

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.5.3: Write narratives to develop real experiences or events using effective technique, descriptive details, and clear event sequences. (W5.3A, W5.3B, W5.3C, W5.3D, W5.3E)
- W.5.6: With guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.
- L.5.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L5.2A, L5.2B, L5.2E)
- L.5.3: 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 internal & external structures of a tree.
- Writing: Have the students write their own encyclopedia page about their tree.
- Research & Math: Convert the size of the tree within units of the same measurement system in a two-column table (e.g. its size in inches, feet, yards or centimeters, decimeters, meters); write a multi-step, real-world problem to accompany it.

Technology:

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



THE
CHAMPION
of TREES

Tree-mendous Tree Stories

5th grade

BRAINSTORMING GRAPHIC ORGANIZER

NAME:

DATE:

TITLE:

Tell me about a memory you have with a tree and why this memory has had an impact on you.

What does your tree look like? Describe its height, leaves, bark, texture, etc.

WRITING GRAPHIC ORGANIZER

What are some sensory details to help describe your memory? What did you SEE, HEAR, FEEL, TASTE, SMELL?

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

BEGINNING	MIDDLE	END
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Circle some transitional words/phrases that you could use to help sequence your story.

- First To start with To begin with At the beginning It started when Secondly Soon
 Initially Next After that Also Then Meanwhile Furthermore For example
 Later that day Additionally In addition Finally In the end All in all In other words
 Clearly In conclusion Lastly At last Later As you can see After a while

NAME: _____

DATE: _____

TREE-MENDOUS TREE STORY RUBRIC

	10	8	6	SCORE
<p>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>The student exceeds writing a tree story based on a real experience in narrative form. It is descriptive, in sequential order (with transition words), and they included thoughts, feelings, senses, dialogue. There is a clear and effective introduction and conclusion.</p>	<p>The student progresses writing a tree story based on a real experience in narrative form. It is descriptive and in sequential order (with transition words). There is an introduction and conclusion. 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. The introduction and/or conclusion are missing or unclear. Thoughts, feelings, descriptions, dialogue and/or senses are missing.</p>	
<p>W.4.6 With guidance and support from adults, use technology, including Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single setting.</p>	<p>The student exceeds in producing and publishing their writing independently or with little assistance from adults and peers. They were able to publish their writing in a single sitting.</p>	<p>The student progresses in producing and publishing their writing with guidance and support from adults and collaboration with peers. They were able to publish their writing in a single sitting.</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 OR it took more than one sitting to finish.</p>	
<p>L.4.2 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.4.3 Use knowledge of language and its conventions when writing.</p>	<p>The student exceeds in knowledge of conventions, having only 0 errors in grammar (verb tenses, varied sentence length, differentiates between formal and informal English and when it's appropriate).</p>	<p>The student progresses in knowledge of conventions, having 1-5 errors in grammar (verb tenses, varied sentence length, differentiate between formal and informal English and when it's appropriate).</p>	<p>The student struggles in knowledge of conventions, having more than 5 errors in grammar (verb tenses, varied sentence length, differentiates when it's appropriate to use formal and informal English).</p>	

SCORE: _____/40 = _____

NOTES: