



THE VIRGINIA ADULT LEARNING RESOURCE CENTER

Virginia Commonwealth University

Curb Appeal Lesson One: Trees and Shrubs

Facilitator Guide

Building Basics was paid for under an EL Civics grant from the U. S. Department of Education administered by the Virginia Department of Education. It was paid for under the Adult Education and Family Literacy Act of 1998; however, the opinions expressed herein do not necessarily represent the position or policy of the U. S. Department of Education, and no official endorsement by the U. S. Department of Education should be inferred. This document was designed and created by the Virginia Adult Learning Resource Center at Virginia Commonwealth University, 817 West Franklin Street, Suite 221, P.O. Box 842037, Richmond, VA 23284-2020. It may be reproduced for nonprofit, educational purposes only.

Curb Appeal Trees and Shrubs



Building Plan / Blue Prints / Specs (Getting Ready to Teach)

Lifeskill Objective: Students will be able to identify five forms of trees and shrubs and learn the steps for planting them.

EFF Skills: Read with Understanding, Speak So Others Can Understand, Listen Actively, Make Decisions, Plan, Cooperate with Others, Take Responsibility for Learning

SCANS Skills: Interpersonal (participate as member of a team; negotiate; exercise leadership)
Information (organize and maintain information)

Lesson Length: 2 hours



Tools

Laying the Foundation: Markers
Overhead or Whiteboard

Activity #1: Blank paper

Activity #2: Five Forms Pair Cards--one card per student
Steps to Planting Trees and Shrubs Script
Steps to Planting Trees and Shrubs Handout
Blackboard, overhead, or flip chart paper
Steps to Planting Trees and Shrubs Strips--cut up into multiple sets for pair activity

Activity #3: Vocabulary Handout A
Vocabulary Handout B

Optional resources with visuals:

Virginia Cooperative Extension, "Tree and Shrub Planting Guidelines" by Bonnie Lee Appleton and Susan French, 1995. Available at www.ext.vtu.edu

North Dakota State University Extension Service, "Planting Trees and Shrubs" publication with visuals. Available at www.ext.nodak.edu/extpubs/plantsci/trees

Target Vocabulary

Nouns:

burlap	container	hole	labels	mulch
root	root ball	roots	shrub	site
soil	stem	stock	tags	tree trunk

Verbs:

backfill	dig	mulch	push over	score
stake	widen			

Adjectives:

balled	bare root	burlapped	circling	
container-grown	deep	exposed	machine-dug	potted
shallow	shallower	well-drained	windy	

Laying the Foundation Warm-Up / Presentation





Actions	Materials
<p>1. Elicit from students their background knowledge about how to plant trees and shrubs, e.g.:</p> <ul style="list-style-type: none"> ➤ What kinds of trees do you have in your country? What kinds of shrubs? ➤ How are trees and shrubs the same? How are they different? ➤ Who works as a landscaper? Who works at a nursery? ➤ Have you ever planted a tree or shrub? If yes, how? ➤ What are the parts of a tree or shrub? 	
<p>2. Introduces the 5 forms of trees and shrubs that can be planted by drawing a picture of each type and labeling it on the board or overhead.</p> <p>The five forms include:</p> <p>bare root--roots exposed</p> <p>balled and burlapped--part of root soil is undisturbed; the ball of soil is held together with a burlap wrap</p> <p>potted stock--plant grown in a container for less than one growing season</p> <p>container-grown stock--plant grown in a container for one or more growing seasons</p> <p>instant tree or shrub, or machine-dug--large trees transplanted by a machine</p>	<p>Markers</p> <p>Overhead or Whiteboard</p>

Building on the Foundation Practicing the New Language



Actions	Materials
<p>Activity #1: Five Forms</p> <p>In this activity, students draw the various forms of trees and shrubs and label them.</p> <p>Say, "I want to plant a <i>bare root tree</i>."</p> <p>Students draw a picture of a bare root tree or shrub. Repeat with <i>balled and burlapped</i>, <i>potted stock</i>, <i>container-grown</i>, and <i>instant</i> trees.</p> <p>When finished, students compare their drawings with the person sitting next to them. Circulate to check comprehension. Then, write each form on the board and ask for volunteers to go to the board to illustrate each type of tree or shrub.</p>	<p>Blank Paper</p>
<p>Activity #2: Planting Trees and Shrubs</p> <p>In this activity, the steps to planting trees and shrubs are introduced and practiced.</p> <p>Reads the Steps to Planting Trees and Shrubs Script. Students listen. Then, ask the students questions to elicit the steps and write them on the board, overhead or flip chart paper <i>in the students' words</i> as the students say them. Reads the Script again, this time demonstrating various steps as necessary. Elicit additional information to add to the students' list on the board.</p> <p>Then, put students in mixed-ability pairs using the Five Form Pair Cards. Distribute one card to each student. Once they find a match for their word, they sit down as a pair.</p>	<p>Steps to Planting Trees Script</p> <p>Five Form Pair Cards</p> <p>Steps to Planting Trees and Shrubs Strips</p>

