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Department of Biodiversity,
Conservation and Attractions

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forest pack



Produced by the Education Dept. in conjunction with the Forests Dept.

level
3~4

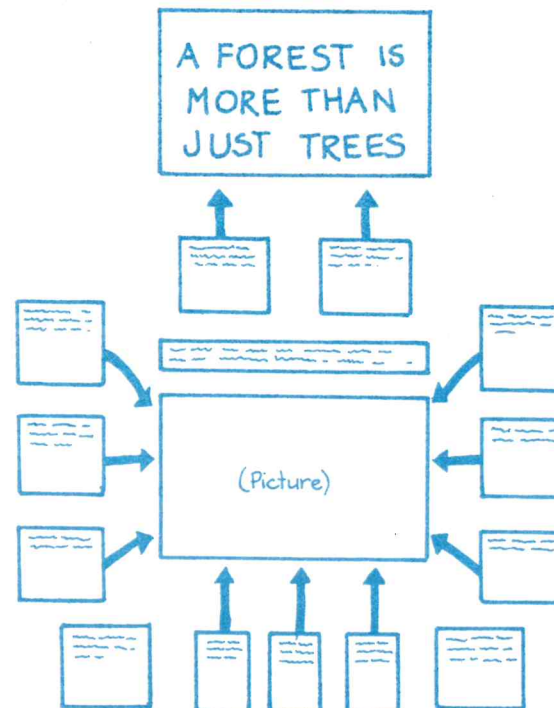
FOREST PACK



Teachers' Notes

3-4

8.
 - (a) THE WHANGO TREE - Provide writing paper and different sized pieces of card and coloured paper. The children read the poem and try one of the language activities suggested.
 - (b) TWO POEMS - The children read for appreciation. The teacher may like to encourage the children to learn the poem and recite it to the class.
9. RECORDER TUNE - This sheet is only suitable for children who are learning or have learnt the recorder. The children will need to go outside - perhaps in pairs. The teacher could give these children the opportunity to play the tune in front of the class.
10.
 - (a) FIRE CHANGES THE FOREST - The teachers may like to discuss the ways animals and plants survive bush fires.
 - (b) Read for appreciation and enjoyment. Children may write their own stories about escaping a bushfire.
11. JOKES AND RIDDLES - Provide a 'Joke and Riddle' Box for the children to insert their jokes and riddles. Allow time during the week for these to be read out to the class.
12. JOHNNY APPLESEED - The children can read the story for appreciation. They could read it aloud in pairs.
13. FIRE IN THE FOREST - This sheet is mainly for discussion. Children can discuss other dangers Penny Possum encounters.
- 14-18. PROJECT SHEET



WHY FOREST PACKS?

The activity sheets in this forest pack aim to:

- Develop an awareness of the value of the forest, not only to people but to the environment and the fauna.
- Increase children's knowledge about the forest and its many components.
- Enhance the children's perception of the forest.
- Develop an appreciation of trees, how they grow and their many parts.
- Integrate the traditionally science oriented topic 'trees' with other subjects, eg. English, social studies, maths.

USING THE FOREST PACK

This year 3-4 forest pack comprises 14 sheets which are designed so that the child can work with them independently or in a small group. These notes have suggestions for the materials that are needed for each sheet.

This folder could be pinned to a bulletin board or stood on a desk. It would be worthwhile to get a bulk loan of relevant books, pictures and perhaps A.V. material to supplement the sheets.

If possible this forest pack could serve as the focus of a tree 'centre' in which children's work could be displayed and work produced.

Allow children time to work at the centre, in small numbers rather than as a whole class activity.

Keep a box or tray handy for children to put the sheets they would like checked.

1.

- (a) MYSTERY TREE - Provide paper, crayons, tape and paste. A classroom display of 'Mystery Trees' could be made.

- (b) PARTS OF A TREE - Children read for information and discussion. Provide cartridge paper for the activity.

2.

- (a) HOW TALL IS THAT TREE? - Children may need a little help. Once the pencil is in line with the tree, the distance between the pencil and the eye should not change.

- (b) TREE MATHS - Provide writing paper. Allow children to work in pairs for the first two activities. The whole class is needed for the last activity. Discuss the difference between the perimeter and the area.

3. LOOK AT LEAVES

- (a) Provide an area for children to leave their leaves. Also provide paper, string and tape.

- (b) Children will need to go outside to search for leaves. Encourage children to collect fallen leaves, not living ones. Provide paper, paint and brushes for printing a leaf.

4.

- (a) DRAW A TREE - Provide cartridge paper for drawing and crayons. Children will need to do this activity outside.

- (b) CONSTRUCT A TREE - This activity may be done by the whole class so that a forest can be constructed. Provide paper, paste, scissors and stiff card for the animals.

5. FOREST CASE-STUDY - Provide cardboard or booklets for this activity. A bulk loan of tree orientated books would be helpful. Children may need to go to the library for research.

6. MAKING A NEWSPAPER - Teachers may want to discuss the concept of a 'production chain' and the names of workers involved in making a newspaper. This sheet will need to be duplicated, as it requires cutting up.

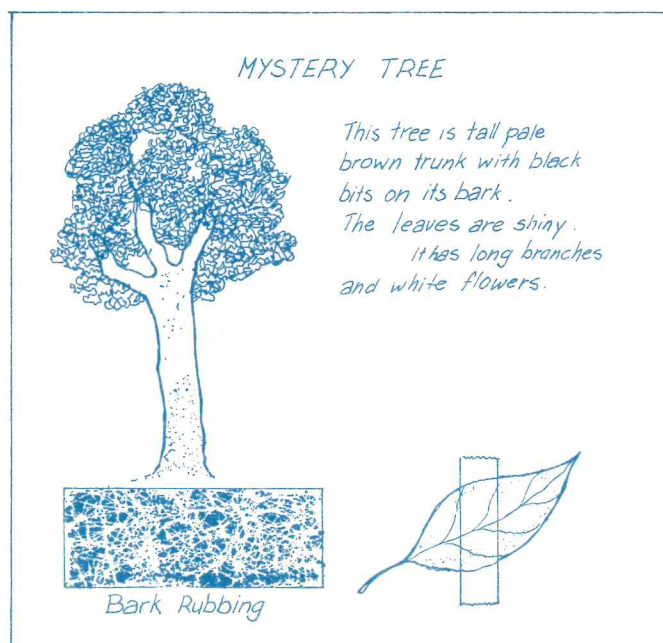
7. TREE LABELS - Provide cardboard for stiffening the labels, and string to attach the labels to the trees in the garden. The gardener may need to be advised so that he will not damage the labels unwittingly. (The sheet will need to be duplicated so that there are many of the one label.)

Mystery Tree



Find a tree in the school grounds.

Make a quick drawing of it. (5 minutes)



Write 3 sentences near the picture to describe it.

(Don't give too many clues.)

Tape a leaf from the tree to the paper.

Make a bark rubbing in one corner.

Show your work to a friend. Can your friend find the tree?

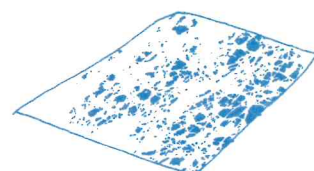
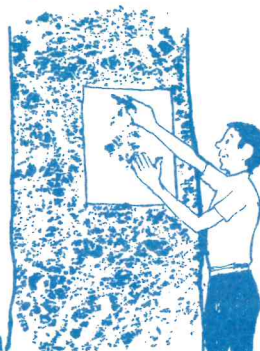
Here's how to do a rubbing. You might need a bit of practice.

- (1) Take a dark crayon... (2) Place the paper against the bark... (3) Rub the crayon over the paper so that a pattern forms.



