

Unit Study:

*California's Wildlife
On Private Forestlands*





Introduction

The following lesson plans are designed to correspond with the publication, *A Guide to California's Wildlife on Private Forestlands*. Included are handouts, quizzes, writing assignments, graphs, and projects that are intended to encourage the student to consider the complexity and variety of California's forests. If Class sets of the book are not available, these lessons are designed so that a single copy of the book is all that is necessary for reference. Although the focus is forestry, you will find the assignments cross the curriculum into math, writing, communication, and even a little art. We hope you find this unit helpful as you introduce your students to *California's Wildlife on Private Forestlands*.

John and Karen Malinowski

For further information, questions, or copies of *California's Wildlife—on Private Forestlands* please contact:

The Forest Foundation
www.calforestfoundation.org
1-866-241-TREE



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Get the Picture

Objective:

The student will be able to illustrate the variety of life found in a California forest.

Procedure:

1. Give students “Get the Picture” handout.
2. Allow students time to draw their perception of what a forest looks like.
3. Lead a group discussion about their pictures. What kinds of trees did they draw? What kinds of animals did they include: birds, mammals, amphibians...)? What other items did they place in their picture (shrubs, grasses, etc.)? Did they include people? Do people belong in the forest (to live, work, play)?
4. Give students time to add to their forest picture any people, animals or vegetation that they might have not considered.

Get the Picture! Directions: Use colored pencils to draw a picture of a forest.



A Changing Forest

Objective:

The student will be able to list both the positive and negative affects of natural forces and modern society on a California forest.

Procedure:

1. Read page one of *A Guide to California's Wildlife* for background information.
2. Pass out the handout "A Changing Forest."
3. Read the directions, and discuss the example given. How many animals can be affected by one tree falling due to a mudslide? How could it affect other trees as well? Look at both the negative and positive aspects of this tree falling.
4. Now give the students time to work in pairs to complete the first question.
5. After a few minutes, have students share what they wrote. Discuss how these natural occurrences affect specific animal populations, trees, etc. Be sure to add on to the students' lists, and make sure they add others' ideas as well.
6. Move to question #2. Come up with one example as a group. Emphasize that you want both positive and negative effects.
7. Repeat the procedure as you did for #1.



A Changing Forest

No forest ever stays the same: it is always affected by natural events and people. Take some time to consider how nature and today's modern world have shaped forests.

1. Write down how natural events can affect a forest:

❖ *Example: heavy rain can cause landslides that destroy trees and wipe away animal's homes*

Teacher Notes: Have the students consider the effects of events like fire, earthquakes, windstorms, volcanoes, changes in weather, and disease might have. Have the students include both positive and negative effects.

2. Write down some ways in which our modern world affects a forest (include both **positive and negative** effects):

Teacher notes: Make sure the students include things like agriculture, growing populations (demands for wood for homes, growth of cities, need for water, desire for places for recreation), timber harvesting, fighting forest fires, etc.



A Changing Forest

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Maintaining Balance

Objective:

1. The student will be able to define biodiversity.
2. The student will be able to write a paragraph explaining the necessity of maintaining biodiversity in habitats.

Procedure:

1. Read page five of *A Guide to California's Wildlife* for background information.
2. Pass out "Maintaining Balance" handout.
3. Have students fill in the blanks as you define biodiversity.
4. Discuss the examples of maintaining balance: mountain lion and deer, young and old forests.
5. Have the students write their responses to questions 1 and 2.
6. Discuss their answers.



Maintaining Balance

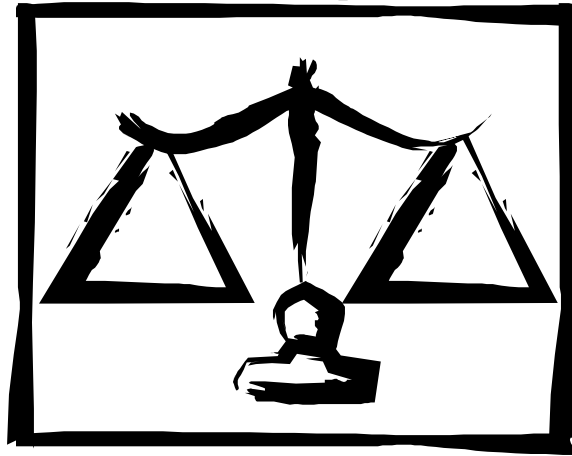
Not all forests are meant to look the same or have the same types of plant and animals. That is why **biodiversity** is so important. *Biodiversity is the variety of living things found in a given area. In order to maintain biodiversity in a forest, there must be some **balance**.

For example:

Too many mountain lions
→

or

Young forests—
happy wood rats
→



Not enough deer

No old forests—unhappy flying squirrels

Based on what you just learned, answer the following questions:

1. How would you respond to someone who says that we should never remove any animal, no matter how plentiful?

2. Since we need both young and old forests, how would you decide which trees should be logged?



Maintaining Balance

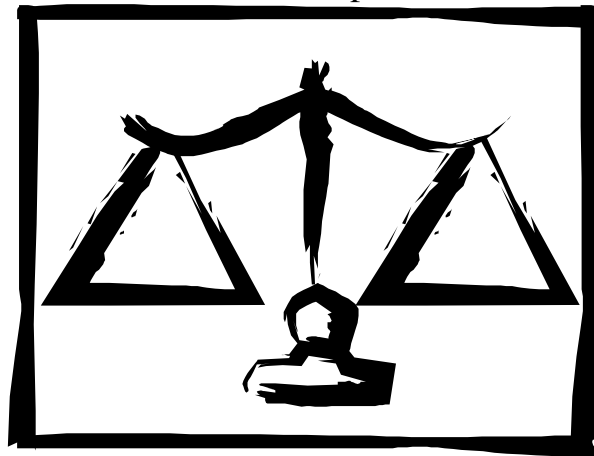
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2. Since we need both young and old forests, how would you decide which trees should be logged?



Can't See the Forest for the Trees

Objective: The student will be able to state the major problems of overcrowding in forests.

Procedure:

1. Review pages 7-9 before teaching this lesson.
1. Pass out “Can’t See the Forest for the Trees” handout.
2. Have the students complete the “Think About it Question”
3. As the teacher shares the problems with overcrowding in forests, students draw symbols to represent these dangers.
4. Illustrate it:
 - a. Bring as many umbrellas into your classroom as you can—or even better, take the students outside with the umbrellas.
 - b. Pass them out to students.
 - c. Ask them to open up the umbrellas and form a tight circle so that all the umbrellas are touching.
 - d. OBSERVE:
 - How much light can get down to their toes? (how would this apply to a crowded forest?)
 - How much water can get down to their toes? (again, apply to the forest)
 - Give one student with an umbrella some red tissue paper to represent a fire, demonstrate how easy it is to pass along the trees.
 - Do the same thing with a plastic beetle.
 - e. Now ask the students to **spread out** and follow the same procedure as in “d”—record your observations.
5. Allow students time to record their reactions to this experiment on their handout.



Can't See the Forest for the Trees

Think about it: We usually think of competition as something positive. But are there times when competition can be negative? Explain.

Competition can also be a bad thing in a forest. When we think of forests, we think of lots of trees. But is it possible to have too many trees? Believe it or not, there are more trees in many of California's forests now than there were 100 years ago. That may seem like a good thing, but think about some possible problems that occur when forests become overcrowded. Draw a symbol in the boxes below to help you remember how overcrowding can affect a forest.

1.

Forest Fires: When a forest is crowded, fires have a lot more fuel, and the effects can be devastating to wildlife.

2.

Streams dry up: With so many trees to drink the water, streams just dry up.

3.

