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Kit may contain silicone gel packets, which should be removed before use.

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## Wooden Leaf Kit (Pk/48)

PLEASE READ ALL INSTRUCTIONS BEFORE STARTING



### YOUR KIT CONTAINS:

- Wooden Leaves
- Markers
- Ribbon

### YOU WILL NEED:

- Clear Work Surface

**AGE GROUP:** 5 and up  
**PROJECT TIME:** 20 minutes

### INSTRUCTIONS:

1. Cover work surface with tablecloth.
2. Plan your design before starting.
3. Start coloring a leaf as desired – **Note:** Colors will bleed into each other. This makes a more natural shaded look to the design.
4. If you desire darker colors, go over the piece again with the same color or a different color, to add tones and highlights to the leaf.
5. Let dry before using.
6. Tread a piece of ribbon in the stem and knot, to make a hanging loop.

**Teaching Activities Inside**

ARTS/WRITING

**OBJECTIVE:** Make Leaf rubbings  
**SUGGESTED TIME FRAME:** 30 minutes  
**ADDITIONAL MATERIALS:** Paper, crayons without paper  
**PROCEDURE:** Collect some leaves and place the leaves in a design on the table and place the paper carefully over the leaves. Using the side of the crayon (without the paper wrapping on it), gently rub over the paper. The students can use different color crayons and different leaves to create a variety of designs. When the rubbings are completed, the children can add any other drawings to their paper. At the bottom of the paper, leave space for the students to write a sentence about their picture.

LANGUAGE ARTS

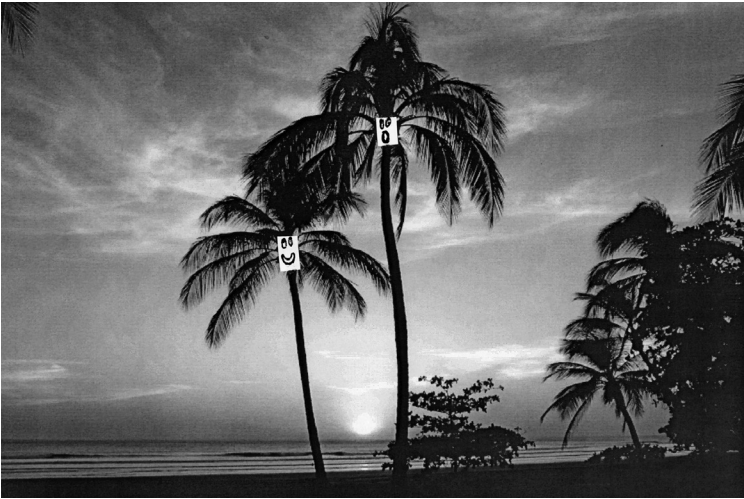
**OBJECTIVE:** Write a descriptive poem about leaves.  
**SUGGESTED TIME FRAME:** 35-45 minutes  
**ADDITIONAL MATERIALS:** Writing paper  
**PROCEDURE:** Brainstorm with the students a list of words that best describe the leaves. Encourage the students to think about color, shape, and height when describing the leaf. Make a list of words on the board for the students to use in their poems. The teacher may decide on a specific poetry style (for example: shape, name, limerick- a five line funny poem with lines1,2, and 5 rhyming and lines 3 and 4 rhyming, Haiku- three line poem with 5 syllables in the first and last line and 7 syllables in the middle line). Have the students work in groups of three or four when writing the poem. When the poem is written, make a picture illustrating the poem.

SCIENCE/LANGUAGE ARTS

**OBJECTIVE:** Compare and contrast the leaves to each other.  
**SUGGESTED TIME FRAME:** 30 minutes  
**ADDITIONAL MATERIALS:** A variety of seeds, chart paper, writing paper, magnifying lens.  
**PROCEDURE:** Display a variety of seeds on the table or a piece of paper. It is important to get at least 5 or 6 different seeds. Seeds that are different sizes and colors are easier for the students to describe. Have the students orally describe each seed’s characteristics and look through a magnifying lens. Record the students’ observations on the chart paper. Have the students write descriptive paragraphs about a particular seed without saying the seed’s name. When read to the class, see if the other students can identify which seed is being described.

SPELLING/WRITING

**OBJECTIVE:** Identify words beginning with L (leaf) or T (tree)  
**SUGGESTED TIME FRAME:** 30 minutes  
**ADDITIONAL MATERIALS:** Chart paper, writing paper  
**PROCEDURE:** Prior to the lesson, decide which letter the student will use. Brainstorm with the students lists of words beginning with L or T. Write the list of words on the chart paper. Encourage the students to come up with words that are nouns (people, places, and things), verbs (shows action) and adjectives (descriptive words). Have students put words together to write silly sentences. Illustrate the sentence.



Two Tall Trees Try Talking

MATH

**OBJECTIVE:** Count the number of leaves on one tree and record the findings on the class graph.  
**SUGGESTED TIME FRAME:** 20 minutes  
**ADDITIONAL MATERIALS:** Graph paper, markers  
**PROCEDURE:** On a large piece of graph paper draw a graph with the title: LOTS OF LEAVES AND THE LABELS :“NUMBER OF LEAVES” AND “STUDENT NAMES”. Have the students carefully count the number of leaves on a certain tree. When recording the findings on the chart, help the students find their name and color up to the correct number. When all the students have filled in their column on the chart, they can compare which pot has the most or the least number of leaves.

Chart of Leaf Counting:

Names	# of Leaves
Amy	500
Brad	700
Carol	300
Joe	1500
Matt	2500

ARTS

**OBJECTIVE:** Illustrate the growth of the tree using a variety of materials once a week for eight weeks, in the early spring.  
**SUGGESTED TIME FRAME:** 30 minutes (once a week for eight weeks)  
**ADDITIONAL MATERIALS:** Drawing paper, crayons, colored pencils, watercolors, chalk, tissue paper chenille stems, felt, glitter glue.  
**PROCEDURE:** While looking at the leaves/tree, have the students illustrate their tree on paper using a variety of tactile materials. Have the students feel the petals and leaves to try to reproduce those textures on the paper. The illustration should be similar in size to the real leaf. Label each paper with the date and put the pages together to make a chronological book of the tree’s growth. A cover can be made with the title “The Growth of a Tree.”

SCIENCE

**OBJECTIVE:** Recognize and label the parts of the tree.  
**SUGGESTED TIME FRAME:** 20-25 minutes  
**ADDITIONAL MATERIALS:** Diagram of a tree with labels, paper crayons  
**PROCEDURE:** Before the lesson, make a large diagram of a tree with labels. Have the students draw a similar picture to the diagram. When finished, orally discuss the parts of the tree.  
**Leaves:** The part of the plant that grows off the stem. They are thin and flat.  
**Stem:** The main part of the plant that grows above the ground and supports the leaves.  
**Roots:** grow downward from the seed in the dirt. The roots get water and food from the soil and when strong, hold the tree in place.  
**Fruit:** Some trees have flowers, fruits or nuts. These are the results of reproduction in the plant, to start to grow other plants.

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