Generalitat de Catalunya
Departament d'Educació

GEP Generació Plurilingüe

TREES SURROUNDING US

GEP2: 2024-2025

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IDENTIFICATION OF THE GEP PROJECT	
TITLE	Trees surrounding us
STUDENTS' CEFR LEVEL (A1, A2...)	A1
GRADE	2nd level of Primary Education
CONTENT AREA(S)	Art, Values, Science, Language (English), ICT
NUMBER OF SESSIONS (4, 6 OR 9)	9
TEACHER(S) INVOLVED	Laia Cequiel Mir, Alba Pros Morell and Ana Maria Camí Ferrer
KEYWORDS	science, trees, project, English, shades, playground, benefits, air quality, climate change, town, nature

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OUR PROJECT

INTRODUCTION

After doing an activating learning activity (teachers' role-play). We go to the playground all together to observe it. We ask our students: **What can you see?** (brainstorming) and then... **What would you like to see?** Make a drawing in triads.

After that, teacher's reflection; Trees are very important to us! They give us clean air to breathe, shade to keep cool, and make our school look nice. In this project, we will ask a big question: **How would planting more trees on the playground improve our quality of life?**

We will look at the trees we already have in our school and learn about how they help us. We will also think about new trees we can plant. Together, we will make a plan to have more trees in our playground.

At the end of the project, we will make a **tree-tour** for our families. We will show them the trees, explain why trees are important, and share our ideas for a greener and happier playground! This project will help us learn, have fun, and make our school a better place!

DRIVING QUESTION

"How would planting more trees on the playground improve our students' quality of life?"

FINAL PRODUCT

Surrounding FREE - TREE - TOUR for our families

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	LESSON PLANNING			
SDGs *Specify if your project focuses on any of them*	13 Climate action, 15 life on land, 17 partnerships for the goals			
	Extret del nou curriculum (en Català)		**Developed by the teacher (in English)**	
ÀREA *Especifica les àrees/matèries que treballa el teu projecte*	**COMPETÈNCIES ESPECÍFIQUES** *Prioritza'n entre 3-5 (extretes del nou curriculum) Copia i enganxa del nou currículum. Subratlla la part rellevant de la competència d'acord amb el que treballaràs al projecte.*	**SABERS** *Prioritza entre 3-5 sabers (extrets del nou curriculum) Copia i enganxa'ls (del nou currículum.) i subratlla la part rellevant d'acord amb el que treballaràs al projecte.*	**LEARNING OBJECTIVES** *Create 3-5 objectives that integrate both content and language) By the end of the project, students will be able to... (Use these resources to write integrated objectives. See this list of discursive verbs and these lists of action verbs (document 1 and document 2).*	**ASSESSMENT CRITERIA & TOOLS** *Write at least 5 assessment criteria. Make sure they are specific, connected to your learning objectives and that they assess both content and language. For each criteria you create, specify the number of the assessment criteria in the curriculum and the assessment tool you will use*
Llengua estrangera	***Competència específica 2:*** *Comprendre i interpretar textos orals i multimodals breus i senzills, en la llengua estàndard, i identificar el sentit general i la informació més rellevant, Valorant, de manera progressivament autònoma, aspectes formals i de contingut bàsics, per construir coneixement, formar-se una opinió i eixamplar les possibilitats de gaudi i lleure.* ***Competència específica 3:*** *Produir textos orals i multimodals amb coherència, claredat i registre adequats, atenent les convencions pròpies dels diferents gèneres discursius, i participar en interaccions orals variades, amb autonomia, per expressar idees,*	*- **Bloc:** Comunicació oral* *- **Sabers:*** *- **Ús de la llengua estrangera a l'aula** amb autoconfiança progressiva.* *- **Comprensió de textos orals de tipologia diversa** en diferents formats i mitjans.* *- **Reproducció de textos orals memoritzats** (cançons, poemes, dramatitzacions) en el marc de les propostes didàctiques d'aula.* *- **Ús de models textuals** elementals (narració, descripció, diàleg i **exposició**) en les produccions orals, de forma progressivament autònoma.* *- **Bloc:** Expressió escrita* *- **Sabers:***	***Students will be able to ...*** ***1. Identify and explain the main characteristics of trees surrounding our school.*** ***2. Describe the characteristics of trees by writing short texts.*** ***3. Guide their families in our playground including a brief oral presentation of the trees.***	***1.1. Accurately identifies at least 3–5 tree species around the school.*** *Assessment tool: Matching activity with names and pictures of the trees.* ***1. 2. Notes key distinguishing features (e.g., leaf shape, bark texture, size, type of fruit/flowers).*** *Assessment tool: Mark with a cross the main characteristics of each tree (from a picture dictionary as a language support).* ***2.1. Describes the main characteristics of a tree accurately and concisely. Includes details on appearance, habitat, and any unique features.***

