

Making Forest Connections — Grades K-2



Making Forest Connections: A Correlation of the Washington Forest Education K-12 Learning Framework with Other Educational Resources

Grades K-2

The Washington Forest Education K-12 Learning Framework gives educators in our forest-rich state a strong foundation for incorporating forest and natural resources in their classrooms and programs and provides a conceptual framework for teaching about Washington's forests. This correlation document helps them further by identifying connections between each of the Washington Forest Framework's 62 concepts and:

- [Next Generation Science Standards \(NGSS\)](#) performance expectations
- [Project Learning Tree \(PLT\)](#) activities
- [Pacific Education Institute Resources](#)
- [Project WILD](#) activities
- Other resources

Forest Education in Grades K-2

Primary students are active explorers and are naturally curious about their world. They learn best through direct discovery in hands-on experiences that engage the five senses. During the primary years, students develop the ability to approach the world logically, with an increasing capacity to use abstract reasoning. Students in urban and suburban areas may never have seen a forest firsthand and may have preconceived notions about forests based on stories or movies.

Forest framework activities at this level should aim to introduce students to trees and forests, focusing on:

- What is a forest?
- Who lives in forests?
- What can we do to help forests?

Giving students opportunities to be keen observers will provide them with a strong foundation for becoming both good scientists and critical thinkers. Simple investigations both inside and outside the classroom will help them learn to analyze results and apply their understanding to new situations. Collecting and categorizing natural objects, and other hands-on activities, will help acquaint them with the natural world in general — and with Washington's forests.

For more information about the forest learning framework by grade level, see the Washington Forest Education K-12 Learning Framework, available at www.pacifieducationinstitute.org.

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About the Resources

This document identifies connections between the Washington Forest Education Framework and the following resources for Grades K-2.

NGSS Performance Expectations – NGSS standards identify expectations for what students should be able to do by the end of the year or grade band. These performance expectations also incorporate three dimensions of science: disciplinary core ideas, science and engineering practices, and cross-cutting concepts. For more information, see www.nextgenscience.org.

Pacific Education Institute (PEI) Resources – A variety of guides, lessons, and videos from PEI help to strengthen the Forest Education Framework. They provide information and learning activities to support K-12 teachers and their students in learning about forests.

- PEI Guides
- ELA Performance Tasks
- Forest of Washington Lessons
- Project Learning Tree (PLT) extension activities
- Schoolyard Field Investigations
- Career Cards

Resources available for download at <https://pacifieducationinstitute.org/>.

Project Learning Tree Activities – Relevant activities are identified from PLT's *PreK-8 Environmental Education Activity Guide* and from the *Tremendous Science!* e-unit and *Environmental Experiences for Early Childhood* for Grades K-2. **Bolded** activities are the most relevant. Educators can receive these curriculum guides by attending a PLT professional development. For more details, contact the Pacific Education Institute.

Project WILD Activities – Relevant activities are identified from the *Project WILD K-12 Curriculum and Activity Guide*. Educators can receive this guide by attending a Project WILD workshop. For more details, contact the Pacific Education Institute.

Oregon Forests Resources Institute (OFRI) Materials – A variety of publications and videos from OFRI help to strengthen forest literacy. They provide information and learning activities to support K-12 teachers and their students in learning about the environment.

For more information on receiving these free resources go to: learnforests.org.

Acknowledgements

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Theme 1: What is a Forest?

