

Leaves of Fall

Standards of Learning

Science K.1, K.2, K.4

English, K.1, K.2, K.3

Objective

Students will:

- Identify basic colors
- Compare objects using relative size (big/little)
- Describe an object using color, shape, and texture

Materials

- *Fall Leaves Fall!* by Zoe Hall

** If this book is unavailable you may omit this step or substitute another book on fall leaves. **

- Leaves (one for each student)
- Blank paper
- Crayons

Background Knowledge

This lesson focuses on students' ability to respond to questions based on the action taking place in a story. The students also orally communicate their description of a leaf and create a leaf rubbing. Additionally, students will identify the veins in a leaf, and will learn that the veins carry nutrients from the tree to the leaf.

Procedure

1. Ask the students what their favorite season is.
2. If anyone says fall, ask him/her why fall is their favorite season.
3. Ask the students if they have ever noticed that the leaves change color in the fall.
4. Tell the students that today they are going to listen to a story about two boys and why fall is their favorite season.
5. Read *Fall Leaves Fall!* by Zoe Hall to the students.
6. While reading, ask the following questions in reference to the pages listed.
 - What is your favorite colored leaf? (Page 6)
 - Do you ever make a big pile of leaves to jump into? (Page 21)
 - What is the boys' favorite season? Why? (Page 29)
7. After reading the story, organize the class into partners.
8. Give each student a leaf.
9. Ask the students to describe their leaf to their partner.
10. Tell them to include descriptions such as:
 - What color is the leaf?
 - Is the leaf big or small?
 - Does the leaf have smooth or pointy edges?
 - Does it feel smooth or rough?
11. After all students have shared their descriptions with their partner, ask if any students want to share with the rest of the class.



12. After the students have shared with the class, give each student a piece of blank paper and a crayon.
13. Tell the students to place their leaf under the paper and gently rub their crayon over the leaf.
14. Do this leaf rubbing in front of the class to demonstrate what the students should do.
15. After all the students have completed their leaf rubbing, tell the students to look at their rubbings and describe to the class what they look like.
16. Ask the students if the rubbings look like their leaf.
17. If the students say no, ask them what is different between the leaf and the rubbing.
18. Using your rubbing, point out the veins of the leaf seen in the rubbing.
19. Ask the students to look at their papers and see if they can see the veins of the leaf in their rubbings.
20. Point out the veins seen on your leaf.
21. Tell the students to find the veins in their leaf.
22. Tell the students that these veins help carry water and important nutrients from the tree to the leaf.
23. Ask the students to share with the class one thing they learned about leaves.

Extension

Take the students outside to collect leaves. After the students have collected leaves, ask them to draw pictures using their leaves.

Ask students if trees are part of agriculture. Can you farm trees? Have students draw a tree farm and pictures of products that are made from wood.

References

Hall, Z. (2000). *Fall Leaves Fall!* New York, NY: Scholastic Press. ISBN: 0-590-10079-3

