Monster Trees Curricular Connections - Grade 1

Subject Area	Curriculum Connections	Notes
Mathematics	**Grade 1:** D1.1 sort sets of data about people or things according to one attribute, and describe rules used for sorting D1.2 collect data through observations, experiments, and interviews to answer questions of interest that focus on a single piece of information; record the data using methods of their choice; and organize the data in tally tables E2.1 identify measurable attributes of two-dimensional shapes and three-dimensional objects, including length, area, mass, capacity, and angle E2.2 compare several everyday objects and order them according to length, area, mass, and capacity	Just the concept of using a measuring tape to measure the distance around a tree would get at the idea of "measurable attributes." - same as conceptualizing how a string could be stretched around something and then straightened out to be measured. - exploring the use of non-standard units to measure the circumference of a tree helps children recognize the importance of unit choice - estimation or guess and check opportunities for children helps them to understand the term 'reasonableness' when answering - students could sort different species of leaves by using the WRDSB Monster Tree resources, create patterns, or collect and sort different objects found around the tree bottom.
Language	Reading - read and demonstrate an understanding of a variety of literary, **graphic, and informational texts**, using a range of strategies to construct meaning; Writing - generate, gather, and organize ideas and information to write for an intended purpose and audience; - draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience; - use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;	- oral communication skills are fundamental to the development of literacy and essential for thinking and learning - to develop their oral communication skills, students need numerous opportunities to listen and talk about a range of subjects, topics, and experiences such as exploring "Monster Trees" - pairing the exploration of Monster Trees with graphics and words (such as the pre-made WRDSB Monster Tree resources) with real life experiences, helps students to read information in context and grasp the ideas that are communicated through text/graphic - to become good writers, students need frequent opportunities to write for various purposes and audiences such as writing observations by **drawing and labeling a picture** of

		a tree or by **using different adjectives** to describe the tree's characteristics to a peer, teacher, or family member - linking science and/social studies to media literacy could allow students the opportunity to demonstrate their knowledge about living things/natural features by creating media texts like **creating a PSA** (poster, infographic, news clip, iMovie, etc.) showing the Monster Tree's impact on the natural and built environment in their community
Social Studies	A2.2 gather and organize information on significant events, people, and/or places in their lives that contribute or have contributed to the development of their roles, relationships, responsibilities, and identity/sense of self using primary and/or secondary sources that they have located themselves or that have been provided to them. A2.3 analyse and construct simple maps as part of their investigations into places that are significant to them or to their family A2.4 interpret and analyse information relevant to their investigations, using a variety of tools A2.6 communicate the results of their inquiries, using appropriate vocabulary B1.1 describe some of the ways in which people make use of natural and built features of, and human services in, the local community to meet their needs, and what might happen if these features/services did not exist B1.3 create a plan that outlines some specific ways in which they can responsibly interact with the built and/or natural environment in the local community, and describe how their actions might enhance the features of the local environment	- brainstorm why trees are important to have in a city/park/school. - by having rich and varied opportunities to experience and explore their natural and built community, children can begin to value and appreciate their immediate world and will hopefully generalize this knowledge to other situations and places.

	B2.4 interpret and analyse information and data relevant to their investigations, using a variety of tools B2.5 evaluate evidence and draw conclusions about some aspects of the interrelationship between people and natural and built features of their local community, and some of the effects of this interrelationship B3.1 identify some of the natural and built features of their community B3.2 identify some distinct areas in the local community (e.g., residential areas, commercial areas, high-traffic areas, different areas within the school), and describe some of the characteristics of these areas B3.3 describe the location of some significant places in their community, using relative location (e.g., near, far, up, down), relative distance (e.g., close, far, farther), and relative direction (e.g., right, left, in front, behind) B3.6 demonstrate the ability to construct simple maps of places they have visited, using symbols and non-standard units	
Science	**<u>Grade 1</u>** 2.3 investigate and compare the physical characteristics of a variety of plants and animals, including humans 2.4 investigate the physical characteristics of plants (e.g., basic parts, size, shape, colour) and explain how they help the plant meet its basic needs using a variety of methods and resources	Using leaves to identify the trees works well here. Leads to a discussion of what leaves are for, why they fall off in the fall. How they help other things. - once students recognize the importance of living things, choose a tree in your home school yard that you/your students can visit periodically. Observe the tree and its physical changes on a monthly basis and between seasons. What do they notice? What do they wonder? Have the students make a monthly picture of their tree and label all of the changes that they observe. Distance learning teachers can enjoy the

	3.2 identify the physical characteristics (e.g., size, shape, colour, common parts) of a variety of plants and animals 3.6 identify what living things provide for other living things (e.g., trees produce the oxygen that other living things breathe; plants such as tomatoes and apple trees and animals such as cows and fish provide food for humans and for other animals; a tree stump provides a home for a chipmunk; porcupines chew off the tips of hemlock limbs, providing food for deer in winter 3.7 describe how the things plants and animals use to meet their needs are changed by their use and are returned to the environment in different forms	outdoors with their students virtually too!