

Listed below are the Wisconsin learning standards correlations for the LEAF lessons in the K-1 grade lesson guide. On the following pages, you will find the standards listed by lesson along with a brief explanation of how they are addressed by each lesson.

LESSON 1: TREE HARDWARE

WISCONSIN STANDARDS FOR AGRICULTURE, FOOD AND NATURAL RESOURCES

Natural Resources; NR1.b/NR1.b.2.e

Students identify what makes trees perennials.

Plant Systems; PS1.b and PS1.b.1.e

Students label the parts of a tree and act out the life stages of a tree.

Plant Systems; PS1.c

Students recall the basic needs of a tree.

Plant Systems; PS1.d

Students label the parts of a tree and the basic needs of a tree.

Plant Systems; PS2.a and PS2.a.1.e

Students recall the basic needs of a tree.

WISCONSIN STANDARDS FOR ENVIRONMENTAL LITERACY AND SUSTAINABILITY

Explore; ELS.EX2.A.e

Students identify and name the parts of a tree.

WISCONSIN STANDARDS FOR ENGLISH LANGUAGE ARTS

Reading for Literature; RL.K.10

Students participate in the shared reading of *The Acorn* story.

Speaking and Listening; SL.K.2.

Students listen to *The Acorn* story and complete Student Page – *Tree Life Stages*.

Speaking and Listening; SL.1.2

Students listen to *The Acorn* story and complete Student Page – *Tree Life Stages*.

NEXT GENERATION SCIENCE STANDARDS

Interdependent Relationships in Ecosystems; K-LS1-1

Students learn the parts of a tree and play a game to assemble all the parts that a tree needs to survive.

Interdependent Relationships in Ecosystems; K-ESS3-1

Students learn the parts of a tree and play a game to assemble all the parts that a tree needs to survive.

Structure, Function, and Information Processing; 1-LS3-1

Students listen to *The Acorn* story and act out the life of a tree from the time it was an acorn.

LESSON 2: WHAT'S IN A FOREST?

WISCONSIN STANDARDS FOR AGRICULTURE, FOOD AND NATURAL RESOURCES

Natural Resources; NR1.a and NR1.a.2.e

Students draw and tell about different parts of a forest and explain how parts of a forest are connected.

Natural Resources; NR2.b

Students draw and tell about different parts of a forest and explain how parts of a forest are connected.

Natural Resources; NR2.d and NR2.d.6.e

Students list living and nonliving parts of a forest.

WISCONSIN STANDARDS FOR ENVIRONMENTAL LITERACY AND SUSTAINABILITY

Connect; ELS.C1.B.e

Students identify the natural and cultural parts of their classroom and school community.

Explore; ELS.EX2.A.e

Students identify the living and nonliving parts of a forest ecosystem and explore how they are connected to each other.

Explore; ELS.EX2.B.e

Students identify how the living and nonliving parts of a forest ecosystem are important to each other.

Explore; ELS.EX2.C.e

Students identify ways that forests are important to people.

WISCONSIN STANDARDS FOR ENGLISH LANGUAGE ARTS

Writing; W.K.8 & W.1.8

Students recall experiences from the walk they've taken to look for living and nonliving things..

Speaking and Listening; SL.K.1

Students participate in discussions as a group and with adults throughout the lesson.

Speaking and Listening; SL.1.1

Students participate in discussions as a group and with adults throughout the lesson.

Speaking and Listening; SL.K.3

Students participate in discussions as a group and with adults throughout the lesson.

Speaking and Listening; SL.1.3

Students participate in discussions as a group and with adults throughout the lesson.

Speaking and Listening; SL.K.6

Students participate in discussions and share their thoughts throughout the lesson.

Speaking and Listening; SL.1.6

Students participate in discussions and share their thoughts throughout the lesson.

Language; L.K.1 & L.1.1

Students participate in discussions and share their thoughts throughout the lesson.

NEXT GENERATION SCIENCE STANDARDS

Interdependent Relationships in Ecosystems; K-LS1-1

Students learn the parts of parts of the forest and how they interact with each other.