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	sentiments i conceptes, construir coneixement i establir vincles personals.	*- **Producció de textos** propers o viscuts, de tipologia diversa, **dirigits a diferents destinataris**, amb acompanyament i una intenció concreta.*		*Assessment tool: Using the words from the picture dictionary and the language support write short sentences of a tree.* ***3.1. Speaks clearly and confidently, with appropriate volume and pace.*** *Assessment tool: Peer-assessment feedback* ***3.2. Encourages family participation by inviting observations or questions.*** *Assessment tool: Families checklist* ***3.3. Demonstrates enthusiasm and knowledge during the tour.*** *Assessment tool: Rubric (must talk about woody stem, height, branches, roots, leaves, longevity, bark and ecological role) + families satisfaction board (with stickers).*
Medi natural	***Competència específica 3:** Resoldre problemes i reptes generant cooperativament un producte creatiu i innovador a partir de projectes interdisciplinaris, utilitzant diferents formes de raonament, com el pensament de disseny i el pensament computacional, per respondre a necessitats concretes.* ***Competència específica 5:** Analitzar les característiques de diferents elements o sistemes del medi natural, social i cultural, identificant la seVa organit]ació i propietats, establint relacions entre aquests, per tal de reconèixer el valor del patrimoni cultural i natural i emprendre accions per a un ús responsable, la seva conservació i la millora*	***Bloc**: Consciència ecosocial* ***Saber**:* *- **Coneixement de l'entorn,** dels paisatges naturals, dels humanitzats i dels seus elements, i estudi de les accions per a la conservació, millora i sostenibilitat dels béns comuns.*		

CONTENT (KNOWLEDGE AND SKILLS)

To complete this project, we will cover the following content

CONTENT-RELATED KNOWLEDGE	CONTENT-RELATED SKILLS
- characteristics about trees - types of trees - functions of trees	- providing points "for and against" having trees around us - explaining the benefits of having trees around the school - describing a tree - designing a playground including trees

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CONTENT-OBLIGATORY LANGUAGE

See the Foreign Language curriculum of the year you have chosen and select:

1. *Indispensable language items (terminology, academic language)*
2. *Discourse genres (narrative, argumentative, instructional, explanatory, etc.) and text types (a recipe, a news article, an ad, a slogan…)*
3. *Interactional language*

- *Reproduction of memorized oral texts*
- *Comprehension of oral texts of various types*
- *Use of basic textual models (description, dialogue, and exposition)*
- *Production of texts based on personal experience or close to it, of various types*
- *Application of basic strategies, individual or group-based, for planning, writing, revising, and editing written texts*
- *Use of basic punctuation marks as an organizational mechanism for written texts*
- *Comprehension and use of basic mechanisms of textual cohesion, with particular attention to temporal and explanatory connectors*
- *Instructions*
- *present simple tense*
- *will*
- *comparisons*
- *giving opinion*
- *vocabulary about city/town*
- *school playground*
- *types and trees' characteristics*
- *description*
- *vocabulary to describe trees*
- *adjectives (trees)*
- *description structure*
- *introduction and ending structures*

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REFERENCES

- *Foreign Language curriculum of primary education (first cicle)*
- *What if all trees were cut down? https://www.youtube.com/watch?reload=9&v=6x8luJlcXTk*

COMMENTS (OPTIONAL)

On some occasions we have used Artificial Intelligence (AI) to help us have an idea of what we want to explain, obviously with a subsequent review by ourselves. It is marked under each activity on the explanation.

USEFUL ABBREVIATIONS YOU CAN USE

SKILLS	R: Reading	S: Speaking	L: Listening	W: Writing	I: Interaction	
INTERACTION	T-S: Teacher-Student	S-S: Student-Student	SG: Small Groups	WG: Whole Group	S-E: Student-Expert	S-W: Student-World
ASSESSMENT	PA: Peer Assessment	SA: Self-Assessment	TA: Teacher Assessment	AT: Assessment Tools		

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UNIT OVERVIEW						
SESSION	ACTIVITIES	TIMING	SKILLS	INTERACTION	ICT	ASSESSMENT
1	- **Activating learning: ROLE - PLAY** to start thinking about the importance of having trees and nature around us. - **Introducing the "Driving question":** brainstorming - giving opinion - **Let's go to the playground:** observe our playground and the different elements we have. - **Photographers for a day:** in groups, students go to the playground and choose one tree to take a photo of it.	**50 minutes**	**L - S**	**WG**	–	–

