

GP1283

Leaf Press Journal (Pk/24)

Item Number

GP1283

1.3



Project Ideas • Cross Curricular
Links • Activity Sheets

S&S Worldwide
MAKING IT EASY
to Help People Play and Learn

Leaf Press Journal (Pk/24)

PLEASE READ ALL INSTRUCTIONS BEFORE STARTING

MORE IDEAS...



Use the Internet to help you research and find the names of the leaves you have collected for your journal.



Add pressed flowers to your journal.



Decorate your journal with more construction paper, markers and paint.



Use your journal as a diary, or to remember a trip you have taken.

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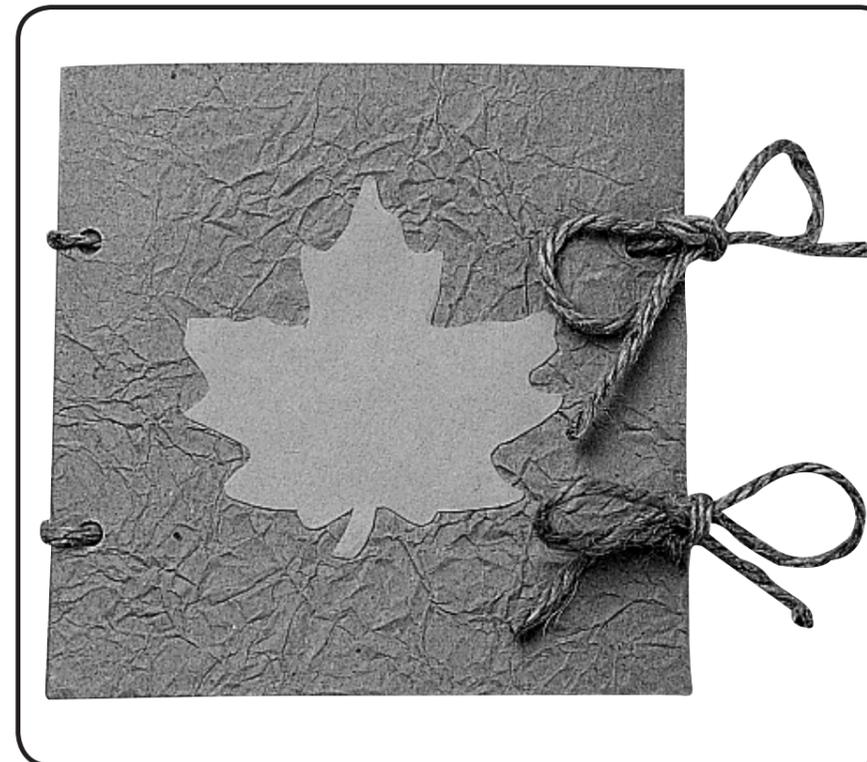
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YOUR KIT CONTAINS:

- Precut Maple Leaves
- Cardboard Squares
- Glue
- Brushes
- Assorted Construction Paper
- Craft Paper Squares
- Jute Cord
- Construction Paper Squares

AGE GROUP: 7 and up
PROJECT TIME: 45 minutes

YOU WILL NEED:

- Scissors
- Paper Cutter (Optional)
- Ruler
- Pencil
- Cups for Water
- Hole Punch

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Teaching Activities Inside

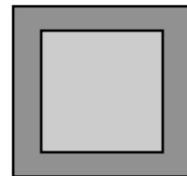
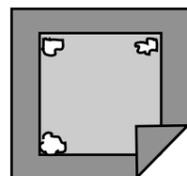
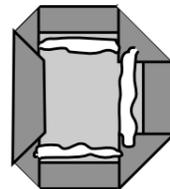
PREP INSTRUCTIONS:

These instructions can be skipped if you have students who are able to utilize a ruler and scissors.

1. Select 24 pieces of construction paper for the inside covers of the journals.
2. Using a paper cutter or scissors, cut two 5-1/2 x 5-1/2 inch squares from each piece of construction paper.
3. Cut 48 pieces of jute cord 24 inches long.

INSTRUCTIONS:

1. Take 2 pieces of 8 x 8 inch craft paper and carefully crumple them into balls and then unroll again without tearing the paper.
2. Mix 2 parts glue to 1 part water. Using a foam brush, apply the glue mixture onto the white side of one of the cardboard squares.
3. Press one of the wrinkled pieces of craft paper onto the white side of the cardboard piece with the glue mixture. The cardboard should be centered on the piece of craft paper (see figure A). Press down on the paper so that it adheres to the cardboard. Do not smooth out the wrinkles. Let dry.
4. Repeat steps 2 and 3 for the other piece of paper and a second piece of cardboard. These are the front and back covers.
HELPFUL HINT: To prevent the covers from curling, place them under a book or other heavy object while they dry.
5. Place one cover (craft paper side down) on your work surface. Brush the glue mixture onto the four corners, and fold the paper corners over onto the cardboard and glue mixture (see Figure B). Repeat for second cover. Let dry.
6. Place one cover (craft paper side down) on your work surface. Brush the glue mixture onto the four sides of the cardboard and fold the paper edges over onto the cardboard and glue mixture (see Figure C). Repeat for second cover and let dry.

