My Tree Journal

Name:__________________________________

Date:_____________________

Date:_________________________
**My Tree**

1. Choose a tree to observe.

**Observing My Tree**

To make an *observation* means looking at something very closely. You can use your five senses and science tools such as a hand lens to observe.

2. Go outside and look your tree. List your observations.

3. What makes it a tree?
**My Tree KWL Chart**

In the first column, write what you already know about the topic. In the second column, write what you want to know about the topic. After the lesson, write what you learned in the third column.

<table>
<thead>
<tr>
<th>What I Know</th>
<th>What I Want to Know</th>
<th>What I Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Drawing My Tree

From a Distance

1. Go to your tree.
   Walk 20 steps away from your tree.
   Then draw what your tree looks like from a distance.
A Mouse’s View

2. Pretend you are a teeny tiny mouse.
   What would your tree look like if you were a mouse?
   Draw your tree from below.
3. Imagine you are a bird flying above your tree.

   How would your tree look?
   Draw your tree from above?
Trees as Habitats

1. Which of these is important in a habitat? (Circle)

   food   water   TV   shelter   computer   air

2. How do birds, mammals, insects, and other living things use trees as their habitats?

3. Look at your tree. Which of these do you see in your tree? Place an X in the box for each one you see.

   Flower   Spider web   Hole in trunk   Bird

   Insect   Moss   Brown leaves   Mushroom or fungus

   Vine   Squirrel   Nuts or acorns   Nest

4. How many did you find? ____________
5. What living things do you think use your tree?

   How do you think they use it?

<table>
<thead>
<tr>
<th>Living Things</th>
<th>How it uses the tree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cardinal</td>
<td>It makes a nest in the tree. It eats fruit and nuts from the tree.</td>
</tr>
</tbody>
</table>

---
Leaves

Most **deciduous** trees have broad leaves that drop in the fall.

Most **coniferous** trees have needles that stay on the tree all year.

1. Is your tree **deciduous** or **coniferous**? (Circle)

2. Observe one leaf very closely.

3. Use the next page to draw your leaf. Include as many details as you can. Make it the same size it is.

Check off each detail you draw:

___ Size of my leaf
___ Shape of my leaf
___ Colors of my leaf
___ Stem of my leaf
___ Veins
___ Any holes or missing pieces
___ Other details I notice
My Leaf Drawing
Answer some questions about your leaf.

1. What color is your leaf?____________________________________

2. Are the colors the same on both sides? (circle)
   yes   no   somewhat

3. How does your leaf feel? Circle the texture words that describe your leaf.
   dry   wet   bumpy   smooth   warm   cool   furry

4. Add some more texture words of your own:

5. What does your leaf smell like?

6. Does it remind you of any other smells?
7. What other characteristics stand out about your leaf? Describe its shape, branching, leaf edges, etc.

8. What is the shape of your leaf? _________________________________

9. Are all of the leaves on your tree the same shape? (circle)
   yes   no   somewhat

10. What else do you notice? Are there other characteristics that make this leaf unique?
Seeds

1. Does your tree have seeds that you can see right now? (circle)
   yes       no       unsure

2. Tree seeds come in a variety of packages. *What kind of seeds does your tree have? (circle one)*
   fruit     nuts     acorns     pods     “helicopter” seeds     cones

If you can't see one of your tree's seeds, look it up online to see what it looks like.

**My Seed Drawing**

3. Observe one of your tree’s seeds closely. Draw a picture of one of your tree’s seeds, adding as many details as you can.
Twigs and Branches

1. Look at a twig from your tree. It has different parts you can identify.

2. Leaves, stems, and sometimes flowers are located in packages called **buds**.

Do you see buds on your twig? (circle)

Yes    No    Not sure

3. Are leaves and twigs arranged in an alternate, opposite, or whorled pattern?

Circle the pattern that most closely matches what you see.

alternate    opposite    whorled
My Twig Drawing

2. Draw your twig on this page. Include as many details as you can.

Check off the details you have included:
   __ Color
   __ Shape
   __ Size
   __ Buds
   __ Spots, holes, patterns, marks
Bark

1. Observe your tree’s bark. Feel the texture. Describe it in detail.

2. Take a piece of blank, white paper and hold it flat against your tree’s bark. Use the side of a crayon to make a texture rubbing of your bark.