Insects flourish: Beetles that feed on weakened trees have plenty to eat, so the population grows and grows, creating lots of dying trees. This fuels fires.

4.

Biodiversity suffers: Grasses, plants and trees that need sunshine are choked out, and wildlife that feeds on those plants can no longer survive.

***What did the umbrella show you?**



Interview With a Forester**

Objective: The student will be able to share with another adult what role a Forester has in maintaining a forest.

Procedure:

1. This is your chance to let an expert explain how forests are maintained. Prepare your students for the guest speaker by having them generate some questions. One question is already given, but the students may need help in formulating additional *good* questions.
2. Look through the previous day's lesson. Ask for a sample question based on that lesson. You may need to get more specific—What could you ask about beetles, fires, etc.?
3. Try a little quality control. When the students are finished with their questions, tell them they need your signature to be “officially” done.
4. Prepare your students for proper etiquette towards a speaker.
5. Be certain that the Forester covers what is done to maintain forests—controlled burns, tree thinning, planting, etc.
6. Tell them they need to write what they learned from the speaker in the space provided.
7. Finally, instruct your students that they need to share what they learned today with an adult.

**An excellent resource for guest speakers is The Forest Foundation. You can contact them at 1-866-241-TREE(8733).



Interview With a Forester

Today you will prepare some questions for a guest speaker. **Write down five questions** based on what we have learned so far. One question is written down for you; come up with **five others** on your own. Write your questions on the back of this paper. When the Forester arrives, write down the answers he/she gives to the questions you asked.

1. What does **sustainable forest** mean?



Interview With a Forester

Notes:

I talked to _____ about what the Forester shared about forests today.

Adult signature: _____



Forest Facts Review

Objective: The student will be able to complete a review over the key facts discussed in the past five lessons.

Procedure:

1. Pass out “Forest Facts Review” handout.
2. You may choose to have students work on their own, or in pairs, but try to have them do this without the benefit of the previous handouts in front of them.
3. Try timing the students to see who can get the seven questions answered the quickest with 100% accuracy. This will encourage students not to rely too heavily on the code, but instead to use their memories.
4. When students are finished, ask them to create their own “coded” sentences on the back of this handout covering some facts shared by the forester.
5. Choose some students with the best “coded” sentences to write them on the board as a challenge for the rest of the class.



Forest Facts Review

Directions: Crack the code below using your newly found knowledge of the forest.

1. One danger for forests comes when there are too many trees. This

causes



2. When there lots of trees, the _____ population grows.



3. _____ can travel from tree to tree quickly in a crowded



forest, burning trees at an enormous rate.

4. Lots of thirsty trees means _____ dry up.



5. _____ is the variety of living things



found in an area.

6. It is important to maintain _____ in a forest: too



much of one living thing means not enough of another.

7. Forests are not only affected by people, but by _____



events as well.

A=	B=	C=	D=	E=	F=	G=	H=	I=	J=	K=	L=	M=
N=	O=	P=	Q=	R=	S=	T=	U=	V=	W=	X=	Y=	Z=



Forest Facts Review

Directions: Crack the code below using your newly found knowledge of the forest.

1. One danger for forests comes when there are too many trees. This

causes o v e r c r o w d i n g.



2. When there lots of trees, the i n s e c t population grows.



3. F i r e s can travel from tree to tree quickly in a crowded



forest, burning trees at an enormous rate.

4. Lots of thirsty trees means s t r e a m s dry up.



5. B i o d i v e r s i t y is the variety of living things



found in an area.

6. It is important to maintain b a l a n c e in a forest: too



much of one living thing means not enough of another.

7. Forests are not only affected by people, but by n a t u r a l



events as well.

A= B= C= D= E= F= G= H= I= J= K= L= M=

N= O= P= Q= R= S= T= U= V= W= X= Y= Z=



A Happy Habitat

Objective:

The student will be able to identify and explain the five components of a healthy habitat.