FIGURE A**FIGURE B****FIGURE C****FIGURE D**

Name: _____ Date: _____

Life of a Leaf

Solve the math word problems.

1. As the wind blew, seven leaves fell from the oak's branches. Four of these leaves were red. How many leaves were not red? _____
2. Three children were collecting leaves in their backyard. Each child collected five leaves. How many leaves did they collect all together? _____
3. After sorting the leaves I collected, I found that I had 6 oak leaves, 4 maple leaves and 7 birch leaves. How many leaves did I have all together? _____
4. It was almost winter and most of the leaves had fallen to the ground. When I looked at the tree, I counted 37 leaves left. The next morning, I counted again and there were only 11 leaves left. How many leaves fell overnight? _____

Choose the correct tense to fill in the blank.

leaf I found three orange leaves, two green leaves and one red _____
leaves on the ground.

branch As Sally climbed the tree, she had to be careful because there were
branches many broken _____.

tree Jack helped his mom plant a row of young _____ along the sidewalk.
trees

ARTS

OBJECTIVE: Students will make colorful leaf rubbings with a variety of materials.

SUGGESTED TIME FRAME: 30 minutes

ADDITIONAL MATERIALS: materials for leaf rubbings (colored pencils, crayons, chalk, paints, sponges, for example), white paper, leaves.

PROCEDURE: Explain to the students that they are going to create colorful leaf rubbings. Have the students collect leaves that have different textures. Display a variety of materials for leaf rubbing that the students can choose from. Model this activity by placing a leaf under a piece of paper. Using a crayon, for example, rub lightly over the leaf until the leaf outline is visible on the white paper. Have the students use different materials and varying amounts of pressure to create colorful leaf rubbings. Students may also enjoy using small twigs, flower petals and seeds in their picture.

LANGUAGE ARTS

OBJECTIVE: Students will write a fictional story about being a tree.

SUGGESTED TIME FRAME: 40 minutes

ADDITIONAL MATERIALS: writing paper

PROCEDURE: Prior to beginning the writing activity, ask the students what they think trees might feel or think about. Write some of their suggestions on the board. You may want to read *The Giving Tree* by S. Silverstein (Harper & Row) to the class.

Discuss this tree's strong feelings toward the boy. Explain to the class that they are going to write a fictional story about being a tree. In their story, they could include the tree's feelings, the tree's friends, how old the tree is and what this tree does in his or her life. When the students are finished, they can share their stories with the rest of the class.

LANGUAGE ARTS

OBJECTIVE: Students will write how leaves and trees change in the four seasons in their leaf journal.

SUGGESTED TIME FRAME: 40 minutes

ADDITIONAL MATERIALS: paper, crayons

PROCEDURE: With the students, discuss the four seasons and what is seen outside in each

season. Write their ideas on the board. Give each student some paper to use as a rough draft. Explain to the students that they need to write about how leaves and trees change in each season. They can write a paragraph, a descriptive sentence, a poem, or one of your own choices. After they have written about how leaves and trees change, they can illustrate their writing. The students can write and illustrate their final drafts in their leaf journal. In their illustrations, they may wish to include real leaves, twigs or flowers to add detail and texture. When finished, have the students take turns sharing their work with their peers.

MATH

OBJECTIVE: Students will play the One-Difference Train Game

SUGGESTED TIME FRAME: 30 minutes

ADDITIONAL MATERIALS: leaves

PROCEDURE: Prior to the lesson, collect numerous leaves to be used in this activity (or use leaves that the students collected from other activities). Explain to the students that they are going to play the One-Difference Train Game. Each leaf is going to represent a train car. Each train car can be different from the previous "car" in one way only – shape, size or color. On the board, write:

SHAPE	SIZE	COLOR
(oak)	large	green
(pine)	small	brown
(maple)		red
(birch)		yellow

In the column titled shape, you may want to draw a picture of a leaf or write the kind of tree it is from. Model by choosing one leaf to be the first train car. Then choose another leaf that is the same size and shape but a different color, for example. Explain to the class that this leaf is different from the first leaf in only one way. After a few examples with explanations, the students will quickly catch on. Once the students feel comfortable to try it, divide the class into small groups and have them practice playing the One-Difference Train Game. The goal of the game is to try to use up all the leaves. Remind the students to think and to plan ahead so they don't get stuck with extra leaves.

MATH

OBJECTIVE: Students will work in cooperative groups to sort leaves by color, size and shape.

