

INSTRUCTIONS FOR USING REMOTE LEARNING PROJECTS

These materials were developed with the intention of easing the transition between in-class and temporary remote learning. Learning experiences are aligned with curricular outcomes and assessment tools have been included with each project.

Note:

1. The teacher either sends a link to the appropriate project or sends the document itself.
2. The teacher ensures that parents/caregivers receive any required school supplies (bin with pencils, markers, paper, etc.).
3. The teacher reassures parents/caregivers that communication will be maintained between home and school.
4. Parents/caregivers may access additional resources at:
 - My Learning at Home (www.edu.gov.mb.ca/k12/mylearning)
 - My Child in School (www.edu.gov.mb.ca/k12/mychild/index.html)

PROJECT OVERVIEW

Grade:	Kindergarten
Main Subject:	Science
Big Idea:	In Kindergarten, an inquiry about trees in the winter capitalizes on students' curiosity about the world around them. Students' observations of trees, including their seasonal changes, are complemented by a study of their basic parts.
Title:	TREES IN WINTER
Cluster:	Trees
Duration:	2 weeks
Materials:	<p>Supplies</p> <ul style="list-style-type: none">• magnifying glass• tape measure and a ball of wool or string• clip board with paper for writing and drawing, and/or a nature journal, stored in a large re-sealable plastic bag• crayons, pencils• scissors• white paint• dark construction paper• white paper• cotton swabs (Q-tips)• liquid glue• masking tape• magnetic letters and numbers (1–30)• small plastic or wooden forest animals• playdough and tree shaped cookie cutters• From home: cold weather clothes as required; digital camera or smart phone (used with parent/caregiver permission and supervision)

	<p>Resources</p> <p><i>Winter Trees</i> (Paperback) 2009. Charlesbridge Publishing, Inc., Carole Gerber (Author), Leslie Evans (Illustrator)</p> <p>Read Aloud of this book at: The Winnipeg Public Library, TumbleBooks (directions in appendix)</p> <p><i>Trees of Canada</i>: https://www.cbc.ca/kidscbc2/the-feed/trees-of-canada</p> <p>10 images of various winter scenes showing some coniferous and deciduous trees in snowy conditions: https://letstalkscience.ca/educational-resources/picture-collections/trees-in-winter</p> <p><i>Field Guide: Trees of Manitoba</i>: www.gov.mb.ca/sd/pubs/forest_lands/field_guide.pdf</p> <p><i>Learn about Trees for Kids</i> (video) (3 minutes, 2 seconds): www.youtube.com/watch?app=desktop&v=4_bfS_q9Amc</p> <p><i>Ever seen a squirrel eat an acorn?</i> (video) (1 minute, 51 seconds): https://youtu.be/4zyl6vn9Azg</p> <p>For Parents</p> <p>Tips for Outdoor Play (video) (9 minutes, 57 seconds) This video provides parents with ideas for outdoor play in the winter.</p> <p><i>Tree Bark Rubbing—Outdoor Activities #1</i> (video): www.youtube.com/watch?v=JXOOICwYcs</p> <p><i>Teaching Kids How to Draw: How to Draw a Winter Tree</i> (video), (4 minutes, 45 seconds): www.youtube.com/watch?v=b_MliFL0aSs</p>
<p>Short Description:</p>	<p>Winter trees reveal their fantastic shapes and intricate branches. As children explore winter trees, they meet important kindergarten outcomes in science, as well as measuring, comparing, noticing shapes, and recording (mathematics), drawing, painting, and collaging with natural materials (visual arts education), experiencing poetry and writing about their learning (English language arts), making decisions that reflect care, concern, and responsibility for the environment (Social Studies), using technology to support learning (ICT), and caring for trees (ESD). Kindergarten children will benefit from support from their grown-ups and will learn through active exploration and play. No synchronous (real-time) instruction is required.</p>

LEARNING OUTCOMES

Science: www.edu.gov.mb.ca/k12/cur/science/scicurr.htm

Social Studies: www.edu.gov.mb.ca/k12/cur/socstud/docs.html

Mathematics: www.edu.gov.mb.ca/k12/cur/essentials/docs/glance_kto9_math.pdf

English Language Arts: www.edu.gov.mb.ca/k12/cur/ela/index.html

Other: ICT, ESD

See individual guiding questions for specific outcomes.

ASSESSMENT

LANGUAGE ARTS					MATHEMATICS			SCIENCE			SOCIAL STUDIES		
COMP. Listening & Viewing	COMP. Reading	COMM. Speaking & Represent.	COMM. Writing	Critical Thinking	Knowledge and Understanding	Mental Math & Estimation	Problem Solving	Knowledge and Understanding	Scientific Inquiry Process	Design Process & Problem Solving	Knowledge and Understanding	Research and Communication	Critical Thinking and Citizenship
x	x	x	x	x	x	x	x	x	x	x			

Communicate observations made about different kinds of trees orally and through drawings.

Record and communicate the similarities and differences among Manitoba trees.

