

# Forest Adventure

## A Self-Guided Field Trip for K--2 Grade

Welcome to Adkins Arboretum! The Arboretum is a 400-acre native garden and plant preserve. Native plants have been evolving here since the last polar ice age, 10,000 years ago. Animals depend on native plants for food and shelter.

Self-guided field trips **MUST** be scheduled in advance. To schedule yours, email Madison Palmer at [mpalmer@adkinsarboretum.org](mailto:mpalmer@adkinsarboretum.org).  
Fee: \$5/student.



**This program is aligned with:**

- **Next Generation Science Standard LS4-1 Biological Evolution: Unity and Diversity**
- **Next Generation Science Standard ESS3-1 Earth and Human Activity**
- **Maryland Environmental Literacy Standard 2: Human Dependence on Earth Systems and Natural Resources.**

# Lesson Plan

1. Gather students near the picnic tables at the woodland entrance and have them play a quick game of “Simon Says” with a focus on body parts. (Simon says, “Touch your nose,” Simon says, “Clap your hands,” Simon says, “Stomp your feet,” etc.) Seat students. “Just like we have different body parts, so do trees. Can you name the parts of a tree? The parts of a tree work together to help the tree grow.”



2. Teach/review tree parts using a felt board or tree visual:

- **Roots**--anchor the tree in the ground, pull up water from the ground.
- **Bark**--protects the inner wood
- **Trunk**--carries water and nutrients to the plant
- **Leaves**--use sunlight, air, and rain to make food for the plant
- **Flower**--forms seeds so that new trees can grow

**SING A TREE SONG WITH HAND MOTIONS TO THE TUNE OF "HEADS, SHOULDERS, KNEES, AND TOES":**

**LEAVES, FLOWERS, TRUNK AND ROOTS, TRUNK AND ROOTS.  
LEAVES, FLOWERS, TRUNK AND ROOTS, TRUNK AND ROOTS.  
GREAT BIG TREES ARE BLOWING IN THE BREEZE,  
LEAVES, FLOWERS, TRUNK AND ROOTS, TRUNK AND ROOTS.**

3. “Let’s take a walk through the forest to look at trees and other plants! We’ll look for animals, too.” Walk to the bridge. “You’re standing over the Blockston Branch. The water in this stream flows into the Chesapeake Bay. What color is the water? It’s brown because of something called tannin. Tannin is a chemical found in oaks and other trees.” Tell students that they will be making more observations on a forest scavenger hunt. Divide into groups. Position another adult farther ahead, near the River Birch Allee. Tell students they may look between the bridge and where the adult is stationed.



4. After about ten minutes, gather everyone by the River Birch Allee. Call out the items on the scavenger hunt and have students give a thumbs up/thumbs down to show what they found. Continue walking along the Upland Walk until you reach the wigwams. Seat students on stumps. “Eastern Woodland Indians lived in forests like these before European settlers arrived. How do you think they built their wigwams and longhouses? With tree parts!”

5. Use visual to explain: “A circle of holes was dug in the ground, and the trunks of young trees were placed into the holes. The saplings were bent and tied to form a dome. This was covered with tree bark and animal hide. A small fire in the center warmed the wigwam; smoke escaped from a hole in the roof. Longhouses were like wigwams but were rectangular and housed several families. Do you think you’d like to live in a wigwam or a longhouse?” Give students about ten minutes to play in the wigwam area.

6. Continue along the Upland Walk, then turn left to follow the Blockston Branch Walk back to the Visitor’s Center. Stop by the Tulip Tree platform. “The Woodland Indians used the trunks of tulip trees to build dugout canoes. How do we use trees today? Trees give us wood, fuel, and food. They help clean the air and water. Animals depend on trees for food and shelter. Trees provide shade to keep us cool. We need trees!” Return to the picnic tables and read a book about trees.



#### **Additional Activities:**

- **Tree Tag:** Pick one person to be the tree wizard. The wizard wants to turn everyone into a tree. When students are tagged, they must freeze with their arms stretched out like branches. The game ends when the whole class is turned into a forest.
- **Nature Sketching:** Find a place along the woodland paths or at the picnic tables to observe the forest quietly. Have students record their observations on paper with pictures and words.

