

<b>Title of Lesson Plan</b>	What's In Our Woods?
<b>Prepared By</b>	Steven P Manders
<b>City and State</b>	Colton, New York
<b>Grade Level(s)</b>	K-12
<b>Keywords (subjects covered)</b>	Environment, forest, species, invasive species, conservation, steward, ecology, biodiversity, habitat, populations, edge effect, spatial dispersion, biotic, abiotic, animals, plants, fungi, protozoan, insects, birds, leaf & plant collections, insect collections
<b>Brief Description</b>	<p>This activity/ lab will need to be modified for K-12 levels. It can be done in a multitude of time frames that best suit your situation.</p> <p>Students will be able to:</p> <p>Part 1</p> <ol style="list-style-type: none"> <li>1. Using a GPS, designate a 50-meter x 50-meter area in the woods. Mark off that area for the year, this will be our area of study. Make sure the area is at least 50 meters in the woods, not at the edge. <ol style="list-style-type: none"> <li>1a. Write in your journals what has happened so far. (GPS coordinates &amp; where plot is in relation to school buildings)</li> <li>1b. Back in the lab, use Google Earth to locate plot.</li> </ol> </li> <li>2. Students will each pick a mature deciduous tree in the 50x50 area for study this year. <ol style="list-style-type: none"> <li>2a. Draw &amp; describe your tree in your journal.</li> <li>2b. You will do 4 in depth observations of your tree this year, one each season.</li> <li>2c. Take a digital photo of your tree. This will be done 4x's this year, 1 each season.</li> <li>2d. Back in the lab, download and printout your tree, put it in your journal... label the photo and date it.</li> </ol> </li> </ol> <p>Part 2</p> <ol style="list-style-type: none"> <li>3. Using your journals to record observations and collect data, students will do a species inventory of the 50x50 plot.</li> <li>4. Back in the lab, students will generate a "master" species list.</li> <li>5. Using our current classification system, students will organize species into their groups.</li> <li>6. A collection of species will also be identified and labeled for display and reference.</li> <li>7. Present to other students their findings about the forest behind the school.</li> </ol>
<b>Total Time Required</b>	<p>Once a week for the school year.</p> <p>Extended Saturday field trips.</p> <p>As many class periods as you would like to devote to this topic.</p>
<b>Setting</b>	In the woods behind the school

<b>Lesson Objectives/Goals</b>	<ol style="list-style-type: none"> <li>1. To know what a 50x50m plot looks like</li> <li>2. To do a species inventory of the 50x50 plot</li> <li>3. To get to know one tree during the school year</li> <li>4. To make observation and collect data that is kept in a journal.</li> </ol>
<b>Materials Needed</b>	<ol style="list-style-type: none"> <li>1. GPS</li> <li>2. 50 meter tape measure</li> <li>3. Clip boards</li> <li>4. Pencils</li> <li>5. Field journals</li> <li>6. Digital camera</li> <li>7. Small plastic baggies</li> <li>8. Magnifying glasses</li> <li>9. Tape to mark 50x50 plot</li> </ol>
<b>Standards Addressed</b>	<p>NYS Learning Standards  Standard 1 : Analysis, Inquiry &amp; Design  Key Idea 2 S2.1d, S2.2a,b , S2.3c</p>
<b>Procedure</b>	See brief description above
<b>Assessment</b>	<ol style="list-style-type: none"> <li>1. Participation in the field</li> <li>2. Participation in class</li> <li>3. Journal</li> <li>4. Species collection</li> <li>5. Submit projects &amp; research related to species inventory and data collected</li> <li>6. Vocabulary quizzes</li> </ol>
<b>Literature Cited/References</b>	Internet, reference books, local area teachers and professionals with subject knowledge
<b>Forestry Tour Attended</b>	Northeast 2008

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