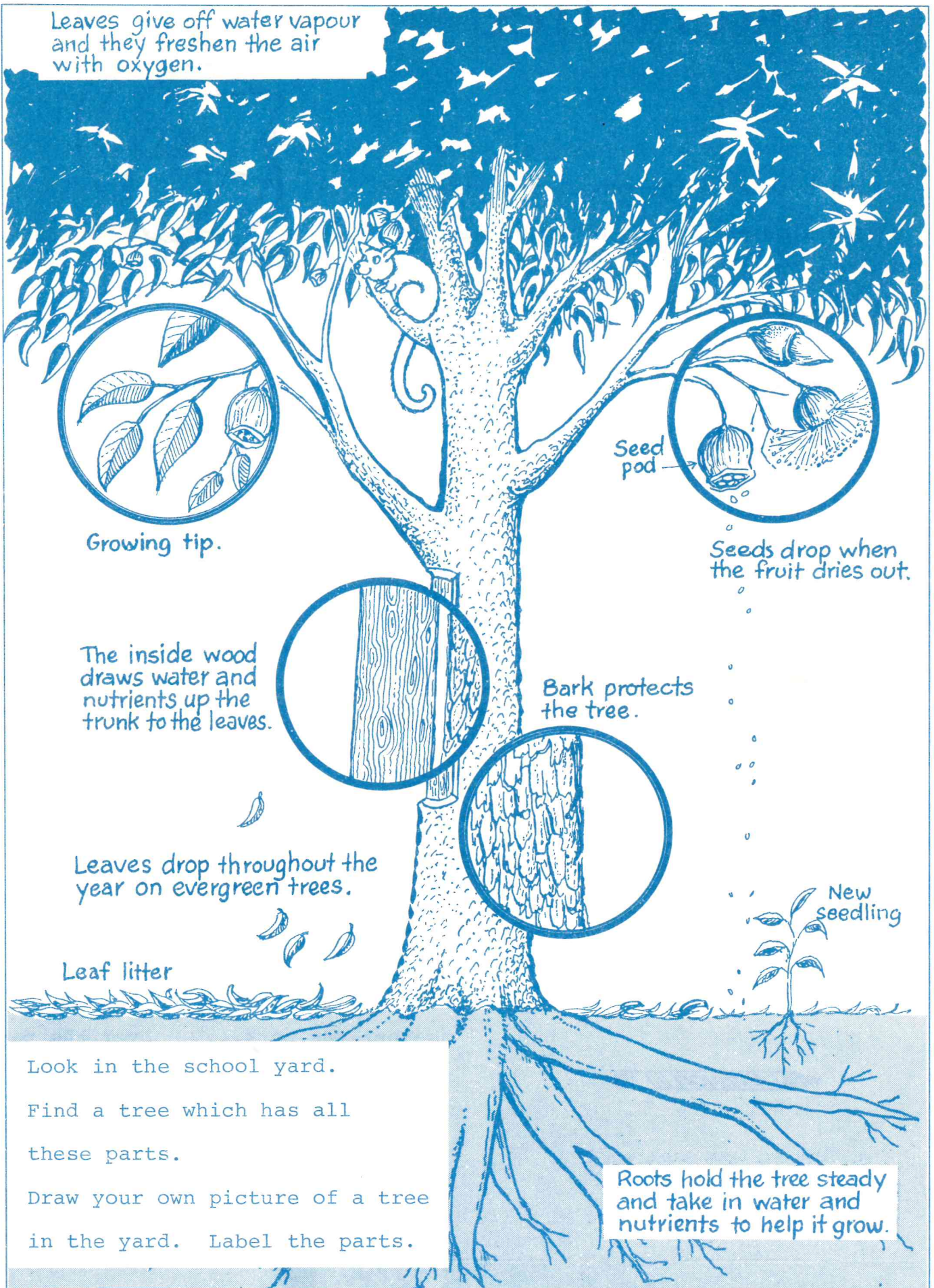
... and a piece of paper.

1a



Parts of a Tree

Leaves give off water vapour and they freshen the air with oxygen.



How tall is that Tree ?

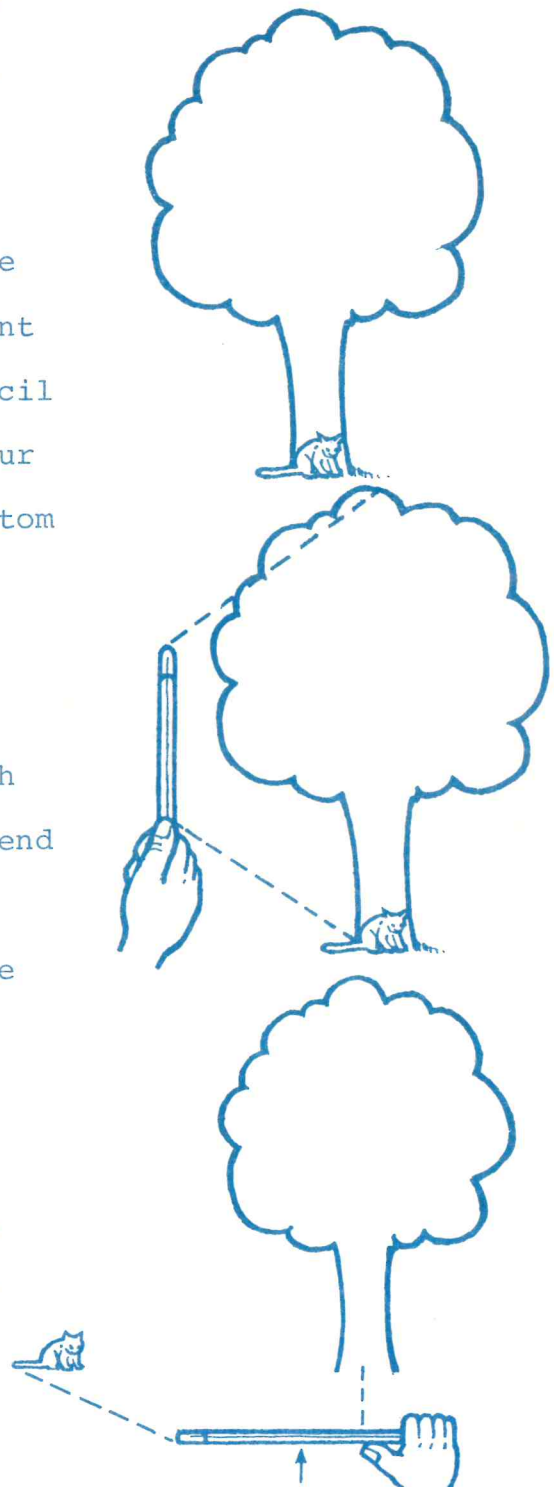
Take one friend, a pencil, a metre rule or a tape measure.

Ask your friend to stand facing you in front of the tree which you want to measure.

Stand quite a distance away from the tree and hold the pencil out in front of you. Line up the top of the pencil with the top of the tree. Place your thumb on the pencil to mark the bottom of the tree.

Turn the pencil so that it's lying down. Keep your thumb lined up with the base of the tree. Ask your friend to walk to the side. Shout 'STOP' when your friend is in line with the top of the pencil.

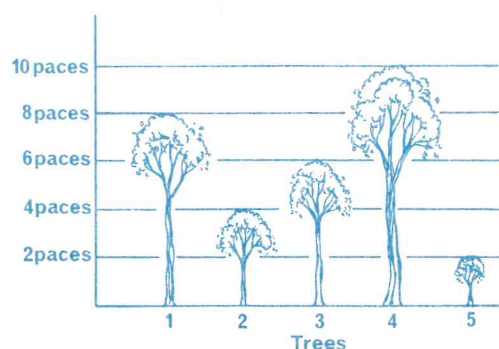
Measure the distance (or count the paces) from your friend to the base of the tree. This is how tall your tree is.



Tree Maths



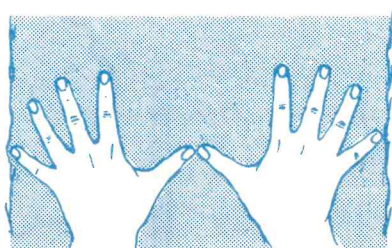
Measure 5 trees. Make a graph to show how tall they are.



Which is the tallest?

Which is the shortest?

Measure the girth of the trees with your handspans.



The girth is how far
it is around the trunk
a metre from the ground.

Make a graph of the girth of the 5 trees.

Does the tallest tree have the largest girth?

Does the shortest tree have the smallest girth?

Measure the shade the school trees give at lunchtime.



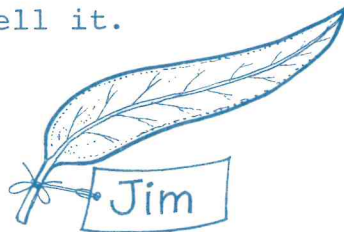
How many children with arms out stretched can
stand around on the edge of the shadow?