Interdependent Relationships in Ecosystems; K-ESS3-1

Students learn the parts of parts of the forest and how they interact with each other.

WISCONSIN'S MODEL ACADEMIC STANDARDS FOR ART AND DESIGN

Visual Memory and Knowledge; A.4.1

By seeing and manipulating the *Forest Memory* pieces, students increase their mental storehouse of images.

LESSON 3: MY FAVORITE FOREST USE

WISCONSIN STANDARDS FOR AGRICULTURE, FOOD AND NATURAL RESOURCES

Natural Resources; NR1.a and NR1.a.1.e

Students are introduced to specific benefits we receive from Wisconsin's forests.

Natural Resources; NR2.c and NR2.c.5.e

Students identify the benefits received from managed forests, including recreation.

Natural Resources; NR3.a and NR3.a.7.e

Students identify the benefits received from managed forests, including recreation.

WISCONSIN STANDARDS FOR ENVIRONMENTAL LITERACY & SUSTAINABILITY

Connect; ELS.C1.D.e

Students recognize the personal physical and emotional benefits of forest recreation.

Explore; ELS.EX2.C.e

Students identify how we use forests for products, beauty, fun and jobs.

Explore; ELS.EX3.C.e

Students identify how we work together to allow forests to meet the diverse needs of humans.

Explore; ELS.EX5.A.e

Students examine what it means to value something and explore why we value forests.

Engage; ELS.EN6.C.e

Students explore how, by valuing forests, we can continue to use forests to meet the diverse needs of humans.

WISCONSIN STANDARDS FOR ENGLISH LANGUAGE ARTS

Reading for Informational Text; RI.K.10

Students read along with the *Trees in the Forest* song.

Reading; Foundational Skills; RF.K.1A

Students read along with the *Trees in the Forest* song.

Reading for Informational Text; RI.K.3C

Students read along with the *Trees in the Forest* song.

Language; L.K.1 & L.1.1

Students participate in discussions and share their values.

LESSON 4: FOREST PRODUCT TIME MACHINE

WISCONSIN STANDARDS FOR AGRICULTURE, FOOD AND NATURAL RESOURCES

Natural Resources; NR1.a and NR1.a.1.e

Students list and describe historical forest uses.

Natural Resources; NR3.a, NR3.a.1.e, and NR3.a.7.e

Students list and describe historical forest uses and recognize forest products that are necessary in their everyday life.

WISCONSIN STANDARDS FOR ENVIRONMENTAL LITERACY AND SUSTAINABILITY

Explore; ELS.EX2.B.e

Students identify how forests provided resources and services necessary for the survival of early Native Americans and European settlers in Wisconsin.

Explore; ELS.EX2.C.e

Students identify ways that humans depend on forests for products and services they use every day.

Explore; ELS.EX3.C.e

Students discover the similarities and differences between how early Native Americans and European settlers used Wisconsin forests.

Explore; ELS.EX4.B.e

Students describe how forest resources were essential to the health and survival of early Native Americans and European settlers.

Explore; ELS.EX5.C.e

Students compare historical and contemporary uses of forest resources.

WISCONSIN STANDARDS FOR ENGLISH LANGUAGE ARTS

Speaking and Listening; SL.1.4

Students explain how products were used by Native Americans, settlers, and by themselves today.

Speaking and Listening; SL.K.6

Students explain how products were used by Native Americans, settlers, and by themselves today.

Speaking and Listening; SL.1.6

Students explain how products were used by Native Americans, settlers, and by themselves today.

WISCONSIN MODEL ACADEMIC STANDARDS FOR SOCIAL STUDIES

Historical Eras and Themes; B.4.4

Children develop an awareness of our historical and present development as a society dependent on the forest. Through use of *Forest Resource* pictures and worksheets, students compare contemporary products with past products and our cultural relation to resources.

Historical Eras and Themes; B.4.10

Students develop an awareness of the history and culture of Wisconsin's Native Americans as they explore the forest resources they used to meet their basic needs.

LESSON 5: ANIMALS NEED FORESTS TOO

WISCONSIN STANDARDS FOR AGRICULTURE, FOOD AND NATURAL RESOURCES

Natural Resources; NR1.a

Students recognize that forest must contain all the basic needs of an animal for it to live there, then "create" a forest ecosystem.

