



**Project Learning Tree Pre K-8 Environmental Education Activity Guide
Grade Level Expectations Correlations
(Arranged alphabetically)**

Preface

Several years ago, the Missouri Department of Conservation helped to fund a project for Missouri teachers and environmental educators to match Project Learning Tree activities with the appropriate Show-Me Standards, which included both Content Standards and the 4 Process Standards (Goals 1-4). This work resulted in the Correlation Guide, which was a standard booklet passed along to each person taking a PLT workshop with the PLT guide in Missouri. This correlation guide is extensive and matches content standards for all subject areas and the process standards with the PLT activities in the previous edition of the Pre K-8 Activity Guide.

In the meantime, two things happened at the state level with the Department of Elementary and Secondary Education (DESE) that changed the effectiveness of the Correlation Guide—1) the creation of the Grade-Level Expectations (GLEs) for grades K-8 and Course Level Expectations (CLEs) for grades 9-11 and 2) our understanding of the Content and Process Standards. The Content Standards were not changed, but were broken down into recommendations for each grade level or course offering at the high school level. With the state's recommendation that the high school grades give an End of Course exam, rather than the former MAP test, the CLEs have been separated into specifics for each basic course—for example, biology, chemistry, physics, earth & space science in science. As teachers' familiarity with the content and process standards grew, we now know that activities must match exactly with standards or GLEs/CLEs, if they are to be considered an effective teaching tool. Project Learning Tree is an excellent activity guide to assist educators and matches very well with the original content standards, GLEs, CLEs and process standards.

While it is true that PLT activities are interdisciplinary, the GLEs/CLEs reflected in this document have direct ties to each activity (or notation will follow). For the activities that target elementary grades, GLEs and process standards will be given for science, with notes made if they also address other subject areas. For activities that target middle school, the GLEs for science and process standards will be given, with the understanding that these activities still are interdisciplinary in nature and other content GLEs will apply. At the high school level, each activity will be matched with the science CLEs, as well as the process standards.

In the summer of 2014, Missouri State University became the new state sponsor for PLT, and the activities in the current guide have now been matched to Missouri Science GLEs and CLEs. At the National PLT level, they are currently working on a new edition of the Pre K-8 Activity Guide. The new

PLT guide will be matched to national Common Core standards for English Language Arts and Math and the Next Generation Science Standards. This information will be available in conjunction with the new guide, coming in 2016.

An example of the GLE annotation method is explained here: **SC 5 ES.1.B.6.a**

The SC represents *Science*, 5 is for *Strand 5*, ES is for *Earth Science*, 1 is for *Big Idea #1*, B is for the *Concept*, 6 is for *Grade 6* and a is for the specific item, or GLE under the concept. So, this annotation is a 6th grade item within the Earth Science strand. The specific GLE reads as follows:

Recognize the properties of water that make it an essential component of the Earth system (e.g., its ability to act as a solvent, its ability to remain a liquid at most Earth temperatures)

The GLEs and CLEs can be found by visiting the DESE website at www.dese.mo.gov and then *Science Grade Level or Course Level Expectations* in the Search box.

The Strands for Science and their abbreviations are as follows:

- Strand 1—Matter and Energy (ME)
- Strand 2—Force and Motion (FM)
- Strand 3—Living Organisms (LO)
- Strand 4—Ecology (EC)
- Strand 5—Earth Systems (ES)
- Strand 6—Universe (UN)
- Strand 7—Inquiry (Scientific Process) (IN)
- Strand 8—Science and Technology (ST)

This annotation method is consistent with the DESE method of annotating, with the exception of one addition here. SC for Science and the Strand number were added for more clarification at the beginning of each set. For those who don't always work with the GLEs and CLEs this might be helpful and will also serve as a reminder that each of these is for Science only.

If you would like a copy of the original Correlations Standards booklet or GLEs/CLEs match for the original Project Learning Tree guide, please contact one of the Missouri Project Learning Tree Co-ordinators at Missouri State University.

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Education Activity Guide
Grade Level Expectations Correlations
(Arranged alphabetically and with page
number for each activity)**

Adopt a Tree (97)

Part A (Pre K-2)

SC 1 ME.1.A.K.a

SC 3 LO.1.A.1.b; LO.1.D.1.a

Part B (Grades 3-8)

SC 3 LO.1.A.3.a; LO.1.B.3.a;

SC 4 EC.1.D.4.a

This activity has a strong English/Language Arts component. It also has many other ideas for adaptations on page 98, which would address different GLEs. There are also many opportunities to address more GLEs in Strand 4, if questions asked are more in depth.

Air Plants (120) (Grades 3-6)

SC 1 ME.1.D.3.a; ME.2.C.3.a

SC 3 LO.1.A.6.a; LO.2.B.6.a

The background info in this activity is perfect for **middle and high school photosynthesis and cellular respiration** and the activity would be a good, quick intro into those subjects for 8th grade GLEs and Biology CLEs (Strand 3).

Air We Breathe (308) (Grades 6-8)

Part A

SC 1 ME.1.C.6.a; ME.1.C.8.a

Part B

SC 1 ME.1.C.6.a; ME.1.C.8.a; ME.1.F.8.a

Part C

SC 1 ME.1.F.8.a; ME.1.G.6.a

SC 3 LO.2.C.8.f

SC 4 EC.1.D.8.a

SC 8 ST.1.C.6-8.a; ST.3.B.6-8.b

Are Vacant Lots Vacant? (200)

SC 4 EC.1.D.4.a; EC.2.A.4.c; EC.3.C.4.d;
EC.1.A.6.a; EC.1.B.6.a & b; EC.1.D.6.a & c

K-3 Variation

SC 3 LO.1.A.1.a&b; LO.1.E.1.a; LO.1.A.3.a

Birds and Worms (111)

SC 4 EC.3.C.4.a, b & d; EC.1.B.6.a; EC.3.C.6.a&b

For HS students, asking students to explain carrying capacity for the area, population changes or even adaptations that resulted from variations favored by natural selection could really expand this basic idea. If so, then the following would be addressed:

EC.1.A.Bio.b; EC.1.B.Bio.a&b; EC.3.C.Bio.a

Bursting Buds (277)

SC 7 IN.1.B.K-6.a&b; IN.1.E.K-6.a

This activity could be extended to include GLEs for grades K-3 in Strand 3 (LO.1.d.K-3.a). As written, it is purely an observation activity.

By the Rivers of Babylon (411)

SC 4 EC.1.A.6.a; EC.1.B.6.b; EC.1.D.6.a

SC 5 ES.3.A.6.b&c

SC 7 IN.1.C.6-8.a; IN.1.E.6-8.a

It would be easy with more conversation to also address IN.1.D.6-8 a7b, If class discussion asked students to reflect on how reasonable their explanation is and what their evidence is for their reasons.

Can It Be Real? (54)

SC 4 EC.1.A.4.a; EC.3.C.4.a-c; EC.3.C.6.a

SC 7 IN.1.E.4-8.a

Charting Diversity (50)

SC 4 EC.1.A.4.b; EC.3.C.4.d; EC.3.C.6.a & b

Closer You Look, The (263)

SC 3 LO.1.D.K.a; LO.1.E.1.a

SC 7 IN.1.B.K-6.a; IN.1.E.K.a

Could address LO.1.D.3.a, If students are asked to go one step further and ID the functions of roots, stems, flowers and leaves that they see.

Democracy in Action (245)

In the course of research and depending upon which groups to study are selected, the following may be addressed:

SC 8 ST.3.A.5.a & b; ST.3.B.6-8.a

This activity has a strong Social Studies component.

Did You Notice? (414)

Part A (Pre K-8)

SC 3 LO.1.B.2.a

SC 7 IN.1.C.K-2.a

Part B (Grades 3-8)

SC 3 LO.1.B.3.a

SC 4 EC.1.D.4.a

This activity could address SC 4 EC.1.B.6.B, If students are asked to identify factors that affect the number and types of organisms in an ecosystem OR relate all of the vegetation, wildlife and human environment together. Also, SC 4 EC.1.D.6.a, If students are asked to go one step further and *explain* how changes affect organisms within an ecosystem.

