

Grade Level/Course: 4 th Grade	Concepts: Forestry in the Sheldon Nature Center
Area of Emphasis/Topic/Theme/Unit: Using the Sheldon Nature Center forest area to develop skills in forestry.	Suggested Teaching Time Frame: Spring/Summer
Concept(s)/Generalization(s)/Essential Question(s): Rocks and Minerals; Animals and Habitats; Scientific Investigation; Technology Integration; Electricity; Matter	

What?	How will you know?	How will you get there?	
Standards/Benchmarks	Assessment of Standards Assessed	Learning Strategies/Activities	Resources
<p>Would Wood Be Needed: 4.C1.1, 4.E1.10, 4.H1.2, EE A1; EE C1</p> <p>GPS: 4.C1.1, 4.C2.2, 4.H1.4, EE A3, EE B1, EE C1</p> <p>Tree Rings: 4.B1.4, 4.F2.4, EE A3, EE A4</p> <p>That's Life Around Here: 4.F1.9, 4.F2.4, 4.F2.5, EE A2, EE A3</p> <p>Soil Layers: 4.E1.3, 4.F2.5, EE A3, EE B2</p>	<p>Would Wood Be Needed: Report on paper industry jobs in Oshkosh, Wisconsin.</p> <p>GPS: Find latitude and longitude coordinates for signage.</p> <p>Tree Rings: Correctly identify markings of tree cookies in Sheldon Nature Center.</p> <p>That's Life Around Here: Classification of consumer, producer and decomposer.</p> <p>Soil Layers: Identify why layers of soil vary in certain areas of the nature center.</p>	<p>Would Wood Be Needed: Paper industry job Internet search activity</p> <p>GPS: Correct usage of a GPS unit</p> <p>Tree Rings: Analysis of a tree cookie from the nature center</p> <p>That's Life Around Here: Venn diagram activity</p> <p>Soil Layers: Soil sampling activity</p>	<p>Would Wood Be Needed: Wisconsin Forests Forever Teachers Guide</p> <p>GPS: www.state.de.us/planningcoord/dgdc/lessonplan1.htm</p> <p>Tree Rings: Shelterwood, 1999</p> <p>That's Life Around Here: Audubon Adventures, 2002</p> <p>Soil Layers: Audubon Adventures, 2002</p>

Area of Emphasis: Sheldon Nature Area Forest	Big Idea #: Forestry
---	-----------------------------

Grade Level/Course: 5 th Grade		Concepts: Forestry in the Sheldon Nature Center	
Area of Emphasis/Topic/Theme/Unit: Using the Sheldon Nature Center forest area to develop skills in forestry.		Suggested Teaching Time Frame: Spring/Summer	
Concept(s)/Generalization(s)/Essential Question(s): Plants; Scientific Process; Weather; Technology Integration			
What?	How will you know?	How will you get there?	
Standards/Benchmarks	Assessment of Standards Assessed	Learning Strategies/Activities	Resources
<p>Measuring Wind: 5.E1.1, EE A2, EE B6</p> <p>GPS: 5.C1.2, 5.E2.7, 5.G1.1, 5.H1.4, EE A3, EE B1, EE C1</p> <p>Learning to ID Trees: 5.E1.5, 5.F1.10, 5.F1.12, EE A3, EE B5</p> <p>Where's MY Tree?: 5.B1.3, EE C1, EE C2</p> <p>Succession: 5.E1.5, 5.F.1, EE A3, EE B1</p>	<p>Measuring Wind: Correct wind measurement using Beaufort Scale</p> <p>GPS: Find latitude and longitude coordinates for natural landmarks</p> <p>Learning to ID Trees: Correctly identify specific characteristics of trees in the nature center</p> <p>Where's MY Tree?: Find cubic feet of live trees using correct scale</p> <p>Succession: Draw a map of succession of the Sheldon Nature Center</p>	<p>Measuring Wind: Beaufort Scale conversion chart</p> <p>GPS: Correct usage of a GPS unit</p> <p>Learning to ID Trees: Tree identification guide sheets</p> <p>Where's MY Tree?: Outdoor tree measuring activity</p> <p>Succession: Succession guide sheet and outdoor experience</p>	<p>Measuring Wind: Shelterwood, 1999</p> <p>GPS: www.state.de.us/planningcoord/dgdc/lessonplan1.htm</p> <p>Learning to ID Trees: Shelterwood, 1999</p> <p>Where's MY Tree?: Wisconsin forests Forever Teachers Guide</p> <p>Succession: Wisconsin forests Forever Teachers Guide</p>
Area of Emphasis: Sheldon Nature Area Forest		Big Idea #: Forestry	