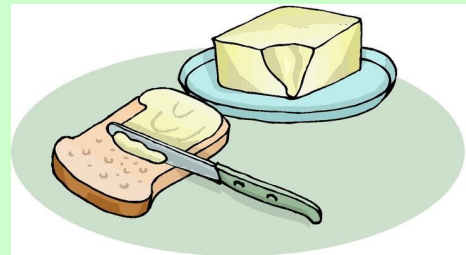


33



# Themes



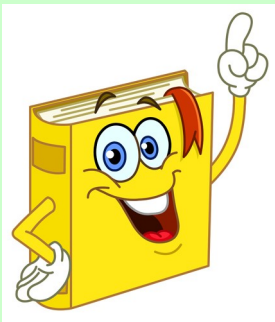


*I gathered together themes from everything I have published through the years. Here are 33—and many of these have several sections from different sources. You will find strange page numbering, a variety of styles and fonts and some repetition. You may have seen some of these before—some were written more than 20 years ago.*

*For all this I apologize—I could have edited all of the themes and sorted out the ideas, but it would have taken a lot of time and I would have charged much more—and I am getting lazy in my old age.*

*So... here it is, with all the warts. Having themes in one place will, hopefully, be of use to you...*

*Jean*



## *What's inside.....*

All About Me

Apples

Autumn

Bats

Beach Day

Bread and Butter

Bubbles

Camping

Colours

Dinosaurs

Dragons

Germs

Gingerbread

Ice-cream

Insects

Jack and the Beanstalk

Jellybeans

Names

Nutrition

Olympic Games

Once Upon a Time

Penguins

Pizza

Popcorn

Pumpkins

Seeds

Spiders

Sunflowers

Time

Urban, Suburban, Rural

Watermelon

Weather

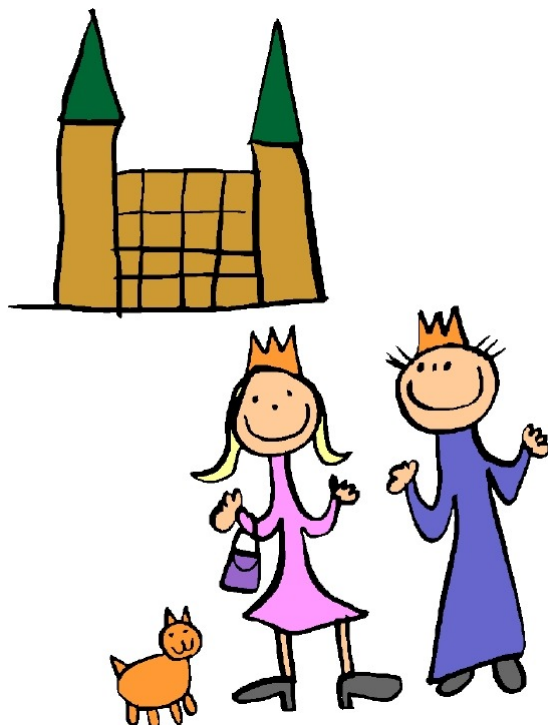
Year-Long Themes



Primary Success

# All About Me

A Theme for Early Primary



# My Poetry

I am special  
Can't you see?  
No one else  
Is just like me.

## I'm Glad I'm Me

No one looks  
The way I do.  
I have noticed  
That it's true.  
No one walks the way I walk.  
No one talks the way I talk.  
No one plays the way I play.  
No one says the things I say.  
I am special.  
I am me.  
There's no one else  
I'd rather be!



## I See Me

I see my head.  
I see my shoulder.  
I see my arm.  
I see my elbow.  
I see my wrist.  
I see my knee.  
I see my ankle.  
I see all of me!

This is me, from my head to my toes.  
I have two eyes and one little nose.  
I can wiggle my ears and stamp my feet.  
From my head, to my toes, I'm really neat!  
I have two eyes to open and close.  
I have two lips and one little nose.  
I have two cheeks and a tongue shut in.  
I have two ears and one little chin.  
I have two arms and elbows neat.  
And two little shoes on two little feet.  
I have two shoulders stout and strong.  
And two little hands busy all day long.

In my mirror  
I can see  
Two little eyes  
That look at me.

Two little ears,  
One little nose  
Ten little fingers  
Ten little toes.

One little mouth  
I open wide  
Two little rows  
Of teeth, inside.

A tongue that pops  
Both in and out,  
Lots of joints  
That bend about.

Muscles and bones  
That do most things.  
All held together  
With my skin.

Here are my fingers and here is my nose.  
 Here are my ears, and here are my toes.  
 Here are my eyes that open wide.  
 Here is my mouth with my white teeth inside.  
 Here is my pink tongue that helps me speak.  
 Here are my shoulders and here is my cheek.  
 Here are my hands that help me play.  
 Here are my feet that go walking each day.



### **I Like Me!**

Sometimes I wish I was someone else,  
 But mostly I'm glad I'm ME!  
 We all have our likes and differences  
 As everyone can see.  
 Some of us like to hurry.  
 Some like to take our time.  
 Some spend all their money.  
 Some save every dime.  
 Some are good at English.  
 Some are good at math.  
 Some of us like showers.  
 Some prefer the bath.  
 Some of us are quiet.  
 Some of us are loud.  
 Some of us like to be alone.  
 Some of us like a crowd.  
 Some of us are tall.  
 Some of us are short.  
 Some like to play an instrument.  
 Some like to play a sport.  
 Some of us are black or brown,  
 And some of us are white.  
 Some of us leave the light on  
 When we go to bed at night.  
 All of us are special  
 As everyone can see.  
 You like you, and I like you,  
 But also I like ME!

### **Head, Shoulders, Knees, Toes**

Head, shoulders, knees and toes,  
 Knees and toes, knees and toes,  
 Head, shoulders, knees and toes,  
 Eyes, ears,  
 Mouth and nose.

My hands upon my head I place,  
 On my shoulders, on my face.  
 On my hips I place them so,  
 Now behind my back they go.  
 Now I raise them up so high,  
 Watch my wiggling fingers fly!  
 Now I clap them, one - two - three!  
 Then I fold them silently.

Crackers and crumbs.  
 Crackers and crumbs.  
 These are my fingers.  
 These are my thumbs.  
 These are my eyes.  
 These are my ears.  
 They'll all grow big.  
 In the next few years.

### **I Am Special**

I am special,  
 And you are, too.  
 There's one of me,  
 And there's one of you.

Everybody says  
 I look just like my mother.  
 Everybody says  
 I'm the image of Aunt Bee.  
 Everybody says  
 My nose is like my father's  
 But I just want to look like ME!

**I Can**

I can  
 be anything  
 I can  
 do anything  
 I can  
 think  
 anything  
 big  
 or tall  
 OR  
 high or low  
 W I D E  
 or narrow  
 fast or slow  
 because I  
 CAN  
 and  
 I  
 WANT TO!

**Happy Thought**

The world is so full of a number of things  
 I'm sure we should all be as happy as kings.  
 Robert Louis Stevenson

**I Can Be a Tiger**

I can't go walking  
 When they say no,  
 And I can't go riding  
 Unless they go.  
 I can't splash puddles  
 In my new shoes,  
 But I can be a tiger  
 Whenever I choose.

I can't eat peanuts  
 And I can't eat cake,  
 I have to go to bed  
 When they stay awake.  
 I can't bang windows  
 And I mustn't tease,  
 But I can be an elephant  
 As often as I please.

**Freckles**

Freckles are speckles,  
 Quite plain to see  
 On Ladybug,  
 Tiger Lily,  
 Butterfly -  
 And ME!

**Learning**

Last year when I was little  
 I could only count to three.  
 And never could remember  
 What the next number should be!  
 But now that I've grown bigger  
 I know more than I did then,  
 For I have been in school a month --  
 And I can count to ten!

**All Of Me**

See my eyes.  
 See my nose.  
 See my chin.  
 See my toes.  
 See my waist.  
 See my knee.  
 Now you have seen  
 all of me!

**Me**

There's no one in  
 This whole wide world  
 Exactly just like me.  
 I am me and  
 You are you,  
 We're special,  
 Don't you see?

**I Am Special**

I am not a crocodile.  
I am not a bee.  
I am not a monkey.  
I am ME!

My name is Mandy  
I like my candy  
And I eat it,  
Whenever I can.  
I never worry,  
But always hurry  
To eat my candy  
Whenever I please.

My name is Eddie  
I like Spaghetti  
And I eat it  
Whenever I can.  
I never worry  
But always hurry  
To eat my spaghetti  
Whenever I please.

My name is Lisa  
I like pizza

My name is Jake  
I like cake





# Beginning the Unit

*This unit is often used in the early days of the school year as a “getting to know you” exercise. The **All About Me** unit can be brief or take 2 months or more. If you wish to add a ‘Names’ unit, to learn about the body, to add families and friends, learning about the foods we eat and health and exercise the unit can be quite extensive. Most of the information in this booklet is open-ended and can be expanded.*

Prepare name tags for the students. Use them in various activities such as comparing appearance of names, discussing the importance of names, displaying the names, learning to read the class names (they can go on the word wall as they are taught) and name games can be played. The children can share interesting information about themselves.

Read/tell stories and discuss with students that although the class is made up of important individual people, the class is also a group that each person belongs to. Discuss how each person can contribute to making the class a happy and safe place where all can do their best.

Take a photograph of each child at the beginning and end of the year. Make up a bulletin board with all the names and the photographs. At the end of the year have students observe both photographs and find ways they have changed.

Have students trace each other on butcher paper to create a life-size self-portrait. Add details and label features.

You can begin this unit during the first week of school, and the students can make a simple fill-in-the-blanks Big Book. In Kindergarten and First Grade you can fill in the following information for each child, one to a page.

I'm Very Happy To Be Me

\_\_\_\_\_ is my hair,

\_\_\_\_\_ are my eyes.

I'm \_\_\_\_\_ years old,

I'm just the right size.

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

And as you can see.

I'm very happy to be me.

Have the children draw themselves and decorate their own page.

Bind the book and leave it on a stand or on a table where the children can read it on their own.



# I Am Unique

Measure the height and weigh the children, then graph the results.

Discuss eye colour and hair colour.

Trace around their bodies on bulletin board paper, and let them paint themselves. Cut them out and decorate your room with these paintings, or make a Super Large class book by laminating the people shapes to posterboard and attaching them together with "O" rings.

Discuss how everyone is unique and has their own skills and talents. Make a Language Experience chart of ways people are important because of who they are.

Make individual books telling 3 or 4 important things about each child. Students can illustrate the cover and first pages, and the final page has a photo of the child.

Have a 'Student of the Day'. That child can bring pictures of his/her family, baby pictures, and bring objects that are meaningful (trophies, toys, collections, things they have made, etc.). The rest of the class can ask questions to find out more about the special student.

Bring in a small suitcase filled with favourite things from home to share with class, such as a postcard of a trip, a china animal, a sweater. Children then take turns taking suitcase home and bringing their favourite objects to share.



# Similarities and Differences

Ask the children to look at one another and tell you what is the same about all of them. Point out that, despite similarities, everyone is special. Now have students look for things that are special about each of them, such as hair, eye colour, nose shape, family, address, and name. Together count eyes, noses, feet, toes, and so on.

Discuss different skills and abilities. Have each child complete the sentence, "I can \_\_\_\_\_."

Discuss likes and dislikes for kinds of food, activities, toys, places. See how some children like the same things and some do not.

With the class make an experience chart showing students' favourite things (e.g., foods, games, activities). Make this into a big book, having students draw pictures of themselves as described by the caption.

Terry likes to read books.  
Kim likes to skate.

Make the point that although humans have many commonalities, they also have many differences. Using pictures of a variety of people, noting ways that people are different. Celebrate the differences.

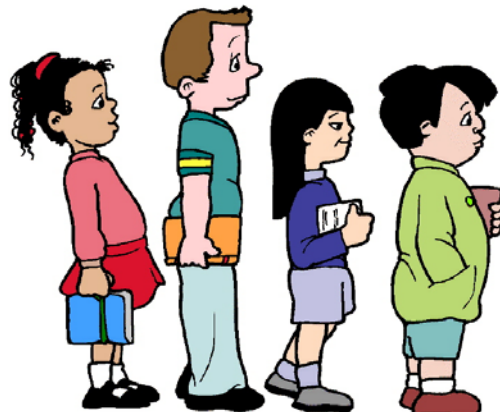
Have the students make booklets. For each page use the stem, "Some people are \_\_\_\_\_." The last page could be, "But they are all people."

Pictures from magazines such as National Geographic may be used to make collages celebrating human uniqueness.

Explore how class members are alike and different. The teacher can model the activity in the following way:

Say one way you are like someone in the class and one way you are different.

Continue the process in small groups.



## Booklets About "ME"

These may be individual books, one about each student. Pages for the booklets may be prepared ahead of time with captions on each page. *See the reproducible booklet.*

The amount of information included will depend on the grade level. The teacher may wish to ask a parent volunteer or some older students to assist with collecting and recording the more detailed information. Topics for each page might include the following:

My self-portrait (*self drawn picture*)

A baby picture of \_\_\_\_\_. (*photograph from home*)

My hands (*Draw outlines or prints each hand.*)

My feet

My thumbprints (*To be really authentic, finger printing solution may be available from the local police station, or you can use a stamp pad.*)

Measurements (I am \_\_\_\_ cm tall. My waist measures \_\_\_\_ cm. My left arm is \_\_\_\_ cm long. I weigh \_\_\_\_ kg. My longest hair is \_\_\_\_ cm long.

I am really good at \_\_\_\_\_. (*Have students illustrate the statement.*)

When I grow up I want to be \_\_\_\_\_.

To collect the information you can set up centres: one with a scale for weighing, one with a growth chart or meter stick, one with tape measure for measuring feet, hands, or hair.

Date entries. Discuss and share the book with others. Keep the books at school. Repeat at the end of the school year and note the changes.

An alternative or additional approach might be to create class booklets using large sheets of paper for each or some of the above topics. For example, the class might create a booklet called "When We Grow Up", with each student contributing one page.

"When we begin our school year we send home a piece of construction paper with "All about \_\_\_\_\_." The children work at home with their parents creating a page all about themselves. It usually comes back with photos, cut pictures from magazines, box tops, labels, etc.

We then laminate these pages and put a ring on it to create a class book. The children and the parents love looking through the book. We keep it out all year and it is well used."

## All About Us

*This is a book made by a Kindergarten teacher.*

"I typed and ran off the following questions for each child to answer.

My name is \_\_\_\_\_. *(child wrote own name)*

I have \_\_\_\_\_ sisters and \_\_\_\_\_ brothers.

*(Child used number stickers to fill in answer.)*

I have a pet \_\_\_\_\_.

*(Child chose an animal sticker that depicted their pet or left this blank.)*

I like the colour \_\_\_\_\_.

*(Child chose a crayon sticker or used markers to colour the answer.)*

I like to eat \_\_\_\_\_. *(Answer was dictated by child and written by teacher.)*

At home I like to \_\_\_\_\_.

*(Answer was dictated by child and written by teacher.)*

At school I like to \_\_\_\_\_.

*(Answer was dictated by child and written by teacher.)*

I took the two finished pages from each child and bound them together with the rest of the class's to make an "ALL ABOUT US BOOK!" We pulled a name each day from our LET'S TAKE TURNS BOX and that person got to take the book home for one night to share with his/her family. This was very well received by children and parents alike. As the children "read" the book with their parents all sorts of stories unfolded as their friends and classmates pictures and stories about themselves appeared."

### ***Another Idea.....***

Children make an "All About Me" book by cutting pictures from magazines and pasting them on pages with the following headings:

\*Food I like

\*People I like

\*Toys I play with

Have each child draw a self-portrait on the cover.



***For Grade 2 and 3...***

- What is your favourite colour?
- What foods do you like to eat?
- What is your favourite thing to do?
- What is your favourite toy?
- How do you help around your house?
- What do you like to do with your family?
- What do you want to be when you grow up?
- What is your favourite cartoon?
- What is your favourite movie?
- What is favourite food?



**A PERSONAL PROFILE**

Name .....

Date.....

Favourite food -----

Books -----

Movies-----

TV Show-----

Person-----

Place -----

Places I have been-----

Places I would like to see-----

I am : 5 good describing words-----

Qualities I like in a friend: -----

Things I dislike in a friend: -----

Sports and Interest I have:-----

Other things about me: -----

# Math

Make a real objects graph on the floor with the children's shoes, seeing how many ways they can be sorted.

What's your colour? Using an index card with each child's name, chart eye or hair colour. Compare the number of cards under blue, brown, green, and hazel.

Graph heights, eye colour, hair colour, age. Graph children's first names by numbers of letters, how the children come to school, right or left handed, whether they live in house, apartment, trailer, etc.

Learn centimetres. Estimate height, length of hands and feet, waist measurement and then check. Learn yards. See how many steps there are in 10 yards.

Graph birthdays. Learn the months.

# My Name

Put all the students names on sentence strips, so they can sort them by initial consonant, number of letters, boys names and girls names, alphabetical order. This works well on a table top, the floor, or in a pocket chart.

## *A Name Game*

Have all of the children sit in a circle on the rug. Pass a ball around the circle and as each child receives the ball they say their name aloud (to help everyone learn everyone's name). Go around the circle several times. You can vary it by having the children SHOUT their names or whisper their names. You can increase the speed so that everyone tries to say their name quickly as they pass the ball around quickly. The length of this activity may vary depending on the children's interest. Then tell the children when they get the ball, they can say a new friend's name and roll the ball to that person. (Help with the names, if the children are unsure.). Continue rolling the ball across the circle until everyone has at least one turn. You may choose to play another round depending on the children's interest.

## *Alphabet Name Game*

Hold up a letter (on a card, or write a letter on a chalkboard) and ask the children whose name begins with that letter. Teach the children the following song using that letter:

*(to the tune of "Mary Had a Little Lamb")*

If your name begins with \_\_,  
 Begins with \_\_, begins with \_\_,  
 If your name begins with \_\_  
 Please stand up.

Encourage children whose names begin with that letter to stand up. Then they sit back down. Repeat until you've used the first letter of everyone's name (You may not use all letters of the alphabet.)

## ***Let's Play Copycat***

Teach the children the following chant and then choose a child to "copy." (You can copy the child jumping, clapping, tapping his/her head, etc.... Whatever the child decides to do.)

Let's play copycat just for fun!  
 We'll copy \_\_\_\_\_ 'cause s/he's the one!  
 Whatever s/he does  
 We'll all do the same,  
 So let's all play the copycat game!

## ***Who Stole the Cookie from the Cookie Jar?***

Who stole the cookie from the cookie jar?  
 \_\_\_\_\_ stole the cookie from the cookie jar.  
*child says* - Who me?  
*everyone* - Yes, you!  
*child* - Couldn't be!  
*everyone* - Then who???  
*child* - \_\_\_\_\_ stole the cookie from the cookie jar.

*That child chooses another person and the chant continues for that child. The game continues until everyone has had at least one turn. In addition to simply chanting, you can have the children slap their legs and clap to the beat while chanting.*



# **My Feelings**

Sing the song, "If You're Happy and You Know It" . Use different emotions, such as sad, angry, silly, etc.

Don't mask your feelings! Using a variety of materials, make masks that show different emotions.

Guide the students to understand that all people have feelings. Discuss feelings in the school and home context. Ask students if they think all humans have the same feelings. Brainstorm the way different things make you feel.

Have students create different versions of familiar stories or rhymes and then act them out using appropriate voice tone, facial expressions, and body language. Think up happy, surprising, sad, and shocking scenarios. Discuss feelings in each case and discuss body language, facial expressions, and voice tone that is appropriate.

During your opening time each morning, ask the children how they feel and acknowledge their feelings. Set aside a special Quiet Area for when children feel the need to sit quietly or be alone.

Make a chart contrasting things that make you happy with things that make you sad.

Make an experience story each morning with happy news from the class.

Talk about things that make you angry, and what you can do to deal with anger in an appropriate fashion.



## My 5 Senses

Pop popcorn to show how we use all 5 senses. Hear and smell the popcorn pop. Taste, touch, and see the popcorn.

### *A Reminder*

You use your hand and the 5 fingers to illustrate the senses. Put your hand up to the side of your face with the thumb up. Put your thumb on your hear for hearing, your index finger on the side of your eye for sight, your middle finger on your nose for smell, your ring finger on your mouth for taste and your pinky will end up on your chin for touch. It is just a reminder for each of the senses!

With my eyes, I can see.  
Robins nesting in the trees.

*Chorus:* I see and hear and smell and taste and touch.  
With my senses I learn so much.

With my ears I can hear,  
Distant noises, sounds quite near,

With my nose, I can smell,  
Fragrant flowers in the dell,

With my mouth, I can taste,  
Doughnuts which are chocolate glazed,

With my hands, I can feel,  
Bananas with a slippery peel.





***Brainstorm.....***

Things I like to touch.

Things I like to smell.

Things I like to look at.

Things I like to listen to.

Things I like to taste.

*Sing this to the tune of "This old man" and the chorus is repeated after each verse...*

***Learn About the 5 Senses******Use interesting vocabulary in these exercises!***

Sight - Discuss Braille. Blindfold the children and have them use their other senses to discover the world around them.

Hearing - Make different sounds and let the children try to guess what they are. Listen for sounds, indoors and outside.

Feel - Have a 'Feelie Box' with a variety of tactile surfaces. Let the children try to guess objects by the feel.

Smell - See if children can name smells. Pass around smelly objects and discuss whether the smell is pleasant or not.

Taste - See if the children can tell what foods are when they are blindfolded. Do taste tests.

# My Body

Discuss why our body parts are important using the following writing frame:

Hands can \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

But the most important thing about hands is \_\_\_\_\_.

Substitute different body parts, using hands, feet, mouths, ears, eyes, etc.

Make an interactive pocket chart using the sentences the children generate.

***Hands***

Make a chart of all the good things and bad things that hands can do.

Make a Language Experience Big Book of children's drawings of their hands (or of handprints made with paint), adding a sentence from each child about something special they do with their hands.

14.

Find the poem **Hands** by Bobbi Katz – great for memorizing and acting out.

Make a book based on The Wright Group's I Can Jump, using the following writing frame:

Hands can \_\_\_\_\_ and \_\_\_\_\_, but hands shouldn't \_\_\_\_\_.

Make a strip with each child's handprints in a single row, made in an A-B-C pattern of 3 colours of light paint. When the handprints are dry, number the fingers from 1 to 100 (for a class of 20 students) and number the palms with multiples of 5. Post this numberline where they can use it all year long.

### ***Fingerprints***



Learn about the uniqueness of fingerprints. Make fingerprints and examine them with a magnifying glass. You can also make finger-and-thumb-print flowers and bugs, and have the children make a picture of their family using fingerprints for heads.

Compare fingerprints and look for patterns. Use fingerprints to create designs on wrapping paper.

Invite an RCMP or local police officer to come and share the technique of fingerprinting. Include students in planning this learning experience by involving them in drafting an invitation, planning the visit, deciding what questions they will ask the officer, and how they will show their appreciation.

Make a card and sign it with fingerprints.

The teacher may choose to integrate the child ID program where parents keep an identification sheet on their child, including fingerprints, in case of an emergency.

### ***Footprints***

If you're feeling especially brave, have the kids take off their shoes and socks and paint the bottoms of their feet to make coloured footprints. Brainstorm endings to the sentence

"My feet can \_\_\_\_\_" and make the footprints into a Big Book.

White footprints on black paper make very cute ghosts for Halloween.

### ***Learn About the Body***

The depth you go into in this part of the theme will depend on the grade level. Kindergarten children can learn the names of the body parts and joints - many will not know wrist, elbow, shoulder, shin, thigh, etc.

Grade One children love to learn big words, and will enjoy learning the names of some of the bones in the skeleton.

Grade 2 and 3 children are interested in how things work, and can learn the different organs and body systems.

# Art and Bulletin Boards

## *It's Me...*

Materials: Large piece of craft paper, paper plate, crayons or paint

On a large piece of construction paper have children glue a paper plate that will become their face. Have the children draw their face on the plate and their body on the construction paper, trying to duplicate themselves, i.e.: colour of eyes, hair and what they are wearing. They may add buttons and wool for hair. It is always fun to see how they draw themselves and the paper plates add dimension to their drawings.

## *Snack Time Placemat*

Materials: Picture of child, transparent adhesive paper. Mark each child's place at snack time with a personalized placemat. Using a 9 X 12 inch sheet of construction paper glue the child's picture on it and print the child's name underneath the photograph in large letters. Cover it with transparent adhesive paper for protection. Or - instead of using a photograph have the child do a self portrait.

## *That's My Name*

Materials: Paper, Pencil, Glue, Macaroni, buttons, popcorn, seeds. Print the child's name on a large piece of paper and have the child glue macaroni, buttons or popcorn over the letters.

## *A Handy Mobile*

Trace around your hand on four pieces of construction paper of different colours. Cut out four hand shapes.

Tape a hand shape to each end of two straws. Tie a string to the middle of each straw and connect the straws. Tie another string to the middle of the top straw and hang your mobile where it can move around freely.

# My Friends and Family

Cut some plain paper into 2 inch squares. Each child takes one square for each member of the family, and draws one person in each square. Give each child a strip of construction paper, make sure it is of sufficient length to accommodate the largest family. Each child pastes their squares on the strip, beginning at the bottom, one on top of the other, making sure they leave no gaps in between. The family name is printed on the top of each strip. When all the strips are mounted on a bulletin board, side by side, they provide a useful graph for comparisons and for discussions.

### ***First Grade Friends***

\_\_\_\_\_ and \_\_\_\_\_ have  
 \_\_\_\_\_ ears  
 \_\_\_\_\_ noses  
 \_\_\_\_\_ smiles  
 \_\_\_\_\_ buttons  
 \_\_\_\_\_ pockets  
 \_\_\_\_\_ shoes  
 and one good friendship!

## **When I Grow Up**

Make individual or class books on any of the following topics:

What I want to do when I get bigger.

What I can do now that I couldn't do before.

I can \_\_\_\_\_ and \_\_\_\_\_, but I can't \_\_\_\_\_.

I still can't \_\_\_\_\_ or \_\_\_\_\_, but I can \_\_\_\_\_.

I wish I was \_\_\_\_\_, because then I could \_\_\_\_\_.

I am big enough to \_\_\_\_\_, but not big enough to \_\_\_\_\_.

An alternative or additional approach might be to create class booklets using large sheets of paper for each or some of the above topics. For example, the class might create a booklet called "When We Grow Up", with each student contributing one page, or brainstorming by the group.

## **More Ideas**

### ***Food For Me***

Learn about eating healthy foods. Teach the food groups. Make collages of pictures of healthy foods. Collect wrappers from good foods. Discuss and have healthy snacks in class.

### ***Taking Care of Our Bodies***

Talk about health professionals - going to the doctor and the hospital.

Discuss dental hygiene and the dentist.

Exercise is good for our bodies. Have an exercise time each day.

## ***My Favourite Things***

**M** My favourite colour! Paint a picture using only your favourite colour.

My favourite book! Do a book talk - tell the other students what your favourite book is and why. Try to get the other students interested in reading/ looking at your favourite book.

My favourite song! Bring a tape/ cd of your favourite song and share it with the others. There should be a wide variety of music

## ***Occupations***

Spend a little time considering occupations that may not immediately come to mind like a girl wanting to be Chief of a Tribal Council, a boy being a nurse, or any of the children wanting to be fashion designers or trappers.

In connection with the above topic, discuss the importance of an education and staying in school so that all the students will become contributing citizens. Make connections between succeeding at school and helping our country. Discuss the kinds of training and schooling would be required for the various occupations. Have the students draw pictures of themselves in training (e.g., law school, or learning the skills required for commercial fishing). Discuss the various things the students will learn at school. With the class complete sentences like:

Learning how to read and write will help me \_\_\_\_\_.

Learning how to use the computer will help me \_\_\_\_\_.

Have parents visit and talk about their jobs.

Take the children around the school to see what the different people do - the principal, the secretary, janitor, librarian, etc.

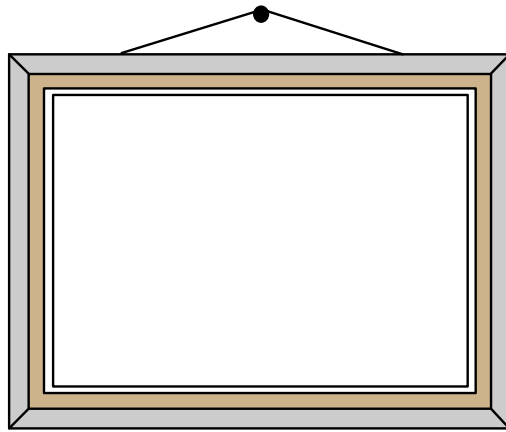
Stress that each child can be whatever they strive to be.

## ***I Can!***

Each child brings in a can. He/She decorates the outside and labels it "I Can". Inside the child puts strips of paper with pictures of things they can do. Words or sentences can be added.