This activity has a strong Social Studies component.

Dynamic Duos (113)

SC 4 EC.1.D.8.a

Because this activity is about symbiotic relationships, it really fits better with a high school CLE—SC 4 EC.1.A.Bio.a7b

Earth Manners (378)

SC 4 EC.1.D.4.a

SC 7 IN.1.E.K-4.a

SC 8 ST.3.A.K-2

This activity has a Language Arts component (reading).

Energy Sleuths (167)

Part A (Pre K-3)

SC 1 ME.2.A.3.a&b; ME.2.C.3.a

SC 3 LO.1.A.1.a&b

SC 7 IN.1.B.K-3.a

Part B & C (Grades 4-8)

SC 1 ME.2.C.5.a; ME.2.F.4.a; ME.2.A.8.a; ME.2.F.7.a-c

SC 5 ES.3.A.5.b; ES.1.C.7.b; ES.3.A.7.a

SC 8 ST.1.C.4-5.a; ST.3.B.6-8.a

SC 5 ES.3.A.7.a is an exact match for non-renewable and renewable resources.

Environmental Exchange Box (92)

SC 7 IN.1.B.K-8.a

This activity has a Social Studies and English/Language Arts component too.

Every Drop Counts (163)

SC 5 ES.3.A.5.b & c, but only if the discussion is led in this direction and if that extension option is done as part of the activity

This activity has a strong math component.

Every Tree for Itself (117)

SC 3 LO.1.A.1.b; LO.1.A.3.a; LO.1.A.6.a

SC 4 EC.4.1.B.6.a&b; EC.4.2.A.3.a

SC 7 IN.1.C.K-8.a

Also, EC.2.A.3.a, If teacher specifically teaches that the sun is the primary source of energy for

food production. LO.1.A.6.a and LO.1.A.8.a will also be addressed, If photosynthesis is specifically taught.

400-Acre Wood (217)

SC 4 EC.1.B.6.a-c; EC.1.D.6.a

SC 7 IN.1.B.7-8.e-f; IN.1.C.7-8.a; IN.1.D.7-8.a; IN.1.E.7-8.a

Also, math is involved in this activity.

The Fallen Log (105)

SC 3 LO.1.E.5.e

SC 4 EC.1.A.4.b; EC.2.A.4.a; EC.1.8.D.a
EC.2.A.6.b

SC 5 ES.2.A.4.a

Could easily address or reinforce LO.1.E.6.b

A Few of My Favorite Things (75)

SC 4 EC.1.D.6.a

SC 5 ES.3.A.2.a; ES.3.A.4.b; ES.3.A.7.a

Note the extensions of Swap Shop and Trashion Show as additional classroom activities.

Field, Forest and Stream (203)

SC 4 EC.1.A.4.b; EC.1.A.6.a; EC.1.B.6.b

SC 7 IN.1.B.4-8.a; IN.1.B.4.b-e; IN.1.B.5-8.c-e; IN.1.E.4-8.a

This activity fits very well with the Missouri Dept. of Conservation's Discover Nature Schools series—Nature Unleashed (grades 3-5) and Conserving Missouri's Aquatic Ecosystems (grades 6-8).

Forest Consequences (138)

SC 4 EC.1.B.6.a-c; EC.1.D.6.a & c

NOTE: This activity is more about the decision-making process, but could address the above GLEs, as well.

This land management activity can easily be used with high school classes and could yield even richer discussions than with middle school students, especially if the focus is on the political, social and cultural issues surrounding this scenario.

Forest for the Trees (291)

SC 4 EC.1.B.6.c; EC.1.D.6.a-b

This activity includes an easy, one-page sheet on Forest Silviculture Systems for management and could be useful for other activities.

A Forest of Many Uses (135)

Part A (Grades 1-4)

SC 4 EC.1.A.1.a

Part B (Grades 5-8)

SC 4 EC.1.A.6.a; EC.1.B.6.a; EC.1.D.6.a

The Forest of S.T. Shrew (40)

SC 4 EC.3.C.4.b (only if brought up in discussion about the story)

This activity includes listening to or reading a fictional story and drawing/art project.