Actions	Materials
<p>Distribute one set of the Steps To Planting Trees and Shrubs Strips to each pair. Students work together in the pair to put the steps in the correct order. When finished, each student reads the steps.</p> <p>As a whole group, compare the learner-generated steps at the beginning of this activity with the results of the pair work. Correct and revise the learner-generated steps to reflect the correct steps. Distribute to each student a copy of the Steps to Planting Trees and Shrubs Script Handout. Read the steps again together as a whole group.</p>	<p>Steps to Planting Trees and Shrubs Strips</p> <p>Steps to Planting Trees and Shrubs Handout</p>
<p>Activity #3: Vocabulary</p> <p>In this activity, students practice new vocabulary.</p> <p>Easy: </p> <p>Students fill in the missing letters to spell a word on Vocabulary Handout A.</p> <p>Difficult:: </p> <p>Students match the word and definition on Vocabulary Handout B.</p>	<p>Vocabulary Handout A</p> <p>Vocabulary Handout B</p>

Finishing Work
Extension or Out-of-Class Practice



Actions	Materials
<ol style="list-style-type: none">1. Visit a nursery and identify various forms of trees and shrubs.2. Invite a landscaper or Extension Agent to class as a guest speaker.3. Plant a tree or shrub at your school following the Steps to Planting Trees and Shrubs.4. Identify all of the words in this lesson with double consonants and make a list of them.5. Generate a dialogue that might take place between two workers planting a tree or shrub.6. Using one set of the Steps to Planting Trees and Shrubs Strips, play charades. Mix up the strips. Have students (individually or as pairs) choose one strip and act it out. Other students guess what step it is by saying either the step number ("Step 3") or the entire step ("Widen and score the hole.").	<p><i>Steps to Planting Trees and Shrubs Strips</i></p>



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Activity #2: Five Forms Pair Cards

bare

root

balled and

burlapped

potted

stock

container-

grown stock

instant

tree or shrub

machine-

dug

Activity #2: Steps to Planting Trees and Shrubs Script

- Step 1: Dig a shallow hole twice as wide as the root ball.
- Step 2: If soil is well-drained, dig holes as deep as the root ball. If soil is not well-drained, dig holes 1-2 inches shallower.
- Step 3: Widen and score hole wall.
- Step 4: Remove container or burlap.
- Step 5: Cut circling roots.
- Step 6: Put tree or shrub in hole.
- Step 7: Backfill half the soil.
- Step 8: Water thoroughly.
- Step 9: Backfill more soil.
- Step 10: Remove tags and labels.
- Step 11: Water more.
- Step 12: Put 2-3 inches of mulch over exposed roots but NOT on tree trunk or shrub stem.
- Step 13: Stake large trees. Stake trees on a windy site. Stake trees people may push over.

Activity #2: Steps to Planting Trees and Shrubs Strips

Dig a shallow hole twice as wide as the root ball.

**If soil is well-drained, dig holes as deep as the root ball.
If soil is not well-drained, dig holes 1-2 inches shallower.**

Widen and score hole wall.

Remove container or burlap.

Cut circling roots.

Put tree or shrub in hole.

Backfill half the soil.

Water thoroughly.

Backfill more soil.

Remove tags and labels.

Water more.

Put 2-3 inches of mulch over exposed roots but NOT on tree trunk or shrub stem.

**Stake large trees. Stake trees on a windy site.
Stake trees people may push over.**

Activity #3: Vocabulary

Handout A



Write the missing letters. Write the word.

1. sha l l o w shallow
2. d e e p deep
3. ho l e hole
4. c o ntain e r container
5. b urla p burlap
6. r o o t root
7. bac k fi l l backfill
8. m u lc h mulch
9. s ite site
10. ba r e r o o t bare root
11. ba l l ed balled
12. b u rl a pp e d burlapped

Put the words in alphabetical order:

backfill	deep
balled	hole
bare root	mulch
burlap	root
burlapped	shallow
container	site

Activity #3: Vocabulary

Handout B



Match the vocabulary word (on the left) with its definition (on the right).

- | | |
|--------------------------|--|
| 1. bare root | a. to anchor or support |
| 2. balled and burlapped | b. to make small marks; to loosen |
| 3. potted stock | c. dirt |
| 4. container-grown stock | d. roots exposed |
| 5. machine-dug | e. root ball held together with burlap wrap |
| 6. root ball | f. roots in a ball of soil |
| 7. soil | g. plant grown in a container for 1 or more growing seasons |
| 8. score | h. transplanted by machine |
| 9. backfill | i. to put soil back into a hole |
| 10. mulch | j. to put wood chips, sawdust or leaves around a plant |
| 11. stake | k. plant grown in a container for less than one growing season |

Answers: 1. d 2. e 3. k 4. g 5. h 6. f 7. c 8. b 9. i 10. j 11. a

Choose 3 words from the list. Use them in a new sentence.

- 1.
- 2.
- 3.