Look at Leaves



- (1) Collect a fresh leaf. Attach your name.

Bend it, feel it, smell it.



Leave it near the window for several days.

In what ways is it different from when it was fresh?

- (2) Use your dried leaves and collect some more fresh ones.

Smell your leaves.

Sort the leaves by their smells. Tape the leaves to paper.

I like these smells.

I don't like these smells.

Look at Leaves

(1) Collect leaves

o with minibeast holes



o with bumps



o with squiggles

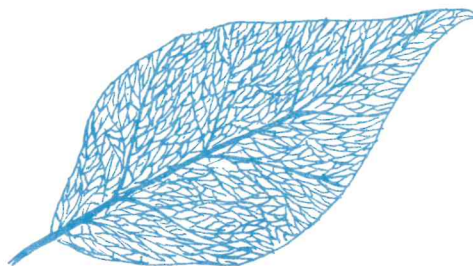


o with odd shapes



o with lots of colours.

(3) Find a leaf skeleton



Look under the leaf litter
for a leaf's skeleton.

(2) Sort out your leaves

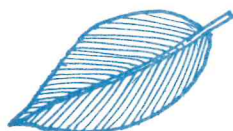
big

little

dark green

light green

not green

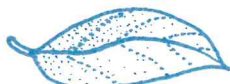


furry

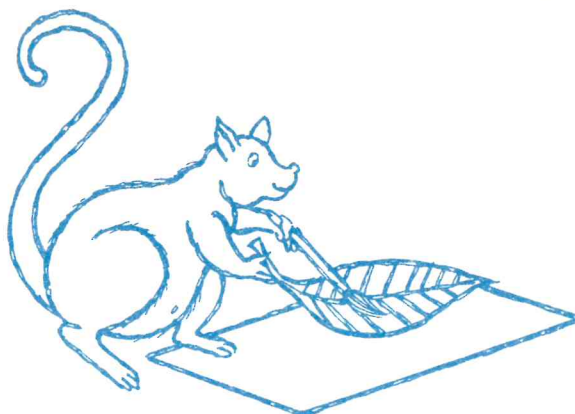
smooth

dull

shiny

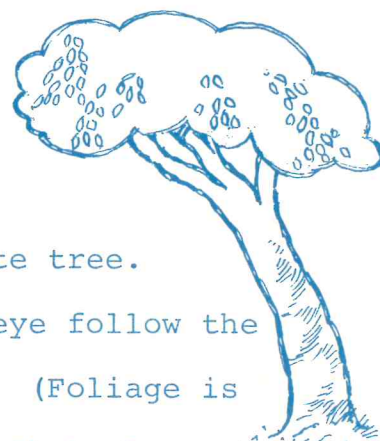


(4) Paint the leaf and then
press it onto the paper.
Lift it up carefully and
you have a Leaf Print.





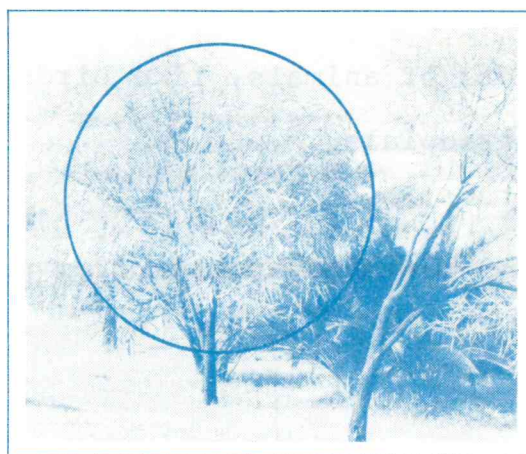
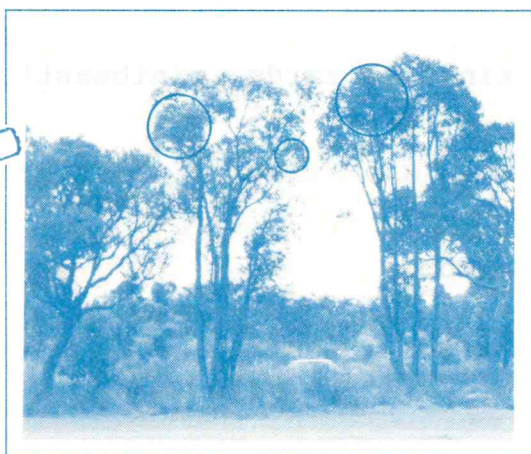
DRAW A TREE



Take your paper outside and pick your favourite tree.

Sit a short distance away from it. Let your eye follow the shape that the foliage makes against the sky. (Foliage is the name for all the leaves on a tree.) Draw that shape.

Some trees have several clumps of leaves that make up their foliage. If yours is one of these, make sure you draw it as you see it. HINT! Don't draw all the leaves. You are not taking a photograph.



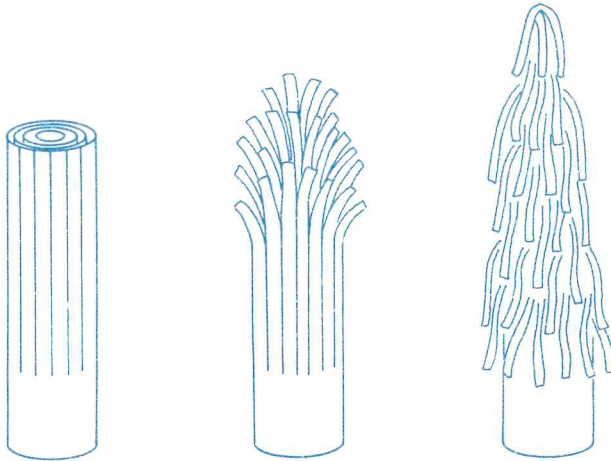
3. Look at the twigs and branches of your tree. Do they all come from the same spot? Are they all the same length and thickness? Draw them.
4. Now look at the size and shape of the trunk. Draw that.
5. Use oil pastels to colour your tree. Have you noticed that your foliage has different coloured greens? Is your trunk really brown? Try mixing colours to match your tree.

Construct a Tree



Your class could all make trees and then make a forest.

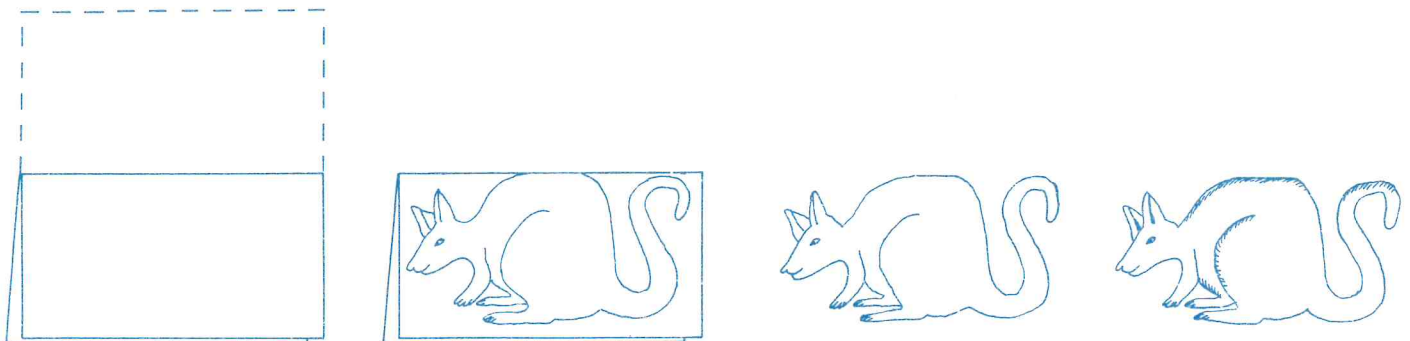
What else should the forest have apart from trees?



- o Roll paper into a tube and cut branches and leaves. Arrange the cut strips so that they look like trees.

Add grasses, shrubs, vines and creepers to your forest. Don't forget lots of animals, like birds, skinks, lizards, minibeasts, worms and marsupials.

You can make animals from paper too.

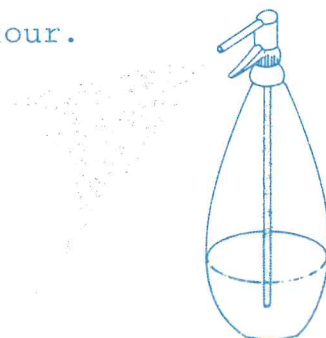


Paint your trees by spraying with water colour.

