

Photo Description



This picture shows many round tree logs stacked together. Each log has rings inside that look like circles. The rings are different colors - some light and some dark. You can see the bark on the outside of each log.

Scientific Phenomena

The anchoring phenomenon is tree ring formation. Trees grow by adding new layers of wood each year, creating visible rings in their trunk. During spring and summer, trees grow faster and make lighter-colored wood with bigger cells. In fall and winter, growth slows down and creates darker, denser wood with smaller cells. This cycle creates the alternating light and dark rings we see when a tree is cut down. Each ring represents one year of the tree's life, making them nature's calendar.

Core Science Concepts

1. Living things grow and change over time - Trees add new wood each year, getting bigger and older
2. Patterns in nature - Tree rings show repeating patterns of light and dark circles
3. Trees are living things with needs - Trees need water, sunlight, and nutrients to grow each year
4. Counting and measuring - We can count rings to find out how old a tree was

Pedagogical Tip:

Use actual tree cookies (cross-sections) if possible for hands-on exploration. Students can touch and feel the different textures while counting rings together.

UDL Suggestions:

Provide multiple ways to explore tree rings: visual (looking at photos), tactile (touching real wood samples), and kinesthetic (acting out tree growth by adding layers with their arms).

Zoom In / Zoom Out

1. Zoom In: Inside each ring are tiny tubes called cells that carry water and food up and down the tree. The bigger spring cells look lighter, while the smaller winter cells look darker.
2. Zoom Out: These trees were part of a forest ecosystem where they provided homes for animals, cleaned the air, and helped make oxygen for all living things to breathe.

Discussion Questions

1. What do you notice about the circles inside these logs? (Bloom's: Observe | DOK: 1)
2. Why do you think some rings are bigger than others? (Bloom's: Analyze | DOK: 2)
3. How could we find out how old this tree was? (Bloom's: Apply | DOK: 2)
4. What would happen to the rings if a tree didn't get enough water for a year? (Bloom's: Predict | DOK: 3)

Potential Student Misconceptions

1. Misconception: "Trees don't grow in winter"
Clarification: Trees grow most in spring/summer but are still alive in winter, just growing very slowly
2. Misconception: "All the rings are the same size"
Clarification: Ring size depends on weather - wet years make thick rings, dry years make thin rings
3. Misconception: "The dark parts are dirt or damage"
Clarification: Dark rings are healthy wood that grew during slower seasons

NGSS Connections

- Performance Expectation: K-LS1-1: Use observations to describe patterns of what plants and animals need to survive
- Disciplinary Core Ideas: K-LS1.C (Organization for Matter and Energy Flow in Organisms)
- Crosscutting Concepts: Patterns, Structure and Function

Science Vocabulary

- * Tree rings: The circles you see inside a tree trunk that show how old it is
- * Growth: When living things get bigger over time
- * Pattern: Something that repeats over and over again
- * Bark: The tough outside covering that protects a tree
- * Trunk: The main thick part of a tree that holds it up

External Resources

Children's Books:

- The Great Kapok Tree by Lynne Cherry
- Tell Me, Tree by Gail Gibbons
- A Tree Is Nice by Janice May Udry

YouTube Videos:

- "How Do Trees Grow? | Science for Kids" - Simple explanation of tree growth with animations: <https://www.youtube.com/watch?v=6w5fRusweVE>
- "Counting Tree Rings | SciShow Kids" - Kid-friendly exploration of tree rings and what they tell us: <https://www.youtube.com/watch?v=TDvImPUyq-k>