

Lesson Plan Title

A Tree Grows

Grade Level

Pre- K

Subject Area

Science

MSCCRS

Life Science

2. With prompting and support, explore how living things change in form as they go through the general stages of a life cycle.

a. Use informational text or other media to make observations and predictions about plants as they change during the life cycle and use models to communicate ideas.

b. Conduct experiments using observations and predictions to describe and model the life cycle of a familiar mammal.

c. With teacher guidance, conduct a structured investigation to observe and measure the changes in various individuals of a single plant species from seed germination to adult plant. Record observations using drawings.

Art Form

Theatre/Drama

MSCCR Creative Arts Standards

TH: Cr2.1.PK Organize and develop artistic ideas and work.

a. With prompting and support, contribute through gestures and words to dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

Duration

30 minutes

Materials

1. Visit or create a free account for GetEpic.com/educators. In the search bar, type in the following link to Get Epic; click sign up (it is free); create an account. In the search bar, type in Watch an Apple Grow by Kirsten Chang.

<https://www.getepic.com/educators>

2. Smartboard or speaker (play classical/calming music while acting out the stages of the apple tree.) This can help keep the students calm.
3. Pink and white ribbons, if your school has them. You don't HAVE to have these.

Objectives

1. TSW understand how apple trees change in form as they go through the stages of their life cycle.

2. TSW use gestures and dramatic play to show that they understand the life cycle of an apple tree.

Vocabulary

1. Bloom- to produce flowers
2. Pollen- tiny yellow grains that cause plants to form seeds
3. Roots- parts of a plant that grow underground and get water and food from the soil
4. Sapling- a young tree
5. Gesture- An expressive and planned movement of the body or limbs.
6. Dramatic Play- Make-believe where children naturally assign and accept roles, then act them out.

Lesson Description

TTW read *Watch an Apple Grow* by Kirsten Chang on Get Epic. After reading, TTW display pages 24-25, and TTW and TSW discuss the life cycle of an apple tree. TTW say, "Today we are going to use dramatic play (Make-believe where children naturally assign and accept roles, then act them out), to act out the life cycle of an apple tree. TTW begin playing the classical/calming/piano music and TTW say "Everyone find some space around the room, where you aren't touching anyone or anything, and make yourself as small as possible. (*TSW and TTW get down on the ground and become as small as possible.*) TTW say, "You are an apple seed buried under the cold ground. It is winter, and you are barely awake. Above you, snow covers the ground. It is totally dark under the ground."

TTW say, "Now it is spring. The earth around you is growing a little warmer, and you start to feel more awake. The snow above you melts, and the water soaks into the earth around you. It feels good. It is time to come out of your seed pod. You feel strong and energetic. You begin to grow roots (*TTW and TSW begin to stretch out arms and legs pretending to be roots*)

TTW say, "You emerge from the soil, becoming a stem, and see.....the SUN! (*TTW and TSW get on their knees sitting straight up*)

TTW say, "The sun's energy flows into you, and you feel stronger and stronger. You begin to have leaves. (*TTW and TSW use their body to pretend to have leaves coming off of the stem*). Spring rains nourish and refresh you."

TTW say, "You have grown into a sapling--a tree about the size of a young person. You have beautiful green leaves that soak up the sun and make you strong. But you want to grow taller. You want to be a tree." (*TTW and TSW stand tall like a pencil*)

TTW say, "As the years go by, you become a strong apple tree."
(*TTW and TSW continue to stand tall and start to reach their arms high towards the ceiling, standing like a tall tree*)

TTW say, "Pink and white flowers begin to bloom." (*TTW and TSW look at their arms pretending to see beautiful flower blooms, if you have ribbons you could use pink and white ribbons to be the flower blooms*)

TTW say, "Now it is fall. You have grown apples all over your branches. The apples contain seeds that might someday become new apple trees. The apples are heavy. Your branches are strong, but there are so many apples. You feel weighed down. You feel as if your branches might break." (*TTW and TSW continue standing tall with arms up high but start to act as if your arms weigh a TON and they are being pulled down*)

TTW say, "Here come some children. They are coming for the apples. They have bushel baskets. The children pick your apples, and your branches feel light." (*TTW and TSW continue standing with arms reaching high, and your arms no longer feel heavy*)

TTW say, "Almost all of your apples are gone. But you know you will grow more next year. You feel grateful to those children. You hope they will enjoy the apples." (*TTW and TSW continue standing tall with arms reaching high, like a tall apple tree*)

TTW say, "Now it is winter. All of your leaves have fallen. But you know you will grow more next spring. Now it is time to rest." (*TTW and TSW stand tall, with their arms by their side*)

The end.

Recommended Resources

<https://www.getepic.com/educators>

Extended Learning Activities

The Seasons of Arnold's Apple Tree by Gail Gibbons

<https://www.youtube.com/watch?v=hZSHsGdge7U>

Students could act out the life cycle of an apple tree for another class that is learning the same thing, administrators, or even parents.

Sources

<https://www.childdrama.com/appletree.html>

Author

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