

Listed below are the Wisconsin learning standards correlations for the LEAF lessons in the K-1 grade lesson guide. On the following pages, you will find the standards listed by lesson along with a brief explanation of how they are addressed by each lesson.

## **LESSON 1: TREE HARDWARE**

### **WISCONSIN STANDARDS FOR AGRICULTURE, FOOD AND NATURAL RESOURCES**

#### **Natural Resources; NR1.b/NR1.b.2.e**

Students identify what makes trees perennials.

#### **Plant Systems; PS1.b and PS1.b.1.e**

Students label the parts of a tree and act out the life stages of a tree.

#### **Plant Systems; PS1.c**

Students recall the basic needs of a tree.

#### **Plant Systems; PS1.d**

Students label the parts of a tree and the basic needs of a tree.

#### **Plant Systems; PS2.a and PS2.a.1.e**

Students recall the basic needs of a tree.

### **WISCONSIN STANDARDS FOR ENVIRONMENTAL LITERACY AND SUSTAINABILITY**

#### **Explore; ELS.EX2.A.e**

Students identify and name the parts of a tree.

### **WISCONSIN STANDARDS FOR ENGLISH LANGUAGE ARTS**

#### **Reading for Literature; RL.K.10**

Students participate in the shared reading of *The Acorn* story.

#### **Speaking and Listening; SL.K.2.**

Students listen to *The Acorn* story and complete Student Page – *Tree Life Stages*.

#### **Speaking and Listening; SL.1.2**

Students listen to *The Acorn* story and complete Student Page – *Tree Life Stages*.

### **NEXT GENERATION SCIENCE STANDARDS**

#### **Interdependent Relationships in Ecosystems; K-LS1-1**

Students learn the parts of a tree and play a game to assemble all the parts that a tree needs to survive.

#### **Interdependent Relationships in Ecosystems; K-ESS3-1**

Students learn the parts of a tree and play a game to assemble all the parts that a tree needs to survive.

### Structure, Function, and Information Processing; 1-LS3-1

Students listen to *The Acorn* story and act out the life of a tree from the time it was an acorn.

## LESSON 2: WHAT'S IN A FOREST?

### WISCONSIN STANDARDS FOR AGRICULTURE, FOOD AND NATURAL RESOURCES

#### Natural Resources; NR1.a and NR1.a.2.e

Students draw and tell about different parts of a forest and explain how parts of a forest are connected.

#### Natural Resources; NR2.b

Students draw and tell about different parts of a forest and explain how parts of a forest are connected.

#### Natural Resources; NR2.d and NR2.d.6.e

Students list living and nonliving parts of a forest.

### WISCONSIN STANDARDS FOR ENVIRONMENTAL LITERACY AND SUSTAINABILITY

#### Connect; ELS.C1.B.e

Students identify the natural and cultural parts of their classroom and school community.

#### Explore; ELS.EX2.A.e

Students identify the living and nonliving parts of a forest ecosystem and explore how they are connected to each other.

#### Explore; ELS.EX2.B.e

Students identify how the living and nonliving parts of a forest ecosystem are important to each other.

#### Explore; ELS.EX2.C.e

Students identify ways that forests are important to people.

### WISCONSIN STANDARDS FOR ENGLISH LANGUAGE ARTS

#### Writing; W.K.8 & W.1.8

Students recall experiences from the walk they've taken to look for living and nonliving things..

#### Speaking and Listening; SL.K.1

Students participate in discussions as a group and with adults throughout the lesson.

#### Speaking and Listening; SL.1.1

Students participate in discussions as a group and with adults throughout the lesson.

#### Speaking and Listening; SL.K.3

Students participate in discussions as a group and with adults throughout the lesson.

#### Speaking and Listening; SL.1.3

Students participate in discussions as a group and with adults throughout the lesson.

### **Speaking and Listening; SL.K.6**

Students participate in discussions and share their thoughts throughout the lesson.

### **Speaking and Listening; SL.1.6**

Students participate in discussions and share their thoughts throughout the lesson.

### **Language; L.K.1 & L.1.1**

Students participate in discussions and share their thoughts throughout the lesson.

## **NEXT GENERATION SCIENCE STANDARDS**

### **Interdependent Relationships in Ecosystems; K-LS1-1**

Students learn the parts of parts of the forest and how they interact with each other.