Procedure:

1. Review pages 12-13 before beginning.
2. Have students fill in the blanks to complete the definition of habitat: The **place** that is **home** to a **plant** or **animal**.
3. Ask students to read the story of Woodrow the Woodrat.
4. The students are then to unscramble the words to determine the five components of a healthy habitat.
5. When the students are finished:
 - a. Take time to talk to them about each of the five elements: **Cover, Sticks (snags or downed wood), Water, Food, People.**
 - b. Explain what is meant by each term (some meanings are obvious)
 - c. Ask students to give examples from the story, and give them other examples as well.

******In a future lesson, the students will be asked to write a story of their own. This story of Woodrow will be an example you can use to get them started in the right direction.



A Happy Habitat

Every animal has its **habitat**: the _____ that is _____ to a _____ or _____. For animals to have a happy habitat, the following components must be present.

Read the following story, and try to determine the five things that make for a healthy habitat.

Woodrow The Woodrat

It was that in-between time. The sun had dropped below the horizon, and the moon had not yet gathered enough strength from the darkness to shine. It was at this time that the animals of the daylight sauntered off to dinner and to a comfortable cover for rest. All seemed still—except for perhaps the gentle music of the cricket. Sounds drifted from the edges of the forest too: sounds of crackling campfires, clattering pots, and laughing children. But in the heart of the forest, there came only the whisper of tiny feet pattering down the path from his nest. It was time for Woodrow, the Bushy-tailed Woodrat, to begin his day.

He moved quickly across the forest floor where he could find cover if needed in a fallen log or perhaps, a hole in a rock. These places would match his dusky gray coat. Woodrow was on a mission tonight. He had some home improvement projects to complete. Not to mention, there were hungry little mouths waiting at home to be filled. Though he had much to do, Woodrow must be cautious. For as the moon began to light his way, a silent owl might find its way to him. That was enough to make any woodrat nervous.

Woodrow knew just where he would get the supplies he needed for his nest. The campground at the edge of the forest would provide plenty of little twigs, leaves, and sticks discarded from campfires to build up his comfy home. Decomposing logs are also a magnet for juicy bugs. There would be plenty for dinner tonight.

So off he went, stopping occasionally to listen and sniff the air for anything in search of woodrat supper. He also took a break to take a few sips from the puddle in the pathway. After a refreshing rest, he scrambled to gather his supplies.

His only trouble now was carrying his treasure home. Thankfully, tonight that would be his only difficulty. No owls spotted his gray coat in the dark night as he scurried to his home. Woodrow climbed noiselessly into his rather cluttered nest hidden from the world around him. He was safe.

So as the moon slipped away, and light filtered through the trees, another day would begin. Campers would awaken and unzip their tents unaware that little feet had traveled by. They would hike on forest trails and never notice that a little woodrat named Woodrow slept peacefully after a long, hard night's work.

So, did you catch it? What are the things that make a habitat survive? Unscramble the letters, and see if you can figure it out.

V R E O C _____

*Definition, examples:

K S S I C T (O O D W) _____

*Definition, examples:

E T W R A _____

*Definition, examples:

O O D F _____

*Definition, examples:

P P O L E E _____

*Definition, examples:



Finding the Key

Objective:

1. The student will be able to identify the six major forest environments where wildlife is found in California.
2. The student will be able to use a key to determine where ten different animals live and where they eat.

Procedure:

1. Review pages 14-33 before beginning this lesson.
2. After handing out “Finding the Key,” read the definition of environment.
3. Assist the students in coming up with a definition in their own words.
4. Give the students the names of the six major forest environments where wildlife is found in California.
 - a. *Wet Meadows and Grasslands*
 - b. *Oak Woodlands*
 - c. *Young Forest Stands: 0-15 years*
 - d. *Middle-aged Forest Stands: 15-40 years*
 - e. *Mature Forest Stands: 40-80 years*
 - f. *Older Forest Stands: 80+ years*
5. Give students examples of the different types of habitats. Focus on areas near where they live or may have visited.
6. Talk about a key. Have the students draw the two pictures: a little woodpecker and the symbol for “mature and older forests.”