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SESSION	ACTIVITIES	TIMING	SKILLS	INTERACTION	ICT	ASSESSMENT
2	- **<u>What can we say about a tree?</u>** The teacher gives the students some stickers with vocabulary about trees. They stick them in their notebooks. - **<u>Photo dump of our trees:</u>** the teacher sticks around the class some photos that students took during the last session. In groups, students have to stick each vocabulary word in the correct photo according to its characteristics.	**50 minutes**	**L-S-I**	**WG**	**–**	**AT: observation**
3	- **<u>Running pictures:</u>** In pairs, students complete the description of a tree with the vocabulary-word cards they have. In the corridor, all the descriptions are going to be displayed. When they finish, another pair will check if they are correct. After that, we check all the running pictures with the whole group.	**50 minutes**	**R-I-L-S**	**S-S**	**–**	**P - A**

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4	- **Describing a tree:** in this activity, students have to briefly describe one of the trees from our playground (we have been talking about and observing them previously).	**45 minutes**	**W**	**S - S**		**P - A**

5	**CONTINUE...** - **Describing a tree:** in this activity students have to briefly describe one of the trees from our playground (we have been talking about and observing them previously). - **Reading preparation.** - **Inside and outside circles:** to practise our description explanation.	**45 minutes**	**W - R**	**S - S** **WG**		**P - A** **WG - A**

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6						
	- **Video** about the importance of trees and questions about it. - **Brainstorming** about the benefits of having trees around, in small groups.	**45 minutes**	**W-S-L-R**	**WG and SG**	**Classroom screen and speakers**	**AT: Participation**

7						
	- We put the **brainstorming in common** and we write down and explain the benefits of having trees around us. - **Drawing our playground, adding more trees** and starting answering the driving question: "***How would planting more trees on the playground improve our quality of life?"***	**45 minutes**	**W-S-L-R**	**WG**	**–**	**AT: Participation, use the vocabulary coherently**

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	- ***Practising our performance:*** Since we have six different trees on our playground and everyone has done one description in session four, students will be divided by the trees they have described before. - ***Welcoming and ending structures:*** The teacher will write different sentences on the board that the students can use in various moments of the presentation. All the class will decide which structures they want to use.	**45 minutes**	***S - R***	***SG and WG***	***screen***	***AT: observation and participation***

9	- ***PRESENTATION TO THE AUDIENCE*** - **Whole group assessment and reflection:** we are going to go to the agora in the playground and sit down there in a circle. Each student has to say a word to define, and summarize what they have felt during the presentation and the whole trees project.	**45 minutes**	***S - R - L***	***WG***	***–***	***TA and audience assessment with rubric and participation***

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SESSION PLANNING

SESSION 1:

OBJECTIVES OF THE SESSION: *Activate previous knowledge and consciousness.*

CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION: present simple, will, comparisons, giving opinion, vocabulary about city/town, school playground, types and trees' characteristics

SESSION	ACTIVITIES *Include: Name and description; **Links** to materials (including language support) and to assessment tools, if any.*					
1.1	- **Activating learning:** **ROLE - PLAY** to start thinking about the importance of having trees and nature around us. *Suddenly, one of the English teachers appears in the class while the other teacher is explaining the lesson, dressed up like a snob child (from the city).* *They start role-playing where the teacher asks questions about his identity and why he is in that class. The kid answers that she is from a big city and has come to Almacelles. She thinks the school is horrible because there are too many trees and countryside. She believes high buildings and roads are much better for children to play.* *Unexpectedly, another teacher appears in the class dressed up as a "rural kid" and starts to argue with the other character trying to convince him that nature, trees and*	***10 minutes***	**L - S**	**WG**	–	–

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	fresh air are better for students in a school. They start a short conversation/debate about having trees around. *After that, link it to our drive question.*					
1.2	- **Introducing the "Driving question":** brainstorming - **giving opinion** ***How would planting more trees on the playground improve our quality of life?*** The teacher explains word by word the driving question. Then, we show on the screen the language support for giving an opinion. Students must participate in the dialogue so we will use a "verbal boxing" tool (dividing the whole group into two parts, each student will have a number from 1 to 10 in both groups). They may follow the number order to talk.	**20 minutes**	**L - S - R - I**	**WG**	**screen**	**AT: participation**
1.3	- **Let's go to the playground:** observe our playground and the different elements we have. - **Photographers for a day:** in groups, students go to the playground and choose one tree to take a photo of it. Meanwhile, the teacher can talk to the students about what they can see and what they would like to see in their playground, reflecting on the importance of having trees and nature around us to breathe clean air, to have shade and make our school look nice.	**20 minutes**	**L - S - I**	**WG**	**photo camera/ phone**	**AT: participation**