***The 'All About Me' Theme can go on for months, spreading out in many directions. Have fun!***



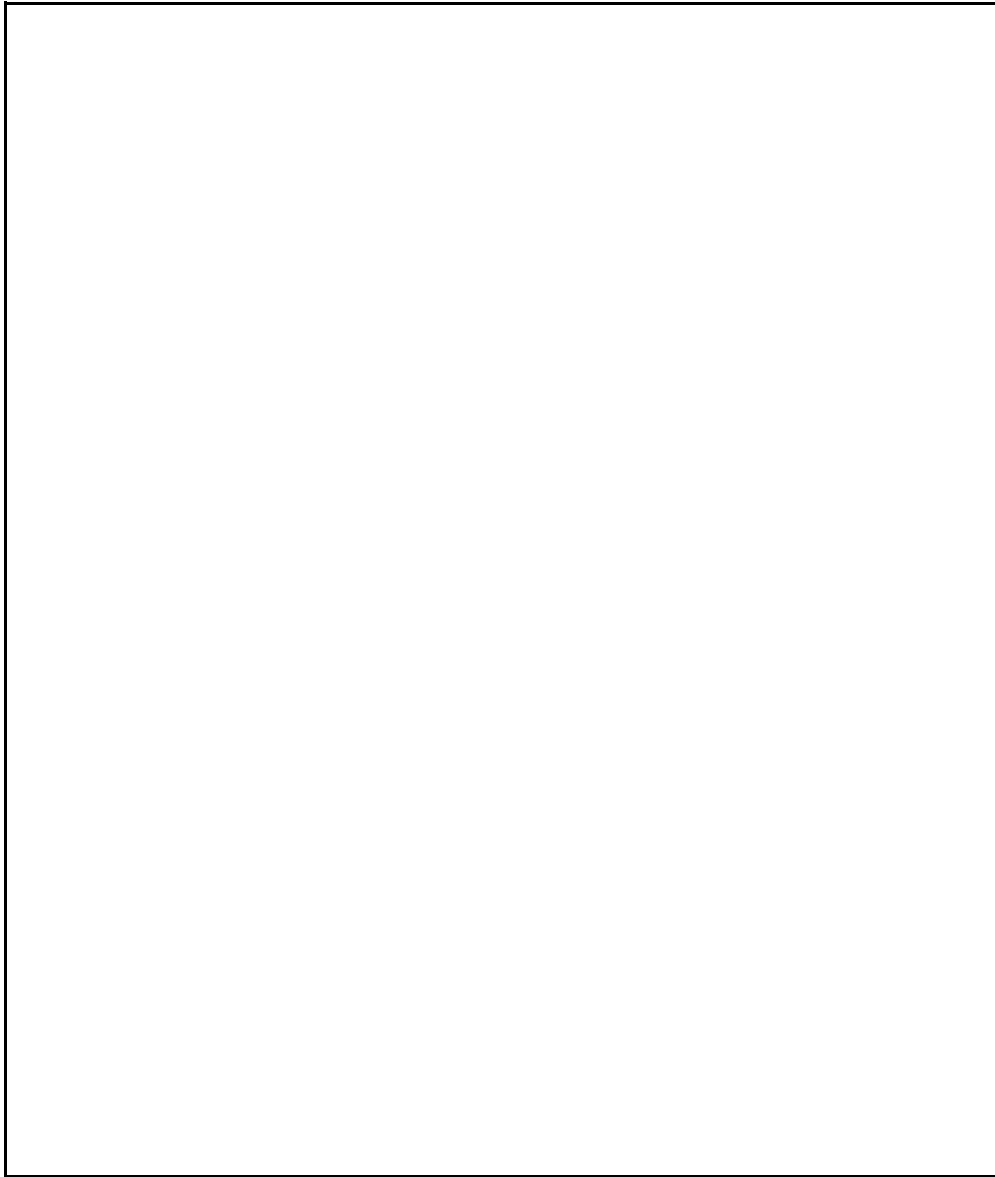


All About

ME

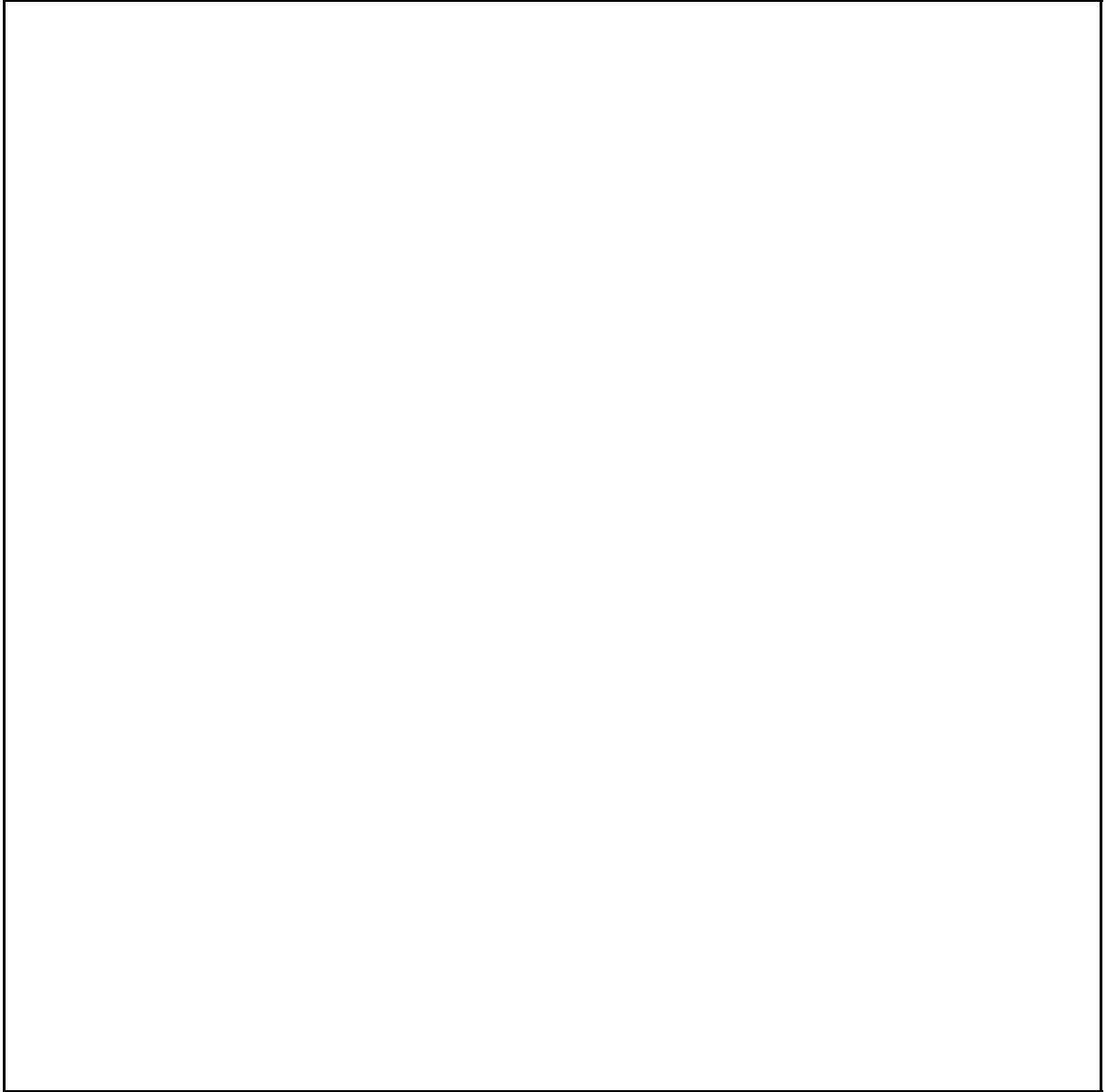
Completed and Illustrated  
by

---



This is me!

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

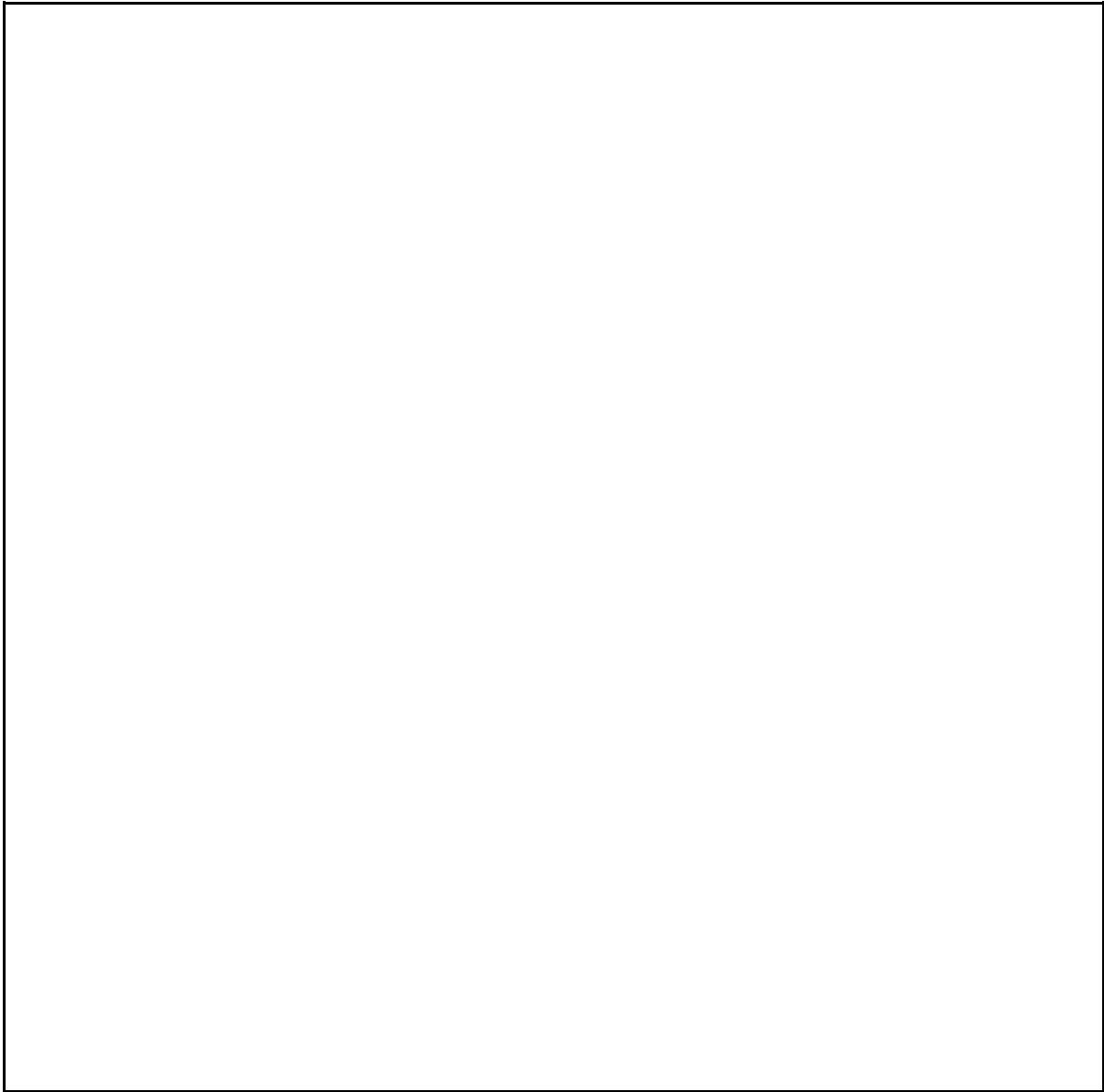


Here I am on my birthday.

I am \_\_\_\_\_ years old.

My birthday is \_\_\_\_\_.

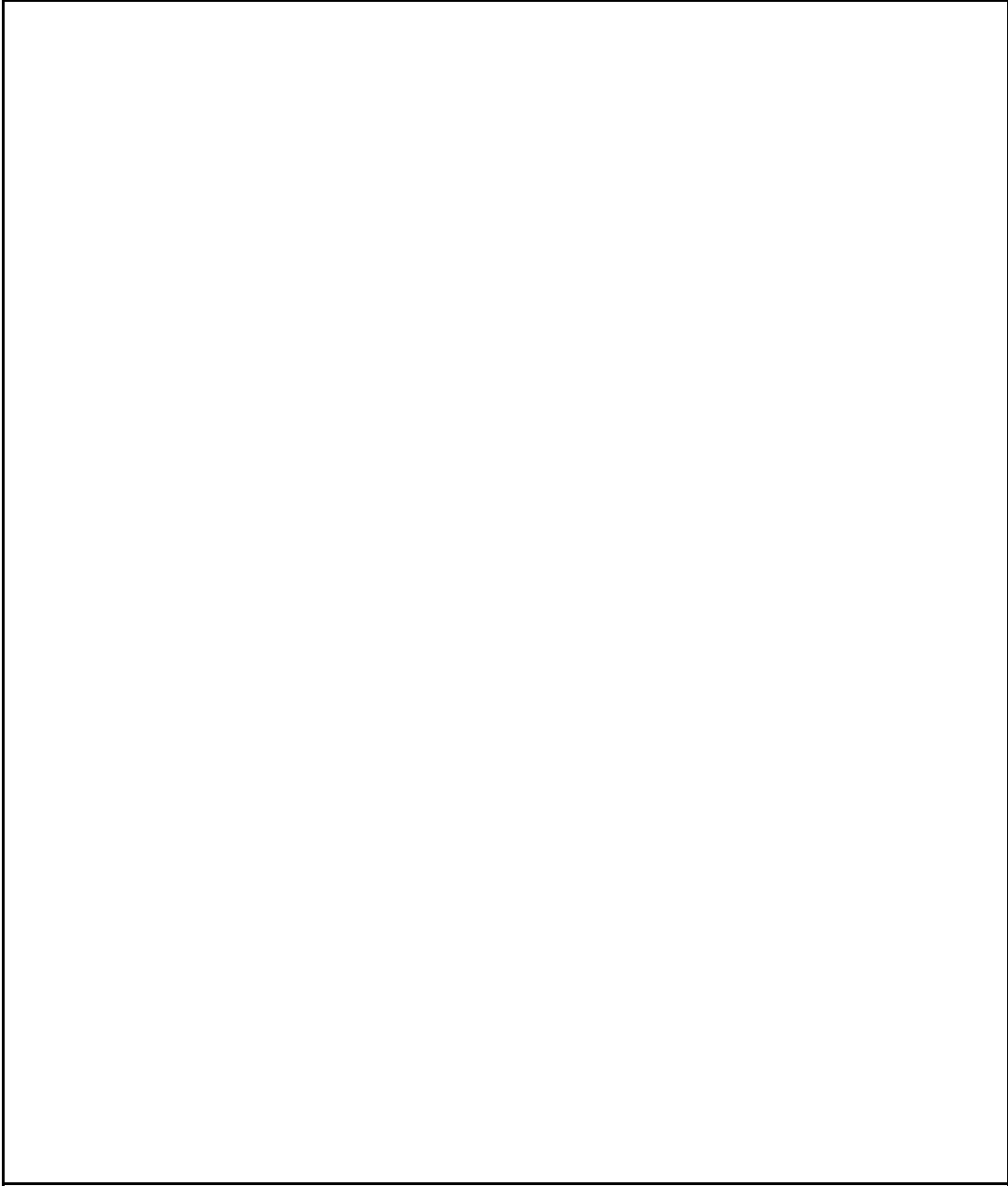




I live in \_\_\_\_\_.

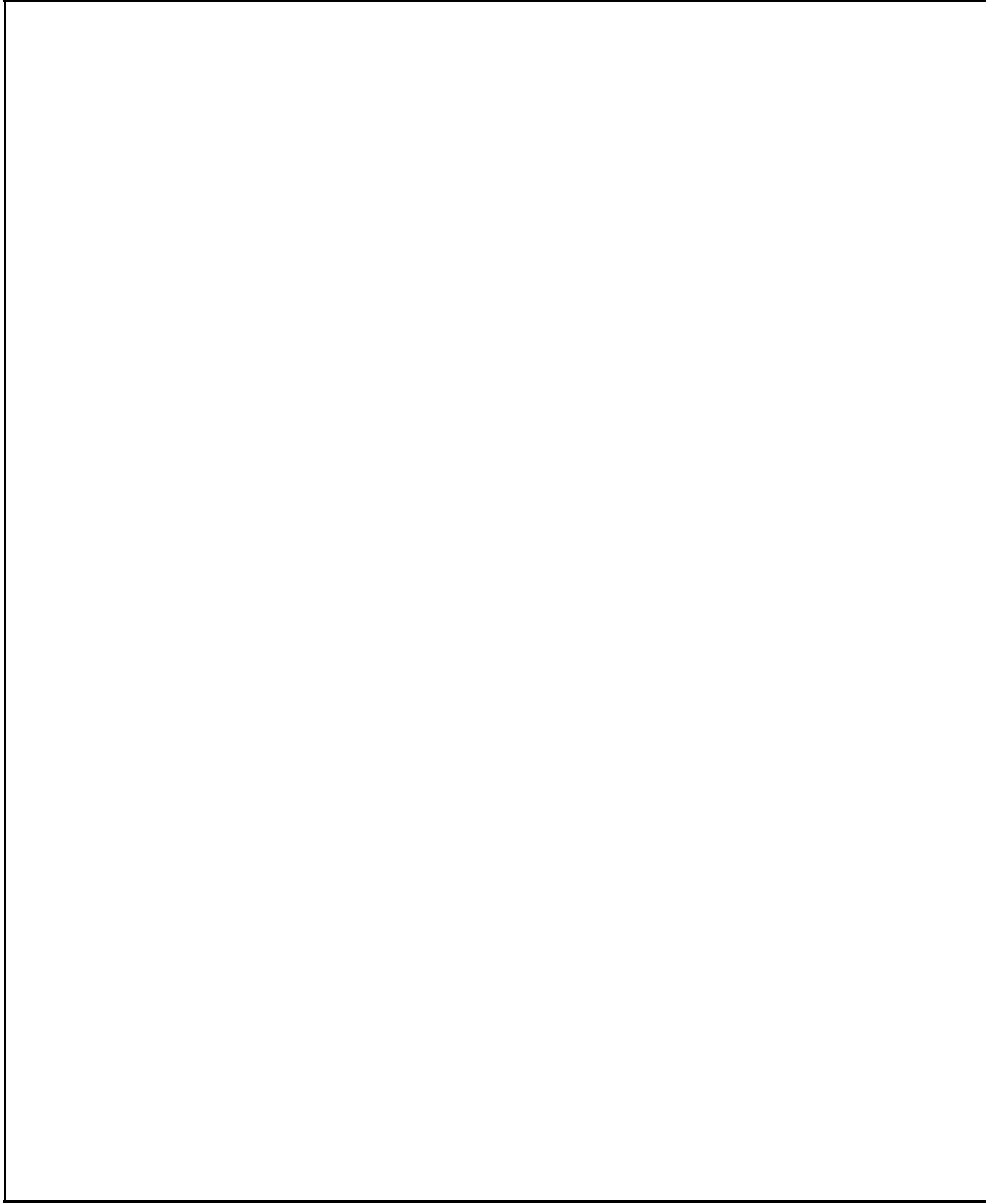
My school is \_\_\_\_\_

\_\_\_\_\_.



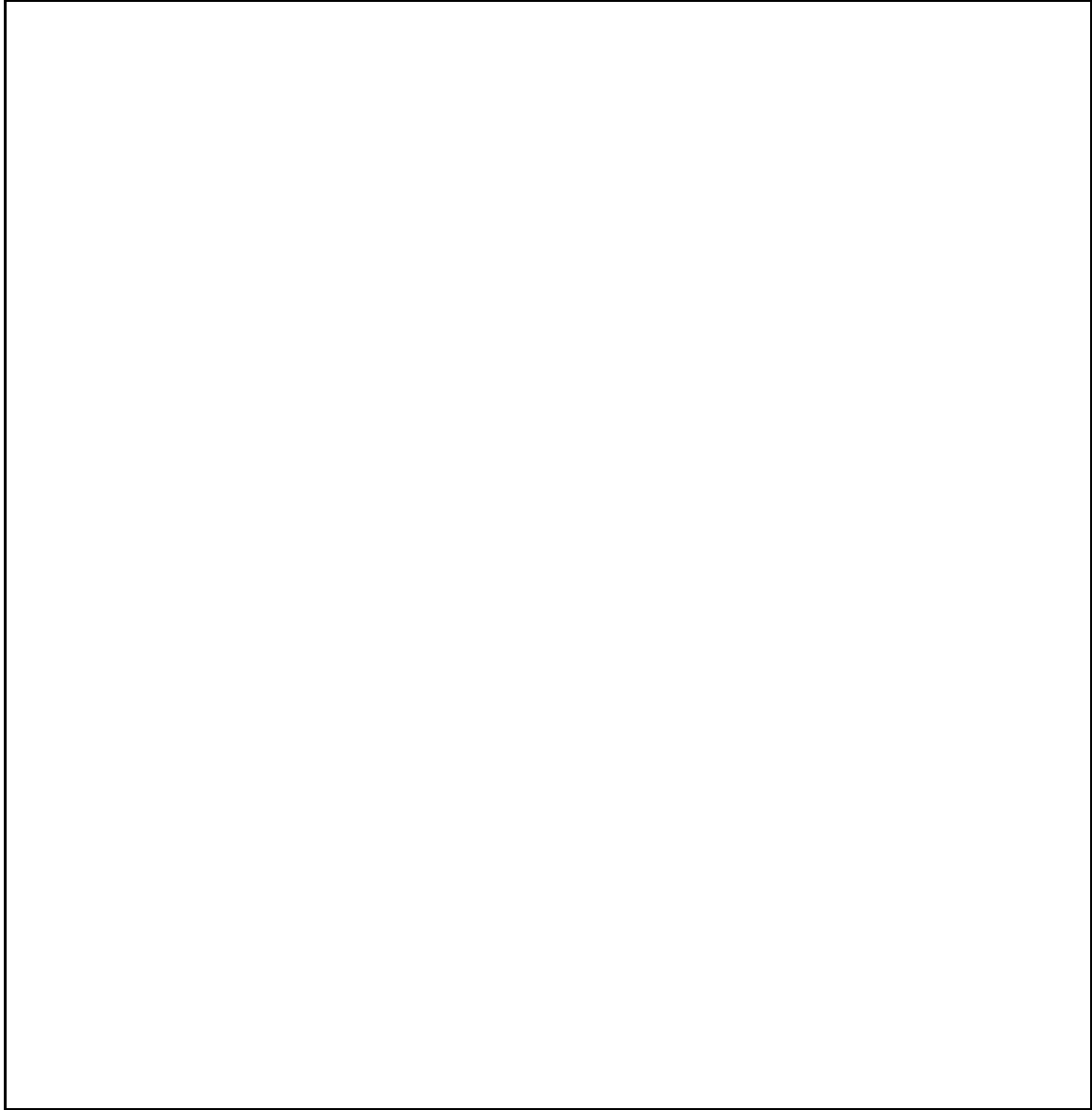
I like to play.

This is me playing at school.



I like to eat this!

I like to eat \_\_\_\_\_.



This is my friend.

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

We like to play \_\_\_\_\_.

## All About Me Books

"We learn this poem and then make a book the first week of school:

*This is me*

*I can wiggle my fingers*

*From head to toes.*

*Or stomp my feet.*

*I have two eyes*

*From my head to my toes*

*And one little nose.*

*I'm really neat.*

Each child writes: My name is \_\_\_\_\_. and draws their picture on a page. When I put the book together I insert the poem about every five pages. Then I video the book, all saying the title and poem, and each child reading his/her page. They take turns checking out the book and video to take home. (I always get parent permission to share the video.)



"For the past couple of years I have made a class book at the beginning of the year when doing All About Me. I also get right into a colour unit and this is based on Brown Bear, Brown Bear. On the first day of school I take a picture of each child plus two whole-class pictures. I begin the book with a class picture and the text reads, 'Grade One, Grade One, Who do you see?' Each succeeding page has a child's picture and reads 'I see (child's name), looking at me. -----, -----, who do you see?' The children fill in their names and draw pictures around the photo which tells about their interests or family. The last page has another class picture and reads 'I see Grade One. That's who I see!' They take turns taking it home and they refer to it all year. The parents love it, too."

"One thing I do each year is an 'All About Me' book. The front page has their picture and they write their name as the author and illustrator. Then they do a self portrait, draw their favourite food on a plate, measure how tall they are with string and put it in an envelope, draw and write what they want to be when they grow up, draw their family in a house, trace and glue their footprints, and using paint they make a handprint and tell which hand it is. It is a lot of fun to put together and takes quite a bit of time, but it turns out nicely and the parents love it!"

## Me' Math

"As part of our 'All About Me' Unit, for math we do lots of counting, graphing etc. around our body parts, eyes, ears, etc. We do a picture graph for bigger than, smaller than, and same as, and compare our heights in September and again in May."

"We do the graphing of the family members living in your house (as many of the families in our neighbourhood have extended family living with them)."

Do a graph showing the length of student's names. Which is the shortest? Longest? How many children have names with five letters? etc.

## Big Names

Have the children print their names on the computer and experiment with different fonts.

Have students print their names on large white construction paper with tape. Then use poster paint to paint the entire page. When it is dry, pull off the tape and the names appear in white.

Give each child their name printed with fat letters. They paint glue over the letters and sprinkle on glitter.



## A special "All About Me" Book

"I make up a booklet and the kids measure, fill in cloze exercises, copy, get introduced to some basic sight vocabulary and colour. As a group we discuss different answers and record some to be copied.

### Page 1: This is Me

A cute picture frame type border at the top 2/3 of the page in which the kids colour a picture of themselves. I call them back to measure how tall they are. We compare heights. At the bottom they fill in the spaces in the sentences for:

I am \_\_\_\_\_ years old.

I am \_\_\_\_\_ tall.

I like to \_\_\_\_\_.

### Page 2: My Hand

There is a ruler along the one side of the 'frame'. We discuss what hands can do and have fun trying the ideas. Then I take them in small groups and I paint their hand and press it on the paper carefully so that they get the measurement of how long their hand is.

My hand is \_\_\_\_\_ long.

My hands like to \_\_\_\_\_

### Page 3: My Foot

Do it as the hand only using their foot. I paint the bottom of one of their feet and we press that onto the paper. Some of them are soooo ticklish!

My foot is \_\_\_\_\_ long.

My feet like to \_\_\_\_\_

### Page 4: My family

We discuss and compare/graph number of brothers, sisters, pets. They draw and colour a picture of whole family at the top in the 'frame'.

I have \_\_\_\_\_ brother.

I have \_\_\_\_\_ sister.

I have \_\_\_\_\_ pet.

My family likes to \_\_\_\_\_.

We always end up discussing that '3 brother' does not make sense and they end up adding the 's' where needed. Quite a lesson for so earlier in the year.



### Page 5: My Friend

Great discussion about what is a friend, how do you play, etc. Again they draw and colour the picture at the top.

\_\_\_\_\_ is my friend.

My friend likes to play \_\_\_\_\_.

### Page 6: My Teacher

A chance for me to take in things to share and introduce how we share. They also get to question me - an interesting concept for them. They draw the picture at the top and of course I have to be doing something that we discussed I like to do.

My teacher is \_\_\_\_\_ (name)

She likes to \_\_\_\_\_

### Page 7: My School

Great chance to discuss rules, take a tour, meet office staff, and so on. Draw picture.

I go to \_\_\_\_\_ School

I am in grade \_\_\_\_\_

### Page 8: Grade One

Discuss re what they expect to do and to learn in grade one. Draw the picture.

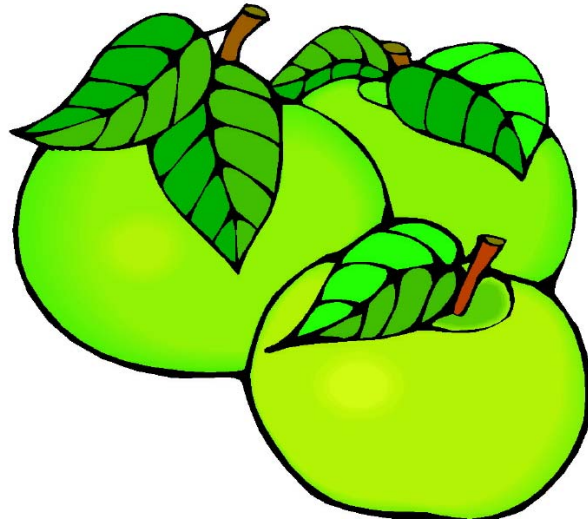
I would like to learn \_\_\_\_\_ in grade one.

I always find this one fascinating. We begin working on the book the first week and it is great to have out for 'Meet the Teacher' Night.





*Primary Success*



# *Apples*

*A Theme for  
Early Primary*

# Apple Poetry

## Five Apples

The first apple in the basket  
was bright and shy red.  
The second apple in the basket  
said, "What a cozy bed!"  
The third apple in the basket  
said, "Please move over there."  
The fourth apple in the basket  
said, "Now we are two pair."  
The fifth apple in the basket  
said, "Oh dear, me-oh-my!"  
"This basket looks like pastry."  
"I think we're apple pie!"



**Apple** *(to be sung to B-I-N-G-O)*  
I know a fruit that grows on trees  
And apple is its name, oh,  
A-p-p-l-e  
A-p-p-l-e  
A-p-p-l-e  
And apple is its name.

In summer and in early Fall  
It's time to pick an apple,  
Chorus

It may be sweet or may be tart  
It's red, or green, or yellow,  
Chorus

A Macintosh or Granny Smith  
A Winesap or Delicious,  
Chorus

Make applesauce or apple juice  
Or apple pie with apples,  
Chorus

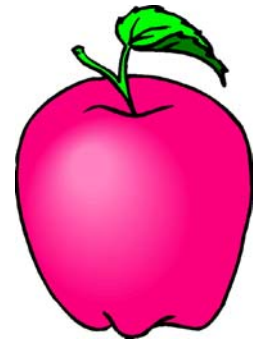
It's hard to eat apples,  
Without my front teeth,  
But apples in autumn  
Are really a treat.  
The apples are squooshy  
Down under my feet,  
But those from the tree  
Are still crunchy and sweet!

## Magic

Do not slice your apple down -  
Cut your apple through.  
A magic star will appear  
To be a treat for you!

## The Apple

I have a little apple,  
Red and round.  
On a tree it is found.  
If you take a bite  
You will see  
Just how tasty it will be!



## Two Little Apples

*(tune: This old man)*

Way up high, in a tree,  
Two red apples smiled at me.  
So I shook that tree as har-r-rd as I could.  
Down came the apples.  
Ummmmm, were they good!

## Ten Red Apples

Here I have five apples. *(hold up five fingers  
on right hand)*  
And here are five again. *(hold up both hands)*  
How many apples altogether?  
Why, five and five makes ten.

2.

### Five Red Apples

Five red apples in a grocery store  
Bobby bought one and then there were four.  
Four red apples on an apple tree  
Susie ate one and then there were three.  
Three red apples. What did Alice do?  
Why she ate one and then there were two.  
Two red apples ripening in the sun  
Tommy ate one, and now there was one  
One red apple and now we are done  
I ate the last one and now there are none!

### Eat an Apple

Eat an apple; (*Bring right hand to mouth*)  
Save the core. (*Close right hand in fist*)  
Plant the seeds. (*Bend down touch hand to ground*)  
And grow some more. (*Extend both arms out*)

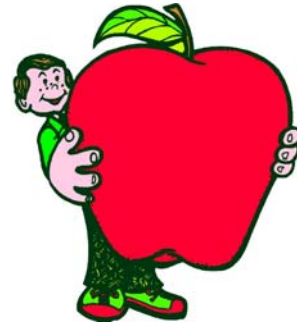
### Picking Apples

- to the tune of *Frere Jacques* (*this can be used for cleanup*)

Picking apples  
Picking apples  
One by one  
One by one  
Put them in a basket  
Put them in a basket  
Oh, what fun!  
Oh, what fun!

### All Around The Apple Tree

(*sung to the tune of Mulberry Bush*)  
Here we go round the apple tree, the apple tree, the apple tree  
Here we go around the apple tree  
On a frosty morning.  
This is the way we climb the ladder  
-pick the apples  
-wash the apples  
-peel the apples  
-cook the apples  
-eat the apples  
On a frosty morning!



Apples, apples, one, two, three  
Apples for you, apples for me  
Apples big, apples small  
Apple trees tiny, apple trees tall  
Apples sour, apples sweet  
Apples, apples are nice to eat

Five red apples at the store \_\_\_\_\_ ate one and then there were four  
Four red apples on the tree \_\_\_\_\_ ate one and then there were three  
Three red apples by the shoe \_\_\_\_\_ ate one and then there were two  
Two red apples in the sun \_\_\_\_\_ ate one and then there was one  
One red apple ready to run \_\_\_\_\_ ate one and then there were none.

### Red Apple

A little red apple  
Hung high in a tree  
I looked up at it  
And it looked down at me.  
"Come down, please," I called  
And what do you suppose---  
That little red apple  
Dropped right on my nose!

### Apples, Apples

(*tune: Twinkle, Twinkle, Little Star*)

Apples juicy, apples round,  
On the tree or on the ground.  
Apples yellow, apples red,  
Apple pie and juice and bread!  
Apples crunchy, apples sweet,  
Apples are so good to eat!

**Apple**

Red and juicy, shiny, sweet,  
 Apple, you're so good to eat.  
 Crisp and crunchy, healthy, too.  
 This core is all that's left of you!

---



If I had two apples  
 What would I do?  
 I'd keep one for me  
 And give the other to you.

---

Apples, apples, one, two, three,  
 Apples for you, apples for me.  
 Apples big, apples small,  
 Apple trees tiny, apple trees tall.  
 Apples sour, apples sweet,  
 Apples, apples, are nice to eat.

---

Apples in the attic,  
 Apples in the hall,  
 Apples in the summer,  
 Apples in the fall.  
 Apples make you healthy,  
 Apples make you tall.  
 I will eat some apples,  
 I will eat them all!

**Apple Rhyme**

Apples, apples, good to eat.  
 Apples, apples, juicy and sweet.  
 Pick them off a tree, buy them at a store,  
 Apples, apples, WE WANT MORE!

**If I Were An Apple**

If I were an apple  
 And grew on a tree  
 I think I'd drop down  
 On a nice boy like me  
 I wouldn't stay there  
 Giving nobody joy  
 I'd fall down at once  
 And say, "Eat me, my boy!"

**Apple On A Stick**

Apple on a stick, apple on a stick  
 I can lick it all day and not get sick.  
 Apple in a cup, apple in a cup  
 I can drink it all day and not fill up.  
 Apple in a crunch, apple in a crunch  
 I can eat it all day, it is so good to munch  
 Apple in a cake, apple in a cake  
 I can eat it all day with no tummy ache  
 Apple in a pie, apple in a pie  
 I can eat it all day and never cry.  
 Apple in a dish, apple in a dish  
 I can eat it all day, it's so delish!

How many green ones?  
 How many red?  
 Now eat an apple  
 And get to bed!

Eat an apple  
 Save the core  
 Plant the seeds  
 And grow some more.

# Beginning the Apple Theme

Begin by asking the children about their favourite fruit then have them try to guess your favourite fruit - apples, of course!

Have books from the library that show pictures of apples, orchards, foods, etc.

You can also bring in a tree branch with the apples still attached. This will help them in realizing that they actually DO grow on trees!

Show three apples (red, green and yellow) and ask the children to tell you what is the same about the apples and what is different.

They can then guess what is inside each one and cut the apples to show that seeds are in each one.

Have the apples for a snack.



## ***KWL***

Do a "what I know, what I want to know, and what I have learned" chart. Write down what they know before you start the unit, brainstorm what they would like to know about apples, and at the end of the unit complete the chart with what they have learned.

# Apple Language Arts

## ***An Apple Journal***

Cut a large apple shaped journal from red, yellow or green paper for each child. Let them add to it daily (colour their favourite apple, add apple recipe, etc.) during apple week. For a final page have them do a 5 senses poem about apples.

Apples smell \_\_\_\_\_.

Apples look \_\_\_\_\_.

Apples feel \_\_\_\_\_.

Apples sound \_\_\_\_\_.

