**Thursday 18th June**

**What to do today**

**IMPORTANT** Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.

# Learning Objective: to identify trees based on observable characteristics

1. **To identify leaves**
   - The first thing you will need for this lesson is some leaves so if you haven't already done so, take someone in your family for a walk to the woods or the park and collect as many different leaves as you can.
   - The Britannica Kids website has some interesting information about leaves https://kids.britannica.com/kids/article/leaf/433080
   - Your first task is to use the identification sheet on page 2 to see if you can identify the tree the leaf came from.

2. **Making observations on visible characteristics**
   - Once you know the name of your leaves, take a closer look at them. Choose 2 leaves and compare them by noticing their similarities and differences. Use some of these sentence structures on page 4 and the vocabulary from page 3 to help you.
   - Finally, collate all this information in the Leaf Character Table on page 5 from stem.org.uk. You can either complete the chart by using their observations or you can create your own chart by drawing out the table and writing in your own observations down the left-hand side.

# Tree Identification Sheet

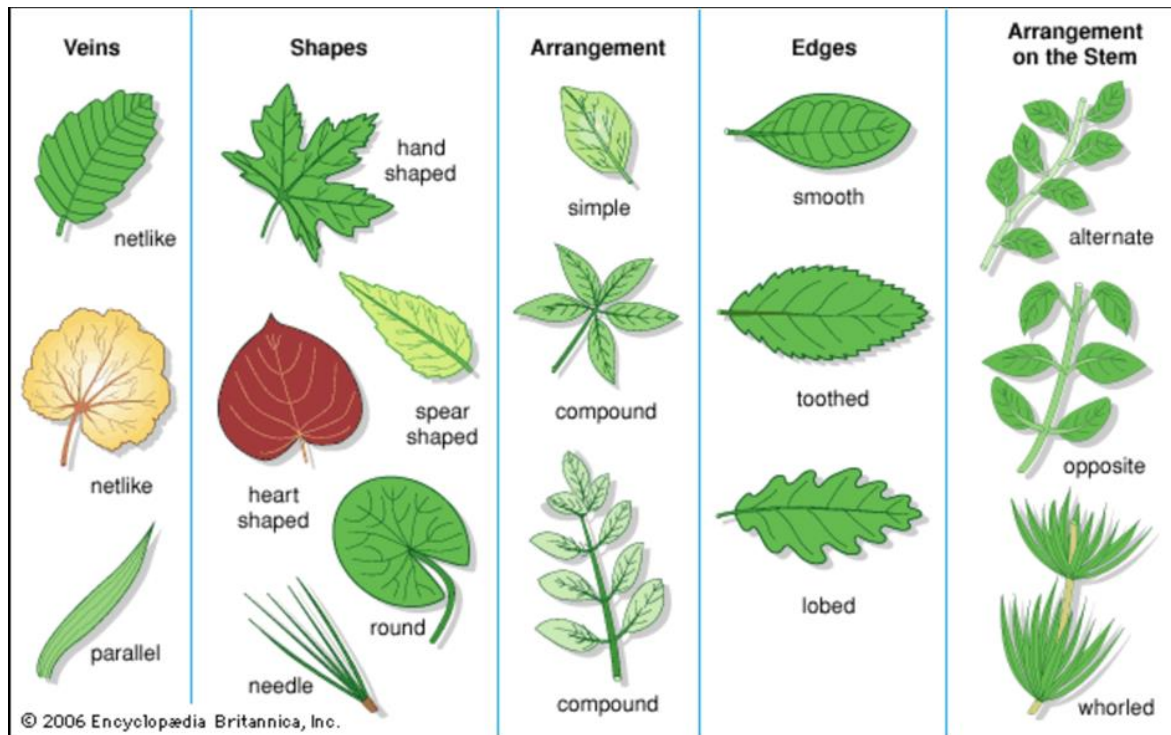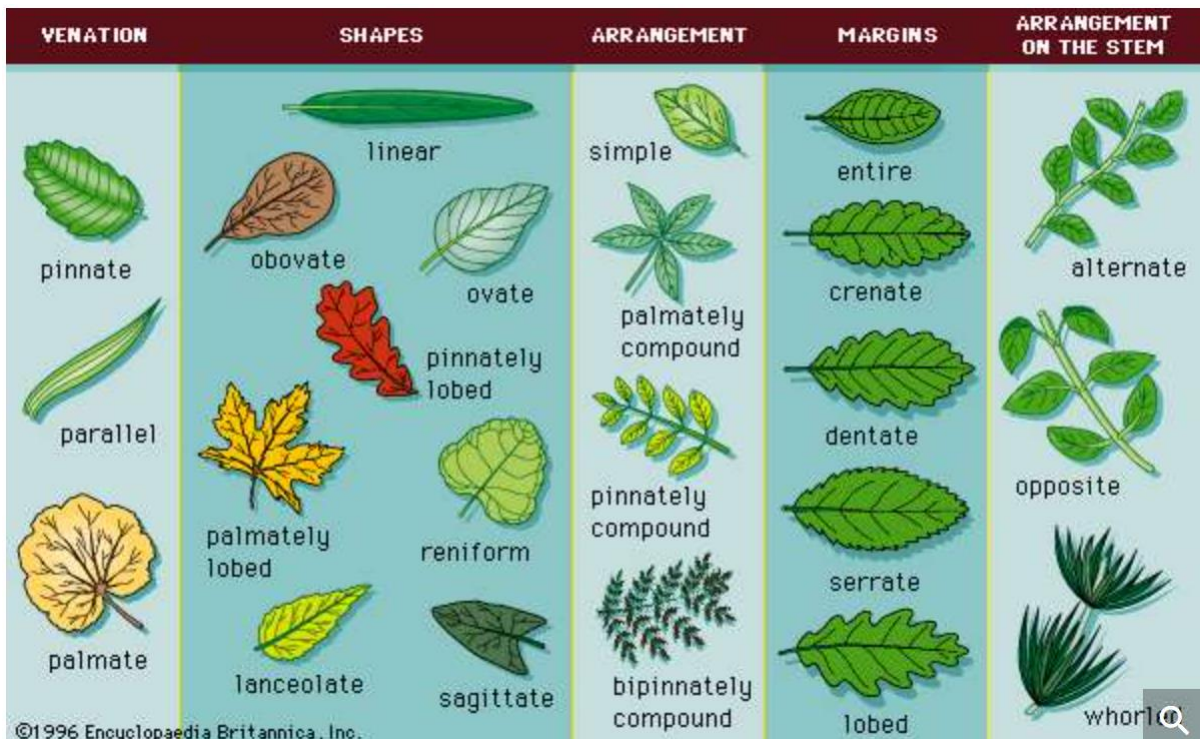| | | | |
|---|---|---|---|
| beech | ash | holly | lime |
| ☐ | ☐ | ☐ | ☐ |
| hazel | larch | elder | birch |
| ☐ | ☐ | ☐ | ☐ |
| sycamore | yew | sweet chestnut | oak |
| ☐ | ☐ | ☐ | ☐ |

# Important vocabulary for describing leaves:



Here is a similar image from the Encyclopaedia Britannica with the correct scientific vocabulary for an extra challenge.

# Comparing leaves

Use some of the following sentence structures to compare different pairs og leaves from your collection.
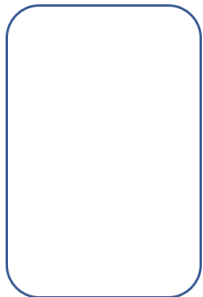
In some ways………and…… are alike. For instance, they both…………………………
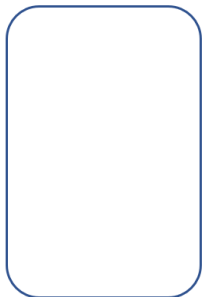
Another feature they have in common is that……………………

Furthermore, they are both………………………
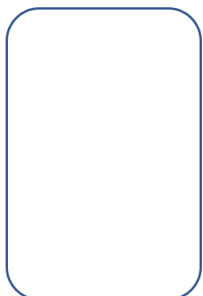
However, they also differ in some ways. For example, …………….. while……………

Another difference is that………………… whereas…………………………

Finally, ……………………but………………………

Leaf 1     Leaf 2

_____
_____
_____
_____
_____

Leaf 1     Leaf 2

_____
_____
_____
_____
_____

Leaf 1     Leaf 2

_____
_____
_____
_____
_____

# Leaf character table

Write the names of the leaves you are using in the class in the boxes under 'Leaf name'.

Tick in the boxes below if your leaf has these characters.

You can then use information from the leaf fact files from all the groups in the class to complete the table.

| Character | Leaf name | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Leaf is lobed | | | | | | | | | | | |
| Leaf edge has teeth or prickles | | | | | | | | | | | |
| Leaf edge is smooth or slightly wavy | | | | | | | | | | | |
| Leaf has one main vein (running from stalk to leaf tip) | | | | | | | | | | | |
| Leaf has more than one main vein (running from the stalk to the leaf edges) | | | | | | | | | | | |
| Side veins mostly come off the main veins in pairs | | | | | | | | | | | |
| Side veins all come off the main vein one at a time | | | | | | | | | | | |
| Leaf stalk is longer than 1 cm | | | | | | | | | | | |
| Leaf stalk has small bumps on it (these are glands) | | | | | | | | | | | |
| Leaf stalk is red | | | | | | | | | | | |