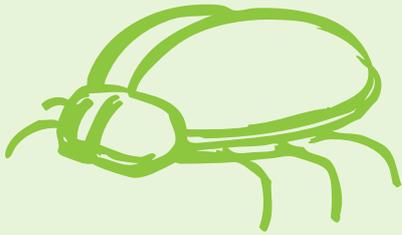
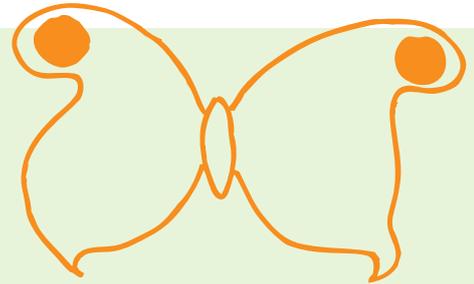




Healthy Planet



22 April

Earth Day Lesson Plan

A Letter from Rosy the Tree

Year 1

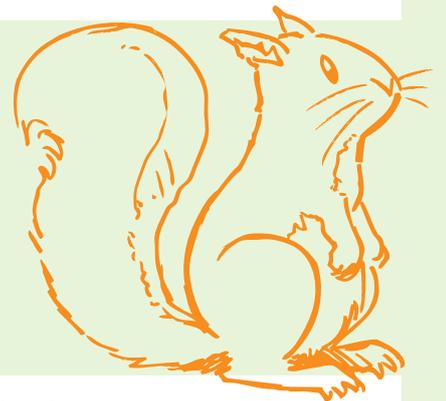
- This pack contains 2, ready to use 1 hr lesson plans.

Key Inquiry Question:
Why are trees important?

- What products are made from trees?
- What animals live in trees and why?
- How do trees create oxygen?

Possible Culminating Activities:

- Create a picture to show all the animals that live in Rosy and why they think she is important.
- Create a checklist of how to reduce the use of tree-based products to be taken home/ given to other classes.



www.healthyplanet.org

National Curriculum Objectives addressed in this unit:

Science

Key Stage 1

Knowledge, skills and understanding

Sc2 Life processes and Living things

Life processes

1. Pupils should be taught:
 - b. That animals, including humans, move, feed, grow, use their senses and reproduce
 - c. To relate life processes to animals and plants found in the local environment.

Humans and other animals

2. Pupils should be taught:
 - b. That humans and other animals need food and water to stay alive
 - e. How to treat animals with care and sensitivity.

Living things in their environment

5. Pupils should be taught to:
 - c. Care for the environment.

Key Stage 2

Knowledge, skills and understanding

SC2 Life processes and Living things

Life processes

1. Pupils should be taught:
 - c. To make links between life processes in familiar animals and plants and the environments in which they are found.

Living things in their environment

5. Pupils should be taught:
 - a. About ways in which living things and the environment need protection.

English

Key Stage 1

En3 Writing

Knowledge, skills and understanding

Composition

1. Pupils should be taught to:
 - a. Use adventurous and wide-ranging vocabulary
 - c. Put their ideas into sentences
 - d. Use a clear structure to organise their writing
 - e. Vary their writing to suit the purpose and reader
 - f. Use the texts they read as models for their own writing.

Planning and drafting

2. Working with the teacher and with others, in order to develop their writing, pupils should be taught to:
 - a. Write familiar words and attempt unfamiliar ones
 - b. Assemble and develop ideas on paper and on screen
 - c. Plan and review their writing, discussing the quality of what is written.

Punctuation

3. Pupils should be taught:
 - a. How punctuation helps a reader understand what is written
 - b. The connections between punctuation and sentence structure, intonation and emphasis
 - c. To use capital letters, full stops, question marks and to begin to use commas.

Spelling

4. Pupils should be taught to:

Spelling strategies

- a. Write each letter of the alphabet
- b. Use their knowledge of sound-symbol relationships and phonological patterns [for example, consonant clusters and vowel phonemes]
- c. Recognise and use simple spelling patterns
- d. Write common letter strings
- e. Spell common words
- f. Spell words with common prefixes and inflectional endings.

Handwriting and presentation

5. In order to develop a legible style, pupils should be taught:
 - c. To start and finish letters correctly
 - d. To form letters of regular size and shape
 - e. To put regular spaces between letters and words.

En1 Speaking and listening

Knowledge, skills and understanding

Speaking

1. To speak clearly, fluently and confidently to different people, pupils should be taught to:
 - a. Speak with clear diction and appropriate intonation
 - b. Choose words with precision
 - c. Organise what they say
 - d. Focus on the main point(s)
 - e. Include relevant detail
 - f. Take into account the needs of their listeners.

