

Lesson Plan: Leaves Treasure Box Hunt

Date: March 19th, 2024

Teachers: Ahlam Alawneh, Kyle Wong, Xinyu Zhang

Title: Leaves Treasure Box Hunt

Unit of Study: Earth and Space Systems

Grade/Course: Grade 1 Elementary Science and Technology

Time: 75 minutes/period

Background Information:

- Prior to this class, students will have had a class on the following topic in this unit: How the seasons affect living things (like animals hibernating in the winter)

Objectives:

- Students will be able to identify parts of a leaf using simple English vocabulary
- Students will practice describing the different colours, shapes, and sizes of leaves using basic adjectives and comparative language (ex. "This leaf is green. This leaf is bigger than the other leaf.")
- Students will practice asking and answering simple questions about leaves using appropriate question words (ex. "Why do leaves change colours?")
- Students will learn key vocabulary related to leaves
- Students will engage in cooperative learning activities (ex. pair/group/class activities and discussions) to share their observations and ideas about leaves, practicing their listening and speaking skills
- Students will participate in hands-on activities to reinforce vocabulary and concepts related to leaves
- Students will develop basic writing skills using simple words and sentences describing their observations, using appropriate vocabulary

Assessment:

Informal – participation, contributions to class discussions, collaboration and completion of class activities

Formal – Activity sheets

Learning Expectations:

Overall Expectations (Curriculum):

E1. Relating Science and Technology to Our Changing World

E2. Exploring and Understanding Concepts

Specific Expectations (Curriculum):

E1.2 assess ways in which daily and seasonal changes have an impact on society, the environment, and living things in the natural environment

E2.4 describe and compare the four seasons in terms of the weather, including precipitation and temperature, in their local area

E2.5 describe changes in the appearance or behaviour of living things that are adaptations to seasonal changes

Lesson:

This lesson will be focused on our pedagogical tool, the “Leaf Treasure Box”. References to this tool are made throughout the lesson plan – the teacher is assumed to have one on hand as a reference. This box can come as a class set (enough resources in each box for the entire class to do from a single box), or in small groups (ex. 4 students), where each group of students gets to use their own box. This lesson will be based on small groups of 4 students per box.

Pre-Lesson (Teacher):

- Read the Teacher Instructions sheet located on the lid of the Leaf Treasure Box. This instructions sheet will give all the information on your role in using the box.

Introduction: (5 minutes)

- Split the class into groups of 4
- Each group will be given a Leaf Treasure Box
- Students will open the middle section of the box first, where they will discover a “Leaf Treasure Map” introducing them to the activity

Body: (60 minutes)

- Students will be prompted to open “Task 1”, where they will receive an instruction sheet for the task
- Students will read the task, and ask any questions they may have on it
- As a class, everyone will go outside for students to complete the task
- Once all students have completed the task, everyone will go back inside

- Students will be prompted to open “Task 2”, where they will receive an instruction sheet for the task
- Students will read the task, and ask any questions they may have on it
- Read the book “Red Leaf, Yellow Leaf” by Lois Ehlert out loud to the class. Lead the class discussion with the questions on the teacher instruction sheet
- Students will answer the question to complete the task
- Once all students have completed the task, they will be prompted to open “Task 3”, where they will receive an instruction sheet for the task
- Students will read the task, and ask any questions they may have on it
- Students will complete the task using the materials provided in the box
- Assist students as needed with materials and demonstrate safe use if necessary (ex. scissors)
- Once all students have completed the task, they will be prompted to open “Task 4”, where they will receive an instruction sheet for the task
- Take crushed ice out of the freezer and place it on a tray
- Heat up the maple syrup in a microwavable container for 7-10 minutes, depending on the microwave used
- Drizzle maple syrup on the crushed ice in one line
- Using a clean popsicle stick, students will slowly roll the line of syrup to make taffy
- Students can eat this treat
- Students will complete the verbal exit ticket to close out the activity

Conclusion: (10 minutes)