### **Interdependent Relationships in Ecosystems; K-ESS3-1**

Students learn the parts of parts of the forest and how they interact with each other.

## **WISCONSIN'S MODEL ACADEMIC STANDARDS FOR ART AND DESIGN**

### **Visual Memory and Knowledge; A.4.1**

By seeing and manipulating the *Forest Memory* pieces, students increase their mental storehouse of images.

## **LESSON 3: MY FAVORITE FOREST USE**

## **WISCONSIN STANDARDS FOR AGRICULTURE, FOOD AND NATURAL RESOURCES**

### **Natural Resources; NR1.a and NR1.a.1.e**

Students are introduced to specific benefits we receive from Wisconsin's forests.

### **Natural Resources; NR2.c and NR2.c.5.e**

Students identify the benefits received from managed forests, including recreation.

### **Natural Resources; NR3.a and NR3.a.7.e**

Students identify the benefits received from managed forests, including recreation.

## **WISCONSIN STANDARDS FOR ENVIRONMENTAL LITERACY & SUSTAINABILITY**

### **Connect; ELS.C1.D.e**

Students recognize the personal physical and emotional benefits of forest recreation.

### **Explore; ELS.EX2.C.e**

Students identify how we use forests for products, beauty, fun and jobs.

### **Explore; ELS.EX3.C.e**

Students identify how we work together to allow forests to meet the diverse needs of humans.

### **Explore; ELS.EX5.A.e**

Students examine what it means to value something and explore why we value forests.

### Engage; ELS.EN6.C.e

Students explore how, by valuing forests, we can continue to use forests to meet the diverse needs of humans.

## WISCONSIN STANDARDS FOR ENGLISH LANGUAGE ARTS

### Reading for Informational Text; RI.K.10

Students read along with the *Trees in the Forest* song.

### Reading; Foundational Skills; RF.K.1A

Students read along with the *Trees in the Forest* song.

### Reading for Informational Text; RI.K.3C

Students read along with the *Trees in the Forest* song.

### Language; L.K.1 & L.1.1

Students participate in discussions and share their values.

## **LESSON 4: FOREST PRODUCT TIME MACHINE**

## WISCONSIN STANDARDS FOR AGRICULTURE, FOOD AND NATURAL RESOURCES

### Natural Resources; NR1.a and NR1.a.1.e

Students list and describe historical forest uses.

### Natural Resources; NR3.a, NR3.a.1.e, and NR3.a.7.e

Students list and describe historical forest uses and recognize forest products that are necessary in their everyday life.

## WISCONSIN STANDARDS FOR ENVIRONMENTAL LITERACY AND SUSTAINABILITY

### Explore; ELS.EX2.B.e

Students identify how forests provided resources and services necessary for the survival of early Native Americans and European settlers in Wisconsin.

### Explore; ELS.EX2.C.e

Students identify ways that humans depend on forests for products and services they use every day.

### Explore; ELS.EX3.C.e

Students discover the similarities and differences between how early Native Americans and European settlers used Wisconsin forests.

### Explore; ELS.EX4.B.e

Students describe how forest resources were essential to the health and survival of early Native Americans and European settlers.

### Explore; ELS.EX5.C.e

Students compare historical and contemporary uses of forest resources.

## WISCONSIN STANDARDS FOR ENGLISH LANGUAGE ARTS

### Speaking and Listening; SL.1.4

Students explain how products were used by Native Americans, settlers, and by themselves today.

### Speaking and Listening; SL.K.6

Students explain how products were used by Native Americans, settlers, and by themselves today.

### Speaking and Listening; SL.1.6

Students explain how products were used by Native Americans, settlers, and by themselves today.

## WISCONSIN MODEL ACADEMIC STANDARDS FOR SOCIAL STUDIES

### Historical Eras and Themes; B.4.4

Children develop an awareness of our historical and present development as a society dependent on the forest. Through use of *Forest Resource* pictures and worksheets, students compare contemporary products with past products and our cultural relation to resources.

### Historical Eras and Themes; B.4.10

Students develop an awareness of the history and culture of Wisconsin's Native Americans as they explore the forest resources they used to meet their basic needs.

## **LESSON 5: ANIMALS NEED FORESTS TOO**

## WISCONSIN STANDARDS FOR AGRICULTURE, FOOD AND NATURAL RESOURCES

### Natural Resources; NR1.a

Students recognize that forest must contain all the basic needs of an animal for it to live there, then "create" a forest ecosystem.

