This journal was designed to accompany Project Learning Tree (PLT) activity #21 “Adopt a Tree.”
Pages 6-8 are from PLT activity #67 “How Big is Your Tree?”
Page 9-13 are from PLT activity #5, “Poet-Tree”
Developed for Minnesota PLT by Lake Carlos Environmental Learning Center, Alexandria, Minnesota.

Name: __________________________________________
Date: _________________________________________
1. Where is your tree? **Draw a map to show its location.**

   How has your tree stayed the same?
On additional visits...

2. Is your tree alive?

Date: _______________________

How has your tree changed?

How can you tell?

Is it healthy?

In what ways is your tree not healthy?
3. Draw a picture of your tree from various perspectives.

My tree from a distance.

Which of these organisms might harm the tree? How so?

Do any of the plants and animals you observed seem to benefit the tree? In what ways?
What did you see in the tree’s branches? Can you spot any bird nest or chew marks on the leaves or branches?

How might the tree be affected by the plants and animals that live on it?

Your tree as seen from a high place.

You tree as seen from lying underneath looking up.
How Big is Your Tree?

1. Estimate the circumference of the tree’s trunk. Just make a guess! Circumference: __________________________

2. Measure the circumference in arm spans (wrap your arms around the trunk).
   How many arm spans? ____________________

3. With a tape measure, measure the circumference from a point ONE FOOT from the ground.
   Circumference: ________________ inches

4. With a tape measure, measure the circumference from a point TWO FEET from the ground.
   Circumference: ________________ inches

5. With a tape measure, measure the circumference from a point 4.5 FEET from the ground.
   Circumference: ________________ inches
   This is the tree's “diameter at breast height (DBH).”

6. Was there any difference in the tree measurements above?
   ________________________________

7. Why do you think foresters use one measurement (DBH) for all trees?

Do you see any tracks or scat that animals may have left behind?

Close your eyes. Do you hear or smell any animals nearby?
**Trees as Habitats**

10. Are there any signs that animals have used your tree in the past? Look for holes, nests, trails, and other animal signs.

   What did you find on or around the tree’s trunk?

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**The crown spread** is the distance the tree’s branches spread away from the trunk.

1. Measure the crown spread by laying one end of the tape measure on the ground touching the tree’s trunk.
2. Pull out the tape measure away from the tree. Stop when you are at the edge of the branches above. What is the distance? Write the number in the table below.
3. Repeat steps 1 and 2 at least four times, measuring the distance from the trunk to the edge of branches at all sides of the trunk.

![Diagram of crown spread](image)

**Your measurements:**

Distance one: __________ inches
Distance two: __________ inches
Distance three: __________ inches
Distance four: __________ inches
Distance five: __________ inches

Add up all the distances: __________ inches.

Divide this number by the number of measurements you took. Write your answer here: __________ inches

This is your average crown spread.
Measure Your Tree’s Height

Proportional method: use a 12 inch ruler

1. Measure your partner’s actual height in inches:
   ______ inches

2. Divide your partner’s height by 12 inches (the length of the ruler). Write the result here:
   ______

3. Have one partner stand at the base of the tree. The other partner should hold a ruler at arm’s length and walk backward, keeping the arm stiff. Keep walking until the top and bottom of the ruler line up with the top and bottom of the tree.

4. Note where the top of your partner’s head appears on the ruler. Write that number here: ______ inches. *This is your partner’s proportional height to the tree on a ruler.*

5. Now divide your partner’s proportional height by 12 inches (the length of the ruler). Multiply this amount by your partner’s actual height.

\[
\left(\frac{12 \text{ inches}}{\frac{\text{proportional height}}{\text{actual height}}}ight) \times \frac{\text{estimated height of tree}}{\text{actual height}} = \frac{\text{estimated height of tree}}{\text{proportional height}} \times \text{actual height} \times \frac{\text{estimated height of tree}}{\text{actual height}}
\]

What is your tree’s height in feet? __________ feet

9. Are any animals on or near your tree? Don’t forget to look for insects, spiders, and other small animals.
8. Make a rubbing of your tree’s bark.

How does the bark feel? _____________________________
__________________________

How does the bark smell? ____________________________
__________________________

Poet-Tree

Write a paragraph or poem describing your tree.

Haiku is a Japanese form of poetry that consists of three lines.
Line one: five syllables
Line two: seven syllables
Line three: five syllables

EXAMPLE:
The snow-covered tree
Sparkles in the moonlight.
The wind rushes by.

Windspark poems have five lines
Line one: I dreamed
Line two: I was... (something /someone)
Line three: where
Line four: an action
Line five: how

EXAMPLE:
I dreamed
I was a tree
On a hillside
Playing with the wind
Joyfully.
Cinquain poems consist of five lines; each with a mandatory purpose and number of syllables.
Line one is the title: two syllables
Line two is a description of the title: four syllables
Lines three describes action: six syllables
Line four describes a feeling: eight syllables
Line five is another word for the title: two syllables.

EXAMPLE:
Forests
Graceful, growing
Climbing among the clouds
Calmly awaiting the sunrise
Alive.

6. Draw a picture of a leaf from your tree.
   How does the leaf smell?
   How does it feel?
7. Do you know what kind of tree you have adopted? Look at your tree’s bark, seeds, leaves, twigs and overall shape. Use a field guide to look up your tree.

*Acrostic poetry* The first letter in each line, when read vertically, spells something or conveys some other kind of message.

**EXAMPLE:**
- **T**owering
- **R**ecahing
- **E**xtending
- **E**mbracing the sky.

Common name: ______________________________
- example: sugar maple

Species name: ______________________________
- example: Acer saccharum
Diamante poems are diamond-shaped and consist of seven lines that follow this pattern.

noun
adjective adjective
participle participle participle
noun noun noun noun
participle participle participle
adjective adjective
noun

EXAMPLE

seed
small buried
growing breathing living
protection oxygen shade habitat
dying rotting crumbling
moist rich
soil

Picture poetry forms a picture of what is happening in the poem.

EXAMPLE

branches
shade rubber fruit clothes
paper wind-barrier fuel oxygen
furniture tree-houses maple syrup
parks nuts lumber habitat
seeds building-materials
energy

nuts
gum
cork
books
paint
roots