

# Lesson Plan

# the Naturalist's Notebook

*Create a Model of a Hollow Log—Third Grade*

## Plant Science Discussion

This discussion builds on information students already know about trees. These questions will help students focus their attention on the activity.

- ¶ What happens to trees that fall in the forest?
- ¶ Can you identify a tree by characteristics other than leaves?
- ¶ What do the rings on a cut tree stump represent?
- ¶ What is the function of tree bark?

## Young Naturalist's Notebook Writing

### Observation

Today's entry focuses on observations made while walking outside, including the location of the walk, a summary of weather conditions, numbers and types of trees observed, descriptions of trees at various stages of their life cycle, and unusual occurrences.

### Creativity

Building on information gained through observation, the writer creates a paragraph that highlights the most memorable event of the day.



Model of a hollow log  
occupied by a barred owl

---

---

Lesson plan created by Peggy Cunningham, third grade teacher, Hall-Woodward Elementary School, Winston-Salem, N.C.

*Author's comment: Creating the model is a nice reminder of animals that live in hollow logs. The activity is very useful for schools with limited funds for supplies.*

NCSCOS: Art 1.02, 1.06, 2.01, 2.05; Language Arts 4.02, 4.08; Science 1.03, 2.04

## Naturalist's Notebook

lesson plans accompany the Naturalist's Notebook for K–5 Educators, a quarterly publication of Reynolda Gardens of Wake Forest University. Each plan integrates plant science, art, and writing activities and correlates with the North Carolina Standard Course of Study.



## Materials

- Medium to large sturdy tubes, such as those used for rugs
- Plain white paper
- Tree bark (on a live tree)
- Black construction paper
- Dark crayon
- Scissors
- Glue



## Time: Three Class Periods

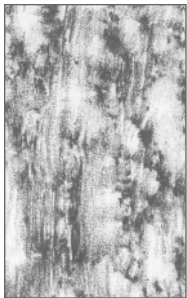
- Explanation of project, science discussion, and bark rubbing.
- Make silhouette and complete art project.
- Complete writing project for *Young Naturalist's Notebook*.



## Advance Preparation

- Cut tubes six to ten inches long, then cut an oval on one side.
- Prepare a complete model.

## Art Project Procedure



### Inside

Demonstrate a crayon rubbing on an object in the classroom. Discuss what this process tells you about a surface. Distribute plain paper and ask students to take a brown, black, or gray crayon with them outside.

### Outside

Each student will complete a rubbing, but students can be organized singly or in partners. Present guidelines about how you want them to locate different types of trees and do bark rubbings so that, as a class, they will make rubbings representing several tree species.

### Inside

When you return to the classroom, show a model of a log segment, with a bark rubbing outside and a silhouette of an animal inside. Distribute tubes. Have each student glue a rubbing onto a tube, carefully poke a hole in the center of the oval, cut toward the edge of the hole, turn the cut edges to the inside, and glue them to the inside of the tube.

Have each student choose an animal that typically lives in a hollow tree, draw a simple outline of it on black construction paper, and add a tab at the top and the bottom. The silhouette should be cut out and glued onto the inside of the tube, behind the oval hole.

---

Reynolda Gardens of Wake Forest University is located within the boundaries of the 1,067-acre estate that was established by Mr. and Mrs. R. J. Reynolds in the early twentieth century. Today, RGWFU consists of 125 acres of woodlands, open fields, and wetlands; four acres of formal gardens; and a greenhouse range with conservatory. Student visit times are limited. Reservations are taken only in early August for the following school year.

**Call the education office (336.758.3485) for information on programs and scheduling.**

---