

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

ENR 1.A; ENR 1.E; ENR 6.A; ENR 10.B

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

ENR 1.A; ENR 1.E; ENR 2.A; ENR 2.E; ENR 6.B; ENR 6.C; ENR 10.B

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

ENR 1.A; ENR 1.B; ENR 1.E; ENR 2.B; ENR 6.C; ENR 9.A; ENR 10.B

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.1O

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

ENR 1.A; ENR 1.B; ENR 1.E; ENR 2.B; ENR 2.G; ENR 6.D; ENR 8.E; ENR 10.B

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

ENR 1.A; ENR 1.E; ENR 2.A; ENR 2.C; ENR 2.E; ENR 3.A; ENR 5.A; ENR 6.B; ENR 7.A; ENR 7.C; ENR 10.B

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 AGRICULTURE, FOOD AND NATURAL RESOURCES

ENR 1.E; ENR 10.A; ENR 10.B

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

ENR 1.A; ENR 2.C; ENR 2.E; ENR 3.A; ENR 6.A; ENR 6.B; ENR 6.C; ENR 7.A

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

ENR 1.A; ENR 2.A; ENR 2.C; ENR 2.E; ENR 3.A; ENR 6.A; ENR 6.B

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

ENR 1.A; ENR 2.C; ENR 2.E; ENR 3.A; ENR 6.B; ENR 6.C; ENR 7.A; ENR 7.C

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.