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SESSION 2:						
OBJECTIVES OF THE SESSION: *Learning vocabulary to describe a tree*						
CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION: present simple, description, vocabulary to describe trees, types and trees' characteristics, adjectives						
SESSION	**ACTIVITIES** *Include : Name and description; **Links** to materials (including language support) and to assessment tools, if any.*					
2.1	- **What can we say about a tree?** The teacher gives the students some stickers with **vocabulary about trees.** We explain them to the whole class and students stick them on their notebooks. We give the students some more copies to keep in their desk for the next activities.	**10 minutes**	**L - S - I - R**	**WG**	**–**	**AT: participation**
2.2	- **Photo dump of our trees:** the teacher sticks around the class some photos that students took during the last session. In groups, students have to stick each vocabulary word in the correct photo according to its characteristics. Before that, they must observe the photos and think about which vocabulary word can match better to each one.	**30 minutes**	**L - S - I - R**	**SG**	**–**	**AT: participation**
2.3	- **Let's check:** with the whole class, we check the different images with the vocabulary stuck on them. Each work team can explain why they have put that vocabulary word on that tree and discuss it with the whole class. Each	**10 minutes**	**L - S - I - R**	**WG**	**–**	**SA: checklist**

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	student will have a check-list where they have to mark about the vocabulary/characteristics they have talked about.					

SESSION 3:						
OBJECTIVES OF THE SESSION: *To describe a tree (focusing on reading)*						
CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION: vocabulary about trees, descriptions, present simple, adjectives						
SESSION	**ACTIVITIES** *Include : Name and description; **Links** to materials (including language support) and to assessment tools, if any.*					
3.1	- **Running pictures:** In pairs (teacher says aleatory 1 or 2 to each student), students complete the description of a tree with the vocabulary-word cards they have and use a **scaffolding photocopy.**	**20 minutes**	**R - W**	**SS**	**–**	**AT: complete the photocopy**
3.2	- In the corridor, all the descriptions are going to be displayed. When they finish, another pair will check if they agree or not.	**20 minutes**	**R - S - I**	**SS**	**–**	**AT: participation**
3.3	- Check all the running pictures with the whole group and discuss if we all agree with them.	**10 minutes**	**R - W - S**	**WG**	**–**	**AT: participation**

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SESSION 4:

OBJECTIVES OF THE SESSION: *To describe a tree using basic structures of description (focusing on writing)*

CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION: description, specific vocabulary (see language support), present tense, description structure (see language support).

SESSION	ACTIVITIES *Include: Name and description; **Links** to materials (including language support) and to assessment tools, if any.*					
4.1	- **Describing a tree:** in this activity, students have to briefly describe one of the trees from our playground (we have been talking and observing them previously). They have to work in pairs. The pairs are going to be made by using stickers. Each student has to write their own description, even if they are working in pairs. The teacher provides them with language support: **vocabulary** and **describing a tree.** This activity will take two afternoon sessions of 45 minutes each one.	**45 minutes**	**R - W - I**	**S-T**	**online dictionary searching**	**AT: T-S assessment rubric for descriptions (created using AI)**

SESSION 5:

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OBJECTIVES OF THE SESSION: *To describe a tree using basic structures of description (focusing on writing) and prepare to explain it*

CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION: description, specific vocabulary (see language support), present tense, description structure (see language support).

SESSION	ACTIVITIES *Include : Name and description; **Links** to materials (including language support) and to assessment tools, if any.*					
5.1	**Continue...** - **Describing a tree:** in this activity students have to briefly describe one of the trees from our playground (we have been talking and observing them previously). They have to work in pairs. The pairs are going to be made by using stickers. Each student has to write their own description, even if they are working in pairs. The teacher provides them with language support: **vocabulary** and **describing a tree.**	**10 minutes**	**R - W - I**	**S-T**	**online dictionary searching**	**AT: T-S assessment rubric for descriptions (created using AI)**
5.2	- **Preparing our explanation:** each student has 15 minutes to prepare an explanation about his/her description to the other classmates. They can read it but with a good intonation and pronunciation.	**15 minutes**	**R**	–	–	–

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5.3	- **Inside and outside circle:** using the technique of inside and outside circles, each student will try to remember or read the description they have prepared in pairs/individually. The inner circle will have to read the description, while the outer circle will listen to his/her description. Every two minutes, the circle spins. After that, we change the students from the outer to the inner circle. In this way, all students will read their tree's descriptions.	**20 minutes**	**S - R - I**	**WG**	**Classroom screen: Crono**	**AT: Participation**

SESSION 6 and 7:						
OBJECTIVES OF THE SESSION: *Benefits of having trees in our playground*						
CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION: vocabulary about trees, descriptions, present simple, adjectives						
SESSION	**ACTIVITIES** *Include : Name and description; **Links** to materials (including language support) and to assessment tools, if any.*					
6.1	- ***Video about the importance of trees.*** *We talk about the video with the whole class and the teacher explains whatever the students ask for translation.* *After that, we answer some **questions about the video** with the whole group. (These questions have been created using Twee)*	***30 minutes***	***S-L***	**WG**	**Classroom screen and speakers**	**AT: Participation**

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6.2	- **Brainstorming about benefits of having trees around:** In small groups of 4 students, they have to make a list in their English notebooks about (at least) 5 benefits of having trees around us. We will use **stickers** (of the different trees we have in our playground) to make the groups.	**20 minutes**	**W-S-L-R**	**SG**	**–**	**–**
7.1	We put all the lists in common by writing the different benefits on the blackboard (the teacher writes them). We explain each benefit and we put some examples of them; more shade, refreshing air, decreasing the temperature, attracting insects and birds, needing water (can be a benefit or not), roots (can be harmful sometimes), beautiful landscape, ... We will use the **language support of advantages vs disadvantages** to make it easier.	**35 minutes**	**W-S-L-R**	**WG**	**–**	**AT: Participation, use the vocabulary coherently**
7.2	- **Drawing our playground adding more trees:** *To do this activity we will go outside the playground in the agora we have in front of the school building. We will be displayed sitting in a circle to see everyone's faces.* Once we have already known the trees we have in our playground and their benefits, we can ask the driving question: "***How would planting more trees on the playground improve our quality of life?"*** *Pupils can use the vocabulary we have used in the previous activity to answer the question and make a debate.*	**10 minutes**	**W-S-L-R**	**WG**	**–**	**AT: Participation**

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SESSION 8:						
OBJECTIVES OF THE SESSION: *Practising our performance*						
CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION: vocabulary about trees, descriptions, present simple, adjectives, introduction and ending structures						
SESSION	**ACTIVITIES** *Include : Name and description; **Links** to materials (including language support) and to assessment tools, if any.*					
8.1	Since we have six different trees on our playground and everyone has done one description in session four, students will be divided by the trees they have described before. They will have to decide what they will say in the Tree-Tour on the following session. They must also decide which part they will explain to their families. Teachers have to guide all the groups to make sure they are choosing the right information. Once, the information has been divided into the different members of the group, they will have to practice the exposition, taking into account intonation and pronunciation, body language, etc.	***30 minutes***	***S - R***	***SG***	**–**	***AT: observation and participation***
8.2	**Welcoming and ending:** Once the students have practised the different descriptions, it's time to make the introduction and end of the tour. The teacher will write different sentences on the board that the students can use in different moments of the presentation. All the class will decide which structures they want to use. After the teacher will write the complete introduction and ending on the board, two students will be chosen to make the presentation and ending on the tour day.	**15 minutes**	**S - R - L**	**WG**	**Screen**	**AT: participation**

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SESSION 9:						
OBJECTIVES OF THE SESSION: *Presentation of our project to our families and assessment*						
CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION: vocabulary about trees, descriptions, present simple, adjectives, introduction and ending structures						
SESSION	**ACTIVITIES** *Include : Name and description; **Links** to materials (including language support) and to assessment tools, if any.*					
9.1	***PRESENTATION TO THE AUDIENCE*** *A pair of students do the welcome and display the audience in a way everyone can see the students who are talking (half-moon shape).* *Each group of students present their tree description pointing at the different parts of the tree while explaining.* *Meanwhile, the teacher is helping the students to maintain order and organization.* *After the presentation, we will save some minutes for the audience to ask questions about the presentation.*	**30 minutes**	***S - R - L***	***WG***	**–**	***TA and audience assessment with rubric*** **(created using AI)**
9.2	- **Whole group assessment and reflection:** After the presentation to the audience (parents), we are going to go to the agora in the playground and sit down there in a circle. Each student has to say a word to define, summarize what they have felt during the presentation and the whole tree project.	**15 minutes**	**S - L**	**WG**	**–**	**AT: participation**

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	After that, we will talk about things we could improve for the next project and things that we have done very well.					