Germinating Giants (279)

SC 4 EC.3.C.4.a; EC.3.C.6.a

Get in Touch with Trees (20)

SC 3 LO.1.E.1.a; LO.1.E.5.e

SC 7 IN.1.B.K-6.a; IN.1.C.K-6.a

In Part B, there is a link to use of simile, metaphor and analogy for ELA.

The Global Climate (363)

- SC 1** ME.1.F.8.a; ME.2.C.7.a
- SC 5** ES.1.C.7.a & b
- SC 7** IN.1.B.6-8.e & f; IN.1.C.6-8.a-c; IN.1.D.6-8.a & b; IN.1.E.6-8.a
- SC 8** ST.2.B.6-8.b

Habitat Pen Pals (37)

- SC 4** EC.1.A.4.b

This activity leads right into EC.3.4.b, if you want to expand on that idea. The same is true for EC.3.C.6.a & b.

Have Seeds, Will Travel (185)

- SC 3** LO.1.D.1.a; LO.1.D.3.a
- SC 4** EC.1.A.4.a; EC.3.C.4.a

How Big is Your Tree? (284)

Grades 4-8

- SC 7** IN.1.B.4.b-e; IN.1.B.5-8.d-f; IN.1.E.4-8.a

Variation (Grades PreK-3)

- SC 7** IN.1.B.K-2.c & d; IN.1.B.3.b-e

This activity has a strong math component.

How Plants Grow (179)

- SC 4** EC.A.6.a
- SC 7** IN.1.A.4a-5.c; IN.1.B.4.a-d; IN.1.B.5.a-e; IN.1.C.4-5.a; IN.1.D.4-5.a; IN.1.B.6-8.a-f; IN.1.C.6-8.a&d; IN.1.D.6-8.a

IN.1.A.6-8.a would also lead into IN.1.6-8.b-d, but would have to be deliberately taught.

Variation (Grades PreK-3)

- SC 3** LO.A.1.a&b; LO.1.A.3.a
- SC 7** IN.1.A.K-3.b; IN.1.B.K-3.a-d; IN.1.C.K-3.a; IN.1.D.K-3

Could also lead into IN.1.A.1.c, if they are asked to predict the outcome.

I'd Like to Visit a Place Where... (236)

Part A (Grades PreK-3)

Part B (Grades 4-8)

- SC 4** EC.1.D.4 & 6.a

Part C: (Grades 4-8)

- SC 4** EC.1.D.4 & 6.a

- SC 8** ST.3.A.4-5.a & b

Improve Your Place (418)

- SC 7** IN.1.B.5-8.a & b; IN.1.E.5-8.a

In the Driver's Seat (370)

This activity relates fossil fuel consumption with family cars and future cars for students. It also uses some basic math.

In the Good Old Days (396)

This activity has a strong English/Language arts component, comparing author's works with attitudes expressed towards forests.

Invasive Species (59)

- SC 4** EC.1.B.6.a & b; EC.1.D.6.a & c; EC.3.C.6.a

Life on the Edge (382)

- SC 4** EC.1.B.6.a & b; EC.3.C.4.d

Living with Fire (350)

This activity introduces to the fire triangle and what is needed for fire to burn. A link to ME.1.A.8.a can be made to link fire and oxygen together.

A Look at Aluminum (228)

- SC 1** ME.1.A.8.a & b; ME.1.F.8.a

A Look at Lifestyles (401)

Part A

Part B & C

SC 4 1.D.6.a & c

This activity has a strong Social Studies component.

Looking at Leaves (273)

SC 3 LO.1.D.1.a

This activity leads directly to LO.1.E.5.e, the use of dichotomous keys at 5th grade level.

Loving It too Much (147)

SC 4 1.D.6.a & c

Make Your Own Paper (224)

SC 5 ES.3.A.5.b

SC 8 ST.1.A.3.a

This activity is a great art project activity.

Name That Tree (288)

This is a good, basic, leaf identification activity to identify trees, where students make comparisons between leaves and other parts of the tree. It is a good lead-in for **SC 3** LO.1.E.5.e. This GLE is about using dichotomous keys.

