

# Post Activity- Pick Apart the Tree

<b>GRADE LEVELS</b>	3 <sup>rd</sup> - 5 <sup>th</sup> ; California Content Standards for 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup>
<b>SUBJECTS</b>	Life Sciences;
<b>DURATION</b>	Preparation: 10 minutes    Activity: 30 minutes
<b>SETTING</b>	Classroom

## Objectives

In this vocabulary activity, students will:

1. construct sentences about the New Guinea Highlands using vocabulary from activities in the field journal and museum experience.
2. review vocabulary associated with science and art.

## Materials

“Highlands Vocabulary Tree” worksheet (one per student)  
“Highlands Vocabulary Tree” transparency (one per teacher)  
transparency markers  
Binder paper (one sheet per student)

## Activity

### Preparation

1. Make copies of the “Highlands Vocabulary Tree” worksheet.
2. Make a transparency of the “Highland Vocabulary Tree”.

### Introduction

- ❖ Ask students to close their eyes and imagine the Highlands of New Guinea.
- ❖ Ask the students to think about the answers to these two questions; How would you describe the environment? What did you see? How would you describe the culture there?
- ❖ Explain to the students that they will be picking words out of a tree and constructing sentences about their experiences and/or knowledge about the Highlands.

### Procedure

1. Distribute one “Highlands Vocabulary Tree” worksheet to each student and display the transparency of the “Highlands Vocabulary Tree” for the students.
2. Ask students to individually create sentences with the vocabulary provided. They should write as many sentences as they can and cross off each word they use on their own vocabulary tree.
3. After allowing the students time to write, invite a few individual students to share one of their sentences.
4. Encourage them to use more than one word in their sentences and make them long and meaningful.
5. As a class cross off each word used on the overhead using transparency markers.

6. Capture their writings in the form of a recorded pod cast, a class booklet with associated illustrations, or on sentence strips to display in the classroom.

## **Correlated California Content Standards**

### **Grade Three, Four, and Five**

#### Language Arts

2.0 Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.