Finding the Key







7. Now it is time to work on the key. Explain that the symbols for each environment are at the bottom, while the animals are on the left-hand side. Review the meaning for each symbol.
8. Notice there are two new elements to the key: the fork picture for where the animal eats, and the house picture for where the animal lives.
9. Go through the question #1 as a class.
10. Ask the students to work with a partner on #2.
11. The students could answer the rest of the questions independently, then check their answers with a partner when they are finished.



Finding the Key

Not all animals live in forests of towering pines. Some make their home in a totally different **environment**. (*Definition: The conditions or elements that surround an ecological community or its members*). Take a moment to put the definition of environment in your own words.

Today, we are going to look at six different forest environments where wildlife can be found in California (these are not the only six that exist). Fill in the blanks to identify the habitat.

 W _____ _____	 O _____ _____	 Y _____ _____
 M _____ _____	 Mature _____ _____	 O _____ _____

We will now use these symbols to create a **key**. Keys are used by people who make maps and charts. Keys use pictures instead of words to provide information. Here is an example:

Rather than saying an American Woodpecker lives in Mature and Older forests you could simply draw:

American Woodpecker: &



Finding the Key

Now that you have created your key, let's put it to practice.

Wild Turkey												
Porcupine												
Black Salamander												
Black-Tailed Jackrabbit												
Cooper's Hawk												
Long-Tailed Weasel												
Sierra Nevada Red Fox												
Silver-Haired Bat												
Northern Flying Squirrel												



= Where the animal's food lives



= Where the animal lives

1. Which animals live in the Wet Meadows and Grasslands?
2. Where does the Black-Tailed Jackrabbit live?
3. Which animals live in the Mature and Older forests?
4. Which animal lives in only one type of forest environment?



Finding the Key

5. Which animal can find food in all of the forest environments?
6. Which environment is a place where all but one of the listed animals can find food?
7. Which animals **do not** go outside of their environment to eat?
8. Which animal lives in one habitat but finds its food in an entirely different environment?
9. If you were to protect the habitat of the Silver Haired Bat, but did not do anything to protect the Wet Meadows, Oak Woodlands, or Young Forests, what would happen?

10. What does this chart tell you about where animals live and where they find their food?

11. Which of the different forest environments have you been in before?

12. Have you seen any of these animals in the wild before? (Which ones?)



Know My Name

Objective:

The student will be able to give definitions and examples of forestry terms.

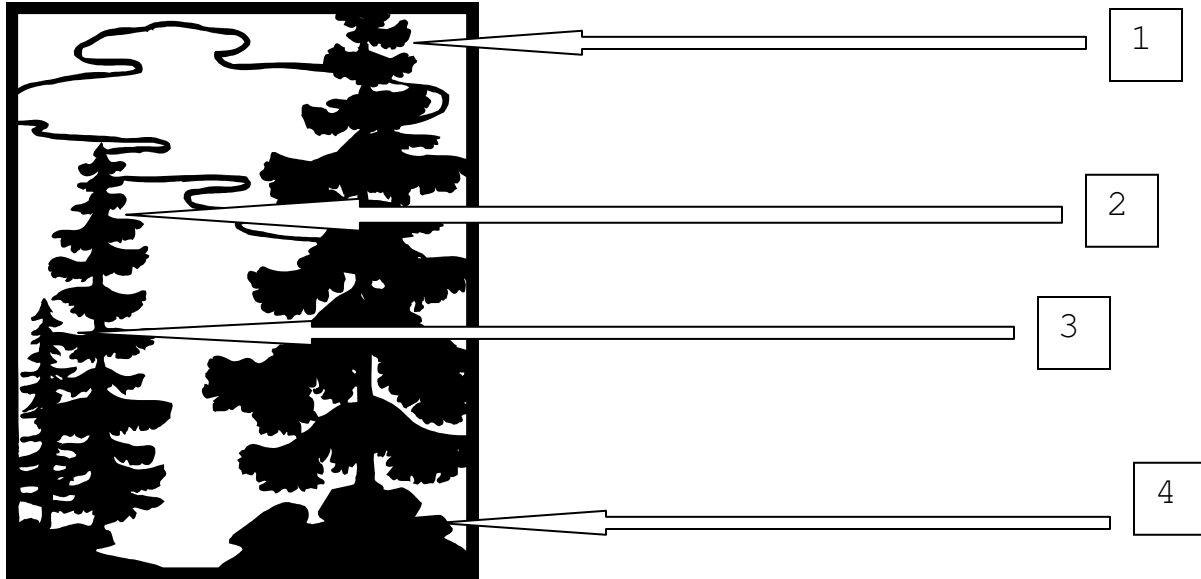
Procedure:

1. Pass out “Know My Name” handout.
2. Have students label arrows
 1. *conifer*
 2. *canopy*
 3. *tree density*
 4. *cover*
3. Give definitions for each term.
 1. **Conifer**: a tree with **needles** or **scales** for leaves; **cone**-bearing tree.
 2. **Canopy**: the **upper** story of a forest
 3. **Tree Density**: the **number** of trees in a **given** area
 4. **Cover**: the place where an animal can find **shelter** and **protection**.
4. Allow students time to give examples for **conifer** and **cover** as well as time to answer the tree density question.
5. Discuss student answers
6. Tell students there will be a quiz on these four terms as well as **habitat, environment, and sustainable forest**.



Know My Name

Here are some important words to know as you learn about California forests.



1. C _____ -- a tree with _____ or
_____ for leaves. _____ -bearing trees.

Example:

2. C _____ --the _____ story of a forest.

3. T _____ D _____ --the _____ of trees in a
_____ area. Dangers if too dense?

4. C _____ --a place where an animal can find _____
and _____. Example:



Do You Know My Name?

Objective:

The student will be able to complete a ten questions vocabulary quiz.

Procedure:

1. Hand out quiz "Do You Know My Name?"
2. Have students take the quiz independently

*Note: Your definition of sustainable forest may be different (depending on what explanation the forester gave)

Key:

1. E
2. F
3. G
4. A
5. D
6. C
7. B
8. Conifer
9. Tree Density
10. Habitat



Do You Know My Name?

Let's see how well you've learned the terms we've used to talk about California forests. Match the term with its correct definition.

- | | |
|-----------------------------|--|
| _____ 1. Habitat | A. a tree with needles or scales for leaves; bears cones |
| _____ 2. Sustainable Forest | B. place where an animal can find shelter and protection |
| _____ 3. Environment | C. the upper-story of a forest |
| _____ 4. Conifer | D. the number of trees in a given area |
| _____ 5. Tree Density | E. the place that is home to a plant or an animal |
| _____ 6. Canopy | F. a woodland that can be used indefinitely |
| _____ 7. Cover | G. the conditions or element that surround any ecological community or its members |

Fill in the blank with the correct word. (Make use of the words above)

8. A pine tree, redwood tree, or fir tree would be an example of a _____.
9. Mature forests tend to have more trees, or a greater _____.
10. The Sierra Nevada Red Fox likes to live in rock dens at high elevations; this is his _____.



Getting to Know You

Objective:

1. The student will be able to read a table and answer questions about an animal's diet, home, and predators.
2. The student will be able to choose the animal that interests them most in preparation for the writing assignment.

Procedure:

1. Review pages 15-33 before this lesson.
2. Pass out "Getting to Know You" handout.
3. If possible, pass around pictures of the nine animals.
4. Read about the nine different animals, defining any unfamiliar terms
5. Give students time to answer the questions.
6. Discuss answers and take a poll of favorite animals.