3. When done, you can store the rubbing in this journal.
Measure Your Tree’s Trunk

Perimeter is the distance around an object. The perimeter around a circle is called the circumference.

1. Work with a partner.
2. Wrap a piece of string around your tree’s trunk. Make sure the string is level all the way around.
3. While your partner holds the string, carefully cut it where it meets the beginning of the string.
4. Write your name on a piece of masking tape. Attach the tape to your string so you can identify it later.
5. How does the length of your string compare to the strings of the other students? Is your string:

   Longer  Shorter  About the same

The length of your string is the circumference, or the distance all the way around, your tree’s trunk.

6. Use Unifix cubes to measure your string.
   How many Unifix cubes did you need?
   _________________ cubes

7. Use a measuring tape to measure your string.
   How many inches is your string?
   _________________ inches
Remember, the **circumference** is the perimeter around the trunk.

8. Measure the circumference of your tree at different heights on the tree.

   1 foot from the ground = ________________ inches

   2 feet from the ground = ________________ inches

   4.5 feet from the ground = ________________ inches

9. What did you notice? Did the measurement of the trunk: (circle)
   
   a. Stay the same
   
   b. Get bigger as you moved up from the ground
   
   c. Get smaller as you moved up from the ground
   
   d. Other:___________________________________

10. Foresters always measure circumference at 4.5 feet from the ground. Why do you think they take measurements from this height only?
**Measure your tree’s average crown spread**

All the branches together make up a tree’s **crown**.

The **average crown spread** is the average distance that the branches reach away from the trunk.

1. Have a partner hold one end of the tape measure next to the tree’s trunk.
2. Pull the tape measure away from the trunk. Stop when you reach where the branches end above you. Record the distance in the table below. Repeat steps 1 and 2 four times.
3. Find the **total** by adding the four distances together.
4. Find the average crown spread by dividing the total by four (the number of measurements you took).

<table>
<thead>
<tr>
<th>First measurement</th>
<th>inches</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second measurement</td>
<td>inches</td>
</tr>
<tr>
<td>Third measurement</td>
<td>inches</td>
</tr>
<tr>
<td>Fourth measurement</td>
<td>inches</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>inches</td>
</tr>
<tr>
<td>Divide the total by 4 to get the <strong>average crown spread</strong></td>
<td>inches</td>
</tr>
</tbody>
</table>
“Poet-tree” Poetry

Sit by your tree. Observe your tree closely. Make a detailed drawing of your tree. Then look around. What else is nearby? Draw the surroundings. Include as many details as you can.
**Acrostic poems** are like acronyms. The first letter in each line, read vertically spells what it is describing. Here is one about a TREE.

- Towering  
- Reaching  
- Extending  
- Embracing the sky

Write two acrostic poems.

1.
Species
Identify your tree’s species.

Now that you have closely observed your tree’s leaves, twigs and seeds, use a tree identification book or website to identify your tree.

1. Tree species name:_______________________________________________

2. Does your tree have common names? What are they?

3. After learning about my tree, I am surprised that:

4. Go back to your KWL chart and fill in what you have learned.

5. Do you have more things you want to learn? Add them to the middle column on the chart.
Visiting your tree
Date: ____________________
How has your tree \textbf{changed}? 

How has your tree \textbf{stayed the same}?
Visiting your tree
Date: ________________
How has your tree **changed**?

How has your tree **stayed the same**?
Venn Diagram
Compare and contrast your tree during different visits. How is it the same? How is it different?
Visiting your tree
Date: ____________________
    How has your tree **changed**?

How has your tree **stayed the same**?
Visiting your tree
Date: _________________
   How has your tree **changed**?

How has your tree **stayed the same**?
This journal was designed to accompany Project Learning Tree (PLT) lessons #21 “Adopt-a-Tree,” #45 Poet-Tree,” #22 “Trees as Habitats,” #67 “How Big is Your Tree?” and #68 “Name That Tree.”