



# BUILDING A TREE

SCIENCE: WEATHER

*Every child is different. Do what works best for encouraging each child's exploration of this suggested activity.*

## OBJECTIVE OF THIS INVESTIGATION:

Children will identify characteristics of seasons and name the seasons by building trees out of art materials based on a particular season.

## VOCABULARY:

- Seasons
- Fall
- Spring
- Summer
- Winter
- Weather

## MATERIALS:

- blank tree trunk (drawn, printed, cut out of construction paper, etc.)
- materials to make trees in different seasons (e.g., markers or pieces of different colored paper to act as leaves [red, yellow, green, pink for flowers])

## PROGRESSION STEPS (SCIENCE: WEATHER):

Visit [STEMIE Learning Trajectories](#) for details

- Weather Applier
- Season Recognizer

## THIS INVESTIGATION:

- Provide children with a blank tree trunk and materials to make a tree in different seasons
- Ask children to decorate their tree with green, orange, or brown leaves or leaf buds. As children create their trees, ask: **(Season Recognizer)**
  - “What is the weather like when trees look like this?”
  - “What is the temperature?”
  - “What is this season called?”
- If children start adding leaves of a different color than the season they are creating a tree for, prompt them to think about the weather in that season. Link this discussion back to the tree they are creating.  
E.g., **“Hmm, we’re making a winter tree. In winter it’s really cold. Usually there aren’t many leaves on the trees in winter.”**
- If children don’t identify characteristics of the season for which they’re creating the tree, ask them about the kinds of clothes they wear when the trees look like the tree they made? What kind of activities do they do when the trees look like this? **(Weather Applier)**

## ADAPTATIONS:

See [A Guide to Adaptations](#) for general ideas and strategies

### Materials:

- Pre-add glue or tape to tree trunk so children can add leaves more easily

### Instruction:

- Provide visual examples of trees in different seasons for children to reference





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## ADAPTATIONS (CONTINUED)

- Adjust the difficulty of the instruction. For example, ask children to observe the trees outside and discuss what the trees look like and what season it is.

## HOW TO CONTINUE THIS INVESTIGATION:

- Continue the discussion of seasons and the effect of changing weather on different aspects of the environment. **“What happens to the grass? The animals?”**
- For an increased challenge, ask children to order the visuals of the seasons below and discuss the cycle.

## SUPPORT MATERIALS:



**Autumn/Fall tree**



**Winter tree**



**Spring tree**



**Summer tree**



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SUPPORT MATERIALS:

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