Apples taste \_\_\_\_\_.

## ***A is for Apple***

Learn about the short /a/ sound. Collect words that begin with this sound (ant, alligator, animal, astronaut, ambulance, alphabet, ax, etc.)

## ***Bookmarks***

Make bookmarks with apples on them, one for each child. Put the child's name on it. Use these during the apple unit.

## ***Learn Apple Vocabulary***

Depending on your class and grade, teach words that fit this unit. Some suggestions are: apple, red, yellow, green, tree, leaf, blossom, fruit, eat, cook, star, cut, etc.

## ***Make Apple Books***

This book teaches the position words. Cut 8 trees and mount them on paper, along with the following sentences:

The apple is over the tree.

The apple is under the tree.

The apple is in front of the tree.

The apple is behind the tree.

The apple is in the tree.

The apple is beside the tree.

The apple is between the trees.

You can make your book in two ways:

1. Glue the apples into position on the page.
2. Laminate the pages with just the trees, then tape a laminated apple to a piece of yarn, and tape the yarn to the back of the book, so the children can move the apple themselves.

## ***Apple Poetry***

Write APPLE down, then write words or phrases describing apples:

Appetizing  
Part of my snack foods  
Pretty and shiny  
Luscious  
to Eat

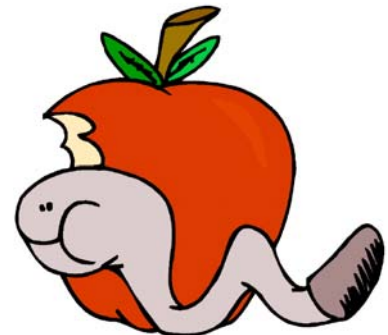


## ***Expand Your Vocabulary***

Have the children tell you words to describe apples and write them on a big apple shaped chart. Find interesting words such as 'crisp', 'juicy', 'tart', 'shiny', 'smooth', etc.

## ***A Big Apple Book***

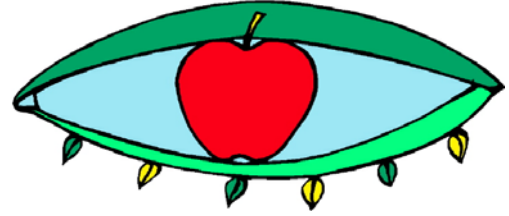
Make a big book about apples in the shape of an apple. On each page have a child tell you something about an apple and print it and have the child draw a picture. Put all the pages together to make a big book for your library.



## ***Apple Sayings***

Have a whole group discussion of the following sayings:

- She's the apple of his eye.
- An apple a day keeps the doctor away.
- One rotten apple spoils the bunch.
- He has a very large Adam's apple.
- She really knows how to polish the apple.
- He's a bad apple.



## ***A Favourite Story***

*This story can be told by the teacher, and then made up into small books for the children to read and illustrate.*

**The Little Red House** by Carolyn Sherwin Bailey

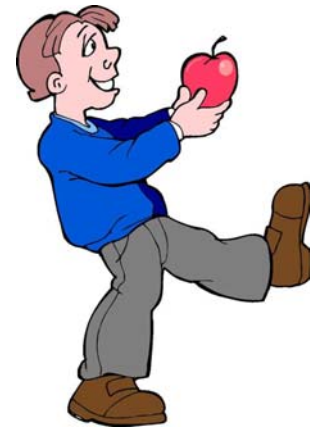
<http://kinder.cmsd.bc.ca/kinder-l/1997/9706/0261.html>

## ***A Book of Apple Poems***

Print out the favourite apple poems, one to a page and photocopy them so that each child gets a copy. Decorate the pages and staple them together to make books the children can read and take home.

## ***Collect Book Titles***

See how many books you can find where apples are mentioned.



# *Apple Math*

## ***Apple Graphs***

Taste red, yellow and green apples. Have a graph with pictures of red, yellow and green apples on the left side. Ask each child what her/his favourite apple was and write their name on the appropriate colour apple shape and let them glue it in that line. Note which was the class favourite.

Each child can pick a favourite kind of apple from the apple boxes (apples provided by teacher) and make a floor graph.

Ask each child to bring an apple to school, but don't specify what kind or colour. Graph the apples by colour, using diecut apples on the graph. Write sentences about your graph, telling how many of each colour, and which colour has the most, the least, fewer, greater, more than and less than.

Line all the apples up, from biggest to smallest.

Do apple tasting. Bring in a sample of each kind you can find. Cut them in small pieces and taste. Then graph according to favourite taste, crunchiness, etc.

### ***Estimating Apples***

Draw a large apple shape on a piece of tagboard. Cut an apple in half and invite the children to guess how many prints will fit around the perimeter of the apple. Write each child's guess down on an apple shaped piece of paper. Let children each put a print around the outside until it's full. Compare the estimates with the real number. Now have children guess how many prints it will take to fill the inside of the apple.

Put three apples in a basket. Guess what in the classroom would weigh the same amount. Chart the guesses. Put the basket on a scale and test the guesses. Award an apple prize to the winner or give an apple certificate.

Put out one large apple. Have each child cut a piece of string to estimate the circumference. See who is nearest. Put the strings in order from shortest to longest.

Estimate how many in a large box or basket of apples.

Estimate how many counters will equal the weight of one apple.

Predict the number of seeds in one apple. (Use different sizes and types of apples.)

Predict and see if an apple sinks or floats.

Predict and see how many bites it takes to get to the apple core.

### ***Patterning With Apples***

Do patterning with apples of different colours, sizes or different varieties.

Cut 3 sizes of apples from laminated paper, each size in 3 colours. Make 4 sets of 4 apples of each size and colour, and store in baggies. Use them at a centre for sorting and patterning.

Make apple prints by cutting apples in half and dipping them in paint, then making patterns with various colours.



### ***Apple Fractions***

Cut your apple in half. Make a sketch of each piece.

How many parts all together? Each part is called one-\_\_\_\_\_ or  $1/2$ .  
Cut each half in two parts. Make a sketch of each piece now.



8.

How many pieces all together? \_\_\_\_\_

Each piece is called one \_\_\_\_\_ or 1/4.

### ***Teach the Number Words***

Review number words by placing the correct number of apples on the number trees on the bulletin board (this can be a centre).

### ***Count the Apples***

Make number lines using apples made of construction paper to mark each number.

### ***How Much Do Apples Cost?***

Find ads in the paper showing different prices for apples in different stores. Share the information at home.

Have a lesson on money. Find out what one apple costs, two, etc. Learn to write the amounts.

Compare apple prices with the prices of other fruit and find the difference.

Have an apple sale. Count the money from the apple sale and figure the profit after paying expenses. (Class activity).

### ***Measuring***

Do cooking activities that involving measuring.

### ***Time***

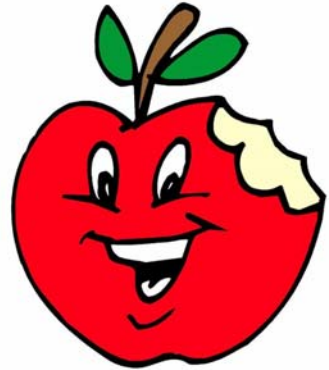
Discuss time and degrees when doing cooking.

Talk about seasons and months as apple trees bloom and apples ripen.

## ***A Counting Book***

### **My Apple Book**

Make a little book called "My Apple Book" for each child - a counting book, made with a red construction paper cover cut the shape of an apple (you can add green leaves if you choose). Inside are at least 5 pages of white paper. (It depends on whether you want to do 1-5 or 1-10). On the left side of the page the child or the teacher can write the numbers, one on each page - on the right side page, the child glues the correct number of apple seeds or construction paper apples. Always make an extra copy for the bookshelf. If you want to add extra pages, the children could dictate their own stories about apples, apple trees, how they like to eat them or cook them, etc...



## ***Practice Number Combinations***

Cut out leaves with the numbers and apples with the answers. Put the leaves with the apples.

Number some paper apples with the numbers your children can add. Create a paper for them to write their answers on. The children do this activity with a partner. The cards are put face down (so they can't see the numbers). One child turns over a card, then the other turns over a card. The students write a corresponding number sentence on the paper you provide them. Then they work out the answer.

Play apple bingo with math facts on the apple-shaped cards.

Make math families with apples that have numbers on them. You have apples with numbers on them that add up to certain numbers. . . 9 family = 1+8, 2+7, 6+3, 4+5 and 9+0, etc. The children sort and collect all of one family. If you have a die cut machine, apples will be a breeze to make. Use the mini apples and write one number on each.

## ***Apple Science***

### ***Comparing Seeds***

Using a magnifying glass have children look at apple seeds and compare them with seeds from other fruits (oranges, cantaloupe, watermelon etc.)

### ***Five Senses***

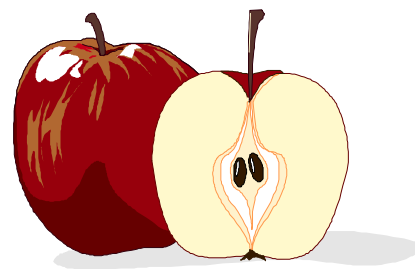
Seeing - look at shapes, colours, stems, surface, etc.

Hearing - shake the apple

Touch - how does the skin feel? the inside? the seeds?

Smell - Smell the apple. Smell it cooking.

Taste - taste the different varieties, taste cooked apples.



### ***Apple Trees All Year Long***

Fold a 12x18 sheet of white construction paper into four sections. For each section, tear a paper trunk from brown paper, and glue on. Tear thin branches - or draw them with brown crayon or marker. You can also have the children paint the trees with brown paint.

Label the four sections at the bottom, in this order:

Spring, Summer, Fall, Winter.

For Spring, attach 1 inch squares of green tissue paper, scrunched over the tip of a pencil and dipped in glue, or sponge paint pink blossoms on the tree.

For Summer, tear green construction paper into small pieces and glue on in a mosaic pattern. Top with tiny paper punch apples. You can sponge paint 'leaves', also.

For Fall, attach fall coloured squares of tissue paper, or use yellow and orange paint.

For Winter, leave the branches bare. Use chalk or white paint for snow on the ground and on the tree.

10.

### ***Plant Seeds***

Plant apple seeds and record the results.

### ***Healthy Eating***

Discuss as a group why apples are good for you and make posters to display around the school.

Identify and know the food groups and how each is important.

Discuss healthy snacks.



## *Apple Recipes*

### ***Apple Jell-O Finger Cubes***

Pour 2 envelopes unflavoured gelatine into a bowl. Add 2 cups boiling water. Stir until gelatine is dissolved. Add one 6 oz. can unsweetened frozen apple juice concentrate. Pour mixture into a lightly greased 9-by-13-inch cake pan and chill. Cut into squares when firm.

### ***Apple Sandwich***

Core the apples and slice or let the children slice with plastic knives their apple into 1/4 to 1/2 inch thick "donuts". Then spread peanut butter one slice and top with the other.

### ***Mini Apple Pies***

Make mini apple pies with canned biscuits and apple pie filling. Add a little filling to each biscuit and fold in half. Press the edges closed and bake according to the biscuit instructions. There you have it! Little apple turnovers!

### ***Red Hot Baked Apples***

1. Wash whole apple and ream out core with apple corer or knife.
2. Slice off bottom so apple will sit flat in electric frying pan.
3. Fill core with cinnamon red hots.
4. Sprinkle with cinnamon and nutmeg.
5. Bake in covered electric fry pan at 350 degrees for about 30 minutes.
6. Cool 10 minutes.
7. Eat and enjoy!

### ***Crockpot Applesauce***

Make this applesauce in a crock pot. This recipe serves 10. Double it for your class.

5 apples

3/4 cup water

1 teaspoon cinnamon

1 tablespoon sugar

Peel, core and slice each apple into 8 pieces. Put apples in crock pot with water, cinnamon and sugar. Cover and simmer until apples are tender. Stir several times. You will need plastic spoons and paper cups for each child.



### ***Hot Apple Pie in a Glass***

3 lbs. apples, peeled, cored and quartered

1/2 c. sugar

2 Tbsp. lemon juice

1- 3 in. cinnamon stick or cinnamon to taste

2 Tbsp butter

Slow cooker, covered 3-4 hrs. on high.

Serve it with 1 scoop of vanilla ice-cream on the bottom, then applesauce, then crumbled shortbread cookies on top.....for hot apple pie!

### ***Applesauce Ideas***

For applesauce, send a note home asking the parents to send in a peeled, cored, quartered apple. Each child drops their own apple into the crock pot. Put the pot on high, and it is ready in a few hours, but it needs time to cool down. It is really good because of all the different types of apples.

“I make applesauce in a crockpot every year. I allow the children to use plastic knives to cut up the apples in to small pieces (after I peel, slice, and core the apples) Then I put the apples into the crock pot with a small bag of Red Hot candies and about 1/4 cup of water. I cover the crockpot and allow the apples to cook all day until they are very mushy like applesauce. Nothing could be simpler. The Red Hots make the applesauce red and add a cinnamon taste to it that the children like.”

“We just made applesauce yesterday. I used one of those Starfrit apple peelers. They love to watch the miracle of the peeler! The kids each peeled an apple, then we put them in the crockpot. We added sugar and cinnamon and let the apples cook all day. We ate the applesauce just before we went home. It was fast and easy. We also made an applesauce book. The book outlined all the steps taken to make applesauce.”

“We always make applesauce and make a class book about the experience. Almost every year the book turns out like this:

**We washed our hands.** (Kids trace and cut their hand prints out of bright paper)

**We washed the apples.** (I cut a faucet shape out of gray paper and a few water drops out of blue and the kids cut red, yellow or green circles, free-hand, to put under the water)

**We peeled and cut the apples.** (Kids cut large red, yellow or green chunks of paper)

**We cooked the apples.** (I cut a gray pan on a hot plate and the kids cut apple coloured paper that is coming out the top)

**We added cinnamon and sugar.** (Cinnamon is brown paper cut with a hole punch and sugar is clear glitter)

**We ate the applesauce. Yum!** (Kids draw pictures of themselves eating the applesauce)

### ***Quick Apple Pie***

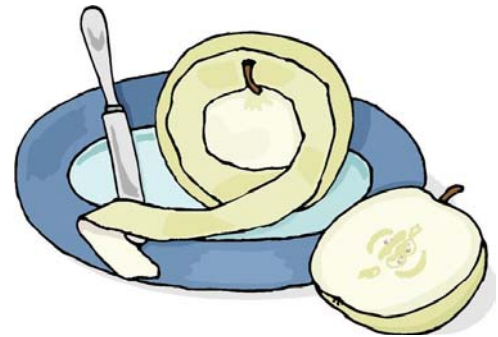
“We made Quick Apple Pie which is more like a cake. I doubled it and put in a 9x13 pan. First I put all the ingredients on the table and had the kids identify them. I gave them each a recipe and next time I will put a student's name next to an ingredient on a chart in order (it's amazing how fast they learn to read the words). We peeled and cored and cut the apples. Using a Starfrit peeler and corer was fun!

2 eggs    1/2 cup sugar    1 tsp. vanilla    1/2 cup flour  
1 tsp. baking powder  
2 tbsp. oil    2 cups chopped peeled apples

Mix all ingredients together.

Put into a greased pie plate, sprinkle with cinnamon sugar.

Bake in 350 oven for 30 minutes.



### ***Dried Apples***

“I also tried drying apples last year as I have a food dehydrator at home. I bought (parents could donate) about a dozen apples (granny smith and red delicious). The kids took turns peeling them with an apple peeler which also slices them nicely. They helped place them on the drying trays and sprinkled them lightly with cinnamon. We let them dry all day. Talk about a great smell - we had lots of people stopping by our class that day! Next day we tasted one of each kind and graphed our favourites. Were they the same as our favourite fresh apple? We estimated how long it would take them to dry.

### ***Apple Brownies***

2 sticks margarine, softened

2 c. sugar

4 medium sized apples, chopped

2 eggs

2 c. flour

1 tsp. baking soda

1 tsp. baking powder

1 1/2 tsp. cinnamon

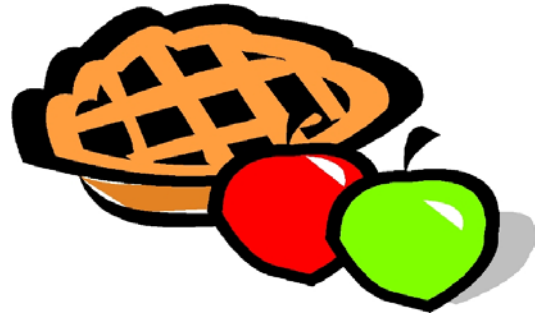
Cream margarine and sugar. Add eggs and beat until creamy. Add dry ingredients sifted together. Stir thoroughly. Add apples

Bake in 9X13 pan at 350 for about 40 minutes. **DO NOT OVERBAKE.**

note: Brownies might look and feel like they're not done.

### ***Swedish Apple Pie***

Fill a 9" pie plate 2/3 full with peeled and sliced apples. Sprinkle apples with 1 tsp. sugar and 1 tsp. cinnamon. In a separate bowl, combine 3/4 c melted butter, 1 c flour, 1 c sugar, 1 egg, and a pinch of salt. Mix well. Pour over apples. Bake in a 350 oven for 45-50 minutes.



## *Apple Bulletin Boards*

### ***Apple Tree Bulletin Board***

Prepare a special bulletin board for the children's parents to let them know what theme you are doing and to keep them updated on activities during this theme. You can buy a tree bulletin board complete with trunk and branches for all seasons from a local teacher store, or make your own tree. The children can make apples to go on the tree by either a) tearing red typing paper b) cutting red construction paper to glue on a paper plate. Then the children can glue a leaf to the top. Take pictures of each child. On each child's apple put his/her picture, and hang them on the tree.

"I take photos of the individual children sometime during the first week of school. I staple each photo to an apple that I've cut out. On one edge of the bulletin board I make a large apple with a stem and a leaf (you can fold the leaf down the middle to make a little dimensional effect) out of butcher paper. Coming out of the apple is a worm with glasses and a little bow tie. The title of the board is 'You're the apple of my eye!'"

Label a bulletin board: "A-peeeling Work".

## *Apple Art*

### ***A Family Tree***

Cut a sponge to look like a tree trunk. Cut apple shapes out of sponge. On white paper, place the tree trunk sponge (dipped in brown paint) on paper. Use fingers to press on leaves with green paint. Sponge red apples onto the paper for family members. After it dries, family member names may be printed near apples with fine tip black marker.

### ***Big Showy Apples***

Paint dessert size paper plates in red, yellow or green and then glue on stems and leaves.

### ***3-D Apples***

Make apples by tracing an apple pattern. Cut 1" squares of red tissue paper. Wrap the tissue around the end of a pencil and then dip it in glue. Place the tissue on the pattern-so that it stands up. Keep doing this and put them as close together as possible. It's time consuming-but the end product is worth it.

### ***Apple Halves with Seeds***

Cut 2 apple shapes out of oaktag. Make one about 1/4' smaller all around. Children trace and cut larger apple out of red paper. The smaller is traced and cut out of white. Paste white apple onto red apple. Cut small black seeds and glue in the core area.

### ***Stained Glass Apples***

On wax paper brush a lot of glue. Cover the glue with red, green or yellow tissue paper pieces. Allow to dry over night. Peel the wax paper off. Glue an apple outline over the tissue paper. Trim around the apple outline.

Hang in a window for the sunlight to shine through the paper.

### ***Apple Collage***

Using a small snack sized plate and a piece of red or green tissue paper for each child, have the children tear small pieces of tissue paper and paste to the paper plate. Have the children add a stem and leaves with construction paper.



### ***Apple Prints***

Cut an apple in half to reveal the star of seeds, have the children dip the apple halves into tempera paint and press onto their choice of construction paper. Have the children dip their thumb into green paint and press onto the top of the apple for leaves.

### ***Wormy Apples***

Punch holes around the edge of the cut out apple. Give each child a piece of yarn about 12 inches long. Put a piece of tape around one end of the yarn to form a needle, and have them weave the worm (the yarn) through the holes in the apple.

### ***Apple Prints***

"I have discovered a few things about doing apple prints so they come out looking like apples and not just circles. Cut the apples the day before you will use them for printing. Also, it is helpful to put the paint on a piece of paper towel in a tray. It becomes more like a stamp pad and the apples print better."

Make some prints with the apple cut so the star shows in the print.

Cut out some printed apples and place into a woven basket.

### ***Paper Plate Apples***

Each child gets a white paper plate to paint, and fingerprints it red. When it's dry, we add green paper leaves and a brown stem, and glue real apple seeds to the centre.

### ***Apple Handprint***

Paint the child's palm red and press onto paper. Make a green thumbprint for the stem and leaf.

### ***Apple Fingerprints***

Use a red stamp pad and make red fingerprint apples on a tree.

These are special apples,  
Hanging on this tree.  
I made them with my finger prints.  
They are a part of me!

## *Other Apple Activities*

Bob for apples. If water is too messy or too difficult, place the apples in a tray with styrofoam peanuts.

Have all the students bring in any empty cans, labels, or boxes of apple products.

Locate on a map where apples are grown

Discuss orchards, and how the trees grow in rows. Sequence the steps from tree to market.

Visit an apple orchard so the children can pick their own apples and/or a apple market. Visit a supermarket to see the apple displays.

Talk about emotions, and draw faces on apples.

#### **Apple Happy**

This is apple happy.

This is apple sad.

Now you see him sleepy.

Now you see him mad.

This is apple in pieces small.

But in a pie he's best of all.



## ***Have an Apple Day Party***

Do all sorts of apple activities such as: pin the worm on the apple, pass the apple (at circle time), everyone wears red, green, or yellow (the colour of apples), apple bobbing, and have apple relays.

## ***Apple Glyph***

*Draw a big apple shape, with a stem and a leaf.*

Then complete the apple drawing in the following way:

1. If you like to eat your apples raw, colour the leaf light green. If you like cooked apples best, colour the leaf dark green.
2. Make eyes on the apple. You have a choice of apple or orange juice. If you would rather drink apple, colour the eyes blue. If you like orange juice best, colour the eyes brown.
3. Draw a worm coming out of the apple! Which fruit do you like best, apples, bananas, or grapes? If you like apples best, colour the worm green. If you like bananas best, colour the worm yellow. If you like grapes, colour the worm purple.
4. If you like apples a lot, give the apple a big happy smile. If you don't like apples very much, give the apple a frown. If you like apples just a little bit, how will your apple look?
5. If you will eat an apple today, add eyebrows to the apple face. If you ate an apple yesterday, add eyelashes.
6. What is your favourite colour of apple? Is it apple green, yellow, or red? Colour the apple the way you like it.

Compare your apple with your friend's apple. Are they alike? If not, what is different?



# It's Autumn!



Ideas Collected by  
**Jean Roberts**  
With Thanks To  
**Primary Teachers Everywhere!**

# Literacy for Autumn

## Fall Vocabulary

air apples autumn big birds brown catch chilly chlorophyll colour colourful cool  
crunchy fall fly foliage garden harvest leaf leaves narrow nuts orange pointed  
piles rake red ripe scarecrow sky small smooth south squirrel sunflower tree  
weather wide windy yellow

## Writing

Fall is the time when.....

On leaves - match upper and lower case letters. synonyms, rhyming words, sight reading vocabulary, etc.

## Make a Fall Book

"I make a simple Big Book with the children. I print one sentence at the bottom of each page.

It is Fall! *(We draw a picture of something they like to do in fall.)*

I see a red leaf. *(I put one of the red leaves that the children have made)*

I see a yellow leaf.

I see a brown leaf.

I see an orange leaf.

Fall is a colourful season! *(This page has a tree with smaller leaves)"*

All the leaves  
Are falling down  
Orange  
Yellow  
Red and  
Brown.



"The children copied the poem as I wrote it on the overhead: We used gold coloured paper, with handwriting lines and the first letter of each line already written.

On another piece of 8 x 10 white construction paper we coloured a tree, branches and trunk only, and the ground for the tree. We rolled up pieces of tissue paper the same colour as our poem and glued them on the tree. We glued these papers onto a 12 x18 inch blue construction paper. They looked great! Watch that the kids make the tree quite big."

## We Went Walking

"We went on a simple nature walk around the school and looked for signs of fall. When we came back we wrote,

I went walking.

I saw a \_\_\_\_\_.

It had to be a sign of fall. Then they illustrated it. The cover was *We Went Walking* and some children decorated the cover for me with fall leaves."



## Easy Autumn Poetry

"We brainstorm about all the summer things that we will say goodbye to and all the fall things we will say hello to. Then they write and illustrate. They are all different and charming. I make a big book and leave it on display for parents who are waiting in the hall for the parent/teacher conferences in October. They are always a big hit!"

## A Name Glyph

"Everyone starts with a circle for middle of the flower with their name on it. Paint or colour craft sticks green - to use as stems. The petals on the flower represent how many letters are in their name. The leaves on the stem represent how many syllables are in their name. You can display them in a pot with floral foam."

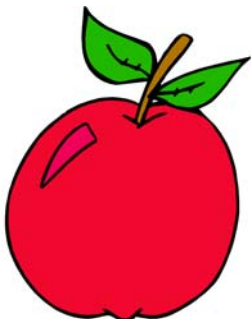
# The Science of Autumn

Learn why the leaves change colour.

Learn why the days get cooler and shorter.

Learn about animal habits in the autumn.

Learn about animals that hibernate and the ones that migrate.



### The Five Senses

I see \_\_\_\_\_.

I feel \_\_\_\_\_.

I smell \_\_\_\_\_.

I touch \_\_\_\_\_.

I hear \_\_\_\_\_.

It's Fall!

Study leaves with a magnifying glass. In Grade Three you can take the thinnest film from the surface of a green leaf and put it under a microscope so the students can see the cells moving in the tiny veins.

As summer ends and autumn comes, the days get shorter and shorter. This is how the trees 'know' to begin getting ready for winter. During winter, there is not enough light or water for photosynthesis. The trees will rest, and live off the food they stored during the summer. They begin to shut down their food-making factories. The green chlorophyll disappears from the leaves. As the bright green fades away, we begin to see yellow and orange colours. Small amounts of these colours have been in the leaves all along. We just can't see them in the summer, because they are covered up by the green chlorophyll.

The bright reds and purples we see in leaves are made mostly in the fall. In some trees, like maples, glucose is trapped in the leaves after photosynthesis stops. Sunlight and the cool nights of autumn turn this glucose into a red colour. The brown colour of trees like oaks is made from wastes left in the leaves. It is the combination of all these things that make the beautiful colours we enjoy in the fall.

### **Make a book with these pages:**

1. In the autumn the days get shorter and cooler.
2. Many plants stop making food in the fall. Then the green chlorophyll goes away.
3. We can see orange and yellow colours. These colours were in the leaves all summer, but the green covered them up.
4. Some leaves turn red. This colour is made in the autumn, from food trapped in the leaves.
5. Brown colours are also made in the autumn. They come from wastes left in the leaves.
6. Then the leaves fall and the trees are ready for winter.



### **Separate Colours in a Leaf**

Collect a few large leaves from several different trees. Tear or chop the leaves into very small pieces and put them into separate small baby food jars labeled with the name or location of the tree.

Add enough rubbing alcohol to each jar to cover the leaves. Using a plastic knife or spoon, carefully chop and grind the leaves in the alcohol. Rubbing alcohol can be harmful if mishandled, so use with care.

Cover the jars very loosely with lids or plastic wrap or aluminum foil. Place the jars carefully into a shallow tray containing 1 inch of hot tap water.

Keep the jars in the water for at least a half-hour, longer if needed, until the alcohol has become coloured (the darker the better). Twirl each jar gently about every five minutes. Replace the hot water if it cools off.

Cut a long thin strip of coffee filter paper for each of the jars and label it.

Remove the jars from the water. Place a strip of filter paper into each jar so that one end is in the alcohol. Bend the other end over the top of the jar and secure it with tape.

The alcohol will travel up the paper, bringing the colours with it. After 30-90 minutes (or longer), the colours will travel different distances up the paper as the alcohol evaporates. You should be able to see different shades of green, and possibly some yellow, orange or red, depending on the type of leaf.

# Poetry for the Autumn

Note: I am assuming that all the following poems are free for use, written by anon....- if you know any authors of these, please let me know!

Hello, leaves  
Hello, new teachers  
Goodbye, beach  
Goodbye, vacation  
Hooray,  
Hooray!  
It's fall!



I like to run and jump in them  
And kick them all around--  
I like the prickly feel of them  
And the crickly crackly sound.

## In the Fall (She'll Be Coming Round the Mountain - the X's are claps)

When the leaves are red and yellow in the fall X X  
When the leaves are red and yellow in the fall X X  
When the leaves are red and yellow,  
Then the apples taste so mellow  
When the leaves are red and yellow in the fall. X X

5 little leaves in the tree next door,  
1 fell off and then there were 4,  
4 little leaves all over the tree,  
a bird pulled off 1, and now there are 3,  
3 little leaves up where the wind blew,  
1 fell off and then there were 2,  
2 little leaves sitting in the sun,  
a bug ate a leaf and now there is 1,  
1 little leaf in the tree alone,  
the wind blew and blew and now there are none!

Oh, the air is crisp and colder in the fall (brr, brr)  
Oh, the air is crisp and colder in the fall (brr, brr)  
Oh, the air is crisp and colder  
And the wind is getting bolder  
Oh, the air is crisp and colder in the fall (brr, brr)

Down, down,  
Yellow and brown,  
The leaves are falling  
Over the town.  
Rake them up  
In a pile so high,  
They almost reach  
Up to the sky.



## Fall

From September to December  
What's the season?  
Fall!  
Red leaves start to  
Fall!  
Brown leaves start to  
Fall!  
Gold leaves start to  
Fall!  
Orange leaves start to  
Fall!  
Yellow leaves start to  
Fall!  
After all, it's  
Fall!

When the leaves are on the ground  
Instead of in the trees,  
I like to make a pile of them-  
'Way up to my knees.

### What Falls In The Fall?

In the fall  
Do you fall out of bed?  
Do you land on your head?  
In the fall  
Do houses fall down?  
And buildings and butterflies  
All over town?  
Something must fall  
In the fall, if you please,  
Oh, yes. The leaves fall.  
They fall from the trees.



Winter is cold.  
Summer is hot.  
Spring is wet  
And Fall is not.

## Math for the Autumn

### Estimation

Put acorns or candy corn in a jar for the reference and another jar is filled for estimating.

Estimate how many leaves in a pile.

### Graphing

Graph leaves brought in by students by colour, shape, and size.  
Graph mixed nuts if your class has no allergies.



### Addition and subtraction

Use acorns, nuts in the shells, large seeds or leaves as math manipulatives.

### Sorting

Buy a variety of nuts and have the students sort by colour, shape, or size. Teach comparison words - big, large, small, tiny, smooth, rough, etc.

Sort leaves by colour, shape, size, etc.

### Patterning

Make patterns with maple or oak leaf leaves or die-cuts. These can be glued on a headband to wear.

### Measurement

Measure leaves to see how many cm long or wide they are.

Measure the circumference of a favourite tree.

*Note: There are lots of math activities in the Primary Success Pumpkin theme.  
There are some later in this theme in the 'Sunflower' section.*

# Social Studies

What do people do to get ready for winter? What changes are there in the clothing we wear, our activities, etc.

Learn about farms and the harvest and why we have Thanksgiving in the fall.

Learn about the maple leaf being the symbol of Canada.

# Art for the Autumn

## Leaves



### Pressed Leaves

There are two ways to make pressed leaves. The first - and easiest - way is to place a leaf between two sheets of plain newsprint, then place it beneath a pile of heavy books for several days, until it is dry and stiff. Though easy, these take patience on the part of your students (several DAYS??), and they are fragile and crumble easily. Leaves can also be pressed between 2 sheets of wax paper - wax side towards the leaves and then put under a weight.

Place coloured leaves between two layers of wax paper. Cover with a cloth. Press the fabric with a warm iron sealing the wax paper together with the leaf in between. Cut them out, leaving a narrow margin of wax paper around the leaf edge. These can be used as bookmarks, hung in the window like suncatchers, or hung from the ceiling individually or as a mobile.



To preserve the beautiful fall leaves, you can laminate them. You can also use clear contact paper. Peel the paper off one sheet and lay the leaves on it carefully. Then peel the paper off the other sheet and lay it on top of the other. The result is a clear sheet of plastic with the treasures in between. Cut them out and hang them in your windows.

You also can preserve fall leaves in your microwave oven. Choose fresh leaves with the brightest colours. You don't want fallen leaves that already have started to dry. Take the leaves and place them in the microwave on top of two pieces of paper towel. Cover them with one sheet of paper towel. Run the oven for 20 to 60 seconds. The drier the leaves, the less time they will need. Be careful; you could start a fire in your microwave if they cook too long. Let the leaves dry for a day or two, then use a sealant, such as an acrylic craft spray.



## Leaf Prints

Have the students paint the back side of a real leaf with tempera paint in autumn colours of yellow, red, or orange. Then they press it onto dark coloured paper- preferably black. They may use more than one leaf and different colours of paint in their picture. There is a little trick to it - not too much paint, and when you press, rub away from the centre all the way to the tips. Keep the leaves pliable - don't let them dry out. You can mount the black paper onto another larger piece of red, yellow, or orange for a frame.

## Leaf Rubbings

This is a standard fall activity, but one of the favourites! Collect leaves, and lay one upside-down (rib side up) on the table. Cover it with a paper. Use wax crayon pieces with the paper removed. Model holding the crayon so the side of it touches the paper. Colour over the leaf with the side of the crayon, holding the paper down with the other hand.

Before the art project, the leaves can be sorted by shapes, size, colour, etc. Let the children study them using magnifying glasses.

## Leaf Men

Photocopy a large leaf onto orange construction paper. Have the children fold paper to make accordion paper arms and legs. Draw on a face. When the leaf man dances the arms and legs wiggle!



## Melted Crayon Leaves

"Last year we made leaves using construction paper leaf shapes with the center cut out. Grate yellow, orange, red, and brown crayons like you would grate cheese. Spread the grated crayon out on waxed paper. Cover with another sheet of waxed paper. Lay a kitchen towel over these and iron on a low setting. The colours will run together making beautiful centers that can be glued between two of the construction paper leaf cutouts. These also make wonderful leaf mobiles."

## Falling Leaves

Cut spirals from brown construction paper.

Have the children trace real leaves, colour them and cut them out (or have the children cut leaves from coloured construction paper). Glue or staple the leaves to the spirals and hang them from the ceiling. The leaves will appear to be falling!

## Handprint Leaves

"I cover a large bulletin board with blue paper. Then I make a tree that starts on the wall below the bulletin board. I have pie plates filled with different colours of tempera paint, yellow, red, and orange. I just put a little paint in at a time. The children put one hand in a pie plate of their choice and put it up on the large tree. Then their hand print becomes a fall leaf. It's really very pretty and the kids enjoy making the bulletin board."

### More Leaves!

"For fall art I give each child a 12 x 18 white paper with several leaf patterns already printed on it. We wet the paper under the tap and drip orange, red, and yellow tempera paint on the paper with a brush (I make the paint quite liquid so it flows). Swirl it around slightly and let dry over night. The next day cut out the leaves. Use some to make a wreath for the classroom door, and others to put around the frame of the door.

### Huge leaves!

Have also had the children fingerpaint papers in red, orange and yellow. When they are dry draw huge leaf shapes on the back and the children cut them out. These are very colourful and impressive to decorate your classroom!

## Autumn Trees

### A Tree For All Seasons

This 'Tree for All Seasons' is easy to make and very effective. Cut a strip of brown paper from the large paper rolls 60 - 80 cm. wide and approximately 1 1/2 times longer than you want the tree height to be. Cut 5 cm. strips from one end, ending these 'branches' at the height the 'trunk' begins. Now gather the trunk gently but firmly and crush the paper to make longitudinal wrinkles. Then crush each 5 cm. strip, again to make long wrinkles. Staple the trunk to the bottom of a floor length tackboard, leaving ridges so the trunk is about 30 - 40 cm wide. Staple the branches across one another and weaving in and out so the tree looks full and interesting. Clip off any branch ends that are too long. Decorate the tree with work samples, art projects, leaves and flowers. This can be used all year by continually changing the tree decorations. This is interesting and has a three-dimensional look. Golden and red leaves in the autumn, snowflakes in winter, and flowers or Easter eggs will make it colourful.

### Arms and fingertips

This is messy, but interesting! Paint a child's hand and upper arm brown and press onto paper. After a good wash, the child dips one finger into yellow or orange paint and put leaf prints on his tree or sponge paint leaves.

You can make green leaves and red apples on the tree with sponge painting or cut-outs.

### Ideas for Fall Trees

Draw trees with brown crayon (darkly) on pale blue or gray construction paper. Cut 1 inch or 3 cm. squares of yellow and orange tissue paper. Fold the small square over the flat end of a pencil or pencil crayon, and, holding it on the pencil end, dip it lightly into a puddle of liquid glue. Place it on the tree branches for coloured leaves. The more the child puts on, the better the tree will look!"



Draw and colour a tree trunk and branches. Press the finger tip to a red stamp pad and make fingerprint 'leaves' on the tree.

Make a large tree on the bulletin board. Then have the children cut across apples to show the star. Dip the cut apple into red paint and make prints on white paper. Cut out the apple shapes and glue them to the tree - or they could be printed right on your tree.

"Use precut tissue that comes in fall colours. Cut into squares about 15 cm. by 15 cm. I would guess. Demonstrate how to make balls of each tissue...not too loose, not too tight, dip into a glue cup lightly and press onto plate to cover all the white. Glue a trunk that they trace and cut, or trace and tear for a more natural look.... You could buy green plates and make smaller tissue balls...about 2x2 and have each child 'roll' 10 apples...It's fall...my favourite time of year!"

Have the kids trace each other's hand and upper arm on brown paper- thus making the 'tree' part.

"You can make autumn leaves for a small tree with torn construction paper or thumb prints in tempera paint with the fall colours."



### Cornflake Leaves

Have the students draw or paint a brown tree trunk and branches. Paint a small area with glue and sprinkle with cornflakes. Paint the next area and add cornflakes until the branches are covered. Mount the pictures on autumn coloured construction paper and tack them around the poem.

**Cornflake leaves  
Beneath the trees -  
Are they a breakfast  
For the breeze?**



Have the children trace their hands on red, orange and yellow paper. Cut them out and glue them to a large tree.

Have the children trace their hand and arm to just below the elbow - fingers splayed - on brown construction paper. Cut it out. This make the tree shape. Glue this onto yellow construction paper. To make the autumn leaves, sponge paint red and orange leaf shapes, or rip tissue paper into pieces and glue them on, or sponge paint green leaves and let dry. Thumb print red 'apples'.

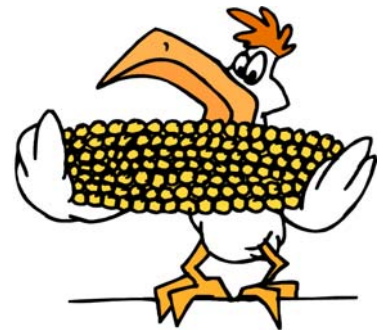
"I show the children how to make a large Y on the paper to form a tree trunk and branches and then they sponge paint green leaves or tear green tissue paper leaves and glue them on the tree. Then they put their fingertip into red paint or a red stamp pad and make red apples on the tree."

"Trace each child's hand on each of the following colours of construction paper and cut out (teacher or child can cut) red, orange, yellow, green and brown. Locate an old round wooden bushel or peck basket (check at grocery store or farms). Cut the basket in half and attach to the bulletin board at an angle (this will give your board a 3-dimensional look). Then place the hands (which are now leaves) inside and around the basket as if the basket is overflowing and pouring out with leaves. I did this several years ago. It looks super!"

## Other Autumn Art

### Corn Cob Flowers

Buy dried corn cobs from a feed store and cut them into 3 pieces; or buy ears of corn at the store, shuck them, cut them into 2-inch lengths and allow them to dry for a couple of weeks. Place shallow containers of tempera paints at each table. Show children how to dip the end of the corn cob into the paint, then press it onto a paper to create a flower shape. After some practice, give each child a sheet of paper, and ask them to create a garden full of corn flowers. They may use markers or crayons to add stems and centers after flowers have dried.



### A Nature Picture

"In the fall the class and I go on a search for nature items, for example, leaves, small flowers, flower petals, (we have a garden at school and it proves to be a good time to take the flowers off the stems - which I do before class as I really don't want the kids to think that they can do it) and so on. The kids are encouraged to find colourful things and always do a great job. Then they arrange them on their desk top, sharing, of course. Then I give them a piece of clear contact paper and they redo their arrangement on this. When done we put another piece on top. Then I cut them into round shapes and hang them from the wire in my room. They move in the wind and are really effective and parents always wonder how we have done it!"

### Chrysanthemums

Cut out a vase by folding paper that is cut the height you want the vase to be. With the fold on the right side, draw a very large letter 'S' that begins at the centre of the top edge and ends at the centre of the bottom edge. Cut the folded paper. Glue the vase onto a large paper and draw flower stems. Cut strips of yellow or orange paper 1-2 cm. wide and 6-10 cm. long. Glue ends of strips into the centre of the flowers in a circle pattern. When the glue is dry, curl the ends of the strips toward the centre around a pencil. Add green leaves.

# Sunflowers and More Sunflowers!

"Here's an easy sunflower idea .....

Cut out brown circles and white circles that are slightly smaller.

On the white circles get each of your students to draw a picture of their face.

Glue this in the middle of the brown circle.

Cut out petals from yellow paper and glue on the back of the brown circle.

Cut out a stem and some leaves from green paper and glue on.

Then glue real sunflower seeds (with shells of course) on the brown circle, all around the white circle face.

**Sunflower children**

**Nod to the sun.**

**Summer is over,**

**Fall has begun.**

If you want to hang them, you could also get the children to cut out two white circles instead of one, and on the back of the sunflower draw the back of their heads."



"I make sunflowers by having the children trace their hands 3 or 4 times and cut them out. Arrange the hands in a circle. Trace and cut out a brown circle for the flower centre. Add a tall green stem and leaves."

"I did a mini-unit on sunflowers with my Grade Two students. Here's what we did: The first day they all brought in something that had to do with a sunflower - a picture they drew, a book, a real sunflower, etc. We read *This is the Sunflower* (a cumulative book like *The House That Jack Built*) and everyone shared their sunflower items. Then I took their pictures with what they brought for a class book. They completed an activity sheet with a space for drawing and the story frame taken from the book - This is the (big sunflower) that (Mrs. \_\_\_\_\_) brought to share. (It is over 11 feet tall.) (It came to school in the back of a truck). I typed what they wrote and added the picture and voila! Our first class book - *Sunflower Sharing*.

"We shared the book, *The Sunflower that Went Flop!* It's a great book for the start of the year. I have multiple copies of *Diary of a Sunflower* (from Scholastic), and we talked about fiction and nonfiction, along with fact *vs* opinion. Then we made a mini-book on sunflowers for them to take home and share with their families.

"We shared a sunflower poem and read it many different ways (I also did a cloze activity first with it.)

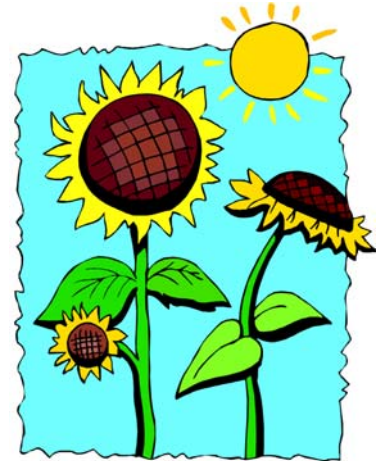
"The final thing we did is complicated to explain, but really fun and worthwhile. You can

do it with any book. We used the *Flop!* book (which we also used for reader's theater). We brainstormed important events in the story, then sequenced them. Then groups of students posed for a 'still life' showing those events and I took their picture with the digital camera. (We talked about expression, big hand/arm movements, etc.) Once we did all the important events in the story, I created a powerpoint presentation and we worked together to add text (retelling). They LOVED to see it when it was all done."

## Sunflower Activities

Bring a sunflower head to school and have the kids estimate how many seeds are in it. Take out the seeds, group in tens and count.

Make large sunflowers with a paper plate for the center. Cut huge yellow petals and glue them behind the plate. Glue sunflower seeds to the plate, make a tall green stalk and leaves.



You could measure VERY small items with both shelled and unshelled sunflower seeds and see what the difference is and discuss why.

You could do some research on the net about different types of sunflowers and compare their sizes. You could find out how many kids tall certain sunflowers are.

Plant sunflower seeds and observe in class.

Show students a sunflower plant (roots and all). Ask them to describe what they see. Identify the parts (roots, stem, petals, and seeds).

Give students a large piece (12x18) of white drawing paper. Instruct them to put their name in the lower left hand corner. Ask them to tell how many petals they think there are. Count how many petals are on the flower. Post it on the board. Estimate the number of seeds. Count how many seeds. Post that number. Do the same for the roots and stem. Have students draw the sunflower based on their observations and data collected.

When the sunflower seeds are dried (in a few weeks) you can give each student several to take home and plant next spring.

"I have my class cut out brown circles and trace petals on yellow paper and cut them out, as many as they want. They glue them to the brown circle and then when dry, they flip them over and glue sunflower seeds on the other side. Glue on a long stem with leaves and it looks great!"

## A Sunflower Bulletin Board

"I made a bulletin board with a title 'Watch Us Bloom'. It had a blue background with sunflowers (big) out of yellow construction paper, one for each student. I used coffee filters for the middle - coloured brown. Then a child's picture was put in the center of it. Each flower had a green stem with 3 green leaves that the child wrote or filled in. These were staggered heights.

1. (My name is \_\_\_\_\_.)
2. (I am \_\_\_ years old.)
3. (I like \_\_\_\_\_.)



"They also made their names with sunflower seeds in small groups. I wrote the name with glue and they put seeds on one at a time (they let the seeds kiss each other tip to tip). It's a great tactile experience and looked good displayed! They counted how many were used in their name.

We made a sunflower graph by tasting them and then deciding whether they liked them or didn't like them. We did these on cute little sunflowers with faces.

We painted a big sunflower on an easel.

We made Picasso sunflowers with yellow hand prints and glued seeds in middle and painted green stems."

"I bring in a sunflower from a local field. We compare the seeds in the head to processed sunflower seeds, doing a Venn diagram. I have some paintings of sunflowers, by VanGogh (who did 7 or 8) and another artist, a postcard of O'Keefe's sunflower, a poster, and fabric with sunflowers. Then the kids draw and paint a sunflower. At the end of the plant unit, we have a plant eating party. I tell the kids we are going to eat roots, leaves, stems, seeds, flowers, and fruit. I send a note home for the parents to send in any vegetables or fruit. I usually bring cauliflower or broccoli so we have flowers. We discuss what part of the plant we are eating."

*To find 'O'Keefe's sunflower', google "A Sunflower From Maggie" by Georgia O'Keefe.*

"I have discussed Vincent Van Gogh with the sunflower unit. I have the children make a sunflower by doing yellow finger painting for the petals and using a brown construction paper centre which we fringe and glue on sunflower seeds. Add a stem and a couple of green leaves to complete that part. Draw a big vase and add the children's sunflowers and you have the Grade One Sunflower picture. I have also done the centre the same as above and then added yellow construction paper petals to it until they are big enough to be a sunflower. They turned out very nice and take a little longer to make. I put them along the wall so it looks like a field of sunflowers as you walk down the hall. It was the focal point when parents walked down a hall to the gym for our art show.

There is a book called *Camille and the Sunflowers* that I like to read to the children when I am doing this unit. I also like to bring in a sunflower for the kids to see but if you can

go where they are actually growing it amazes the kids to see how tall they can get (we saw them 12 feet tall one year).

I like to finish Van Gogh by doing the 'Starry Night in October'. Instead of doing the trees, etc., at the bottom of the picture, I do a fence and pumpkins in the field. All is done in crayons and then washed with thin black paint. It looks lovely."

"Make BIG sunflowers! Cut a circle centre from brown. Cut petals of yellow tissue paper, or you can use construction paper. Glue the ends of the petals behind the circle. 'Paint' glue on the brown circle and place sunflower seeds on the glue. Staple the big flowers up at about eye-level. Give the children a piece of green butcher paper about half the width of the roll and 6+ feet long. The children can work in pairs and scrunch the width of the paper, and then gently twist it until they have a rope-like stem. Staple the stems onto the flowers and add leaves."



## October Celebrations

"Our grade ones have a Fall Festival the last hour of the day on October 31st. Each class is responsible for a game booth and the kids rotate through the games during that time. The booths include cookie decorating, face painting, musical chairs to win a cupcake, basketball throw, and pumpkin toss. Everyone wins a prize or piece of candy and each class supplies what it needs for their booth. Only students are invited to attend and they leave their costumes at home. The kids have great fun. The parents run the booths and the teachers get a chance to mingle and have fun with the kids."

"I stopped doing any activities about Hallowe'en when I had children who couldn't participate due to religious beliefs. It caused so many problems sending them elsewhere in the school that I decided to skip over it all together in following years. I now do bats, owls, and spiders throughout the month of October which I integrate into guided reading, shared reading, read-alouds, and writing as well. The kids always love all the non-fiction and never even ask why we don't read any Halloween stories or do any activities. I love this unit and the excitement level it produces in the classroom. It's a great learning experience."

"One year a local grocery store donated small pumpkins for my class. Then we had the children bring in vegetables - carrots, celery, mushrooms, red, yellow and green peppers, cucumbers, etc. Then the moms helped by slicing the





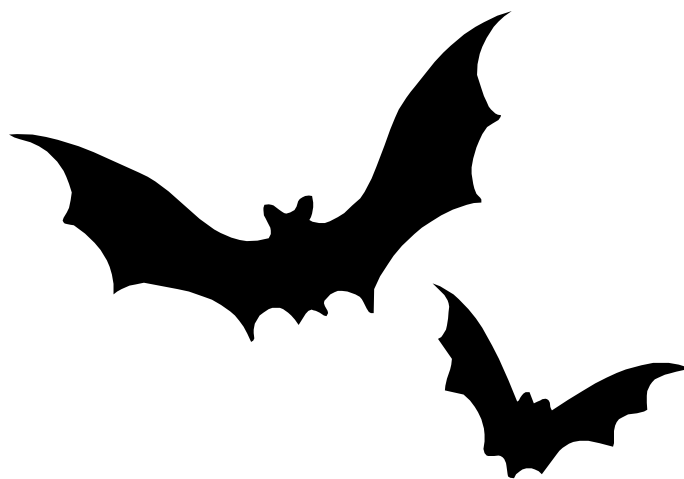
vegetable (if necessary) and using wooden skewers to attach the vegetables to the pumpkins to decorate them. For example, cucumbers make great ears or eyes with another small vegetable being the eyeball. The children had great fun! We put the pumpkins on display for that night and next day. Then the children took the pumpkins home on Friday. Prior to decorating the pumpkins, the students estimated the circumference of their pumpkins and measured them. They set them in order of size, weight and height. One pumpkin was used to estimate the number of seeds inside, and then it was cut open to count them. The pumpkin seeds were roasted in a toaster oven."

"If your class is unable to go to a pumpkin farm, there are websites on the internet that show pumpkin farms. You can take a virtual trip. It may not be the same, but it is interesting, too."

"My school did storybook character day. Some kids liked it better than Hallowe'en because it wasn't scary. The first year is the hardest to get going. We found that if we read some books and talked about how you could make a simple costume that really helped. We also pointed out that it was often easier to be a character that was a person (e.g. Mike Mulligan) than a character that was an animal (e.g. Arthur). We had them bring the book to school for the day."

"At my school, we have a Harvest Festival. From 9:00 to 11:30, the children travel as a whole class, to 4 different teachers, then back to their own teachers. There are 5 different activities in which they will participate. For example, in one room they will make a scarecrow, as a class, to decorate the halls. In my room they will learn about the life cycle of a pumpkin - I love the project that I'm doing with them. You cut out a pumpkin shape book so that all of the pages are connected - like paper dolls. On the cover you write 'The Life of a Pumpkin'. On the first page, the child colours soil and then glues on a pumpkin seed. Then he draws a green vine through all of the pages, coming out of the seed. On the next page, he glues on a 2 x 2 inch piece of yellow tissue paper to represent the pumpkin flower. Next page...he sponge paints a small green circle. Last page...he sponge paints a larger orange circle. After lunch, I do centres. Other teachers do Harvest Bingo, graphing Dem Bones, doing a pumpkin seed toss where they have to get a seed into a pumpkin, and others."

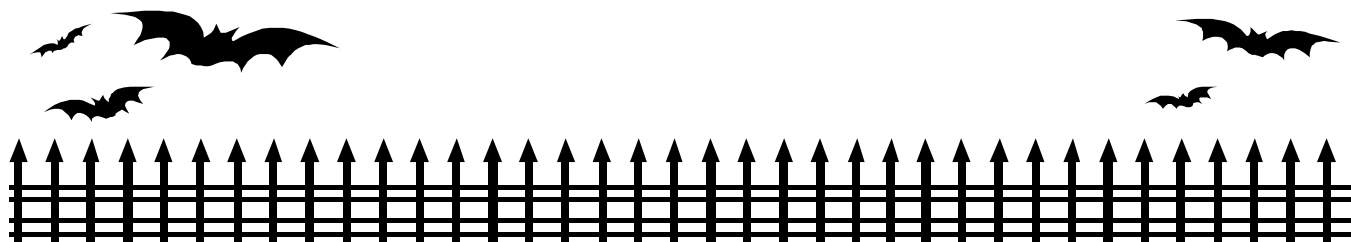




# Bats

## A Mini-Theme

This mini-theme is usually taught in October, to tie in with Halloween celebrations. There is a lot to learn about this flying mammal, and the children will be interested in the interesting facts, doing the simple experiments, and doing art projects at this time of year.



# Bat Poetry

## Those Bats

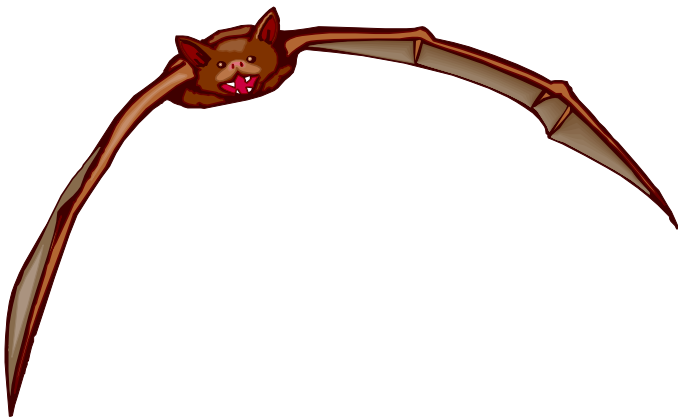
They come in many colors,  
Flying through the nighttime air.  
They use sonar to guide their way,  
Those bats are everywhere!  
They eat so many little bugs,  
The farmers love them so.  
But when the daylight comes along,  
Do you know where they go?

## Amazing Bats

Amazing bats like to eat  
Thousands of bugs for a tasty treat.  
Flying through the moonlit air  
Traveling here and traveling there.  
Hibernating when the weather's cold,  
Gathered with hundreds of friends, I'm told.  
Many bats are endangered, I'm sad to say,  
There are fewer and fewer bats every day.  
Be kind to bats, that's the thing to do -  
Tell your friends and your family too!

## Batty

The baby bat  
Screamed out in fright,  
"Turn on the dark,  
I'm afraid of the light."



## Bats

Flying, flying in the sky,  
Bats are neat, I'll tell you why.  
Flying foxes are the tallest,  
Bumblebee bats are the smallest.  
Bats are yellow, red, and brown,  
Bats sleep hanging upside-down.  
Some eat bugs and some eat fruit,  
Some look mean and some look cute.  
Flying, flying in the sky,  
Bats are neat, now you know why!

## Little Bat

Small and furry,  
little bat  
fly through the sky at night.

Listen, listen  
little bat  
as echoes guide your flight.

Swoop and dive,  
little bat  
catch insects as you fly

Hurry, hurry  
little bat  
back to your cave nearby.

Snug and warm  
little bat,  
toes hold the ceiling tight.

Sleepy, sleepy  
little bat  
wrapped in your wings until night.

**Bat**

A bat can hang upside down  
 It holds on with its toes  
 When it wants to find some food  
 It spreads its wings and goes.

A bat might live inside a cave  
 And fly around at night  
 And when it's dark a bat knows how  
 To get around all right.

**Flying Bats**

If I could hide inside this cave,  
 What wondrous sights I'd see;  
 Brown bats all hanging upside down  
 Like dark leaves on a tree.

Their mouths wide open as they fly,  
 Shouting sounds as they go by;  
 The echoes bounce off rocks and things.  
 To help them steer their hunter's wings.

**The Bat**

Myself, I rather like the bat,  
 It's not a mouse, it's not a rat,  
 It has no feathers, yet has wings,  
 It's quite inaudible when it sings.  
 It zigzags through the evening air  
 And never lands on ladies' hair  
 A fact of which men spend their lives  
 Attempting to convince their wives.

**Spooky Bats**

Spooky bats go flying at night,  
 Flapping about in the pale moonlight.  
 Spreading their wings, they're a scary sight!  
 But truth be told, there's no need for fright.

Spooky bats are really not bad.  
 They eat harmful insects, for which we're glad!  
 They're somewhat shy, I might also add.  
 (But never grab one - it could get mad!)

Spooky bats like to sleep in the day.  
 They hang upside down and doze that way!  
 Caves and trees are where they stay.  
 Until it grows dark - then it's up and away.

**Bats at Night**

Bats are flying through the night  
 Through the darkness, out of sight.  
 One bat flies past, way up high,  
 Dark against the midnight sky.  
 Two bats fly down near the ground,  
 Landing there without a sound.  
 Three bats float by on the breeze,  
 Circling round and round the trees.  
 Four bats skim above the pond,  
 Take a drink and fly right on.  
 Five bats see daytime dawning  
 Fly back to their cave, yawning.  
 Till night returns to the town,  
 Bats hang sleeping, upside down.



4.

### **Five Batty Bats**

Five batty bats  
Were hanging 'neath the moon.

"Quiet!" said the first.  
"The witch is coming soon."

"She's green," said the second,  
"With a purple pointy nose."

"Black boots," said the third,  
"Cover up her ugly toes."

"Her broom," said the fourth,  
"Can scratch you - that I know!"

"I'm scared," said the fifth.  
"I think we'd better go."

Five batty bats  
Escaped into the night.

"Dear me," said the witch.  
"That's a scary sight!"

### **Bats**

Bats when they fly go "squeak!"  
That's the way they speak.  
Still they give me a chill.  
I think they always will.  
That's why I always say:  
"Bats, won't you fly away!"

Bats like to sleep all day.  
But in the strangest way.  
Hanging by their feet, heads down,  
They hide and wait around.  
Till the sun is out of sight.  
Then off they fly in the night.

### **Five Black Bats**

Five black bats  
Ready to soar;  
One stayed behind,  
Now there are four.

Four black bats  
Hanging from a tree;  
One fell down,  
Now there are three.

Three black bats  
Wondering what to do;  
One flew away,  
Now there are two.

Two black bats  
Sitting in the sun;  
One fell asleep,  
Leaving only one.

One lonesome bat  
With no place to go;  
Went hiding in a cave,  
Now there are zero.



*The ideas in this booklet came from many sources, mostly from teachers who shared through the internet and primary listserves. Items in quotation marks are directly from classroom teachers. A big "Thank you!" to all of the teachers who have kindly shared their ideas.*

## Introduction of the Mini-Unit

"You can sort animal pictures - cat, dog, bird, fish, frog, seal, squirrel and monkey. As the student explain their sorting rules we stumble onto the definition of a mammal. Then I do a formal lesson, checklist, of mammal characteristics. Then I put up a picture of a bat. Most kids guess that it is not a mammal since it flies. But then we read a book (BATS!) and discover that it really is a mammal, the only flying mammal."

### *Stellaluna*

Let the book "*Stellaluna*" by Janell Cannon be your introduction to the unit.

"*Stellaluna* is a delightful book whose main characters are a bird and a fruit bat. The story begins when Stellaluna falls out of her mother's care and falls right into a bird's nest full of newly hatched eggs. Stellaluna, being a newborn herself, believes she has fallen into a nest with her brothers and sisters. So she desperately attempts to behave like them. She sleeps during the night or tries to, eats worms even though she thinks they are disgusting, and lands on a branch no matter how clumsy she seems. Just as she seems to accept her life as a bird, Stellaluna discovers her mother and integrates both families into her life and becomes the luckiest bat around.

This book teaches wonderful lessons about differences, trying to be something you are not, and friendships. Not to mention terrific fruit bat facts and dispels a common belief for children that bats are birds.

### *Activities for Stellaluna*

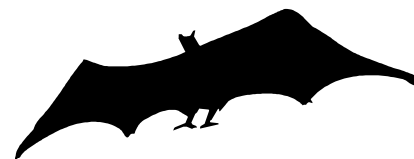
Before reading the book, put up a large chart at the front of the room and label it:

Is a bat a bird? Yes or No.

Have the children write their names under which they believe and then begin reading *Stellaluna*. When finished, complete a Venn diagram comparing and contrasting birds and bats.

It is also interesting to pose a moral dilemma to the class. Ask them if they believe it is OK to change yourself to fit in. Discuss a little with the children, you may hear some very unique thoughts.

Finally for a science activity, you can explore echolocation, how bats find their way around in the night. How in depth you discuss the subject is entirely up to you. However, do give some background and then proceed with the game. It is played much like Marco Polo, except without the water. Clear an area in the room. Pick five children to be the fruit the bat is trying to find, and then choose one child to be the bat. Blindfold him or her. Have the bat stand in the middle of the group and have each fruit choose a place to stand which they can't move from. Explain to the fruit that each time the bat says "echo," they must answer "location." It is great fun if you get involved too.



## *Activities*

Ask the students how they feel about bats and they write a sentence or two and draw a picture of a bat.

\* At this time you can do a mini-lesson on fact and opinion.

Do a KWL chart. Brainstorm the things the children know, what they want to know, and later, what they have learned.

The kids can make a small booklet titled, **A Mammal Is...** Here they draw various mammals with fur, nursing their young and so on.

“We look at different pictures of bats and begin talking about attributes. I then pass out 15 different pictures of bats. After looking at the pictures and listening to the students' observations, I direct the student to look at

the eyes and ears of the bats. I tell the kids that we can sort the bats into two categories, Microbats and Megabats based on their eyes and ears.

“We read another bat book to discover how megabats and microbats are different and why their eyes and ears are important to their survival. We make construction paper bats - a life size megabat and a life size microbat. We do several estimation and measurement activities with these cut-outs.”

“We learn about echolocation. We cup our hands around our ears to hear how that helps us have better hearing. We also play with a playground ball. We listen to the bounces it makes as it hits the wall and comes back to us.”

“We look at a globe and stick on little pictures of bats to show where they live. We discuss the different habits and review foods they eat.”

“We discuss bat conservation - why bats are good for our environment and how we can help preserve their homes.”

“We read *Stellaluna* and discuss how this fantasy story had many facts in it. We make a chart of the fantasy elements and the factual information. Then students write their own fantasy story about a bat and include several facts in their story.”

“We eat bat food! Parents are invited to come sample bat food with us. No, we don't eat insects. We eat like fruit bats. We sample papayas, mangos, dates, and bananas. I usually serve red juice and joke that it is blood for the vampire bats.”

“We made bat models - I gave each student an outline of a bat, which I copied onto brown construction paper, and then I gave them all toothpicks. The glued the toothpicks on the bat picture to show the "fingers" of a bat. The kids really liked this!”



“We made a bat shaped book. The back of the book was the bat shape. The front of the book was the same bat shape (on black construction paper), but I cut the front in half so that it looked like the book had wings that you could open up to see the booklet inside. Inside the booklet were pages like:

**What a bat looks like:**

**How a bat hears:**

**Types of bats:**

**What bats eat:**

**What bats do during the day and how bats sleep:**

**What bats do during the night:**

“We read books about bats and brainstormed things on chart paper. The children then copied the things that interested them the most into their booklet. I told them that they had to write at least 3 things on each page, but that they could choose which 3 things to write.

“We did a comparison between the two types of bats - megabats and microbats. What they looked like - size of eyes, size of head, size of wings, body, what they ate, etc... The kids found this quite interesting. They classified the bats in stories. We looked at many pictures and the children had to classify them as a group as to which kind of bat they were looking at. We did a Venn diagram on these two types of bats. We also wrote the characteristics of each type down.

### **I Like Bats**

\_\_\_\_\_ bats  
 \_\_\_\_\_ bats  
 \_\_\_\_\_ bats

Any kind of bats.

I like bats.

A bat in the \_\_\_\_\_.

A bat in the \_\_\_\_\_.

A bat in the \_\_\_\_\_.

I like bats!