Getting to Know You

Below are the nine animals you met in a previous lesson. This time you are going to learn more information about what they eat and how they live.

Wild Turkey	Food: seeds, leaves, fruits, buds, acorns, nuts, insects. Home: roosts in trees near water supplies. Nests in low area with thick brush. Predators: bobcats, foxes, dogs.
Porcupine	Food: Spring—herbs, ferns, vegetation. Winter—bark, cambium layer of conifers. Home: dens in caves, or rotten logs. Predators: wolverines, bobcats, mountain lions, and fishers.
Black Salamander	Food: spiders, beetles. Home: near water supplies (rivers or wet meadows where there is shade). Predators: snakes.
Black-Tailed Jackrabbit	Food: vegetation. Home: shrubs and other dense cover. Predators: coyotes, eagles, owls, hawks, rattlesnakes & gopher snakes. Can run up to 30 MPH.
Cooper's Hawk	Food: small birds, baby birds, small mammals, reptiles, amphibians. Home: Nest in dense forest with lots of cover.
Long-Tailed Weasel	Food: small mammals (mice, gophers, squirrels, rabbits), birds, insects, fruit. Home: old burrows of other mammals or in cavities of trees. Predators: minks, martens, fishers, bobcats, coyotes, foxes.
Sierra Nevada Red Fox	Food: medium-sized mammals. Home: rock dens at high elevation 5,000-7,000 feet. Predators: coyotes, kit foxes.
Silver-Haired Bat	Food: moths, insects. Home: hollows of trees, snags, buildings, rock crevasses, under bark of some tree.
Northern Flying Squirrel	Food: lichens, fungi, insects, seeds, nuts, fruit, sap, bird eggs. Home: tree cavities. Predators: owls, weasels, martens.

*Source: *A Guide to California's Wildlife on Private Forestlands*. Adam Deem. The Forest Foundation: 2006.



Getting to Know You

1. Which animals live in trees?
2. Which animals eat insects?
3. Which animals have to watch out for owls?
4. Which animals like to live near water?
5. Which of these nine animals interests you the most? Why?
6. Go back to the “Finding the Key” chart. Look up this animal and find out what environment it lives in and where its food lives. Write that information here.



A Day in the Life of...

Objective:

The student will be able to write a story describing a day in the life of an animal. He/she will be able to include information about forest environment, habitat, and predators.

Procedure:

1. Begin by asking students what it would be like to be an animal for a day. How is their life different from ours? How do they spend their day?
2. Then explain to the students that they will have the opportunity to write a story from an animal's point of view.
3. Pass out "A Day in the Life of..." handout. Read through the directions.
4. Emphasize that they are not to simply list facts, but rather tell a story. Description is key here. They need to describe it so the reader can see exactly what the animal does. Use the five senses.
5. Ask the students to go back to the animal they chose in #5 of "Getting to Know You." From there guide the student to either choose that animal or another one from the chart.
6. At this point, you might want to get students together in groups according to what animal they chose so that they can brainstorm ideas together. Or you can use the questions listed on the handout as a starting point for their story.
7. To help the students get started you might want to re-read (or direct the student to read) the story of Woodrow the Woodrat. This can be a model to help them get started.



A Day in the Life of...

8. Emphasize that all the items in bold print are to be included in their story. You might even choose to pass out a copy of the rubric so that the students know precisely what they will be graded on.
9. There are no specific length requirements listed, nor are there specific requirements for whether it should be handwritten or typed. Determine what is appropriate for your age group, and communicate that to the students.
10. It would be helpful to have pictures for the students to see what their animal looks like. Or, if it is possible, an opportunity to do an internet or library search to gather more information.
11. On the day the stories are due, place the students into groups, and give them a chance to read their stories to fellow students.



A Day in the Life of...