Washington Forest Education Framework	NGSS Performance Expectations	Project Learning Tree Activities	PEI Resources	Project WILD Activities	Additional Resources
<p>Definition of a Forest</p> <p>1. Forests are ecosystems characterized by a dominance of tree cover and the presence of a wide variety of other organisms (e.g., other plants and animals).</p> <p>2. Forests are comprised of trees that may differ in species, age and size, and are affected by biotic factors (e.g., plants, animals and humans) and abiotic factors (e.g., soils, nutrients, moisture, sunlight and climate).</p> <p>3. Urban forests include all the publicly and privately owned trees within a city, town, or suburb working together as an ecosystem.</p>	<p>K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.</p> <p>K-ESS3.1 Use a model to represent the relationship between the needs of different plants or animals (including humans) and the place they live.</p> <p>2-LS-1 Make observations of plants and animals to compare the diversity of life in different habitats</p>	<p>1: The Shape of Things 2: Get in Touch with Trees 4: Sounds Around 8: The Forest of S.T. Shrew 20: Environmental Exchange Box 22: Trees as Habitat 23: Fallen Log 30: Three Cheers for Trees 41: How Plants Grow 46: Schoolyard Safari -Forest Safari 48: Field, Forest, and Stream 49: Tropical Treehouse 68: Name That Tree 70: Soil Stories 77: Trees in Trouble 78: Signs of Fall</p>	<p>ELA Performance Tasks Off to the Woods</p> <p>Guides Fostering Outdoor Observation Skills</p> <p>FieldDesign: Engineering Design for Field-Based Applications K-5</p> <p>PLT Extensions www.pltwa.com Shape of Things Bingo Trees as Habitats Bingo Fallen Log student page</p>		<p>OFRI Sounds of the Forest</p> <p>Other US Forest Service-Discover the Forest https://discovertheforest.org/</p> <p>Trees Are Terrific! (Ranger Rick's Naturescope Series Vol. 1)</p> <p>PLT Tremendous Science! (E-Unit for Grades K-2)</p> <p>PLT GreenSchools Early Childhood: Site Investigation</p>
<p>Trees as Part of the Forest</p> <p>1. A tree is a woody perennial plant usually 12 feet or more (4 meters or more) tall, with a single main stem and a more or less distinct crown of leaves or needles.</p> <p>2. Trees have life stages that include germination, growth, maturity, reproduction, decline and death.</p> <p>3. As part of the forest ecosystem, trees have various roles (e.g., supplying oxygen, providing habitat, holding soil, moderating temperature, capturing, and storing carbon, and cycling water and nutrients).</p> <p>4. Trees compete with each other and with other plants growing near them for nutrients, sunlight, space and water.</p> <p>5. The health and wellness of trees in a forest ecosystem depend on and are affected by many factors.</p>	<p>K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.</p> <p>K-ESS2-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.</p> <p>2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow.</p>	<p>2: Get in Touch with Trees 4: Sounds Around 21: Adopt a Tree 27: Every Tree for Itself 31: Plant a Tree 36: Pollution Search 41: How Plants Grow 48: Field, Forest, and Stream 62: To Be a Tree 63: Tree Factory -variation 64: Looking at Leaves 65: Bursting Buds 67: How Big Is Your Tree? 70: Soil Stories 76: Tree Cookies 77: Trees in Trouble 79: Tree Lifecycle</p>	<p>ELA Performance Tasks Off to the Woods</p> <p>Guides Fostering Outdoor Observation Skills</p> <p>FieldDesign: Engineering Design for Field-Based Applications K-5</p> <p>Schoolyard Investigations First Grade: Getting to Know a Tree or Shrub</p> <p>PLT Extensions www.pltwa.com Fallen Log Student Page Tree Needs Puzzle</p>	<p>What's That Habitat?</p>	<p>OFRI Forest Essays, Grades 2-3 Forest Fact Breaks: Tree Biology</p> <p>Other US Forest Service-Discover the Forest https://discovertheforest.org/</p> <p>PLT Tremendous Science! (E-Unit for Grades K-2)</p> <p>I-Tree: Tree Benefits www.treebenefits.com</p>

