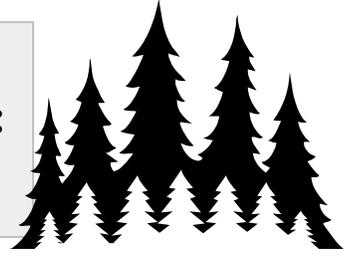


After Your Visit to the Forest Discovery Trail: Post-visit Information and Activities



Students will learn most from the *Forest Discovery Trail* if they reinforce the key concepts after returning from their visit to the trail.

Key concepts/themes to reinforce

1. Trees and forests change over time.
2. Forests are home to many plants and animals.
3. Everything in the forest is connected to everything else.
4. Humans help to care for our forests.

Post-visit activities for students

PLT activities

The following pages list PLT activities that help teach the core themes addressed at the Forest Discovery Trail. PLT materials are free of charge to teachers who take a low-cost, one-day training course. Contact your state's PLT coordinator to find out about upcoming workshops.

New Hampshire PLT:

- Phone: 603-226-0160
- Toll-free: 800-677-1499
- Email: info@nhplt.org
- Website: www.nhplt.org

Maine PLT

- Phone: 207-626-7990
- Email: meplt@zwi.net
- Website: <http://www.maintreefoundation.org/programs/plt.html>

Forest Discoveries Mural

While visiting the Forest Discovery Trail, students learned about the forest community – a group of all organisms in a particular habitat that are bound together by interrelationships. Using *Forest Discoveries Mural* worksheet, guide students through the creation of forest community murals.

Correlations to NH Frameworks of Learning:

English Language Arts: Writing 2.

English Language Uses 6.

Science: Life Science 3a.

Earth/Space Science 4c.

Correlations to ME Learning Results:

Science & Technology: B. Ecology.

L. Communication.

Visual & Performing Arts: A. Creative Expression.

My Nature Journal

Take students outdoors to practice using their observation skills and senses in nature. Use the *My Nature Journal* worksheet to help guide them to find and describe something special in nature (a unique insect, a colorful rock, a leaf that draws their attention, etc.)

Encourage them to use their senses to explore leaves, birds, insects, etc.

Correlations to NH Frameworks of Learning:

Language Arts: Writing 2.

Science: Science as Inquiry 1a.

Life Science 3a.

Correlations to ME Learning Results:

Language Arts: E. Processes of Writing and Speaking.

Science & Technology: B. Ecology.

Visual & Performing Arts: A. Creative Expression.

Forest Scavenger Hunt

Take students outside to practice using their observation skills. Use the *Forest Scavenger Hunt* worksheet, or create your own, to help guide students to find common features of our forests – downed logs, animal holes, snags (standing dead trees), food sources for animals, etc.

Correlations to NH Frameworks of Learning:

Science: Unifying Themes & Concepts 6a.

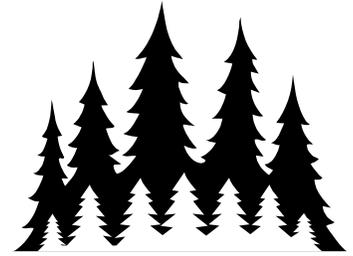
Correlations to ME Learning Results:

Science & Technology: B. Ecology.

Evaluation Questions

Use the *Evaluation Questions* worksheet to assess your students’ understanding of the major concepts addressed by the *Forest Discovery Trail*. Included in this section are the evaluation questions and the answers to each question.

Recommended Post-visit PLT Activities Grades K-4



Each recommended activity is correlated to the NH Curriculum Frameworks and the ME Learning Results. Abbreviated correlations are listed below. The full listing is available online at <http://www.plt.org>.

NOTE: The following abbreviations have been used in noting correlations.

Correlations to NH Frameworks of Learning:

Abbreviation: Science: Life Science 3b
Framework: Science: Life Science: Students will demonstrate an increasing ability to understand how environmental factors affect all living things (i.e. individuals, community, biome, the biosphere) as well as species interactions.

