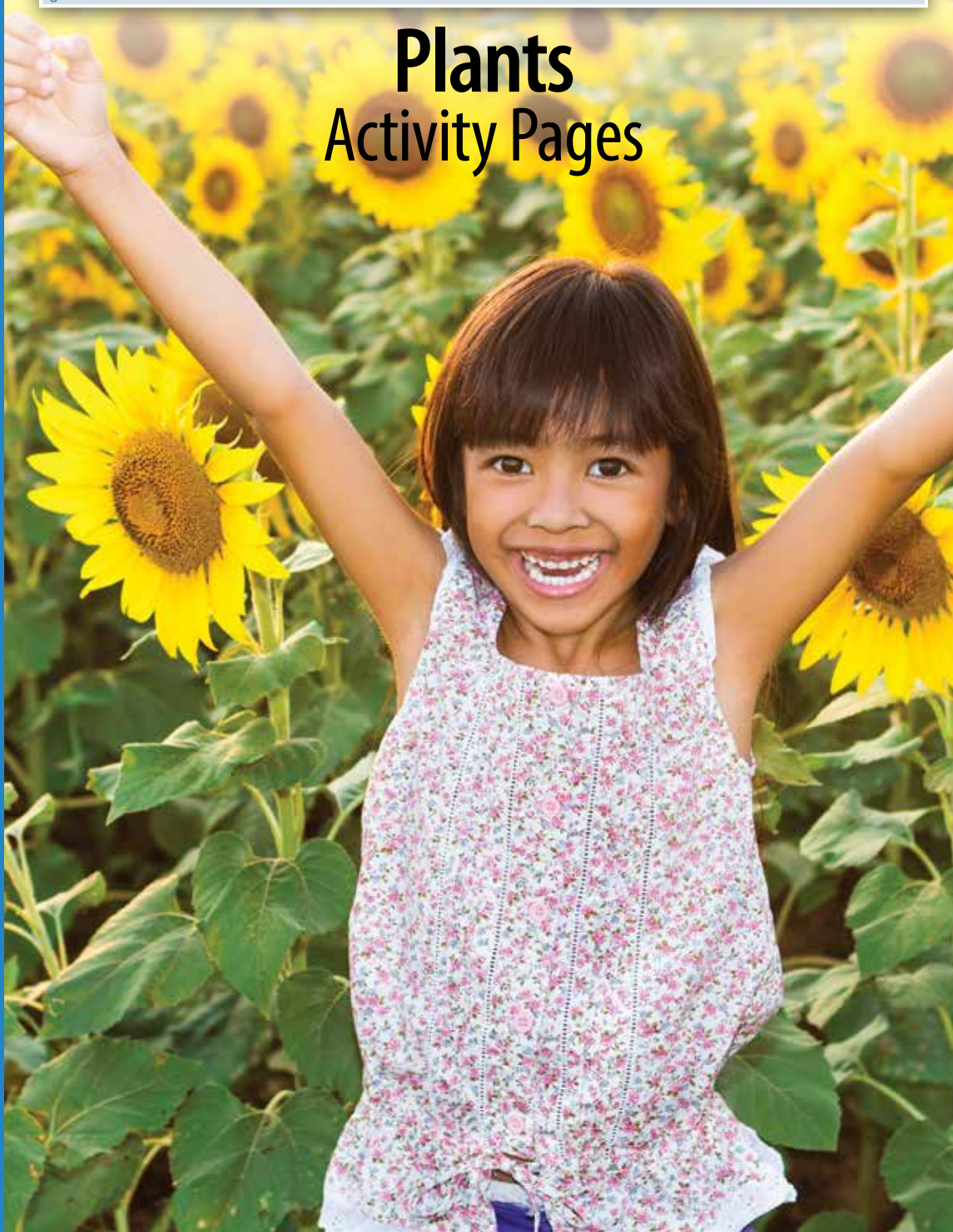




Plants

Activity Pages





Plants

Activity Pages

PRECHOOL

Core Knowledge Language Arts®
New York Edition



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Plants: Family Letter 1



Dear Family Member,

Now that we have learned all about the animals in our world, we are going to learn about another group of living things: plants. We will talk about the different kinds of plants that you can see outside, plants' parts (like roots, stem, leaves, and flowers), and how plants grow. We will set up a garden and farm stand in our classroom so that students can pretend to grow and sell their own plants. In our Small Groups, we will be focusing on telling stories, learning to hear the first and last sounds in words, and working on our writing.

Below are some suggestions for activities you might do at home to help your child remember what they are learning about at school:

1. Read Aloud Each Day

Your child might enjoy a trip to the library where s/he can choose books about gardening, plants, fruits and vegetables, and farms. As you read books, point out and talk about any plants that you see in the illustrations.

2. Sing Nursery Rhymes

We will be learning "One Potato, Two Potato," "Oats, Peas, Beans, and Barley Grow," and "Here We Go Round The Mulberry Bush" (see back).

3. Go on a Nature Walk and Talk About Plants

Take a walk and observe the grass, trees, bushes, and flowers where you live. Look at and talk about the different parts of the plants that you see (such as roots, stem and trunk, leaves, and flowers).

4. Talk About Plants at Mealtimes

A lot of the food we eat comes from plants. Talk about the plants that your child is eating at each mealtime and whether they are fruits, vegetables, or grains. It could be fun to make a list of the plants different family members like to eat the best and post it on the refrigerator.

5. Practice Drawing and Writing

Your child has had a lot of practice making the kinds of marks s/he will use to write letters. Your child is also likely able to write most of the letters of his/her name at this point. Have your child show you some of the marks s/he is learning at school and sign his/her name to drawings s/he does at home.



Here We Go Round the Mulberry Bush

Here we go round the mulberry bush,
The mulberry bush, the mulberry bush.
Here we go round the mulberry bush,
So early in the morning.

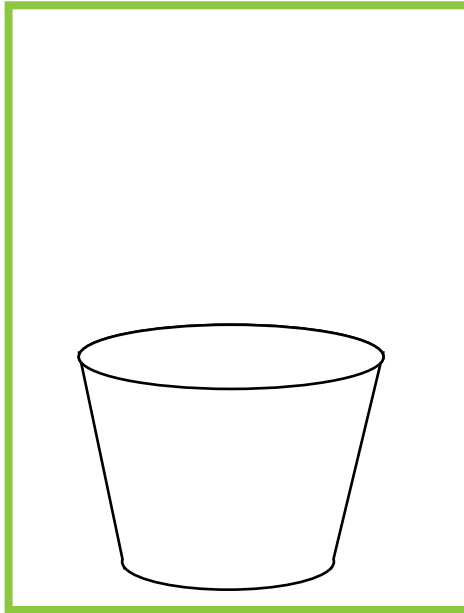
This is the way we wash our clothes,
wash our clothes, wash our clothes.
This is the way we wash our clothes,
So early Monday morning.



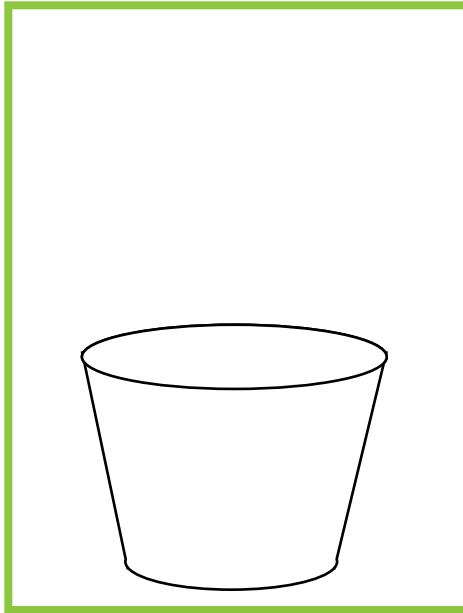
Watching Seeds Grow

As students germinate seeds in soil, have them make observations by drawing a picture of the seedling every few days. Beneath their pictures, write the day number. Then, have students dictate a description of their drawing. Write the description in the space provided. Help students use the words *seed*, *grow*, *root*, *stem*, *soil*, *water*, *sunlight* in their dictation.

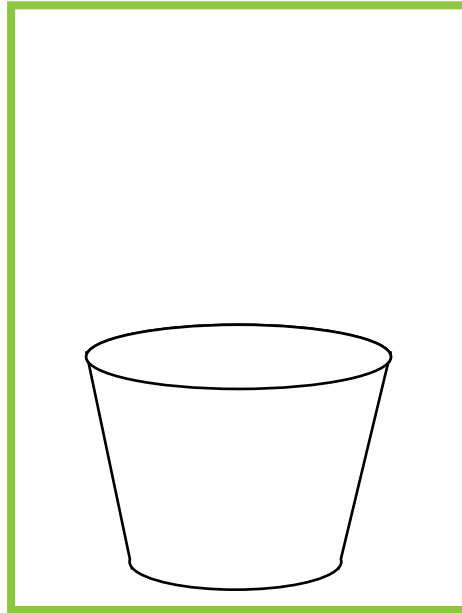
I predict that my seed will sprout in ____ days. Name: _____



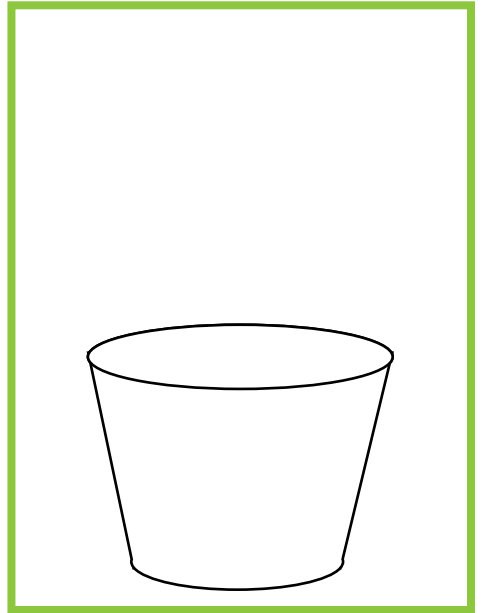
Day ____



Day ____



Day ____



Day ____



Dear Family Member,

Today your child listened to a read-aloud about the parts of a plant. Read the story to your child and talk about the jobs each part of a plant has. Remind your child that these parts help plants to grow and stay healthy.



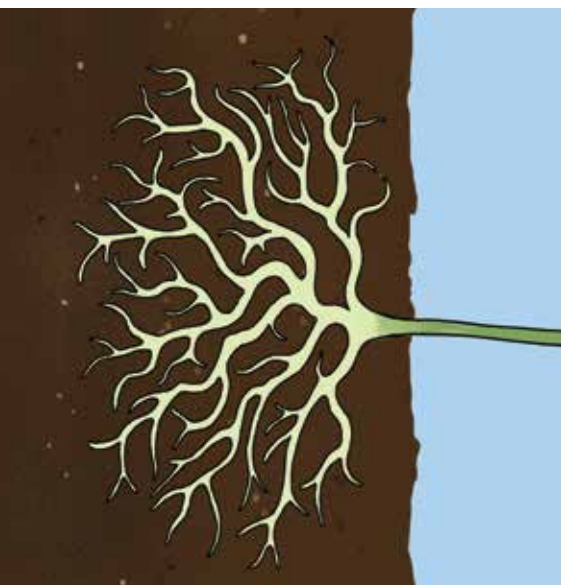
Plants Have Different Parts

Human beings have many different body parts. We have feet, arms, legs, and heads. Each of our body parts has an important job to do. We can walk, run, and jump with our feet and legs. We can touch our toes with our hands. We can think with the brains inside our heads.

Did you know that plants have different parts, too? Just like your body parts, each plant part has a different job to do.

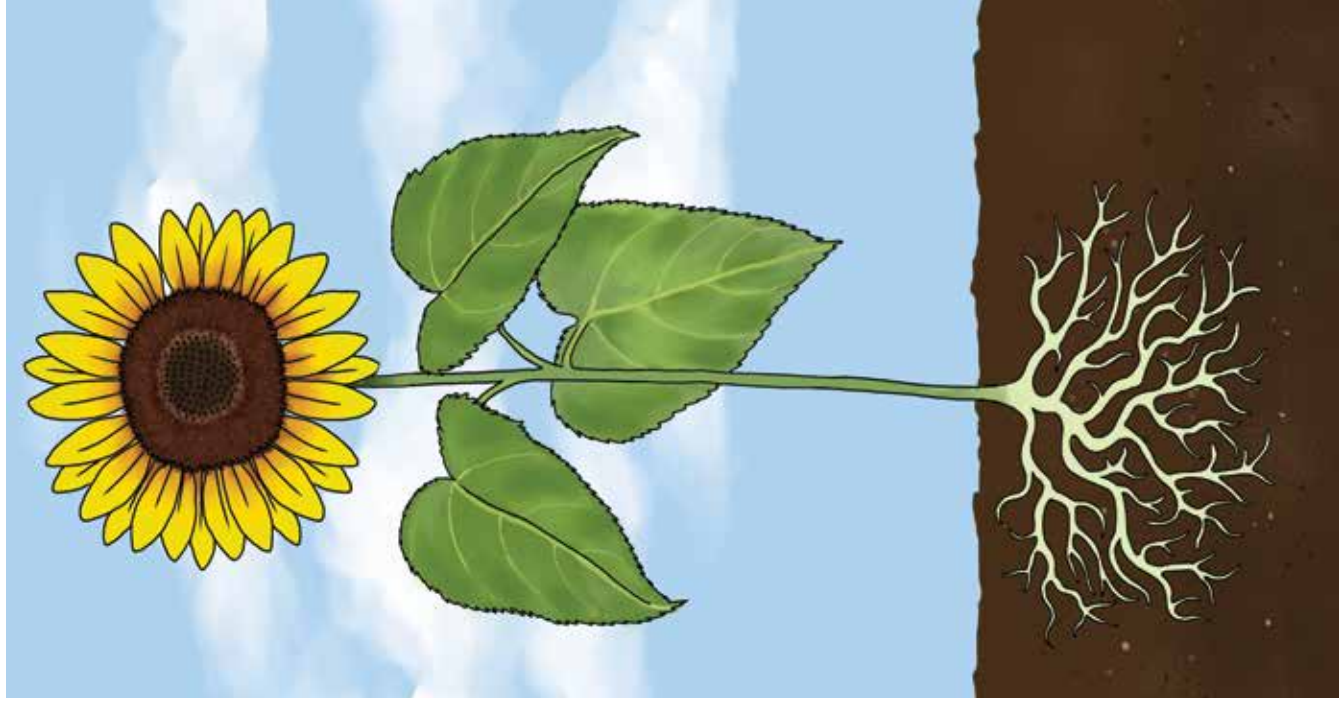


A plant's roots grow down under the soil and help hold a plant firmly in place. Plants use their roots to soak up water and nutrients that help them grow.



The stem of a plant holds the plant up straight and tall—just like the spine in your back. The stem also carries water and nutrients from the roots to other parts of the plant like the leaves. The leaves of a plant grow out of the stem. Leaves collect sunlight and air that nourish the plant and help it grow.

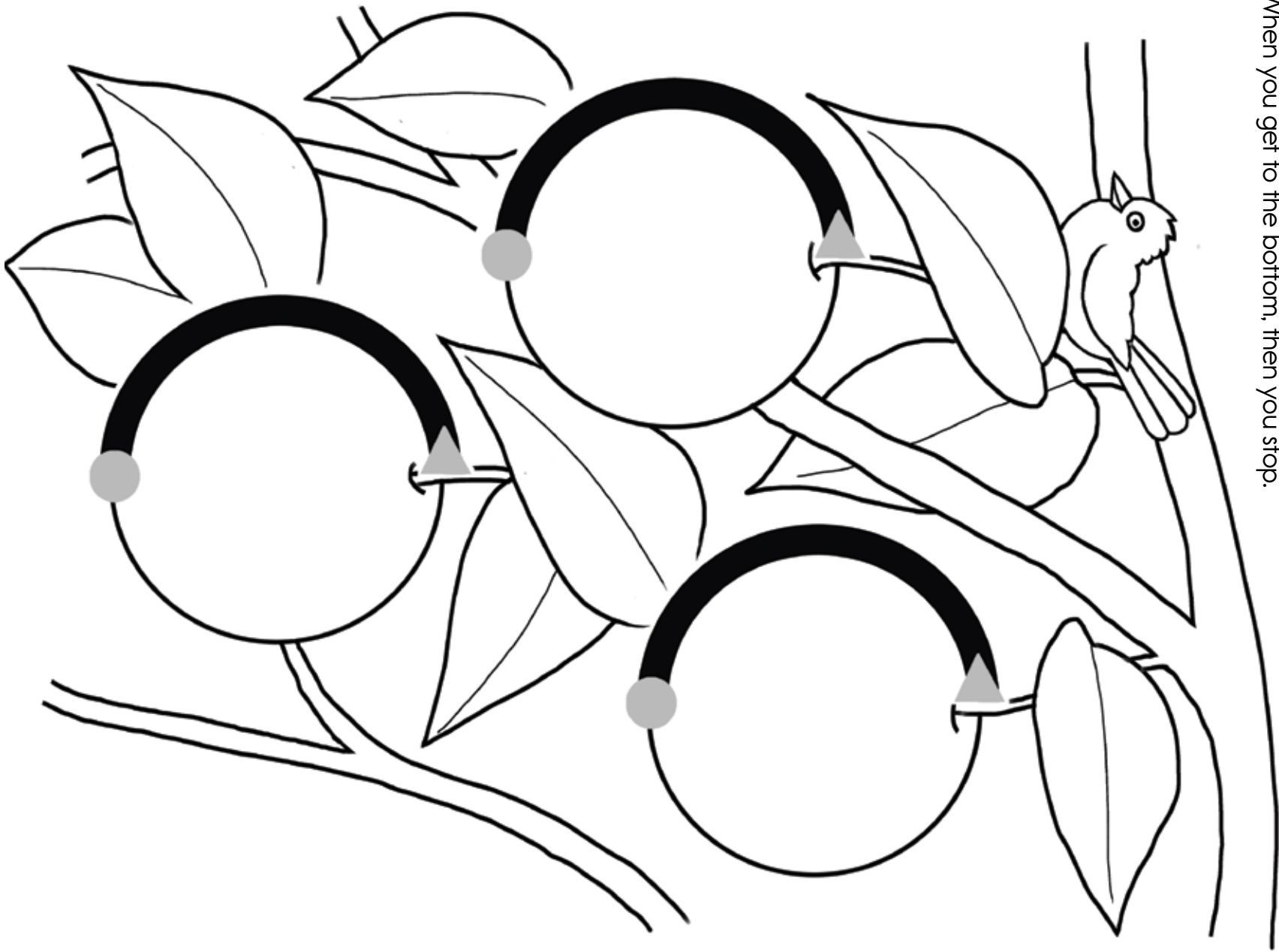
Flowers help plants make seeds. New plants grow from these seeds. Some flowers also have beautiful petals that grow around the part of the flower that makes the seeds.



Plants and humans are both living things that grow in our world. Plants and humans both have parts with different jobs to do. Plants have roots, stems, leaves, and flowers. Each of these parts helps the plant to grow and stay healthy.

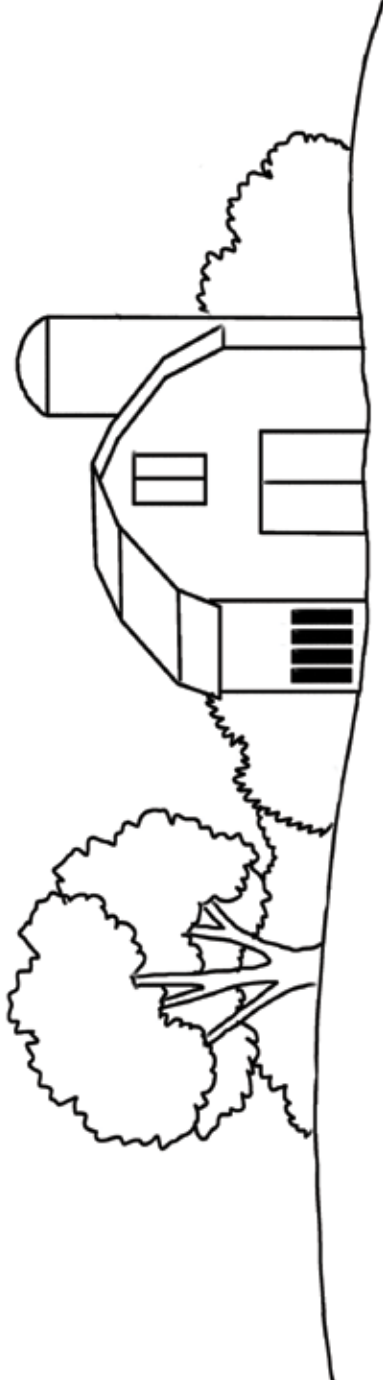
Apples

The farmer's apples hang from trees.
Pick some of those; pick some of these.
Make a round shape from the top—
When you get to the bottom, then you stop.



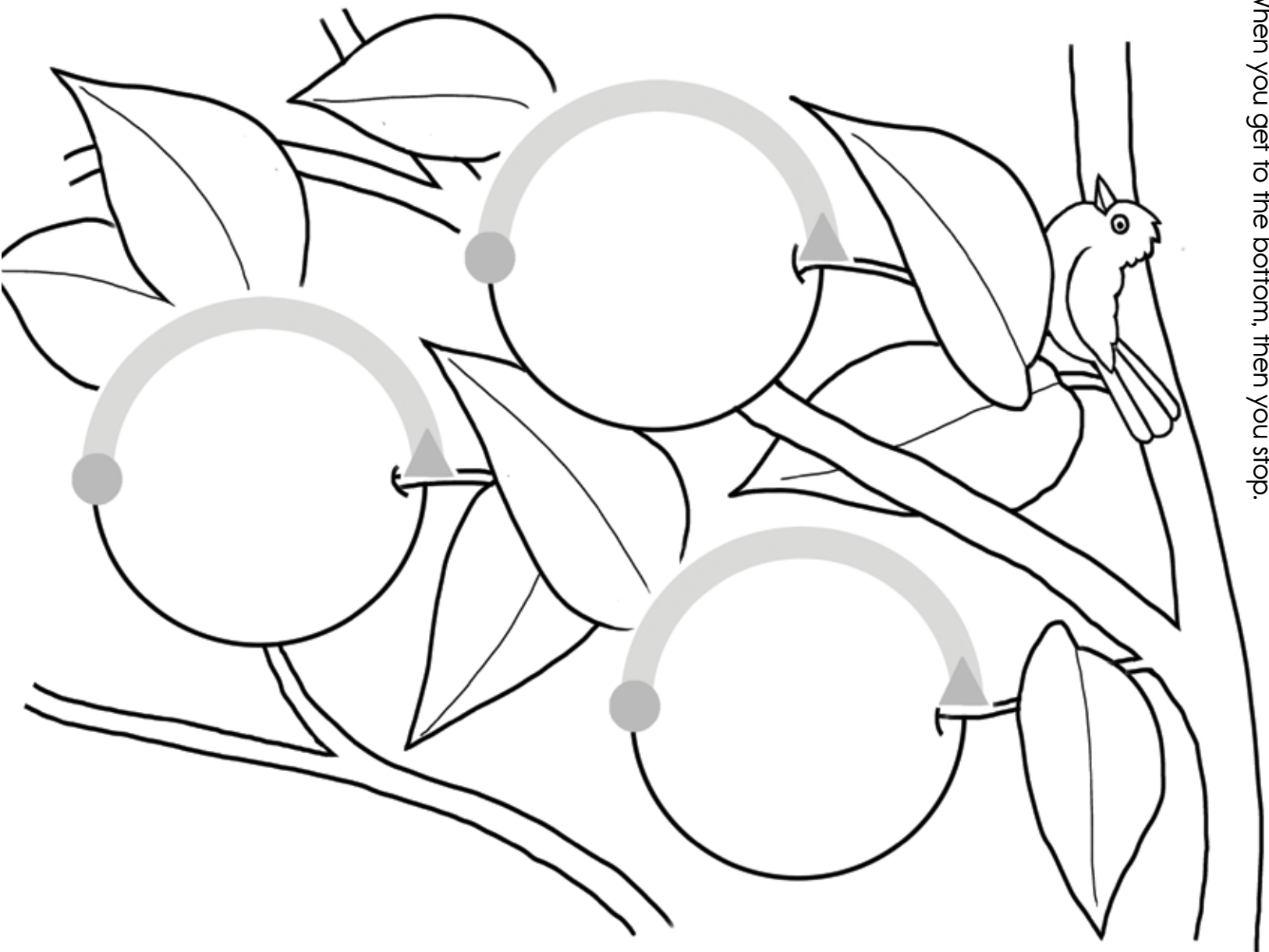
The Pumpkin Patch

A little fence marks the pumpkin patch.
Make some bridges; make them match.
Line them up along the ground;
make lots of humps and make them round.



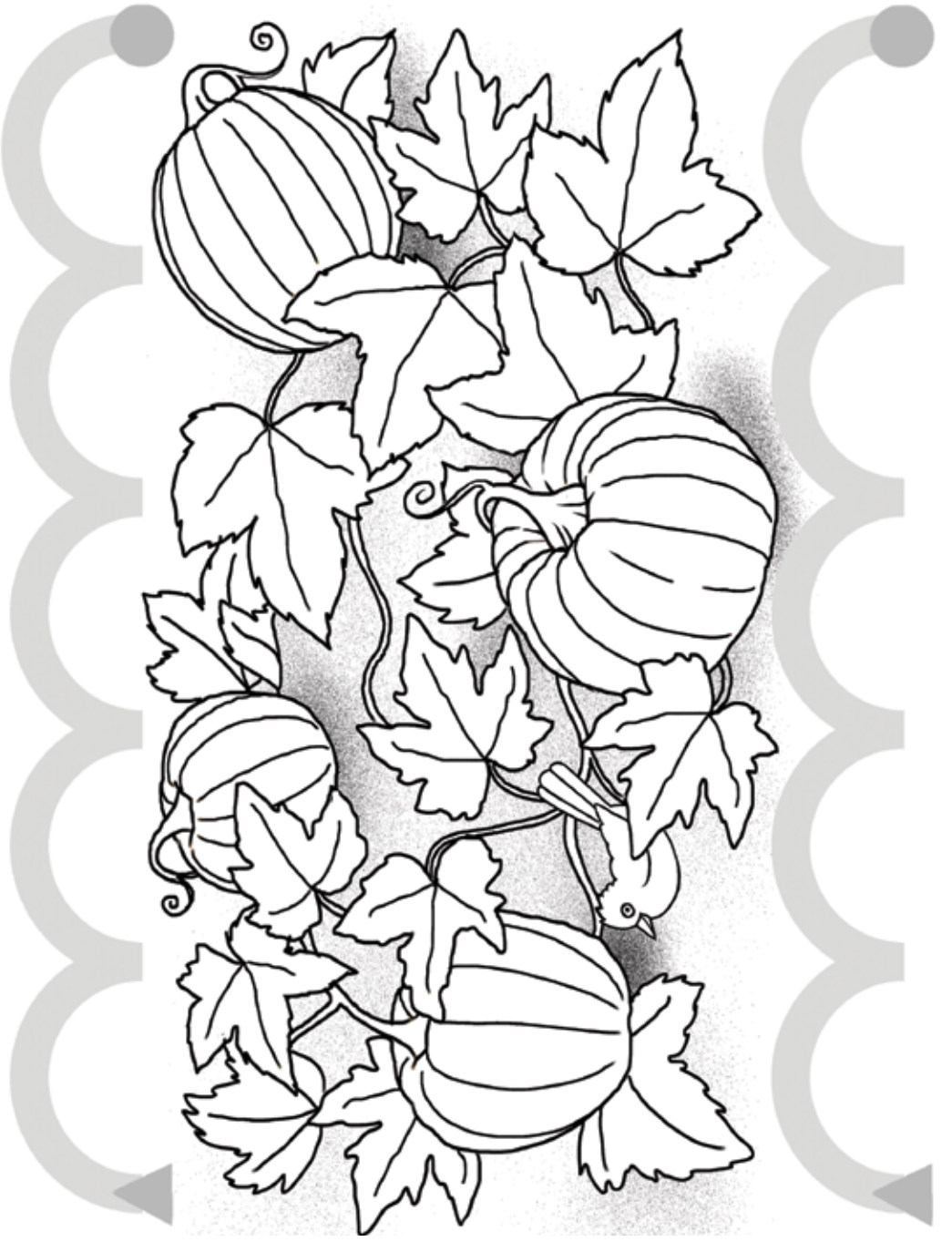
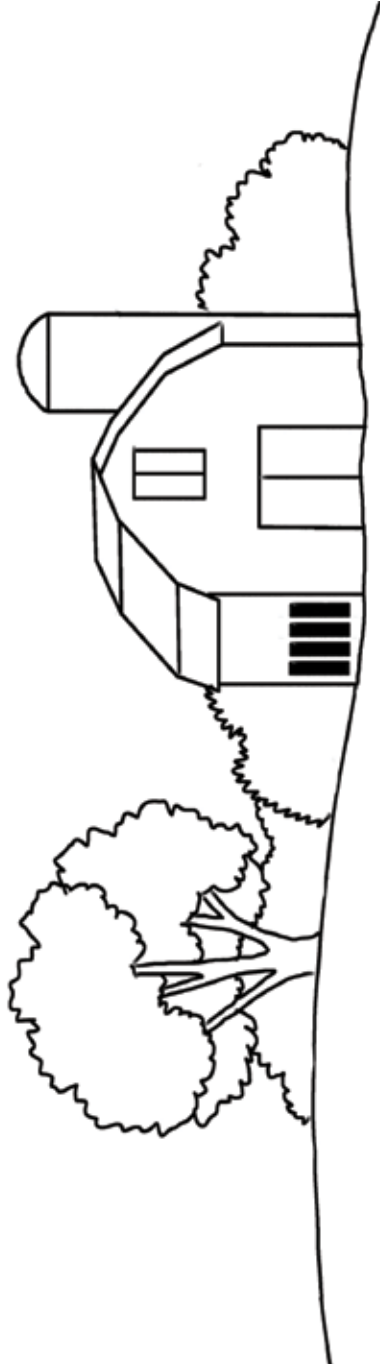
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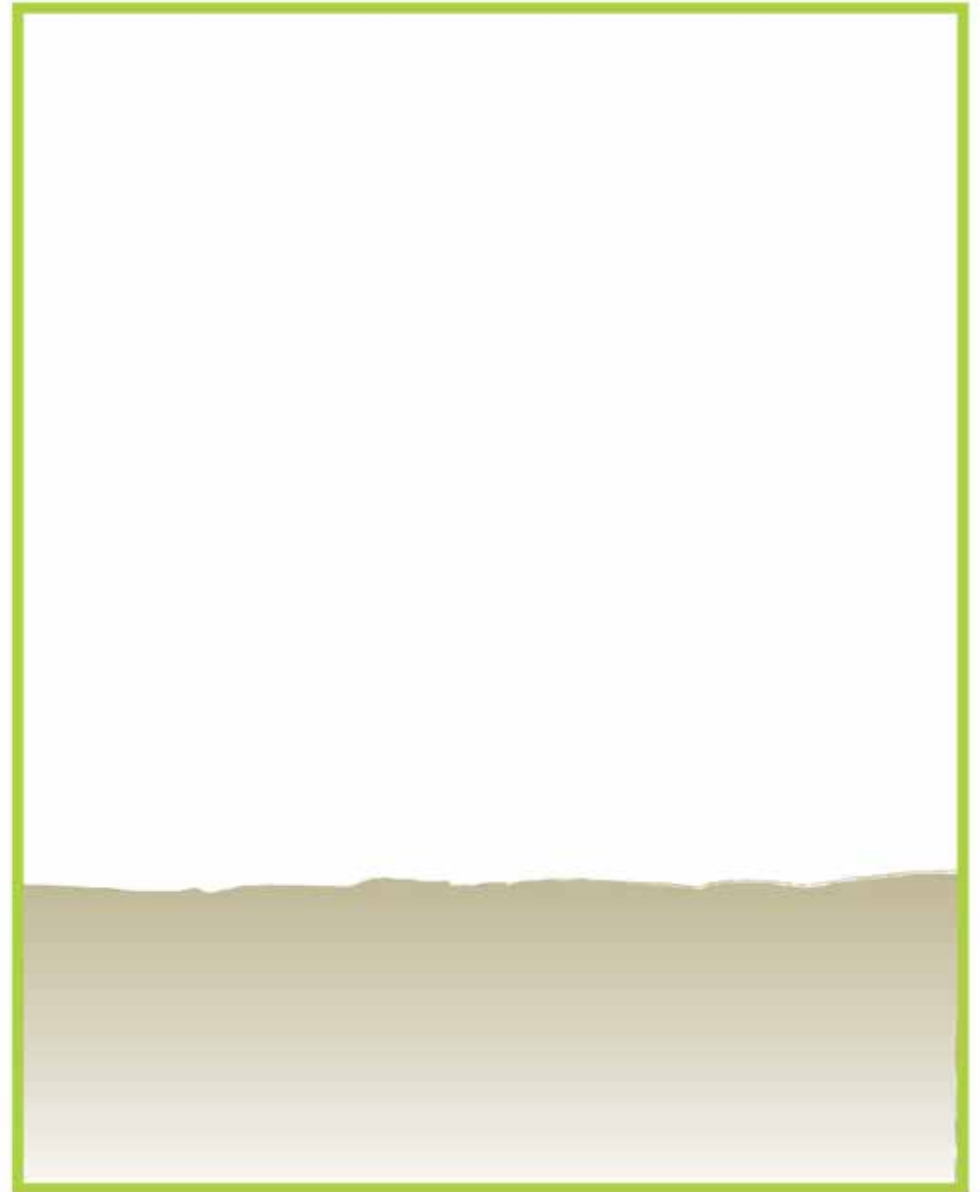
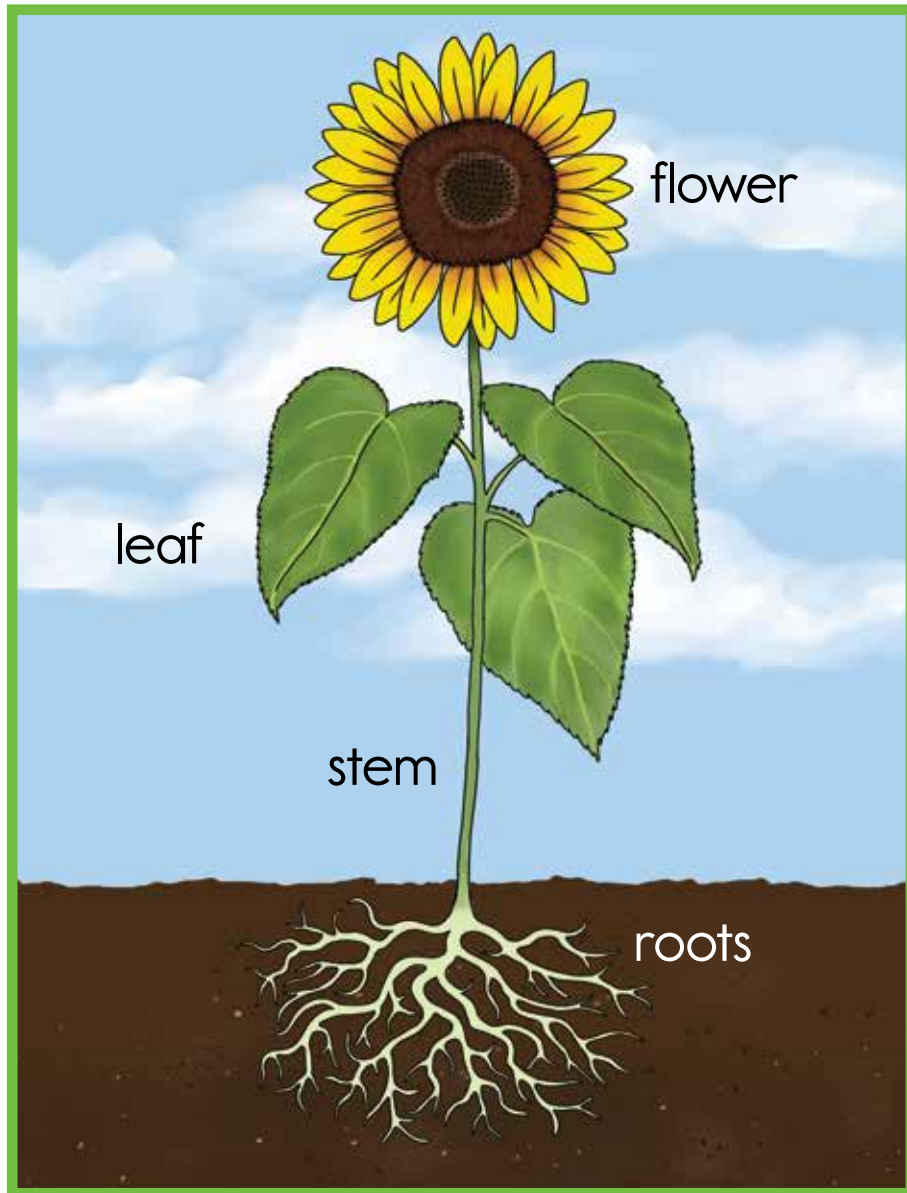
The Pumpkin Patch

A little fence marks the pumpkin patch.
Make some bridges; make them match.
Line them up along the ground;
make lots of humps and make them round.



Parts of a Plant

Ask your child to help you name the parts of the plant. Then point to the parts one by one with your child. Now ask him/her to draw a plant. Name each part as s/he draws it.



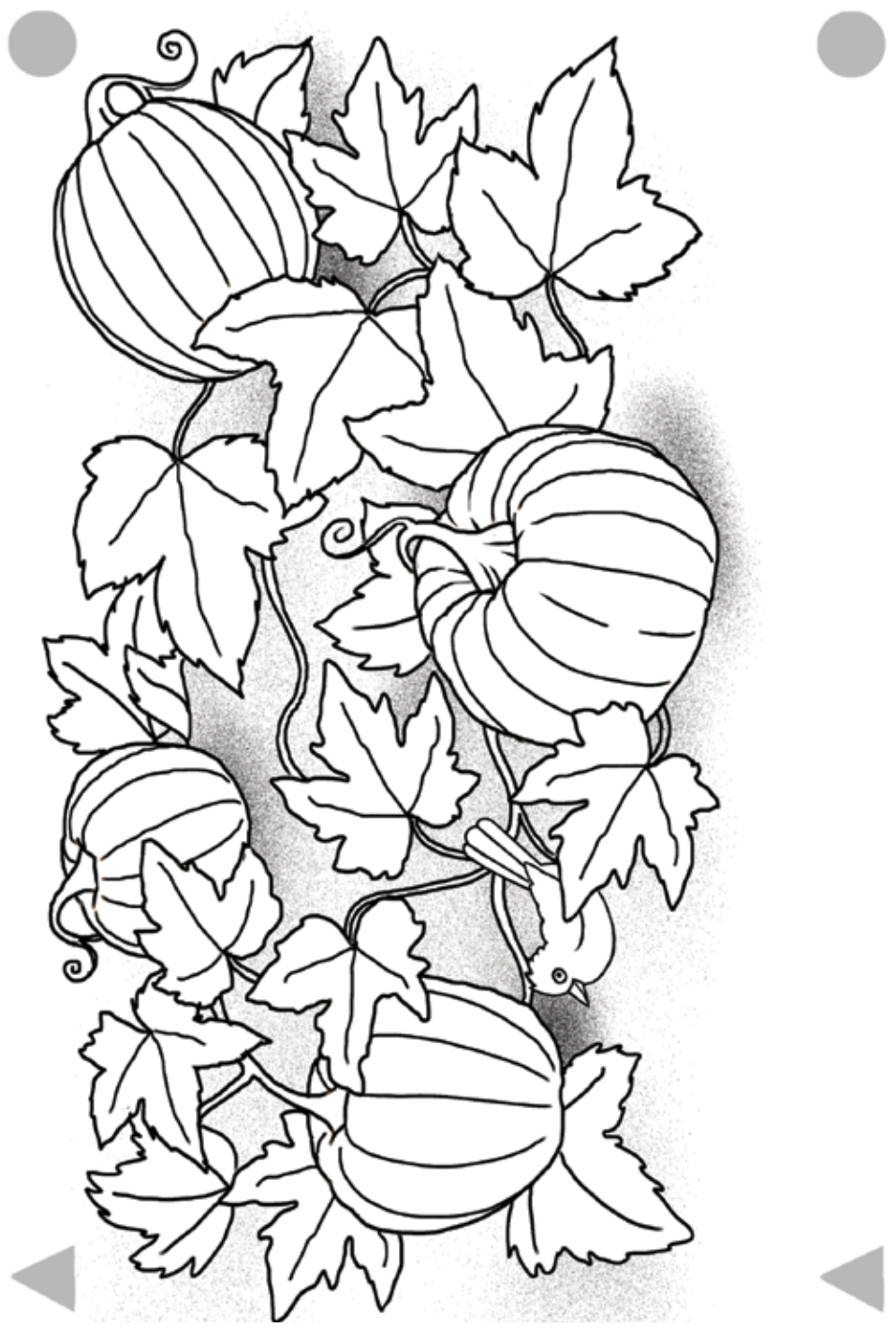
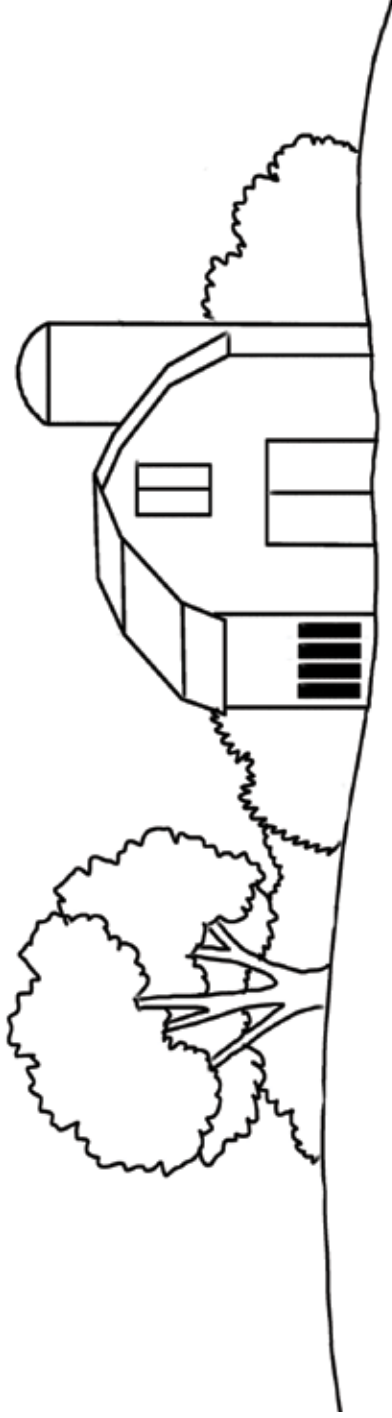
Apples

The farmer's apples hang from trees.
Pick some of those; pick some of these.
Make a round shape from the top;
When you get to the bottom, then you stop.



The Pumpkin Patch

A little fence marks the pumpkin patch.
Make some bridges; make them match.
Line them up along the ground;
make lots of humps and make them round.



Circle the Sound Picture

First, ask students to name the pictures on the page. Then, ask students with which sound the word starts. Finally, have the student circle the sound picture of the sound with which the word begins, choosing between **m**, the sound picture for /m/ as in *monkey* or **a**, the sound picture for /a/ as in *apple*.



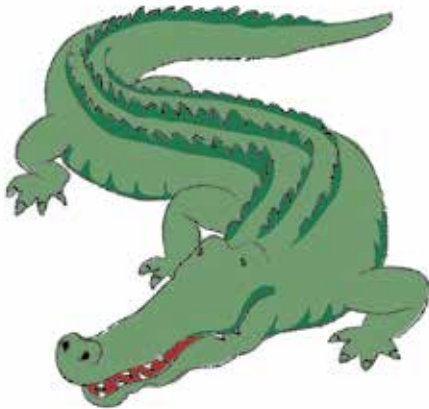
m **a**



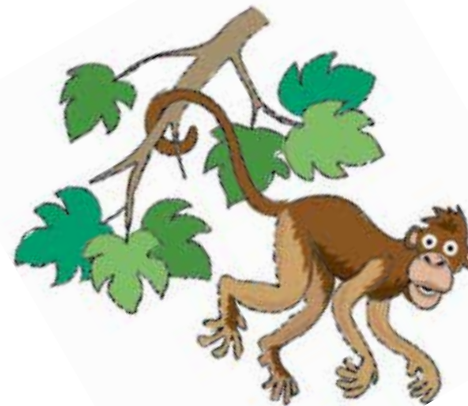
m **a**



m **a**



m **a**



m **a**

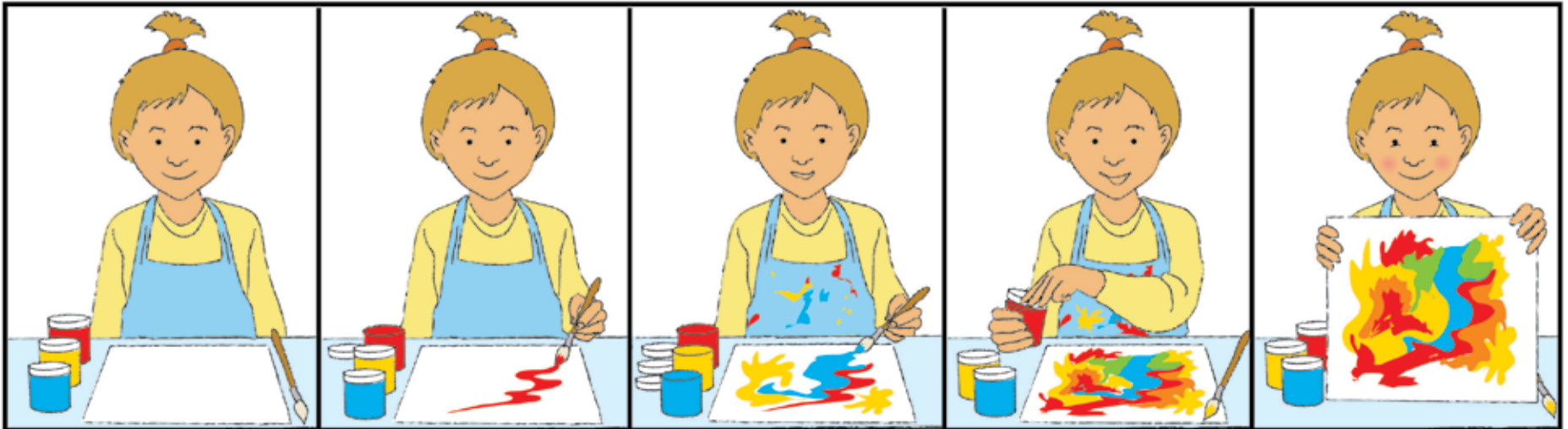
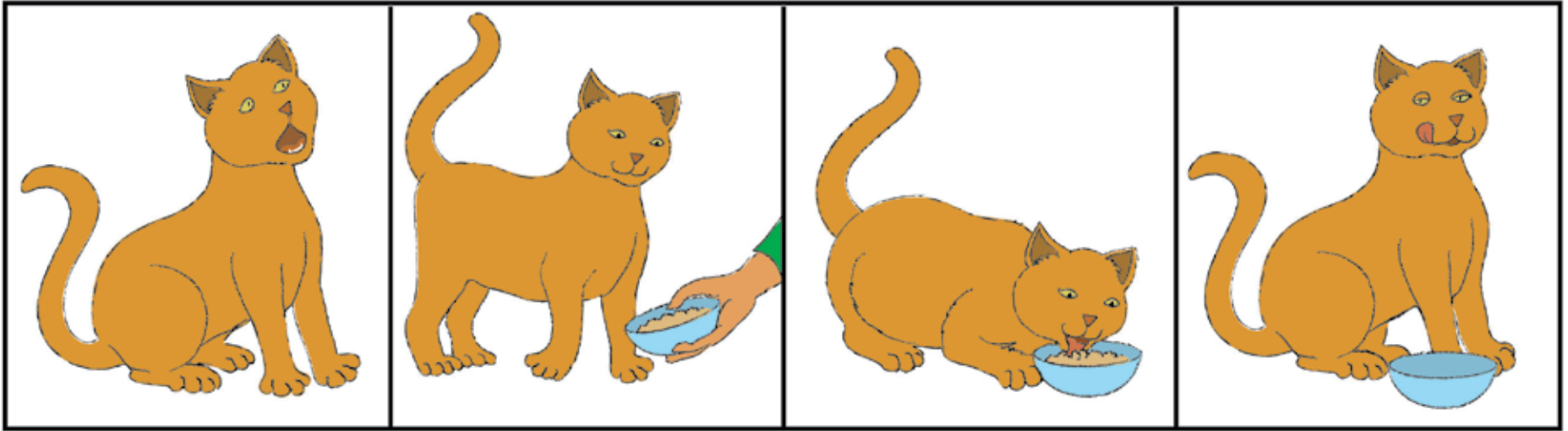


m **a**



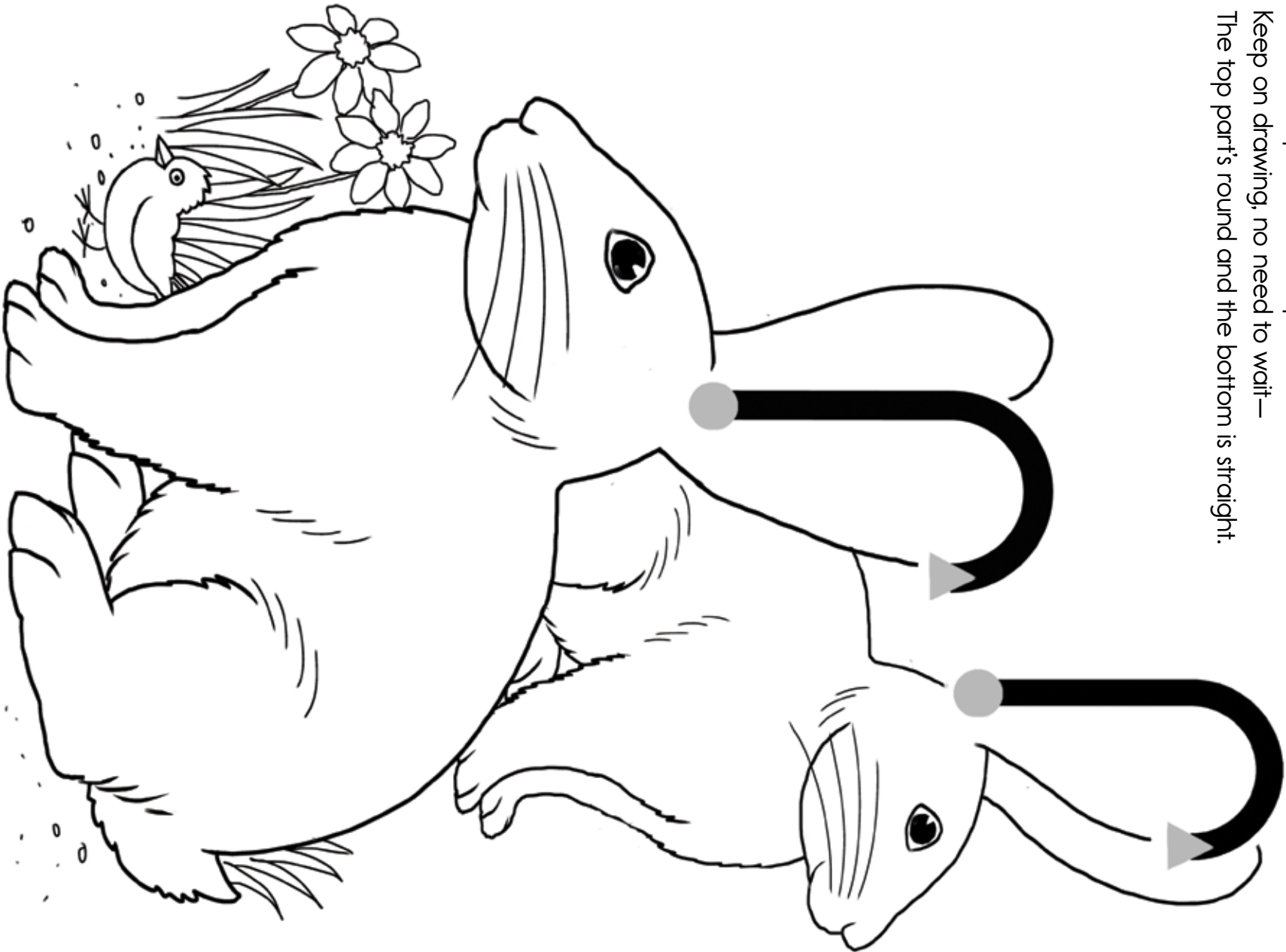
Tell a Story

Using the pictures, encourage students to tell a story about the cat. Then, have students tell another story about the girl. Encourage students to use the words *first*, *next*, and *last* in their stories.



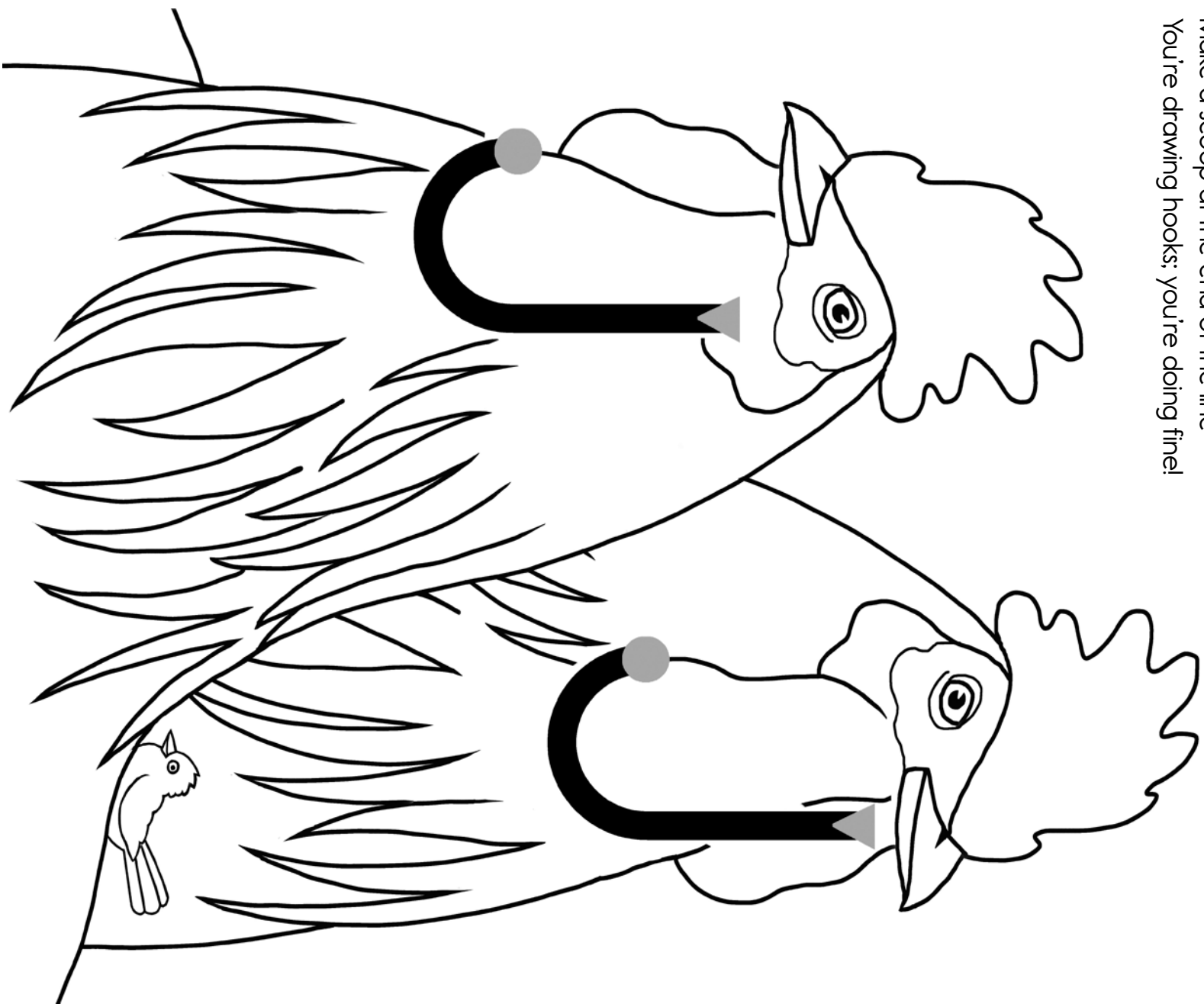
Rabbits

The rabbits' ears all stand up tall.
From the top, make a hump, then fall.
Keep on drawing, no need to wait—
The top part's round and the bottom is straight.



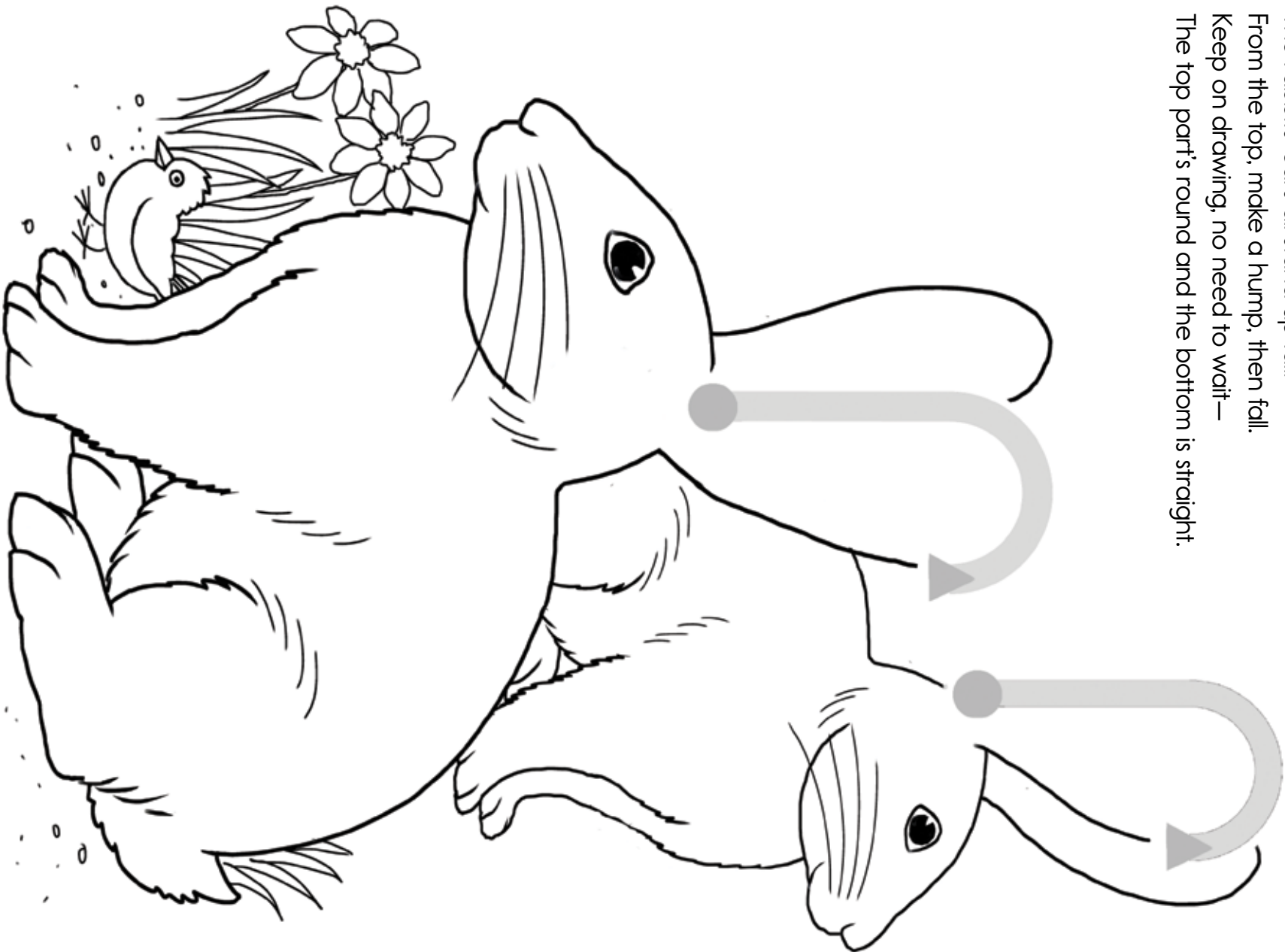
Roosters

The rooster's waddle hangs down low.
Start near the top; then down you go.
Make a scoop at the end of the line—
You're drawing hooks; you're doing fine!



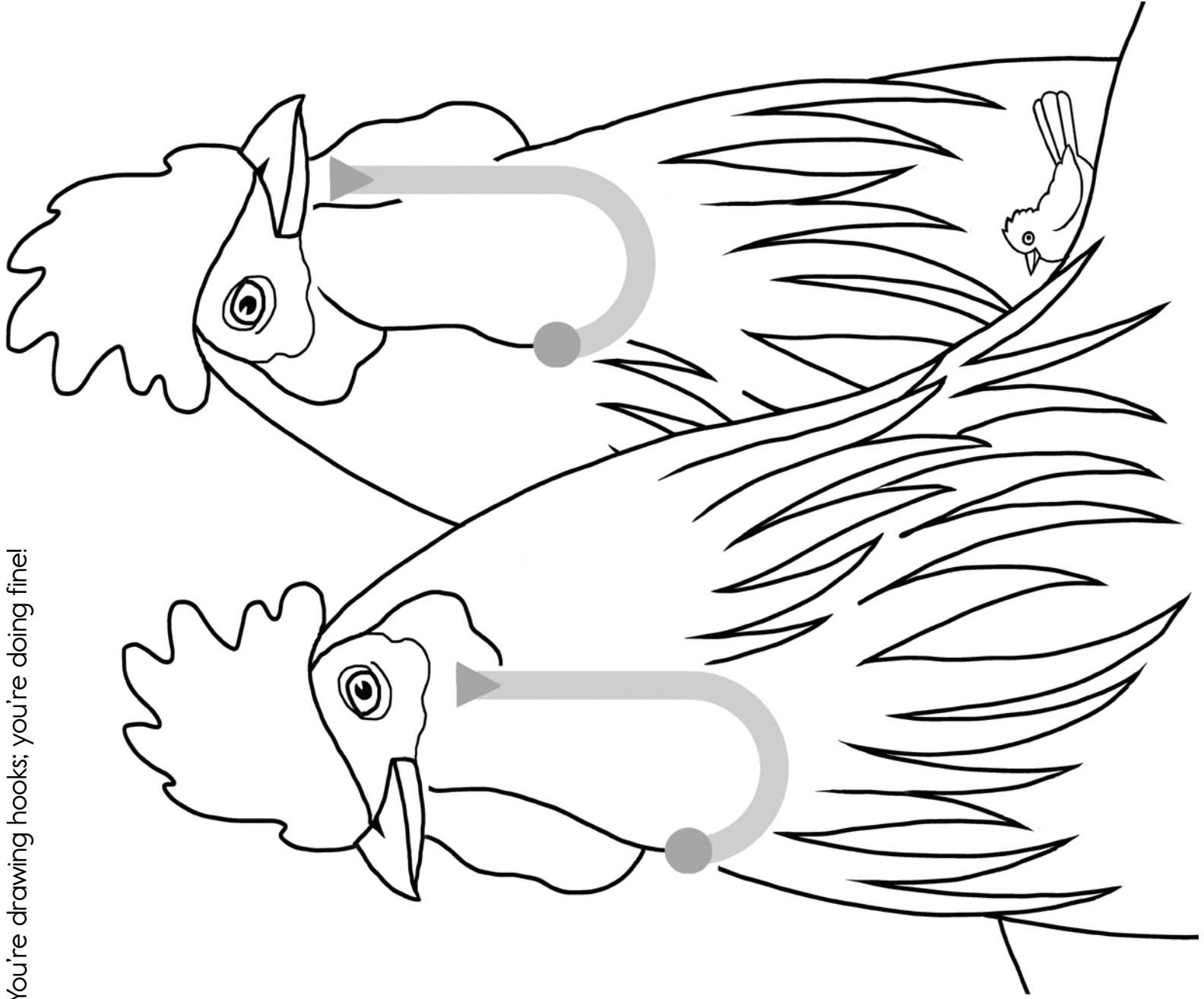
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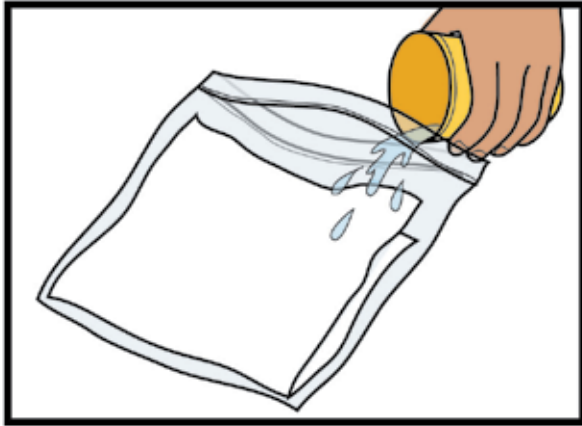
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Make a scoop at the end of the line—
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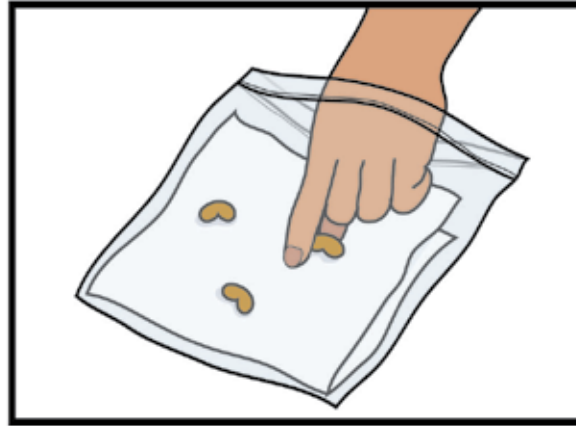


Watch Seeds Sprout

Help your child sprout seeds by following the directions below. Ask your child to draw three pictures in the boxes below to keep a record of how the seeds look after 1, 3, and 5 days of growing. Once the seeds sprout, you can transplant them into soil.



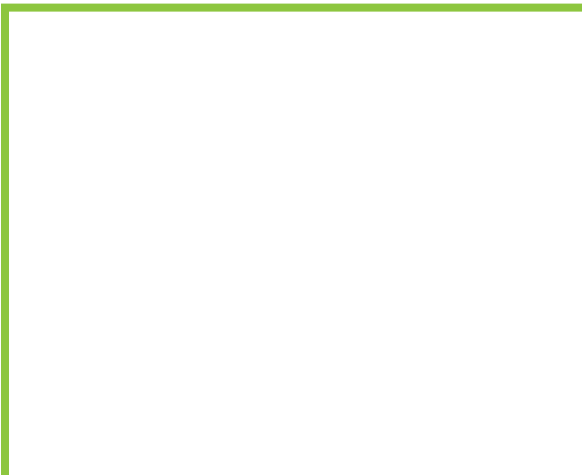
1. Lightly moisten 3 paper towel squares. Fold them flat and slide them into a plastic bag, the kind you can seal tightly.



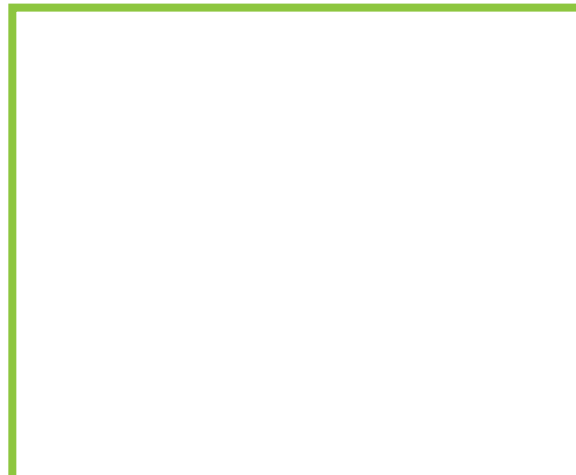
2. Place 3 seeds into the plastic bag so they are visible through the plastic. Seal the bag and keep it in a dark, warm (not hot) place.



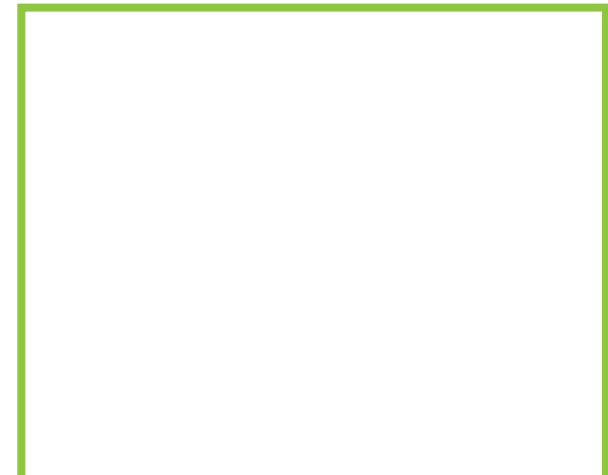
3. Check the bag daily. Keep the towels damp. Help your child observe and record what she sees in picture boxes below.



Day 1



Day 3

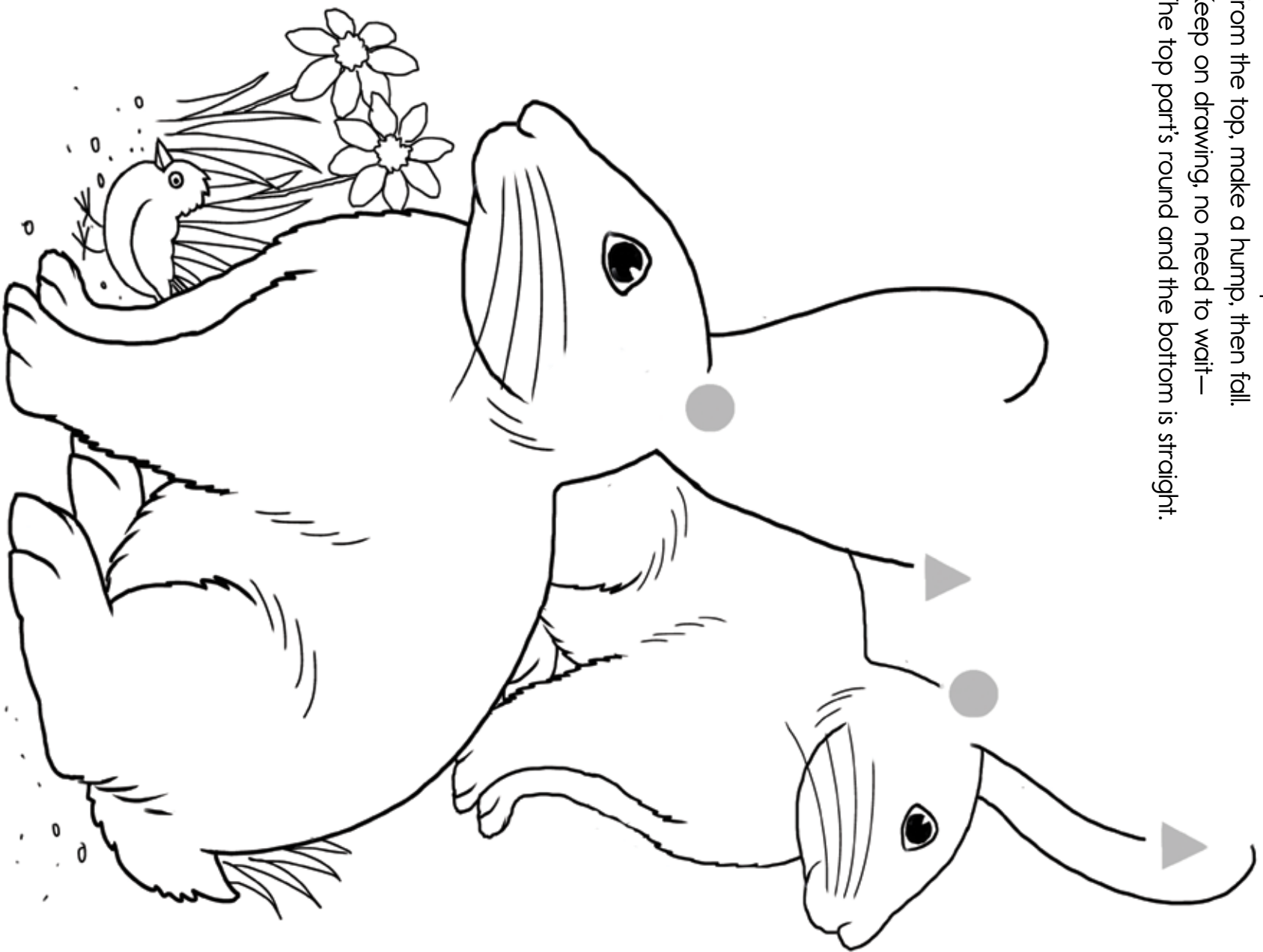


Day 5



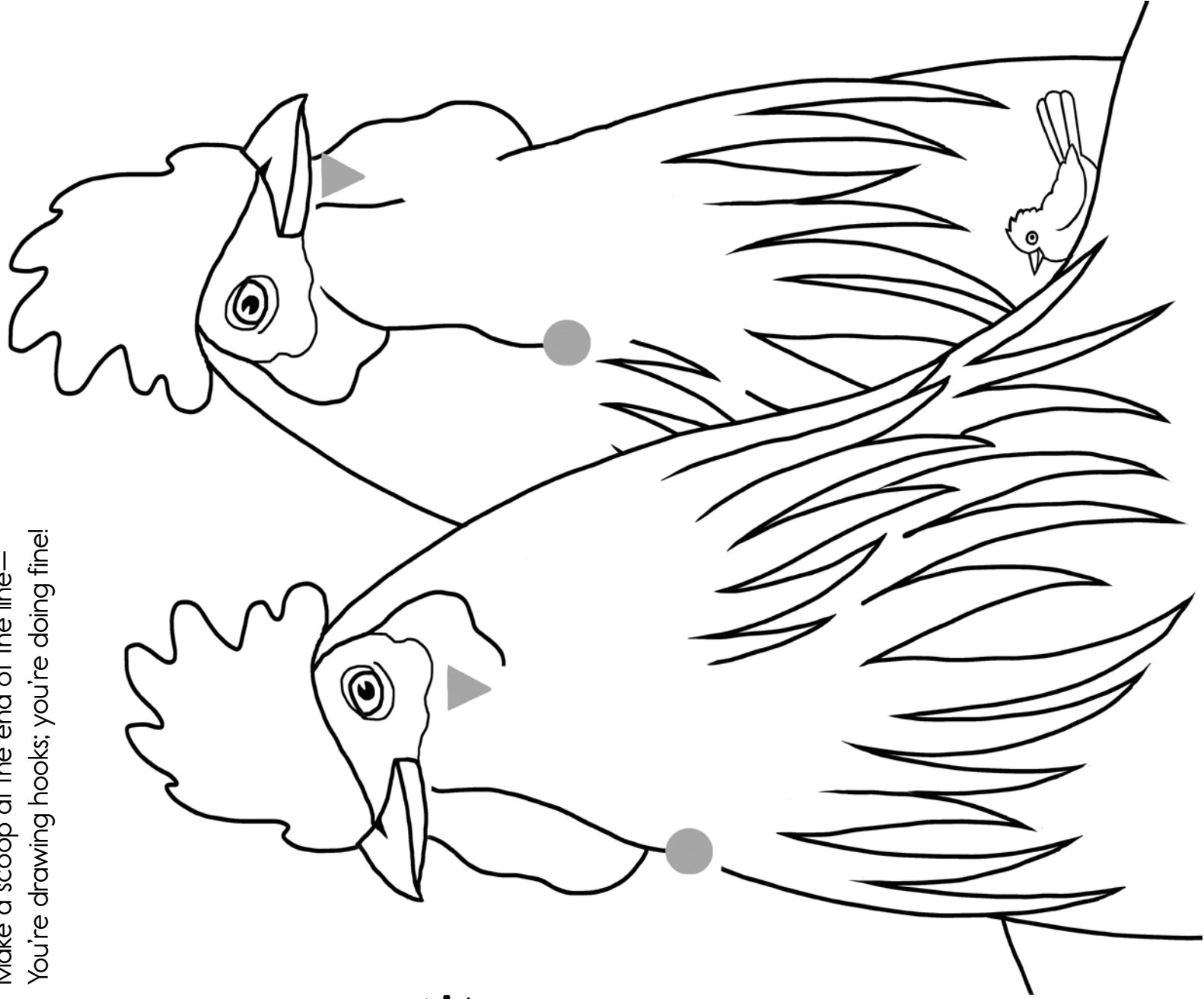
Rabbits

The rabbits' ears all stand up tall.
From the top, make a hump, then fall.
Keep on drawing, no need to wait—
The top part's round and the bottom is straight.



Roosters

The rooster's waddle hangs down low.
Start near the top; then down you go.
Make a scoop at the end of the line—
You're drawing hooks; you're doing fine!



Plants: Family Letter 2



Dear Family Member,

Our class has really enjoyed learning about plants and growing seeds, and we will continue learning more about plants in the coming weeks. We will be talking about flowers and learning about flowers you can eat, like broccoli and cauliflower. Your child may come home talking about the three things plants need to grow (nutrients from soil, water, air), and what will happen to a plant if it does not get one of those things. In our Small Groups, we will continue to practice telling our own stories, writing, and hearing the first sound in words.

Below are some suggestions for activities you might do at home to help your child remember what they are learning about at school:

1. Read Aloud Each Day

As you read stories about plants or stories with pictures of plants, talk with your child about what real plants need to stay alive. Talk about where certain types of plants may grow, and what they need to be healthy and grow.

2. Practice Telling Stories

Read a favorite book together with your child. Near the end, stop reading and have your child use his/her imagination to make up a new ending to the story. Look at family photographs with your child and invite him/her to tell a story about your family based on the photographs. Encourage your child to use words like *first*, *next*, *then*, and *last* to put his/her story in order.

3. Sing Nursery Rhymes

We will be learning “Peter Piper,” “Tippety, Tippety,” and “Ring Around the Rosey” (see back).

4. Cook Plants for Dinner

Allow your child to choose a favorite fruit or vegetable and find a simple recipe that uses it. Remind your child that fruits and vegetables come from plants. Have your child help you prepare a special dish to share with your family.

5. Look for Seeds in a Fruit

Buy some familiar and unfamiliar fruit at the market or grocery store. Cut the fruit open and have your child find the seeds inside the fruit. Perhaps try to grow one of the seeds by sprouting it in a jar on a moist paper towel.



Ring Around the Rosey

Ring around the rosey,
A pocket full of posies.
Ashes, ashes,
We all fall down.



Match Initial Sounds

Cut apart the pictures for students in advance, or, if students are ready, have them cut them apart themselves. Tell students to match the pictures of words that have the same initial sound. Have students say each word out loud in order to decide whether the two words start with the same sound. When students have matched all three pairs, have them glue the pairs beside each other on a blank piece of paper.



Permission Slip: Tasting Fruits and Vegetables



PLEASE RETURN THIS FORM BY _____.

Dear Family Member,

As you know, we are learning all about plants at school. Your child is learning that many of the foods we eat come from plants. On _____, your child will have the opportunity to taste a variety of different fruits and vegetables and decide which ones s/he likes best. Each child will be able to choose which fruits and vegetables s/he would like to taste and leave the ones s/he is not interested in tasting.

The fruits and vegetables we will taste in our classroom include:

We are aware that some students may have allergies to certain fruits and vegetables. We would like you to indicate below whether or not you wish your child to participate in this activity.

☐ **Yes,** my child has permission to taste the fruits and vegetables above.

☐ **No,** my child does not have permission to taste the fruits and vegetables above.



CHILD'S NAME _____

PARENT/LEGAL GUARDIAN NAME _____

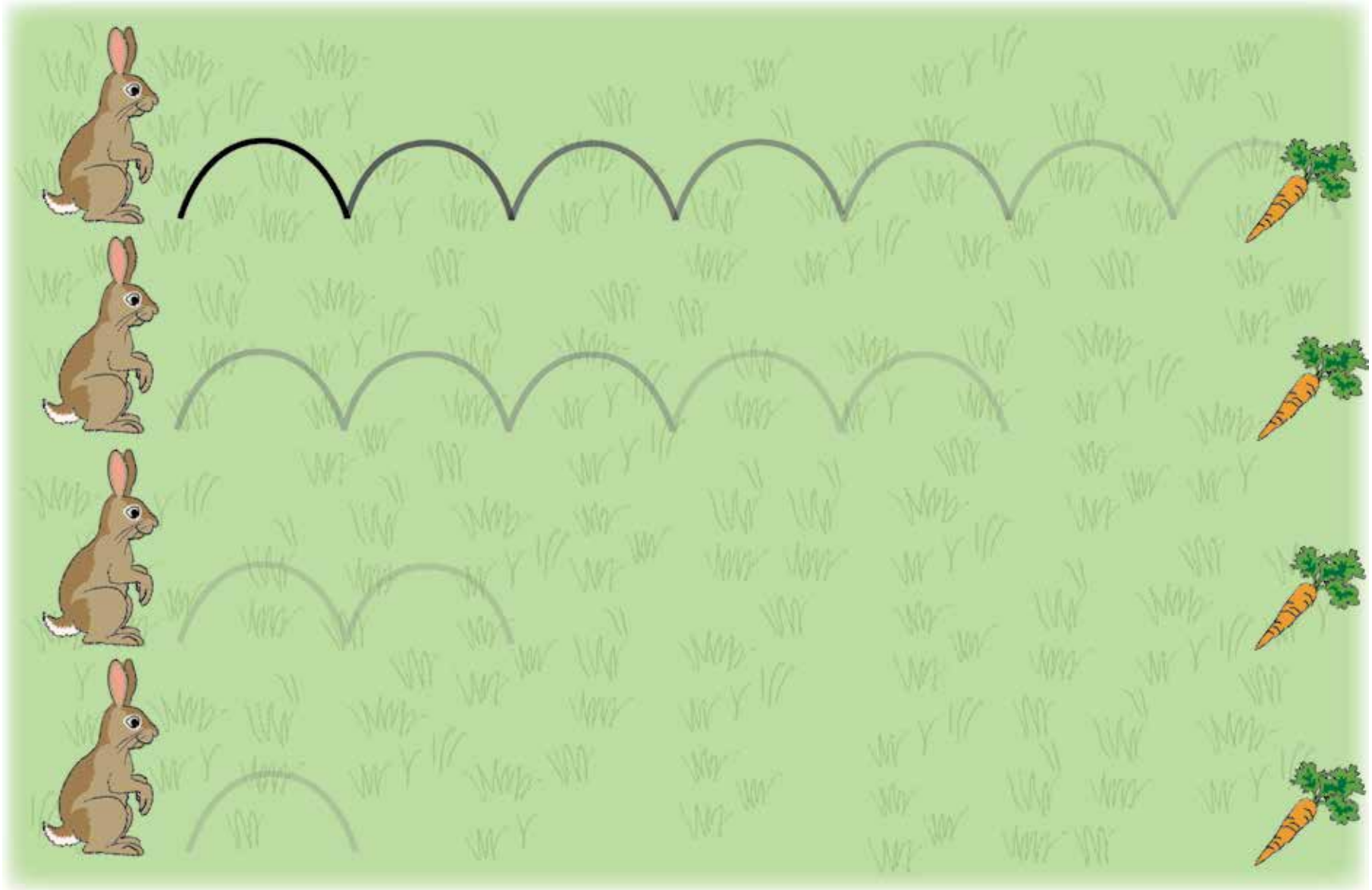
PARENT/LEGAL GUARDIAN SIGNATURE _____

CHILDREN WHOSE FAMILY MEMBERS DO NOT RETURN FORMS WILL NOT BE ABLE TO PARTICIPATE IN THIS ACTIVITY.



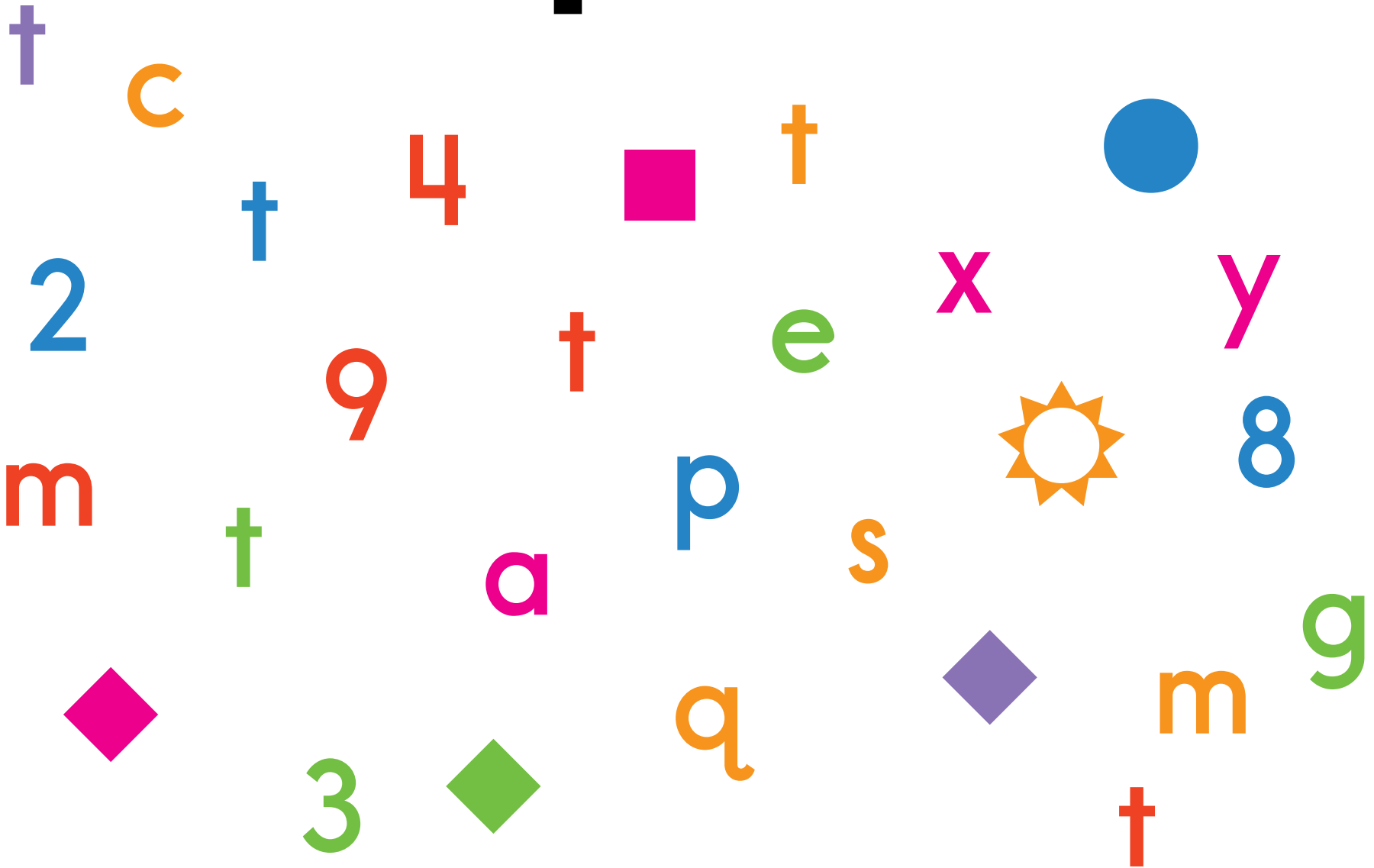
Bunny Hop

Help your child make bunny hops across the field to yummy vegetables. First, your child can follow the guidelines, and then, by the end of the page, can make the bunny hop writing strokes all by him/herself.



Circle the Sound Picture:

Help students identify and circle all sound pictures showing /t/. Help students remember what the sound picture for /t/ looks like by drawing it on a sheet of paper or having students draw it on a paper or in the air. If a picture does not show the sound picture for /t/, students should draw a line through it.



Two-Sound Word Hunt

Help students blend the two-sound words you say aloud and then find the picture on the page that shows the word. When they find the picture, tell students to place a block on top of the picture. Model the first word for students and show them how to place a block on top of the picture.



Dear Family Member,

Today your child listened to a read-aloud about plants. Read the text to your child and talk about plants and how they are important in our world. Take a walk outside and talk about the plants you see around you and how they are important to people.



Plants Are Important to Humans and Animals

Plants are all around us. Plants are very important to people.

Plants make oxygen. Oxygen is an important part of the air that humans and animals breathe.

People eat fruits and vegetables that grow on plants. Some people grow root vegetables, like carrots, in the ground. Some people grow fruit tree orchards. Fruits and vegetables are healthy plants that people eat.



Just like humans, other animals eat plants, too. Some animals eat the leaves from trees.

Some animals, like a monarch butterfly, drink the nectar from flowers. Some animals eat the berries from trees. Plants are food for all kinds of animals.



Sometimes people and animals like to eat the same kinds of plants!

Plants provide shelter for people and animals.
Birds and other animals build nests in trees to stay warm and dry and to shelter their eggs.



Plants provide oxygen, food, and shelter for people and animals. We must remember to take good care of the plants in our world, so they can take care of us, too.



Pushing Blocks for Sounds

First, help students find the picture of the segmented two-sound words you say aloud (e.g., you say '/b/-/oe/' students point to the picture of the bow). Then, have students push blocks into the empty squares beneath the picture to represent each sound in the word as they say the sounds aloud.



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Writing Sound Pictures

Help students identify the beginning sound for each picture below. Then, have students write the beginning sound beneath the picture in the space provided. Have students reference the sound pictures on the left side of the page when writing.

m

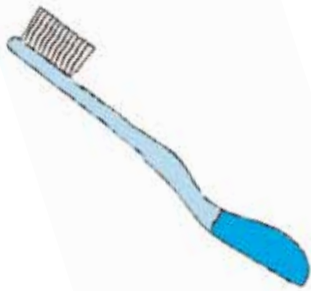
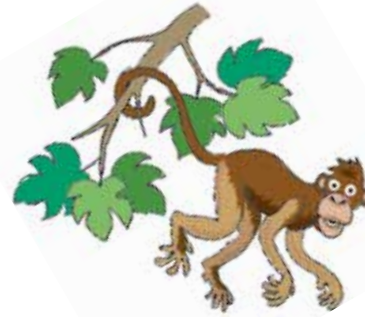
a

t

d



d



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SCHOOLS

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Plants Activity Pages

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