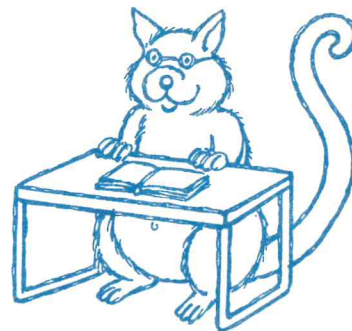
Paint your animals with a brush.

Put your trees and animals in a sand tray.

Make hills, valleys and roads.



FORESTS CASE-STUDY



A case-study is like a project. You can do it in different ways.

- o A big chart.
- o A scrap-book, exercise book.

You must find out lots of information about forests and find or draw lots of pictures.

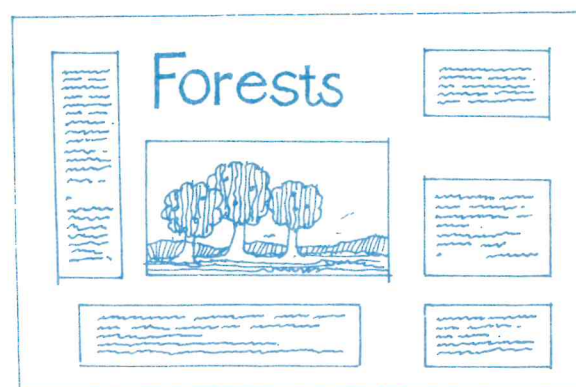
To help you learn the most about forests in your case-study, the following questions should be answered:

- o Where are the State forests situated in W.A.? (see over)
- o What are the benefits of forests and trees?
- o What are the man-made things which can be found in forests?
- o What does the Forests Department do?
- o What are some ways people use forests?
- o What choices could be involved in using the forest resources?

There are many other topics within the main topic *Forests*.

For your case-study, you could look more closely at:

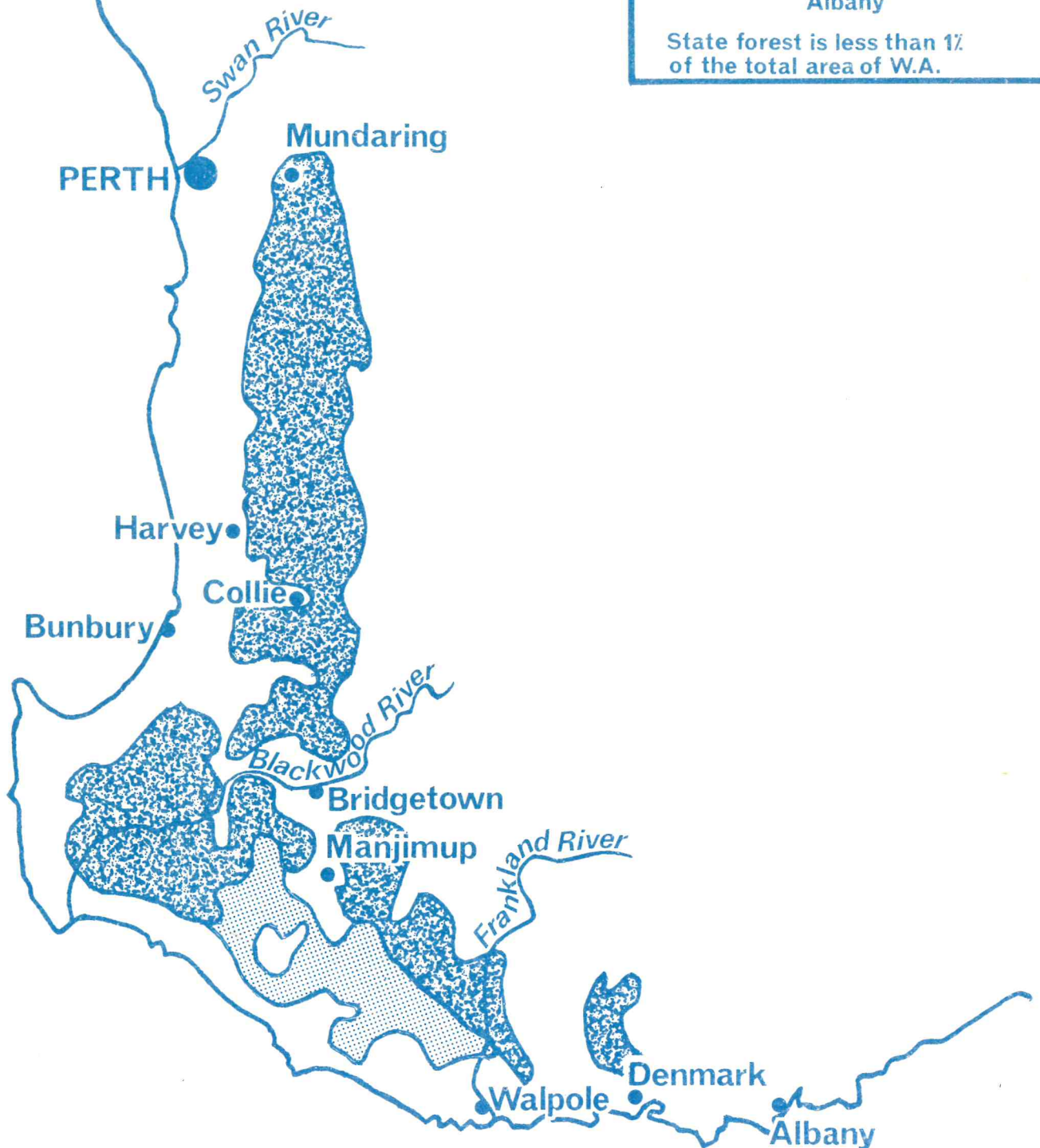
- o Specific forests, e.g. karri, jarrah.
- o The pine industry.
- o The sandalwood industry.
- o Forest recreation.



STATE HARDWOOD FORESTS IN THE SOUTH-WEST OF WESTERN AUSTRALIA

Jarrah 

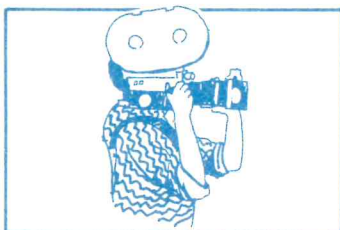
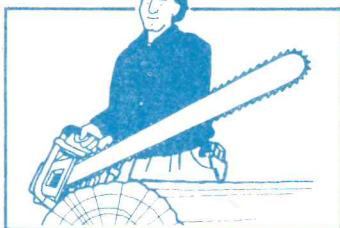
Karri 



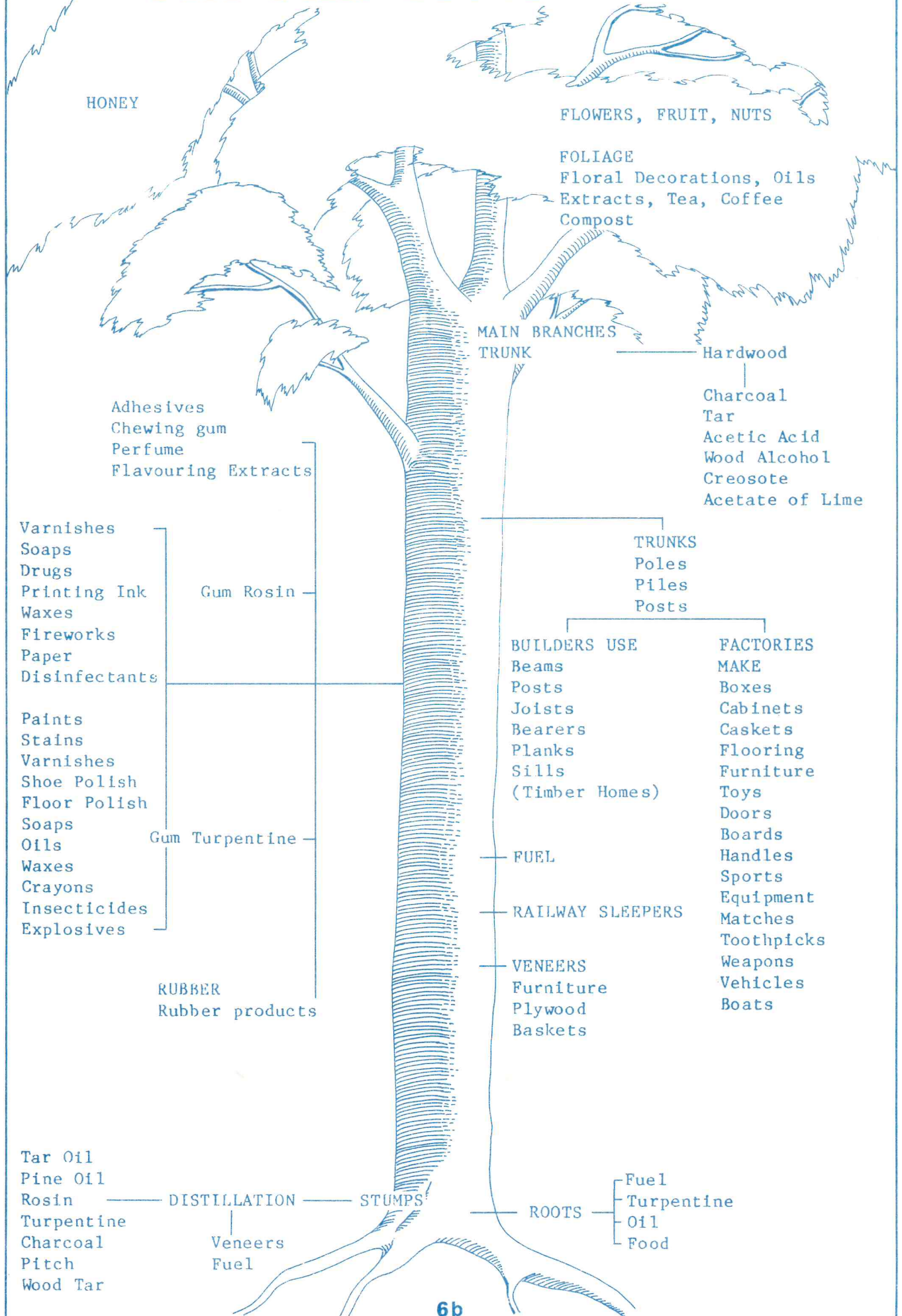


o Cut out the pictures below and stick them, in order of when they happen, in the chain above.

o Under each link of this production chain, write the name given to the person who does this job.



All This From a Tree?



TREE LABELS

Stick these labels onto cardboard. Punch out the hole and attach some string.

Identify these trees in the school grounds and tie the label to a branch so that children can name the trees around them.

There are 2 spare labels for you to use. You fill in the tree's name.



BANKSIA



BOTTLEBRUSH



EUCALYPT



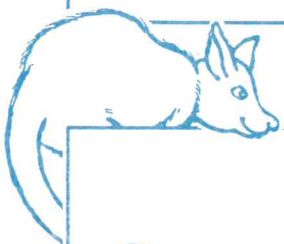
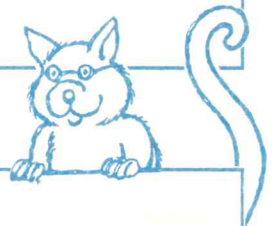
PAPERBARK



WATTLE



PALMS

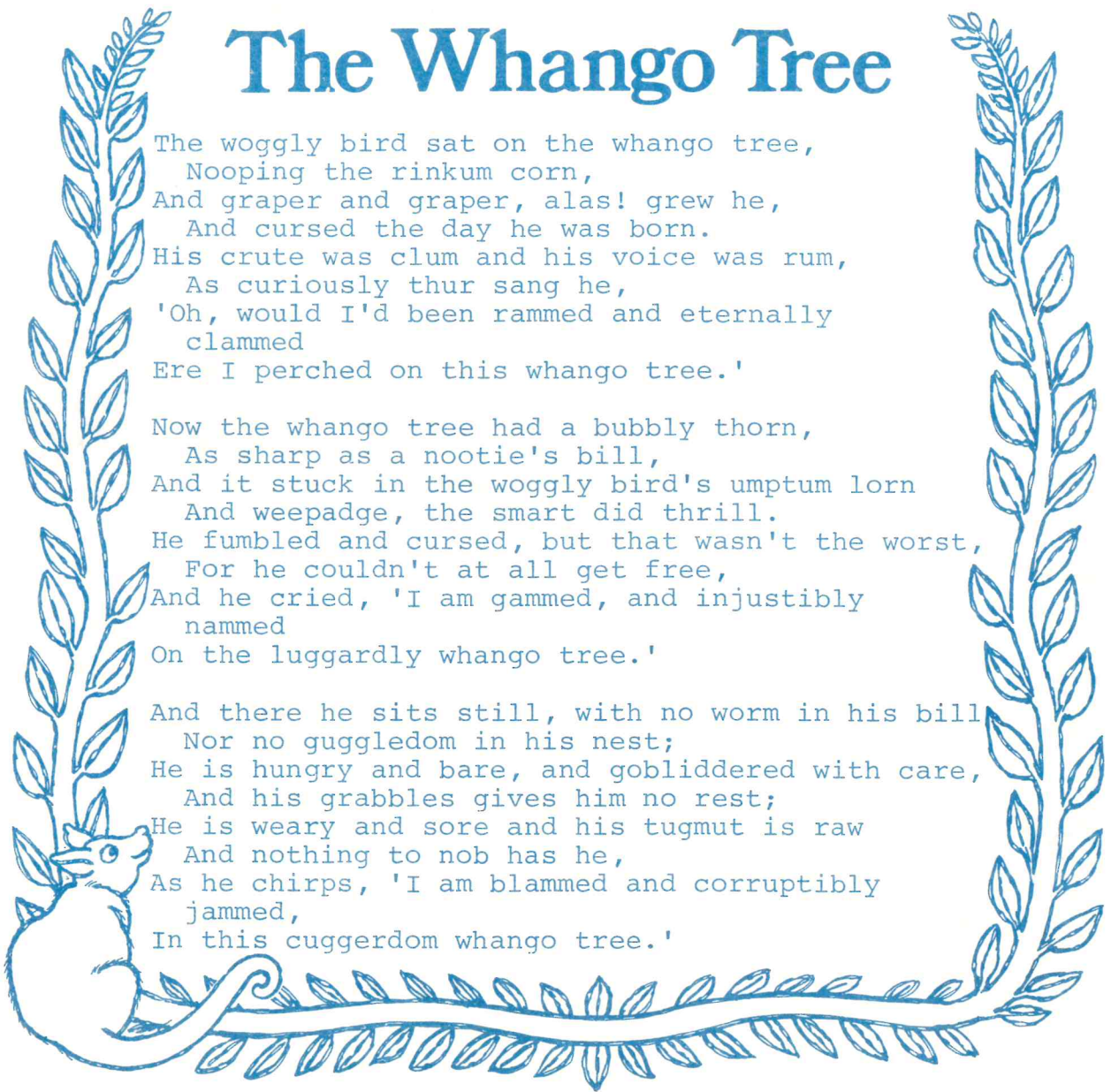


The Whango Tree

The woggly bird sat on the whango tree,
Nooping the rinkum corn,
And graper and graper, alas! grew he,
And cursed the day he was born.
His crute was clum and his voice was rum,
As curiously thur sang he,
'Oh, would I'd been rammed and eternally
clammed
Ere I perched on this whango tree.'

Now the whango tree had a bubbly thorn,
As sharp as a nootie's bill,
And it stuck in the woggly bird's umptum lorn
And weepadge, the smart did thrill.
He fumbled and cursed, but that wasn't the worst,
For he couldn't at all get free,
And he cried, 'I am gammed, and injustibly
nammed
On the luggardly whango tree.'

And there he sits still, with no worm in his bill
Nor no guggledom in his nest;
He is hungry and bare, and gobliddered with care,
And his grabbles gives him no rest;
He is weary and sore and his tugmut is raw
And nothing to nob has he,
As he chirps, 'I am blammed and corruptibly
jammed,
In this cuggerdom whango tree.'



Anonymous

After reading this poem, try:

- Making up a nonsense poem of your own about trees.
- Writing a few lines telling what you think the whango tree or woggly bird looks like.
- Drawing the whango tree or woggly bird.
- Rewriting the poem using real words in place of all the nonsense words.

