Class tree display

**Topic**

Likes, trees

**Aims**

- To start the school year with a project that encourages learners to bond as a group
- To give learners an opportunity to introduce themselves to each other by talking about things they like (e.g. colours, food, animals and activities)
- To make a guessing game where learners match the written word to pictures
- To provide listening practice with a tree-themed song or story
- To encourage learners to appreciate that trees provide food (as well as oxygen, wood and medicine)

**Age/level**

Primary
CEFR level A1–A2

**Time**

50–60 minutes

**Materials**

1. template (one per learner)
2. worksheet (one per pair; optional – learners could be asked to copy the worksheet into their notebooks instead)
3. sticky tack, colour pens or pencils, scissors, marker or pen
4. brown paper or card to make a tree trunk and branches as part of the display (optional)
5. song: https://learnenglishkids.britishcouncil.org/en/songs/the-leaves-the-trees

**Introduction**

In this lesson learners work together to create a class tree display. Each learner is given a template with a leaf and an apple on it. Learners write on the leaf and draw matching pictures on the apple. After cutting them out, the leaves and apples are displayed randomly on the wall or noticeboard. Learners then try to match each leaf with its corresponding apple. Finally each learner gives a short presentation describing their leaf and apple while learners check their answers.

End the lesson with younger children by listening to the song *The leaves on the trees*. Older children could watch *The story of quinine* to learn about one of the ways trees are important in our lives.
# Lesson Plan

## Procedure

### 1. Warmer (3–5 mins)

- Draw a big leaf on the board and write *I'm (your name)* inside it, e.g. *I'm Sara*.
- Draw a big apple on the board and then draw three things that you like inside it, asking children to guess what they are, e.g. a red paint splodge, a cat and a book.
- Elicit from the learners that your favourite colour is red, you like cats and you love reading.
- Now write corresponding sentences inside the leaf under your name, e.g. *I like cats. My favourite colour is red and I love reading about history.*
- Tell the class that they are going to make a guessing game tree display together. Explain that everybody will make a leaf and an apple like your examples, and then they will try to match all the leaves and apples.
- If apples are not grown in your region, or you are in a different season, feel free to choose another fruit that grows on trees (e.g. oranges, peaches, pineapples, bananas) and make your own template.

### 2. Creating the display (15–20 mins)

- Give each learner the template. Learners cut out the leaf and apple.
- Ask learners to write their name and three things they like on the leaf. Early primary learners could write words, e.g. *I'm Harry: dog, pizza, football*; middle primary learners may be able to write a whole sentence, e.g. *I'm Clara. I like elephants, pineapples and reading*; while upper primary learners could write a short paragraph e.g. *Hi! I'm Manu. My favourite colour is blue because it’s cool. I like birds and I play tennis every week.*
- Once learners have written on their leaf, ask them to draw three pictures to illustrate their likes on their apples. Tell them not to write their names on the apples – this is a guessing game. Learners can also colour in their leaf and apple.
- If you would like to have a tree trunk and branches as part of the display, cut a tree trunk shape from brown paper or card and early finishers can help by cutting out branches.
- If you're not making a tree trunk and branches, instead have early finishers give each learner two pieces of sticky tack to attach to the back of their leaf and apple.

### 3. Mounting the display (5–10 mins)

- Attach the tree trunk and branches, if you made them, to the wall or noticeboard.
- Tell learners to come to the wall/noticeboard and stick their leaves and apples on it to create a tree. Tell them not to stick their leaf and apple next to each other!
- With a marker or pen, write a number on each apple.

### 4. Matching activity (15–20 mins)

- Put learners in pairs and give each pair the worksheet (or ask them to draw the chart in their notebooks).
- Demonstrate the task – they need to find a leaf, read it, write the name and what he/she likes, then they try to find the matching apple and write its number.
- Each pair can start by matching their own leaves and apples. Then they try to match as many others as they can in a time limit (e.g. 15 minutes, depending on the number of learners in your class).

### 5. Presentations and checking (10–15 mins)

- Learners take turns giving a very short presentation to say what their likes are, pointing to their leaf and saying their apple’s number so the class can check their answers.
### Lesson plan

- Alternatively, pairs can circulate their worksheets around the class to mark them – each pair takes another pair’s worksheet, ticks if their two leaves and apples were matched correctly, then passes the worksheet on to a further pair, etc., until all have been checked.
- Finally, if you are able to keep the display up for any length of time, learners could rearrange their leaves and apples on the display so that they match, serving as a nice display of who the learners are and what they like.

### 6. Song or story (5 mins)

- End the lesson with younger learners by listening to the song *The leaves on the trees*:  
  https://learnenglishkids.britishcouncil.org/en/songs/the-leaves-the-trees
- Older learners can learn more about the benefits of trees by watching *The story of quinine*:  

### Extra activities and variations

- Find more topic-related activities on the LearnEnglish Kids website here:  
  https://learnenglishkids.britishcouncil.org/en/category/topics/nature
- Did you know that National Tree Day in Canada is on 27 September? Learners can find out about the many benefits of trees here:  
  https://treecanada.ca/en/resources/benefits-trees/
- A variation for learners with a higher level of English is to create a wish tree. Learners write a sentence (or sentences) about something they hope for on their leaf, e.g. *I want a lot of money; I wish we had world peace; I'd like to go skiing in the holidays*, drawing a matching picture or pictures on the apple.

### Contributed by

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