- As a class discussion to end class, the teacher will prompt cultural connections to the lesson with the following incorporations:
- Cultural Symbols – Different leaves are used as symbols in different cultures (ex. Maple leaf in Canada, Cherry Blossom in Japan)
- Cultural Celebrations – Cultural celebrations/festivals that involve leaves (ex. Day of the Dead in Mexico with marigold leaves to decorate altars, Loy Krathong in Thailand with banana leaves as floating lanterns)
- Cultural Comparisons – Encourage students to share their own cultural traditions and practices related to leaves, perceptions and uses of leaves in different cultures around the world

** Throughout the lesson, assist students with language through the use of scaffolding, vocabulary support, language frames, sentence starters, encouraging questions and discussions, and making cultural connections where possible

Materials/Resources:

- *Class Set of Leaf Treasure Hunt Boxes (each containing the following materials):* Chart Printout, Book (“Red Leaf, Yellow Leaf” by Lois Ehlert, Scissors, Leaf Template Printout, Coloured Pencils/Crayons
- *Teacher Provided (for sanitary/expiration reasons):* Popsicle Sticks. Crushed Ice, Maple Syrup

Modifications/Accommodations and Differentiated Instructional Strategies:

- For English Language Learners: the use of plenty of visual and kinesthetic aids, multimodality, simplified language, peer support, hands-on activities reaching multiple senses, modelling and demonstrations, flexible grouping opportunities, and cultural connections.

TASK #1 COMPARISON CHART

LEAF:	LEAF:
DRAWING:	DRAWING:
COMPARISON:	COMPARISON:

TASK #1:

YOUR FIRST TASK IS TO FIND TWO LEAVES, ONE THAT IS DEAD ALREADY, AND ONE THAT IS FRESHLY ACQUIRED. THESE ARE EXAMPLES OF WHAT THAT MAY LOOK LIKE:



DEAD



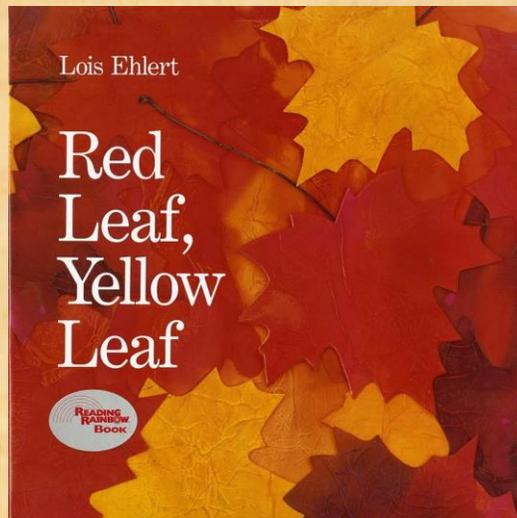
ALIVE

YOU WILL MAKE A LIST OF 5 TRAITS COMPARING BOTH LEAVES AND DRAW A PICTURE. YOU CAN USE WORDS THAT DESCRIBE THE LEAVES SUCH AS COLOUR, TEXTURE, SCENT, SIZE, AND SHAPE! JUST DO NOT TASTE THE LEAVES.

BRING YOUR LIST TO THE TEACHER TO UNLOCK TASK #2!

TASK #2:

YOUR SECOND TASK IS AN ENTIRE CLASS EFFORT! YOUR TEACHER WILL READ THE BOOK "RED LEAF, YELLOW LEAF" BY LOIS EHLERT:



TOGETHER AS A CLASS, YOU ARE GOING TO TALK ABOUT THE BOOK AND SHARE YOUR ANSWER TO THE BIG QUESTION:
WHAT IS YOUR FAVOURITE PART OF A TREE?
ONCE YOU GET THE ANSWER, YOUR TEACHER WILL UNLOCK TASK #3!



TASK #3:

YOUR THIRD TASK IS TO DRAW A PICTURE OF YOURSELF ON A LEAF, AND COLOUR THE OUTSIDE BASED ON YOUR FAVOURITE SEASON:

SPRING = GREEN

SUMMER = RED

FALL = YELLOW

WINTER = BROWN



ON THE BACK, YOU WILL WRITE YOUR FAVOURITE SEASON, AND 3 WORDS/PHRASES THAT DESCRIBES YOURSELF. IT CAN BE ANYTHING!

CUT OUT YOUR LEAF, AND BRING IT TO THE TEACHER TO UNLOCK TASK #4!

TASK #4:

YOUR FOURTH AND FINAL TASK IS TO CREATE
REAL MAPLE SYRUP TAFFY:



YOUR TEACHER WILL HAVE ICE OR SNOW SET UP.
DRIZZLE MAPLE SYRUP ON THE ICE IN ONE LINE.
USING A CLEAN POPSICLE STICK, SLOWLY ROLL
THE LINE OF SYRUP AROUND YOUR POPSICLE
STICK. YOU CAN NOW EAT YOUR TAFFY!

BEFORE YOU LEAVE CLASS, USE ONE WORD TO
DESCRIBE EITHER THE MAPLE SYRUP TAFFY
(LIKE YUMMY), OR HOW TASTING THE MAPLE
SYRUP MAKES YOU FEEL (LIKE HAPPY).

TEACHER INSTRUCTIONS – READ BEFORE STARTING ACTIVITY

TASK 1:

Bring the class outside into the playground/field area they have recess in. Supervise students as they perform this task.

Materials Needed: Writing Utensils, Chart Printout

TASK 2:

Read the book out loud to the class. Lead the class discussion after with prompts such as:

“Has anyone every planted a tree?”

“Why do leaves change colours?”

“What is your favourite part of a tree?”

Materials Needed: Book (“Red Leaf, Yellow Leaf” by Lois Ehlert)

TASK 3:

No instructions other than helping students with the instructions listed on task #3 card.

Materials Needed: Scissors, Leaf Template Printout, Coloured Pencils/Crayons

TASK 4:

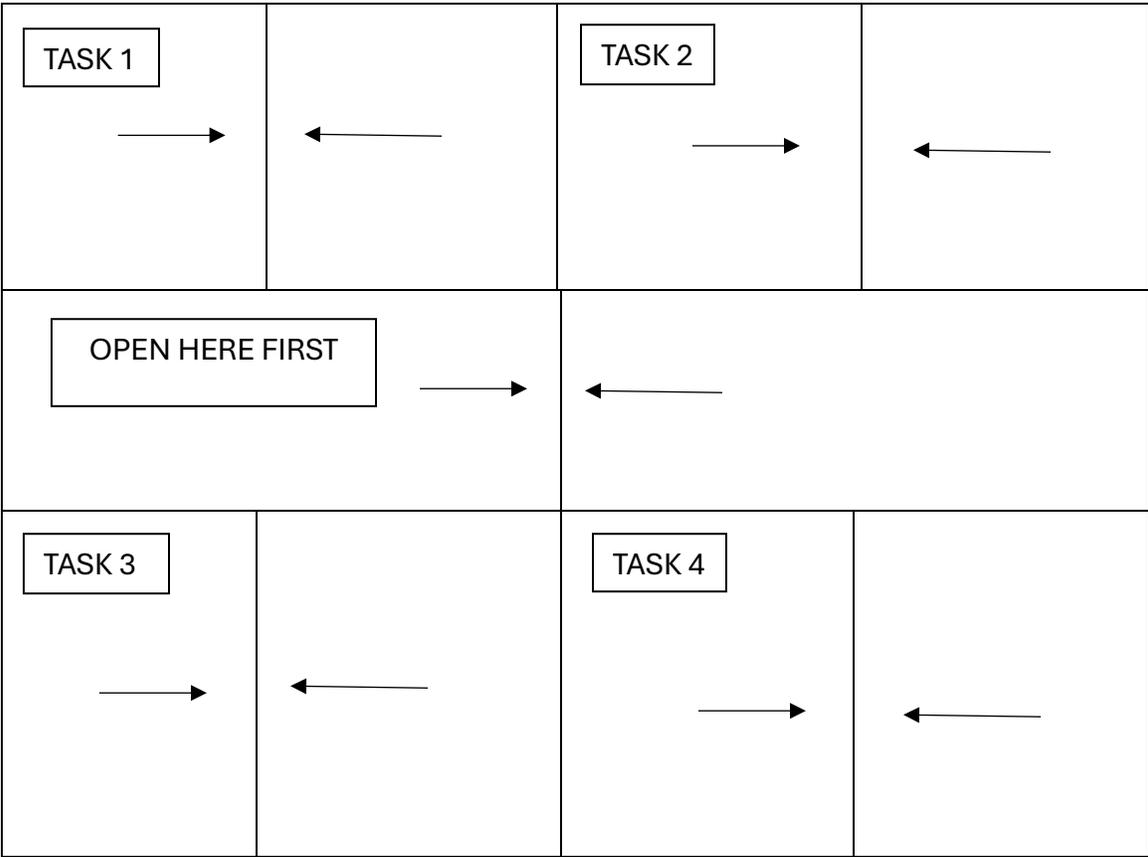
On the day prior to this lesson, place crushed ice into the freezer. The next day, once students reach this stage, take out the crushed ice and lay it out on a tray. Heat the maple syrup in a microwavable container for 7-10 minutes, depending on the microwave used.