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<p style="text-align: center;">Forests as Ecosystems</p> <p>1. Forest ecosystems consist of different types of organisms (e.g. producers, consumers, and decomposers) and nonliving components (e.g. sunlight, soil, minerals, and water) interacting within a given environment, space, and time.</p> <p>2. Humans depend on and influence forest ecosystems and are themselves influenced by forest ecosystems.</p> <p>3. Forest ecosystems include processes such as photosynthesis, energy flow and the cycling of nutrients, water, carbon, and other matter.</p> <p>4. Forest ecosystems are complex and dynamic, and continuously undergo change or adaptation, ranging from gradual change (e.g., succession and climate) to abrupt change (e.g., fire and disease).</p>	<p>2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats</p> <p>K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.</p> <p>K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.</p> <p>K-ESS2-2. Construct an argument supported by evidence for how plant and animals (including humans) can change the environment to meet their needs.</p>	<p>1: The Shape of Things 3: Peppermint Beetle 16: Pass the Plants, Please 18: Tale of the Sun 22: Trees as Habitat 23: Fallen Log 24: Nature's Recyclers 25: Birds and Worms 27: Every Tree for Itself 45: Web of Life-adapt 46: Schoolyard Safari-Forest Safari 47: Are Vacant Lots Vacant? 48: Field, Forest, and Stream 64: Looking at Leaves 65: Bursting Buds 70: Soil Stories 76: Tree Cookies 77: Trees in Trouble 78: Signs of Fall 81: Living with Fire</p>	<p>ELA Performance Tasks Off to the Woods Going to the Pond What will the Weather Be?</p> <p>Guides Fostering Outdoor Observation Skills</p> <p>Field Design: Engineering Design for Field-Based Applications K-5</p> <p>Field Investigations Butterfly Investigation Weather Investigation</p> <p>PLT Extensions www.pltwa.com Shape of Things Bingo Trees as Habitats Bingo Tree Needs Puzzle</p>	<p>Growing up WILD Looking at Leaves</p> <p>K-12 Guide Graphanimal</p> <p>What's that Habitat?</p> <p>Urban Nature Search (K-2 Adaptation)</p> <p>Busy Bees, Busy Blooms</p> <p>Surprise Terrarium</p> <p>What Bear Goes Where?</p> <p>Seed Need</p>	<p>OFRI Forest Essays, Grades 2-3 Sounds of the Forest Forest Fact Breaks: Ecosystems Water Photosynthesis Wildlife Wildfire</p> <p>Other US Forest Service-Discover the Forest https://discovertheforest.org/</p> <p>Starflower lessons- https://www.wnps.org/starflower</p> <p>Trees Are Terrific! (Ranger Rick's Naturescope Series Vol. 1)</p> <p>PLT Tremendous Science! (E-Unit for Grades K-2)</p> <p>PLT GreenSchools Early Childhood: Site Investigation</p>