*My close encounter with a bat was on a hot summer evening. It was dark outside and we had the door open onto the deck to cool the house and had not closed the screen door. A bat flew into the house and could not find his way out! He flew so fast it was hard to track him as he swooped up the hall and through the kitchen and dining room and back, looking for an escape route. We waved our arms to shoo him towards the door. Once he came right at me, flying so fast I had no time to get out of his way. Just as the last second he avoided the collision, and I had a very brief eye-to-eye encounter. I could see his little ears, big eyes, his small body and wide wingspan as he flew past my head. Just after that he discovered the open door and sailed out into the night.*



8.

## ***Echolocation***

Bats use their sense of hearing to help them find food, their ears are very sensitive. A bat can tell where and object or animal is by making clicking sounds that result in echoes. (echolocation) Bats can tell where trees and buildings are by using this system. That is how bats can fly in darkness without hitting anything.

### ***Hearing Experiment***

\*One child is the bat and 3 or 4 other children will make sounds.

\*Give the 3 or 4 children something to make a sound with like a bell, wooden sticks to click together, and a drum.

\*With the bat in the middle the other children position themselves around the bat.

\*Bat should close eyes

\*Each child should make their noise and the bat should walk over to that child and touch him.

\*Continue until everyone has a chance to be the bat.

## ***Art Ideas***

“We cut bats from construction paper and hung them from the ceiling.

“We made bats using toilet paper rolls - I covered the toilet paper rolls with black paper and a stapler, but the children could glue black paper on or paint them with black paint. The kids used a tracer and cut out the wings as one piece. Fold the paper so when it is cut out and glued onto the back of the toilet paper roll it

covers both sides of the toilet paper roll - making two wings. The kids used another pattern to trace and then

cut out the head. On the head they drew eye, mouth, nose etc.... I hung these bats around a writing activity we did - “I Like Bats” (see page 7).

“After looking at pictures of bats (there are over 100 different species of bats!) and reading *Stellaluna*, the children make bats using toilet tissue tubes.

1. Cover tubes with construction paper
2. Trace a circle for face and glue onto end, add pointy ears and features
3. Make wings from construction paper and glue onto tube. Fold up and down along wings to resemble bat wings
4. Glue feet sticking out the back of the wings
5. Add string to hang

“We made bats today to hang in our classroom. We used a black sock, and we stuffed it with scratch paper. We used the toe as the top of the bat. We had the kids cut out eyes, mouth, teeth, and ears from brown, yellow, black or orange "fun foam" ....available from local craft stores, its easy to cut. For a class of 20 I got 4 sheets. I hot glued the pieces on for them. We then used file folders (painted black) for wings - they can cut out the wing shape, and the file folders are thick enough not to curl.....

“We are hanging them upside down (from the open end of the sock) in our classroom on fishing line from the ceiling.....”



## ***Bat Facts***

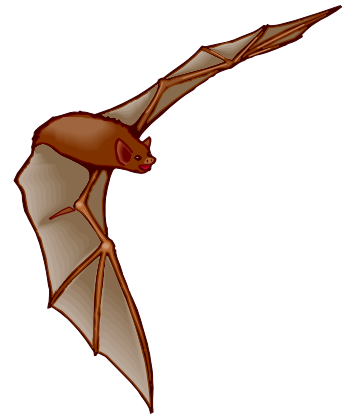
Baby bats are called pups.

Did you know that bats have knees, elbows, wrists, and fingers? Bats use their thumbs and feet to hold food and hold their babies.

Most bats eat insects. Some eat fruit, fish, or plants. Bats have sharp teeth to help them chew their food.

Bats can be the size of a JELLY BEAN (bumble bee bat) or be as large as the fruit bat which has the wingspan of more than 5 feet!

Bats live everywhere in the world except in the Arctic and Antarctica.



## ***A Possible "Bat" Knowledge Pyramid***

### ***What We Knew About Bats***

- Bats can fly like birds.
- There are many different kinds of bats.
- Bats use echolocation to find their food.
- Bats can see in the dark.
- Bats live in caves.
- Bats are mammals like us.
- Bats like to hang upside down.
- Vampire bats like to eat blood.

### ***What We Wanted To Find Out About Bats***

- How many different kinds of bats are there?
- Are all bats the same color?
- How do bats produce echoes?
- Why are bats eyes able to see in the dark?
- Do bats have teeth?
- Do all bats eat the same kinds of foods?
- Why do Vampire bats like to eat blood?
- How does a bat know when it is time to wake up and look for food?
- Are all bats the same size?

### ***What We Have Learned About Bats***

Bats like to hang upside down because the claws on their feet are much stronger than their hands.

Bats have eight fingers and two thumbs like we do.

Not all bats use echolocation to find their food.

Fruit bats have small ears. They do not need echolocation to find their food.

Insect eating bats have large ears. They have to find their meals using echolocation.

Bats can see just as well as us. They are nocturnal and diurnal. They can see in both the night and the dark.

Bats come in different colors. Bats that live in open areas are usually lighter.

All bats have tails. Some bats tails are covered by skin.

Bats live all over the world.

Some bats are big like the Flying Fox bat. Some bats are small like the Bumble Bee bat.

Some bats live in caves.

Some bats live in trees.

Some bats live in barns and attics.

Bats have different colored eyes.

Some bats migrate for the winter.

Some bats sleep during the winter months just like bears do.

### ***Did you know?...***

- 1.) Bats are considered nature's best bug control.
- 2.) Trees in Africa and South America depend on bats to spread their seeds.
- 3.) Night blooming flowers depend on bats for pollination.
- 4.) The scientific name for bats is Chiroptera meaning "hand-wing".
- 5.) Bats are the only mammal that can fly.
- 6.) The largest bat has almost a 6 foot wing span
- 7.) The smallest bat weighs less than a penny
- 8.) Besides night insects, bats eat fish, frogs, fruit, nectar, and blood from other mammals
- 9.) There are almost 1000 species of bats and three are considered vampires
- 10.) Bats have only one baby a year
- 11.) Insect eating bats use echolocation to find and catch food.
- 12.) Bats in cooler climates hibernate or migrate during the winter

### ***Fast Facts***

Common Name: bats

Class: Mammalia

Order: Chiroptera (hand wing)

Family: 18 families in 2 suborders Megachiroptera, Microchiroptera

Genus species: 180 genera, 900 species

Wingspan: largest- flying foxes 2 meters (78.74 in.); smallest- bumblebee bat 16 cm (6.24 in.)

Weight: 14g to 1.5 kg (0.5 oz. - 3.3 lb.)

Life span: 4 to 30 years depending on the species

Sexual maturity: unknown for most species; those known range from 6 months to 2 years

Gestation: 1.5 to 9 months depending on the species

Habitat: rain forests of South America, Africa, Southeast Asia to hot arid deserts of Sahara, Middle East and Southwest United States. All continents except for Antarctica

Diet: fruits, flowers, leaves, insects, frogs, fish, small mammals, reptiles, blood of vertebrates

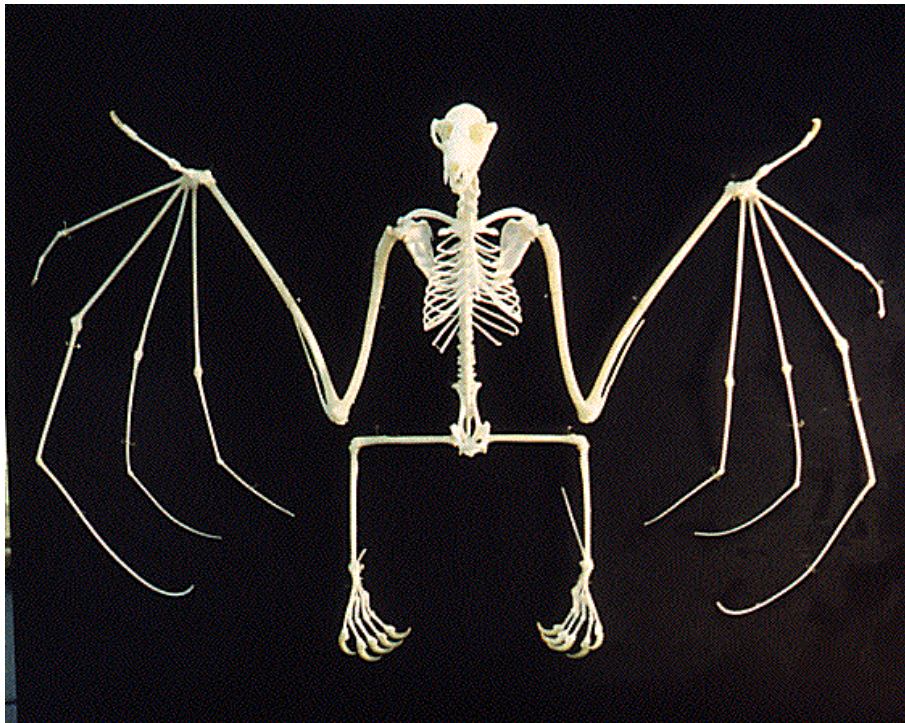
Status: some species endangered.

### ***Fun Facts***

1. Bats are the only flying mammals and comprise the second largest order of mammals in the world.
2. A bat's grasp is strong enough to hold its entire body weight while its body hangs upside down.
3. Along with whales, dolphins, and some shrew species many bats use echolocation (sonar dependent on pulse sounds and echoes) to identify and track prey.
4. Just one insectivorous bat can eat 600 or more mosquitoes in a single hour.

### ***Ecology and Conservation***

Fruit and nectar-eating bats are among the most important seed dispersers and pollinators of tropical rain forest trees and plants. Many economically important crops such as bananas, avocados, vanilla, and peaches are dependent upon bats for pollination. Bats are valuable subjects for scientific and medical studies. Insectivorous bats are essential in controlling mosquito populations. Bat guano is a rich source of saltpeter (potassium nitrate) which is used in the production of gun powder and explosives and is an excellent fertilizer.



# Bats

Read 'Stellaluna'!

We made a bat shaped book. The back of the book was the bat shape. The front of the book was the same bat shape (on black construction paper), but I cut the front in half so that it looked like the book had wings that you could open up to see the booklet inside. Inside the booklet were pages like: What a bat looks like: How a bat hears: Types of bats: What bats eat: What bats do during the day and how bats sleep: What bats do during the night:

We read books about bats and brainstormed things on chart paper. The children then copied the things that interested them the most into their booklet. I told them that they had to write at least 3 things on each page, but that they could choose which 3 things to write.

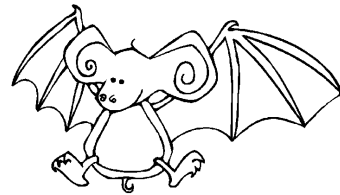
We did a comparison between the two types of bats - megabats and microbats. What they looked like - size of eyes, size of head, size of wings, body, what they ate, etc... We looked at many pictures and the children had to classify them. We did a venn diagram on these two types of bats. We also wrote the characteristics of each type.

We made bats and hung them from the ceiling (just out of construction paper). We also made bats using toilet paper rolls - I covered the toilet paper rolls with black paper and a stapler. The kids used a tracer and cut out one wing (it was actually two wings, when the one piece was glued onto the back of the toilet paper roll it covered both sides of the toilet paper roll - making two wings. The kids used another tracer to trace and then cut out the head. On the head they drew eye, mouth, nose, etc.... I hung these bats around a writing activity we did -

"We brainstormed all the different kinds of bats and looked at many pictures! We also used

I Like Bats -  
\_\_\_\_\_ bats  
\_\_\_\_\_ bats  
\_\_\_\_\_ bats

I like bats.  
A bat in the \_\_\_\_\_  
A bat in the \_\_\_\_\_  
A bat in the \_\_\_\_\_



'The Important Book' by Margaret Wise Brown to write the important things about Bats."

"We created a 'bat cave' in our classroom using a large refrigerator box laid on its side. We draped burlap over the top and sides after putting lumpy pieces of newspaper on top to give more of a cave atmosphere. Then the kids painted lumps of newspaper gray to create rocks for the bottom of the cave. They created paper bats which we hung from the top of the cave. They even painted dots of black paint on the bottom to resemble 'bat guano!'"

## Facts About Bats

Bats like to hang upside down because the claws on their feet are much stronger than their hands. Bats have eight fingers and two thumbs like we do. Not all bats use echolocation to find their food. Fruit bats have small ears. They do not need echolocation to find their food. Insect eating bats have large ears. They have to find their meals using echolocation. Bats can see just as well as us. They are nocturnal and diurnal. They can see in both the night and the dark. Bats come in different colours. Bats that live in open areas are usually lighter. All bats have tails. Some bats tails are covered by skin. Bats live all over the world. Some bats are big like the Flying Fox bat. Some bats are small like the Bumble Bee bat. Some bats live in caves. Some bats live in trees. Some bats live in barns and attics. Bats have different coloured eyes. Some bats migrate for the winter. Some bats sleep during the winter months just like bears do.

# Beach Day

"At the end of the year we have a "Beach Day." We go outdoors and the children move through outdoor centers like sink and float, sand art, play with beach balls, read beach books and we listen and dance to the Beach Boys. We're going to make solar hotdog cookers this year out of Quaker Oat boxes. The children bring sunglasses, beach towels, hats, etc."



"I have a "beach party" day too. One thing I add to it which I absolutely enjoy (not to mention the kids)...We have a squirt gun battle!

Each child can bring a squirt gun to school on that day...everybody is allowed ONE fill-up. Then we establish the rule of no squirting in faces...then go to it. Of course, the kids all are waiting to get me. So I go out covered in a poncho...but armed with my own super-soaker!"

"We have a "Beach Day". Here are a few ideas that come to mind.

- Find some books about the beach for the kids to read and you to read to them.
- If available, bring in a beach umbrella to read under.
- Have them bring (or wear) their "beach wear" - it doesn't have to be swimsuits - and a beach towel. Graph the beach towels according to similar characteristics. If warm enough, play outside under the hose.
- Play "Spelling (or sight word, or math) Beachball". Throw and catch the ball and answer a question, spell a word, etc.
- Beach Blanket Bingo - play Bingo on a beach towel.
- Make beach murals with coloured chalk on your chalkboards or use sidewalk chalk to create them outdoors.
- Using food coloured salt - make "sand candles". Use several colours and spoon the layers into baby food jars. Seal with gulfwax and a wick.

# Beach Day

"At the end of the year we have a 'Beach Day.' We go outdoors and the children move through outdoor centers like sink and float, sand art, play with beach balls, read beach books and we listen and dance to the Beach Boys. We're going to make solar hotdog cookers this year out of Quaker Oat boxes. The children bring sunglasses, beach towels, hats, etc."



*"Here's some ideas for beach day - have fun!"*

1. Make a boat that floats out of plasticene, paper or other materials. See how many pennies your boat will hold before it sinks.
2. Build a sand castle or other sand sculptures outdoors.
3. Writing center: Design and write a postcard from a trip to the beach.
4. Creative and Art: Design a bug/fish/etc. that lives at the beach. Could be drawing, clay, junk art etc. Make a beach picture and glue sand to it. Design a beach towel. Design a sail on a sailboat. Make a sailboat. Make a sun. One way is to water down white glue. Tear tissue paper and then glue it down on plastic from laminating or overheads in the shape of the sun. When it dries it can be peeled off the plastic. It's like a suncatcher.
5. Science: Examine shells, sort, classify. Wet sand vs. dry sand experiments
6. Sing: Crazy beach/fish songs: 1. She wore an itty bitsy ....bikini. 2. Slippery fish, slippery fish swimming in the water..... 3. Rewrite... *She'll be coming round the mountain* to a beach theme. something like *Oh we'll go riding on the waves at the beach. (at the beach)* 4. My Bonnie lies over the ocean 5. Swimming swimming in my swimming pool. Think of camp songs you might know.
7. If you're allowed you can have a water fight or water balloon toss outside. Or set up a sprinkler for the kids to run through."



"I bring my beach umbrella in. I've also brought a small tent that I set up for reading. I put my kids into little groups and they rotate around to each center during the day. We do the singing with everyone who is participating - often in the gym. We also have some chants to recite. And I try and find a summery type story to read to the group."

"Take one beach towel per two kids. They hold the corners. Put a water balloon in the center. They try to 'throw' their balloon to two more players who try to catch it in the towel. Lots of fun."

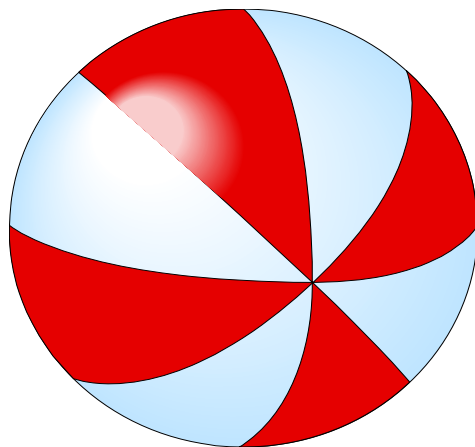
"One fun idea is to put beach towels in your reading area and put your beach related books in a pail or a small wading pool."

"I have a 'beach party' day too. One thing I add to it which I absolutely enjoy (not to mention the kids)...We have a squirt gun battle!

"Each child can bring a squirt gun to school on that day...everybody is allowed ONE fill-up. Then we establish the rule of no squirting in faces...then go to it. Of course, the kids all are waiting to get me. So I go out covered in a poncho...but armed with my own super-soaker!"

And some more ideas...

"If available, bring in a beach umbrella to read under. Have them bring (or wear) their 'beach wear' - it doesn't have to be swimsuits - and a beach towel. Graph the beach towels according to similar characteristics. If warm enough, play outside under the hose. Play 'Spelling (or sight word, or math) Beachball'. Throw and catch the ball and answer a question, spell a word, etc. Make beach murals with coloured chalk on your chalkboards or use sidewalk chalk to create them outdoors. Using food coloured salt - make 'sand candles'. Use several colours and spoon the layers into baby food jars. Seal with gulfwax and a wick."





# Bread and Butter

Do a Readers' Theatre of The Little Red Hen! The following websites have scripts - from very simple to more difficult.

[http://www.thematicunit.com/plant\\_thematic\\_unit\\_lesson\\_plans](http://www.thematicunit.com/plant_thematic_unit_lesson_plans)

<http://hometown.aol.com/rcswallow/LittleRedHen.html>

<http://raven.jmu.edu/~ramseyil/redhen.htm>

For lots of ideas to use with The Little Red Hen, go to:

<http://www.teachers.net/lessons/posts//1946.html>

Then make bread in class.

## Bread in a Bag

In a gallon size plastic bag combine: 1 cup flour, 1 pkg. Rapidrise yeast, 2 tsp. white sugar, 1 cup hot water. Close bag, knead and work the dough through the bag until well mixed. Let mixture rest for 10 minutes. Add to the bag: 1 cup flour, 1 tsp. salt, 1 tbsp. oil

Close bag and work dough until flour is well blended in. Gradually add flour in small amounts and knead until dough begins to pull away from the sides of bag (about 1 cup). Drop dough out onto lightly floured surface and tear in half. Two students can work with one piece of dough. Knead the dough for about 5 minutes, until it is smooth and elastic. Students can create their own loaf of bread either by shaping into an oval or flattening it out and rolling it up while pinching the ends together. Place onto a large cookie sheet. Be sure to label each child's name next to HIS loaf (this part is very important! The cooking parchment sheets work well for this.) Cover with a clean towel and let rise for 30 minutes. (It's usually MUCH faster than this....) Bake in a preheated oven for 25 minutes.

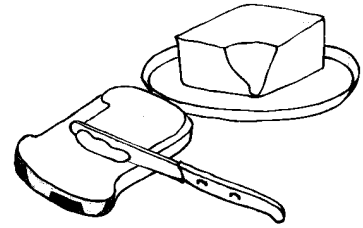
"We made Bread in a Bag last week! It's a no fail activity! The bread was delicious! My little guys popped the zip seals, dropped the bags, over-kneaded them...and they still rose! We will be eating bread tomorrow. So if anyone is hesitating doing it, don't...the kids have so much fun smooshing it all, and they are soooo proud to show their parents what they did with their own hands!"

Then the children can make butter.

"I have always used heavy whipping cream in small jars and it always works well. Don't forget a dash of salt! I stick in a marble so you can hear how hard you need to shake."

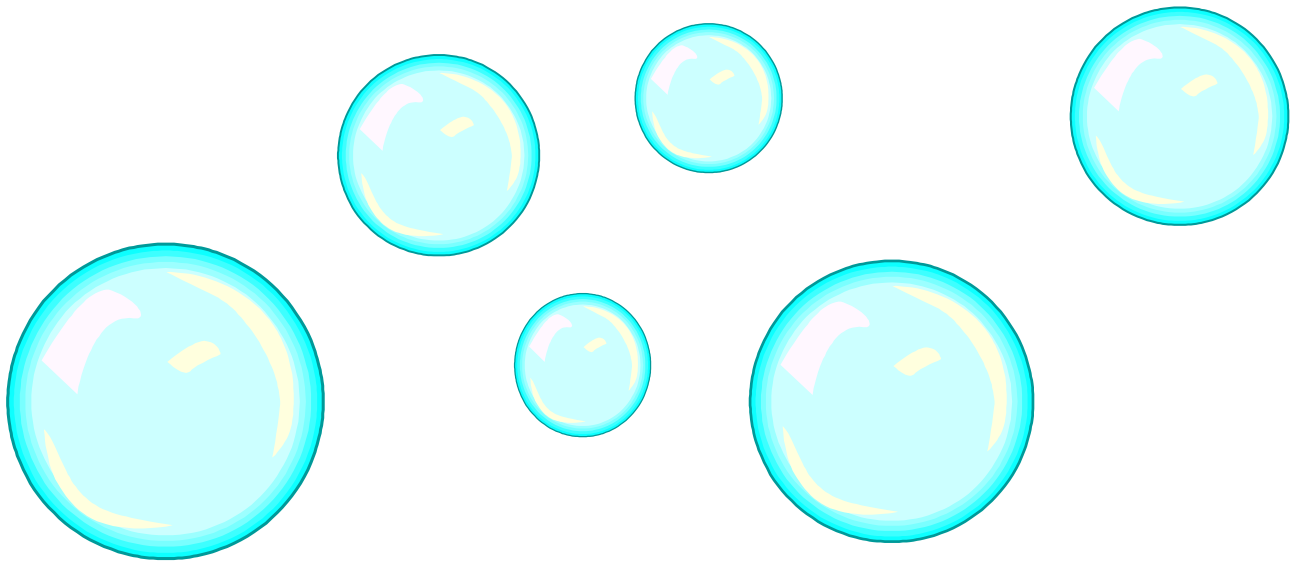
"We gave each student a clean baby food jar with a lid. We filled the jars 1/2 full and put the lid on tightly. *The cream should be room temperature.* We noted the time and wrote it on the board. The children were instructed to begin shaking their jars. In about 7-8 minutes the children were noticing a change inside their jar. They kept shaking their jars until there was a visible yellow blob inside with a watery liquid. The watery liquid was then dumped off and the butter inside was rinsed with cold water. Add a dash of salt. We kept each child's butter in their own jar and each student was furnished with a plastic knife and their own home-made bread. They were so anxious to spread the butter that *they* had made on their bread and actually eat it!"

"I bring my bread machine to school and we make a loaf of bread. We also write on a piece of bread shaped paper what we would do to help the Little Red Hen. There is a Wright Group book called The Little Yellow Chicken. He is the grandson of the Little Red Hen. His friends won't help him get ready for a party and he calls grandma for advice. He doesn't listen to her and shares his food. We write on a speech bubble if we would or would not have helped. Then we water-colour little yellow chickens. We usually do this in spring around Easter."



# BUBBLES

## A MINI-THEME



### Blowing Bubbles

Blowing bubbles is lots of fun!  
They shine and sparkle in the sun.  
You will forget all your troubles  
If you blow big shiny bubbles!

# BUBBLE POETRY

## Bubbles

Bubbles, bubbles, all around -  
Both big and small ones to be found!  
Some offer fun and tricks for you  
While others have their jobs to do.

The bubbles that you blow up high  
Can catch a breeze and almost fly!  
With bubble tricks you'll be the best  
And show your skills to all the rest!

Detergent bubbles can get mean  
To get your clothes and dishes clean.  
Their power comes from plants or oil -  
They do their job to bust your soil!

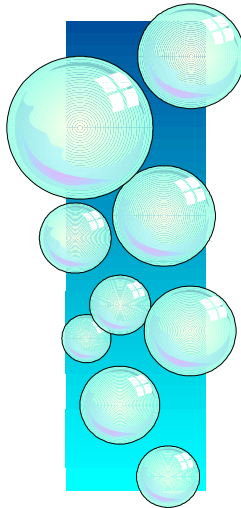
It's true that bubbles can be fun  
But then when all their work is done  
It's down the drain to meet their fate  
And Poof! They just evaporate!

## Bubbles

Bubbles, bubbles, large and small,  
Sailing through the air.  
I reach out to catch one  
And POP!  
It isn't there.

## Bubbles

Bubbles floating all around  
Bubbles fat and bubbles round  
Bubbles on my toes and nose  
Blow a bubble. ..up it goes!  
Bubbles floating all around.  
Bub. . .bles fall. . .ing to...the...ground.



## Bubble

If you see any bubbles,  
Do you know why they're there?  
If you see any bubbles,  
They're there because of air!

The outside of a bubble  
Is very very thin.  
It stretches even thinner,  
Whenever air gets in.

You often see a bubble  
Inside a soapy sink.  
But then before you know it,  
It's gone in just a wink!

The bubble's skin is stretching  
Until it has to stop.  
When it can stretch no further,  
The bubble goes POP!

## Pop! Goes the Bubble!

*(sing to the tune of Pop Goes the Weasel)*  
Soap and water can be mixed,  
To make a bubble solution.  
Carefully blow,  
Now, watch it go!  
Pop! Goes the bubble!

## My Bubble

I have a tiny bubble  
Help me while I blow:  
Small at first, then bigger  
Watch it grow and grow.  
Do you think it is big enough?  
Maybe I should stop;  
For if I give another blow,  
My bubble will surely POP!

## ***ABOUT BUBBLES.....***

Have you ever noticed that bubbles are formed when you run water from the tap into a sink? These water bubbles don't last very long because the forces between water molecules tears these bubbles apart. But there is a way to reduce these forces and form bubbles - of course that means using soap. Liquid detergents are especially good at reducing the forces between water molecules and letting bubbles form. In fact detergent molecules will cover the surface of a bubble and let it expand a great deal without breaking. A soap bubble actually is a sandwich of air on the inside, a layer of detergent molecules, a layer of water and finally another layer of detergent molecules. The inner and outer layers of detergent can stretch a great deal and the water helps hold the bubble together.

Water has a 'skin'. You can float a paper clip on the surface of a glass of water. Before you try this you should know that it helps if the paper clip is a little greasy so the water doesn't stick to it (rub it on your nose or forehead.) Place the paper clip on a fork and lower it slowly into the water. The paper clip is supported by the surface-tension skin of the water. The children can see the 'skin' by barely touching their fingertips to the surface of water and watching the surface following the finger upwards. The water strider is an insect that hunts its prey on the surface of still water. It has widely spaced feet, and the skin-like surface of the water is depressed under the water strider's feet.

A bubble, like a balloon, is a very thin skin surrounding a volume of air. The rubber skin of the balloon is elastic and stretches when inflated. If you let the mouthpiece of the balloon go free, the rubber skin squeezes the air out of the balloon and it deflates as it flies around the room. The same thing happens if you start blowing a bubble and then stop. The liquid skin of the bubble is stretchy, somewhat like a piece of thin rubber, and like a balloon it pushes the air out of the bubble, leaving a flat circle of soap in the bubble wand. Unlike a sheet of rubber that when unstretched loses all tension, a bubble always has its 'stretch' no matter how small the surface becomes. If you blow a bubble and close the opening by flipping the wand over, the tension in the bubble skin tries to shrink the bubble into a shape with the smallest possible surface area for the volume of air it contains. That shape is, of course, a sphere.

Have you ever looked very carefully at a bubble as it floats along and then pops? Sometimes you can see reflections in a bubble and if you look carefully you will see lots of colours swirling around on the surface of the bubble. Just before the bubble bursts some part of the bubble will look like it has lots of black swirls on it. There is a lot going on within a bubble and if you watch them carefully you will begin to understand how they are formed and how they break. These colours and the reflection is because light is bouncing off both the inside and outside surface of the bubble. When this happens light waves from the inner and outer surfaces interfere with each other and produce brightly coloured patterns.

## ***BEGINNING THE THEME.....***

Begin the activities with a KWL chart. Brainstorm what the children know about bubbles and then what they would like to know.

What is a bubble? Give the children turns to answer and write the answers on chart paper.

### **Mounds of Bubbles!**

Add bubble bath to a wash tub and fill with water on high pressure to form lots of bubbles (or beat with a hand mixer). Pour out some of the water after the bubbles have formed - the pan should

contain mostly bubbles with just a small amount of water. Let the kids explore the bubbles. Talk with them about the mounds of bubbles and the tiny bubbles. Let them clap with bubbles in their hands to see what happens. Add a few sponges to the bubbles, encourage them to squeeze the sponges to make more bubbles. Replace the bubbles and water as needed.

## RECIPES

There are a variety of bubble recipes. Glycerine (available at the pharmacy) or sugar or syrup will strengthen the bubbles. Glycerine will sting if it gets in the eyes. The longer the mixture stands before use the better the bubbles. Try several recipes and discover which one works best!

### Bubble Solution #1

1 tbsp. glycerine  
2/3 cup Dawn liquid detergent (or Joy)  
1 gallon water less 2/3 cups

### Bubble Solution #2

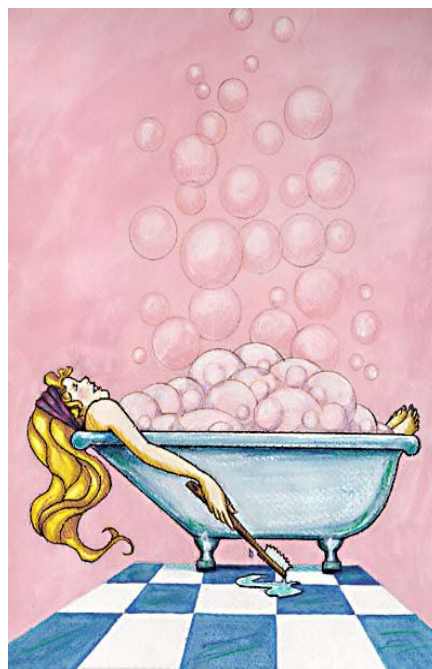
1 cup of water  
2 tbsp liquid detergent  
1 tbsp glycerine  
1/2 tsp sugar

### Bubble Solution #3

3 cups water  
2 cups Joy liquid detergent  
1/2 cup Karo syrup

### Bubble Solution #4

1/2 cup of Dawn or Joy  
1 tablespoon Karo Syrup.



Combine ingredients and allow to sit in an open container for at least a day before using. The longer the solution sits the better the bubbles.

## EXPLORING BUBBLES

1. Mix dishwashing liquid with water. Fill a shallow tray.
2. Blow through a straw as you move it slowly across the surface of the solution. How big are the bubbles you get?
3. Try making a very big bubble that covers the surface of the tray:  
Dip one end of the straw into the sudsy solution and then hold the straw slightly above the surface of the solution. Blow into it very gently. You may have to try several times to make a really big bubble.  
When you have made a bubble, touch it gently with a wet finger. What happens?  
Make another big bubble. Touch this one with a dry finger. What happens?

4. Try making bubbles with a tin can open at both ends. Dip the can into the soapy solution so that you get a soap 'window' across one end when you pull it out. Blow gently on the other end to form a bubble. You can use wider tubes such as coffee cans to make still bigger bubbles.

5. Look closely at the bubbles you make. How many colours can you see? Do the colours change?

## ***BLOWING BUBBLES***

Do you want bigger, better bubbles? Try these bubble tips:

If you get a lot of small bubbles instead of one big one, you are probably blowing too hard or you have the bubble wand too close to your mouth.

Finish your bubble with a quick twist of your wrist to seal it.

Prepare your bubble solution two to three days in advance. Save any extra bubble solution to use later.

Make sure your bubble maker and anything your bubble may touch is wet.

Everything you use should be clean. Dirt will break bubbles.

Let the bubble maker sit in the bubble solution for a few seconds. Don't slosh it around the solution - this creates suds and foam, which are bubble busters!

Look for cool humid days, shady areas. Avoid windy days!

What can you use for bubble wands?

- There are the plastic wands that come with the packaged jars of bubble mixture, and they work well. The children will also enjoy trying other things for wands. Try these!

- Use pipe cleaners to make bubble wands. They can bend into any shape and size and they work very well.

- Try berry baskets, slotted spoons, potato masher, clean fly swatter (this makes lots of little bubbles!), plastic rings from a six pack of pop, scissors handles, etc.

- cut out the centre of a margarine lid. Leave the rim wide enough to hold in the hand.

- dip a cookie cutter into the bubble solution.

- Put your hands in the bubble juice and place your pointer fingers and thumbs together (making a circle). Then you can pull your hands out and blow through your circle. You don't need a bubble wand!

- Use a thin piece of craft wire about 7 inches long, and bend it to form a wand. Form a circle at the top of the wand and bend it around and form a handle.

- Use thin electrical wire or florist wire to make wands.

- Tin cans open at both ends. Dip one end in and blow through the can.

- Poke a hole in the bottom of a paper cup. Dip the rim into a bubble solution and blow through the hole.

- Use a single straw or several taped together.

- Cardboard tubes.

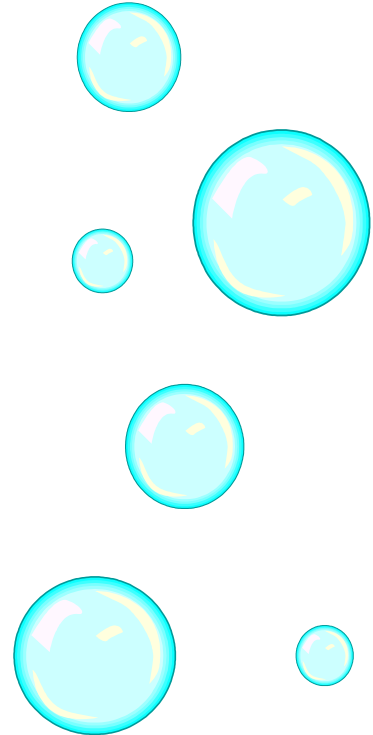
# ***SPECIAL BUBBLES***

## **Bubbles Inside Bubbles**

Fill the bottom of the tray with about ¼-inch of bubble solution.

Dip one end of the straw in the solution. Hold the straw slightly above the surface and gently blow a bubble.

To blow bubbles within bubbles: Remove your straw from the bubble. Make sure the straw is wet and then gently insert it in the top of the bubble, so it enters at a 45° angle. Blow gently to form another bubble. Repeat to form more bubbles in bubbles!



## **Kid in a Bubble**

For lots of bubble fun...get a baby pool and fill it with bubble solution. Place a box or a crate in the middle that kids can stand on...get a hula hoop and place it over the box/crate and into the bubble mixture, then have a child stand on the box/crate. An adult can pull up the hula hoop and it makes a bubble as big as the kids and they are actually INSIDE the bubble!

**or....**

Pour bubble solution into a large tire cut in half. Have a student stand in the middle. Pull a hula hoop from the tire up over the person.

## **Coloured Bubbles in a Bottle**

Fill a plastic pop bottle one third full with water. Add tempera paint and about 1/3 cup of liquid detergent. Let the children shake the bottle to make coloured bubbles. You can tape the cap on using masking tape.

## **Make a Bubble Castle**

Put 1/4 cup of bubble solution in a plastic bowl. Using a straw, blow hard and long into the bubble solution and you will see a castle grow.

## **A Bubble Stand**

To make big bubbles that last you need to have something to keep them on. Try a bubble stand! To make a bubble stand you can use a large plastic plate, to catch any bubble mix spilled. Put the top of a large butter lid (any other plastic lid with a lip on it will work) in the centre of the plate. Always check to make sure that the lid is smooth and does not have any sharp defects. The next step is to put bubble mix into the butter lid until the mix just comes up to the edge.

Once the bubble mix covers the edge of the lid, dip the straw in the cup of bubble mix to get the end

of the straw wet. Next place one end of the straw into the bubble mix in the butter lid. Keeping the straw in the mixture, slowly blow into the straw. Once a bubble starts to form you have to position the end of the straw so that you can keep blowing air into the bubble and you can keep the wet part of the straw in contact with the surface of the bubble. With practice, this will become relatively easy and you will be able to blow some pretty big bubbles which will sit on the edge of the butter lid.

### **Huge Bubbles**

Thread three feet of cotton thread through two plastic straws and tie the string ends together. Hold the straws and pull them to form a rectangle with the string. Dip into a bubble solution and pull upward. as

you move the frame, a bubble will form. Bring the two straws together to close off the bubble. This technique requires practice.

**or.....**

Fill a small wading pool with two inches of bubble solution. The hula hoop can be used as a giant wand by dipping the hoop in a solution and lifting it up carefully.

### **Bubble Windows**

You'll need 2 straws and 1 yard of cotton string per child. Thread the straws onto the string and knot the string. Slide the knot inside one of the straws. When you hold one straw in each hand and spread out the string it should look like a rectangle. The children dip the bubble windows into the bubble solution while holding the straws side by side. As they take the windows out of the solution, they should slowly pull the straws apart. This will make a window of bubbles. Some questions you can ask are: What happens when you pull your window through the air? Can you poke things through without popping it? Can a friend put his/her finger through the window without popping it? Can a friend put another window through yours?

### **Bubble Tricks**

Once you have blown a big bubble, you are ready to do tricks. The first one requires that you get a straw completely wet. Then take the straw and push it in one side of the bubble. It goes right through without breaking the bubble. In fact you can keep on pushing until the straw goes through the other side of the bubble. Then you can reach around and put the straw out. As long as your dry finger does not touch the bubble it won't break because the liquid on the surface of the straw just becomes a part of the bubble surface.

### **Desk Bubbles**

Pour solution on the desk. Blow into it with a straw (this takes some practice). Get down on your knees and blow across with the end of straw in the solution. Next: dip a toy car (matchbox-size) in bucket of solution and drive it into the bubble you made on the desk. Blow a few side bubbles. Turn out the lights and feature your new car under a moving flash light.

## ***BUBBLE LANGUAGE ARTS***

### **Learn Bubble Vocabulary**

Make a chart with a list of all the words used in the bubble theme.

bubble, solution, mix, blow, soap, water, straw, break, pop, size words (big, huge, little, tiny, etc.), shiny, colours, rainbow, etc.

### **Write Predictions**

Before doing the experiments, the children can write what they think will happen and then the results.

### **Keep a Bubble Diary**

Have the children write about their activities. This can be done as a class project or individually.



### Make a Bubble Book

Cut out circles and staple them together with one staple. The children can write about their experiments, the travels of a bubble, their favourite activities or a “how to” book to tell someone how to make the biggest bubble.

### Read Bubble Books

*Bubble, Bubble* by Mercer Mayer. The illustrations show animals created by the bubbles a little boy is blowing. Have the children cut out several circle shapes and create their own bubble animal/shape out of the circles.

*Bubbles, Bubbles Everywhere* by Melvin Berger and Dwight Kuhn

*The Bubble Factory* by Tomie de Paola

*Bubble Trouble* by Mary Packard, illustrations by Elena Kucharik

Make a bulletin board with the title “Blowing Bubbles!” The children print the name of each book they read onto a circle and tack it to the board until the board is full of ‘bubbles’.

### Draw and Write a Comic Strip

The conversations in comic strips are written in ‘bubbles’. Have the children draw several characters and have their speech in bubbles. Model this first with the whole group.

*Speech bubbles can be any shape.*



*Thought bubbles have little bubbles instead of the pointer.*



## BUBBLE SCIENCE

### What makes every single bubble round?

When you blow a soap bubble, a thin film of soapy water stretches around a puff of air from your lungs. The film tends to hold together, but the air inside pushes against it. The pressure, being equal all around, causes the soap film to form the shape of a sphere, or a ball. This is the only three-dimensional shape in which all points of the surface are equally distant from the centre.

### What makes the rainbow of colours on bubbles?

Sunlight contains all the colours of the rainbow, but usually we can't see the different colours. Bubbles bend light and help us see them. Simply, the bubble has different colours because light changes when it shines through the bubble

Each group of 4 students can help to make a table bubble. Place a black trashbag on a table and coat it with bubble mixture. Using a straw, each group can blow a bubble on top of the black bag. Next,

place a 'bubble home' around each bubble. (To make a bubble home, take 4 sheets of 8 x 11 oaktag paper and staple them to make a cylinder shape.) The contrasting colours of the black plastic bag and the white oaktag make the colours of the bubbles more prominent.

Try touching the bubbles, blowing on them, etc.

### **Experiment With Bubbles**

Bubble blowing naturally gives rise to scientific investigation. Your children will notice that not all bubbles behave the same way. Let your children experiment with bubbles and they may discover answers to some of the following questions...What happens if they blow hard? If they blow softly? What colour are bubbles? Are all bubbles the same shape? The same size? If they touch a bubble what happens? How long do bubbles last? Ask the children why they think bubbles burst when they hit the ground. What is in the bubble? (air)

Make several different solutions and graph the results to see which is best.

### **Wet - Dry**

While blowing bubbles with the children try touching a bubble with a dry finger. Repeat using a wet finger. What happens? You will observe that bubbles break when they touch an object that is dry.

### **Air in Our Lungs**

To measure their lung capacity, have your kids take a deep breath and slowly blow through a straw on the surface of a pan of solution, pulling the straw up as they blow (the stronger their lungs, the larger the bubble will be).

### **Frozen Bubbles?**

Challenge the children to make frozen bubbles by blowing a few on a plate and slipping them into a freezer.

### **Where do we see bubbles?**

Make whipped cream. When you first start mixing you can see the bubbles. As you continue to whip, the bubbles get smaller and smaller. When they understand that whipped cream is just really small bubbles you can introduce shaving cream as the same concept. Put shaving cream on the table and let them smooch it all over the table, write in it, and use it to make sculptures.

## ***BUBBLE MATH***

### **Bubble Counting**

Ask the children to blow a set of bubbles that you specify. For example, if you say the number 'three', the children would try to blow three bubbles.

Touch coloured bubbles to a paper. Count numbers of bubbles on a page.

### **Bubble Sizes**

Blow a table bubble. When the bubble pops, a faint circle will be left. The distance across the widest part is the diameter. Cut pieces of string equal to the diameter of the bubbles. Tape the strings side by side. Compare.

Blow another table bubble and measure the diameter using unifix cubes. Make a graph recording each group and the number of cubes.

# BUBBLE ART

## Catch a Bubble Design

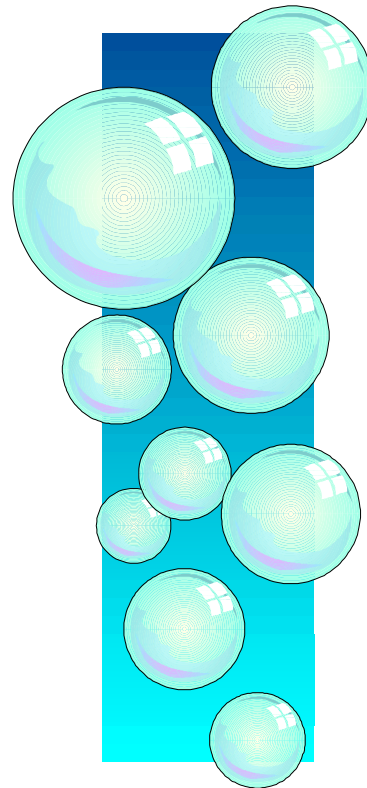
This art project works best when two people are working together. This is fun, but can be messy! Spread newspaper around the area and wear an old T-shirt.

Pour about one cup of bubble solution in each container. Add one teaspoon of paint or drops of food colouring to each container. Stir gently until mixed.

Take turns blowing bubbles while your partner “catches” them on paper. As they break, you’ll get a design of brightly coloured splotches! For darker colours, add more paint.

## Bubble Prints

For each bubble print colour desired, mix one part liquid tempera paint with two parts liquid dish soap in a small container, or use food colouring in the bubble solution. Place a straw in the solution and blow until the bubbles rise above the rim of the container. Remove the straw and place a piece of paper over the bubbles. As the bubbles break, they will leave a print on the paper. (Each child will need a straw for this activity. A pin may be used to prick holes near the top of the straw to prevent the children from accidentally sucking in the paint mixture.)



## Magic Bubble Pictures

The children cut out several circle sizes and colours. They glue the circles on black construction paper to make their own bubble animal.

## Paint with Bubbles

Supplies: 1/2 cup Ivory Flakes, 1/2 cup water, mixing bowl, spoon, electric or hand mixer, food colouring, shelf paper or butcher paper, a few small containers, newspaper.

Use the mixer to whip the Ivory Flakes and water until it is thick and stiff. Put some of the ‘fluff’ into cups or small containers and add food colouring to make any colours you choose. Cover the work area with newspaper. Lay out the shelf or butcher paper to work upon. Have the children spread the bubble paint with their fingers. Let the pictures dry over night. Bubble paint without food colouring looks like snow and can create some neat effects. The children also like to use different colours of ‘fluff’ to make their pictures.

## Bubble Wrap Prints

Pictures made with bubble wrap used for packaging - cut into small pieces and let them dip on paint and then press on paper. It makes interesting designs. It works well if you make the packaging into a glove (fold over and staple) This looks wonderful on fish shapes.

## Bubble Background

Let the children blow coloured bubbles and catch them on white paper. After they have dried on the white paper, the children can print a bubble poem over them. Or, have the poems or stories the

children write on the computer, and use the bubble papers in the printer. They come out looking beautiful!

### **Bubble Pictures**

Children can trace circles from various round objects to make a bubble design.

### **Big Bubbles!**

Cut out a big round circle from white fingerpaint paper. Have children use water colour paints on it so it looks like a bubble with the many colours

Cut out a big circle and use round shapes to do prints on it.

## ***BUBBLE MAGIC***

### **The Square Bubble**

Cut off both ends of a quart-size milk carton. This will be your bubble wand. Ask your students what shape your bubble will be. They will probably guess “square!”

Dip one end of the carton into the bubble solution, and gently blow into the other end. Watch the children’s surprise when they see a round bubble!

### **The Pop-proof Bubble**

Place some bubble solution into a saucer. Have a glass of water nearby. Place the end of a drinking straw into the solution, and blow a big bubble. Now brag to your audience that you can stick your straw into the bubble without popping it! Magician’s secret: While you are talking, dip your straw in the water, without letting anyone see! Carefully poke your wet straw into the centre of the bubble. It won’t pop!

Now ask a child to try the magic. Blow another big bubble, but give him or her a dry straw. The bubble will break immediately!

Behind the magic: The straw must be wet. Dry objects pop bubbles

### **Be a “pop predictor”!**

Blow a bubble and watch the top of the bubble closely. When a black band begins to form on top of the bubble, announce that it is ready to pop!

Give another demonstration. Blow several bubbles, and tell the children which bubble will pop first. Watch their amazement!

Behind the magic: The bubble wall becomes thinner before it pops. Less light is being reflected, so a black band forms on top of the bubble right before it pops.

### **The Disappearing Colour**

Add a small amount of yellow and red poster paint or tempera paint to your bubble solution. Ask your audience what colour the bubbles will be. They will probably guess “orange!”

Now blow bubbles, and watch the multi-coloured results. Magician’s advice: Have a white or light-coloured wall behind you for best results.

Behind the magic: All bubbles are multi-coloured because they reflect the light that hits them just like a prism. The thicker the bubble solution, the thicker the bubble wall and, therefore, the more intense the colour.

# BUBBLE EXERCISES

## Bubbles

*This is for teaching the concept of personal space when moving around the gym.*

To start the exercise, talk about soap bubbles and how they float through the air (even better, as a great introduction, do this exercise outdoors and blow a few bubbles. Ask children to tell you something that happens to the bubbles as they move through the air). Discuss how the bubbles that stay 'bubbles' the longest are those that don't touch any other bubbles or anything else...but if a bubble did touch something else, it POPS and cannot move anymore. Inform students they will be moving like the bubbles today, trying not to touch anyone or anything else.

Have students find a good self space, one in which they can't be popped by anyone else or a wall, equipment, etc. Make sure they all have done this correctly before starting to move. On the signal they should begin moving around (start off by walking and then slowly progress to sliding, skipping, hopping, etc.) the area trying to avoid being touched by anyone or anything else.

If students do touch another or something they are considered 'popped'. They come over to the teacher where they sit on the floor for a few seconds while the teacher 're-inflates' them by pretending to pump them up with a bicycle pump. This is a good time to remind them how to move safely through general space.

## **Dancing Bubbles**

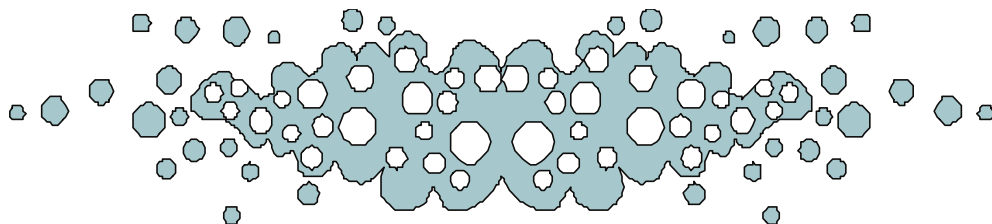
Have children break up into groups of 3, holding hands and forming their own circle. Have several groups of children slowly and gently spin. Tell them to 'float' like bubbles. This works best in a large area designed for large motor activities. As the children float and drift, they will eventually 'dance' into each other, causing the bubble to get bigger, until all the little bubbles join with each other, and form one large bubble, continuing to dance until the large bubble eventually bursts or 'pops'. The children like to do this dance to soft music.

## **Pop! Pop!**

It's fun to put big sheets of bubble wrap on the floor and let the children jump on them to pop the bubbles.

# TO END THE THEME

Complete the KWL chart. Answer the question, 'What do you know about bubbles?' and write the children's answers on chart paper. Compare these answers with the answers given at the beginning of the mini-theme. .



# A Bubble Week

"We had a week long unit on bubbles.

We make a Big Bubble! I buy the rolled plastic for windows - medium weight - this year I used the whole roll (20' x 25'). I just cut off about a 2' strip off one short end to attach fan to the bubble. I double the big sheet over and use duct tape to close one short side and the long side. I put a strip of duct tape where I want the opening to be (on one short side) and then cut a slip through the middle of the tape (this prevents ripping). Along the opened end, I duct tape most of it, leaving an opening just large enough to tape around a square floor fan. This is where I tape the extra piece of plastic around the fan and connect this to the end I left open (this removes the fan from the section the students are). Then turn the fan on and watch it blow up. This year, using the whole roll of plastic, it was about 7' tall. I have the students go inside and we have classes in there. Sometimes I read to them, sometimes they have silent reading or a project that doesn't take many supplies. It's great on a hot day as the fan keeps everyone cool.



**Monday:** We had lessons in 'The Bubble'.

**Tuesday:** The students had free exploration using all sorts of 'things' with holes and the bubble solution.

**Wednesday:** I set up 7 centres. The students worked in small groups and spent 15 minutes at each centre.

1. Bubble Trampoline - use 3 feet of string and two straws. Thread the string through the straws and tie a knot. Dip this in the bubble solution. This is the trampoline. Have another student blow a bubble with a loop. The first students then 'catches' the bubble on the trampoline and sees how many times it can be bounced before it breaks. Our record for the day was 20.

2. Bubble inside another Bubble - I made a big loop using a coat hanger rounded out and cov-

ered with yarn. One student makes a bubble with the big loop while another student blows a smaller bubble into the larger one using a small loop.

3. 3-D Cube - I cut a quart milk carton into cubes, opening the sides (leaving just a frame). They dipped this in the bubble solution. Then they experimented with this using a straw.

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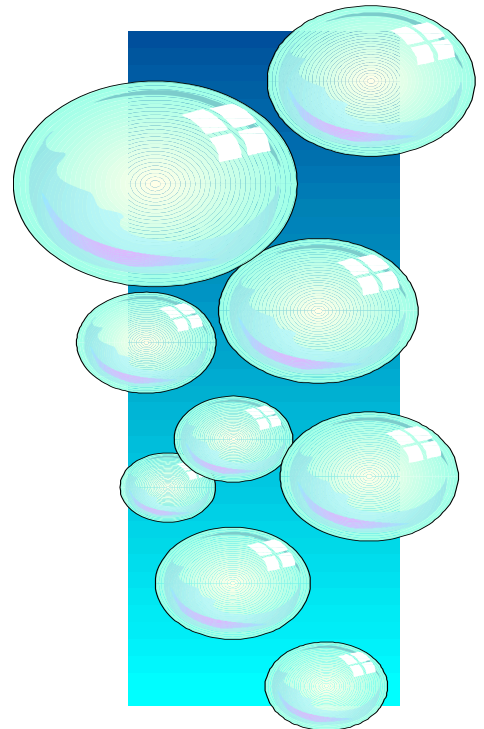
5. Free Form - the students used pipe cleaners to make any shape they wished to use with bubble solution.

6. Growing a bubble - the students put a little baking soda into a wide mouth glass jar and added 1/2 cup vinegar. Then, using a small loop, they blew a bubble, caught a small one, and put it into the jar and watched it grow. (This was a difficult one for my kids.)

7. Beach Ball Bubbles - the students used the straw and string loops (similar to the above ones) and made giant bubbles.

**Thursday:** The students used straws to blow bubbles directly into bubble solution which has had tempera paint added. We used three different containers for three different colours. Once the bubbles were blown the students put a white paper down on top, getting an imprint. They did this three times with three different colours. Food colouring stains, so put on painting shirts!

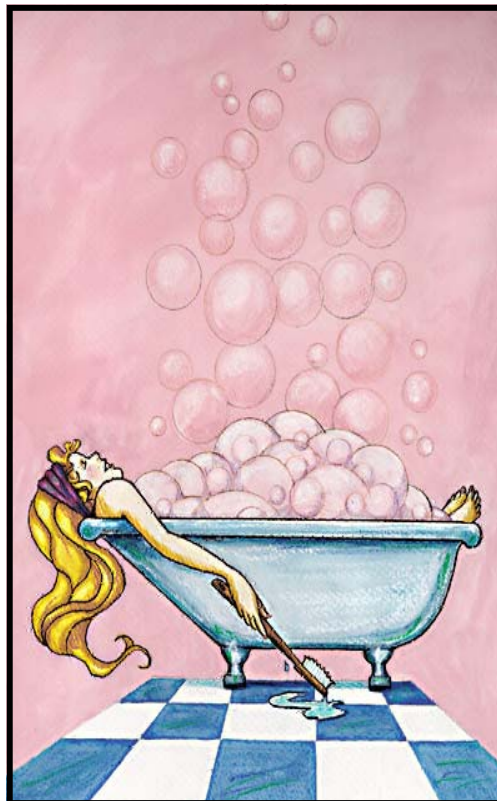
**Friday:** Students had free exploration again, with the new knowledge they acquired all week.



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Have two or three separate pans of soapy water each with a different colour made by adding food colouring. Have lots of straws. Have each child blow into a container until the bubbles are nice and high. Add more food colouring. Then have the child place a piece of drawing paper right down on top of the container. When that color dries, go to the next pan. For a different look, don't wait until the first colours dry.

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# A Bubble Day

## Activity 1

Outdoors children will blow and catch one bubble, then study it carefully to prepare for class discussion. Back in doors the class will attempt to answer the question *What Exactly is a Bubble?* To help them the teacher will refer to page 6 of The Bubble Book (vocabulary: sphere) The children's answer will be recorded by the teacher on a class chart. Children will cut out pictures of children blowing bubbles and arrange them in order, by size, and label their set of pictures smallest to biggest or biggest to smallest.



## Activity 2

Teacher will read the book Never Snap at Bubbles to the children. Class will think of as many ways of producing bubbles as they can. Teacher will record these on a chart. To help the children the teacher will refer to pages 18/19 of The Bubble Book. Children will write a story to answer the question *What Happens Next?*

## Activity 3

Indoors the teacher will demonstrate how the children can use a straw, soap solution, and shallow pan to blow a bubble inside a bubble. The children will experiment to see if they can blow a bubble inside a bubble. As a follow-up the children will work on a worksheet of finding small words inside bigger words.



## Activity 4

Teacher will read the book Bubble Trouble to the children. Children will read and complete a worksheet of these sentences:

- Mother and Father Frog didn't want Baby Frog to snap at bubbles because \_\_\_\_\_.
- Baby Frog snapped at bubbles because \_\_\_\_\_.
- Baby Frog floated away because \_\_\_\_\_.

## Activity 5

Teacher will challenge the children to think of a way to make a bubble that is not a sphere. Children will bend pipe cleaners into a variety of shapes in order to test their ideas about making a bubble that is not a sphere.

In groups of 4 children will:

- construct a three column chart to record the results of their experiment
- will draw, in column one, the shape of the pipe cleaner bubble wand
- dip each shape into the soap solution and draw, in column 2, the shape of the soap film produced
- carefully blow a bubble with each wand and record, in column 3, the shape of the bubble produced
- share their results with the rest of the class

The teacher will record the children's final conclusion on a chart:

*All our bubbles turned out round. Bubbles will always be round, no matter what shape we start with.*

### Blowing Bubbles

Blowing bubbles is lots of fun!  
They shine and sparkle in the sun.  
You will forget all your troubles  
If you blow big shiny bubbles!

### Bubble

If you see any bubbles,  
Do you know why they're there?  
If you see any bubbles,  
They're there because of air!

The outside of a bubble  
Is very very thin.  
It stretches even thinner,  
Whenever air gets in.

You often see a bubble  
Inside a soapy sink.  
But then before you know it,  
It's gone in just a wink!

The bubble's skin is stretching  
Until it has to stop.  
When it can stretch no further,  
The bubble goes POP!

### Bubbles

Bubbles floating all around  
Bubbles fat and bubbles round  
Bubbles on my toes and nose  
Blow a bubble. ..up it goes!  
Bubbles floating all around.  
Bub. . .bles fall. . .ing to...the...ground.



# Going Camping

Kids love camping, even if they've never gone. Just the thought of sleeping in a tent, going on hikes, catching fish, swimming in a lake or riding in a canoe, and gazing at the starry sky while toasting marshmallows around the campfire ... well, it all sounds like fun to them. And there are so many teaching opportunities!

## A-Camping We Will Go (tune: *Farmer in the Dell*)

A-camping we will go,  
A-camping we will go,  
Hi-ho and off we go,  
A-camping we will go.

## More Verses:

First we pitch our tent  
Next we chop some wood  
We light the campfire now  
We cook our dinner now  
We tell fun stories now  
It's time to go to sleep



## Set the Scene

Make an area of your classroom into a camp site. Pitch a tent and put sleeping bags and pillows inside. Bring in an inflatable boat with oars, life jackets, fishing vests, hats, fishing poles and tackle boxes. Don't forget a bucket to hold the fish! Make a 'faux' campfire with small logs and paper flames. Make a floor to ceiling mural for a backdrop with trees, a lake or river, rocks, animals, etc. The students will enjoy brainstorming the scene and helping to make the classroom into a camp.

## Camping Activities

- Work together to create camp rules.
- Name your camp. Make a large banner with the camp name - like 'Survivor'?
- Each child can make a camp journal.
- Wear clothing suitable for camping.
- Teach camp songs to sing around the campfire.

## Science

Learn the names of trees, wild flowers and other plants in your neighbourhood. Make collections and press leaves and flowers. Put them into a book and label the specimens.

Learn the parts of flowers, plants and trees. Be able to label diagrams.

Discuss similarities and differences of trees, etc. Make Venn diagrams.

Go into a real wooded area and use the 5 senses. Make a chart of what they heard, saw, smelled, felt and touched. Use interesting vocabulary to describe the sensations. For example, find words to describe how things look, feel, smell, sound.

Learn about soil and rocks. Make a rock collection. There is a great deal to learn - this can be part of an Earth unit.



## Math Ideas

Give out Trail Mix and graph the contents.

Other graphing ideas - Make a camping graph book from any camping question, or collect all your graphs into one book! What's your favourite forest animal? Have you ever been in a boat? Which do you like better, hamburgers or hotdogs? Have you ever seen the Big Dipper? Have you ever gone fishing? Have you ever gone on a hike? Do you like picnics? What colour is your backpack?

To review money - make a list of things we need to buy for the camping trip. Put a price on each and see how much money we will need.

Use small pebbles, leaves, sticks for math manipulatives.

Teach fractions. Divide snacks into various fractions.

## Integrate Other Themes

The camping theme will go with "Insects", "Worms", "Rocks and Soil", "The Rainforest", etc.

## Language Arts

Write lists of things you need to take when you go camping.

Practice reading road maps to favourite spots.

Discuss actual camping trips the students have taken, and practice good questioning techniques.

Have the students write a daily journal about the camping days.

Write stories about what they would do if they were in 'Survivor' or stranded on a desert island!

Write letters to parents from 'camp'. Teach correct letter writing form.

Read stories about camping. Find fiction and non-fiction books on the outdoors and use these for the SSR time.

Keep a reading log.

Write instructions for raising a tent or for cooking a wiener over the campfire and making a hotdog.

Learn the vocabulary words associated with camping, and how to spell them.

Write ghost stories.

'A Camping We Will Go' Class Book - After you've explored the many facets of camping, brainstorm a list of possible destinations and ask your students where they'd like to go on their own camping trip. Would they like to camp in the forest or in the desert? At the beach or by a river or lake? At Grandma's cabin on top of a mountain, or at home in their own backyard? Show the students how to cut a tent from a 6 x 6 square of paper, and how to make a lift-the-flap door. They can draw a picture of where they'd like to camp, add the tent, and glue a picture of themselves inside. Make into a Big Book.

Mystery hike - follow clues on a map.



## Food

S'mores - Put a marshmallow and a Hershey kiss on a graham cracker and melt it in a toaster oven.

Ants On A Log - Spread peanut butter or softened cream cheese on celery sticks, and put raisins on top.

Popcorn - Measure it before and after it's popped, and have the kids guess how much it will make. Graph predictions and results.

Happy Camper Fruit Salad - Everyone brings a piece of fruit to share. Talk about fractions as you cut the fruit up. Mix with orange juice or pineapple juice and serve.

Have a real cook-out with the parents invited!

## Art Activities

Leaf and bark rubbings

Collect sticks, seeds, leaves, nuts, pine cones, etc., and glue them together to form bugs and animals.

Make Nature Wreaths by gluing found objects to a tagboard circle with a hole in the middle. Add fancy touches like glitter, stars, and gold ribbon.

## Other Activities

Go on 'hikes'.

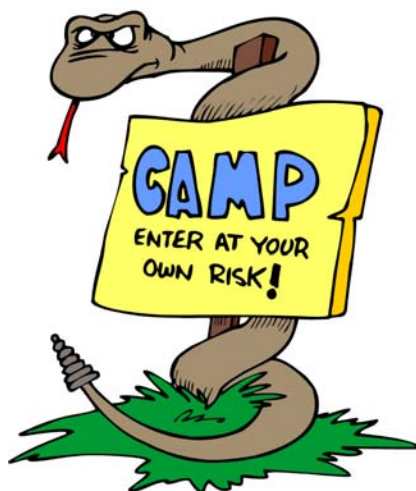
Invite someone to talk to the campers about summertime and outdoor safety. You could do the "Lost in the Woods" program. This is an excellent program, with lots of experiments and ideas for activities to show survival techniques.

Have 'circle time' around the campfire.

Sing camp songs - 'Ten Green Bottles', 'BINGO', etc. Go to this website for words and a list of all the great camp songs. Of course, you can sing all the songs you learned in class this year.

<http://www.ultimatecampresource.com/site/camp-activities/classic-camp-songs.page-1.html>

Learn to read a compass.



# Another Camping Theme

Two weeks prior: Write a note to parents explaining what you will be doing. Ask for help with some of the supplies. Flashlights are good to have. Maybe a parent can help with the tent, sleeping bags, etc.

## Classroom Setting:

I dismantle my classroom library and make the area into a "Camp Site." The children and I 'pitch' our tent (a well-made child's tent or a regular 3 man tent). We put 2 sleeping bags inside...and pillows. The children do not get inside the sleeping bags...they sit or lie on top. There is a Listening Center outside the tent.

I have a 'faux' campfire. It is hard to explain. My husband made it for me a year ago. It has a wood base with a light fixture attached. I have a yellow light bulb in the socket. Then my husband cut some rather thick branches and nailed them around the light socket. The wood comes up about 9 to 12 inches. They are done in a sort of log cabin style...with some openings to let the light through. [Oh my, I think this may be confusing!]

The desks/table are arranged around the perimeter of the classroom during this unit.

The children help brainstorm ideas for setting. Last year they wanted a jungle...so we have 'vines' hanging from the ceiling and 'wild' animals around the walls.

## Activity Ideas:

Work together to create camp rules.

Create a camp journal. (We call our camp...Camp Learn-A-Lot...and I have a large banner that hangs from the ceiling with the name of our camp printed on it.)

If you are really into the idea...wear safari clothing, whistle, and have a clipboard at all times (like a camp director.)

Teach camp songs.

Science units might include bugs, worms, etc. (Last year I had a worm terrarium set up for discovery...and we also studied about ladybugs.)

Invite someone to talk to the campers about summertime and outdoor safety. You could do the "Lost in the Woods" program.

Go on 'hikes' around the school.

Write postcards to parents from camp. This can include a "hike" to the post office to mail the cards. (My students AND parents just loved this!)

Go on a litter scavenger hunt.

Write ghost stories.

Tell stories in a 'round' while at the campfire.

Collect rocks during a 'hike' and glue the collections in egg cartons. For those gifted rock enthusiasts...see if you can find the names of the rocks and label.





Write in journals daily.

### **Math:**

Ladybug math was one activity. We also worked with fractions during the unit. Snacks were divided into various fractions, etc.

We also did some end-of-the-year graphing. e.g. How many teeth were lost each month.

### **Language Arts**

The second week, we worked on a Memory book during writing time, as well as the journal.

We reviewed compound words after we studied ladybugs.

We had relay spelling games during the camping time.

Special snacks included: Roasted Marshmallows (sort of!) - I melted chocolate chips. The children dipped their marshmallows in the chocolate and ate them. Cereal Worms - The children had fun stringing Cheerios on yarn and then eating the 'worms.' Ants on a Log - Celery stick filled either with peanut butter or cheese. Place raisins (ants) on the filling. Ladybugs - Apple halves...leave on the peeling. Children put the apple half (cut side down) on a paper plate. A grape is the head. Raisins (spots) are placed on the back of the ladybug with dabs of peanut butter.

One day we have an "Almost Birthday Party" for the students who have birthdays during the summer.

If you are so inclined...the last day you can 'break camp' and have a cookout. Plenty of parent volunteers are needed for this activity. The children love it and several parents really got into the spirit of camp!



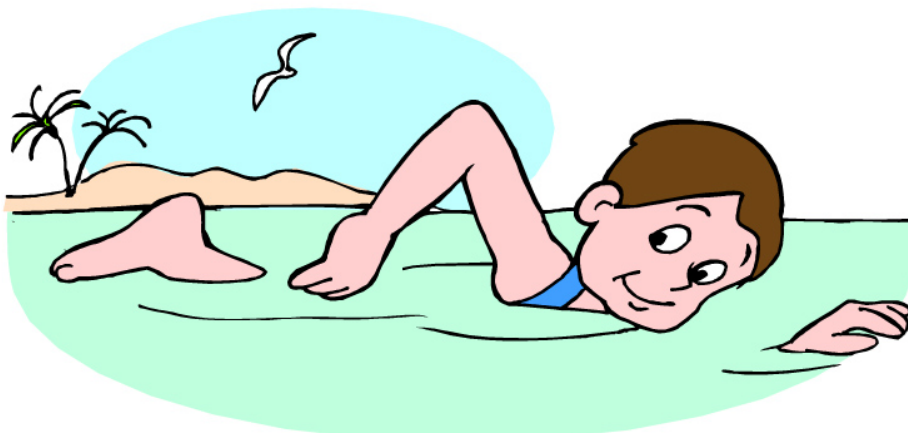
# Summer



## Summer Words

*Make a chart of summer words!*

animals	freezie	popsicle	tent
barbecue	fun	rodeo	t-shirt
BBQ	garden	sand	travel
bare feet	grass	sandals	tree
beach	heat	shorts	trip
beach ball	hike	sprinkler	vacation
beach towel	holiday	stars	volleyball
bicycle	hotdog	street	wade
boat	ice cream	sunburn	walk
camp	kite	sunglasses	water fights
carnival	lake	sunscreen	watermelon
climb	life jacket	sunshine	wild
dive	lotion	suntan	
family	marshmallow	swim	
fishing	nature	swimming	
flip-flops	ocean	lessons	
float	parade	swimming pool	
flowers	park	swim suit	
forest	picnic	tank tops	



*Primary Success*

# *Colours*



*A Theme for Early Primary*

# Red

## Red Poetry

Red is an apple.  
Red is a cherry.  
Red is a rose.  
And a ripe strawberry.



Red as an apple, ready to be picked  
Red as a lollipop, waiting to be licked  
Red as a cherry, in my mother's pie  
Red as a March kite, reaching for the sky  
Red as a redbird, welcoming the spring  
Red as a firetruck, with bells that ding-a-ling  
Red as tomatoes, ripening on the vine  
Red as a red balloon, held by a piece of twine  
Red as a clown's nose, when he's doing tricks  
Red as a red hen clucking at her chicks  
Red is the colour I learned before the rest  
And red red red, is the colour I love best!

Red is a stop sign,  
Red is a rose.  
Red is an apple  
And a funny clown's nose.

---

Four red cherries on the tree,  
Two for you and two for me.  
So shake that tree and watch them  
fall.  
One, two, three, four - that is all!

## Spelling Red

### Red

*Tune: Are You Sleeping?*

I like red, I like red,  
r-e-d, r-e-d.  
A fire truck is red.  
A stop sign is red.  
r-e-d, r-e-d.

### Red

*Tune: Are You Sleeping?*

R-E-D red, R-E-D red,  
That spells red, that spells red  
Apples are that colour  
Firetrucks are that colour  
R-E-D, R-E-D

### Red

*(tune: Three Blind Mice)*

R-E-D, R-E-D  
Red is the word.  
Red is the word.  
Apples and strawberries both are red.  
Tomatoes and cherries both are red.  
R-E-D, red, red, red.

## Red Objects

- food (below), fire engines, stop signs, red lights, red roses, red wagons, red on the flag, Santa Claus, Valentines.

## Eating Red

- You could eat red apples, cherries, radishes, tomatoes, strawberries, raspberries, sweet red peppers (they are a lovely red colour), red hots (candy).
- Have every child bring in a red food on a special red day, to make a red snack. Cut the fruit in pieces and put on plates for the snack time.
- Make red Jello. yoghurt
- Have red juice - cranberry is a good choice.
- Have tomato soup.

## Red Activities

- Wear something red to school.
- Visit the fire station.
- Cover the end of a tube with red cellophane. Look through it to make everything red.

## Red Art

- Make red apple prints. Cut apples across to see the star, and press onto paper towel and red paint in a shallow tray. Print on white paper.
- Make a red collage. Cut out red colours from magazines and glue on a large picture of an apple.
- Learn to cut out heart shapes from red paper.
- Make an apple sun-catcher. Layer torn red tissue paper pieces and glue on wax paper. When dry, cut out an apple shape. Hang them in a window.
- Fingerpaint with red.

# Orange

## Orange Poetry

### Orange

Orange carrots cut in strips, orange sherbet - two big dips  
 Orange, orange juice so sweet, and orange cantaloupe to eat  
 A spicy orange pumpkin pie, and orange jello piled up high  
 Like honey to a honeybee, orange always pleases me.

## Spelling Orange

### Orange

(tune: Ten Little Indians)

O-r-a-n-g-e

O-r-a-n-g-e

O-r-a-n-g-e

Orange is what that spells.

Jack-o-lanterns are always orange.

Carrots are always orange.

Oranges are always orange.

O-r-a-n-g-e

## Orange Objects

- food (below), goldfish, pumpkins, pencils, orange flowers - zinnias, marigolds.

## Eating Orange

- You could eat oranges and carrots. Try different orange cheeses. Try dried apricots.
- Make Kraft Dinner.
- Have every child bring in an orange food on a special orange day, to make an orange snack.
- Make orange Jello.
- Have orange juice. Make your own by squeezing oranges or use a juicer.
- Make pumpkin pie.
- Eat cantaloupe. Taste peach and apricot jam.

## Orange Activities

- Wear something orange to school.
- Cover the end of a tube with orange cellophane. Look through it to make everything orange.
- Carve a pumpkin to make a jack o'lantern.

## Orange Art

- Show how orange is made from red and yellow. (See the activities on mixing colour.)

- Make an orange collage. Cut out orange colours from magazines and glue on a large picture of something orange.

- Make a goldfish sun-catcher. Layer torn orange tissue paper pieces and glue on wax paper. When dry, cut out a goldfish shape. Hang them in the window.

- Fingerprint with red and yellow paint to make orange.

Cut out autumn leaves, goldfish or pumpkins.

- Paint a picture only using shades of orange.

Orange is an orange.  
 Orange is a carrot.  
 Orange is the colour  
 Of the beak of a parrot.



### Orange

(The Wheels on the Bus)

The pumpkins in my garden are orange, orange, orange,  
 O-R-A-N-G-E.

The oranges on my tree are orange, orange, orange,  
 O-R-A-N-G-E.



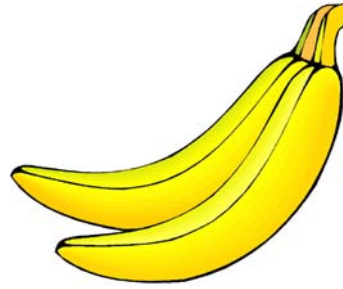
# Yellow

## Yellow Poetry

### Yellow

Yellow is for sunshine, that chases clouds away  
It warms my skin outside and in, when I go out to play

There was a small duck that was yellow  
He played violin and the cello  
He played very loud, and drew quite a crowd  
Who thought him a bright yellow fellow.



Yellow is a star.  
Yellow is the sun.  
Yellow is the moon,  
When the day is done.

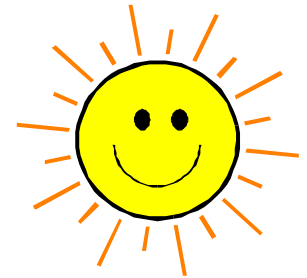
## Spelling Yellow

### Yellow

*(If You're Happy and You Know It)*

Y-e-l-l-o-w spells yellow.  
Y-e-l-l-o-w spells yellow.  
Yellow is a pretty colour  
And because you're a nice fellow.  
I will tell you 'bout some things that are yellow.

Y-e-l -l-o-w spells yellow.  
Y-e-l -l-o-w spells yellow.  
Like the early morning sun  
When the day has just begun.  
Y-e-l -l-o-w spells yellow.



Corn, lemons and the sun are yellow.  
Corn, lemons and the sun are yellow.  
Yes, all of these are yellow  
And I always will remember  
Y-e-l-l-o-w spells yellow.

Daffodils and baby ducks are yellow.  
Lemonade and scrambled eggs are yellow.  
I like the smiley face that's yellow,  
He is such a happy fellow.  
Y-e-l -l-o-w spells yellow.

## Yellow Objects

- food (below), sun, stars, school bus, baby chicks, taxis, yellow light and yellow traffic signs, yellow autumn leaves, flowers - sunflowers, daisies, daffodils, pansies.

## Eating Yellow

- You could eat bananas, of course. Try lemons, pineapple, yellow peppers, wax beans and corn.
- Make cornmeal bread and eat it with butter, of course.
- Have every child bring in an yellow food on a special yellow day, to make a yellow snack.
- Make lemon Jello.
- Have lemonade. Make your own by squeezing lemons or use a juicer.
- Make boiled eggs, and devill the yolks to make devilled eggs.
- Make lemon pie.

## Yellow Activities

- Wear something yellow to school.
- Cover the end of a tube with yellow cellophane. Look through it to make everything yellow.
- Make butter.

## Yellow Art

- Make big yellow sunflowers or daffodils
- Make a yellow collage. Cut out yellow objects from magazines and glue on a large picture of something yellow.
- Make a leaf sun-catcher. Layer torn yellow tissue paper pieces and glue on wax paper. When dry, cut out a leaf or star shape. Hang them in the window.
- Fingerprint with yellow paint. Cut out autumn leaves or other shapes.

# Green

## Green Poetry

Green is grass,  
String beans and peas.  
Green are the branches  
On Christmas trees.



## Okey-Dokey (tune: *She'll be Coming Around the Mountain*)

Oh a green frog sat on a lily pad (repeat)  
He went croaky croaky croaky, and he sounded okey-dokey  
Oh a green frog sat upon a lily pad.

Oh a green worm nibbled on a pear (repeat)  
He went slurpy, slurpy, slurpy, then he gave a little burpy  
Oh a green worm nibbled on a juicy pear.

## Spelling Green

### Green

*Tune: Bingo*

There was a farmer who had a snake  
and it was very green.

g-r-e-e-n, g-r-e-e-n, g-r-e-e-n  
and it was very green.

There was a farmer who had an alligator  
and it was very green.

g-r-e-e-n, g-r-e-e-n, g-r-e-e-n  
and it was very green.

There was a farmer who had a frog  
and it was very green.

g-r-e-e-n, g-r-e-e-n, g-r-e-e-n  
and it was very green.



They all lived in the long green grass  
and they were very green.

g-r-e-e-n, g-r-e-e-n, g-r-e-e-n  
and they were very green.

### Green

*Tune: London Bridge*

G-R-E-E-N spells green,  
Like a frog, or a tree.  
G-R-E-E-N spells green,  
Just like broccoli!

### Green (Tune: *Bingo*)

There is a colour Kermit loves and that's  
the colour green.

G-r-e-e-n, g-r-e-e-n, g-r-e-e-n  
That spells the colour green.

### Green

*(tune: Row, Row, Row Your Boat)*

G-r-e-e-n  
G-r-e-e-n  
I know how to spell green.

## Green Objects

- food (below), leaves, grass, trees, frogs, turtles.

## Eating Green

- You could eat salad, of course. Put in different lettuces, green onions, celery, green peppers, cucumber.
- Have every child bring in an green food on a special green day, to make a green snack.
- Make lime Jello.
- Have green juice. Make juice with green apples in a juicer and add a couple of drops of food colouring.
- Eat green peas, broccoli, green beans, asparagus.
- Eat green fruit - kiwi, grapes, honeydew melon.

## Green Activities

- Wear something green to school.
- Cover the end of a tube with green cellophane. Look through it to make everything green.
- Do green activities for St. Patrick's Day.
- Read "Green Eggs and Ham".

## Green Art

- Show how green is made from yellow and blue. (See the activities on mixing colour.)
- Make an green collage. Cut out green colours from magazines and glue on a large picture of something green.
- Make a green sun-catcher. Layer torn green tissue paper pieces and glue on wax paper. When dry, cut out a leaf or tree shape. Hang them in the window.
- Fingerpaint with yellow and blue paint to make green. Cut out green turtles, worms, etc.
- Paint a picture only using shades of green.

# Blue

## Blue Poetry

Blue is the ocean.  
Blue is the sky.  
Blue are the blueberries  
I put into the pie.

I like the blue in crayons  
And the blue in paints and books  
I like the blue blueberries  
In the pies my mother cooks.  
I like blue eyes and  
Blue blue skies  
And songs the bluebird sings  
But most of all I think I like  
The blue in bluebird wings.

## Spelling Blue

### Blue

*Tune: Row, Row, Row Your Boat*

B-L-U-E

Spells the colour blue.  
The sky, the ocean, and some birds  
Are all a beautiful blue.

*Tune: "The Farmer in the Dell"*

B-l-u-e spells blue.  
B-l-u-e spells blue.  
Hi! Ho! Did you know?  
B-l-u-e spells blue.  
The big sky is blue.  
The ocean is too.  
Hi! Ho! Did you know?  
B-l-u-e spells blue.



## Blue Objects

- food (below), sky, water (ocean, lake), blue jeans, bluebird, blue jay, flowers - bluebells, delphiniums.

## Eating Blue

- Eat blueberries.  
- Make blueberry muffins, pie, yoghurt, pancakes.  
- Drink blue juice. Mix a few drops of blue food colouring into apple juice.  
- Make blue jello.

## Blue Activities

- Wear something blue to school.  
- Cover the end of a tube with blue cellophane. Look through it to make everything blue.  
- Learn about the ocean.  
- Learn why the sky is blue.

## Blue Art

- Make a blue collage. Cut out blue objects from magazines and glue on a large picture of something blue.  
- Make a blue sun-catcher. Layer torn blue tissue paper pieces and glue on wax paper. When dry, cut out a flower shape. Hang them in the window.  
- Fingerprint with blue paint. Cut out the shapes of toys, boats or hats.  
- Make a boy or girl shape. Cut out blue denim clothes and glue on.





# Purple

## Purple Poetry

Purple Pickle (tune: Yankee Doodle)  
 If I had a purple penny, or a purple nickel  
 I'd go into a purple store, and buy a purple pickle.  
 Purple pickles, purple peas, purple macaroni  
 Purple pudding, purple pie and purple pepperoni.

I never saw a purple cow,  
 I never hope to see one.  
 But I can tell you, anyhow,  
 I'd rather see than be one!

## Spelling Purple

(Sing to the tune of Camptown

Races)

P-u-r-p-l-e

Purple, purple

P-u-r-p-l-e

Purple's what that spells.

Purple grapes on the vine,

I think purple Kool-Aid's fine.

P-u-r-p-l-e

Purple's what that spells.

## Purple Objects

- food (below), flowers - iris, clematis, hydrangea.

## Eating Purple

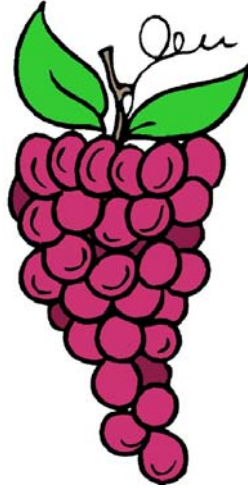
- Make coleslaw with purple cabbage. When you add mayonnaise the juice becomes a lovely purple colour.
- Eat purple grapes, plums and prunes.
- Bring in an eggplant and a purple onion for the children to see.
- Have grape juice. Make juice with green apples in a juicer and add a couple of drops of food colouring.

## Purple Activities

- Wear something purple to school.
- Cover the end of a tube with purple cellophane. Look through it to make everything purple.
- Discuss other words for purple - violet, mauve, lilac,

## Purple Art

- Show how purple is made from red and blue. (See the activities on mixing colour.)
- Make an purple collage. Cut out purple colours from magazines and glue on a large picture of something purple.
- Fingerpaint with red and blue paint to make purple. Cut out circles and make a bunch of grapes.
- Paint a picture only using shades of purple.
- Make a lilac branch. The flowers can be made by putting small pieces of purple tissue paper over the end of a pencil and gluing on.
- Make a bunch of grapes by using purple fingerprints.



## Purple

Purple are grapes.  
 Purple are plums.  
 Purple is a violet.  
 And the bruise on my thumb.

**Purple** (tune: Happy Birthday)

P-u-r-p-l-e

P-u-r-p-l-e

P-u-r-p-l-e

Is the colour purple.

## Purple

Tune: This Old Man

P - U - R - P - L - E

That spells purple you can see.

Like the grapes on a vine,

Or some plums in a tree.

P - U - R - P - L - E

# White

## Spelling White

**White** (*Twinkle Twinkle Little Star*)  
 W-H-I-T-E spells the colour white for me.  
 Like the big clouds in the sky  
 Or the whip cream on my pie.  
 W-H-I-T-E spells the colour white for me!



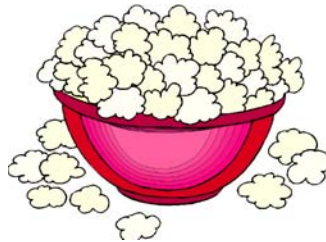
**White** (*Tune: Mary had a little lamb*)  
 W-h-i-t-e spells white  
 Clouds are white, snow is white.  
 W-h-i-t-e spells white  
 Like Mary's little lamb.

## White

*Tune: Little Brown Jug*  
 W-h-i-t-e  
 That spells white, sing with me.  
 Milk is white and so is glue,  
 Ghosts are white and they say  
 BOO!

## White

*Tune: Happy Birthday*  
 W-H-I-T-E, W-H-I-T-E  
 Snowballs and popcorn  
 Are as white as can be.



W-h-i-t-e  
 That spells white, sing with me.  
 The clouds above, the snow below,  
 Santa's beard  
 HO, HO, HO!

## White Objects

- food (below), clouds, geese, swans, lambs, teeth, snow, ghosts, flowers - lilies, daisies.

## Eating White

- Have every child bring in white food for a white day.
- Drink milk.
- Eat yoghurt, sour cream, cottage cheese, white cheese, egg whites.
- Make vanilla pudding.
- Eat white bread with cream cheese. Try coconut.
- Make popcorn.

## White Activities

- Wear something white to school.
- Learn about snowflakes. Make a snowman or snow sculpture.
- String popcorn.
- Learn how to keep our teeth white.

## White Art

- Discuss how white is the absence of colour.
- Paint with white paint on coloured paper.
- Cut out snowflakes
- Make a lamb by gluing cotton balls to the lamb shape.
- Make a picture using white chalk on coloured paper.



# Black

## Spelling Black

**Black** (*Mary Had a Little Lamb*)

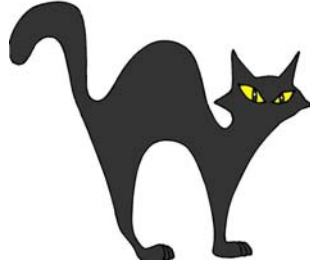
B-L-A-C-K spells black

Black like a cat,

Black like a hat.

B-L-A-C-K

Black like a big black bat.



**Black** (*Tune: Bingo*)

There is a colour dark as night

And that's the colour black.

B-l-a-c-k

B-l-a-c-k

B-l-a-c-k

That spells the colour black.

(*Tune: "She'll Be Coming 'Round the Mountain"*)

B-l-a-c-k spells black.

B-l-a-c-k spells black.

Scary cats are black.

Flying bats are black.

Santa's boots are black.

I like black.

B-l-a-c-k spells black.

B-l-a-c-k spells black.

Sunday shoes are black.

Jelly beans are black.

B-l-a-c-k spells black.

B-l-a-c-k spells black.

**Black** *Tune: Jingle Bells*

Black bats fly,

Black cats cry,

b-l-a-c-k

Black is the colour of the night

b-l-a-c-k

BLACK!

## Black Objects

- food (below), spiders, black cats, bats (actually most bats are brown), night, black sheep and horses, blackbirds, black bears, black hair.

## Eating Black

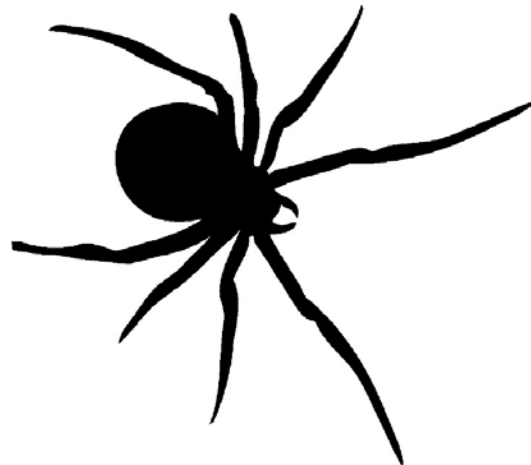
- Can anyone think of black food?
- Eat black jelly beans and licorice.

## Black Activities

- Wear something black to school.
- Learn about the night sky. Why is it dark at night?
- Graph hair colours. Who has black hair?
- Brainstorm things that can be black.
- Sing, "Baa Baa Black Sheep".

## Black Art

- Do charcoal drawings.
- Paint with black paint on coloured paper.
- Make fingerprints with a black stamp pad.



# Brown

## Brown Poetry

### Brown

Teddy Bear, so soft and brown  
You're the nicest bear in town]  
You have fur I love to touch  
Teddy, I love you so much.

Teddy Bear, so soft and brown  
I'm so glad you never frown  
How I love to hold you tight  
When I go to bed at night.

## Spelling Brown

### Brown *tune: Bingo*

There is a colour we all know.  
Can you guess what it is?

B-r-o-w-n,

B-r-o-w-n,

B-r-o-w-n,

That's how you spell brown.

Teddy bears and squirrels are brown.

Autumn leaves are too.

Chocolate candy's always brown.

Chocolate cake is always brown.

Chocolate milk is always brown.

I like brown, don't you?



### Brown

B-r-o-w-n

Spells brown, spells brown

B-r-o-w-n

Spells the colour brown.

Like tree trunks and bears  
and little wooden chairs.

B-r-o-w-n

Spells the colour brown.

## Brown Objects

- food (below), some dogs, bears and horses, brown paper bags, teddy bears, wood, earth and dead grass, footballs, trees in winter.

## Eating Brown

- Chocolate, of course!
- Kiwi and coconuts are brown on the outside.
- Bake potatoes in their jackets. - Make chocolate pudding.
- Drink chocolate milk and eat pancakes with maple syrup.
- Make gingerbread men!
- Whole wheat bread, pie crusts and cookies.

## Brown Activities

- Wear something brown to school.
- Learn "The Gingerbread Man".
- Make something from wood.

## Brown Art

- Brown is a mix of all colours. See what happens when you mix red, yellow and blue.
- Decorate gingerbread men. - Put a face on a brown potato man.
- Make an brown collage. Cut out brown colours from magazines and glue on a large picture of something brown.



# Working With Colour

## Paint

When I put YELLOW  
Paint on RED,  
The colours change  
To ORANGE instead.  
And, mixing BLUE  
And RED, I get  
A pretty shade  
Of VIOLET.



## Language Arts

Learn to read the colour words.

Brainstorm items that come in each colour and make charts.

Learn more difficult vocabulary - scarlet, magenta, indigo, violet, etc.

Make booklets for the colour words, colour objects, or about mixing the colours.

Put the colour words in alphabetical order.

Find books to read that are about the different colours.

## Math

Graph the children's favourite colours, the colours they are wearing today, etc.

Sort objects into colour groups.

Add with colours - 3 yellow + 3 blue = 6 green etc.

Subtract with colours - 8 orange - 4 red = 4 yellow.

## Art Knowledge

Make ice cubes of different colours and melt them together.

Squirt about 1/2 cup of shaving cream into a ziplock baggie. Add a squirt of red paint and a squirt of blue paint, then zip it shut. The children love squeezing and mixing the colours with their fingers until purple magically appears! Cut a tiny triangle off one corner and squeeze the mixture onto white construction paper for fingerpainting.

"The colour activity my kids love most is when we are learning about mixing colours and my assistant and I paint a child's hand with the colour of their choice ( red, yellow, or blue) Make a hand print on a long sheet of paper. Put a plus sign. Then paint the other hand with a second colour and make another hand print. Put an equals sign. Then we add more of each colour and they rub their hands together to see what colour they get. Make 2 handprints of the new colour."

“Take a 12x18 white paper and divide into six sections. Children paint top floor red, fourth floor yellow, and second floor blue. I just squirt a little tempera paint onto a paper towel for each child to use. Then I squirt a little red and yellow on each paper towel and children mix to fill in fifth floor and realize that red and yellow will make orange. Then squirt yellow and blue and kids find this makes green for third floor, and red and blue mixed make purple for the first floor. Dry, then glue on rectangle windows and you have the rainbow skyscraper.”

The children can paint white paper with water and while it is still wet use different coloured markers and draw on the paper. The colours move around and blend with each other.

## ***Make Little Books***

### ***Kindergarten or beginning Grade One***

“Divide a 8 1/2 x 11 paper into 4 quarters. Each child can choose a favourite colour.

Page 1 will say

What is (colour)?

Page 2 will say

A ( ) can be (colour)

Page 3 will say

The ( ) is (colour).

Page 4 will say

And a ( ) can be (colour).

The students quickly learn the pattern of writing their colour word on the first page and then on the bottom line of all the other pages. Then they go to the colour charts (or other word charts) and write the name of an object that can be that colour on the top line and draw a small illustration for it. It's a great first writing experience.”

In small baggies, place a cube of red jello and then one of blue and have the kids squish the jello. It will turn purple. You can do this with any of the primary colours.

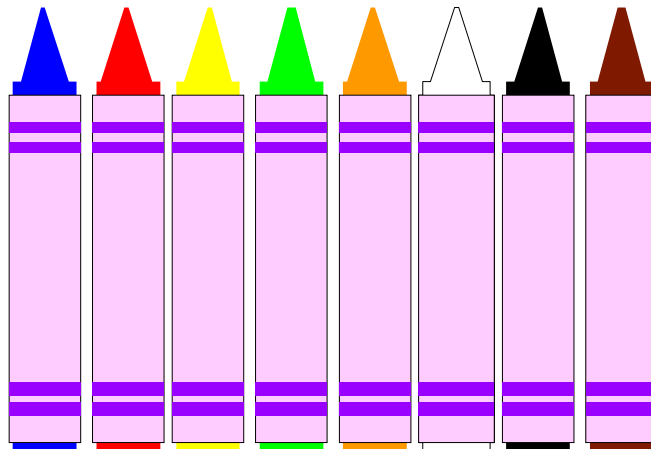
Divide your students into groups of 3. Give each group 3 dixie cups that have white icing in them (about 1/3 of the way full, maybe a little more). Then put a drop of red food colouring in one, yellow in another and blue in the third. Mix each as the icing turns red, yellow and blue. Use popsicle sticks for stirrers/knives. Each group needs 3, one for each colour.) Next add blue food colouring to the yellow cup. Predict what will happen. Then make orange and purple. To finish it off, ice graham crackers using their secondary colours of icing.

After learning the primary and secondary colours:

Mix some colours with white to get tints.

Mix some colours with black to get shades.

Add water to paint to make it more transparent. The students paint (full strength) and then slowly dilute the paint on a series of 4 pictures.



# Colour Poetry

## Willie McGurkle

Did you ever hear of Willie McGurkle?  
 Who walked around town with his nose painted purple?  
 He was the strangest man I'd ever seen.  
 One eye was orange and one eye was green.  
 Yellow hair hung down like straw on his head  
 Under a hat that was brown, trimmed with red.  
 His toes stuck out from the holes in his shoes,  
 And when it was cold they always turned blue.  
 One day in the rain 'neath an umbrella of black  
 Willie left town and he never came back.

Orange is a carrot,  
 Yellow is a pear,  
 Green is the grass,  
 And brown is a bear,  
 Purple is a plum,  
 Blue is the sky,  
 Black is a witch's hat,  
 And red is cherry pie.

## I Love Colours

What is red? Juicy Beets!  
 What is brown? Chocolate treats!  
 What is white? A shiny moon!  
 What is gray? A big baboon!

### Chorus:

I love colours, yes I do!  
 Red and orange and green and blue!  
 I love colours, dark or bright,  
 Yellow, purple, black, and white!

What is orange? Carrot sticks!  
 What is yellow? Baby chicks!  
 What is gold? Bright goldfish!  
 What is black? Licorice!

### Chorus

What is green? Grass so high!  
 What is blue? The open sky!  
 What is purple? Eggplant shells!  
 What is silver? Silver bells!

### Chorus

## My Colours

My carrots are orange,  
 My spinach is green,  
 The prettiest colours  
 I ever have seen.

The white on my plate  
 Comes from freshly cooked rice;  
 Tomatoes are reddish  
 And ever so nice.

I learn all my colours  
 As they slide down inside,  
 And eat every bit as  
 My mouth opens wide.

For I know very well  
 If I eat them for weeks,  
 The colours will mix  
 And put pink in my cheeks.

Wouldn't it be terrible? Wouldn't it be sad?  
 If just one single colour was the colour that we had?  
 If everything was purple? Or red? Or blue? Or green?  
 If yellow, pink, or orange was all that could be seen?  
 Can you just imagine how dull world would be  
 If just one single colour was all we got to see?

## Crayons

I had a box of crayons,  
 All shiny, straight, and new.  
 I lent a friend one crayon,  
 And - oops - it broke in two!  
 My friend said she was sorry,  
 But I said "I don't care,  
 'cause now we both can colour  
 With one crayon - we'll share!"



**Colour Me Happy**

If I were the colour blue,  
I'd sing sad songs for you.

If I were the colour yellow,  
I would be a happy fellow.

If I were the colour red  
I'd look like me when I bled.

If I were the colour green,  
I'd grow like a big string bean.

If I were the colour brown,  
I would be a chocolate town.

If I were the colour pink,  
I would be a lemony drink.

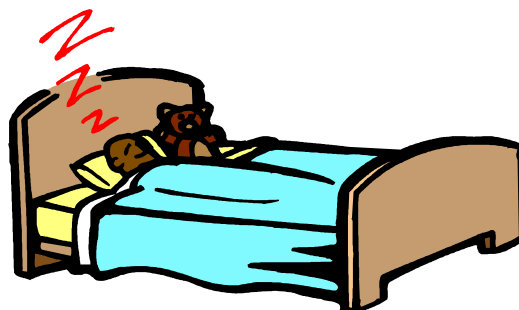
If I were the colour purple,  
Nothing would rhyme with me....

