

KS1 Y1 Plant Science

Lesson Plan 6, February

Oak buds. 6 Clues to a Tree's Identity



Objective: 1. OBSERVE OAK BUDS
2. LEARN THE 6 CLUES TO A TREE'S IDENTITY.

You will need: 1. Twigs from an oak tree; 2. Garden canes; 3. Small brown chocky eggs (and a modest treat for pupils who cannot eat chocolate). 4. A hen's egg; 5. Image of a hen on eggs 6. Hello Trees book Olly Oak.



Before the lesson: For oak twigs, you will need to find an oak that has twigs you can reach. Cut with secateurs a few lengths of twig to include several buds along the twig and the cluster of buds at the tip. For tips, see [Winter Tree ID: Oak Buds](#). Garden canes or any long stick will do. Select the smallest brown chocolate eggs in the shop. An image of a hen on eggs is easy to find online.

LESSON

OBSERVE OAK BUDS. LEARN the 6 characteristics of oak buds.

Remember: last year we read about an oak tree. What can you remember about oak trees?

Elicit: tree shape, leaf, flowers, acorns, bark and buds. Don't worry. Will read it again.

Elicit: not so much to see in **Winter**. What *can* we see? **Elicit:** Only **branches, bark** and **bud**.

Say, 'Let's **observe** some oak buds.' Hold up an oak twig. Get a pupil to point to a bud.

Elicit: egg-shape, small, brown, spaced out along the twig, on every side, cluster at tip.

Say, 'Six things about oak buds. How can we remember all 6 things?'

Write: 'OAK' and 'EGG'. Both are 3-letter words. Ask pupils to say, '**Oak buds are egg shaped**'.

Small words. **Small** buds. Colour? **Brown**. Produce the small brown chocolate eggs.

Compare size of choc eggs to size of hen's egg. Say together, '**small, brown, egg-shaped**'.

Say, 'We are going to **observe** where the buds are along the twig. Ask if the buds are all on one side (No.) Ask if they are opposite each other. (No)

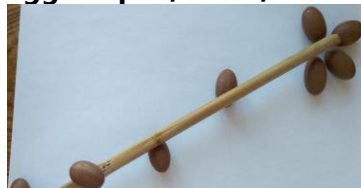
Elicit: the buds are **spread out along the twig**, one on this side then that: **side, bottom, other side, top**. Then **clustered round the tip** and one at the very tip.

Try placing choc eggs along the stick: side, bottom, other side, top. It will be very tricky.

Get one pupil after another to help. Put a cluster at the end and the leading bud. Enjoy!

Say, 'We have had fun. We shall always remember 'Oak buds are: **egg-shaped, small, brown, spread out** along the twig, on **every side, clustered at the tip**'. Six things. Say them together:

egg-shaped, small, brown, spread out along the twig, on **every side, clustered at the tip**'.



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Read 'Olly Oak' to remind pupils of the **CLUES TO A TREE'S IDENTITY**

- Explain: you will read again a story about an oak tree.
- Clarify: all we can see now in **Winter** are **branches, buds** and **bark**. **Three 'b' sounds!**
- Say, 'Let's always call tree shape **'branching'**. **Three Winter 'b's: branches, buds, bark.**
- Say, 'Let's see if we learn what comes out of the **buds.**' What could it be? Listen up!'
- While reading, emphasise: **BUDS, BRANCHES, BARK, LEAVES, FLOWER, FRUIT.**
- Emphasise **seasonal** changes in temperature, changes in the tree.

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Ask how we know a tree is an **OAK TREE**. Say 'There are 6 clues. Let's count them.
Elicit: **BUD, BARK, BRANCHING, LEAF, FLOWER, FRUIT.**

Ask pupils to stand and make the **SHAPE OF OAK TREE BRANCHING** in the air.
Ask pupils to outline the **SHAPE OF AN OAK LEAF** on their hand.



LEARN THE 6 CLUES TO A TREE'S IDENTITY (See [Tree ID: all Clues](#))

Ask pupils to make the [Scout Sign](#) (as Beavers, Cubs, Brownies et al)
Check that all pupils are using their right hand.

The **leaf** is an important clue. Let's call our big middle finger '**leaf**'. Wiggle it!

Then, on either side we have '**flower**' and '**fruit**' fingers. Wiggle those fingers!

'**Leaf, flower** and **fruit: 3 'f' sounds** (it's OK that 'f' is at the end of leaf).

Now these 3 fingers remind us of clues in **Spring, Summer & Autumn**. **Leaf, flower, fruit.**

Ask pupils to make the same sign with their left hand.

Our middle finger is the biggest. Let's call our middle finger '**branching**'. Wiggle it!

Let's pretend to tap an **oak bud** with our pointing finger. So, our pointing finger is '**bud**'.

Let's think of the **bark** going around the tree. Let's call our ring finger '**bark**'.

Branching, bud, bark. 3 'b's. These 3 fingers remind us of **the 3 Winter clues.**

Hold up both hands to show all **6 clues** altogether. **3 in Winter, 3 for the rest of the year.** Say together: **BRANCHING, BUD, BARK; LEAF, FLOWER FRUIT.**

Remind pupils: **OAK BUDS ARE EGG-SHAPED, SMALL, BROWN, SPREAD OUT ALONG THE TWIG, ON EACH SIDE OF THE TWIG, CLUSTERED AT TIP.**
WE IDENTIFY A TREE BY ITS BRANCHING, BARK, BUD; LEAF, FLOWERS, FRUIT.

PLENARY

1. PUPILS KNOW THE 6 CHARACTERISTICS OF OAK BUDS.
2. PUPILS KNOW THE 6 CLUES TO A TREE'S IDENTITY.

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Follow-up lessons

RECORD OBSERVATIONS in the Science Diary. Say, 'We **record our observations**'.