Native Ways (389)

This activity is a strong Social Studies activity, as it compares two speeches by Chief Seattle and focuses on Native American tribes in North America.

Nature's Recyclers (108)

SC 7 IN.1.A.K-3.a; IN.1.A.4-6.c; IN.1.B.K-6.a; IN.1.C.K-6.a; IN.1.C.K-2.c; IN.1.C.3-6.d; IN.1.D.K-6.a

The Variation focuses on earthworms and composting, so ES.2.A.4.a applies too.

Nothing Succeeds Like Succession (345)

Part A (Grades 3-6)

SC 4 EC.1.A.4.a

Part B (Grades 4-8)

SC 4 EC.1.D.6.a & b

Part C (Grades 4-8)

SC 4 EC.1.B.6.a & c

For Part A, EC.1.B.6.c asks students to make a prediction—this would be very easy to add into Part A.

On The Move (232)

Part A (Grades 4-8)

SC 8 ST.1.C.4-5.a

Our Changing World (375)

Part A

SC 4 EC.1.A.6.a

SC 5 ES.3.A.6.b

Part B

SC 4 EC.1.D.6.a

Paper Civilizations (407)

This activity has a strong Social Studies component, with a Fine Arts activity.

Pass the Plants, Please (77)

Part B (Grades 3-8)

SC 7 IN.1.B.3-8.a; IN.1.E.3-8.a

This activity has a strong Health component.

A Peek at Packaging (360)

This activity is aimed at grades 5-8, but ES.3.A.4.b fits better, so good for 4th grade.

People of the Forest (82)

SC 4 EC.1.B.6.a & c; EC.1.D.6.a

People, Places, Things (318)

This activity has a strong Social Studies component and is a good way for the younger grades to learn about their town or place.

Peppermint Beetle (23)

SC 3 LO.1.D.1.d

SC 4 EC.3.C.4.b; EC.3.C.6.a

SC 7 IN.1.B.K-6.a

If students were asked to make predictions, then this would lead right into EC.3.C.6.b.

Picture This! (34)

Part A (Pre K-1)

SC 3 LO.1.D.K-1.a; LO.1.D.a.b

Part B (Grades 1-5)

SC 3 LO.1.E.5.d

For Part A, this activity assumes that all K-1 students know the difference between plants and animals (LO.1.E.1.a)

For Part B, this activity could easily lead to Strand 4: EC.3.C.4.a & b, IF students are asked to *describe* and EC.3.C.4.d, IF students were asked to *predict* what animals/plants might live in a certain area. It would also lead to LO.1.E.5.e about using dichotomous keys in 5th grade.

Planet Diversity (45)

SC 4 EC.1.A.4.b; EC.3.C.4.d; EC.1.B.6.b

SC 7 IN.1.B.4-6.a; IN.1.C.4-6.a; IN.1.E.4-6.a

This activity about biodiversity is leading to the high school concepts of adaptation for survival. This activity is close to addressing EC.1.A.4.a. It also makes the assumption that students can do EC.3.C.4.a&b, before they can do the middle GLE listed above. Both EC.3.C.6.a & b could be addressed, IF students are asked to relate to adaptations and *predict* how adaptations are needed for survival advantage.

Planning the Ideal Community (239)

Variation: (Grades K-3)

SC 3 LO.1.A.1.a

This activity has a strong Social Studies component that focuses on how people get food, water, energy and the resources that they need to survive.

Plant a Tree (132)

SC 3 LO.1.A.1.b; LO.1.A.3.a

SC 4 EC.1.D.4.a

Poet-Tree (31)

SC 7 IN.1.B.3-8.a

Students write poetry in this activity to link English/Language Arts with nature and observation.

Pollution Search (153)

Part A (Grades 2-6)

SC 4 EC.1.D.4.a; EC.1.D.6.a & c

SC 7 IN.1.B.2-6.a; IN.1.D.2-6.a

Part B (Grades 2-6)

SC 4 1.D.6.c

Power of Print (253)

This activity has a strong English/Language Arts component with analysis of author intent and then writing for facts and writing for opinion.