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ANNEXES

ANNEX 1

Session 1 - Activity 1.2

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Session 2- Activity 2.1

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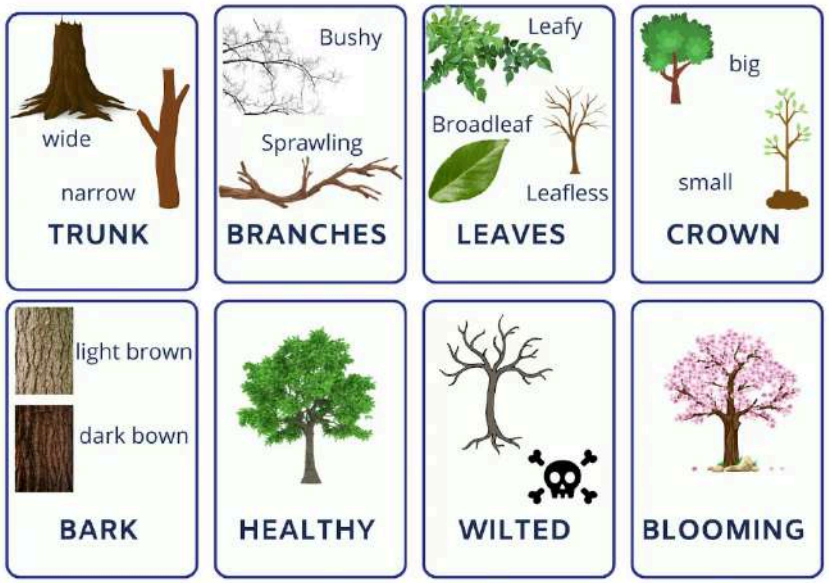

Session 2- Activity 2.3

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Session 3 - Activity 3.1

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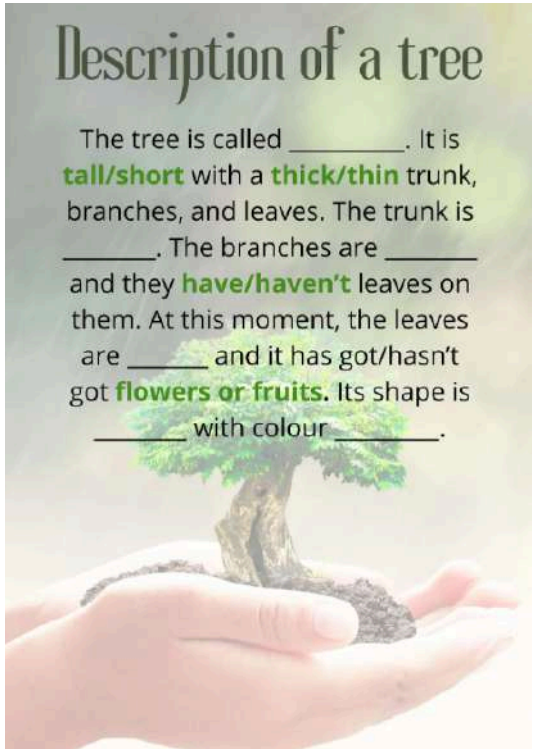

Session 4 - Activity 4.1

Vocabulary.

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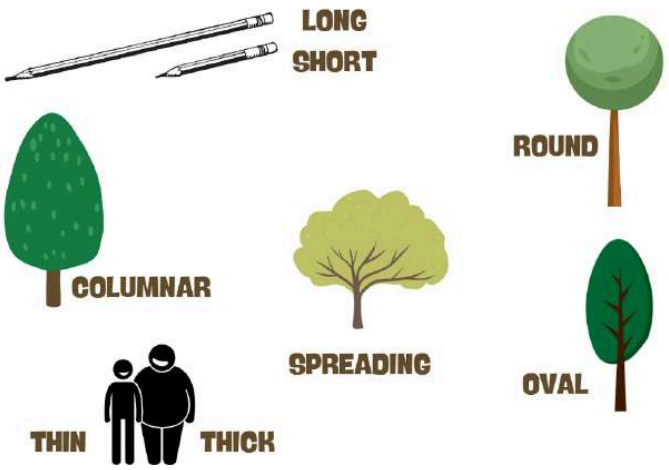

Description of a tree.

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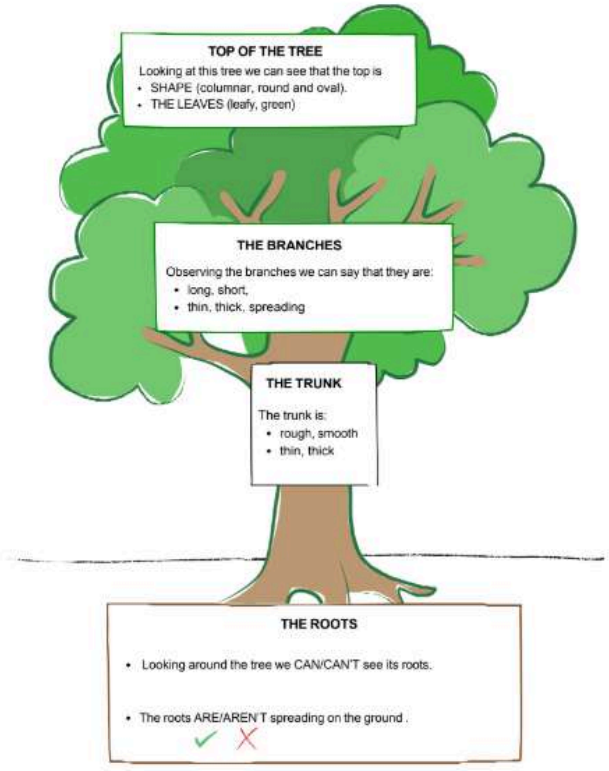
DESCRIBING A TREE

Using these words make a description o how is one of our playground trees.



