



# Post-Program Resource

## Storytime in the Garden

*Pre-K-1<sup>st</sup> Grade*

### Make-Your-Own Plant Activity

**Duration:** 30 minutes

**Objective:** To reinforce student learning from their field trip to Tudor Place. Students will review the parts of a flower and parts of a tree. Students will creatively apply their learning by creating their own plant, remembering to make sure it has all the things it needs to grow and a name.

*Alternative:* can be modified to introduce parts of a plant and scaffold learning pre-program

#### **NGSS Standards Met:**

ESS3.A: Natural Resources

- Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. (K-ESS3-1)

LS1.A: Structure and Function

- Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1)

LS2.A: Interdependent Relationships in Ecosystems

- Plants depend on water and light to grow. (2-LS2-1)

#### **Materials Needed:**

Plant resource exploration presentation

**Link to access presentation:**

<https://docs.google.com/presentation/d/1BKA2ycNRqnxNxFrNfO78THn4INSsza-PWj0uhN-M7RE/edit?usp=sharing>

Craft resource printout

Coloring materials (markers, crayons, colored pencils, etc.)

## Extend: Field Trip Review and Plant Resources Exploration

### Link to access presentation:

<https://docs.google.com/presentation/d/1BKA2ycNRqnxNxFrNfO78THn4INSsza-PWj0uhN-M7RE/edit?usp=sharing>

### *Tips for the Presentation:*

Questions/prompts will automatically appear. Click to go to the next slide or reveal an answer. Everything else is animated. You may want to run through the slides a time or two first to get familiar with the presentation.

- (Slides 1-5) First, lead a review of the things that students learned at Tudor Place using the presentation.
  - The presentation will have images with fill-in-the-blank prompts to review:
    - parts of a flower (roots, stem, leaves, petals)
    - parts of a tree (roots, trunk, branches, leaves)
    - what plants need to grow (water, sun, soil)
- The presentation will transition to learning about plant resources.
- (Slides 6-10) *Question 1:* Do all plants need the same amount of water, sun, and soil?
  - Explore the idea with students. Tell students that to answer the question, they will play a little game called “Who Needs More:”
    - Two plants will show up on the presentation, students will guess which one needs more resources using the question “Who needs more \_\_\_\_ (water, sunshine, space, etc.)?”
      - Ex) Seckel Pear Tree and Fleabane Daisy: Daisy is much smaller so it won’t need as much water.
      - Ex) Rose bush and water lilies: The rose bush needs more soil. The water lilies grow from the mud but they live in the water. Rose bushes can only live in soil.
      - Ex) Mushroom and a sunflower: the sunflower needs more sun. Mushrooms live in dark and wet places. Sunflowers live in open fields and follow the sun to get as much as possible.
      - Encourage students to think about size and habitat when identifying plant resource needs.
  - Conclusion: Ask the question again- Do all plants need the same amount of water, sun and soil?
    - No. Ask students how they know, using ideas of size and habitat.
- (Slides 11-14) *Question 2:* Can any plant live anywhere?
  - Explore the idea with students. Tell students that to answer the question, they are going to play another game: “Would this plant live here.”
  - The presentation will explore different habitats/biomes that plants live in.
  - Mini activity: Would this plant live here?

- The slides will show plants in a habitat. Students will guess if the plant is in the right home or not to reinforce the importance of habitat
  - Ex) Could a cactus live at Tudor Place? No. It is too wet here; the cactus would get too much water and turn mushy. Where would a cactus live? In the desert where it is hot and dry.
  - Ex) rose in the artic? No. It is way too cold here; the rose wouldn't get the sunshine and rain it needs to live. Where would a rose live? In a garden somewhere that gets sun and rain.
- *Key Idea:* Plants can only live places that have the right combination of resources.
- (Slide 15) *Review:* All plants need a place to live, sun, and water. But they need different amounts. Different plants have different needs. They can only live somewhere that has what they need.

## Make-Your-Own Plant Craft

(Slide 16) The presentation will transition to craft instructions.

Students will create their own new plant, decide what kind of place it lives in (really wet or really dry, on a mountain, by the ocean, etc.) and make sure their plants have all the things it needs to survive and grow.

There will be example images of different kinds of plants they could make.

If time allows, let students share their plant, what its named, where it lives and what resources it needs (how much sun, water and soil).

My name is \_\_\_\_\_

My plant's name is \_\_\_\_\_ .