Natural Resources; NR2.b

Students draw ways forests provide homes for animals.

Natural Resources; NR2.c and NR2.c.3.e

Students recognize that forest must contain all the basic needs of an animal for it to live there, then draw a forest ecosystem that provides homes for animals.

Natural Resources; NR2.d and NR2.d.6.e

Students identify how the forest provides homes for animals.

WISCONSIN STANDARDS FOR ENVIRONMENTAL LITERACY AND SUSTAINABILITY

Explore; ELS.EX2.B.e

Students recognize how Wisconsin's forests contain the basic needs of the diverse animals that live there.

Explore; ELS.EX4.A.e

Students recognize that many animals from Wisconsin get their nutrients, energy and water needs from different components of the forest ecosystem.

NEXT GENERATION SCIENCE STANDARDS

Interdependent Relationships in Ecosystems; K-LS1-1

Students learn the components of an ecosystem by drawing the things an animal needs to survive and playing a basic needs game.

WISCONSIN'S MODEL ACADEMIC STANDARDS FOR ART AND DESIGN

Visual Communication and Expression; E.4.4

Students sketch the basic needs of an animal.

Making Connections; K.4.3

Students create artwork by drawing a story about an animal and how it meets its needs.

CAREERS EXPLORATION

WISCONSIN STANDARDS FOR ENVIRONMENTAL LITERACY AND SUSTAINABILITY

Engage; ELS.EN6.C.e

By hearing about specific jobs, completing a worksheet and drawing a picture, students will learn about jobs related to forests and forestry.

FIELD ENHANCEMENT 1: ALL ABOUT MY TREE

WISCONSIN STANDARDS FOR AGRICULTURE, FOOD AND NATURAL RESOURCES

Natural Resources; NR1.b and 1.b.1.e

Students observe and draw the parts of a tree.

Natural Resources; NR2.b

Students observe and draw the parts of a tree, then make connections between the parts of a tree and how it meets its needs in the environment.

Plant Systems; PS1.a and PS1.a.2.e

Students observe a tree over time.

Plant Systems; PS1.b

Students observe and draw the parts of a tree, then make connections between the parts of a tree and how it meets its needs in the environment.

Plant Systems; PS1.c

Students learn that trees need sunlight.

Plant Systems; PS1.d and PS1.d.1.e

Students observe and draw the parts of a tree, then make connections between the parts of a tree and how it meets its needs in the environment.

Plant Systems; PS2.a and PS2.a.1.e

Students draw a picture of a tree's basic needs: nutrients, sunlight, space, air, and water.

WISCONSIN STANDARDS FOR ENVIRONMENTAL LITERACY AND SUSTAINABILITY

Connect; ELS.C1.C.e

Students explore a tree and the forest ecosystem, observing and describing changes over time.

Explore; ELS.EX2.A.e

Students identify and name the parts of a tree.

Explore; ELS.EX3.B.e

Students recognize that the forest looks different in different times of the year.

Explore; ELS.EX5.B.e

Students identify changes that take place in a forest ecosystem throughout the course of a year.

WISCONSIN STANDARDS FOR ENGLISH LANGUAGE ARTS

Speaking and Listening; SL.K.4

Students make observations about various features of trees and record their observations on a worksheet.

Speaking and Listening; SL.1.4

Students make observations about various features of trees and record their observations on a worksheet.

Speaking and Listening; SL.K.5

Students make observations about various features of trees and record their observation, including drawings, on a worksheet.

Speaking and Listening; SL.1.5

Students make observations about various features of trees and record their observation, including drawings, on a worksheet.

WISCONSIN STANDARDS FOR MATHEMATICS

Measurement and Data; K.MD.2

Students compare how big their tree is as compared to themselves.

Geometry; K.G.1

Students identify the shape of their tree.

NEXT GENERATION SCIENCE STANDARDS

Interdependent Relationships in Ecosystems; K-LS1-1

Students identify the parts of a tree look for signs of animals that live in it.

