

Introducing the Orchard and Caring for Trees through the Seasons

Grade(s): K-8	Topic: Introduction, Hands-On Stewardship, Fruit	Season: Fall
<p>Timing: 60 minutes: 10 minute introduction, 10 minute overview on expectations and safety, 15 minute outdoor stewardship or observation activity, 20 minute indoor observation and discussion, 5 minute conclusion</p>		
<p>Objectives:</p> <ul style="list-style-type: none"> • Students can compare and contrast their indoor classroom with their outdoor classroom: the rules are the same in both places, but in the outdoor classroom they use special tools and may be challenged to ask and answer questions in new ways • Students can summarize the rules and expectations of Outdoor Classroom use • Students begin to assume the role of a nature detectives, looking more closely at nature and noticing details • Students help create a feeling of community with teachers in the Outdoor Classroom • Students begin to explore and learn about the orchard and how they can be stewards of it, and begin classifying materials found in it 		
<p>Materials:</p> <ul style="list-style-type: none"> • Letter to parents (optional) • Living, Once-Living, and Never-Living signs • Living, Once-Living, and Never-Living definitions (see resources at the end of the lesson) • Bins for good and rotten fruits • Kid gloves and adult gloves • Trays or paper towels for indoor fruit observation 		
<p>Degree of need for extra teacher or parent helper? High</p>		
<p>Journal Prompt: What is nature? Can we find nature in our own schoolyard?</p>		
<p>Lesson Sequence:</p> <p>Introduction, Expectations & Safety: (10 Minutes)</p> <p>Outdoor learning can be powerful or it can be chaos. To avoid chaos, you must make your expectations very clear. Remember, be firm in the beginning and you will have fewer discipline problems as the year progresses. Here are some important points to be sure you include:</p> <ol style="list-style-type: none"> 1. You will be taking the class outdoors when the weather allows it. 2. They need to wear outdoor clothing when going outside. 3. When the class goes outside it is not recess. All classroom rules apply. (Have them go over what the classroom rules are.) 4. Have the children come up with a list of other rules. If they participate in this process, the rules will have meaning to them. Be sure to mention the five senses, and that in each lesson, you will let them know which senses to use in order to be safe with themselves and each other, AS WELL AS with the things they find residing outside. 5. Differentiate between picking and observing – there will be times for each. Introduce the rule of 100. When we are picking, we pick only items that you can see at least another 12 of, so that we are sure to always be leaving some for other people, animals, and plants to use and enjoy. 6. Talk about treating materials with respect, like the gloves we will be using today. 7. Bee respect: Introduce/remind students that bees are not mean or bad but that they only 		

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sting when they are scared or mad. Ask the students what might happen if a bee is flying near them and they start screaming and waving their arms around. (Chances are the bee will get mad or scared and will sting.) The thing to do to avoid being stung is to stand still. Ask the children to repeat after you – “See a bee, be a tree.” If you are standing still like a tree, a bee isn’t likely to sting you.

8. Summarize: RESPECT. Respect for oneself (comfortable clothing), each other (listening, staying close, not interrupting, not pushing...), and plants and animals (no grabbing, pulling off, ripping, breaking...). Anyone who can’t follow these rules will have to leave the outdoor classroom

“What is Nature?” Exploration and Discussion (10 minutes)

Ask the children to think about the question “What is nature?” Can we find nature in our own schoolyard? When we think about nature, we can think about three categories of things we might find: living, once-living, and never-living. Review the three categories and then tell students that they will be going outside to select something they think of as nature and put it into one of the three categories. Ask if they think we will find all three out in the orchard. Before going out, make sure to review the rule of 100 as well as basics of behavior in the outdoor classroom.

Give students only 90 seconds to select their piece of nature and then have them quickly share which category (living, once-living, never living) it belongs in and what it is (if they can identify it).

Fruit Sorting and Orchard Exploration (15 minutes):

Ask the whole group if the thing the orchard is a part of nature (help build consensus around this idea if the students don’t readily agree). To make sure that natural places are healthy and that everyone can depend on and enjoy them we have to take care of them. Today we are going to work in the orchard, which is an important resource at the school. While we work we are also going to collect and observe some scientific data. First, take students on a walk through the orchard, asking them to use their 5 senses to smell, see, hear, and touch (without picking!) what they come across. Then go to the fruit tree and have them tell you what they observe (some fruits on the tree, some fruits mushed under the tree, ants, etc.). Pass out gloves and explain that the students’ job is to sort the good fruits from the mushed fruits in different bags/containers. Ask them to think about why they did this and be ready to share their ideas inside.

Fruit Observation (20 Minutes)

Collect gloves and pass out a good fruit and a bad fruit to each table of students. Tell the students to spend a minute observing their fruits. If there is time, have students draw their fruits. If there is not time, discuss as a class the differences between the two fruits. Finish by explaining that you had them pick up the rotten fruits off the ground because they attract insects that can climb up the fruit trees’ bark. Then next spring they will lay eggs near the fruit, and their wormy larvae might burrow inside the fruits the following year, and nobody likes wormy fruits!

Conclusion (5 Minutes)

Go over what you learned about nature, fruits, and helping the orchard.

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Vocabulary

Living
Natural
Nature
Non-living
Orchard

Vocabulario

Huerto
Natural
Naturaleza
No-vivo
Vivo

Extensions / Homework Ideas: