingly illustrated and a clever child-friendly introduction to biodiversity, *Tree of Life* shows how living things are classified into five kingdoms --- and how each has much to tell us about all aspects of life on our planet.



## The Thing Lou Couldn't Do

Ashley Spires



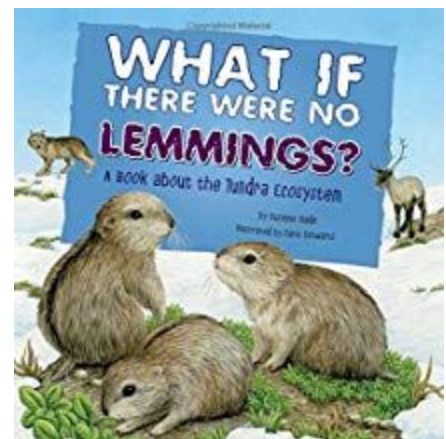
Leaving our positive mark on the world involves surprising turns in our own lives.

Lou and her friends are BRAVE adventurers. They run FASTER than airplanes. They build MIGHTY fortresses. They rescue WILD animals. But one day, when they're looking for a ship to play pirates in, Lou's friend has an idea: Up there! The tree can be our ship! Ummm ... says Lou. This is something new. Lou has never climbed a tree before, and she is sure she can't do it. So she tries to convince her friends to play a not-up-a-tree game. When that doesn't work, she comes up with reasons for not joining them. Finally, she tells herself she doesn't want to climb the tree. But is that true, or is this brave adventurer just too afraid to try?

## What if there were No Lemmings?

Suzanne Slade

The tundra ecosystem is vast, covering a large part of the far north. Countless animals and plants live there. So what difference could the loss of one animal species make? Follow the chain reaction, and discover how important lemmings are.



## My Special Place in Nature

My Special Place is...

By \_\_\_\_\_


Students write about a place in nature that is special to them (anywhere). Ask students to describe this place using their senses, and then describe how/why they feel connected to this place. This BLM includes a self assessment page, planning page, and good copy writing page.

## My Connections






After reading several books and exploring the big idea *we are all connected*, ask students to think and write about their own personal connections. Students can write about who they are connected to in their family, in their community and how they are connected to the land.

### My Connections - Self Assessment

Name: \_\_\_\_\_

Big Idea: We are all connected

Learning Intention: Students will write about who/what they are connected to.

	A Start	Coming Along	That's It	I could teach this
 I CAN...				
• I used a planning page to gather ideas for my writing				
• I wrote about my family connections				
• I wrote about my community connections				
• I wrote about my connections to the land				
• I added details for the reader				

## Habitat and Biome Inquiry



In this inquiry, learning is focused on the question: What are habitats and biomes, and why are they important? Students demonstrate an understanding of nonfiction reading and writing strategies through this inquiry project (e.g., determining importance, finding the main ideas in nonfiction text). Working in small groups, students choose one habitat or biome to learn about. They can present their findings on a poster board or find other ways to share what they have learned. Students write about why they chose this topic and why their biome is important. They will discover animals that depend on these environments for survival and how all living things interact within their biome/habitat.