Required Information/Skill	Points Possible	Points Received
Animal's Name and Description		
Description of Forest Environment		
Description of Habitat		
Animal's food included		
How animal finds/hunts for food		
Main Predators		
What animal uses for cover		
Ability to create a story rather than listing facts		
Basic mechanics: spelling, punctuation		
Quality of Writing		
Total	100	



A Day in the Life of...

Today you are going to write your own animal story. You will describe what it is like for this animal to live in its environment.

To do this you will need to include:

1. The **name** of your animal and a **description** of it.
Try not to simply list the description, but make it part of your story—include how the animal’s coloring helps it hide, or what it uses to find food.
2. **Where the animal lives**—which of the six forest environments.
Describe it so the reader can picture this animal’s world.
3. **The animal’s habitat**—describe its home.
4. **Your animal’s food**—what it likes to eat and **how it gets it**.
5. **Main predators** for your animal, and where it goes for **cover**.

***Remember this is not a report.** Don’t simply list the facts. You are writing an adventure story. Your animal has to find food, escape predators, find a home, etc.

*How do you choose your animal?

Look at what you answered for #5 on the handout “Getting to Know you”—which animal interested you the most? Or choose another one of the nine animals listed on the chart.

*Time to begin:

1. Animal I am writing my story about: _____
2. Type of forest where animal lives: _____
3. Animal’s home, food, predators: _____

*Now it’s time to write your adventure. Give your animal a name, and describe what it takes to live and survive one day in its world.



Tree Scavenger Hunt

Objective: The student will be able to identify the leaf and cone/seed/nut characteristics of a pine, a cedar, and an oak/maple.

Note: This lesson may require some restructuring on your part based on which trees are on your school grounds and the season in which you are completing this assignment.

Procedure:

1. This lesson is based on pages 34-37.
2. Go around your school grounds, and identify a pine tree, a cedar tree, and an oak or maple. This will be where you will lead your students on their “scavenger hunt.”
3. Pass out “Tree Scavenger Hunt” handout.
4. Guide students around the school grounds, helping them to focus on the three specific trees.
5. When the students are finished with their drawings, return back to the classroom to match up the leaves with the seeds/cones/nuts.
6. Give the students the name of each type of tree—pine, cedar, or oak/maple. Ask them to label their pictures.
7. Lastly, the students are to complete #8 at home—find one of the three types of trees near their homes and draw a “close-up” of one branch.



Tree Scavenger Hunt

At first glance, all trees in the forest may look tall and green, but if you look more closely, you will find there's far more variety than you could imagine. Follow the clues, and draw what you find.

1. Find a tree with needles for leaves. In your drawing, make sure you include how many needles in a group you see.

2. Find a tree with scaly leaves. Draw what the leaves look like.

3. Find a tree with large, flat leaves. Draw what the leaf looks like.

4. Find a tree with large cones. Draw what the cones look like.

5. Find a tree with small cones. Draw what these cones look like.

6. Find a tree with acorns or seeds. Draw what they look like.



7. Now put it together:

* Which cones/seeds went with which leaves? Match the numbers together.

#6 goes with _____

#5 goes with _____

#4 goes with _____

8. Now go home and find one of these types of trees at or near your home and draw a “close-up” of one of its branches. Use color.



Helpful Websites

This unit was designed to correspond with the publication, *A Guide to California's Wildlife—on Private Forestlands*. There are however, many websites that offer other fun and educational lesson plans relating to this topic. Listed below are a few such resources.

The Forest Foundation 1-866-241-TREE

www.calforestfoundation.org

Project Learning Tree

www.plt.org

Society of American Foresters

www.safnet.org

USDA Forest Service

www.fs.fed.us

California Department of Forestry & Fire Protection

www.fire.ca.gov

Discovery School

www.discoveryschool.com/lessonplans

National Geographic

www.nationalgeographic.com/xpeditions/lessons

Georgia Pacific

www.gp.com/educationalinNature/fromforest/lessonplans

www.gp.com/educationalinNature/forestis/lessonplans

Talk About Trees

www.talkabouttrees.org/plans

