

## Leaves Need Water



### **Measurable Objectives**

Children will participate in sorting leaves according to the amount of water in the leaves.

### **Suggested Grade Level**

Pre-K

### **Anticipatory Set**

I will ask the students if they remember what season it is. Once they say “fall”, I will ask what happens in the fall and record their answers on chart paper. After writing their answers, I will ask them if they’ve ever seen different colored leaves. I will tell them that we will now read a book about why leaves change color.

### **Instructional Point**

Prerequisite skills: Students should already know about the seasons. They should understand the basic differences between the seasons. Procedures:

1. First, I will read *Why Do Leaves Change Color?* by Betsy Maestro.
2. After reading the book, I will turn back to the page about leaves in the spring. I will have the children stand up and act like trees in the spring. Then they will spread their arms out to look like a full tree in the summer. I will explain that this is when the tree has plenty of water and sun. The leaves use water and sun to make their food, chlorophyll. I will ask them what color the chlorophyll is. The chlorophyll is what takes the leaves green.
3. Next, I will have the children pretend that they are leaves in the fall. They will fall to the ground. I will ask the children what color leaves are in the fall. We will discuss that this is because the tree gets less water and sun. So, the leaves can no longer make chlorophyll and the green color fades. The red, oranges, and yellows are already under the green. So, when the green fades, you see the colors underneath.
4. I will ask the children which color leaves have the most water. Green leaves do because they still have chlorophyll in them. Which color has the least amount of water? Brown leaves have the least because they are completely dried and have no pigments left. Yellow, orange, and red leaves have more water than brown leaves and less water than green leaves. I will hold up the different colored leaves and ask the children which leaves have more water. We will practice a few times.



3. Children will be split into three groups. Each group will be given a piece of chart paper and a bunch of leaves. One group will sort through the leaves and pick out all the ones that have the most water. Another will pick out all the leaves that have the least amount of water. The last group will pick out all the leaves that are in between. They will glue these leaves to their chart paper. A teacher will be helping each group, talking about leaves and answering any questions the children may have.

**Materials:** *Why Do Leaves Change Color?* by Betsy Maestro, a lot of leaves, chart paper, and markers

### **Modeling**

I will model being the trees with them while explaining what happens to the leaves during each season.

### **Check for Understanding**

I will ask them which color leaves have the most, least, and in between amount of water.

### **Guided Practice**

I will hold up two different colored leaves and children will pick which leaf has more water. If they don't pick the right one, I will guide them in the right direction by telling them that leaves with a lot of water can make chlorophyll which is green.

### **Independent Practice**

Children will sort through leaves to find which ones have the most, least, or in between amount of water and glue them on chart paper.

### **Closure**

We will look at all three pieces of chart paper. We will talk about what looks different between the three charts. Children will actually be able to feel them and talk about how they feel different too.

### **Evaluation**

Teachers will go around and make sure every child is participating in sorting the leaves. Teachers will make sure that each child is sorting the leaves correctly.

*Lesson Plan compiled by Rachel Fischer, an Earth Team Volunteer and Early Childhood Education student at Missouri State University, Springfield, MO, January 2008.*