Interdependent Relationships in Ecosystems; K-ESS3-1

Students identify the parts of a tree look for signs of animals that live in it.

WISCONSIN MODEL ACADEMIC STANDARDS FOR ART AND DESIGN

Visual Communication and Expression; E.4.4

Students sketch what their tree looks like and what its basic needs are and share them in a class scrapbook.

FIELD ENHANCEMENT 2: SENSING THE FOREST

WISCONSIN STANDARDS FOR AGRICULTURE, FOOD AND NATURAL RESOURCES

Natural Resources; NR1.b and 1.b.1.e

Students use their senses of touch, smell, and hearing to investigate a tree.

Natural Resources; NR2.b

Students identify the living and nonliving parts of a forest.

WISCONSIN STANDARDS FOR ENVIRONMENTAL LITERACY AND SUSTAINABILITY

Connect; ELS.C1.C.e

Students explore and describe a forest ecosystem.

Explore; ELS.EX2.A.e

Students identify the living and nonliving parts of a forest ecosystem and explore how they are connected to each other.

WISCONSIN STANDARDS FOR ENGLISH LANGUAGE ARTS

Writing; W.K.8 & W.1.8

Students review living and nonliving things.

Speaking and Listening; SL.K.1

Students participate in discussions as a group and with adults throughout the lesson.

Speaking and Listening; SL.1.1

Students participate in discussions as a group and with adults throughout the lesson.

Speaking and Listening; SL.K.4

Students participate in discussions and share their thoughts throughout the lesson.

Speaking and Listening; SL.1.4

Students participate in discussions and share their thoughts throughout the lesson.

Speaking and Listening; SL.K.5

Students use drawing and visual symbols to represent sounds.

Speaking and Listening; SL.1.5

Students use drawing and visual symbols to represent sounds.

Speaking and Listening; SL.K.6

Students participate in discussions and share their thoughts throughout the lesson.

Speaking and Listening; SL.1.6

Students participate in discussions and share their thoughts throughout the lesson.

NEXT GENERATION SCIENCE STANDARDS

Interdependent Relationships in Ecosystems; K-ESS3-1

Students use five senses and discussion to represent the relationships of living and nonliving components of the forest.

WISCONSIN MODEL ACADEMIC STANDARDS FOR ART AND DESIGN

Visual Thinking; H.4.1

Students listen to sounds in nature and create a visual representation of them. Students match colors on their clothing to colors found in the forest.

FIELD ENHANCEMENT 3: SEARCHING FOR BASIC NEEDS

WISCONSIN STANDARDS FOR AGRICULTURE, FOOD AND NATURAL RESOURCES

Natural Resources; NR1.a

Students recognize that forests must contain all of the basic needs of an animal for it to live there.

Natural Resources; NR2.b

Students identify the basic needs of animals and find evidence of animals and their homes.

Natural Resources; NR2.c and NR2.c.3.e

Students recognize that forests must contain all of the basic needs of an animal for it to live there, and decide whether an imaginary animal could live in their schoolyard.

Natural Resources; NR2.d and NR2.d.6.e

Students search for evidence of animals and their homes.

WISCONSIN STANDARDS FOR ENVIRONMENTAL LITERACY AND SUSTAINABILITY

Connect; ELS.C1.C.e

Students explore multiple outdoor ecosystems and ask questions about whether those ecosystems can meet the needs of various living things.

Explore; ELS.EX2.B.e

Students recognize how Wisconsin's forests contain the basic needs of the diverse animals that live there.

Explore; ELS.EX4.A.e

Students recognize that many animals from Wisconsin get their nutrients, energy and water needs from different components of the forest ecosystem.

WISCONSIN STANDARDS FOR ENGLISH LANGUAGE ARTS

Writing; W.K.8 & W.1.8

Students learn about needs of animals in a forest and discuss.

NEXT GENERATION SCIENCE STANDARDS

Interdependent Relationships in Ecosystems; K-LS1-1

Students identify basic needs of animals in a particular site.

Interdependent Relationships in Ecosystems; K-ESS3-1

In the extension, students draw a picture of the animal to clarify details in the description.