

**Lesson Title:** Autumn Leaves

**Grade Level:** 1<sup>st</sup> grade

**Date:** Monday, October 16<sup>th</sup> 2010

**Time:** 45 minutes

**Grade Level Content Expectations:**

**S.RS.01.11** Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.

**S.IA.01.12** Share ideas about science through purposeful conversation

**S.IA.01.12** Communicate and present findings of observations

**S.IP.01.11** Make Purposeful observation of the natural world using the appropriate senses.

**Objectives**

Students will be able to design their own autumn tree in their own way.

Students will be able to recall the reasons why leaves change color during autumn.

**Materials**

“Why Do Leaves Change?” by Betsy Maestro

Water colors

Prepared squares of tissue paper—orange, red, yellow, brown

Glue

Crayons

Construction paper

Cups for water

Paper towel

**Anticipatory Setting**

Some of the students can recite the reasons why the leaves change from green to red/orange/yellow/brown during autumn. It is a huge misconception that the leaves on trees lose their color, but it is in fact the chlorophyll that is lost and the natural colors are revealed. This natural phenomenon is occurring everyday, so giving the students the knowledge on what is really happening to the leaves is beneficial at this time.

**Introduction**

I will ask the students what they have observed outside lately. What has changed from September to October? Once we start talking about the changing of the leaves, I will pull out the book “Why do Leaves Change Color?” I have already marked the pages we will read to make sure there is time for the project.

**Procedure**

After reading the story of why leaves change color, I will ask comprehension questions associated with the book such as: What does a tree use as food? What gives leaves their green coloring? What does the tree need to make chlorophyll?

I will then introduce the project. The class is going to make a tree out on construction paper out of watercolors, crayons, and tissue paper. I will demonstrate how to create the tree. The students must start drawing their trunk and branches with a crayon. Grass and sky can also be drawn with a crayon, but I will give the students the option to use their paint. The crayon is a vital part of this activity because when the students use water color over the branches and the edges of the trunk, the “twigs” and small “branches” are still visible under the paint--this gives it a translucent effect. Pre-cut pieces of tissue paper can be glued on any way they wish. I will model the “twist” by using the other end of my paint brush in the middle of the tissue paper and twisting the tissue paper around the paint brush. Since this is the first time this year that we are using watercolors, I will make sure to ask questions to the students to make sure they know how to properly use the water colors.

### **Independent Practice**

I will have the paper passers pass out the large construction paper. Bowls of tissue paper, paper towel, and cups for water will be set up so that I will have quick access for setting them out on the desks. I will make sure that before all students start their project, all names will be written on the back of the construction paper. I will ask certain questions again such as—Should we walk around the room during this time? If you have a question, what should you do? Should we talk loudly or softly during this time?

### **Assessment**

I will assess the students on their cooperation with the materials given. Proper use of each medium will be used properly and proper instruction will be repeated if a student is not following the rules of the classroom.

**Differentiation:** For students with special needs, demonstrate painting technique on a one-on-one basis is important. Reviewing techniques of how to use the water to clean off paint on the brush is imperative. Have student crush up pieces of pre-cut tissue paper to use as the leaves and then tell them areas to place glue spots and apply a few of the ‘leaves’ on the piece of paper. Keep close eye to make sure students are following directions and give support when needed.