Publicize It! (256)

This activity has a strong English/Language Arts component, considering media application.

Rain Reasons (123)

Part A

SC 4 EC.1.A.6.a

SC 7 IN.1.A.6-8.b & c; IN.1.B.6-8.a; IN.1.C.6-8.a; IN.1.D.6-8.a & b; IN.1.E.6-8.a

Part B

SC 4 EC.1.B.6.b; EC.3.C.6.a & b

Part C

SC 4 EC.1.A.6.a; EC.1.B.6.b

Reduce, Reuse, Recycle (159)

SC 4 EC.1.D.6.a & c

SC 7 IN.1.B.5-8.a; IN.1.C.5-8.a; 1.D.5-8.a

Renewable or Not (69)

Part A

SC 7 IN.1.E.4-8.a

SC 8 ST.1.C.4.a

Part B

SC 8 ST.1.C.4.a; ST.3.B.6-8.a

Resource Go-Round (355)

SC 5 ES.3.A.7.a

Schoolyard Safari (197)

SC 3 LO.1.A.1 & 3.a

SC 7 IN.1.A.K-5.a; IN.1.E.K-5.a

The Shape of Things (17)

Part A (Pre K-K)

SC 1 ME.1.A.K.a

Part B (Pre K- 3)

SC 1 ME.1.A.K.a

SC 7 IN.1.B.K-3.a; IN.1.E.K-3.a

Signs of Fall (337)

Part A (Grades K-5)

SC 4 1.A.K.a & b

SC 7 1.B.K-5.a; 1.C.K-5.a; 1.D.K.a

Part B is an introduction to capillary action and the pigments found in leaves, along with a demo of **chromatography**—a basic high school biology lab for photosynthesis.

Soil Stories (297)

Part A

SC 3 LO.1.A. 1 & 3.b

SC 5 ES.1.A.2.a; ES.1.A.4.a

Part B

SC 5 ES.1.A.6.a

SC 7 IN.1.B.5-8.a & d; IN.1.C.5-8.a; IN.1.D.5-8.a & b; IN.1.E.5-8.a

Sounds Around (26)

Part A (Pre K-K)

SC 1 ME.2.A.K.a & b

Part B (Grades 1-6)

SC 1 ME.2.A.2.c

SC 4 EC.3.C.4.b;

Part C (Grades 6-8)

SC 1 ME.2.A.6.i & j

SC 7 IN.1.A.6-8.b & c; IN.1.B.6-8.a, c-f; IN.1.C.6-8.a; IN.1.E.6-8.a

Part D (Grades 3-8)

This part of the activity has a strong English/Language Arts component.

In Part B, this activity leads to EC.3.C.6.a & b (survival in species) and could be addressed with further discussion.

Sunlight and Shades of Green (182)

SC 3 LO.1.A.3.a; LO.1.A.8.a; LO.2.B.6.a;

Note the Enrichment option for Grades 6-8 that test for the presence of starches in leaves. Students could be asked to do the following, after the imaginary field trip: LO.1.C.3.a Going one step further for 8th grade, LO.2.B.8.a & c; LO.2.C.8.e could be addressed.

Tale of the Sun (86)

This activity has a strong English/Language Arts component, as students read a Native American story about the origin of the sun.

Then and Now (174)

SC 4 EC.1.D.4.a; EC.1.B.6.a & b; EC.1.D.6.a

This activity has a strong Social Studies component.

There Ought to Be a Law (249)

This activity is a very strong Social Studies activity, as students look at how community laws can be changed.

Three Cheers for Trees (130)

SC 4 EC.1.A.4.a

This activity has a Fine Arts component (drawing).

Tipi Talk (320)

SC 4 EC.1.A.4.a

This activity is mostly English/Language Arts and allows students to read non-fiction sources to learn more about Native American Plains Indians and make *inferences* about their lifestyle.

To Be a Tree (265)

SC 3 LO.1.A.1.b; LO.1.D.1.c; LO.1.A.3.a; LO.1.D.3.a

LO.2.C.3.a will correlate too, if water is also mentioned.

This activity has a Spanish language component for vocabulary.