Observe and describe seasonal changes in trees in the winter

Original concept created by: Debra Mayer

LEARNING EXPERIENCES AND ASSESSMENT

Teacher's Instructions:

During periods of remote learning, Kindergarten students will engage in one to two hours per day of play-based learning. Kindergarten teachers will connect with the student, along with parents/ caregivers, a minimum of once per week to facilitate connection and provide support and play-based learning ideas. Select modes of communications based on what works best for each family including videos, applications such as *Google Hangout* or *Seesaw*, social media, text, email, phone, and print-based materials. The anchor text for this Tree project is *Winter Trees*. Children will respond to this book and other texts about trees in the context of rich learning experiences, play, and exploration. Teachers may also read the book *Winter Trees* aloud to each child they connect with, pointing out print concepts, asking questions, modelling their own thinking aloud, and encouraging the child's growing independence.

Children learn best when developmentally appropriate learning experiences are connected and integrated in a holistic way building upon what they already know and can do. The experiential learning presented in this Tree project takes an integrated approach to the Kindergarten curriculum and provides many ideas to share with parents/caregivers. However, **there is no expectation that every single idea will be undertaken.**

Teachers who know their students and concepts already covered during in-school kindergarten learning will select out ideas that will build on the child's prior learnings. Entry to the project is through a scientific inquiry of trees in winter, but weaves in many outcomes from other subject areas and integratables. Outcomes with the potential to be addressed through these experiences are identified.

Conversations with children and families, review of photos or video of children learning through play, and children's completed projects help teachers to assess what the student knows and can do, and to suggest meaningful next steps, within the authentic learning experiences undertaken in each student's unique family context. Parent/caregiver support will be required to facilitate children's learning.

To support child and family interactions and engagement, teachers may pull out content from the step-by-step instructions for parents provided. The appendix includes an introductory letter to parents. While remote learning generally requires access to a laptop with a camera and Internet, Kindergarten children are not expected to participate in synchronous online learning with peers. They will, however, look at videos and photos online with their families. If Internet access is not possible, then teachers may provide print-based options to support the learning in this project (e.g., printing off colour photos of trees for children to examine).

When teachers talk to parents/caregivers, invite families share what they themselves have observed about their child, such as:

- What kinds of learning experiences most engage the child?
- What are some favourite activities?
- How does the child demonstrate curiosity? How does the child demonstrate perseverance?
- What do you or your child want to know more about?

Assessment

Level of Development		
Sprouting Not Yet Demonstrated (NY)	Budding Developing (D)	Blooming Met (M)

Question: What are the parts of trees?

Teacher's instructions:

Science: www.edu.gov.mb.ca/k12/cur/science/scicurr.htm

K-0-1b, K-0-2b, K-1-01, K-1-03

English Language Arts: www.edu.gov.mb.ca/k12/cur/ela/index.html

Language as Exploration and Design, Language as System, Language as Power and Agency, Language as Sense Making

Mathematics: www.edu.gov.mb.ca/k12/cur/essentials/docs/glance_kto9_math.pdf

K.N.1, K.N.3, K.N.5, K.SS.3

Social Studies: www.edu.gov.mb.ca/k12/cur/socstud/docs.html

0-S-103

Education for Sustainable Development: www.edu.gov.mb.ca/k12/esd/index.html

Visual Arts: www.edu.gov.mb.ca/k12/cur/arts/visual/index.html

K-1 A-C1.1, K-1 A-C1.2

Step-by-step instructions for parents:

1. Before you begin this project with your child, please take some time to talk together about what your child already knows about trees in the winter. You can record these ideas on the first page of the nature journal. Ask your child to draw a picture of a tree.
2. Read the book *Winter Trees*, or watch the Read Aloud video, paying special attention to the parts of the trees mentioned in the book. Once you have read the book, ask your child to point out where some of these appear: trunk, crown, branch, twig, leaf or needle, bark, root, seed.
3. As your child plays in the snow outdoors, on your daily walk, or while you look at books, photos or videos together, talk about and use these tree words: tree, trunk, crown, branch, leaf, needle, bark, root, seed, winter, spring, fall, summer. The video *Learn about Trees for Kids* may be helpful.
4. While it is hard to see seeds in the winter months, help your child look for pinecones or acorns, which hold the seed for a new tree. Many evergreens produce cones, including spruce, cedar, pine, and more. These pinecones may look somewhat alike but are also different. If your child finds more than one type of cone, talk about same and different.
5. As you visit trees in your neighborhood, review those tree words with your child to see if they can identify the parts of trees you have read about, in their natural world.

6. With your help, allow your child to take a close up photo of one part of the tree. Once you are home, encourage your child to look carefully at the details. What do you see? Encourage your child to draw a picture of that tree part and label it, within their journal.
7. On another day, stop to take a closer look at the bark of two different trees. Your magnifying glass or zoom feature on your smart phone may be helpful.



