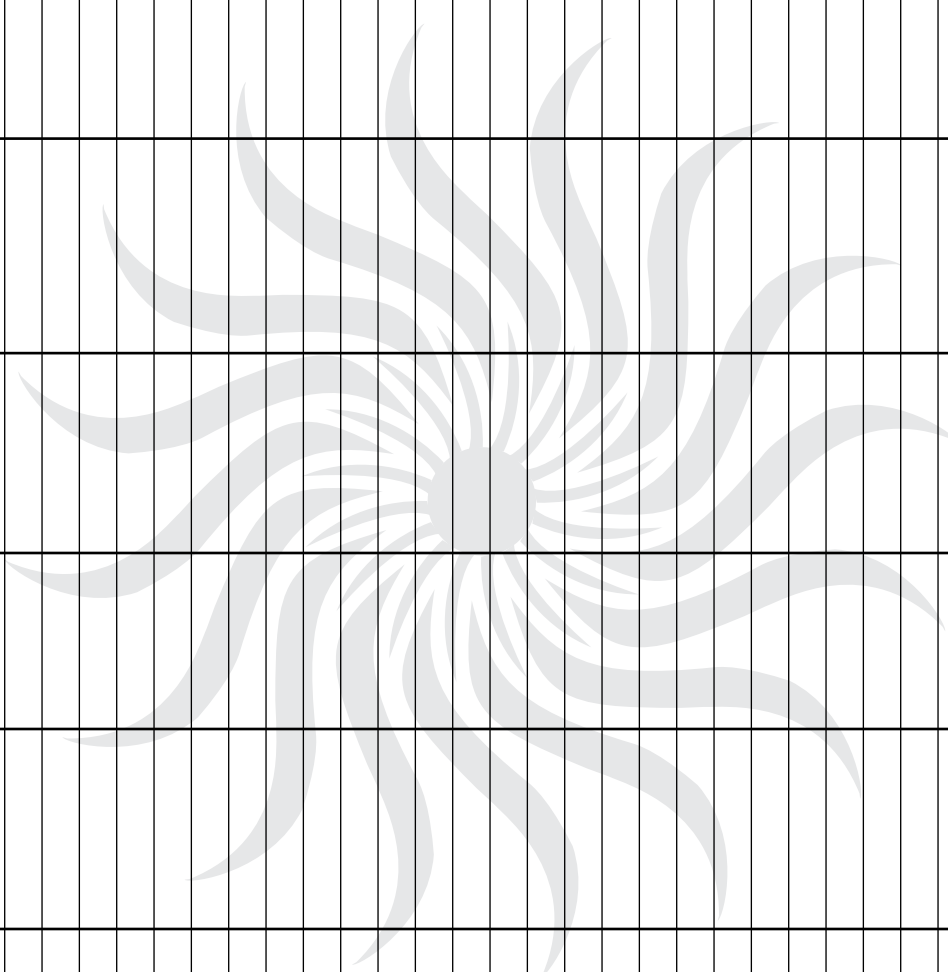


ASSESSMENT CHECKLIST

CONTENT KNOWLEDGE

TREES MODULE

STUDENT NAME	<i>Trees are plants and have structures</i>	<i>Trees are living- they have basic needs</i>	<i>Trees change through the seasons</i>	<i>Trees are resources</i>	<i>Weather changes daily, seasonally</i>	<i>Landforms have characteristics</i>	<i>Notes</i>
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							
21.							
22.							
23.							
24.							
25.							
26.							
27.							
28.							
29.							
30.							
31.							
32.							



ASSESSMENT CHECKLIST

TREES MODULE

BUILDING EXPLANATIONS

CONDUCTING INVESTIGATIONS

STUDENT NAME	CONDUCTING INVESTIGATIONS					BUILDING EXPLANATIONS					Notes
	Shows respect for living things	Asks questions	Practices safety	Observes using five senses	Describes properties of parts of trees	Communicates observations orally and uses new vocabulary	Communicates observations by drawing, dictating, or writing	Compares trees; landforms; weather daily/seasonally	Compares and sorts objects (leaves) using one property.		
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
10.											
11.											
12.											
13.											
14.											
15.											
16.											
17.											
18.											
19.											
20.											
21.											
22.											
23.											
24.											
25.											
26.											
27.											
28.											
29.											
30.											
31.											
32.											

NARRATIVE REPORT

TREES

Name _____ Date from _____ to _____

PURPOSE OF THE MODULE

FOSS **Trees** provides young students with close and personal interaction with trees. Students learn about the structure of trees and what they need to live. Pictorial materials heighten students' awareness of the diversity and variety of trees and leaves. Once they are familiar with the common shapes of leaves or silhouettes of trees, they take their newfound knowledge outside to compare to living trees. They compare tree structures and note how they are alike and how they are different from tree to tree. Students take care of a tree in the classroom for 2 weeks, then plant it in the schoolyard. They adopt trees in the schoolyard and watch for changes through the seasons. Systematic investigation of trees brings students to a better understanding of trees' place at school and in the community, and provides some solid experiences on the way to understanding all plants. Students' observation, communication, and comparison skills are enhanced through this process. Students also monitor daily and seasonal changes and look for how weather affects living things on Earth. They are introduced to characteristics of different landforms.

Below is a checklist to inform you of the student's progress in this module.

Content Knowledge	Conducting Investigations	Building Explanations
Trees have structures.	Shows respect for living things.	Describes properties.
Trees are living; they have basic needs.	Asks questions.	Communicates observations orally; uses new vocabulary.
Trees change through the seasons.	Practices safety.	Communicates observations by drawing, dictating, or writing.
Trees are resources.	Observes using the five senses.	Compares structures of trees, observing similarities and differences.
Landforms have characteristics.		Compares and sorts objects (leaves) using one property.
Weather can change from day to day and from season to season.		Compares landforms.

Comments: _____

