

## **Title:** Branch Puzzles

*\*Adapted from A Head Start on Science Encouraging a Sense of Wonder  
by William C. Ritz, Editor*

**Objective:** Assemble pieces of branches together to make whole branches

**Time:** 15 minutes

**Materials Needed:** Two 1-foot lengths of a branch and two 1-foot branches from different trees cut into multiple pieces. Allow for one piece per student. Use straight and angled cuts when cutting the branch pieces; masking tape and paper

### **Directions:**

1. Show students the two 1-foot uncut branches. Discuss what students notice about the branches.
2. Explain that you have cut some other branches from different types of trees into small pieces. Pass out branch pieces to each student.
3. Have students then find the matching branch puzzle pieces and make groups according to the type of tree branch they have.
4. Have the groups reassemble their branch. You may want to have them tape their branch pieces together or on to paper.

### **Discussion Questions:**

1. How could they tell that their pieces belonged to the same tree?
2. Which end was thicker and which was thinner?
3. Which part of the branch do they think was connected to the tree? Why?

### **Activity**

Suggested Season: Any

Suggested Grade Level: K-2

Indoors or Outdoors: Either

Theme: Trees

Topic: Sequencing

## **Standards Addressed:**

Science: 0.1.1.2.1.; 0.2.1.1.1.; 0.4.1.1.2.; 1.1.1.1.1.; 1.1.1.1.2.; 2.4.1.1.1; 2.4.2.1.1.

Language Arts: K.I.B.; K.II.B.; K.III.A.; 1.III.A.; 1.III.B.1.; 2.1.B.2.; 2.III.A.; 3.III.A.2.; 3.III.A.2.; 5.III.A.1.2.4.

Math: K.III.2.1.; 3.III.2.3.

Social Studies:

## **Background Information:**

- Branches get thinner toward their ends. The trunks of trees will be rougher than the smooth bark of small branches.
- Types of trees can be identified by their bark.

## **Additional Resources:**

- *This Is the Tree* by Miriam Moss
- *Have You Seen Trees?* by Joanne Oppenheim

## **Correlates with:**

Greeting – Parts of a Tree

News and Announcements – Draw a Tree