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Washington Forest Education Framework	NGSS Performance Expectations	Project Learning Tree Activities	PEI Resources	Project WILD Activities	Additional Resources
<p style="text-align: center;">Forests as Ecosystems (continued)</p> <p>5. Natural and human-caused disturbance events are a part of forest ecosystems. Examples of natural events are wind and volcanic activity, and examples of human-caused events are logging, road construction and development. Wildfire is a disturbance that can be both natural and human-caused.</p> <p>6. Forests are interconnected with other terrestrial (e.g., rangeland) and aquatic (e.g., estuary) ecosystems, forming a larger system.</p> <p>7. Washington's regions vary in soil types, elevation, temperature, wind, and rainfall patterns. These variations create the different forest types and residents (plants and animals) that, together with disturbance histories, contribute to that region's biodiversity.</p>			<p>Forests of Washington Ecosystems ⁴ Adapt for K-2 and/or background knowledge</p> <p>2. Getting to know the Trees of Washington</p> <p>4. Forest Homes</p> <p>5. Come Grow With Us</p> <p>7. Fire: Friend or Foe</p>		
<p style="text-align: center;">Forest Classification</p> <p>1. Trees can be identified by their leaves, seeds, cones, flowers, fruits, and other characteristics. Trees can be classified into family, genus and species groups based on their reproductive parts and/or genetics.</p> <p>2. Different forest biomes exist around the world. Examples include tropical forests, temperate forests, and boreal forests. Washington is in the temperate forest biome.</p> <p>3. Many different forest types exist within a biome, typically named by their dominant tree species. Common forest types in Washington include spruce-hemlock, Douglas-fir, ponderosa pine, mixed conifer, and hardwood.</p>	<p>(Somewhat relevant) 1- LS1- 1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.</p> <p>2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats</p>	<p>6: Picture This! (with adaptations)</p> <p>16: Pass the Plants, Please</p> <p>20: Environmental Exchange Box</p> <p>27: Every Tree for Itself</p> <p>43: Have Seeds, Will Travel</p> <p>49: Tropical Treehouse</p> <p>61: The Closer You Look</p> <p>62: To Be a Tree</p> <p>64: Looking at Leaves</p> <p>65: Bursting Buds</p> <p>68: Name That Tree</p> <p>70: Soil Stories</p>	<p>Forests of Washington Ecosystems Adapt for K-2</p> <p>1. There's no Place Like Home</p> <p>2. Getting to know the Trees of Washington</p> <p>4. Forest Homes</p> <p>5. Come Grow With Us</p> <p>Schoolyard Investigations First Grade: Getting to Know a Tree or Shrub</p>		<p>OFRI Forest Essays Grade 2-3</p> <p>Other Starflower Tree ID cards- https://www.wnps.org/starflower</p> <p>US Forest Service Coloring Pages https://www.fs.fed.us/wildflowers/kids/coloring/index.shtml</p> <p>Native Plant Society https://www.wnps.org/cps-programs/education</p> <p>Tree/Plant ID app- https://www.treespnw.com/</p> <p>PLT Tremendous Science! (E-Unit for Grades K-2)</p>

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Theme 2: Why are Forests Important?

Washington Forest Education Framework	NGSS Performance Expectations	Project Learning Tree Activities	PEI Resources	Project WILD Activities	Additional Resources
<p style="text-align: center;">Historical Importance</p> <p>1. Today, as in the past, forest continue to play a significant cultural, spiritual, and economic role in Native American Societies.</p> <p>2. In Washington’s development toward becoming a state, forests provided basic resources for Native Americans and settlers, jobs for a growing workforce, resources for building the nation and dollars for a new state economy.</p> <p>3. As multiple demands on forests increased, the practice of forest management evolved to conserve and preserve natural resources and to improve society’s use of forestlands. It incorporated scientific principles and an understanding of competing interests.</p> <p>4. Historical perspectives, which may include aesthetic, cultural, spiritual, economic, and educational factors, form our understanding of forests and our personal connections to forests, and guide decisions to ensure forests for future generations.</p>		<p>54. I’d Like to Visit a Place Where</p> <p>95: Did You Notice?</p>	<p>Forests of Washington History for background</p>		<p>Other Why Would Anyone Cut a Tree Down? Adapt mini unit for lower grades</p> <p>PLT Tremendous Science! (E-Unit for Grades K-2)</p>