- ✓ Take crayons, white paper and some tape outside in a re-sealable plastic bag to make bark rubbings from the two trees your child picked. (Here's how: *Tree Bark Rubbing—Outdoor Activities #1*: [www.youtube.com/watch?v= JX00ICwYcs](http://www.youtube.com/watch?v=JX00ICwYcs))
- ✓ Talk about the smell of the tree bark and its texture (rough/smooth) as the child makes the bark rubbing.
- ✓ In the book, *Winter Trees*, the author describes the colours seen in the bark of different trees. What colours does your child see? (Brown, grey and black, but perhaps also yellow and green.)
- ✓ What is unique about the bark your child sees on the trees?
- ✓ Help your child to record the type of tree each bark rubbing comes from, in their journal.

8. As you read the book, *Winter Trees* or watch the Read Aloud video, help your child listen for the words that rhyme, or sound the same. (For example, ground/sound; light/white). Talk about this book as poetry.

- ✓ Help your child pick out the first sound in the rhyming words in this story, an important step in learning to read. Example: Ground = G; Sound = S.
- ✓ Using your magnetic letters, ask your child to find the letter that makes that sound.
- ✓ Can your child record the letter sound by writing it on a paper? (Lowercase or uppercase are both fine.)

Education for Sustainable Development: Collecting Loose Parts

[Tips for Outdoor Play](#): This video shares many tips to engage your child as they play in natural spaces with materials outside.

9. On your walk today, ask your child to collect a small bag of fallen twigs and small sticks, evergreen needles, and if available, pinecones or acorns. You may find these on the ground near bushes and under trees. Encourage your child NOT to break these off living trees, but rather to look for those that have fallen naturally.



"Pinecone" by makelessnoise is licensed under CC BY 2.0
www.flickr.com/photos/13447091@N00/220378819

10. Please save these “loose parts”. Your child will use these for several learning experiences in this project and during free play, over the next few weeks. For example:



- ✓ Once you are home, take a few moments to examine these loose parts with your child.
- ✓ Help your child to notice their similarities and differences. If you have a magnifying glass, take an even closer look; or use your smart phone to zoom in close.
- ✓ Talk about which twigs are longer, which are shorter, and which are the same. Which is thicker? Which is thinner? Can your child order the sticks from shortest to longest? From thinnest to thickest?
- ✓ Your child may be interested in examining the pinecones collected more carefully. Are the pinecones open? Or are their scales closed up tight? Once you are home, can your child
 - ✓ poke out any scales with their fingers?
 - ✓ shake out any seeds from the scales?
 - ✓ tap them on the table to see if any come loose?
- ✓ If you have tweezers, your child may be able to pull out a few scales with your help. A closer examination of them with a magnifying glass may reveal more about the shape of the scales. What happens to the pinecones if you place them in a bowl or jar of water? Check back after about 15 minutes to see. (Pinecones will close up tight when they get wet or cold, so that the seeds inside do not drown or freeze. In the spring, when the snow is gone and the sun shines, the cones will open their scales so that the seeds can be released and begin to grow.)
- ✓ Counting: Your child can place loose natural materials, like twigs, pinecones and acorns, on ten frames to encourage counting. (You can find a ten frame in the appendix.) How many were there all together? Can your child find the matching magnetic numeral that corresponds to the number of pinecones?
- ✓ Small world pretend play: Your child might like to create a forest scene, using the natural materials found outdoors and the forest animals.
 - ✓ Playdough: Your child might like to add some of the loose parts to the playdough.
 - ✓ Can your child use a twig to make marks, patterns or letters in the playdough?
- ✓ Can your child create a 3-D model, or representation, of some of the trees you have seen using the playdough? How does your child describe the trees? (big/small, round/square/triangle)
- ✓ Snowman: The child in the story, *Winter Trees* makes a snowman near the end of the story, and adds in twigs and leaves to make arms, a face and hair. Can your child try this on a day when the snow is sticky?



Visual Arts: Tree Art

Materials

- Small twigs you collected on your walk
- Dark colour of construction paper
- White paint
- Cotton swabs (Q-tips)
- Glue

11. Encourage your child to think about the parts of trees they notice, as you explore trees. In *Winter Trees*, the author calls the parts of a tree its skeleton.

- ✓ Encourage your child to begin by designing the layout of their wintry tree. Your child might select a thicker, bigger stick to represent the trunk of the tree and smaller, thinner twigs branching off in all directions to represent the limbs and branches.
- ✓ Once your child is satisfied with their design they can begin to glue it down. To make clean up easier, put some newspaper down on your table, first. You can pour some glue onto a paper plate and let your child dip a cotton swab into it. Put enough glue on the flat part of the twig and push it down onto the construction paper to hold the twig steady. You might need to help your child press the twig firmly onto the paper.
- ✓ Once the glue is completely dry (maybe the next day), your child can use a cotton swab dipped into white paint to make snow around the trunk of the tree, and falling gently around it.
- ✓ Can your child point to where the trunk, crown, branch, bark, roots would be?
- ✓ Help your child to record any of these words under their drawing, using the sight word cards in the appendix.

Question: What are the shapes we see in trees? (Tree Silhouettes)

Teacher's instructions:

Provide the student with a copy of the Manitoba Tree Silhouettes page to use as a reference; and the Explore Tree Shapes Activity Sheet.

English Language Arts: www.edu.gov.mb.ca/k12/cur/ela/index.html

Language as System, Language as Power and Agency, Language as Exploration and Design Language as Sense Making

Mathematics: www.edu.gov.mb.ca/k12/cur/essentials/docs/glance_kto9_math.pdf

K.SS.2, K.SS.3, K.N.1, K.N.3, K.N.5

Visual Arts: www.edu.gov.mb.ca/k12/cur/arts/visual/index.html

K-2 A-I1.1, K-1 A-I1.3, K-2 A-I3.1, K-1 A-C1.1

Step-by-step instructions for parents:

Did you know that there are 24 different kinds of trees native to our province of Manitoba? (There may also be other trees; e.g., crabapples in your neighbourhood, that originally came from other places.)

Trees may look alike; however, a closer inspection of their **silhouette** (or shape) helps your child notice their unique characteristics.

Online Resource: www.gov.mb.ca/sd/pubs/forest_lands/field_guide.pdf

1. Read the book *Winter Trees*, and/or watch the short Read Aloud video together. The author describes some of the shapes seen in the trees (the egg shape of the Maple, the oval of the Beech, the pyramid shape of the White Spruce). Point out these comparisons between 3-D objects and 2-D shapes as you read together.

2. Today while you are outside, draw your child's attention to the trees you can see, or use any of the tree photo links provided or your own photos.



square



triangle



circle

3. When you are ready, head out for today's winter walk. Bring along a clipboard, nature journal, the Trees of Manitoba chart and pencils stored in a re-sealable plastic bag.
4. As you and your child explore the outdoors, notice the number of trees you see and encourage your child to count them aloud as you pass them, all the way to 30 if there are that many there!
5. You can also talk about the different types and shapes of trees you see growing in your neighbourhood or community. What is the **same** about the trees? What is different about the trees?
6. Try a game of **I Spy**: Give your child a clue to a particular 3-D tree and have them guess which object you have selected (e.g., "I spy with my little eye a tree that looks like a triangle....")
- ✓ One way to talk about this with your child is that we can see 3-D objects in the environment, such as trees. We can see 2-D flat shapes in photos, books, or papers.
7. Use the words, circle/square/triangle as you talk about the 2-D shapes your child can visualize (or imagine) in the shapes of the 3-D trees (egg/sphere, cube, and pyramid).
8. Can your child match any of the trees you saw with one of the trees on the Trees of Manitoba chart? (It is very likely that only some of these trees grow in your region of the Province.) How many did your child find?
9. With your permission and support, allow your child to photograph some of the trees you see, and once you are home, review the photos together.*
10. Alternatively, you can look at these links for photos of Canadian Trees.
- ✓ Trees of Canada: www.cbc.ca/kidscbc2/the-feed/trees-of-canada
 - ✓ 10 images of various winter scenes showing some coniferous and deciduous trees in snowy conditions: <https://letstalkscience.ca/educational-resources/picture-collections/trees-in-winter>
11. Look for Shapes in the Trees Activity Sheet: Once home, ask your child to cut out the 2-D shapes at the bottom of this activity sheet, and to glue them to the 2-D tree that has a similar shape. Which of these trees grow close to where you live? You can remind the child of the relationships between the 2-D and 3-D shapes of trees.
12. The bark rubbing, tree collage, Explore Tree Shapes, and photography activities offer several ways to explore how 2-D can represent objects in nature, which are actually 3-D. Your child can use playdough and the tree cookie cutter to create 2-D models of trees and may wish to add small twigs or other loose parts you collected to their "tree cookies."
13. Your child can also use the playdough to create a 3-D model of a tree. Can your child compare the representation to the original 3-D object?

14. Using some of the loose parts previously collected; can your child create the shape of any letters? (It will be easiest to recreate letters with straight lines such as X or T with small twigs. However, pinecones might work for rounded letters.) Can they make their name out of the twigs?



"Twig letters" by Ruth and Dave is licensed under CC BY 2.0

<https://www.flickr.com/photos/95142644@N00/18653834425>

15. While you are outside, encourage your child to make their mark in the snow, by printing their name or other important words in the snow (e.g., MOM, TREE) using a twig or short stick.

***Literacy with Information and Communication Technology Enrichment:**

Literacy with Information and Communication Technology (ICT) means thinking critically and creatively, about information and about communication, as citizens of the global community, while using ICT responsibly and ethically.

Using a parent's digital camera or smartphone to document trees in the neighbourhood allows the child to experience a tactile experience and a simple interface. Photography supports inquiry and open-ended learning (as children plan and question, gather and make sense, show their understanding, communicate, and reflect upon their learning). With parent permission and support, kindergarten students can also document their own learning to share what is personally important to them in their project about winter trees.