# Scavenger Hunt List Forest

1. Animal tracks



10. A tree stump



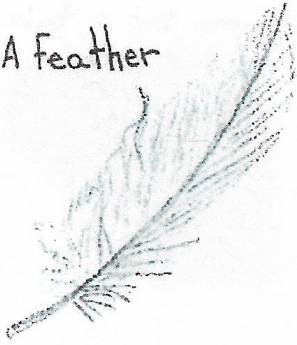
6. A pinecone



11. A home for a fairy



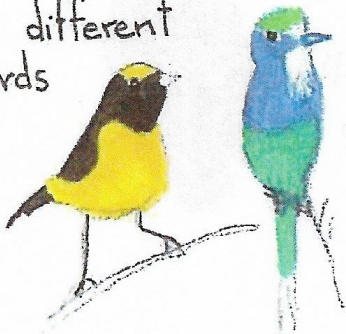
2. A feather



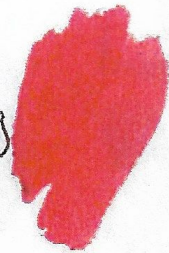
7. A 'Y'-shaped stick



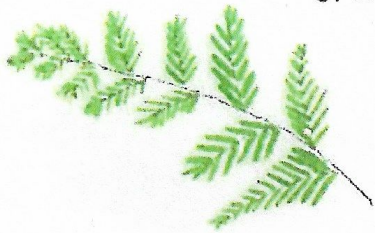
3. Two different birds



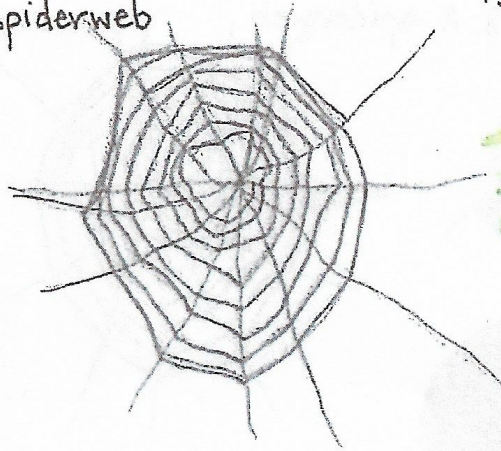
12. Something RED



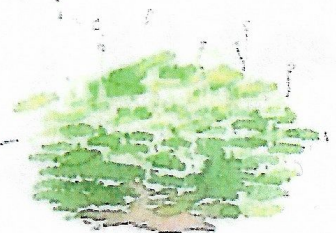
4. A fern