Materials Needed: Popsicle Sticks. Crushed Ice, Maple Syrup (Watch Expiry Date)

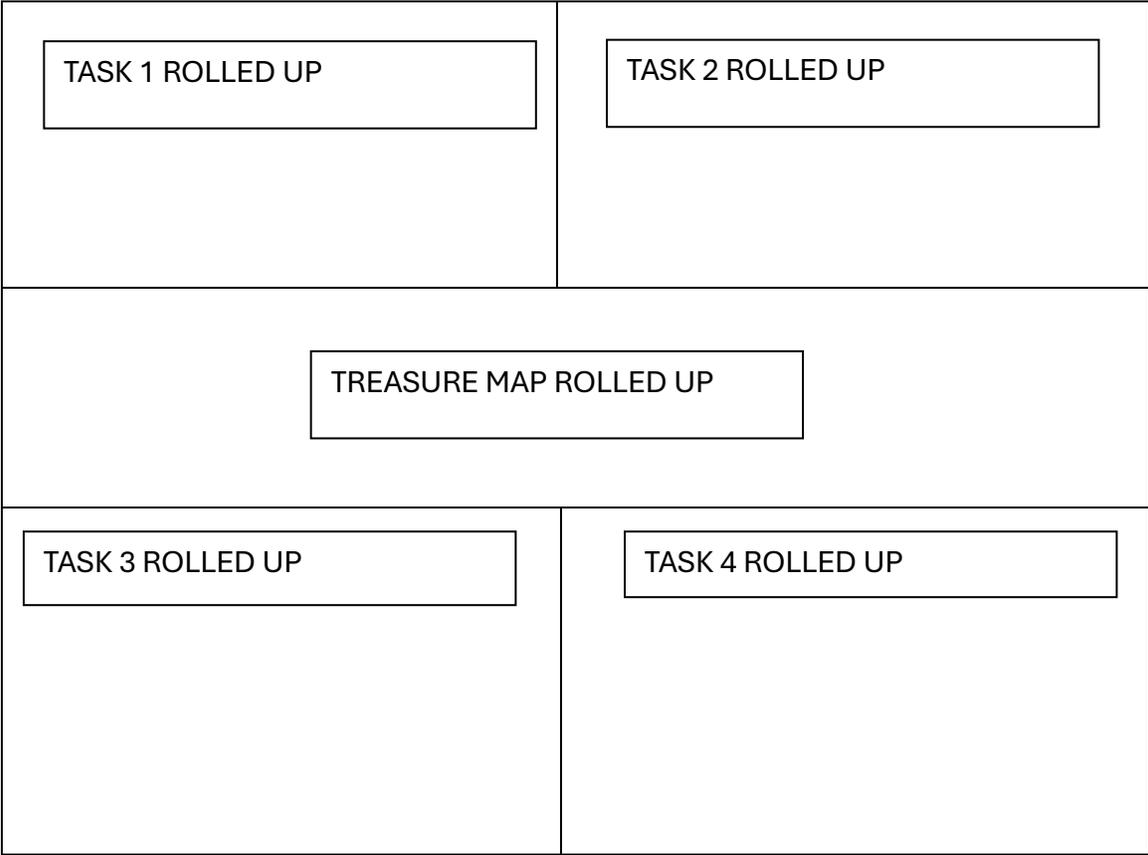
TREASURE BOX LAYOUT

OVERHEAD VIEW OF BOX

