Hello Parents!

Below you will find enclosed everything to support you during this time of remote learning.

My teaching points for this unit are:

1. What are plants?

**Text: Up in the Garden and Down in the Dirt by Kate Messner**

1. What do plants need and where do we find them?

**Text: The Curious Garden by Peter Brown**

1. What are some different kinds of plants?

**Text: An Orange in January by Dianna Hutts Aston**

1. Why are plants important?

**Text: The Vegetables We Eat by Gail Gibbons**

*All books can be streamed on YouTube. Just type the name of the book and read aloud. Below are more books about plants and flowers.*

For this unit I found two really cool episodes on the magic school bus that is on Netflix, **(Season 1Episode 7)** This episode is about plants from the desert. **(Season 1 Episode 11)** This episode is about gardening. **(Season 3 Episode 11)** This episode is about plants making their own food.



**Below are some activities and experiments you can do with your child**

**Arts & Crafts:**

**Floral Still Life:**

Provide or create a floral arrangement for children to carefully observe and then paint or draw what they see with various mediums (pastels, markers, crayons, paint, water color).

**Plant Stamps:**

Provide parts of plants such as flowers or leaves, invite children to dip them into a small amount of paint and press them onto a piece of paper similar to a stamp.

**3-D Plants:**

Invite children to use recycled materials such as cardboard boxes or tubes and empty, clean food containers, to create three-dimensional plants. Supply live plants, plastic or silk plants or pictures of plants for children to reference as they build their own plants. Encourage children to name the plants and make their own labels for them.

**Flower or Leaf Pounding:**

Gather flowers or leaves, trim them so they can lay flat and place them on a piece of fabric, watercolor or other thick, acid free paper. Place a piece of paper towel over the leaves or flowers and invite children to use a mallet to gently tap over the leaves or flowers. Periodically remove the paper towel and gently lift the edge of a leaf or flower petal until a print of the leaf or flower is visible. Encourage children to work carefully and persistently until the entire flower, leaf or plant print is visible. If the leaf or flower is too wet to remove, allow some time for it to dry before pulling it up from the paper.

**Leaf Rubbing:**

Supply leaves and crayons for children to use in creating leaf rubbings. Remove the paper casing from the crayons, place the leaves under a piece of paper and invite children to rub the side of the crayon over the paper and watch for the shape of the leaf to emerge. Encourage children to continue until the entire leaf is visible.

**Science & Discovery**

**Plant Life Cycle:**

Provide individual pictures of the plant life cycle. Ask children to sequence the pictures. Provide pictures or diagrams for children to refer to as they play and talk with them about each stage in the life cycle.

**Where Does This Plant Grow?**

Supply pictures of a variety of types of plants as well as pictures of the landscapes in which each type of plant grows. Invite children to match the plant to its habitat. For example, include a cactus and a desert scene, seaweed and an ocean scene, a palm tree and a beach scene. This can also be used as a memory game.

**Observe Seeds:**

Provide an assortment of seeds from fruits and vegetables the children are familiar with. Place them in specimen jars or small, sealable plastic bags. Invite children to observe and write or draw their observations. Talk with the children about the types of seeds and children’s experiences with the fruits and vegetables throughout the activity. As the plants grow, children can draw and write about the life cycle of the plants.

**Compare and Contrast:**

Provide several types of seeds and invite children to compare and contrast them. This can also be done with leaves, flowers or other plant parts.

**Regrow Vegetables:**

Some vegetable scraps such as carrot tops, scallions and celery (base) can be regrown by placing them in water. Put each vegetable in a small bowl or container, add a small amount of water and put in a location where the vegetable will get plenty of natural light. Invite children to predict, observe and record what happens through drawing and writing.

**Growing Races:**

Plant multiple seeds in separate containers. Ask children to predict which one will grow fastest. Use a chart to record their predictions. Invite children to monitor and compare the growth daily.

**Math Manipulatives**

**Seed Sort:**

Provide an assortment of seeds and beans as well as trays or containers for sorting. Children can sort by seed color, size, design or by categories of their choosing. If children need assistance in determining categories for sorting, model sorting for them, sharing your thoughts and sorting criteria aloud as you work.

**Seed Patterns:**

Provide an assortment of seeds as well as a large flat surface and invite children to create patterns with the seeds. Explain that a pattern is made up of a core unit that repeats (for example: red, blue... red, blue... red, blue). Consider starting patterns and asking children who need extra support with this activity to extend them.

**Food and Plant Memory:**

Create a memory game that includes pictures of food as well as where the food grows. For example, a picture of an apple and an apple tree would be a match, grapes and a grape vine would be a match and a coconut and a palm tree would be a match. Consider adding the name of each plant to the picture and highlighting the first letter.

**Sand and Water / Sensory: Since activities will be done at home and a sensory table isn’t available you may use a plastic bin.**

**Frog Pond:**

Use green foam pieces to create water lilies, add them to the water in the sensory table along with toy frogs and invite children to play in the pond.

**Seaweed:**

Add plants or seaweed (plastic or real, if available) to the water in the sensory table along with pretend fish, toy boats etc. Invite children to talk about the different places they can find plants and discuss why plants grow in the bottom of oceans, rivers, lakes etc.

**Cooking & Mixing**

**Eating Seeds:**

Invite children to cut open a squash, remove the seeds and roast. After the seeds are roasted children can try them.

**Taste Test:**

Invite children to sample a variety of fruits and vegetables. Create a chart for them to record their favorites. Use the word *edible* frequently throughout this activity to help children learn this vocabulary word.

**Vegetable or Fruit Salad:**

Invite children to create a list of vegetables or fruits that people eat (this list can be made up of words, drawings or both). Use this list to provide vegetables or fruit for a salad.

**Writing:**

**Stop and Smell the Flowers:**

Provide several types of flowers and invite children to smell them and then write or draw what they noticed about the smells or the smell they like best and why. Be mindful of allergies when selecting which flowers to use.

**Seed Letters:**

Write letters on index cards. Provide seeds for children to place on the letters. Talk with the children about the letters they chose to create and some of the words that start with those letters. Children can glue the seeds on to the letters or do this activity without glue, then empty and reuse the cards after each use.

**Plant Encyclopedia:**

Create a plant encyclopedia with pictures and names of an assortment of plants that may be familiar as well as those that may be novel to the students. Children can draw and label pictures of plants that are near the places they live or on their way to school, or they can focus on other plants they find interesting.

**Gardening Magazine:**

After exploring existing gardening magazines in the library, invite children to create their own gardening magazines. As they create, they can write articles, draw or add pictures and talk about the roles of author and illustrator.

**Parts of a plant:**

















