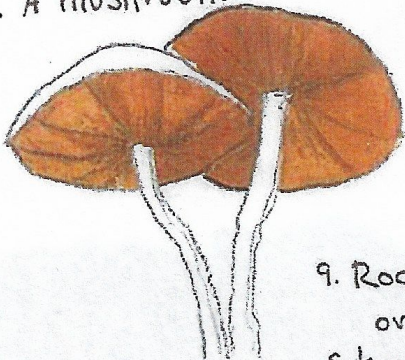
8. A spiderweb



13. Moss



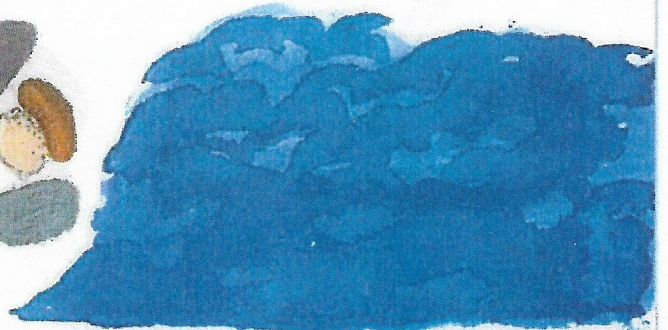
5. A mushroom



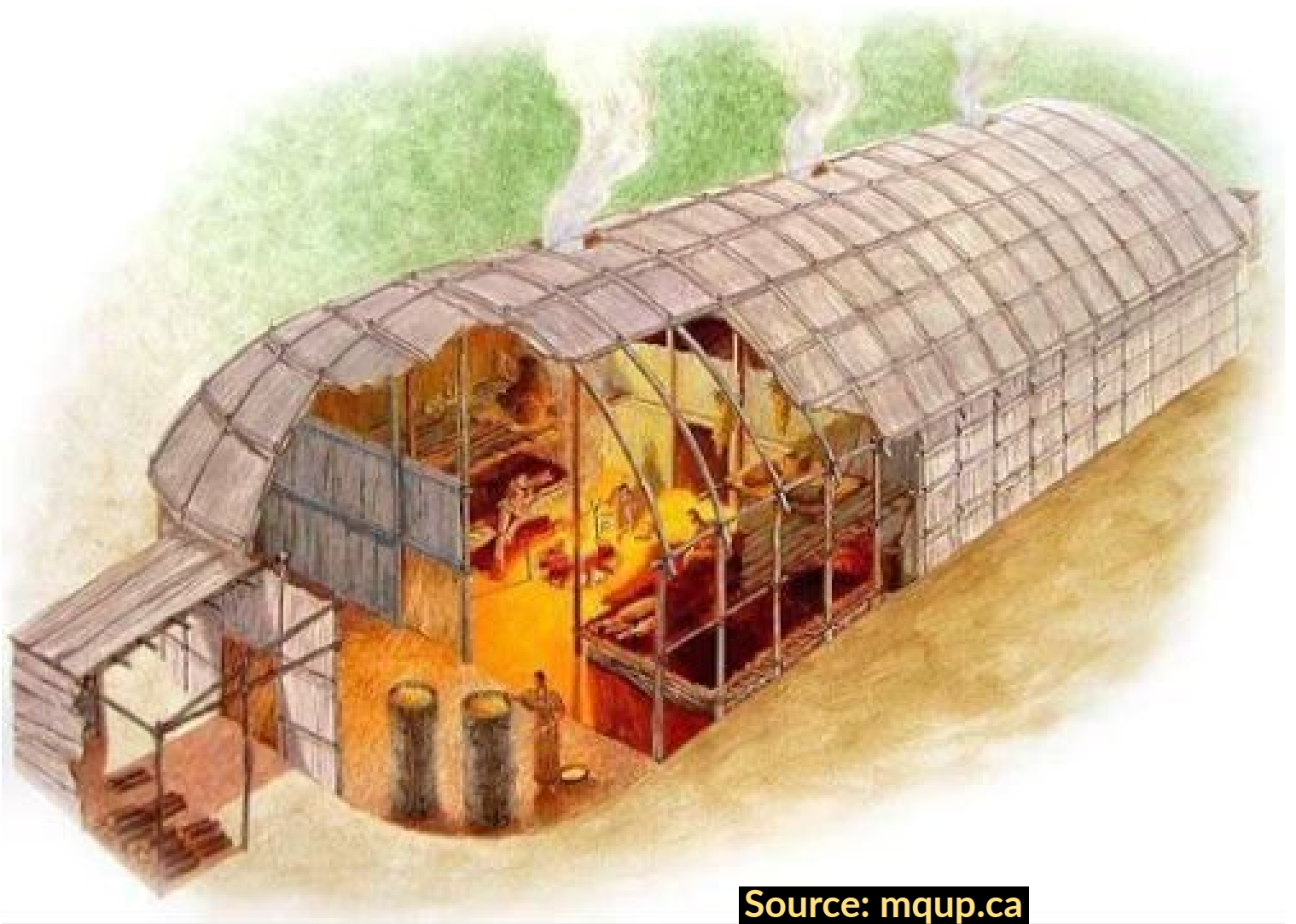
9. Rocks  
or  
Stones



14. Moving water



# Life in a Longhouse



Source: [mqup.ca](http://mqup.ca)



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# Wigwam Construction



Source: [firstnationculturaltours.com](http://firstnationculturaltours.com)



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