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Washington Forest Education Framework	NGSS Performance Expectations	Project Learning Tree Activities	PEI Resources	Project WILD Activities	Additional Resources
<p>Environmental Importance</p> <ol style="list-style-type: none"> 1. Forests affect air, water, and soil quality. 2. Forests provide habitat for fish and wildlife. 3. Forests provide the opportunity to study ecosystems, conservation, and natural resource management. 4. Forests sequester carbon from the atmosphere and are an essential component of the global carbon cycle. Forest products made from wood also store carbon. 5. Washington 's forests are important ecological systems, interconnected with other systems not only environmentally, but socially and economically. Changes in the conditions and uses of Washington 's forests may affect the conditions and uses of forests worldwide. 	<p>K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.</p> <p>2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.</p>	<p>1: The Shape of Things 2. Sounds Around 3: Peppermint Beetle 13: We All Need Trees 8: The Forest of S.T. Shrew 22: Trees as Habitat 23: Fallen Log 24: Nature's Recyclers 30: Three Cheers for Trees 46: Schoolyard Safari 44. Water Wonders 47: Are Vacant Lots Vacant? 49: Tropical Treehouse 67: How Big Is Your Tree? 70: Soil Stories 89: Trees for Many Reasons 95: Did You Notice?</p>	<p>ELA Performance Tasks Off to the Woods Forest Benefits (background information)</p> <p>PLT Extensionswww.pltwa.com Tree Needs Puzzle Leaf as a System</p>	<p>Growing up WILD Looking at Leaves</p> <p>K-12 Guide Graphananimal</p> <p>My Kingdom for a Shelter</p> <p>What's That, Habitat?</p> <p>Urban Nature Search (K-2 Adaptation)</p> <p>Busy Bees, Busy Blooms</p> <p>Surprise Terrarium</p> <p>What Bear Goes Where?</p>	<p>OFRI Forest Essays, Grades 2-3 Sounds of the Forest Forest Fact Breaks: Ecosystems Water Photosynthesis Wildlife</p> <p>Other Carbon Cycle Game Rain Forest Alliance https://www.rainforest-alliance.org/curricula/climate</p> <p>PLT Tremendous Science! (E-Unit for Grades K-2)</p> <p>I-Tree: Tree Benefits www.treebenefits.com</p>
<p>Social Importance</p> <ol style="list-style-type: none"> 1. Washington 's forests provide basic resources that people use every day. 2. Individuals hold different values concerning forests and their use, based on their experience and connection with the forest. 3. Forests influence the economic, social and cultural composition of both urban and rural communities 	<p>K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.</p>	<p>13: We All Need Trees 16: Pass the Plants, Please 18: Tale of the Sun 21: Adopt a Tree 30: Three Cheers for Trees 32: A Forest of Many Uses 39: Energy Sleuths 51: Make Your Own Paper 54: I'd Like to Visit a Place Where... 55: Planning the Ideal Community 95: Did You Notice?</p>	<p>ELA Performance Tasks Off to the Woods Forest Benefits (background information)</p>		<p>Other Why Would Anyone Cut a Tree Down? Adapt mini unit for lower grades</p>

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Washington Forest Education Framework	NGSS Performance Expectations	Project Learning Tree Activities	PEI Resources	Project WILD Activities	Additional Resources
<p style="text-align: center;">Economic Importance</p> <p>1. Forests provide multiple economic benefits, including jobs and forest products; renewable energy and minerals; financial returns to owners and investors; and ecosystem service benefits such as carbon storage, clean water, recreation, and tourism.</p> <p>2. Forests provide income for local, state, national, and international economies. Washington’s forest sector is one of the state’s largest economic sectors and provides critical resources and products to the global marketplace, including softwood lumber, plywood, and engineered wood products.</p> <p>3. Forest products are an important component of Washington’s “green” economy. They come from a renewable resource and store carbon, and most are also reusable and recyclable.</p> <p>4. Economic returns to forest landowners are important in preventing the loss of forests to other non-forest land uses.</p>		<p>13: We All Need Trees 32: A Forest of Many Uses 39: Energy Sleuths 51: Make Your Own Paper</p>	<p>ELA Performance Tasks Off to the Woods Forest Benefits (background information) Forest Management (background information)</p>		<p>OFRI Forest Activity Sheet Forest Fact Breaks: Wood Products Forest Management</p> <p>Other PLT Tremendous Science! (E-Unit for Grades K-2)</p> <p>I-Tree: Tree Benefits www.treebenefits.com</p> <p>Why Would Anyone Cut a Tree Down? Adapt mini unit for lower grades</p>

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Theme 3: How Do We Sustain Our Forests?