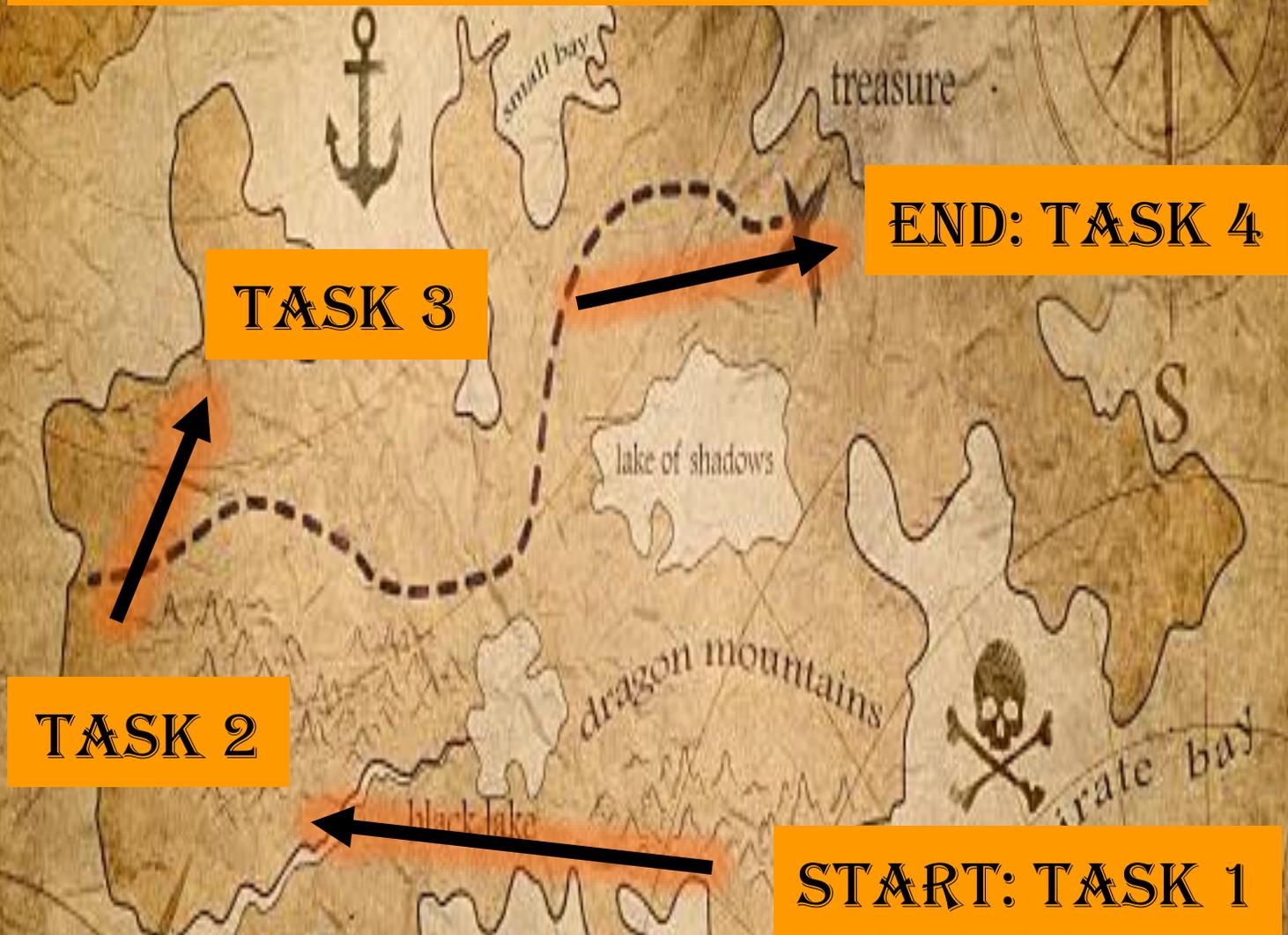
CLOSED



OPENED



LEAF TREASURE MAP



END: TASK 4

TASK 3

TASK 2

START: TASK 1

**SOLVE THE TASKS
TO DISCOVER THE
SWEET TREASURE!**