GP1011

Name_____ Date _____

It's All Nature

Where do we get our food?

Put the following words under the appropriate column.

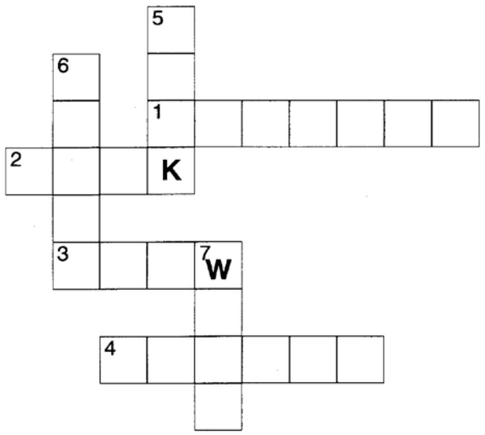
coconuts	corn	potatoes	apples
eggs	cherries	tomatoes	steak
cheese	milk	bananas	peppers

TREES	PLANTS	ANIMALS
_____	_____	_____
_____	_____	_____
_____	_____	_____

WORD FIND

ACROSS
1. Vegetable that grows as a head or leaf
2. Outside of a tree
3. Falls from the sky in winter
4. Long yellow fruit

DOWN
5. White liquid from cows
6. We walk on it outside
7. It blows in the air



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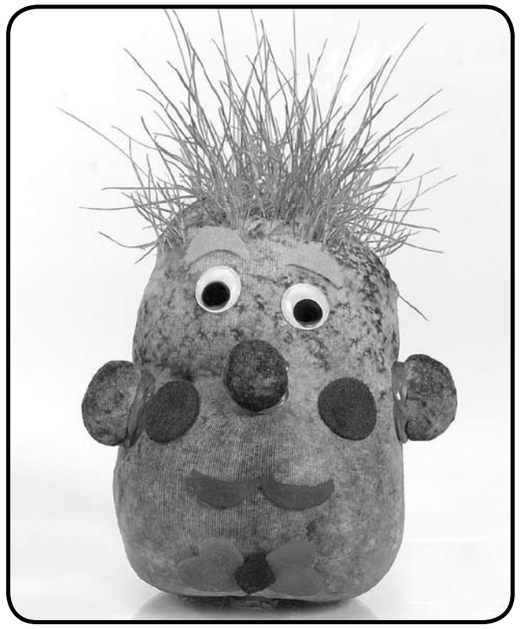
Grass Hair Planters (Pk/24)

PLEASE READ ALL INSTRUCTIONS BEFORE STARTING



YOUR KIT CONTAINS:
- Stockings
- Glue
- Wiggly Eyes
- Soil Pellets
- Grass Seed
- Felt Supplies
- Rubber Bands
- Teaching Guide with Complete Instructions
- Tablecloth

AGE GROUP: 8 and up
PROJECT TIME: 30 minutes

YOU WILL NEED:
- Water
- Paper plates
- Spoons
- Large pan or pail

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Teaching Activities Inside

INSTRUCTIONS

GP1011

Instructor: Place the soil pellets in a large pan or pail. Expand the soil pellets by adding 1 cup water for each pellet. Wait for expansion to occur. You may want to add more water if the soil is too dry.

Participants:

1. a. Place about 2 tbsp. of grass seed into the toe of a stocking.
   b. Place about 1 cup of soil into the stocking, packing it down and forming a ball (see Figure 1). Close the stocking off with a rubber band. Cut off any excess.

Helpful Hint: To add soil, clip one side of the open end of the stocking with a clothespin to the inside rim of a large can. Hold the stocking open with one hand while filling it with the other (see Figure 2).

2. a. Plan the face of a character that you would like to make. Form ears and/or a nose by tying off small sections of soil with the rubber bands (see Figure 3).
   b. Glue on eyes and felt shapes and let dry completely, overnight if possible (see Figures 4).

3. a. Fully immerse the grass hair planter in water for 2 minutes.
   b. Place the planter on a plate and set in a window. Germination will occur in 3 to 4 days.

Helpful Hint: It is important that the grass hair planter remains damp. If the planter starts to dry out, place it in a shallow bowl containing water. If fungus appears on the planter, spray it with a solution of 1 drop of bleach to 1 pint of water.

Other Ideas: You may glue various decorative trims to the planter before immersing such as buttons, pipe cleaners, sequins, ribbon, etc.

FIGURE 1.

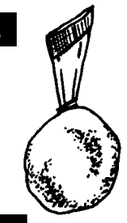


FIGURE 2.

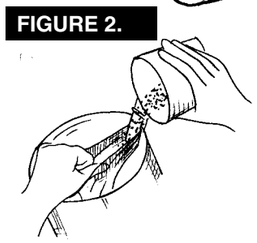


FIGURE 3.

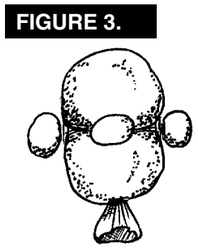
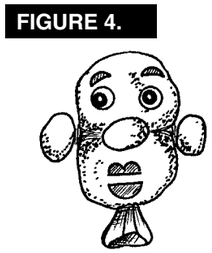
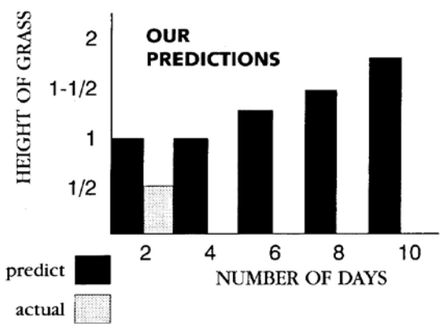


FIGURE 4.



MATH

OBJECTIVE: Predict growth of grass hair planters.
SUGGESTED TIME FRAME: 20 minutes
ADDITIONAL MATERIALS: chart paper
PROCEDURE: Prior to the lesson, make a bar graph with the title: OUR PREDICTIONS and the labels: HEIGHT OF GRASS AND NUMBER OF DAYS. A key should be made for predictions and actual observations. Make a copy for each student. Pass out a copy of the chart for each student. Discuss the labels and the key with the students before they record their predictions. Once the grass hair planters are completed, predict when the grass will begin to grow. Have students record their predictions of the grass height on their paper. Once the grass begins to grow, students can record the actual height growth every few days.

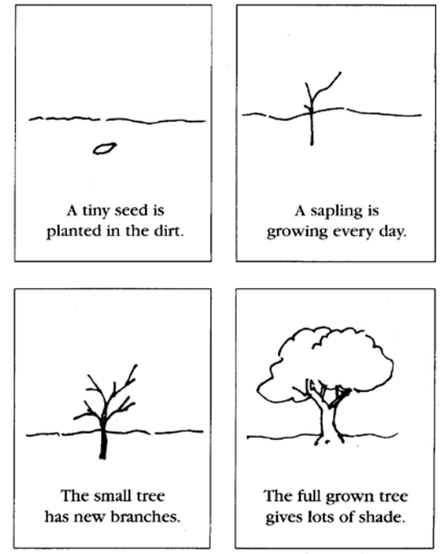


SCIENCE / ARTS

OBJECTIVE: Sequence the growth of a tree, grass or flower.
SUGGESTED TIME FRAME: 40 minutes
ADDITIONAL MATERIALS: paper (8” x 32”), markers, crayons.
PROCEDURE: Explain to the students that every living thing grows in different ways. The growth can be sequenced from seed to fully grown. With the students’ help, make a list of things in nature that can be sequenced (tree, grass, flower). Have each student pick one that they can illustrate. Give each student a long piece of paper. Have them fold the paper in half and then in half again to create four boxes. Have the students draw four pictures in sequential order from seed to fully grown. Optional: Students can write a descriptive sentence about each picture.

SCIENCE

OBJECTIVE: Identify objects from nature using sense of smell.
SUGGESTED TIME FRAME: 25 minutes
ADDITIONAL MATERIALS: nature objects (fruit, flower, bark, grass, pine cones, coconut, sea shell, pine needles), blindfold, box
PROCEDURE: Prior to the lesson, collect objects from nature that could be recognizable by smell (fruit, flower, bark, grass, pine cones, coconut, sea shell, pine needles). Keep the objects in a box so the students cannot see them. Explain to the students that eye sight is one of the senses that is used every day. Instead of sight, students are going to use their sense of smell to identify objects. Call on students one at a time to come up to the front of the room. Once the blindfold is put on, hold an object so the student can smell it. The student needs to try and guess what the object is based on smell alone. Provide opportunities for all the students to have a turn smelling different objects. When finished, discuss what it felt like to only be able to use one sense.

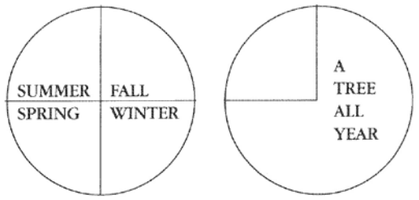


WRITTEN LANGUAGE / ARTS

OBJECTIVE: Make and write about a nature person
SUGGESTED TIME FRAME: 30 minutes
ADDITIONAL MATERIALS: leaves, grass, flowers, bark, twigs, plastic bag, 12” x 16” piece of paper, writing paper, glue, crayons.
PROCEDURE: Give each student a plastic bag and take the class outside to collect a variety of nature objects (leaves, grass, flowers, twigs, bark). Once back in the classroom, explain to the students that they are to use their collected material to make a “nature person”. Have students glue their “nature person” onto the 12” x 16” piece of paper and add a background also. When finished, have the students write a paragraph about their “nature person”.

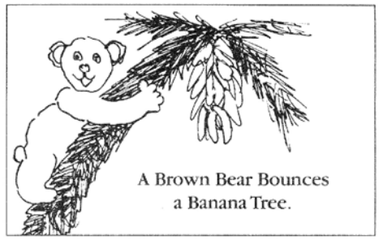
SOCIAL STUDIES / ARTS

OBJECTIVE: Illustrate a tree in the four seasons.
SUGGESTED TIME FRAME: 35 minutes
ADDITIONAL MATERIALS: two large paper plates, scissors, brads, crayons, markers, ruler
PROCEDURE: With the class, discuss the effects of nature and the four seasons on trees. On the board, write SPRING, SUMMER, FALL AND WINTER. Have students suggest examples of what a tree would look like in each of the four seasons. Write the suggestions on the board. Explain to the students that they need to illustrate a tree in the four seasons. Pass out two paper plates to each student. Using a ruler, have the students divide the plates into four boxes. On one plate, have the students write a season in each box and draw an appropriate picture. On the second plate, students can cut out one fourth of the plate and write the title: A TREE ALL YEAR on the remaining three fourths of the plate. Then the students can place the cut plate over the colored plate and connect in the center with a brad.



LANGUAGE ARTS / ARTS

OBJECTIVE: Write and illustrate an alliterative sentence.
SUGGESTED TIME FRAME: 30 minutes
ADDITIONAL MATERIALS: Writing paper, drawing paper
PROCEDURE: Explain to the students that they will write and illustrate an alliterative sentence. An alliterative sentence is a sentence where a specific letter is used as many times as possible. Make an example for the students to see. Tell the students that each sentence should include at least one reference to nature as well as descriptive words. A creative sentence will also make a funnier sentence. Have students write and illustrate their alliterative sentences. Share with the class.



MATH

OBJECTIVE: Predict the number of seeds in a fruit.
SUGGESTED TIME FRAME: 35 minutes
ADDITIONAL MATERIALS: apple, orange, grapefruit, knife, cutting board
PROCEDURE: Discuss with the students the number of foods that are created by nature. Explain that there are some fruits that are grown by seed. In this lesson, students are going to predict the number of seeds in specific fruits. On a visible table, display fruit that usually contains at least one seed (apple, orange, grapefruit). On the board (or chart paper) make two columns and write OUR PREDICTIONS and ACTUAL FINDINGS. Hold up one piece of fruit at a time and have each student make a guess at the number of seeds. Record guesses under OUR PREDICTIONS. Carefully cut the fruit open and count the seeds. Resoil with other fruit. Discuss the results.