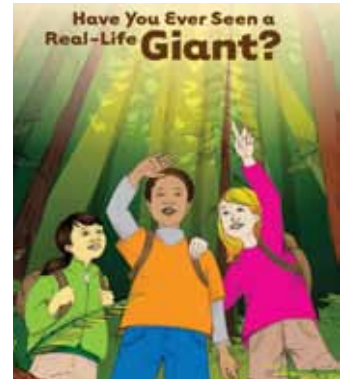




Coast redwoods, the tallest trees in the world, have fascinating adaptations that help them grow and thrive. *Have You Ever Seen a Real-Life Giant?* introduces students in third through fifth grades to coast redwoods and offers ideas for exploring and taking action to protect these amazing trees. This teacher's guide suggests ways to use the booklet in your classroom.



Pre-Study

Determine what students already know about coast redwoods by playing "20 Questions." Tell them that you are thinking of a plant (a coast redwood), and have them ask questions to find out what it is.

Apple Tree 

10-Story Building 

Giant Sequoia 

Coast Redwood 

Instruction

After reading the booklet, help students find answers to their questions about coast redwoods. Go to SaveTheRedwoods.org, or visit the school or local library.

Introduce the vocabulary words appearing in bold in the booklet (listed below), and then have students make visual glossaries. For the glossary, students fold a sheet of paper in half lengthwise and in thirds the other direction to make six boxes on each side. They write one word in the top boxes on both sides of the paper, and then illustrate the words in the boxes below.

environment the natural world, including the living and nonliving things in and around an area

adaptation a special characteristic of a living thing that helps it live where it does

fire-resistant hard to burn

sprout to grow a new shoot or bud

nutrient a substance that helps plants and other living things be strong and healthy

climate change changes in Earth's weather patterns over time. Scientific research has shown that human-induced climate change is caused by a buildup of carbon dioxide and other gases in the air, which traps more of the sun's heat.



Teachers, please send us feedback about our materials.

E-mail Education@SaveTheRedwoods.org, or join us on [Facebook.com/RedwoodEducation](https://www.facebook.com/RedwoodEducation).

Activities

Create an Organism. Make a class list of characteristics of the coast redwood environment described in the booklet (foggy in the summer, occasional fires, etc.). Challenge students to invent a plant or animal with at least three adaptations for living in this environment, and to draw a picture showing its adaptations. Invite them to be as creative as possible. [Science]



Tree Rings. Obtain slices of different tree trunks or limbs from a landscaper or tree service. Point out how the annual rings show the tree's yearly growth: the dark rings from when the tree is growing very slowly, usually in winter; and the light spaces between rings from when the tree is growing quickly, usually in the warm months. Have students count the dark rings to determine how old each tree is. How do the trees or branches compare to the age and size of a coast redwood? [Science, Mathematics]

Redwoods in History. Read a story about life during the California Gold Rush, such as *Gold Fever* by Rosalyn Schanzer or *Ghosts of Luckless Gulch* by Anne Isaacs. Discuss how coast redwoods were an important resource for people living in that time and how people still rely on redwoods today. Begin a class bulletin board or scrap book — including photos, articles or other objects students find — showing why redwoods are important. [History, Social Science]

Virtual Forest Visit. Find links to various coast redwood parks at SaveTheRedwoods.org/maps. Take a virtual trip to the different parks through the Web site or use Google Earth. Invite groups of students to create a travel guide for one of the parks. [Geography]

Redwood Fiction. Read aloud Jason Chin's *Redwoods*, and ask students to imagine visiting the coast redwood forest. Have them write a narrative or science fiction story about what they see, hear, smell, feel and wonder about on their visit. [English Language Arts, Science]

Resources

Visit our Redwoods Teacher Tool Kit at Education.SaveTheRedwoods.org for these great additional resources:



- Photo Libraries
- Redwood Transect (a field-based activity)
- Reading List

Wrap-Up

Use the following questions for discussion or as writing prompts to help students express what they have learned:

- What are three things that make coast redwoods special?
- Why is it important to protect coast redwoods?
- What is something you, your family or our class could do to help redwoods? Encourage students to pledge to help redwoods: SaveTheRedwoods.org/pledge.

Standards

Sample standards addressed by the booklet and the suggested activities include:

Common Core State Standards (CoreStandards.org)

English Language Arts
Grades K-5: *Reading Standards for Informational Text and Foundational Skills, Writing Standards.*

Mathematics
Grades 3-5: *Measurement and Data.*

California Standards

Science
Grade 3: *Life Sciences 3a, 3c, 3d.*
Grade 4: *Life Sciences 3a, 3b.*
Grade 5: *Earth Sciences 4b.*

History-Social Science

Grade 3: *Continuity and Change 3.1.*
Grade 4: *California: A Changing State 4.1, 4.3.*
Grade 5: *U.S. History and Geography: Making a New Nation 5.8.*

National Standards

Science
Grades K-4, 5-8: *Content Standard C Life Science.*

History

Grades K-4: *Standard 5, Movements of Large Groups of People.*

Geography

Grades K-12: *Environment and Society Standard 14.*



WALK AMONG GIANTS™

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