Curb Appeal
Lesson One: Trees and Shrubs

Facilitator Guide
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:**

<table>
<thead>
<tr>
<th>Word</th>
<th>Word</th>
<th>Word</th>
<th>Word</th>
<th>Word</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>burlap</td>
<td>container</td>
<td>hole</td>
<td>labels</td>
<td>mulch</td>
<td></td>
</tr>
<tr>
<td>root</td>
<td>root ball</td>
<td>roots</td>
<td>shrub</td>
<td>site</td>
<td></td>
</tr>
<tr>
<td>soil</td>
<td>stem</td>
<td>stock</td>
<td>tags</td>
<td>tree trunk</td>
<td></td>
</tr>
</tbody>
</table>

**Verbs:**

<table>
<thead>
<tr>
<th>Word</th>
<th>Word</th>
<th>Word</th>
<th>Word</th>
<th>Word</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>backfill</td>
<td>dig</td>
<td>mulch</td>
<td>push over</td>
<td>score</td>
<td></td>
</tr>
<tr>
<td>stake</td>
<td>widen</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

**Adjectives:**

<table>
<thead>
<tr>
<th>Word</th>
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<th>Word</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>balled</td>
<td>bare root</td>
<td>burlapped</td>
<td>circling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>container-grown</td>
<td>deep</td>
<td>exposed</td>
<td>machine-dug</td>
<td>potted</td>
<td></td>
</tr>
<tr>
<td>shallow</td>
<td>shallower</td>
<td>well-drained</td>
<td>windy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Laying the Foundation
Warm-Up / Presentation

<table>
<thead>
<tr>
<th>Actions</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Elicit from students their background knowledge about how to plant</td>
<td>Markers</td>
</tr>
<tr>
<td>trees and shrubs, e.g.:</td>
<td>Overhead or</td>
</tr>
<tr>
<td>➢ What kinds of trees do you have in your country? What kinds of</td>
<td>Whiteboard</td>
</tr>
<tr>
<td>shrubs?</td>
<td></td>
</tr>
<tr>
<td>➢ How are trees and shrubs the same? How are they different?</td>
<td></td>
</tr>
<tr>
<td>➢ Who works as a landscaper? Who works at a nursery?</td>
<td></td>
</tr>
<tr>
<td>➢ Have you ever planted a tree or shrub? If yes, how?</td>
<td></td>
</tr>
<tr>
<td>➢ What are the parts of a tree or shrub?</td>
<td></td>
</tr>
<tr>
<td>2. Introduces the 5 forms of trees and shrubs that can be planted</td>
<td></td>
</tr>
<tr>
<td>by drawing a picture of each type and labeling it on the board or</td>
<td></td>
</tr>
<tr>
<td>overhead.</td>
<td></td>
</tr>
<tr>
<td>The five forms include:</td>
<td></td>
</tr>
<tr>
<td><strong>bare root</strong>--roots exposed</td>
<td></td>
</tr>
<tr>
<td><strong>balled and burlapped</strong>--part of root soil is undisturbed; the ball</td>
<td></td>
</tr>
<tr>
<td>of soil is held together with a burlap wrap</td>
<td></td>
</tr>
<tr>
<td><strong>potted stock</strong>--plant grown in a container for less than one</td>
<td></td>
</tr>
<tr>
<td>growing season</td>
<td></td>
</tr>
<tr>
<td><strong>container-grown stock</strong>--plant grown in a container for one or</td>
<td></td>
</tr>
<tr>
<td>more growing seasons</td>
<td></td>
</tr>
<tr>
<td><strong>instant tree or shrub, or machine-dug</strong>--large trees transplanted</td>
<td></td>
</tr>
<tr>
<td>by a machine</td>
<td></td>
</tr>
</tbody>
</table>
### Actions

<table>
<thead>
<tr>
<th>Activity #1: Five Forms</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this activity, students draw the various forms of trees and shrubs and label them.</td>
<td>Blank Paper</td>
</tr>
</tbody>
</table>

Say, "I want to plant a **bare root tree**."

Students draw a picture of a bare root tree or shrub. Repeat with *balled and burlapped, potted stock, container-grown*, and *instant* trees.

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.

<table>
<thead>
<tr>
<th>Activity #2: Planting Trees and Shrubs</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this activity, the steps to planting trees and shrubs are introduced and practiced.</td>
<td>Steps to Planting Trees Script</td>
</tr>
</tbody>
</table>

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 *in the students' words* 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.

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.
### Actions

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.

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.

### Materials

- **Steps to Planting Trees and Shrubs Strips**
- **Steps to Planting Trees and Shrubs Handout**
- **Vocabulary Handout A**
- **Vocabulary Handout B**

### Activity #3: Vocabulary

In this activity, students practice new vocabulary.

#### Easy:

Students fill in the missing letters to spell a word on *Vocabulary Handout A*.

#### Difficult:

Students match the word and definition on *Vocabulary Handout B*. 
Finishing Work
Extension or Out-of-Class Practice

<table>
<thead>
<tr>
<th>Actions</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Visit a nursery and identify various forms of trees and shrubs.</td>
<td><em>Steps to Planting Trees and Shrubs Strips</em></td>
</tr>
<tr>
<td>2. Invite a landscaper or Extension Agent to class as a guest speaker.</td>
<td></td>
</tr>
<tr>
<td>3. Plant a tree or shrub at your school following the <em>Steps to Planting Trees and Shrubs</em>.</td>
<td></td>
</tr>
<tr>
<td>4. Identify all of the words in this lesson with double consonants and make a list of them.</td>
<td></td>
</tr>
<tr>
<td>5. Generate a dialogue that might take place between two workers planting a tree or shrub.</td>
<td></td>
</tr>
<tr>
<td>6. Using one set of the <em>Steps to Planting Trees and Shrubs Strips</em>, 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 (&quot;Step 3&quot;) or the entire step (&quot;Widen and score the hole.&quot;).</td>
<td></td>
</tr>
</tbody>
</table>
Curb Appeal
Lesson One: Trees and Shrubs

Facilitator Materials
Activity #2: Five Forms Pair Cards

bare root

ballled 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 o w
2. d e e p
3. ho ! e
4. c o ntain e r
5. b urla p
6. r o o t
7. bac k fi l l
8. m u l c h
9. s ite
10. ba re o o t
11. ba l l ed
12. b u r l a pp e d

Put the words in alphabetical order:

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