Assessment rubric for the description.

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ASSESSMENT RUBRIC

ITEMS	3	2	1
VOCABULARY	USES 4 OR MORE CORRECT AND BASIC WORDS (E.G., "TREE," "LEAF," "BIG," "GREEN")	USES 2-3 CORRECT AND BASIC WORDS	USES 1 OR NO CORRECT AND BASIC WORDS
SENTENCE STRUCTURE	WRITES 2 OR MORE SHORT AND CLEAR SENTENCES	WRITES 1 SHORT AND CLEAR SENTENCE	WRITES INCOMPLETE OR UNCLEAR SENTENCES
USE OF ADJECTIVES	INCLUDES 2 OR MORE SIMPLE ADJECTIVES (E.G., "BIG TREE," "GREEN LEAF")	INCLUDES 1 SIMPLE ADJECTIVE	DOES NOT INCLUDE ANY ADJECTIVES
SPELLING	SPELLS ALL BASIC WORDS CORRECTLY	MAKES 1-2 SPELLING MISTAKES	MAKES 3 OR MORE SPELLING MISTAKES

Session 5 - Activity 5.1

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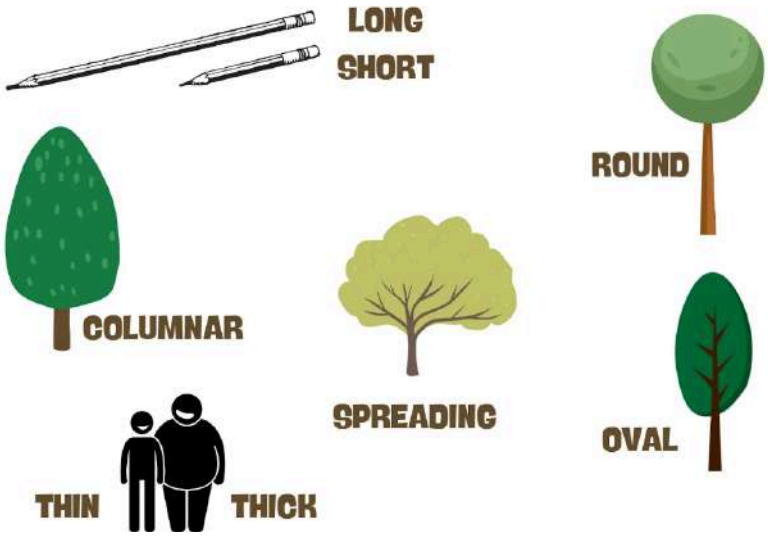
Vocabulary



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Description.

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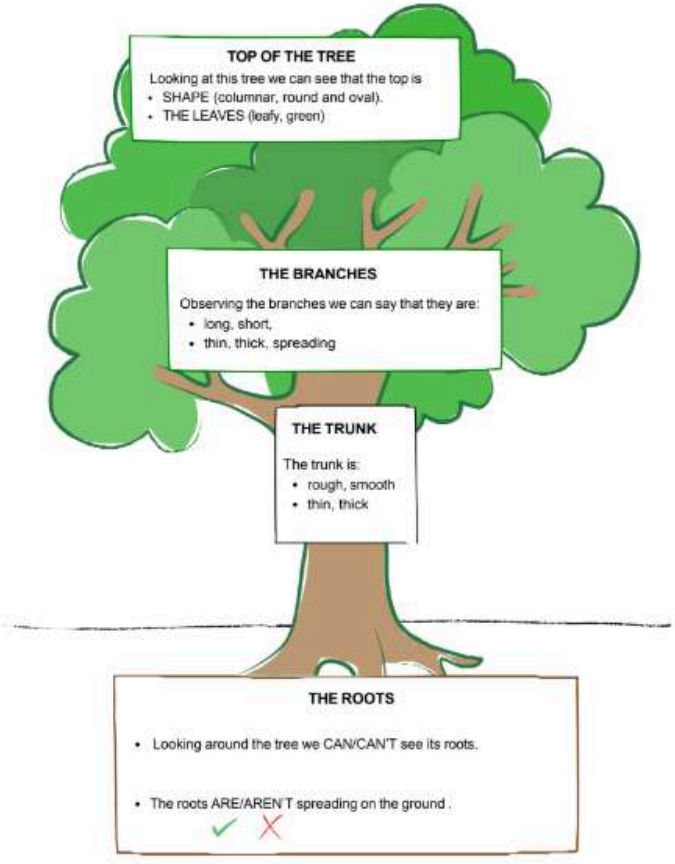
DESCRIBING A TREE

Using these words make a description o how is one of our playground trees.



