

Description:

Trees play an important role in our lives throughout the seasons, offering beauty, shade, and many heartwarming memories. If you have a special connection to a tree, or a tree that has a significant meaning to you, share it with others! The Tree-mendous Tree Stories is a website from The Morton Arboretum and Openlands highlighting Chicago-area residents' unique connection to trees with a curated collection of stories. Learn more about this initiative at mortonarb.org/visit-explore/activities-and-exhibits/tree-mendous-tree-stories

Standards:

- W.3.3: Write narratives to develop real experiences or events using effective technique, descriptive details, and clear event sequences. (W3.3A, W3.3B, W3.3C, W3.3D)
- W.3.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing (using keyboard skills) as well as to interact and collaborate with others.
- L.3.2: Demonstrate command of the conventions of standards English capitalization, punctuation, and spelling when writing. (L3.2A, L3.2C, L3.2E)
- L.3.3: Use knowledge of language and its conventions when writing.

Learning Goal:

Students will be able to recall experiences and write a narrative based on a special connection with a tree while demonstrating proper capitalization, spelling, and conventions.

Core Questions:

- Why are trees important to people and places?
- Can you tell me about a tree in your life? Is it special to you? Why?
- What would your world be like without trees?

Mini-lesson:

Review the role trees play in the world; how they benefit humans. Have the students brainstorm about a real-experience they've had with a tree. Explain/review the organizational format of writing an effective narrative. Model how to brainstorm the topic with the graphic organizer.

Extension:

- Informational Reading, Science, & Research: Have students research the type of tree in their story to identify it and learn about its needs for survival.
- Science & Art: Have the students illustrate the life cycle of their tree.
- Writing: Have the students write a series of interview questions they would want to ask their tree.
- Research & Math: Make a bar graph identifying the 5 most common trees in your city, state, or country.

Technology:

Have students post their story on The Morton Arboretum Tree-mendous Tree Stories website at tree-stories.org/node/add/tree-story.

BRAINSTORMING GRAPHIC ORGANIZER

NAME:

DATE:

TITLE:

Tell me about a memory you have with a special tree.

What does your tree look like?

How does your tree make you feel?

WRITING GRAPHIC ORGANIZER

How can you use your senses to help describe your memory?

WHAT DO YOU SEE?

WHAT DO YOU HEAR?

WHAT DO YOU FEEL?

WHAT DO YOU TASTE?

WHAT DO YOU SMELL?

Tell me about your memory as a story. What happens in the beginning, middle, and end?

BEGINNING	MIDDLE	END
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NAME: _____

DATE: _____

TREE-MENDOUS TREE STORY RUBRIC

	10	8	6	SCORE
<p>W.3.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>The student exceeds writing a tree story based on a real experience in narrative form. It is descriptive, in sequential order (with temporal words), and they included thoughts, feelings, senses, dialogue, and provided an effective sense of closure.</p>	<p>The student progresses writing a tree story based on a real experience in narrative form. It is descriptive, in sequential order (with some temporal words) and they provided a sense of closure. Thoughts, feelings, senses, and dialogue are unclear or incomplete.</p>	<p>The student struggles writing a tree story based on a real experience in narrative form in sequential order. A sense of closure is missing. Thoughts, feelings, descriptions, dialogue and/or senses are missing.</p>	
<p>W.3.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.</p>	<p>The student exceeds in producing and publishing their writing independently or with little assistance from adults and peers.</p>	<p>The student progresses in producing and publishing their writing with guidance and support from adults and collaboration with peers.</p>	<p>The student struggles or in producing and publishing their writing despite guidance and support from adults and collaboration with peers OR they did not produce and publish their writing.</p>	
<p>L.3.2 Demonstrate command of the conventions of standards English capitalization, punctuation, and spelling when writing.</p>	<p>The student exceeds in showing command of capitalization, punctuation, and spelling having 0 errors overall.</p>	<p>The student progresses in showing command of capitalization, punctuation, and spelling having 1-5 errors overall.</p>	<p>The student struggles in showing command of capitalization, punctuation, and spelling, having more than 5 errors overall.</p>	
<p>L.3.3 Use knowledge of language and its conventions when writing.</p>	<p>The student exceeds in knowledge of conventions, having only 0 errors in grammar (correct contractions, verb tenses, plural forms).</p>	<p>The student progresses in knowledge of conventions, having 1-5 errors in grammar (correct contractions, verb tenses, plural forms).</p>	<p>The student struggles in knowledge of conventions, having more than 5 errors in grammar (correct contractions, verb tenses, plural forms).</p>	

SCORE: _____/40 = _____

NOTES: