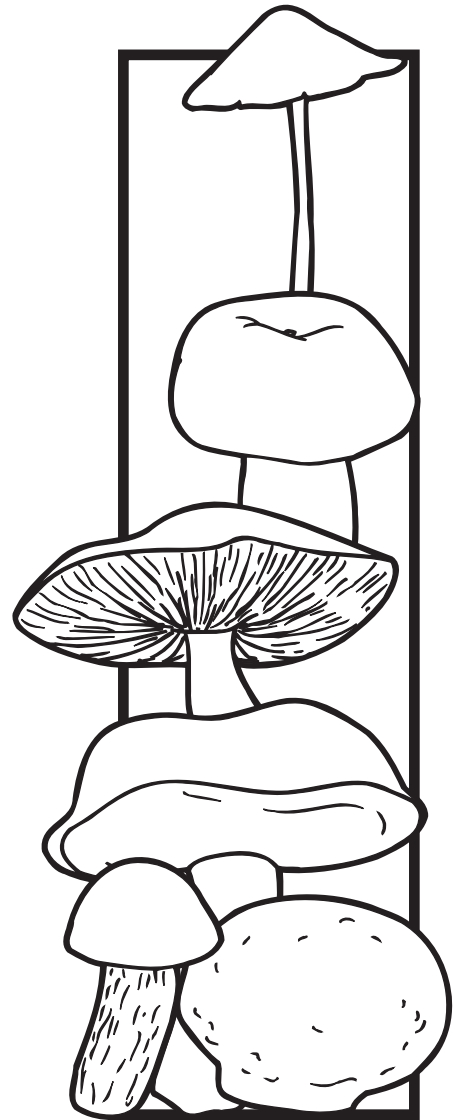

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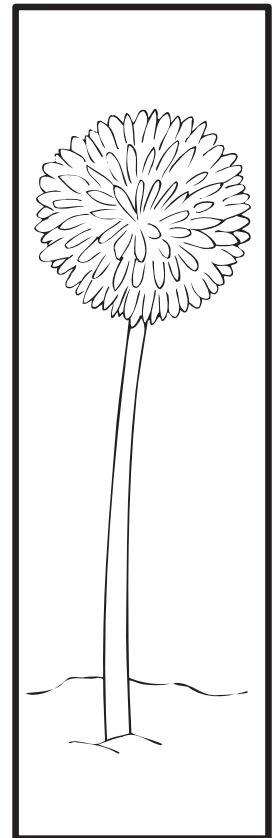
INTRODUCTION

Plant Parade is composed of six chapters that deal with assorted types of plants. This book is intended to help children cultivate a hands-on understanding of science while developing language skills. Children will learn to relate to the plant world in a personal way: learning through games, observations, literature and art.

Let's Read features a popular children's book, such as *Growing Vegetable Soup* by Lois Ehlert (about planting, harvesting and preparing vegetables for a soup) and is accompanied by a detailed plot description. **Let's Talk** helps children link the featured book with familiar feelings, thoughts or ideas in their own lives. For example, in the chapter about trees, the Let's Talk discussion focuses on places to live (featured in Lynne Cherry's *The Great Kapok Tree*). This page also includes a pattern that can be copied and used as a bookmark.

Let's Learn is filled with facts about each plant. For example: leaves have veins that carry food to plants. Choose facts that you think will interest your students. You can read a fact a day during the unit.

The **Let's Create** activities in each chapter allow children to use their imaginations while building artistic skills and fine motor abilities. They will construct their own plants and gardens from craft materials, draw still lifes, tell stories using felt boards and so on.



Children make a hands-on science connection in the **Let's Find Out** activities. These projects focus on exploration, leading children through moments of discovery as they find out how flowers drink and how seeds grow into trees.

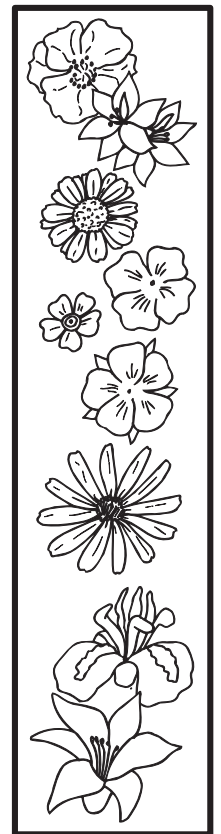
Let's Play suggests a new game to interest children in the plant of the moment. (Note: Directions often suggest covering game pieces with Contact for extra durability. You can use any type of clear, adhesive paper to cover the game pieces. Laminating machines can also be used.)

New songs sung to a familiar tune are featured in the **Let's Sing** section. Children can learn the lyrics and put on performances for parents, teachers or each other. Nursery rhymes are also included.

Informative **Pattern Pages** complete each chapter. These patterns can be copied and used for noticeboard displays, reduced for name tags or used for desk labelling. Children can colour the patterns using crayons or textas. Provide glue and glitter for a bit of extra sparkle.

At the end of the book, you'll find a **Storybook Resources** section filled with additional fiction picture books, plus a **Nonfiction Resources** section suggesting factual books and books with photographs of the featured plants.

The chapters in this book feature different kinds of plants: flowers, trees, mushrooms and more.



ALL ABOUT PLANTS

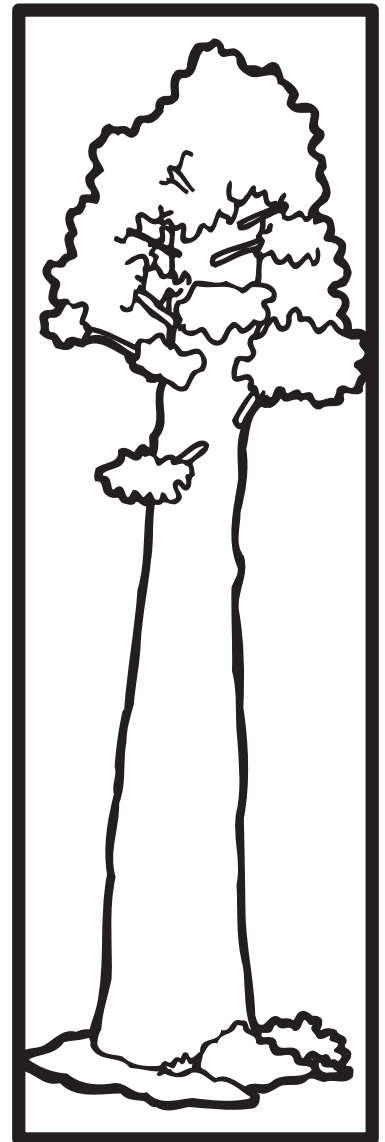
How Are Plants Different from Animals?

Most plants are fixed in one place. Green plants make their own food. These plants contain chlorophyll. They give off oxygen, which people and animals breathe. Plants provide oxygen for our atmosphere. Without green plants, there wouldn't be enough oxygen in the air for people to survive.

Some plants, called fungi, do not make their own food. Mushrooms fall in this category. Some mushrooms are so tiny you need a magnifying glass to see them. These mushrooms often grow in moss or on old logs. Other mushrooms can weigh up to 10 kilograms each! They spend the first two weeks of their lives growing underground, before popping out of the ground like basketballs!

Other Interesting Plant Facts . . .

Giant sequoia trees, which grow in California, USA, can weigh more than 6000 tonnes, making them the heaviest living things ever to have existed on Earth, even heavier than the dinosaurs!



FLOWERS

Introduction

- **Let's Read:**

The Rose in my Garden by Arnold Lobel, illustrated by Anita Lobel.

'This is the rose in my garden. This is the bee that sleeps on the rose in my garden . . . ' The story continues in repetitive rhyming form, describing the many flowers (and a few stray animals) who live in the author's garden.

- **Let's Talk:**

Discuss the wide varieties of plants and flowers that grow in gardens (as seen in *The Rose in my Garden*). Have children describe a garden they've visited or the gardens that they have at home. Make a list of the different plants and flowers that the children know and like. (You can even note 'red flowers' or 'leafy bushes'. You don't need to list actual names.) If possible, take children on a walk to observe gardens in your neighbourhood.

- **Let's Learn:**

Flowers use their colours and their scents to attract insects. Bees and butterflies are attracted by brightly coloured flowers and by flowers' scents. Both bees and butterflies eat nectar from flowers. Most flowers open up during the day and close at night. However, some flowers do the opposite. These flowers (which include the evening primrose, see the song on page 19) are closed during the day and open up at night. Instead of attracting butterflies and bees, they attract moths!

Refer to the **Nonfiction Resources** at the end of the book for colour photograph books of flowers.