SUGGESTED TIME FRAME: 40 minutes

ADDITIONAL MATERIALS: glue, small paper or plastic bags, leaves, (optional: construction paper)

PROCEDURE: This activity may work best in the fall but leaves can be collected any time of the year. Explain to the students that they are going to go on a nature walk to collect a variety of leaves. Give each student a small paper or plastic bag to collect approximately twenty leaves. Once the leaves are collected and the students are back in their seats, have the students divide into groups of three or four and display their leaves on their desks. With the class, discuss some ways these leaves could be sorted, including by color, by size and by shape. Give each group a few minutes to sort all their leaves one way. Then have each group share their sorting style. Repeat until each group has sorted three different ways. When finished sorting, students may want to choose some of their favorite leaves to put into their leaf journal. Others may choose to glue their leaves onto construction paper.

SCIENCE

OBJECTIVE: Students will sequence the growth of a seed to a full-grown tree.

SUGGESTED TIME FRAME: 45 minutes

ADDITIONAL MATERIALS: index cards, reference materials, hole punch, paper clips, crayons.

PROCEDURE: Explain to the students that just like humans, trees go through stages of life. See if any of the students can name any of the stages of a tree's life. Write the students' ideas on the board. After the discussion, explain that there are four general stages – seed – sapling – young tree – mature tree. Students may want to use reference materials such as *Tree* by D. Burnie (Alfred A. Knopf) or *Junior Science Book of Trees* by R. Lemon (Garrard) to find other stages of a tree's life. The seeds differ and the length of time each stage lasts differs depending on the tree. Using reference materials, have the students find out information about specific trees. Give each student five index cards. On

each card, have the students draw a stage of a tree's life and number each card one through four. When finished illustrating, the students can write a title on the fifth card, punch holes in the cards and hang the cards vertically in appropriate order.

Life of an Oak Tree	
1.	
2.	
3.	
4.	

LANGUAGE ARTS

OBJECTIVE: Students will write descriptive sentences about specific leaves for their leaf journal.

SUGGESTED TIME FRAME: 40 minutes

ADDITIONAL MATERIALS: leaves, glue

PROCEDURE: After the students' leaf journal is put together, the students may want to write about leaves and put leaves in their journals. Display a variety of leaves on a table and explain to the students that they need to choose a leaf and write a descriptive sentence about that leaf. With the class, brainstorm a list of words that may be used to describe a leaf. Write their ideas on the board. If the students have difficulty coming up with words, give topic suggestions such as: color, shape, size and texture. Have the students choose a leaf and write a descriptive sentence. After writing, have all the students display their chosen leaves. Each student can take turns reading their descriptive sentence and seeing if the class can guess which leaf is being described. When finished, students can write their sentence and glue their leaf in their leaf journal.

EXAMPLE: This small, reddish brown leaf has jagged edges with a sharp point.

7. Place one cover (craft paper side down) on your work surface. Brush the glue mixture onto the center of the cardboard and place a 5-1/2 x 5-1/2 inch piece of construction paper on top (see Figure D). Repeat for second cover and let dry.

8. Punch four holes in one cover (see Figure E). Instructor assistance may be needed for this step.

9. Lay the first cover on top of the second and mark where the holes are located. Punch the four holes on the second cover. Assistance may be necessary.

10. Lay the covers next to each other on your work surface, construction paper side up (see Figure F).

11. Thread a piece of jute through the top holes in the covers (see Figure G). Repeat with second piece of jute for lower holes.

12. Place 12 pieces of 6 x 6 inch off-white construction paper on top of the right cover (see Figure H).

13. Close journal by placing front cover over back cover, with the pages in between. Pull cords tight and tie a bow with each cord (see Figure I).

14. Glue on maple leaf to the front of the journal (see Figure J). Let dry.

15. Now your journal is ready for collecting leaves. Use extra construction paper to decorate your leaf pages. Make sure to write down where you found your leaves and their names if you know them.

FIGURE E

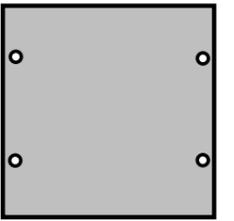


FIGURE F

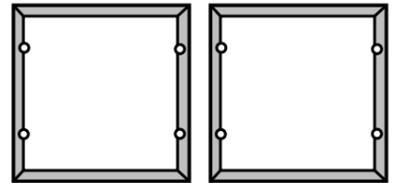


FIGURE G

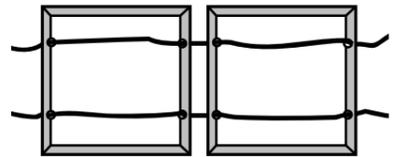


FIGURE H

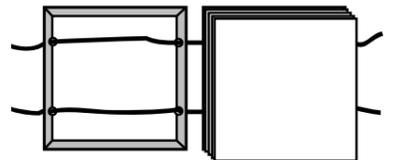


FIGURE I

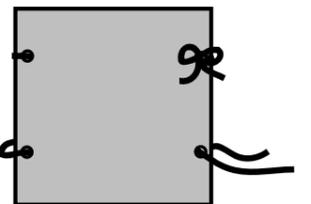


FIGURE J