Trees

They have cut down the Moreton Bay
That was so huge and old.
They have cut down the carob tree,
And none of us were told.

Nobody told the children here
Before they took each tree;
And two great stumps all red and raw
Are all that's left to see.

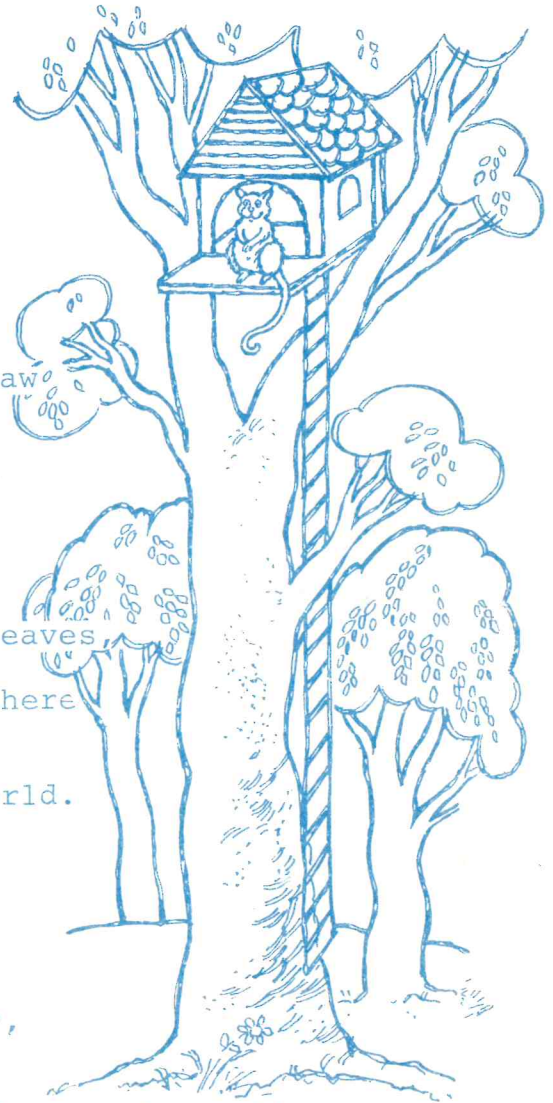
The first we knew was seeing limbs
Scattered all around -
More than sixty years of growth
Lying on the ground.

We had a tree-house, screened by leaves
High in the Moreton Bay,
And we would take our friends up there
To read and talk and play.

We felt quite safe from all the world.
It was our private place -
Cradled within the giant's arms,
Safe from the sun's face.

They have cut down the carob tree.
The sky seems wide and bare.
They have cut down the Moreton Bay,
And none of us were there.

From the School Paper, Western Australia.

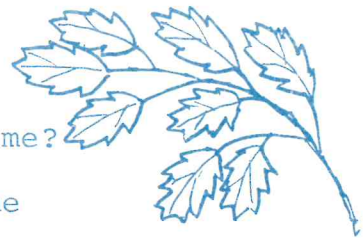
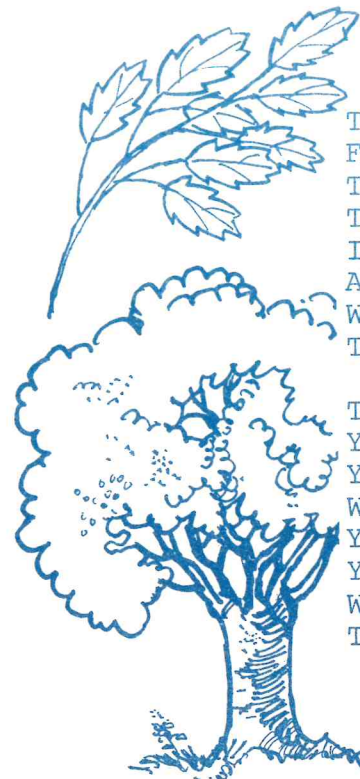


THE TWO OAK TREES

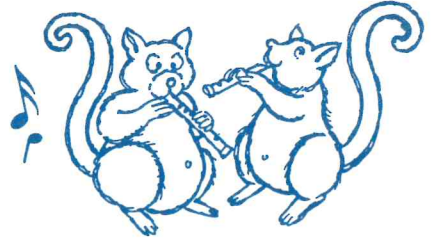
The oak tree said, 'Will yew marri me?
For you I pine today.'
The she-oak said, 'Will you karri me
To your country far away?
I'm tired, my dear, of the rough beech here,
And my roots are burnt by lime.
Wattle you do if I promise you
To be your bride some thyme?'

The oak tree said, 'In a plane we'll rush.
Your box with gems I'll fill.
You'll never touch broom or bottle-brush;
With Myrtle to do your will,
You'll give no fig for dust or ash.
You'll dress in the finest fir.
We'll live on jam, and we'll cut a dash!'
The oak tree said to her.

From the School Paper, Western Australia.



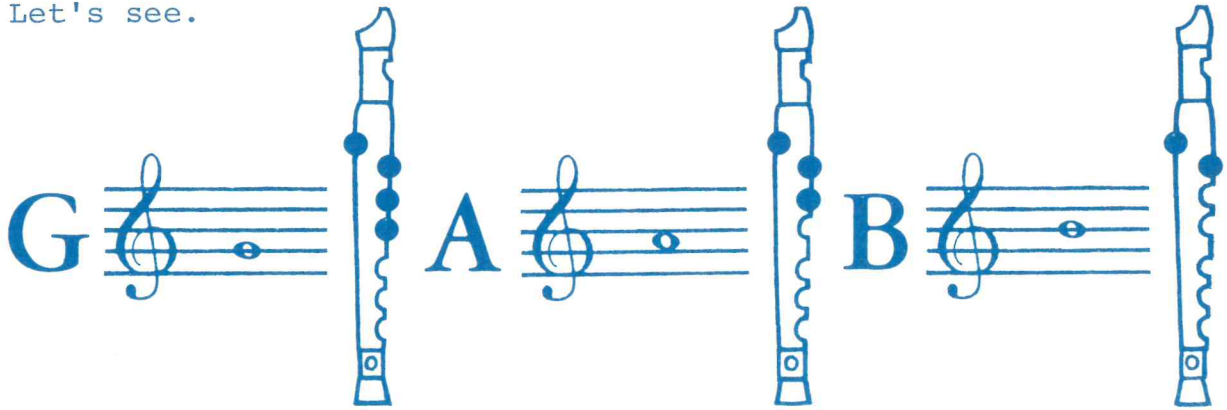
PLAY A TUNE



Get your recorder and take this sheet outside.

Do you remember all the notes shown here?

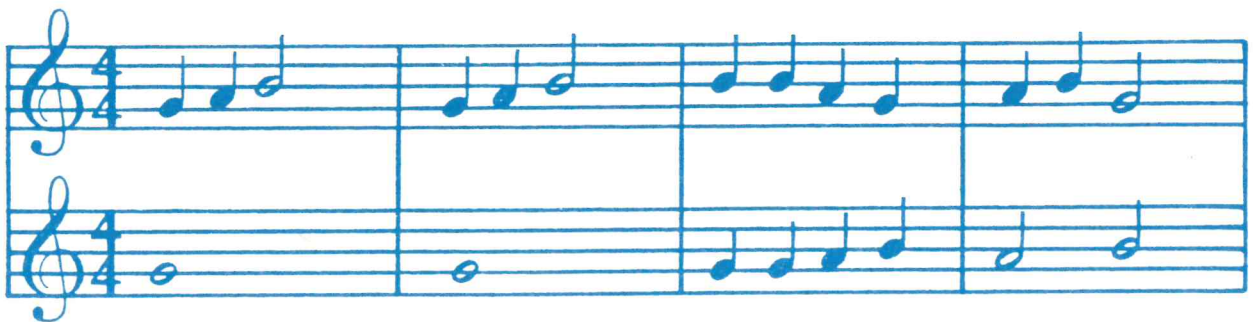
Let's see.



You could learn the two lines below to play in front of the class.

OR, you could learn the top tune and your partner learn the bottom line. Then you could play the tune together as a *duet*.

If you can do that, you might like to make up some words to fit the tune. As this is a *forest pack*, make up some words about trees or forests or your feelings about them.