Washington Forest Education Framework	NGSS Performance Expectations	Project Learning Tree Activities	PEI Resources	Project WILD Activities	Additional Resources
<p>Forest Ownership</p> <p>1. The size and scale of forest ownership can vary from hundreds of thousands of acres in a national forest to an individual patch of trees in an urban forest.</p> <p>2. Washington’s forests are managed under private (e.g., family and industrial) and public (e.g., state and federal) ownership. Each type of ownership may have different management objectives and may be subject to different laws and policies.</p> <p>3. Forestlands— as well as fire and other disturbances that affect them – cross natural boundaries, such as watersheds, and administrative boundaries, such as city limits and private property lines.</p> <p>4. Many forest landscapes are made up of a variety of ownerships, a mix of management objectives, and a blend of forest ecosystems.</p>		31: Plant a Tree	<p>ELA Performance Tasks</p> <p>Off to the Woods</p>		<p>OFRI</p> <p>Forest Fact Breaks:</p> <p>Forest Management</p>
<p>Forest Management</p> <p>1. Forest management is a long- term process that can lead to changes in tree species composition, size, and age, as well as in forest health and resilience.</p> <p>2. Forest management ranges from active management (e.g., planting, thinning, and harvesting) to passive management (e.g., set- asides and wilderness areas) to grow, restore, maintain, conserve, or alter forests.</p> <p>3. Forest management includes the use of natural processes and goal-oriented decisions and actions to achieve a variety of desired outcomes, including ecological (e.g., improving wildlife habitat), economic (e.g., timber production), and social (e.g., recreation) outcomes. Many of these outcomes are interrelated and can be managed for simultaneously, while others may be incompatible.</p> <p>4. In Washington, forest management in private and state forests is regulated</p>		<p>31: Plant a Tree</p> <p>69: Forest for the Trees adapt for younger grades</p>	<p>ELA Performance Tasks</p> <p>Forest Benefits (background information)</p> <p>Forest Management (background information)</p>		<p>OFRI</p> <p>Forest Fact Breaks:</p> <p>Forest Management</p>

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<p>by the Washington Forest Practices Act, which aims to sustain forest land for timber production and the other benefits forests provide, including clean water, wildlife habitat, and recreation.</p> <p>5. As human populations and global demand for forest resources increase, forest management and advances in research and technological systems can help to ensure forest resources are maintained or improved to produce the desired values and products.</p>					
<p>Forest Management Decisions</p> <p>1. A variety of individuals, companies, organizations, and government agencies manage forests. Forest management decisions may involve some or all of these working collaboratively to ensure mutually beneficial outcomes.</p> <p>2. Forest resource professionals aim to meet individual, societal and environmental needs.</p> <p>3. The type and intensity of forest management is dependent on the purposes for which the forest is managed, as well as forest type, ownership, size, and location.</p> <p>4. Washington foresters and forest managers prepare forest management plans based on landowner goals and objectives, capabilities of the forest site, laws, and available tools (e.g., planting, harvesting, and using prescribed fire).</p> <p>5. The public empowers governments to conserve, maintain and sustain forest resources by enacting laws, creating policies, establishing agencies, creating public lands and providing management guidelines and continuing education for forest landowners.</p> <p>6. Government has a role in actively engaging organizations, businesses, communities and individuals in forest management and policy decisions, especially for publicly owned forests.</p>					