Tree Cookies (327)

SC 3 LO.1.A.3.a; LO.2.C.3.a

LO.3.D.3.a can also apply, IF seedlings are discussed. In addition, LO.1.E.5.e could also be addressed, if trees were identified, using a dichotomous key.

This activity has a nice Social Studies link, linking history with the life of a tree.

Tree Factory (269)

SC 3 LO.1.A.3.a; LO.1.D.3.a; LO.2.C.3.a

LO.3.D.3.a can also apply, IF seedlings are discussed.

Variation:

SC 3 LO.1.A.1.a & b; LO.1.D.1.c

Trees as Habitats (102)

Part A (Grades Pre-K-2)

SC 3 LO.1.A.1.a

SC 7 IN.1.A.1.a

Part B and Variation (Grades 3-8)

SC 4 EC.1.A.4.a

SC 7 IN.1.B.3-8.a; IN.1.C.3-8.a; IN.1.E.3-8.c

Trees for Many Reasons (387)

Part A (Grades 2-8)

Variation: (Grades 4-8)

SC 4 EC.1.D.4.a (if the link to Missouri is made)
EC.1.D.6.a & c

Part B (Grades 6-8)

SC 4 EC.1.D.6.a; EC.1.D.6.c

Note: EC.1.D.6.c is addressed, but it would be good to focus more on the possible solutions and things students can do to improve these kinds of situations, following the questions in the activity.

Trees in Trouble (332)

Part A (Grades 1-8)

SC 7 IN.1.A.4-8.a; IN.1.B.1-8.a

Part B (Grades 4-8)

SC 4 EC.1.B.6.a & b

SC 7 IN.1.A.4-5.c; IN.1.B.4-8.a; IN.1.B.4.c & d;
IN.1.B.5-8.d & e; IN.1.C.4-8.a

This activity has a health component. In addition, EC.1.D.8.a could be used, IF the discussion also went to fungal and viral/bacterial diseases that can affect trees.

Tree Lifecycle (341)

SC 3 LO.1.B.3.a; LO 3.D.3.a (but might need to be specific here about seedlings, saplings, etc.)

Variation: (Grades PreK-2)
Students act out the lifecycle of a tree

Tropical Treehouse (207)

Part A (Grades 3-6)

SC 4 EC.1.A.4.b

Part B (Grades 4-8)

SC 4 EC.3.C.4.c

This part of the activity also has a math component.

Part C (Grades 6-8)

This part of the activity has a Social Studies component.

Viewpoints on the Line (89)

SC 5 ES.3.A.7.a

SC 8 ST.1.C.6-8.a

This activity has a strong Social Studies component and is a good way to begin a discussion.

Waste Watchers (314)

This activity has a strong math component as students log their electricity usage for a week.

Watch on Wetlands (303)

Part A

SC 7 IN.1.B.6-8.a,c & e; IN.1.C.6-8.a; IN.1.D.6-8.a

Part B

SC 7 IN.1.D.6-8.a

Part C

This part has a strong Social Studies component.

Water Wonders (188)

Part A

SC 5 ES.2.E.5.a & b; ES.2.E.7.a

Part B

This part of the activity makes links between the water cycle and its effect on plants and erosion, although it doesn't directly correlate with specific GLEs.

We All Need Trees (65)

Part A (Pre K-1)

SC 4 EC.1.A.1.a

Part B (Grades 2-6)

This part of the activity has students determine if various products come from trees or not.

Web of Life (194)

SC 3 LO.1.A.6.a

SC 4 EC.1.A.4.b; EC.1.B.6.c

This activity was very close in addressing additional GLEs, if the teacher brings up these items and uses specific vocabulary.

SC 3 LO.2.B.6.a; LO.2.A.4.a & c

SC 4 EC.1.A.6.a; EC.1.B.6.a; EC.1.D.6.a-c; EC.2.A.6.a

We Can Work it Out (241)

This activity demonstrates 3 decision-making processes and allows students to practice their decision-making skills by considering a community situation about land use. This one has a strong Social Studies component.

Who Works in This Forest? (144)

SC 4 EC.1.A.4.a