Abbreviation: Social Studies: Geography 14.
Framework: Social Studies: Geography: Students will demonstrate an understanding of the connections between Earth's physical and human systems; the consequences of the interaction between human and physical systems; and changes in the meaning, use, distribution, and importance of resources.

Correlations to ME Learning Results:

Abbreviation: English/Language Arts: G. Stylistic and Rhetorical Aspects of Writing and Speaking. EG (preK-2), 1.

Learning Result: English/Language Arts
G. Stylistic and Rhetorical Aspects of Writing and Speaking
Elementary Grades (PreK-2)
1. Dictate or write stories or essays which convey basic ideas, have sequences that make sense, and show evidence of a beginning, middle, and ending.

Abbreviation: Science and Technology: A. Classifying Life Forms. EG (3-4), 3.
Learning Result: Science and Technology
A. Classifying Life Forms
Elementary Grades 3-4
3. Describe the different living things within a given habitat.

#30: Three Cheers for Trees

It's easy to take for granted both trees and the many benefits they provide. Here's a way to start your students thinking about how much trees add to people's lives.

Correlations to NH Frameworks of Learning:

Science: Life Science 3b, 4c.

English Language Arts: Speaking, Listening & Viewing 3.

English Language Uses 6, 7.

Social Studies: Geography 14.

Correlations to ME Learning Results:

Social Studies: Geography: B. Human Interaction with Environments. EG (PreK-2), 1.

Geography: B. Human Interaction with Environments. EG (3-4), 3.

Geography: B. Human Interaction with Environments. EG (PreK-2), 1.

Geography: B. Human Interaction with Environments. EG (3-4), 3.

Visual and Performing Arts: A. Creative Expression. EG (PreK-2), 2.

A. Creative Expression EG (3-4), 4.

#45: Web of Life

In this activity, students will take a close look at one particular ecosystem (a forest) and will discover the ways that plants and animals are connected to each other.

Correlations to NH Frameworks of Learning:

Science: Science, Technology & Society 2b.

Life Science 3a, 3b, 3c.

Unifying Themes & Concepts 6a, 6c.

English Language Arts: Speaking, Listening & Viewing 3.

English Language Uses 6, 7.

Correlations to ME Learning Results:

English/Language Arts: H. Research-Related Writing and Speaking. EG (3-4), 1.

B. Literature and Culture. EG (3-4), 3.

Science and Technology: A. Classifying Life Forms. EG (3-4), 3.

L. Communication. EG (3-4), 3.

Visual and Performing Arts: A. Creative Expression. EG (3-4), 4.

#89: Trees for Many Reasons

By reading fables such as *The Lorax* by Dr. Seuss or *The Man Who Planted Trees* by Jean Giono, students can examine the importance of conserving natural resources.

Correlations to NH Frameworks of Learning:

Science: Science, Technology & Society 2d, 2f.

Life Science 3b.

Earth/Space Science 4c.

Unifying Themes & Concepts 6b.

English Language Arts: Speaking, Listening & Viewing 3.

English Language Uses 6, 7.

Social Studies: Geography 14.

Correlations to ME Learning Results:

English/Language Arts: B. Literature and Culture. EG (3-4), 6.

Science and Technology: B. Ecology. EG (PreK-2), 4.

M. Implications of Science and Technology. EG (3-4), 4.

Social Studies: Geography: B. Human Interaction with Env. EG (PreK-2), 1.

Geography: B. Human Interaction with Environments. EG (3-4), 3.

Forest Discoveries Mural



Tell students they are going to create a forest community mural in small teams. Each team will then share their mural with the class.

Talk with students about the forest community – a group of all organisms in a particular habitat that are bound together by interrelationships. Remind them that a forest isn't just trees. Forests contains openings, snags, downed logs, clear streams, etc. Forests have layers (the understory, canopy, etc.) Animals occupy a variety of types of habitats within a forest.

Have each group of students brainstorm the plants, trees and abiotic factors (nonliving features such as soil, rocks, water, etc.) they could include in their forest community, including as many natural and man-made habitats as possible.

Using their brainstormed lists, have students sketch and paint the forest.

Next, have each student select a forest-dwelling animal and research the animal's needs. Do they live in dense hardwood forests? Do they live near fields? Do they need fallen logs to den in? Within the forest they've drawn, where would this animal live?

Once students have determined which animals could live in their forest, have them draw and color a life-size picture of that animal, using as much realistic detail as possible. Have them cut out the animal and place it in their mural in its' appropriate habitat. If the animal is not normally visible (for example, living under logs, inside bark, or under the ground), have students create a life-up flap to show the animal where it would realistically be.

If no one has already selected a human as their animal, add a human to your mural, discussing as a class our habitat requirements and dependence on the forest community.

Once the murals are complete, have each group of students lead a tour of their forest, sharing their animals, and giving a short presentation about the animal and it's habitat.

My Nature Journal



My name is _____.

Today's date is _____.

The season is _____.

The weather today is _____.

The temperature is _____.

1. A special thing I noticed outside today is... (write as much as you can about it, using words that show how it looked, smelled, and/or felt.)

2. Draw the leaves you saw today:

A large, empty rectangular box with a black border, intended for drawing leaves.

My Nature Journal



3. Draw the insects you saw today:

A large, empty rectangular box with a thin black border, intended for drawing insects.

4. Draw the birds you saw today:

A large, empty rectangular box with a thin black border, intended for drawing birds.



Forest Scavenger Hunt

Can you find:

- A snag (standing dead trees)?
- A downed logs?
- A tree that makes food for animals to eat?
- A hole that might be a home for an animal?
- Something soft?
- Something squishy?
- Something rough?
- Something smooth?
- A spot in the forest that gets the most sunlight?
- A spot in the forest that gets the least sunlight?
- The wettest spot in the forest?
- The driest spot in the forest?
- The oldest thing in the forest?
- The youngest thing in the forest?
- Something that is natural?
- Something that is unnatural?
- Something that is growing?
- Something that is decaying?
- Something that is living on something else?
- Something that doesn't belong in the forest?

Post-Study Evaluation Questions



1. What is a forest?
2. What does “everything in the forest is connected to everything else” mean?
3. Name 3 things that can cause a forest to change over time.
4. Name 5 ways we use forests and trees in our daily lives.
5. Forests are home to many plants and animals. Name 3 animals that could live in a forest. Describe how each uses the forest (to find food, to find a den, for protection, etc.)
6. What is the Forest Service and what does it do?
7. What do foresters do?

Post-Study Evaluation Questions

Answers



1. What is a forest?

A forest is a community of trees, as well as the organisms, soil, water, and air associated with them.

2. What does “everything in the forest is connected to everything else” mean?

Within the forest ecosystem is a web of connections. A healthy forest is composed of many different plants and animals that interact with and depend on one another. Examples of interactions may include the following, among others:

- The food web
- Bees and other insects pollinating flowers
- Birds eating and dispersing seeds
- Birds seeking shelter in trees
- Bears using fallen logs for homes
- Insects decomposing dead trees

3. Name 3 things that can cause a forest to change over time.

Changes may come from these impacts, among others:

- Forest management
- Natural succession
- Windstorms and blowdowns
- Forest fires
-

4. Name 5 ways we use forests and trees in our daily lives.

- Recreation
- Wood and wood products
- To see wildlife in
- To live in
- For food
- For clean water
- For clean air

5. Forests are home to many plants and animals. Name 3 animals that could live in a forest. Describe how each uses the forest.

- The black bear lives most of its life on the forest floor. But, bears can spend the winter in a burrow underground, eat grass and other small plants, feed on berry shrubs, or climb into the tops of beech trees to eat the nuts that grow there
- Bluebirds nest in tree holes at the forest edge, but hunt for insects in the clearing
- Salamanders find food and shelter within fallen logs.

6. What is the Forest Service and what does it do?

The Forest Service manages public lands in national forests and grasslands. The Forest Service is also the largest forestry research organization in the world, and provides technical and financial assistance to state and private forestry agencies.

7. What do foresters do?

A forester is a person trained in the science of caring for forests. Foresters use forest management to care for forests. Management includes three steps: 1) research forest ecology, 2) establish management objectives, 3) determine and implement management practices.