### Natural Resources; NR2.b

Students draw ways forests provide homes for animals.

### Natural Resources; NR2.c and NR2.c.3.e

Students recognize that forest must contain all the basic needs of an animal for it to live there, then draw a forest ecosystem that provides homes for animals.

### Natural Resources; NR2.d and NR2.d.6.e

Students identify how the forest provides homes for animals.

## WISCONSIN STANDARDS FOR ENVIRONMENTAL LITERACY AND SUSTAINABILITY

### Explore; ELS.EX2.B.e

Students recognize how Wisconsin's forests contain the basic needs of the diverse animals that live there.

### Explore; ELS.EX4.A.e

Students recognize that many animals from Wisconsin get their nutrients, energy and water needs from different components of the forest ecosystem.

## NEXT GENERATION SCIENCE STANDARDS

### Interdependent Relationships in Ecosystems; K-LS1-1

Students learn the components of an ecosystem by drawing the things an animal needs to survive and playing a basic needs game.

## WISCONSIN'S MODEL ACADEMIC STANDARDS FOR ART AND DESIGN

### Visual Communication and Expression; E.4.4

Students sketch the basic needs of an animal.

### Making Connections; K.4.3

Students create artwork by drawing a story about an animal and how it meets its needs.

## **CAREERS EXPLORATION**

## WISCONSIN STANDARDS FOR ENVIRONMENTAL LITERACY AND SUSTAINABILITY

### Engage; ELS.EN6.C.e

By hearing about specific jobs, completing a worksheet and drawing a picture, students will learn about jobs related to forests and forestry.

## **FIELD ENHANCEMENT 1: ALL ABOUT MY TREE**

## WISCONSIN STANDARDS FOR AGRICULTURE, FOOD AND NATURAL RESOURCES

### Natural Resources; NR1.b and 1.b.1.e

Students observe and draw the parts of a tree.

### Natural Resources; NR2.b

Students observe and draw the parts of a tree, then make connections between the parts of a tree and how it meets its needs in the environment.

### Plant Systems; PS1.a and PS1.a.2.e

Students observe a tree over time.

### **Plant Systems; PS1.b**

Students observe and draw the parts of a tree, then make connections between the parts of a tree and how it meets its needs in the environment.

### **Plant Systems; PS1.c**

Students learn that trees need sunlight.

### **Plant Systems; PS1.d and PS1.d.1.e**

Students observe and draw the parts of a tree, then make connections between the parts of a tree and how it meets its needs in the environment.

### **Plant Systems; PS2.a and PS2.a.1.e**

Students draw a picture of a tree's basic needs: nutrients, sunlight, space, air, and water.

## **WISCONSIN STANDARDS FOR ENVIRONMENTAL LITERACY AND SUSTAINABILITY**

### **Connect; ELS.C1.C.e**

Students explore a tree and the forest ecosystem, observing and describing changes over time.

### **Explore; ELS.EX2.A.e**

Students identify and name the parts of a tree.

### **Explore; ELS.EX3.B.e**

Students recognize that the forest looks different in different times of the year.

### **Explore; ELS.EX5.B.e**

Students identify changes that take place in a forest ecosystem throughout the course of a year.

## **WISCONSIN STANDARDS FOR ENGLISH LANGUAGE ARTS**

### **Speaking and Listening; SL.K.4**

Students make observations about various features of trees and record their observations on a worksheet.

### **Speaking and Listening; SL.1.4**

Students make observations about various features of trees and record their observations on a worksheet.

### **Speaking and Listening; SL.K.5**

Students make observations about various features of trees and record their observation, including drawings, on a worksheet.

### **Speaking and Listening; SL.1.5**

Students make observations about various features of trees and record their observation, including drawings, on a worksheet.

## **WISCONSIN STANDARDS FOR MATHEMATICS**

### **Measurement and Data; K.MD.2**

Students compare how big their tree is as compared to themselves.

### **Geometry; K.G.1**

Students identify the shape of their tree.

## **NEXT GENERATION SCIENCE STANDARDS**

### **Interdependent Relationships in Ecosystems; K-LS1-1**

Students identify the parts of a tree look for signs of animals that live in it.

### **Interdependent Relationships in Ecosystems; K-ESS3-1**

Students identify the parts of a tree look for signs of animals that live in it.

