

ALL ABOUT PLANTS

10
LAMINATED
DOUBLE-SIDED
FLIP CHARTS
Per Set -
Use with a Dry-Erase
Marker!



10 Activity Topics:

1. Living Things
2. Non-living Things
3. Parts of Plants
4. What Plants Need
5. How Plants Grow
6. Plants We Use
7. Plants Around Us
8. Parts of a Seed
9. How Seeds Travel
10. Plant Parts We Eat



Flip

Early Childhood

CHARTS



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INTRODUCTION

Early Childhood Science *Curriculum Mastery® Flip Charts* provide comprehensive coverage of key standards-based concepts in an illustrated format that is visually appealing, engaging and easy to use. *Curriculum Mastery® Flip Charts* can be used with the entire classroom, with small groups or by students working independently.

Ideal for

- In class instruction for interactive presentations/demonstrations
- Hands-on student use
- Learning centers
- Teaching resource to supplement any program
- Stand alone reference for review of key science concepts

Each Curriculum Mastery® Flip Chart Set features

- 10 double-sided laminated charts that introduce an early childhood science concept on one side and write-on/wipe off activities on the reverse side for student use or for small group instruction.
- Built-in sturdy free-standing easel for easy display
- Spiral bound for ease of use
- Activity Guide with blackline masters of the charts for students to use in centers or independently



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NewPath Learning® Products are developed by teachers using research-based principles and are classroom tested. The company's product line consists of an array of proprietary curriculum review games, workbooks, charts, posters, visual learning guides, interactive whiteboard software and other teaching resources. All products are supplemented with web-based activities, assessments and content to provide an engaging means of educating students on key, curriculum-based topics correlated to applicable state and national education standards.

Early Childhood Science *Curriculum Mastery® Flip Charts* developed by content expert Kathleen Evans, illustrated by Margaret Pence.

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ALL ABOUT PLANTS

Overview

This flip chart and its accompanying activities are designed to supplement the study of plants and living things. It is designed for use with Early Childhood Classrooms (Pre-Kindergarten, Kindergarten), with suggestions for how to differentiate instruction between younger and older learners. Each page covers a specific aspect of this curriculum area, including living and non-living things, plants and seeds.

Skills and Standards

The flip chart pages focus on the concepts:

1. Living Things
2. Non-Living Things
3. Parts of Plants
4. What Plants Need
5. How Plants Grow
6. Plants We Use
7. Plants Around Us
8. Parts of a Seed
9. How Seeds Travel
10. Plant Parts We Eat

Introducing Each Concept

Use this flip chart for introducing new concepts as well as for supplementary, support, review or reinforcement activities. Pre-Kindergarten and Young Kindergarten learners may find it challenging to focus on flip chart pages that contain multiple images. To help eliminate distraction, cover parts of the page when you first introduce a concept. A pre-measured, pre-cut piece of construction paper with removable tape works well. Although this chart was planned to use in order, it can also be used in any order that helps support the curriculum.

Learning Extensions

Blackline masters that duplicate the back of each flip chart page are available at the end of this guide. They can be used for follow-up or review activities before moving to the next concept. They are also helpful for learning centers, small group instruction, independent work or homework.

Additional learning reinforcement activities are included for each concept. These activities can incorporate some or all of the following skills and are suggested for each activity:

Observe—look carefully at someone or something

Identify—tell the name of something or someone

Describe—find specific features of something or someone

Predict—make a best guess about what might happen

Compare—explain how things are the same or different

Sort—put things or people in groups

Communicate (verbal)—sharing information by verbally explaining

Communicate (illustrate)—drawing pictures to explain, making charts, bulletin boards, graphs

1. Living Things

Front - Understanding the Chart

Display the page and cover the bottom section so only the top eight images are shown. Encourage students to name each picture. Discuss each image and point out the words at the top. Read the words aloud and add an explanation if needed. Move on to the bottom half of the page, which offers the definitions of living things (chart 1) or non-living things (chart 2). Encourage discussions of each picture and read the words aloud.

Back - Completing the Chart

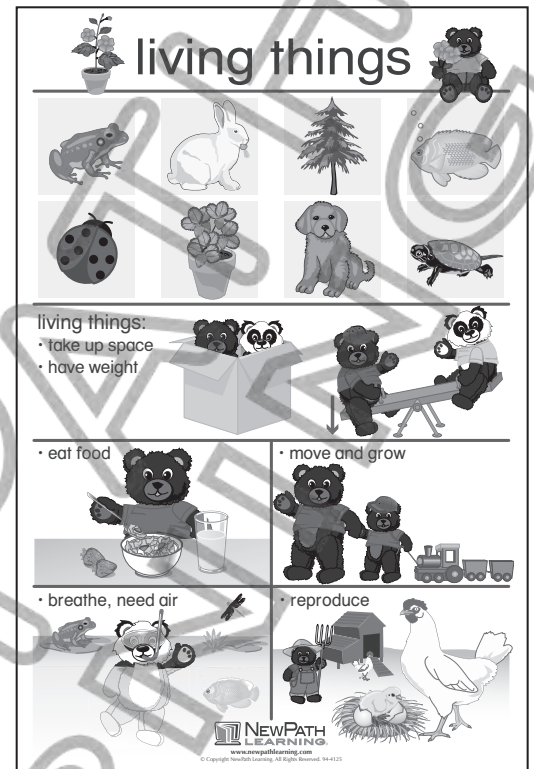
Display the back page and read the instructions. Encourage students to name each picture. Explain why the first image is circled. Continue to finish the rest of the page as a whole group activity. Students can take turns coming to chart and circling pictures using a wipe-off marker. Encourage Kindergarten students to name one attribute for living things (chart 1), such as it eats, it moves, etc. Repeat this for non-living things (chart 2), such as it doesn't eat, it can't move by itself, etc.

Learning Extensions

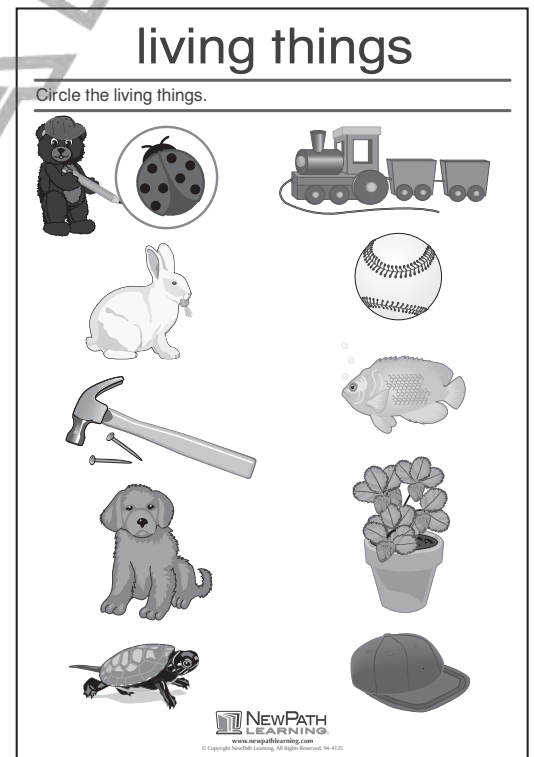
The accompanying blackline master duplicates the back page. Use it as reinforcement or review in small groups or for independent work.

Other ways to reinforce learning:

- Extend language learning by making up a sentence or short story using each individual picture. For example, "This is a goldfish. He lives in the water, and I named him Goldie." (Observe, Identify, Describe, Communicate)
- Play the I Spy game, and ask students to look for living things, or non-living things. For example "I spy with my little eyes a pet that likes to go for walks. It has soft fur and chews on a bone." An example for non-living things would be, "I spy with my little eyes something that is round. I can throw it and roll it. It cannot move by itself." Encourage student involvement when someone finds the right answer, allowing the student to find the next item or choose someone to go next. (Observe, Identify, Describe, Communicate)
- Bring an assortment of living and non-living items to the classroom for students to see, touch and sort. (Observe, Identify, Sort, Compare)
- Make a bulletin board of photos from home or cut pictures out from magazines of living and non-living things. (Observe, Identify, Describe, Sort, Compare, Communicate)
- Set aside a table space for a collection of living and non-living things that are provided by the teacher and students. Organize an activity that allows students to sort items. (Observe, Identify, Sort, Compare Communicate)
- Take a walk either inside or outside the building. Find and point out examples of living/non-living things during the walk. (Observe, Identify, Describe, Compare, Communicate)



Flip chart front



Flip chart back

2. Non-living Things

Front - Understanding the Chart

Display the page and cover the bottom section so only the top eight images are shown. Encourage students to name each picture. Discuss each image and point out the words at the top. Read the words aloud and add an explanation if needed. Move on to the bottom half of the page, which offers the definitions of living things (chart 1) or non-living things (chart 2). Encourage discussions of each picture and read the words aloud.