16. Capture Tree Silhouettes: Trees in winter can appear very dark or pure black, with a brighter background behind them. You can really see the shapes and lines of the bare branches, just like in the book, *Winter Trees*. With your help, can your child:



- ✓ Take Look-Up Shots—to capture the branches and treetops against the sky.
- ✓ Capture Long Shadows of trees and children—The longest shadows will appear around sunrise and sunset when the sun is very low in the sky. How are tree shadows the same as or different than the tree silhouettes?
- ✓ Shoot Through Ice On Windows. If you have trees outside of your windows at home, you can take beautiful photos of the bare trees through the ice crystals, without even leaving your warm house! Try this at sunrise or sunset for special shots.
- ✓ Take a photo of your child next to their favourite tree to capture a sense of scale (Taller than/Smaller than)

Visual Arts Enrichment: How to draw a Y-tree

The book *Winter Trees* shows us the various shape of trees and their branches (for example, the author describes the V formation of the Birch tree). As you spend time outdoors, or while looking out a window or at tree photos together, help your child to see the V and Y shapes in the trees. Point out how similar some limbs, branches and twigs are to the letters V and Y that your child is learning to recognize and write.



This is an easy way for your child to begin to learn to draw the shape of a simple tree.

To help your child represent some of their tree explorations in their nature journal, this resource might be helpful. *Teaching Kids How to Draw: How to Draw a Winter Tree* (video), (4 minutes, 45 seconds):

www.youtube.com/watch?v=b_MliFLOaSs.

Use a pencil or crayon and a large piece of paper, and encourage your child to begin with a straight line up and down. Next, your child can add the letter V to the top, and there are the two biggest limbs! At the end of each limb, your child can draw another V. Each time your child adds a new branch, add a "V" on the end of it to turn it into a "Y".

Once the tree is complete, can your child count the number of Ys?

Can your child name some of the parts of the tree? Your child may wish to copy/print some of their tree words, or the letters they begin with, underneath their tree sketch.

Question: What happens to trees in the Winter?

Teacher's instructions:

Science: www.edu.gov.mb.ca/k12/cur/science/scicurr.htm

K-1-02, K-1005, K-1-06, K-1-07

English Language Arts: www.edu.gov.mb.ca/k12/cur/ela/index.html

Language as Sense Making, Language as Power and Agency Language as Exploration and Design,
Language as System

Mathematics: www.edu.gov.mb.ca/k12/cur/essentials/docs/glance_kto9_math.pdf

K.SS.1

Social Studies: www.edu.gov.mb.ca/k12/cur/socstud/docs.html

0-S-200, 0-S-201, 0-S-300, 0-S-402, 0-S-403

Step-by-step instructions for parents:

1. Read the book *Winter Trees*, or watch the Read Aloud video, paying special attention to which trees hold onto their needles or lose their leaves in winter. Some trees may hang onto their dried berries and dried leaves through the winter.
2. Introduce these two words: Coniferous and Deciduous (This resource may be helpful: 10 images of various winter scenes showing some coniferous and deciduous trees in snowy conditions: <https://letstalkscience.ca/educational-resources/picture-collections/trees-in-winter>)
3. As your child plays in the snow outdoors, on your daily walk outdoors, or while you look at books, photos or videos together, talk about how some trees have no leaves, while others hang onto their needles through the winter. Some people, including the author of *Winter Trees*, call these Evergreen trees.
4. Which type of tree is your child's favourite? Help your child determine whether their favourite tree is coniferous or deciduous. How do they know?
5. Ask your child, how big is the tree? How can we find out? Is there a part of your body we can use to figure that out? What else can we use?
 - ✓ If possible, take a photo of your child beside their favourite tree, so that your child can really compare their size relative to the tree's size. (You might need to go down the block to get the right shot!)
 - ✓ Ask your child to stretch their arms around the trunk of the tree as far as their hands will reach.
 - ✓ Practice using tools like a measuring tape, or a ball of string or wool to measure the trunk. Your child might like to learn the word "circumference" or the distance all the way around something.
6. What are some things that are different about the trees your child sees? For example, the Oak Tree has leaves that fall off and has acorns; the Spruce Tree has needles, has pinecones, and the needles are always there.

7. In *Winter Trees*, the author and illustrator show us some of the animal life that depend on trees, even in the winter, such as deer and birds. Your child might enjoy watching the short video, *Ever seen a squirrel eat an acorn?* <https://youtu.be/4zyl6vn9Azg>.
8. During your outdoor explorations, does your child see any signs of how animals and birds use the trees in the winter? (Watch for birds eating from feeders set into trees or eating berries left from last summer, nests visible in the trees, tree bark nibbled by deer, or animal or bird tracks in the snow under trees where animals may be sheltering.)



9. Help your child to record this information in their journal through drawings and writing. These questions can help: Please draw your favourite tree. Do you know the name of your tree? What type of tree is it (Coniferous or Deciduous)? Why is it special to you?
10. At the end of the two week Tree Project, spend some time reviewing all the photos, writings, drawings, art, and playdough projects that showcase all the things your child has accomplished. Celebrate that learning together!

APPENDIX (PRINTABLE SUPPORT MATERIALS INCLUDING ASSESSMENT)

- Letter to Kindergarten Parents/Caregivers
- Manitoba Tree Silhouettes
- Look for Shapes in the Trees Activity
- Sight Words for This Project
- Large Ten Frames (with Dots)

Letter to Kindergarten Parents/Caregivers

Dear Kindergarten parents/caregivers:

Welcome to ***Trees in Winter***, a Kindergarten project for your child during this time of remote learning. Kindergarten students will engage in one to two hours per day of play-based learning during this time. Kindergarten teachers will connect with you and your child a minimum of once per week to facilitate connection and provide support and play-based learning ideas. Parent/caregiver support will be required to facilitate your children's learning. Since young children learn with their heads, hearts and hands, please allow your child to learn by doing.

We suggest that you and your child read the book *Winter Trees* many times during this two-week project about trees in winter. This repetition helps build your child's vocabulary and deepens your child's understanding. A copy of the book to use during this project is provided. Your child will enjoy hearing it read aloud by others, including parents, older siblings, grandparents, teacher, and through the library link provided. After your child has heard the story many times, they may wish to "read" you the story, telling you about what they recall is happening on each page.

We also suggest using photos, videos, and non-fiction books about trees to help your child use a variety of texts. Feel free to add in any books about trees you may have at home, or to look at tree photos your family may have taken in the past, for example, while camping last summer in the forest.

To access a Read-Aloud of the children's book, *Winter Trees*:

1. Go to the Winnipeg Public Library Kids e-media website:
<https://guides.wpl.winnipeg.ca/parents/kids-emedial>
Note: You do not need to be a library member.
2. Select TumbleBookLibrary (on the right side of the website).
3. You will be taken to this page: www.tumblebooklibrary.com/Home.aspx?categoryID=77
If you look near the top right hand corner, you will see the TumbleSearch icon. It looks like this:



4. Once you click the TumbleSearch icon, you are redirected to a page where you can enter the title of the book, *Winter Trees*. You may then click on it, to have it read aloud to your child.
5. Tip: You can add it to your favorites, so it will be easy to find next time.

These video links might be helpful to you as you support and guide your child's learning:

1. *Tips for Outdoor Play* This video provides parents with ideas for outdoor play in the winter.
<https://vimeo.com/405593235/e2651a0f74>
2. *Tree Bark Rubbing—Outdoor Activities #1*: www.youtube.com/watch?v=JXO0ICwYcs
3. *Teaching Kids How to Draw: How to Draw a Winter Tree*: www.youtube.com/watch?v=b_MliFL0aSs

You will note that many of the play-based learning suggestions have an outdoor component. This is important for several reasons.

Parents and caregivers have an important role to play in their child's health. Experts say that children need at least 60 minutes of moderate to vigorous activity daily (even in the winter)! Finding ways to stay active and limiting sedentary (sitting) behaviours can support your child's health and your own, too. When possible, be active outdoors while continuing social distancing. Even during the pandemic, family walks and outdoor playtimes are a great way to get fresh air, release stress, build resilience and confidence, and move our bodies.

There is a popular saying among those who work with young children in winter countries such as Canada: *there is no such thing as bad weather, only bad clothing*. Even on cold days, 10–15 minutes outside can do wonders for everyone’s mood. It is important that both the grown-ups and the children are dressed appropriately for the outdoors.

Children are learning about trees in the project. Spending time outdoors is a natural way to learn about trees and nature. We encourage you and your child to notice and talk about the trees that may be growing close to your home, in your own yard, in a nearby park, or in your wider neighbourhood or community. Give your child the space to get comfortable with their surroundings and come up with their own questions and ideas too.

Your child has received a nature journal to support their learning through this project. As your child creates tree art and records important information they have discovered, encourage them to write any of the words they know by themselves. They can also use the “Tree Words” found in the handout to check their own writing. For other words, children may record any of the sounds they hear, even if it is just the first letter or any sounds they hear within the word.

Do not stress about spelling mistakes or correct letter or number formation, as kindergarten children often invent spelling of words they do not know yet, but which are important to them.

Please use your smartphone or digital camera to take videos and photos of your child’s playful learning indoors and outdoors. If possible, this project asks you to take several specific photos of your child’s favorite tree, tree parts and shapes, animal tracks in the snow, etc. Your teacher will be looking for evidence of what your child tries of the many ideas shared with you or any of the ideas your child comes up with independently. Your child’s teacher will use these photos to gain insight into the learning experiences and to make further suggestions. With parent permission and support, kindergarten students can also document their own learning to share what is personally important to them in their project about winter trees.

You may access additional independent study activities at:

- My Learning at Home (www.edu.gov.mb.ca/k12/mylearning/)
- My Child in School (www.edu.gov.mb.ca/k12/mychild/index.html)

Thank you in advance for all you do to support your child’s learning at this time.

Best wishes,

Teacher

Contact information

What will you see?



At Bois d'Esprits Park in St Vital,
Winnipeg



On a tree in Winnipeg's Osborne Village
neighbourhood

Manitoba Tree Silhouettes

On Line Resource: www.gov.mb.ca/sd/pubs/forest_lands/field_guide.pdf

Provide the student with a full size copy of this page to use as a reference.

MANITOBA TREE SILHOUETTES

Trees may look alike, however, a closer inspection of their silhouette will reveal their unique characteristics.



BALSAM
FIR



BLACK
SPRUCE



EASTERN WHITE
CEDAR



BUR
OAK



COTTONWOOD



GREEN
ASH



EASTERN WHITE
PINE



JACK
PINE



RED
PINE



HACKBERRY



HOP-HORNBEAM



LARGETOOTH
ASPEN



TAMARACK



WHITE
SPRUCE



AMERICAN
ELM



MANITOBA
MAPLE



PEACHLEAF
WILLOW



SHOWY
MOUNTAIN ASH



BALSAM
POPLAR



BASSWOOD



BLACK
ASH



TREMBLING
ASPEN



WHITE
BIRCH

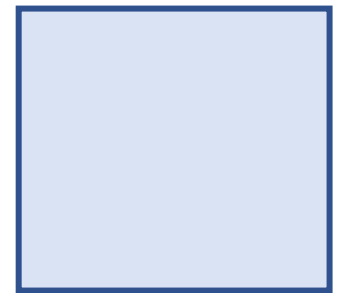
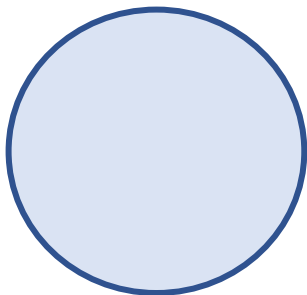
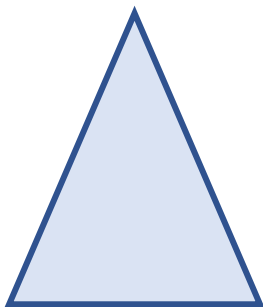
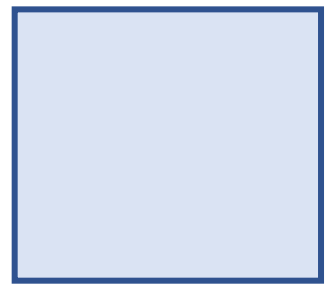
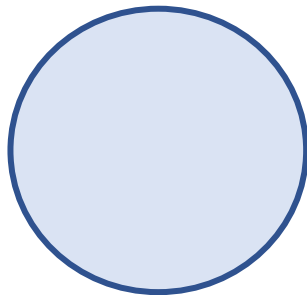
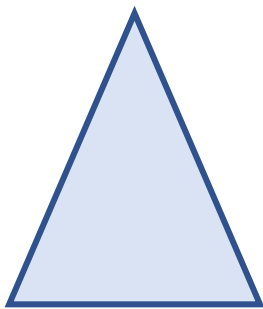


WILD
PLUM

Look for Shapes in the Trees Activity

You need: scissors and glue

Directions: Please cut out the 2-D shapes at the bottom of this activity sheet, and glue them to the 2-D tree that has a similar shape.



Sight Words for This Project

Children may cut these out.

Children may refer to these words as they label their drawings.