Listening

2. To listen, understand and respond to others, pupils should be taught to:
 - a. Sustain concentration
 - b. Remember specific points that interest them
 - c. Make relevant comments
 - d. Listen to others' reactions
 - e. Ask questions to clarify their understanding.

Group discussion and interaction

3. To join in as members of a group, pupils should be taught to:
 - a. Take turns in speaking
 - b. Relate their contributions to what has gone on before
 - c. Take different views into account
 - d. Extend their ideas in the light of discussion
 - e. Give reasons for opinions and actions.

Geography

Key Stage 1

Knowledge, skills and understanding

Geographical enquiry and skills

1. In undertaking geographical enquiry, pupils should be taught to:
 - a. Ask geographical questions [for example, 'What is it like to live in this place?']
 - c. Express their own views about people, places and environments [for example, about litter in the school].

Knowledge and understanding of environmental change and sustainable development

5. Pupils should be taught to:
 - a. Recognise changes in the environment [for example, traffic pollution in a street]
 - b. Recognise how the environment may be improved and sustained [for example, by restricting the number of cars].

Citizenship

Key Stage 1

Knowledge, skills and understanding

Developing confidence and responsibility and making the most of their abilities

1. Pupils should be taught:
 - b. To share their opinions on things that matter to them and explain their views.

Preparing to play an active role as citizens

2. Pupils should be taught:
 - e. To realise that people and other living things have needs, and that they have responsibilities to meet them.

Lesson	1hr
Objectives	<ul style="list-style-type: none">– Trees are used to create a number of products– Trees provide homes to a wide variety of animals
Activities	<p>Introduction</p> <p>Teacher pretends to begin lesson and becomes distracted by a big letter on his/her chair. It is a strange letter; it is smudged with dirt and has twigs inside. The writing is big and scratchy, the teacher then asks the children if they know anything about it and then reads the letter to the class, it's from someone or something called Rosy, she is a very old tree in a forest and she needs our help because the council is planning to chop her down.</p> <p>Ask children what they think? How do they feel about this situation? Say there is a picture of Rosy with the letter, display on board.</p> <p>Ask talking partner to discuss what they know about trees and why they are cut down. What things are made from trees? Children make a list on mini whiteboards of all the things that come from trees.</p> <p>Either a child or a teaching assistant can 'stumble upon' the second envelope which is filled with tiny little letters (on all different colours if you like, but it might be wasting paper!) See resources below. Each letter is from a creature that lives in the tree saying why they can't lose Rosy. Give the letters out to the children to pass around and then have them read each one to the class, stick to the picture of Rosy in the place where the animal lives.</p> <p>Activity</p> <p>Have children then either draw a picture of Rosy or use the drawing in the resources. Children draw some of the animals into the tree with speech bubbles to say why they can't lose Rosy. Can the children think of any other animals?</p> <p>Plenary</p> <p>Share children's pictures and what the animals said with the class. Ask if any children thought of other animals that might live in Rosy and why they might need her.</p>
Resources	<ul style="list-style-type: none">– A3 sized letter from Rosy (see letter below) You will need to make a make shift envelope and fill it with twigs and smudge it with mud
Assessment	I can name some animals that use trees as their home.

Lesson	1hr
Objectives	<ul style="list-style-type: none"> – To know that carbon dioxide is produced by our use of fossil fuels – To know that trees turn carbon dioxide into oxygen – To identify ways to reduce the amount of tree products we use
Activities	<p>Introduction</p> <p>Waiting in the classroom when the children come back is a huge envelope. Teacher and children share the surprise/shock. Who on earth is this from? Read the letter, explain it is from Earth and he is saying why we need to save Rosy. (Read the letter in deep voice).</p> <p>Inside the envelope there are some red and yellow streamers – give these to certain children along with a cut out of a car, a factory, a light, a computer, and an aeroplane (or whatever you like that emits CO₂). Ask them to come to the front and wave the streamers. Ask children what they know about the air we breathe. Explain to children that the air we breathe in is made up of oxygen, when we use the air it turns into carbon dioxide – have children repeat these words. So the car, the factory, etc, all use oxygen which then turns into carbon dioxide – children wave their streamers.</p> <p>Rosy here does a very important job, have a child come and take the part of Rosy, she breathes in the carbon dioxide the old air, and breathes out oxygen (child to wave blue streamer). So Rosy cleans the air.</p> <p>Rosy is just one tree, what would happen if we cut down more trees? Rosy has lots of friends like her in the rainforest; rainforests give homes to over half the animals in the world.</p> <p>How can we help Rosy? Go back to the list made earlier of the things that come from trees. Can we reduce the amount of these things we use? Take suggestions from the children.</p> <p>Activity</p> <p>Children to create a checklist or set of instructions for their home on how to use less tree products.</p> <p>Plenary</p> <p>Ask children as a class to write a reply to Rosy and how they are going to help. Scribe this on the board and tell children you will make sure Rosy gets the letter.</p>
Resources	<ul style="list-style-type: none"> – Poster board sized envelope and letter – Red and yellow streamers or strips of tissue or crepe – Blue streamers or strips of tissue or crepe – Either images on flipchart or cut outs of: a car, a factory, a light, a computer and an aeroplane
Assessment	<p>I can say that trees take in carbon dioxide and produce oxygen.</p> <p>I can identify how to reduce the amount of tree products I use.</p>