Back - Completing the Chart

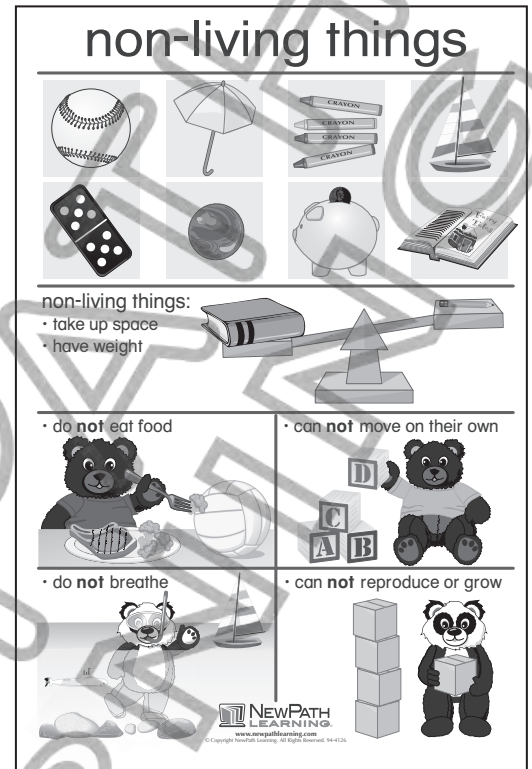
Display the back page and read the instructions. Encourage students to name each picture. Explain why the first image is circled. Continue to finish the rest of the page as a whole group activity. Students can take turns coming to chart and circling pictures using a wipe-off marker. Encourage Kindergarten students to name one attribute for living things (chart 1), such as it eats, it moves, etc. Repeat this for non-living things (chart 2), such as it doesn't eat, it can't move by itself, etc.

Learning Extensions

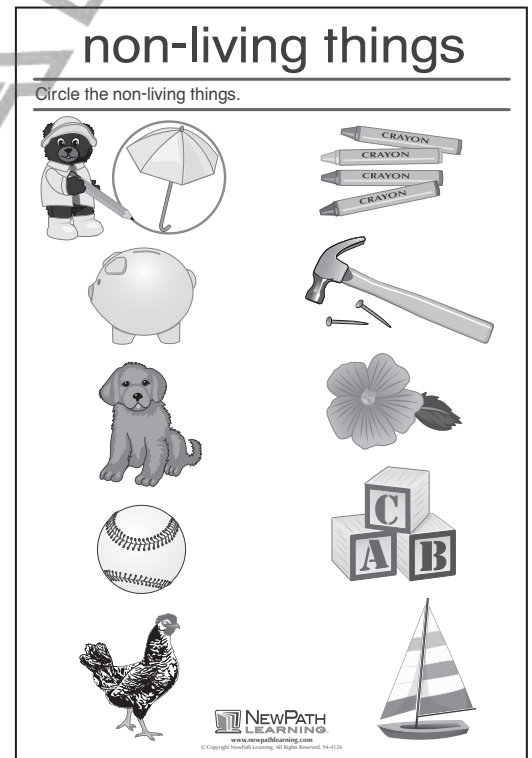
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Other ways to reinforce learning:

- Extend language learning by making up a sentence or short story using each individual picture. For example, "This is a goldfish. He lives in the water, and I named him Goldie." (Observe, Identify, Describe, Communicate)
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- Take a walk either inside or outside the building. Find and point out examples of living/non-living things during the walk. (Observe, Identify, Describe, Compare, Communicate)



Flip chart front



Flip chart back

3. Parts of Plants

Front - Understanding the Chart

Display the page and read the words at the top of the chart. Ask the students to tell you what type of plant it is. Encourage them to come up to the chart and point out the parts of the plant. Read each plant part word for the students and then ask them to say the word together as a group. For Kindergartners, engage students in a discussion about the job of each plant part.

Back - Completing the Chart

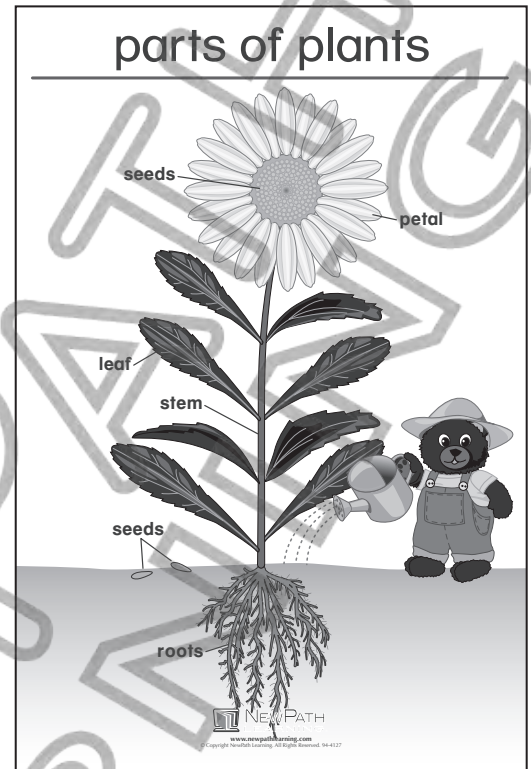
Read the directions and discuss the picture. Point out how to match the parts to the blank boxes where the terms belong. Demonstrate how to fill in one of the blank boxes by first reading description. Encourage students to repeat the description. It will be useful to have each term written on flash cards or directly on the chart in the top corner. Continue to model finding the right term and printing it correctly. Model how to copy the word, letter by letter, for the younger students. Complete the page as a whole group activity. Erase all writing and allow students an opportunity to match the parts to the terms.

Learning Extensions

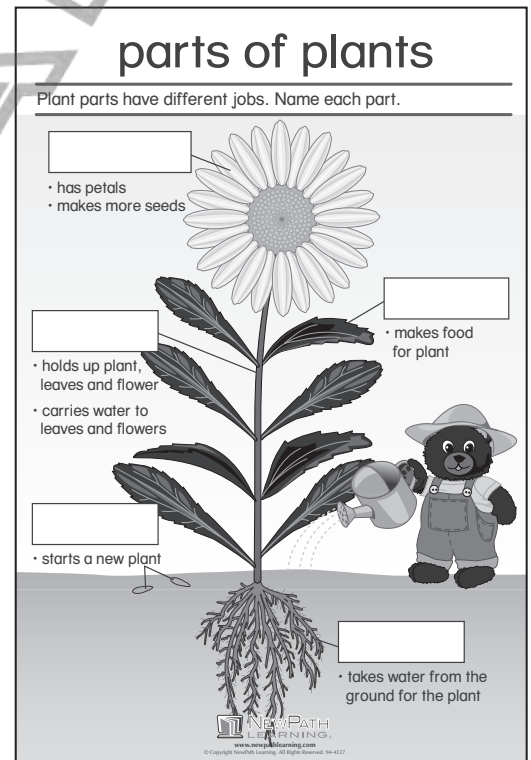
The accompanying blackline master duplicates the back page. Use it as reinforcement or review in small groups or for independent work.

Other ways to reinforce learning:

- Make a large classroom sunflower by using a paper plate. Color the plate brown or black, and glue actual sunflower seeds to it. Around the outside, glue traced, cut petals. Attach a couple of cardboard tubes (from paper towels or wrapping paper) for the stem. Make large green leaves from felt or construction paper, and then add brown yarn to resemble roots. All students can participate and the sunflower can be displayed on a classroom wall. (Observe, Identify, Describe, Communicate)
- Make a copy of the black line master with the correct terms filled in and then laminate it. Cut the sheet into five puzzle pieces and place in a plastic bag. Make four or five puzzle sets for a center activity. (Identify, Sort, Observe)
- Make a copy of the black line master and laminate it. Provide a set of terms to match the plant parts. Use small cards that fit the box spaces on the master. Make four or five sets and place them in plastic bags. Students can match the terms to the correct part as a small group activity. (Observe, Identify, Sort)
- An additional blackline master has been included for students to color. Make a copy of the black line master and discuss each part and its job. (Observe, Identify, Describe)



Flip chart front



Flip chart back

4. What Plants Need

Front - Understanding the Chart

Display the page and read the words at the top of the chart. Engage students in a discussion of what they see on the page. Introduce and encourage the use of the featured vocabulary words: sunshine, rain, air, soil, and water. Lead students in a discussion of what plants need to grow and live.

Back - Completing the Chart

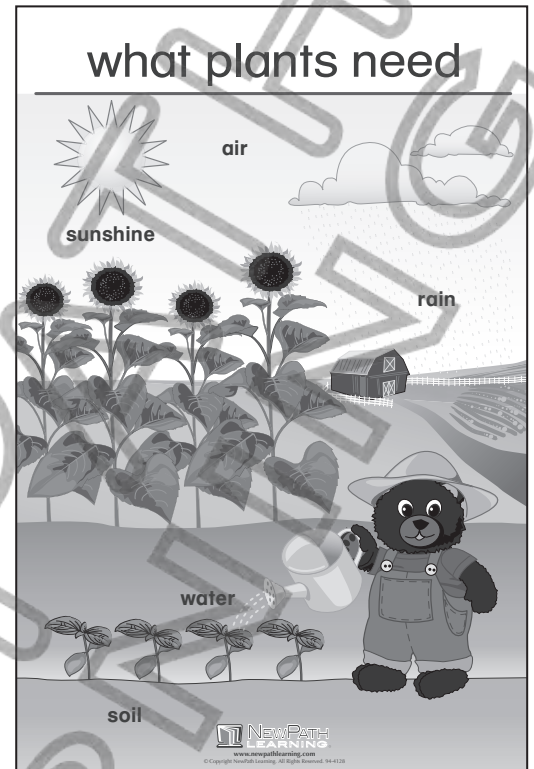
Display the page and read the directions. Point to each box and encourage students to identify what is in the picture and decide if it is something a plant needs to live. Ask students to take turns coming to the chart and circling the correct images. Compare the natural needs such as rain and dirt versus things that we can provide, such as water from a watering can and potting soil.

Learning Extensions

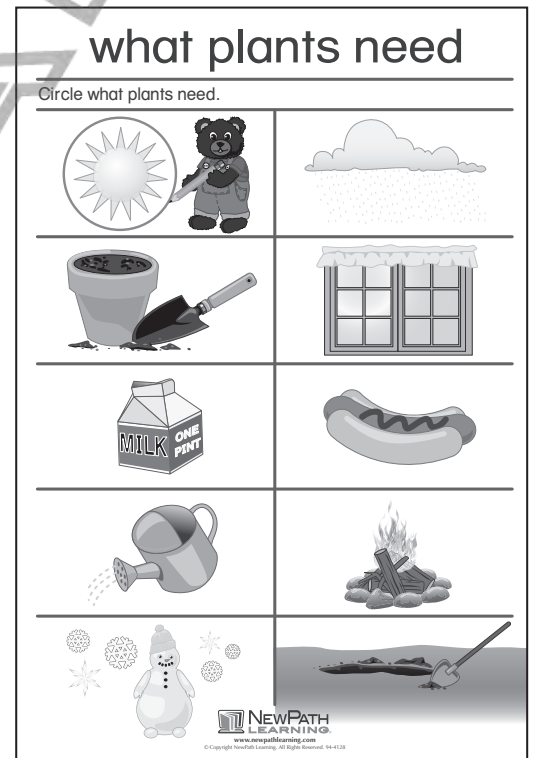
The accompanying blackline master duplicates the back page. Use it as reinforcement or review in small groups or for independent work.

Other ways to reinforce learning:

- Perform a simple plant experiment that focuses on a plant's need for water. Place two small plants on a classroom windowsill or table in front of a window. Water one plant every few days, but do not water the second plant. Mark or label each plant clearly (maybe with a picture of a watering can and a picture with a watering can with a slash through it). Watch the plants for several weeks. Encourage students to make observations. Share observations verbally, and ask students to illustrate their observations. Kindergarten students can write observations in a science journal. (Observe, Describe, Predict, Compare, Communicate)
- Perform a simple plant experiment that focuses on a plant's need for light. Place two plants on shelf and put a paper bag over one of them (open side down). Follow the observation and journal suggestions described in the previous plant experiment.
- Create teacher-made worksheets (Plants Need Water or Plants Need Sunshine) that students can use while performing the experiments described previously. Divide the page into four sections (one for each week). Each section should have outlines of two pots. Every week, after students make observations, ask them to draw what the two plants look like. To adjust for Pre-K students, this can be done on a large experience chart, with the students describing their observations and the teacher drawing the likenesses. (Observe, Identify, Describe, Predict, Compare, Communicate)
- Make a bulletin board or chart with pictures of what plants need to grow. (Identify, Describe, Predict, Compare, Communicate).



Flip chart front



Flip chart back