



**School Program Description**  
**Forests Are More Than Trees**  
**Grade Level: 2<sup>nd</sup> & 3<sup>rd</sup> Grade**

**Saginaw Bay Visitor Center**  
**Bay City State Recreation**

**PROGRAM DESCRIPTION:**

Students will investigate trees and explore their value to man and wildlife. Program begins with the National Wildlife Presentation “Forests Are More Than Trees”, which introduces the value of forests to man and wildlife. Next, students learn about the structure of a tree and how they grow, by making their own “tree cookie”. Students then play a game where they learn the survival needs of trees, sun light, water, minerals and carbon dioxide. In conclusion the students take a hike through the wooded wetland and are introduced to some of the trees, which make up a forest. Students collect leaves as they hike and match them to a key before they depart.

**PROGRAM GOALS:**

To help students realize the important role trees play in a wetland community.  
To help students understand the interdependence of man and wildlife on our wetland forest communities.

**PROGRAM OBJECTIVES:**

1. Students will be able to define a wooded wetland.
2. Students will be able to list four things a tree needs to survive.
3. Students will be able to list at least one reason why trees are special to people.
4. Students will be able to name at least one animal which lives in a wetland woods.
5. Students will be able to name at least one tree which lives in a wetland habitat.
6. Students will be able to age a tree by counting their annual rings.
7. Students will be able to group tree leaves by their similarities and differences.

**PRE-VISIT SUGGESTIONS:**

1. Be sure that every student is dressed for the weather conditions. It can be 5-10 degrees cooler next to the Saginaw Bay. (Bring a box of square bottomed trash bags for an emergency rain poncho)
2. Bring a gallon zip-lock bag for each student to put their leaf collection in.
3. Discuss photosynthesis with your class. Have them make a flow chart of the elements a tree needs to grow and the resources we get from trees.
4. Go over the parts of a tree: root, bark, leaf, sap, bud, seed, cone, nut, fruit, berry.
5. Project Learning Tree Activities: Tree Treasures- students brainstorm a list of products we get from trees, Trees as Habitats – students discover how plants and animals depend on trees through a school yard investigation.
6. Project WILD: Graph-animal – students create picture collections of animals in two different habitats and then “visit” the habitats by going on a “nature walk” in their classroom where they tally the number of animals they see and then graph and compare the results.

## **POST-VISIT SUGGESTIONS:**

1. Have each student draw and/or write a report on a plant or animal which they saw in the wetland woods on the field trip.
2. Make a class mural of the animals which inhabit the wooded wetlands.
3. Assign each student a wetland woods animal and have the students each draw a picture of the animal and how they depend on trees for their food or shelter.
4. Have each student press their leaves collected on their hike, individually between sheets of paper; then stack books on top of them and let them dry. Paste dried leaves to their matching silhouette on the program handout. Laminate or cover with clear contact paper.
5. Use the leaves collected on the hike to leaf print T-shirts, or poster paper when you get back to the classroom.
6. Project Learning Tree Activities: Tree Factory – students act out the parts of a tree.
7. Make actual tree cookies out of tree cross-sections and mark with straight pins and tiny flags important dates in each student's life. Or make a big tree cookies with flags that mark important dates in Michigan's history.

## **COORDINATING WITH MICHIGAN SCIENCE Grade Level Content Expectations:**

Science. Inquiry Process: S.IP.02.11, S.IP.02.12, S.IP.02.13, S.IP.02.14, S.IP.02.15, S.IP.02.16, S.IP.03.11, S.IP.03.12, S.IP.03.13, S.IP.03.14, S.IP.03.15, S.IP.03.16

Science. Inquiry Analysis & Communication: S.IA.02.12, S.IA.02.13, S.IA.02.14, S.IA.03.11, S.IA.03.12, S.IA.03.13, S.IA.03.14, S.IA.03.15

Science. Reflection & Social Implications: S.RS.02.11, S.RS.02.13, S.RS.02.15, S.RS.02.16, S.RS.03.11, S.RS.03.14, S.RS.03.15, S.RS.03.16, S.RS.03.17, S.RS.03.18, S.RS.03.19

Life science Organization of Living Things: L.OL.02.14, L.OL.02.22, L.OL.03.31, L.OL.03.32, L.OL.03.41, L.OL.03.42

Earth Science Solid Earth: E.SE.02.21, E.SE.03.13, E.SE.03.14, E.SE.03.22, E.SE.03.31, E.SE.03.32

Physical Science Properties of Matter: P.PM.02.12, P.PM.02.13, P.PM.02.41

Life Science Heredity: L.HE.02.13

Earth Science Earth System: E.ES.02.21, E.ES.03.41, E.ES.03.42, E.ES.03.43, E.ES.03.44, E.ES.03.52

Earth Science Fluid Earth: E.FE.02.13, E.FE.02.21, E.FE.02.22

Life Science Evolution: L.EV.03.12

## **COORDINATING WITH M.E.A.P. SOCIAL STUDIES CONTENT STANDARD**

### **BENCHMARKS:**

Geographic perspective

II.1—e.e.2, l.e.2

II.2—e.e.1, e.e.2, e.e.3, l.e.1, l.e.2, l.e.3, l.e.4

II.4—l.e.5

II.5—e.e.1, l.e.1

Economic Perspective

IV.2—l.e.1

Inquiry

V.1—e.e.2