Letter texts



Dear children,

My name is Rosy, I am a very, very old oak tree and I have lived in a beautiful forest close to you (you could insert the name of a forest close to you here) for over 100 years. The local council where I live built some houses and want to use me for beautiful furniture. I really don't want to be chopped down! Please help!

Love,
Rosy.

Dear class,

My name is Lauren, I am a ladybird that lives in the tree, Rosy. I eat the tiny insects called aphids that eat Rosy's leaves. Without Rosy I will have nothing to eat and no home. Please help.

Warmest regards,
Lauren

Dear class,

The name's Russell, I'm a pretty extreme squirrel who uses Rosy as a bit of a base. I climb her to escape from other animals like dogs and people. I also store heaps of my stuff inside Rosy, mostly food for the winter, she's great for that, really watches out for me so no one nicks it! Without Rosy my stuff and I won't be safe in this forest. Please help.

From,
Russell

Dear class,

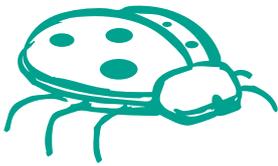
Ruth is my name and nesting is my game. I'm a robin and each year I build a beautiful nest high up in Rosy's branches. It is so lovely up there and my chicks are always delighted to hatch out of their shells and feel so safe in Rosy's long arms. Without her I would have to find somewhere else to build my nest, which might not be as safe. Please help.

Love,
Ruth

Dear class,

This is Barry the beetle, and I just have to say I'd be lost without Rosy. She is just the perfect colour so I can camouflage or hide myself from other animals that would like to eat me. The fruit that she produces in Spring is just delicious- seriously, you should try it- and her leaves aren't bad either. I just wouldn't be safe without Rosy and I'd be very hungry! Please help!

Yours sincerely,
Barry Beetle



Dearest children in the Year One class,



Oh my goodness, we are so lucky to have you helping us! My name is Grace and I am a beautiful grasshopper that lives in Rosy from time to time because she is surrounded by the most wonderful grassland, it's only a hop, skip and jump away. I come to visit Rosy because she doesn't mind if I have a nibble on her leaves and her flowers. She is just so kind, I would miss her terribly. Please help!

Yours truly,
Grace Grasshopper

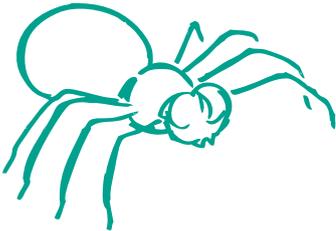
Hello Year One,



My name is Myra and I'm a woodmouse that lives inside Rosy, what a great tree she is! She's just the right colour for me to blend in and she's got great nooks and crannies for me to store my food for the winter. I would have to find a new home if Rosy were cut down and I so love it here. Please help.

Myra Mouse

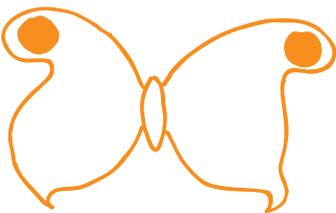
Dear Year One,



Seriously support our very important cause so I can spin my silky spider's web in Rosy's leaves. Rosy is so popular with several animals and insects, so I love living here because I get served a fresh insect meal daily.

From,
Sally Spider

Hello there Year One,



Martin Moth is my name and I really can't be dealing with all of this what with the kids and all needing Rosy's leaves to grow big and strong. I've got about a hundred young children all relying on Rosy for their breakfast, lunch and dinner. I mean, where am I going to find another tree that gives all that, hey? Please help.

