



## Programme Cycle Three

### TEACHER INSTRUCTIONS

#### Be a Leaf Collector

Collecting and drawing leaves will teach children to identify local trees and plants. This exercise will also introduce them to a visual form of recording and help them maintain confidence and interest in drawing as a means of communication. This project is best conducted in the autumn or early winter.

#### You will need

- leaves from different types of tree
- a scrapbook or their nature diary
- a tree identification book
- a pen or a computer with a printer
- glue or sticky-backed plastic
- paper
- pencil or fine-line pen



#### What to do

1. Ask your students to go outside and collect some autumn leaves. They should choose ones with no holes or tears and ones that are not too dry or scrunched up.
2. If they have collected lots of the same ones, they should put the leaves into piles of the same sort on the table - all the oak leaves together, all the chestnut leaves, and so on. They should choose the best one or two specimens and put the rest in the compost bin or back on the ground so they can rot.
3. Now get the students to organise the leaves into a line; start with the smallest, simplest leaf, then the next smallest, and so on. Put the compound leaves after the simple leaves - they are the ones with leaflets.
4. On the first page of their scrapbook, they need to write their name, the date and the title - 'My Leaf Book'. They might like to do all the writing on the computer, print it out then cut it out and stick it in the scrapbook. On the next page, they should stick their first leaf. If they are using sticky-backed plastic, you may need to help them.
5. They should continue sticking the leaves in their book, one on each page.
6. Use a guide to the most common tree leaves to identify what tree the leaf belongs to. You could use a tree identification book.
7. When they've finished, place their scrapbook under a pile of books for a month or so. This will preserve the leaves, and their book will last a long time.
8. The Students may want to draw some of the leaves. Ask them to lay the leaves out carefully on the table and decide which one they are going to draw.
9. Encourage them to look closely at the leaves, noticing the shape, the veins, the margin (or edge) and the stalk.



# PLANTS AND VEGETATION



## *Programme Cycle Three*

### **TEACHER INSTRUCTIONS**

#### **Tips and advice**

- If you use the computer, use 48- or 72-point font-size.
- Don't be put off if you don't know the names of all the plants or cannot find them in a tree identification book. Some will be from ornamental trees rather than native species, and will be difficult to identify.

#### **Background information**

- Simple leaves: the common, simple leaf-shape.
- Compound leaf: a leaf made up of small leaflets which all join to the midrib of the leaf. If the leaflets do not go right to the midrib, they are called lobes, not leaflets.
- Midrib: the central vein of a leaf.
- Margin: the edge of the leaf; it can be entire (smooth), serrated, lobed or toothed (dentate).
- Palmate leaf: resembles an outstretched hand. Linear leaf: a long, thin leaf-shape.
- Leaflets: lots of mini leaves which make a whole leaf.

Common trees include: alder, ash, beech, birch, elder, field maple, hazel, holly, hawthorn, horse chestnut, lime, oak, mountain ash (rowan), plane, sweet chestnut, sycamore, and yew. This does not include the conifers, apart from the yew tree.

#### Curriculum Links:

SESE Living things, plants and animals, environmental awareness and care