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<p>7. Sustainable management of forests takes into account social, economic and ecological dimensions of sustainability. It includes maintaining forest health, productivity and diversity, and conserving a forested land base for the needs of present and future generations.</p> <p>8. Changing public demands and expectations for the forest, as well as unanticipated events, affect decisions about forest resource use. Sound management based on scientific research, economic analysis and public involvement is required.</p>					
Washington Forest Education Framework	NGSS Performance Expectations	Project Learning Tree Activities	PEI Resources	Project WILD Activities	Additional Resources
<p>Forest Management Perspectives</p> <p>1. People have differing perspectives about forest management, which can be affected by politics, science, economics, values, perception, and experience.</p> <p>2. Forest management can be controversial because of diverse perspectives as well as the complex nature of forest ecosystems.</p> <p>3. Issues related to forest management include the effects of timber harvest, carbon sequestration and climate change, forest land uses, wildfire, and others.</p> <p>4. Involving multiple perspectives in decision-making, especially with regard to Washington’s public forests, can lead to more effective problem-solving and result in more sustainable outcomes for Washington’s forests.</p>		<p>32: A Forest of Many Uses</p>	<p>ELA Performance Tasks Forest Benefits (background information) Forest Management (background information)</p>		

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Theme 4: What is Our Responsibility to Washington Forests?

Washington Forest Education Framework	NGSS Performance Expectations	Project Learning Tree Activities	PEI Resources	Project WILD Activities	Additional Resources
<p>Our Connection to Washington's Forests</p> <p>1. Everyone should have the opportunity to identify and explore their personal connection with forests.</p> <p>2. Resources we use and consume every day are connected to Washington's forests.</p> <p>3. There are many ways that individuals can connect with forests in Washington, including hiking and picnicking in forests, volunteering for projects in and around forests, becoming informed and active voters, attending public meetings, and making wise consumer choices.</p>		<p>13: We All Need Trees 18: Tale of the Sun 21: Adopt a Tree 22: Trees as Habitats 23: Fallen Log 30: Three Cheers for Trees 31: Plant a Tree 32: A Forest of Many Uses 46: Schoolyard Safari-Forest Safari 54: I'd Like to Visit a Place Where... 61: The Closer You Look 89: Trees for Many Reasons</p>	<p>ELA Performance Tasks Off to the Woods Going to the Pond What will the Weather Be? Forest Benefits (background information)</p> <p>Guides Field Investigations Fostering Outdoor Observation Skills</p> <p>Schoolyard Investigations First Grade: Getting to Know a Tree or Shrub</p>	<p>Graphanimal</p> <p>Urban Nature Search (adapt to be Forest Nature Search)</p> <p>Seed Need</p> <p>Project WILD Aquatic: Rainy Day Hike</p>	<p>OFRI Forest Activity Sheet Forest Fact Breaks: Wood Products Forest Management</p> <p>Other US Forest Service-Discover the Forest https://discovertheforest.org/ Why Would Anyone Cut a Tree Down? Adapt mini unit for lower grades</p> <p>PLT Tremendous Science! (E-Unit for Grades K-2)</p>
<p>Working for the Future of Washington's Forests</p> <p>1. Everyone has a responsibility to treat forests with respect and to become a conscientious steward of Washington's forests and forest resources.</p> <p>2. Personal behaviors directly impact the health and resiliency of our forests. For example, the products we buy, how we treat trails and campgrounds, and how we hunt or use fire can either harm or help forests.</p> <p>3. Choices we make regarding the use of forest resources affect our ability to sustain forest ecosystems into the future.</p> <p>4. A variety of professionals and skilled trade workers are needed to sustain our forests, including foresters, biologists, soil scientists, engineers, lawyers, information technology professionals, land managers, investors, environmental educators, communications specialists, logging operators, mechanics, and wood products manufacturers.</p> <p>5. As individuals or as members of groups, we can influence laws and policies about Washington's forests.</p>		<p>30: Three Cheers for Trees 31: Plant a Tree 36: Pollution Search 51: Make Your Own Paper 54: I'd Like to Visit a Place Where... 81: Living with Fire 87: Earth Manners 89: Trees for Many Reasons</p>	<p>ELA Performance Tasks Off to the Woods Going to the Pond What will the Weather Be? Tree Benefits (background information) Forest Management (background information)</p>		<p>US Forest Service-Discover the Forest https://discovertheforest.org/ Why Would Anyone Cut a Tree Down? Adapt mini unit for lower grades</p>