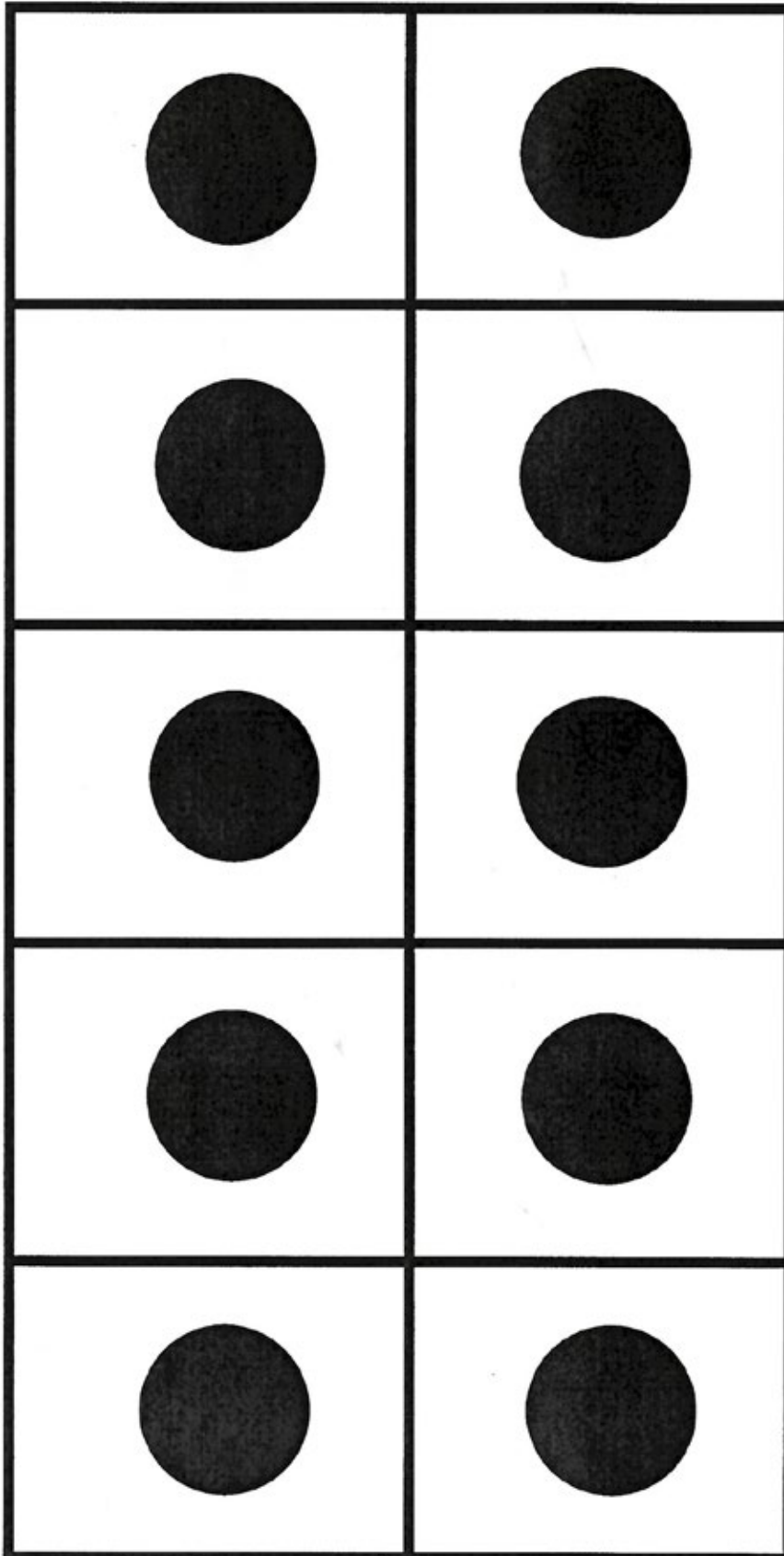
Tree	Trunk	Crown
Leaf	Needle	Bark
Seed	Winter	Spring
Summer	Branch	Root
Fall	Snow	Twig

Large Ten Frames (with Dots)

Children may use this ten frame for counting out the pinecones or small twigs they have gathered outdoors
(from [Kindergarten Mathematics: Support Document for Teachers](#), page 57)

BLM K.N.6.5

Large Ten Frames (with Dots) (continued)



Assessment Tool

Grade Kindergarten: Trees in Winter

The following chart is one way to record your body of evidence of student learning. It is important to consider the identified grade band descriptors in relation to the practices and elements as you look through the body of evidence. You are describing the extent to which students enacted the descriptors. Transfer this information into the appropriate report categories.

Evidence of Learning in English language arts https://app.mapleforem.ca/en/groups/229/wiki/pages/1622#3to5overview		Interrelated Dimensions of Learning Growth (IDOL-G) https://app.mapleforem.ca/en/groups/229/wiki/pages/2205			
		Independence Emerging Expanding Extending	Breadth Emerging Expanding Extending	Depth Emerging Expanding Extending	Transformation Emerging Expanding Extending
<i>4 ELA Practices & Elements</i>	<i>Grade Band Descriptors Identified</i>				
Power and Agency <ul style="list-style-type: none"> Recognize and analyze inequities, viewpoints, and bias in texts and ideas Investigate complex moral and ethical issues Contemplate the actions that can be taken, consider alternative viewpoints, and contribute other perspectives 	Learners are recognizing that different experiences, opinions, and ideas have an impact on understanding.				
	Learners are expressing opinions and judgments.				
Exploration and Design <ul style="list-style-type: none"> Research and study topics and ideas Interpret and integrate information and ideas from multiple texts and sources Manage information and ideas Invent, take risks, and reflect to create possibilities 	Learners are actively partaking in communities to explore ideas and deepen thinking.				
	Learners are using different sources to explore ideas and to deepen and extend thinking.				

Sense Making <ul style="list-style-type: none">• Access, use, build, and refine schema• Select from and use a variety of strategies• Be aware of and articulate the ways that one engages with text.	Learners are responding to text in different ways to build and share understanding.				
	Learners are making decisions about how to communicate ideas.				
System <ul style="list-style-type: none">• Recognize, apply, and adapt rules and conventions• Identify, analyze, and apply understandings of whole-part-whole relationships	Learners are experimenting with, using, and adjusting conventions of familiar print, oral, and visual texts to enhance communication.				