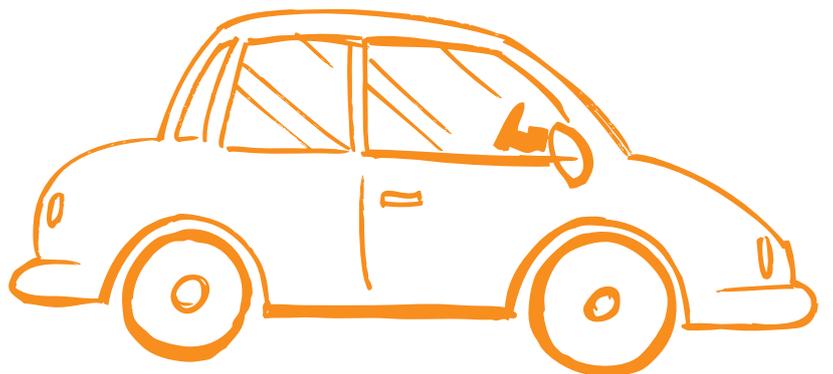
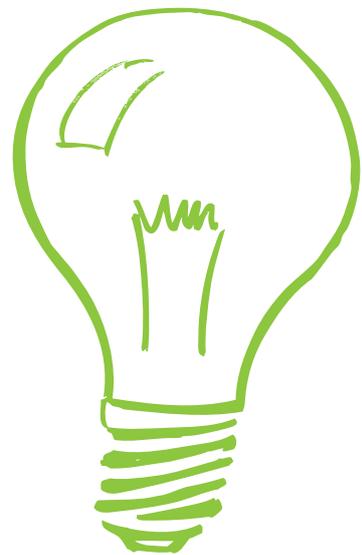
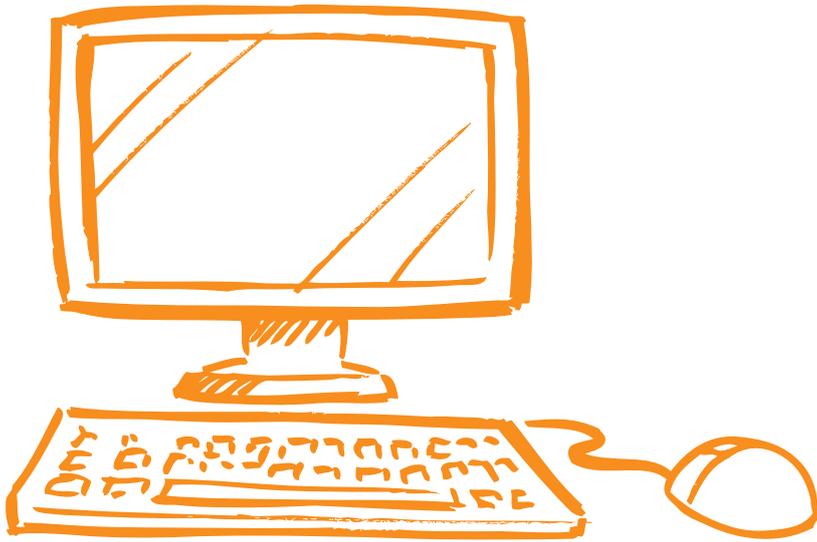
Martin Moth

Dear Year One,



It was frightfully early when I was asked to write this letter so I will keep it brief. My name is Oscar and I am an owl. I sleep in Rosy, she's really the only tree up to it what with her very leafy tall branches being very high up so I can get some rest away from all the hustle and bustle of all those animals up during the day. Without Rosy I wouldn't get a wink of sleep. (Yawn) please help!

Oscar Owl



What can your school do for Healthy Planet?

Adopt land and earn a grant

As well as making small changes to contribute to a healthier planet, your children might want to do more. By adopting a hectare of endangered land, your class will be protecting it for generations to come.

Choose, adopt, dedicate and view your plot online and earn your school a grant.

At Healthy Planet we think you should choose where your donation goes. It doesn't have to be parents putting their hands into their pockets. It's about children making a difference to their lives and the world around them.

Green fundraising to adopt land

Cash for cans

children can collect aluminium cans that can be returned for cash.

A car boot sale

children will learn the benefits of reusing books, clothes and toys whilst raising money towards their hectare of land. Contact property@healthyplanet.org for help with finding a free venue.

Old mobile phones

we will help your school make money from old phones through companies willing to swap cash for older models. www.healthyplanet.valuerecycling.com

At work recycling

children can ask their parents to bring home empty ink cartridges from work that can be exchanged for up to £3 each.

A spring clean

children can bring in old clothes and shoes to be donated to children and families in developing countries and in return for cash.

By participating in any of the activities listed, your children will begin to live the process of reducing, reusing and recycling.

Raise GBP £180 and see how your cake gets cut

- 1 GBP £79.78 goes to the park where your school adopted a plot
- 2 GBP £20.44 goes to Healthy Planet's brilliant ideas factory
- 3 GBP £79.78 goes to your children's choice: back to your school, or back to 1 and 2





Working with the



Geographical Association

Earth Day Lesson Plan

A letter from Rosy the Tree

Published by Healthy Planet

Healthy Planet is a charity set up to inspire, encourage and support people around the world and helps you to make a positive & measurable difference.

www.healthyplanet.org/earthday