



Exploration 1 Overview

In this Exploration, students investigate Science Question 1: *Why are so many noises coming from the tree?* Exploration 1 begins with the Kickoff Discussion in which students listen to sound recordings of noises like those from the tree and share their initial ideas in response to Science Question 1. Four activities help students gather evidence about trees and possible sources of noises from a tree. In Activity 1, students are introduced to the Tree Model that they will use throughout the unit. In Activity 2, students listen to additional sound recordings and draw their ideas about the source of each sound. In Activity 3, the teacher reads aloud a new section of *The Noisy Tree*. In Activity 4, students observe a series of tree pictures and use a language frame to describe their observations. Exploration 1 ends with the Shared Drawing and Discussion in which the class summarizes and applies what they have learned. The purpose of Exploration 1 is for students to use science practices and ideas about patterns to figure out that trees often have a lot of animals in them and that animals make noises.

Students learn

- Trees often have lots of animals in them. Animals make noises.
- Trees have trunks, branches, and leaves.
- Scientists ask questions and gather evidence to answer their questions.
- Scientists draw, write, and talk to share their ideas.

Activities at a Glance

Kickoff Discussion: Listening to the Tree Noises

The teacher introduces Science Question 1: *Why are so many noises coming from the tree?* to motivate the activities students engage in throughout Exploration 1.

Activity 1: Getting to Know the Tree Model

Students are introduced to the Tree Model in order to build an understanding of the parts of a tree and to become familiar with a central resource of the unit.

**Activity 2: Classifying Noises**

Students listen to a series of sound recordings and make drawings of their ideas about the source of each noise. This activity supports students' preliminary understanding that many noises are made by animals.

Activity 3: Reading *The Noisy Tree*

The teacher leads a Read-Aloud of a new section of *The Noisy Tree* to introduce students to animals in the tree. This section of the book helps students understand how scientists make observations to gather evidence to help answer their questions.

Activity 4: Gathering Evidence from Pictures

Students describe what they observe in trees on the Tree Cards in order to gather evidence that many kinds of animals can be found in trees. Students use a language frame to practice sharing ideas like scientists do.

Shared Drawing and Discussion: Animals Making Noises in the Tree

The class participates in a shared drawing and an accompanying discussion to consolidate and apply their understanding of Science Idea 1: *Trees often have lots of animals in them. Animals make noises.*

Vocabulary

- evidence
- observe
- scientist
- senses

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Exploration 2 Overview

In this Exploration, students investigate Science Question 2: *What are the animals doing in the tree that makes so much noise?* Exploration 2 begins with the Kickoff Discussion in which students review what they discovered in Exploration 1 and share their initial ideas in response to Science Question 2. Four activities help students gather evidence about different kinds of things that animals do in trees. In Activity 1, the teacher reads aloud a new section of *The Noisy Tree*. In Activity 2, students observe videos of animals in trees and use a new language frame to describe their observations. In Activity 3, students revisit pictures of animals in trees and consider what the animals are doing in the trees. In Activity 4, students use stuffed animals and the Tree Model to demonstrate their ideas about what animals might do in trees. Exploration 2 ends with the Shared Drawing and Discussion in which the class summarizes and applies what they have learned. The purpose of Exploration 2 is for students to use science practices and ideas about cause and effect to figure out that animals in trees can make noises when they get food and make shelter for themselves or their babies.

Students learn

- Animals in trees can make noises when they get food and make shelter for themselves or their babies.
- Different animals eat different kinds of food.
- Different animals make different kinds of shelter.
- Scientists can examine the same things multiple times in order to get new ideas.
- Scientists can use models to share their ideas.

Activities at a Glance

Kickoff Discussion: What Are the Animals Doing?

The class revisits the shared drawing and Science Idea 1 from Exploration 1 to review what they have learned so far. The teacher introduces Science Question 2: *What are the animals doing in the tree that makes so much noise?* to motivate the activities students engage in throughout Exploration 2.

**Activity 1: Reading *The Noisy Tree***

The teacher leads a Read-Aloud of a new section of *The Noisy Tree*, which models how evidence can be gathered and provides students with evidence about what animals do in trees.

Activity 2: Gathering Evidence from Videos

Students observe a series of videos—of animals getting food and making shelter in trees—to gather additional evidence to help answer Science Question 2. Students use a language frame to practice sharing ideas like scientists do.

Activity 3: Gathering More Evidence from Pictures

Students revisit some of the Tree Cards, which they observed in Exploration 1, to gather more evidence about what animals do in trees.

Activity 4: Animals in the Tree Model

Students use stuffed animals and the Tree Model to share their developing ideas about what animals do in trees.

Shared Drawing and Discussion: Animals Getting Food and Making Shelter

The class participates in a shared drawing and an accompanying discussion to consolidate and apply their understanding of Science Idea 2: *Animals in trees can make noises when they get food and make shelter for themselves or their babies.*

Vocabulary

- animal
- evidence
- observe
- scientist
- senses
- shelter



Exploration 3 Overview

In this Exploration, students investigate Science Question 3: *Why is the tree a good place for the animals to get food and make shelter?* Exploration 3 begins with the Kickoff Discussion in which students review what they discovered in Exploration 2 and share their initial ideas in response to Science Question 3. Four activities help students gather evidence about why trees are good places for animals to get food and make shelter. In Activity 1, the teacher reviews the parts of a tree by reading aloud from the reference section of *The Noisy Tree*. Then, students observe real tree parts and think about how animals could use those parts to get food or make shelter. In Activity 2, the teacher reads aloud from another part of the book's reference section about a variety of animals that use trees to get food or make shelter. In Activity 3, students play the Tree Resources Game and use a new language frame to begin to explain how animals use various resources from trees. In Activity 4, students add new parts to the Tree Model to show their ideas about how animals use different parts of trees for getting food and making shelter. Exploration 3 ends with the Shared Drawing and Discussion in which the class summarizes and applies what they have learned. The purpose of Exploration 3 is for students to use science practices and ideas about cause and effect to figure out why trees are good places for animals to get food and make shelter.

Students learn

- Trees are good places for animals to get food and make shelter because trees have things that animals need.
- Different animals use different parts of trees to get food and make shelter.
- Scientists use reference materials to find specific information.
- Scientists make changes to models they have made as they figure out new ideas.

Activities at a Glance

Kickoff Discussion: Getting Food and Making Shelter in Trees

The class revisits the shared drawing and Science Idea 2 from Exploration 2 to review what they have learned so far. The teacher introduces Science Question 3: *Why is the tree a good place for the animals to get food and make shelter?* to motivate the activities students will engage in throughout Exploration 3.

**Activity 1: How Animals Use Tree Parts**

The class refers to *The Noisy Tree* to review the parts of a tree. Then, students observe parts of real trees and consider how animals might use these parts to get food or make shelter. This activity helps students begin to figure out why trees are good places for animals to do these things.

Activity 2: Reading *The Noisy Tree*

The teacher leads a Read-Aloud of several excerpts from the reference section of *The Noisy Tree*, which helps students gather evidence about the ways different animals use trees to get food and make shelter.

Activity 3: Playing the Tree Resources Game

Partners play a card game and use a new language frame in order to begin building causal explanations about the relationship between animal behaviors and resources provided by trees.

Activity 4: Showing New Ideas with the Tree Model

Students add new parts to the Tree Model and demonstrate their developing ideas about why trees are good places for animals to get food and make shelter.

Shared Drawing and Discussion: A Good Place for Getting Food and Making Shelter

The class participates in a shared drawing and an accompanying discussion to consolidate and apply their understanding of Science Idea 3: *Trees are good places for animals to get food and make shelter because trees have things that animals need.*

Vocabulary

- animal
- evidence
- observe
- scientist
- shelter

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