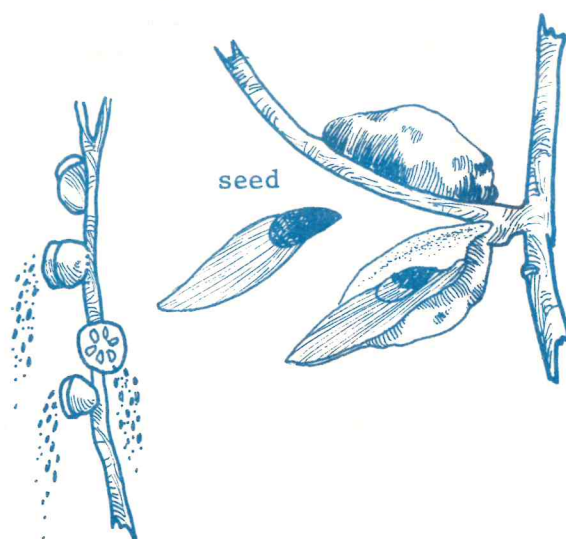
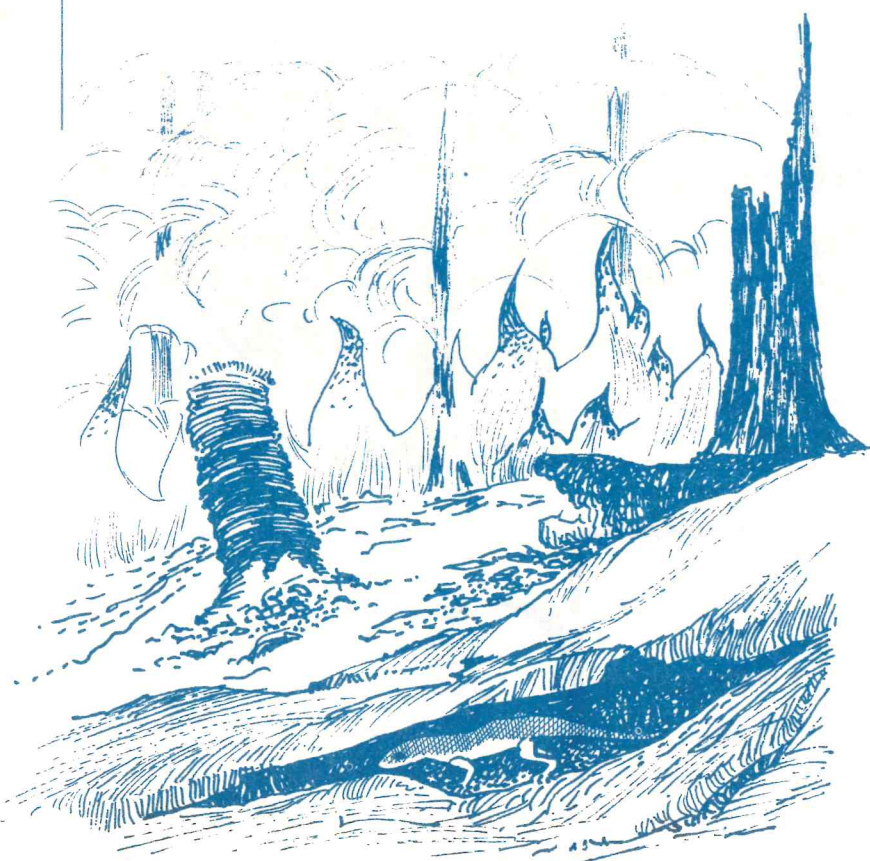
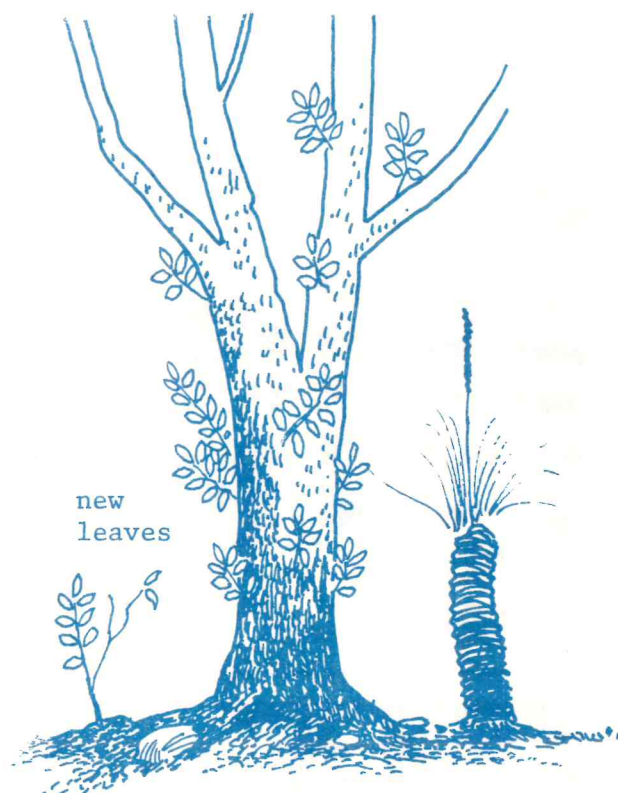


Fire Changes the Forest

Some plants are killed by fire.
Others grow well after a fire.
The bark helps protect the tree
and soon new leaves grow.



Some plants have hard, woody fruit
which opens after a fire.
The seeds are released.

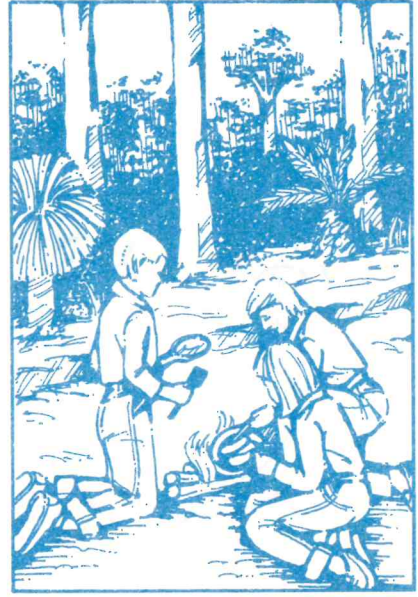
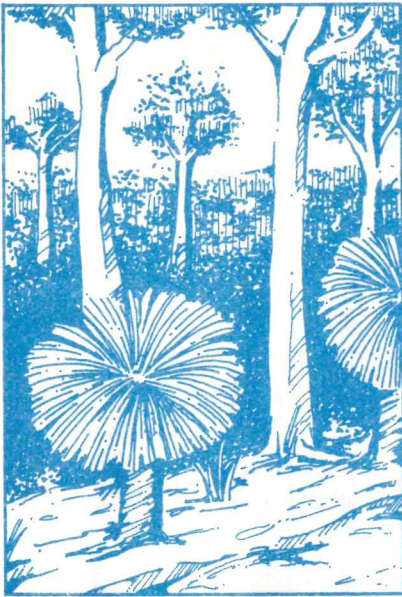


Fire affects different
plants and animals in
different ways.

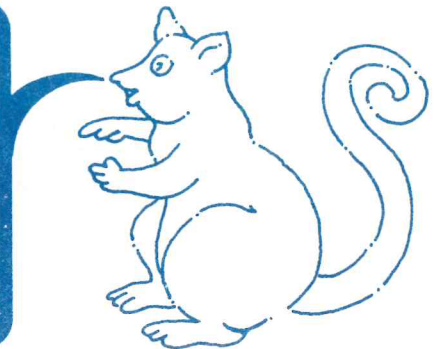
Many animals escape by sheltering beneath the soil or in rock cracks,
or by finding patches of unburnt bush.

FIRE!

Tell the story



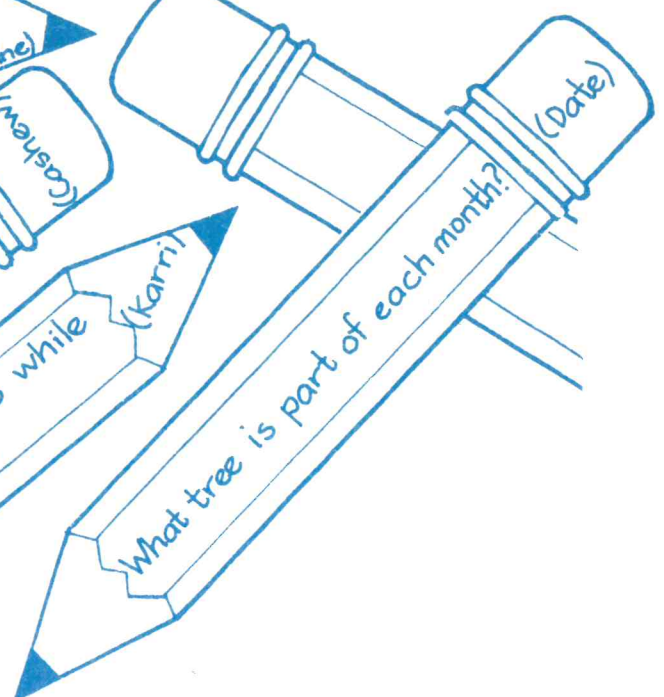
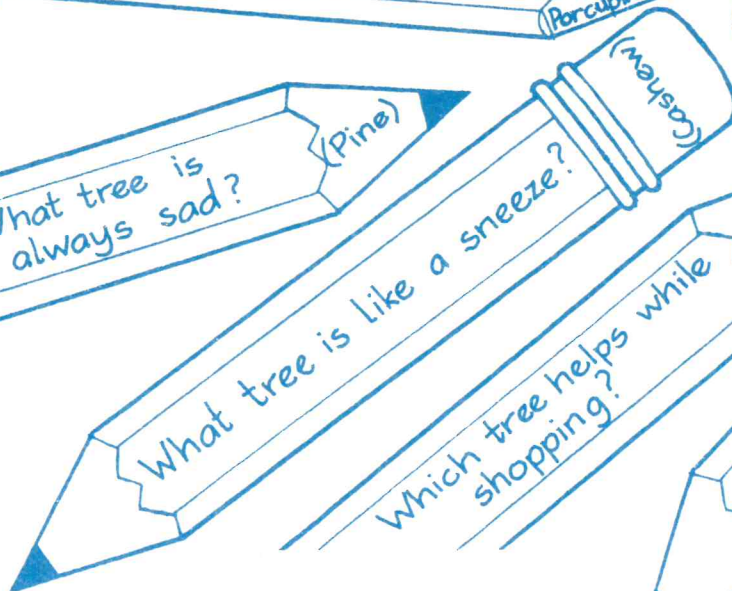
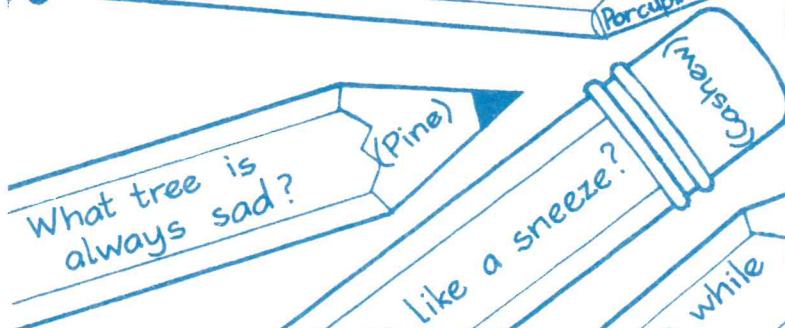
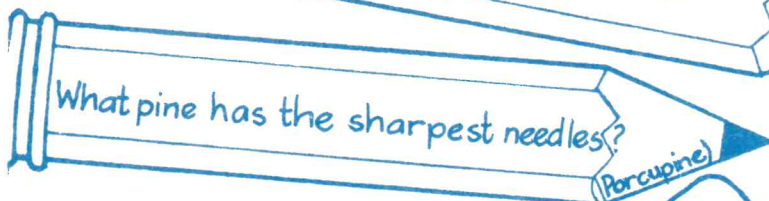
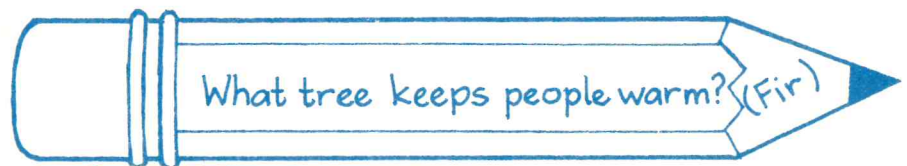
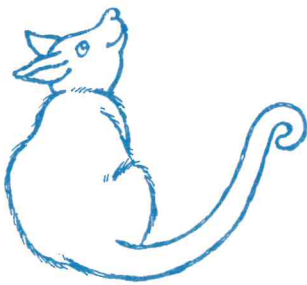
Make a chart showing ways
of preventing bushfires.
Help protect my friends.....
and me



Jokes and Riddles

Read these riddles and ask your friends to answer at playtime.

Make up some of your own or write down ones you have heard of, and put them in the JOKE AND RIDDLE box.



READ A STORY JOHNNY APPLESEED

Johnny Appleseed lived a long time ago. He grew up in America. Johnny loved all plants and animals. He liked apple trees best. When he was older he set off to plant apple trees all over America. He said,

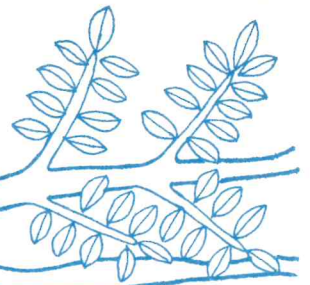
'Apples are very good for us.'

Johnny collected appleseeds and put them in bags. He gave a bag to everyone he met. He planted seeds by rivers and lakes. Soon apple trees were growing everywhere. He never took any money for all his hard work.

Johnny Appleseed is now well-known. Some people thought he was mad, but most people loved him.



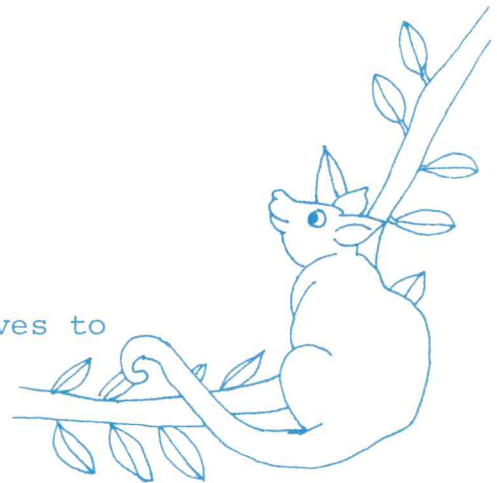
Fire in the Forest



Penny possum lives in a forest. In summer it is hot and dry. The trees and shrubs are dry. There is not much rain. The bark and leaves that fall on the ground are very dry. When lightning storms come, Penny knows that a fire could start.

Penny will hide deep in her tree **if** a fire starts. She will stay there until the fire has gone.

After the fire Penny can't find many leaves to eat because they have been burnt.



Soon after it rains, many new plants grow and Penny has lots to eat and she grows quite fat.

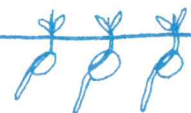
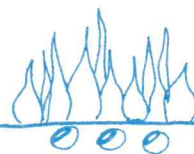
Draw a picture to show how Penny escapes from the fire.

Seeds fall from the tree

Leaves and soil cover the seeds

Fire burns the leaves and heats the soil

When it rains, a new plant sprouts



A FOREST IS
MORE THAN
JUST TREES



PROJECT SHEET

Many birds use trees to make their HOMES. Some birds like parrots and owls use nesting hollows.

Many forests have WALKING TRACKS through them.

When a forest is kept free from litter and POLLUTION, it is a very peaceful place to visit for a picnic.

The forest is made up of SHRUBS and VINES as well as trees.

A WILDFIRE can badly damage a forest if it is fierce.

On the forest floor small animals like cockroaches and lizards use the leaf litter for shelter.

All animals need WATER. Some animals live IN the water.

PROJECT SHEET

Minibeasts and other small animals use the BARK of trees for SHELTER.

Many large animals live in the forest. A kangaroo eats LEAVES and GRASS.

Some forest trees have WOOD which can be made into furniture or which can be used to build houses and make paper.

All the plants in the forest give us FRESH AIR.

Toadstools and other fungi live on the dead and rotting parts of the forest and break them down. Termites also help to break down dead trees.

The plants use the nutrients in the SOIL to grow strong and healthy.