## **WISCONSIN MODEL ACADEMIC STANDARDS FOR ART AND DESIGN**

### **Visual Communication and Expression; E.4.4**

Students sketch what their tree looks like and what its basic needs are and share them in a class scrapbook.

## **FIELD ENHANCEMENT 2: SENSING THE FOREST**

## **WISCONSIN STANDARDS FOR AGRICULTURE, FOOD AND NATURAL RESOURCES**

### **Natural Resources; NR1.b and 1.b.1.e**

Students use their senses of touch, smell, and hearing to investigate a tree.

### **Natural Resources; NR2.b**

Students identify the living and nonliving parts of a forest.

## **WISCONSIN STANDARDS FOR ENVIRONMENTAL LITERACY AND SUSTAINABILITY**

### **Connect; ELS.C1.C.e**

Students explore and describe a forest ecosystem.

### **Explore; ELS.EX2.A.e**

Students identify the living and nonliving parts of a forest ecosystem and explore how they are connected to each other.

## **WISCONSIN STANDARDS FOR ENGLISH LANGUAGE ARTS**

### **Writing; W.K.8 & W.1.8**

Students review living and nonliving things.

### **Speaking and Listening; SL.K.1**

Students participate in discussions as a group and with adults throughout the lesson.

### **Speaking and Listening; SL.1.1**

Students participate in discussions as a group and with adults throughout the lesson.



### **Speaking and Listening; SL.K.4**

Students participate in discussions and share their thoughts throughout the lesson.

### **Speaking and Listening; SL.1.4**

Students participate in discussions and share their thoughts throughout the lesson.

### **Speaking and Listening; SL.K.5**

Students use drawing and visual symbols to represent sounds.

### **Speaking and Listening; SL.1.5**

Students use drawing and visual symbols to represent sounds.

### **Speaking and Listening; SL.K.6**

Students participate in discussions and share their thoughts throughout the lesson.

### **Speaking and Listening; SL.1.6**

Students participate in discussions and share their thoughts throughout the lesson.

## **NEXT GENERATION SCIENCE STANDARDS**

### **Interdependent Relationships in Ecosystems; K-ESS3-1**

Students use five senses and discussion to represent the relationships of living and nonliving components of the forest.

## **WISCONSIN MODEL ACADEMIC STANDARDS FOR ART AND DESIGN**

### **Visual Thinking; H.4.1**

Students listen to sounds in nature and create a visual representation of them. Students match colors on their clothing to colors found in the forest.

## **FIELD ENHANCEMENT 3: SEARCHING FOR BASIC NEEDS**

### **WISCONSIN STANDARDS FOR AGRICULTURE, FOOD AND NATURAL RESOURCES**

#### **Natural Resources; NR1.a**

Students recognize that forests must contain all of the basic needs of an animal for it to live there.

#### **Natural Resources; NR2.b**

Students identify the basic needs of animals and find evidence of animals and their homes.

#### **Natural Resources; NR2.c and NR2.c.3.e**

Students recognize that forests must contain all of the basic needs of an animal for it to live there, and decide whether an imaginary animal could live in their schoolyard.

#### **Natural Resources; NR2.d and NR2.d.6.e**

Students search for evidence of animals and their homes.

## **WISCONSIN STANDARDS FOR ENVIRONMENTAL LITERACY AND SUSTAINABILITY**

### **Connect; ELS.C1.C.e**

Students explore multiple outdoor ecosystems and ask questions about whether those ecosystems can meet the needs of various living things.

### **Explore; ELS.EX2.B.e**

Students recognize how Wisconsin's forests contain the basic needs of the diverse animals that live there.

### **Explore; ELS.EX4.A.e**

Students recognize that many animals from Wisconsin get their nutrients, energy and water needs from different components of the forest ecosystem.

## **WISCONSIN STANDARDS FOR ENGLISH LANGUAGE ARTS**

### **Writing; W.K.8 & W.1.8**

Students learn about needs of animals in a forest and discuss.

## **NEXT GENERATION SCIENCE STANDARDS**

### **Interdependent Relationships in Ecosystems; K-LS1-1**

Students identify basic needs of animals in a particular site.

### **Interdependent Relationships in Ecosystems; K-ESS3-1**

In the extension, students draw a picture of the animal to clarify details in the description.