

## 4-5<sup>th</sup> Grade: Discover Redwoods *Teacher Guide*

<p><b>Next Steps for Teachers</b></p>	<ol style="list-style-type: none"> <li>1. <b>Print Journals:</b> Print out the <a href="#">Student Journal for students</a> (optional). The journal may also be used electronically.</li> <li>2. <b>Review Student Guides:</b> Review student guides (linked below) for each lesson.</li> <li>3. <b>Share Links with Students:</b> Share the Student Guide link with your students on the day(s) you'd like your students to do the lesson.</li> </ol>
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<p><b>NGSS Content Standards</b></p>	<p><b>Performance Expectations</b> 3-LS1-1 4-LS1-1 5-LS1-1, 5-LS2-1</p> <p><b>SEP's</b> Analyzing and Interpreting Data Constructing Explanations and Designing Solutions</p> <p><b>DCI's</b> LS1.A: Structure and Function LS1.B: Growth and Development of Organisms LS2.A : Interdependent Relationships in Ecosystems LS2.B: Cycles of Matter and Energy Transfer in Ecosystems</p> <p><b>CC's</b> Patterns Cause and Effect Stability and Change Systems and Systems Models</p>
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<p><b>Themes Covered:</b></p>	<ul style="list-style-type: none"> <li>• Layers of a tree and their functions</li> <li>• How do you determine the age of a tree?</li> <li>• What creatures live in different parts of a redwood forest?</li> <li>• You can tell the age of needles by counting sections of it.</li> </ul>
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<p><b>Guiding Questions</b></p>	<ul style="list-style-type: none"> <li>• What plants and animals live in a redwood forest?</li> </ul>
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- What characteristics of redwoods help them grow and thrive?
- What can the rings of a redwood tree tell us about its life?

**Social and Emotional Learning support**

A [Redwood Tree Yoga Video](#) is part of this unit.

**Lesson #1: Engage**

- Pose the guiding questions so students start thinking about redwoods and their forests.
- Students answer questions in their journal.
- [“Redwoods” Storytime Video](#) including the following pause points:
  - 3:34- Push forward with your hands and say “Resist fire”
  - 4:15- Put your hands above your head and make a slurping noise
  - 7:05- How many different animals live in the redwood canopy? (Answer: 8 are listed on this page)
  - 8:20- wave your arms back and forth and intertwine them like the branches of a redwood tree
- Neighborhood Tree Search and journal activity

**Lesson #2: Explore**

- [Redwood Tree Yoga](#)
- Watch the [Redwood Scavenger Hunt Video](#) and complete the journal questions
- Tree Cookie Activity and journal questions
- [Build a Tree Video](#) and journal questions

**Lesson #3: Explore**

- Watch the [Banana Slug Video](#)
- Complete the [Redwood Animals](#) and their [Habitats Activity](#)
- [Neighborhood Animal Scavenger Hunt](#)

**Lesson #4: Explain**

- Study the [tree cookies](#) and tell us about the rings
- Watch the [Redwood Needles Video](#) and count the needle sections and tell us its age
- Revise and add to your answers on the Guiding Questions

Lesson #5: Elaborate

Choose one of the following activities to share with others what you learned about redwoods and redwood forests.

- Option 1: Take our [pledge](#) and commit to helping the redwoods.
- Option 2: Draw a picture of a redwood forest and the different animals that live in it and share it with your family.
- Option 3: Write a poem or haiku about redwoods and share it with [education@savetheredwoods.org](mailto:education@savetheredwoods.org)
- Option 4: Find a redwood park near you to visit with our [ExploreRedwoods.org](http://ExploreRedwoods.org) webpage.

Chat with a Naturalist

**Additional Resources**

- Explore the [Redwood Forest Facts](#) webpage
- Print and play the [Redwood Kingdom Game](#)
- [Coast Redwood Education Brochure and Activity Book](#) (downloadable in English and Spanish)
- Chat with a Naturalist - This is an option if students have more questions or are interested in continuing to engage and ask further questions of a Save the Redwoods League Naturalist. Educators should reach out to **[education@savetheredwoods.org](mailto:education@savetheredwoods.org)** and can schedule a 30 minute zoom session with a Naturalist. Questions should be provided to the Naturalist prior to the date of the check in so they have ample time to prepare and address students' questions thoroughly and thoughtfully.