

INSTRUCTIONS

Adopt-A-Tree (Outside)

- Take the students outside to an area with trees.
- Choose a particular tree to observe, ask them to describe it (you could have them use their senses: *this tree smells like, this tree feels like, this tree looks like...*).
- You can also ask: How are all the trees alike? How are they different? What things do trees give students? How do trees help the environment?
- Hand out the *Adopt-A-Tree Certificate*, and have each student choose his or her very own special tree to adopt.

See the *Adopt-A-Tree Activities* page for additional activities. You may want to pick-and-choose depending on time constraints. Encourage the students to come back and check up on their trees throughout the school year, and during different seasons, to see how it has changed.

Poet-Tree (Inside)

- Have students name some of the benefits they derive from trees and the forest. What experiences have they had with trees and forests? What do they think of when enter a forest or stand next to a tree? Are there any special wooded places they like to visit?
- Come up with a list of characteristics of trees and forests, you may choose to write them on the board. Explain to the students that they will have an opportunity to create a book of poetry expressing their ideas.
- You may want to review different parts of speech (nouns, verbs, adjectives, participles, etc)

A list of poetic forms is attached for reference; the students, or you, can pick which ever form you would like to work with. The students can read their poems aloud, and/or you can assemble them to form a book of poetry for their classroom.

Haiku

Japanese form of poetry having three lines alternating five syllables, three syllables, and then five syllables. Example:

Snails

Makes a slimy path

Sticking on the long thick grass

Hides from predators

Acrostic

The first letter of each word, when read vertically, spells out a particular name. Example:

Towering

Reaching

Extending

Embracing the sky

Windspark

Consists of five lines with the following pattern: 1) "I dreamed," 2) "I was...," (something of someone) 3) where 4) an action, and 5) how. Example:

I dreamed

I was a tree

On a hillside

Playing with the wind

Joyfully.

Shape Poetry

Forms a picture of what is happening in the poem. *Have students draw on outline of a tree, filling in the center with characteristics of a tree or forest.*

Free Verse

Follows no set formula or style; Example:

I am

the tree

that overcomes

all.

I am

the one

that laughs

at the wind.

I am

one with

the wilderness.