

# Audubon Center & Sanctuary

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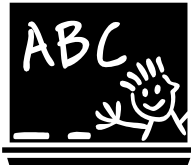
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## A Tree's Year: Curriculum Integration Guide

### Warm up Their Brains Before We Come.



**Pre-visit activity:** Encourage children to think about how the trees have changed since school started. Ask them how animals have changed their lives since the start of school as well.

### Activities and Ideas for Extending the Learning after the program.

- Have students fold a piece of paper into four parts and draw a tree and how it looks in winter, spring, summer and fall.
- Make a tree friend in the schoolyard. Give the tree a name (like Freddy or Leafy, not “Red Oak”) and visit the tree through the rest of the school year. Look for tree friends on the bark and in the branches. Watch the changes. Read books under the tree and keep your own tree scrapbook.
- Celebrate Arbor Day on the last Friday in April. Go to [arborday.org](http://arborday.org) for more information.
- Have the kids draw pictures of how they change their lives during the seasons. Do their clothes change? Hobbies? Games? Activities?

### Books for Students

There are many books on Seasons out there. Take out the ones in your school library and go through them with your students.

### Other Resources

- **NASA Seasons Website:** <http://www-istp.gsfc.nasa.gov/stargaze/Sseason.htm> This will help you understand and answer questions about seasonal change.

### NY Standard 4: The Living Environment

**Key Idea #5:** Organisms maintain a dynamic equilibrium that sustains life.

#### Major Understandings:

**5.2a** Plants respond to changes in their environment. For example, the leaves of some green plants change position as the direction of light changes; the parts of some plants undergo seasonal changes that enable the plant to grow; seeds germinate, and leaves form and grow.

**5.2f** Some animal behaviors are influenced by environmental conditions. These behaviors may include: nest building, hibernating, hunting, migrating, and communicating.

#### PA Biology Standard

#### Standard 3.1C: Biological Sciences: Evolution

**Big Idea** There are a variety of living and non-living things

**3.1c.2** Identify characteristics for animal and human survival identified with seasonal changes

**3.1c.3** Identify reason for observed changes

**3.1c.4** Form clear explanations based on observation.

#### Objective of the Program

Children will learn that both trees and animals change as the seasons change.