Assessment rubric for the description.

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ASSESSMENT RUBRIC

ITEMS	3	2	1
VOCABULARY	USES 4 OR MORE CORRECT AND BASIC WORDS (E.G., "TREE," "LEAF," "BIG," "GREEN")	USES 2-3 CORRECT AND BASIC WORDS	USES 1 OR NO CORRECT AND BASIC WORDS
SENTENCE STRUCTURE	WRITES 2 OR MORE SHORT AND CLEAR SENTENCES	WRITES 1 SHORT AND CLEAR SENTENCE	WRITES INCOMPLETE OR UNCLEAR SENTENCES
USE OF ADJECTIVES	INCLUDES 2 OR MORE SIMPLE ADJECTIVES (E.G., "BIG TREE," "GREEN LEAF")	INCLUDES 1 SIMPLE ADJECTIVE	DOES NOT INCLUDE ANY ADJECTIVES
SPELLING	SPELLS ALL BASIC WORDS CORRECTLY	MAKES 1-2 SPELLING MISTAKES	MAKES 3 OR MORE SPELLING MISTAKES

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What If All Trees Were Cut Down? | Earth Without Trees | The Dr Binocs Show | Peekaboo Kidz

Video questions.

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Activity 6.2
Stickers

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Activity 7.1

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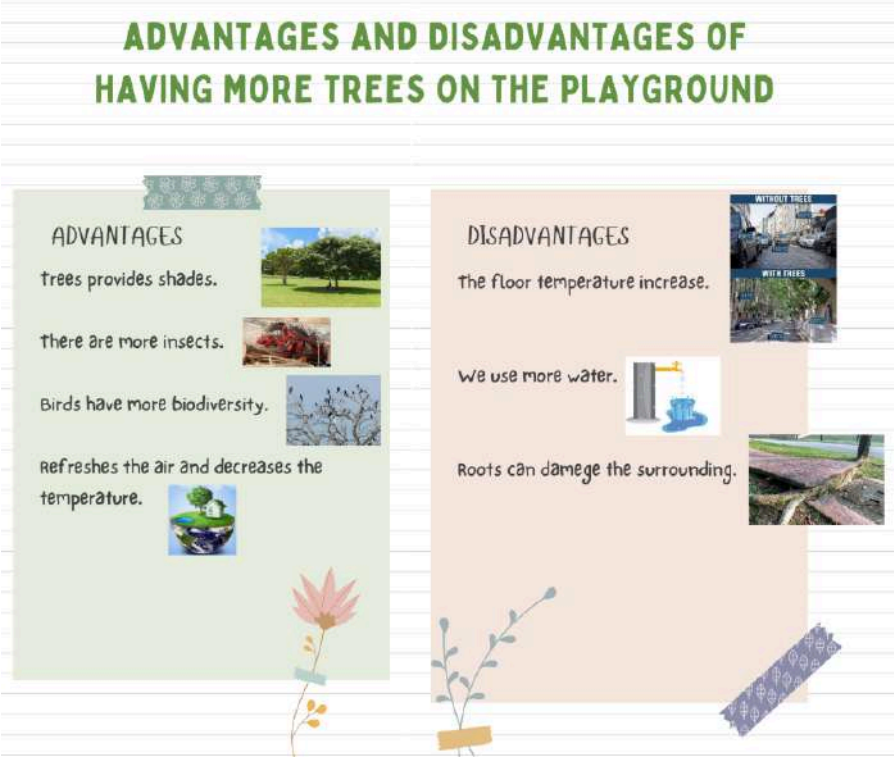

Activity 9.1
Presentation rubric

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Oral Presentation Rubric: Describing School Trees (2nd Grade)

Criteria	Excellent (4)	Good (3)	Needs Improvement (2)	Unsatisfactory (1)
Vocabulary	Uses lots of vocabulary correctly.	Uses good vocabulary with a few mistakes.	Uses some vocabulary, but has many mistakes.	Has trouble using the right words.
Pronunciation & Intonation	Speaks clearly with good voice changes and expression.	Speaks clearly, with some changes in voice.	Sometimes hard to understand, with little voice change.	Hard to understand, and no voice changes.
Body Language	Uses hands, eyes, and posture to make the talk interesting.	Uses some body language to help explain.	Few gestures and little eye contact.	No body language or looks disconnected.
Knowledge of Topic	Knows a lot about the trees and explains well.	Knows good details about the trees.	Knows some facts, but misses important details.	Does not know much about the trees.
Fluency & Organization	The talk is easy to follow and well-organized.	The talk is organized but with a few pauses.	The talk is a bit messy or hard to follow.	The talk is disorganized and hard to understand.

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