**Crayons**

Sticks of colours  
Orange, red,  
Yellow, green,  
And brown like bread.

Blue like water  
In the sea.  
Purple like bruises  
On my knee.

Black like night  
When I'm in bed,  
Dreaming in yellow,  
Orange, and red.

**Roy G. Biv**

Roy G. Biv is an odd name for a fellow.  
But what his name means is  
Red - Orange - Yellow  
The G is for Green which as you may know,  
Comes right in the middle of every rainbow.  
Next, Blue and Indigo, more pale than dark.  
Then V for Violet - to complete the arc!

**Arc of Colours**

I'm red, orange, yellow curving hues,  
With strips of ribbon green and blue.

I'm a blending band of indigo,  
My violet stripe is last to show.

Arc of colours, what am I?  
I'm a rainbow in the sky!



# Rainbows

Red, orange, green, and blue.  
Shiny yellow, purple too.  
All the colours that you know,  
Show up in the rainbow.

## Rainbow Song

*Tune: Hush, Little Baby*

Rainbow purple  
Rainbow blue  
Rainbow green  
And yellow too  
Rainbow orange  
Rainbow red  
Rainbow shining over head.

## *Making A Rainbow With Markers*

Put a large sheet of white paper on an easel and gather markers in the six colours mentioned in the poem. As you read the rhyme, drawn an arc of each colour. It's a rainbow!

Six little markers all standing in a line.  
They said, "Let's draw a picture and make it mighty fine."  
Red jumped for joy as he leaped across the sky.  
Orange jumped up too, but not quite so high.  
Next came yellow as bright as the sun.  
Green was excited as he started to run.  
Blue followed boldly, then looked all around.  
Purple came last, nearly touching the ground.  
"Isn't this lovely?" the markers exclaimed.  
"We've made a rainbow without any rain!"

*For each student:*

two clouds cut from bulletin board paper  
six 2-3 inch strips bulletin board paper

Paint your primary colours on three strips. Then mix the primary colours to make the secondary colours on three strips. Glue the strips on one cloud in this order red, orange, yellow, green, blue, purple. Staple or glue the two clouds together leaving an opening in the top. Stuff with paper then staple or glue together. Punch two holes in top and tie yarn. Hang them from the ceiling.



## *Learn About Rainbows*

Rainbows fit into a weather unit, too. Learn how rainbows are formed. Use a prism or crystal. Go outside on a sunny day and create rainbows in bubbles and/or spraying a hose into the air.

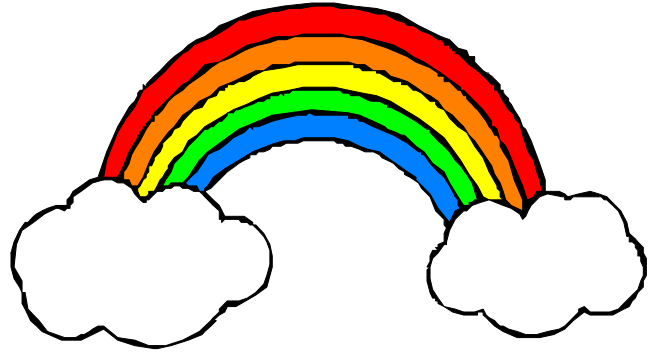
Discuss the pot of gold at the end of the rainbow legend, and why it can't be reached.

This unit can also be tied in with St. Patrick's Day and the leprechaun's pot of gold, or with April's showers.

## *Lots of Ways to Make a Rainbow!*

Tear tissue paper pieces in the rainbow colours, and layer them with glue . The overlapping of the colours makes one colour blend into the next.

Use food colouring to colour egg shells for each of the 6 colours. Glue them onto a rainbow shape mixing some of the pieces where two colours meet.



Shake rice in a baggie with a bit of alcohol and food colouring, one bag for each colour. Glue them onto the rainbow.

Fingerpaint a rainbow! Older children will love this, and learn about colour mixing as they go.

Soak coloured chalk for 5 minutes in water. Colour the rainbow stripes using the side of the chalk. Spray the finished rainbow with hair spray so it will not rub off.

Grate old crayons with a cheese grater. Put the shavings on waxed paper, the colours in the rainbow order and shape. Cover with another piece of waxed paper. Put a cloth over and iron. These look wonderful in a window!

Spatter paint a rainbow. Use thin paint and a toothbrush. Make a stencil for each stripe.

Use the 6 colours of yarn and glue them onto tag in the ROY B GIV order.

Use watercolours and paint a rainbow. Paint on wet paper.

Wet a paper, and then draw the rainbow with felt markers. The colours will blend nicely.

Make a rainbow collage. Cut out every primary and secondary colour you can find from magazines and glue the pieces on in the rainbow shape. This is a good collaborative project.

A simple rainbow - peel crayon pieces and draw each stripe with the side of the crayons.

Use handprints. Cut handprints from construction paper in every colour and glue them on in a rainbow shape. If each child in your class makes 2 of each colour, you will have a lovely rainbow!

Attach coloured crepe paper streamers to clouds for a bulletin board display.

You can make a large circle and then make circles within the circle getting smaller and smaller towards the centre. Colour each circle a colour of the rainbow. When finished, fold the whole thing in half and you have a very effective 2 sided rainbow to hang.

**Rainbow Song** - *Tune: Hush, Little Baby:*

Rainbow purple  
Rainbow blue  
Rainbow green  
And yellow too  
Rainbow orange  
Rainbow red  
Rainbow shining over head.

Come and count  
The colours with me  
How many colours  
Can you see?  
1-2-3 on down to green  
4-5-6 colours can be seen

Rainbow purple  
Rainbow blue  
Rainbow green  
And yellow too  
Rainbow orange  
Rainbow red  
Rainbow shining over head.

**I Love Colours**

CHORUS:

I love colours, yes I do!  
Red and orange and green and blue!  
I love colours, dark or bright,  
Yellow, purple, black, and white!

What is red? Juicy Beets!  
What is brown? Chocolate treats!  
What is white? A shiny moon!  
What is gray? A big baboon

CHORUS

What is orange? Carrot sticks!  
What is yellow? Baby chicks!  
What is gold? Bright goldfish!  
What is black? Licorice!

CHORUS

What is green? Grass so high!  
What is blue? The open sky!  
What is purple? Eggplant shells!  
What is silver? Silver bells!

CHORUS

**Colour Song**

Orange is a carrot,  
Yellow is a pear,  
Green is the grass,  
And brown is a bear,  
Purple is a plum,  
Blue is the sky,  
Black is a witch's hat,  
And red is cherry pie.

**Colour Me Happy**

If I were the colour blue,  
I'd sing sad songs for you.

If I were the colour yellow,  
I'd be a happy fellow.

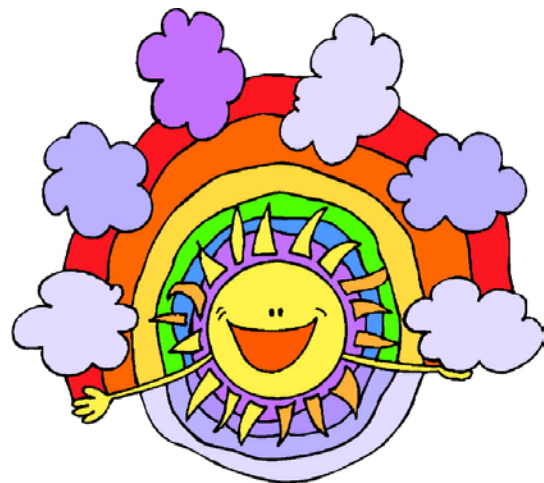
If I were the colour red  
I'd look like me when I bled.

If I were the colour green,  
I'd grow like a big string bean.

If I were the colour brown,  
I'd be a chocolate town.

If I were the colour pink,  
I'd be a lemony drink.

If I were the colour purple,  
Nothing would rhyme with me



# Dinosaurs

Dinosaur units are still the most popular! Children love to learn the scientific facts of these strange animals.

## Introduction:

Do a KWL chart. Ask for facts that the children already know about dinosaurs. Have a discussion about colour, size, herbivorous vs. carnivorous, quadripedal vs. bipedal, etc. Let the children have hands-on experience with dinosaur models if available. How long ago did dinosaurs live? Were people alive at that time? How do we know what dinosaurs were like? Where did they live? Let each child select a dinosaur book for check-out and research.

**Lesson 1: Long Ago** - Time is a difficult concept - especially when talking about millions of years! Use a chart to show the tiny amount of time of human history and the length of time the dinosaurs were on the earth.

**Lesson 2: Fossils** - Show fossils, discuss how they are formed. Research fossils. Learn about paleontologists.

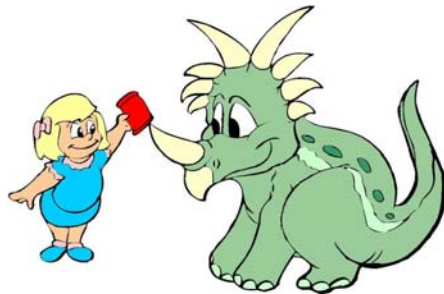
**Lesson 3: Types of Dinosaurs**

**Lesson 4: Meat and Plant Eaters**

**Lesson 5: The Dinosaur's Life Cycle**

**Lesson 6: Extinction**

**Lesson 7: Nature and Change**



## Research:

Before beginning research, students should choose one dinosaur to focus on. On the worksheet, have spaces for students to describe 'their' dinosaur, including any special characteristics, herbivorous vs. carnivorous, size, bipedal or quadripedal, area of the world where fossils have been located. Let children work in pairs to help one another gather information.

Take turns, as computers are available, to access

<http://www.ZoomDinosaurs.com>

Let each child read the short entry about his/her dinosaur and perform the 'Unscramble the Picture' activity at this site. Let the student print out the unscrambled picture quiz and the template (to be coloured) for his/her dinosaur. The students may present their dinosaurs to the class in oral presentations, using the facts collected from both the

books and the Web. Book pictures and computer print-outs retrieved can be part of each presentation. As a fun quiz at the end of each presentation, use the 'Word-Unscramble' from the ZoomDinosaurs.com .

Activity sheets from ZoomDinosaurs.com can be handed out as a learning reinforcement.

## **Additional Ideas:**

A how-to lesson in drawing dinosaurs will be fun as the unit winds down. Using **How To Draw Dinosaurs**, or a similar book, present step-by-step for drawing a dinosaur. Colour and add background to the dinosaurs.

Provide students with large paper bags. Have them create a paper bag puppet to represent their favourite dinosaur. Next, have students create skits with the puppet (e.g. a fight between a meat eater and a plant eater).

Tell students to use the names of dinosaurs to create new names for foods (e.g. fabrosaurus french fries, megalosaurus milkshakes, stegosaurus spaghetti). Then have them write a menu for lunch using these 'new foods'. Allow time for students to share menus. Plan a dinosaur lunch for the entire class.

Scientists have proposed several reasons for the dinosaurs' disappearance (the earth became too cold, there wasn't enough food, etc.). Have students research these reasons and then divide them into groups, each group supporting one of the reasons. Provide time for them to discuss and defend their positions.

Ask the students to pretend they want a dinosaur for a pet. Ask them to identify the dinosaur they would want and tell how they would capture and tame it.

Using a variety of sources, list some dinosaurs and their lengths on the chalkboard. To help students understand how long the different dinosaurs were, measure their exact lengths with a ball of yarn (in which you have previously tied knots every metre). Count the metres as the yarn is unrolled. Go out to the playground and measure out the larger creatures.

Have students become paleontologists (a scientist who specializes in finding and studying ancient fossil remains) by bringing clean chicken or turkey bones to school. Place each bone in wet, packed sand to make an imprint. Remove the bone and pour plaster of Paris into the imprint (or mold). Let it harden and then remove it from the sand. Have students label and display their fossils.

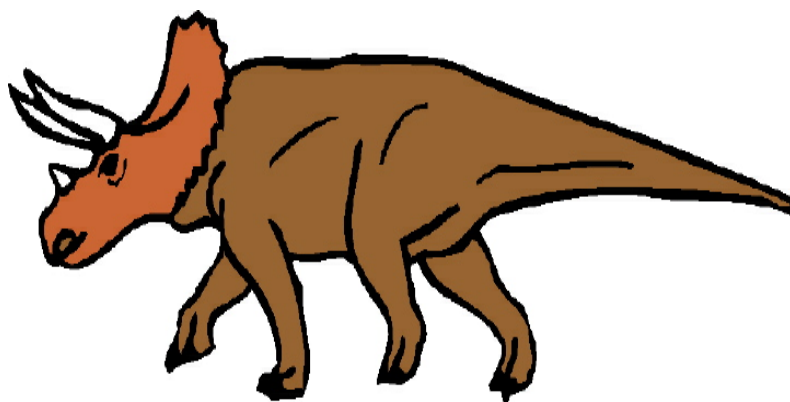
Have students pretend they want to move Tyrannosaurus Rex, the largest of the meat-eating dinosaurs, which weighed approximately eight tons and was over 20 feet high, from a zoo in New York City to a zoo in Paris, France. Provide time for a brainstorming session on how this could be done.

Give each student a large piece of butcher paper and have them draw their favourite dinosaur and colour or paint it. Place a second sheet of paper under the first sheet and staple them together loosely, leaving a small opening for stuffing. Stuff the dinosaur with crumpled newspaper and add legs, horns, tails, and so on. Label and display these stuffed dinosaurs.

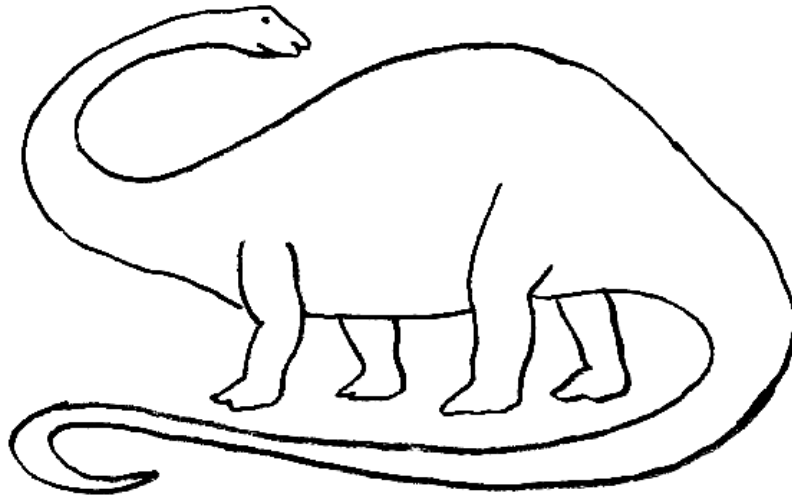
Have students take on the role of a particular dinosaur. If possible, mime the dinosaur, in addition to giving out one clue at a time: I weight \_\_\_\_\_. I am \_\_\_\_\_ tall. I eat \_\_\_\_\_. Allow four clues. If students haven't guessed the dinosaur after four guesses, have the dinosaur-student provide the answer.

Plan a field trip to a museum of natural history to see dinosaur skeletons. If this is not possible, then plan a virtual trip via the Internet.

Provide students with plastic dinosaur figures, clay, dinosaur model sets, and so on. As a class, create a display or diorama that depicts a prehistoric time when dinosaurs roamed the world. Use real greenery or plastic/silk. A mirror makes a great lake. Don't forget the volcano in the background!



# Dinosaurs



## A Dinosaur Unit

by  
**E. M. Warren**

Notes to the Teacher:

This Dinosaur Unit is intended for a Grade 2 or 3 class. It is complete with notes on six different dinosaurs and activities to go with each one. It includes comprehension work, vocabulary, antonyms, synonyms, and puzzles. The test at the end is based on what the students have learned throughout the unit.

Because students love to learn about dinosaurs, this unit is of high interest to them. Students could work on it individually, in small groups, or as a class. It is also appropriate for parents to use with their children at home.

E. M. Warren



Check this Web Site for more information on dinosaurs.

<http://www.enchantedlearning.com/subjects/dinosaurs/index.html>



# Dinosaurs

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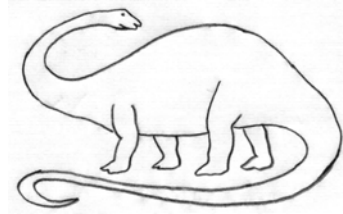
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# What Were Dinosaurs?



## Notes

Millions of years ago, before human beings were on the earth, there lived all kinds of animals called dinosaurs. These animals were cold-blooded reptiles. Every year, scientists called paleontologists, learn more and more about dinosaurs and what they were like.

There were many different kinds of dinosaurs. Some were huge, like the Brachiosaurus, and others, like the Saltopus, were tiny. Some were meat-eaters or carnivores, and some were herbivores; that is, they ate plants. Some dinosaurs walked on their two hind legs and others walked on all fours. Some moved very fast and others were slow-moving. Some had horns and others were like army tanks with plates covering their bodies. Some had smooth skin and others had thick, rough skin. As paleontologists find more bones and fossils, they discover more about the different kinds of dinosaurs.

Dinosaurs lived on the earth for over 160 million years but became extinct about 65 million years ago. Scientists have different ideas as to why dinosaurs died out, but so far, no one knows for sure why it happened. Perhaps there are many reasons, and maybe one day, the mystery will be solved!



# What Were Dinosaurs?

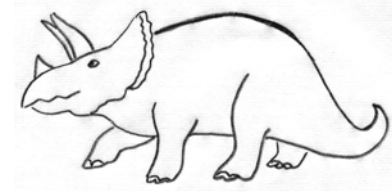
## Vocabulary

Use the words in the box to fill in the blanks in the sentences.

millions	herbivores	carnivores	paleontologists
extinct	reptiles	mystery	ideas

1. Dinosaurs lived \_\_\_\_\_ of years ago, long before people lived on the earth.
2. Scientists called \_\_\_\_\_ are learning more and more about dinosaurs all the time.
3. Cold-blooded animals are called \_\_\_\_\_.
4. The meat-eating dinosaurs are called \_\_\_\_\_.
5. Plant-eating dinosaurs are called \_\_\_\_\_.
6. Dinosaurs started dying off millions of years ago and finally became \_\_\_\_\_.
7. No one knows for sure why dinosaurs became extinct but scientists have different \_\_\_\_\_ about why it happened.
8. It is still a \_\_\_\_\_ why dinosaurs became extinct.

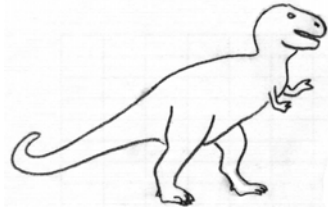
# What Were Dinosaurs?



## Antonyms

Find a word in the notes about dinosaurs that is the opposite of the underlined word in each sentence and print it in the blank.

1. Not all dinosaurs were the same; there were many \_\_\_\_\_ kinds.
2. Some dinosaurs were huge and others were \_\_\_\_\_.
3. Some dinosaurs walked on their back legs and others used both their front and \_\_\_\_\_ legs to move around.
4. The skin on some dinosaurs was smooth and others had \_\_\_\_\_ skin.
5. There were both fast and \_\_\_\_\_ moving dinosaurs.
6. Some dinosaurs were herbivores and others were \_\_\_\_\_.
7. It becomes less of a mystery about dinosaurs as paleontologists discover \_\_\_\_\_ about them.



# What Were Dinosaurs?

## Seek-a-Word

Find the words in the box and circle them. The words go across and down only. The letters that are left will make up the Mystery Word.

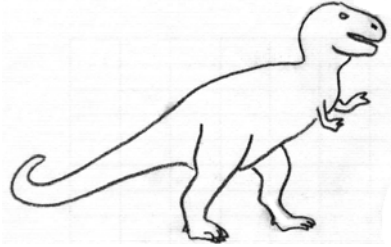
t	e	a	r	t	h	s	d
h	o	r	n	s	e	o	p
i	i	e	s	n	r	l	l
c	o	p	l	e	b	v	a
k	s	t	o	x	i	e	n
s	k	i	w	t	v	d	t
m	i	l	l	i	o	n	s
a	n	e	i	n	r	a	t
n	u	s	k	c	e	r	w
h	u	g	e	t	s	s	o

millions   plants   earth   reptiles   herbivores  
horns   extinct   thick   slow   skin  
solved   huge   like   man   two

**Mystery Word:** \_ \_ \_ \_ \_

# The Tyrannosaurus Rex

## Notes



Height: 4.6-6 m  
Length: 12.4 m  
Weight: 4500 kg

The Tyrannosaurus Rex wasn't the largest of the meat-eating dinosaurs but it was probably one of the scariest! The name "Tyrannosaurus Rex" means "King of the Tyrant Lizards."

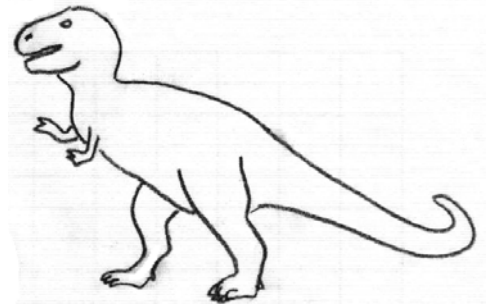
The Tyrannosaurus Rex walked on its powerful hind legs. Each foot had three toes pointing forward and one toe pointing backward. It is thought that this back toe, along with the strong tail, helped it to keep its balance.

The Tyrannosaurus Rex was a carnivore. Its jaws were up to 1.2 m long and were very strong. It had over 60 sharp teeth that were as long as 23 cm. It used its jaws and teeth to kill its prey. This killer dinosaur had two short arms each with two fingers at the end. These fingers were probably used as knives to carve or tear up its food.

Some paleontologists think the Tyrannosaurus Rex could run very fast for such a huge animal. Other animals were always on the lookout for it. If a Tyrannosaurus Rex were hungry, it would attack anything. And it was always hungry!

# The Tyrannosaurus Rex

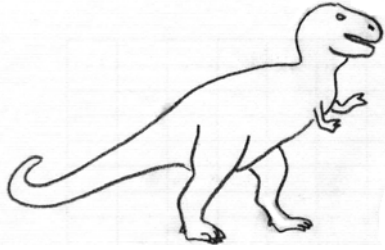
## Comprehension



Complete the sentences.

1. The word “carnivore” means \_\_\_\_\_.
2. The name “Tyrannosaurus Rex” means \_\_\_\_\_  
\_\_\_\_\_.
3. The two short arms had \_\_\_\_\_  
\_\_\_\_\_.
4. The Tyrannosaurus Rex used its strong tail to \_\_\_\_\_  
\_\_\_\_\_.
5. The Tyrannosaurus Rex probably used its strong jaws  
and teeth to \_\_\_\_\_.
6. The fingers on its short arms were used to \_\_\_\_\_  
\_\_\_\_\_.
7. Paleontologists think that even though the Tyrannosaurus  
Rex was big, it could \_\_\_\_\_  
\_\_\_\_\_.





# The Tyrannosaurus Rex

## Synonyms

Find a word from the notes that means the same as the underlined word in each sentence and print it in the blank.

1. The Tyrannosaurus Rex wasn't the biggest of the carnivores. \_\_\_\_\_
2. It walked on its strong hind legs. \_\_\_\_\_
3. This was likely one of the scariest of all the dinosaurs.  
\_\_\_\_\_
4. The fingers on its short arms were used to cut up food.  
\_\_\_\_\_
5. The Tyrannosaurus Rex could run fast for such an enormous dinosaur. \_\_\_\_\_

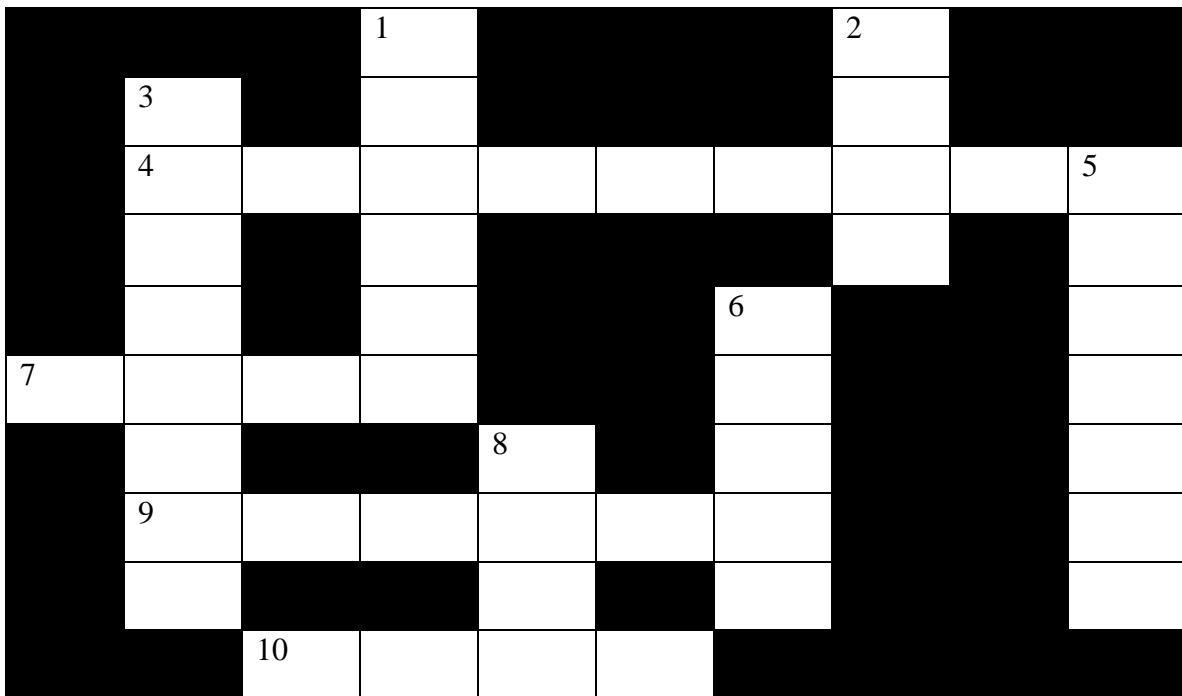
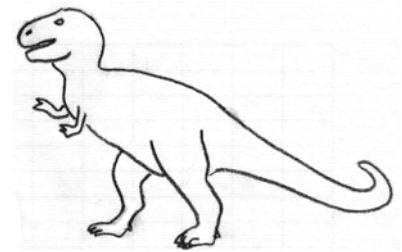
## Antonyms

Find a word in the notes that means the opposite of the each word below.

1. forward \_\_\_\_\_
2. front \_\_\_\_\_
3. never \_\_\_\_\_
4. weak \_\_\_\_\_
5. head \_\_\_\_\_
6. tiny \_\_\_\_\_

# The Tyrannosaurus Rex

## Crossword Puzzle



### Across

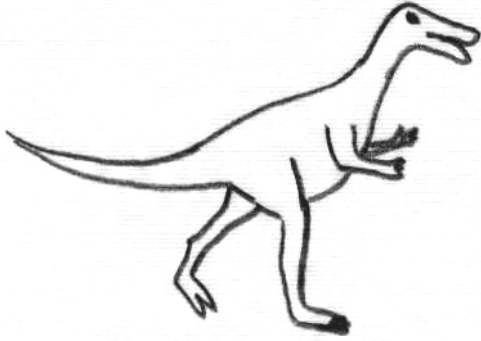
- 4. meat-eater
- 7. back
- 9. not weak
- 10. enormous

### Down

- 1. cut up
- 2. what we eat
- 3. most frightening
- 5. no longer living
- 6. big
- 8. not short

# The Saltopus

## Notes



Height: 20 cm

Length: 70 cm

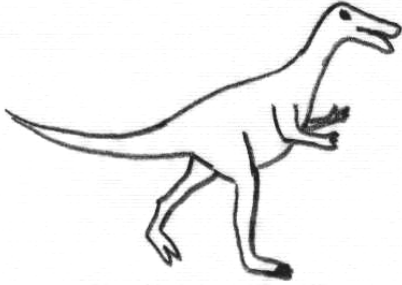
Weight: 1 kg

Compared to the huge Tyrannosaurus Rex, the Saltopus was a tiny dinosaur. It was about the size of a chicken. But it was much like the Tyrannosaurus in many other ways.

The Saltopus walked on its long, hind legs. The leg bones were hollow; this allowed it to run quite quickly. Like the Tyrannosaurus, it had short arms, but, instead of two fingers, it had five fingers on each hand. Its head was long and in its mouth were many small, sharp teeth.

The Saltopus was a carnivore. It ate small lizards and insects. Paleontologists think it might have been a scavenger, eating the carcasses or bodies of dead animals.

The name “Saltopus” means “leaping foot.” It is believed this dinosaur could jump quite easily over rough ground.



## The Saltopus

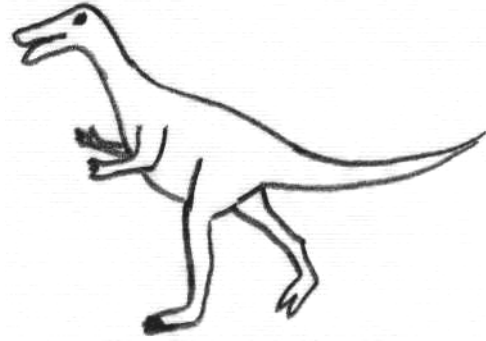
### Recall

Read each sentence below. If it is true according to the notes, print Yes in the blank. If it is not true, print No.

- \_\_\_ 1. The Saltopus was a huge dinosaur.
- \_\_\_ 2. The Saltopus was about 20 cm high.
- \_\_\_ 3. The Saltopus was like the Tyrannosaurus Rex in many ways.
- \_\_\_ 4. The Saltopus had two fingers on each hand.
- \_\_\_ 5. The Saltopus ate insects and plants.
- \_\_\_ 6. The Saltopus could run fast and jump over rough ground easily.
- \_\_\_ 7. The Saltopus may have been a scavenger.
- \_\_\_ 8. The Saltopus had short hind legs.
- \_\_\_ 9. The Saltopus weighed 70 kg.

# The Saltopus

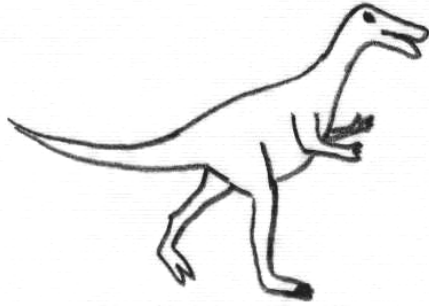
## Vocabulary



Use the words in the box to fill in the blanks in the sentences.

lizards	quickly	carnivore	chicken
mouth	hollow	scavenger	leap

1. The Saltopus was about the size of a \_\_\_\_\_.
2. The bones in the hind legs were \_\_\_\_\_.
3. The Saltopus was a \_\_\_\_\_ and ate small \_\_\_\_\_ and insects.
4. A \_\_\_\_\_ is a creature that eats the bodies of animals that were killed by others.
5. The Saltopus had many small, sharp teeth in its \_\_\_\_\_.
6. The Saltopus could easily \_\_\_\_\_ over rough ground.
7. The Saltopus could run \_\_\_\_\_.



## The Saltopus

### Seek-a-Word

Find the words in the box and circle them. They go across and down only.  
The letters that are left will make up the Mystery Words.

d	i	n	o	s	a	u	r	u	n
l	n	s	e	a	t	i	n	g	e
s	s	c	a	l	b	o	n	e	l
h	e	a	d	t	e	e	t	h	i
a	c	v	p	o	a	r	m	i	z
r	t	e	i	p	n	g	a	n	a
p	s	n	j	u	m	p	n	d	r
h	u	g	e	s	a	f	y	o	d
o	c	e	f	i	n	g	e	r	s
t	h	r	c	h	i	c	k	e	n

dinosaur saltopus chicken teeth scavenger  
fingers lizards jump hind head  
insects sharp eating many bone  
arm huge such run man

**Mystery Words:** \_ \_ \_ \_ \_

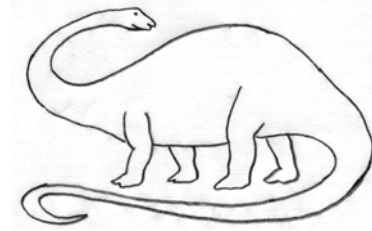
# The Apatosaurus

## Notes

Height: 4.6 m

Length: 21 m

Weight: 27000 kg

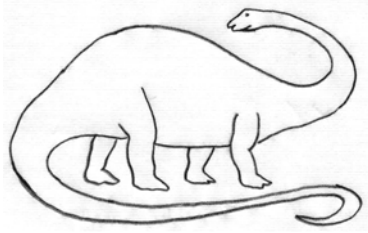


The Apatosaurus was a huge dinosaur with a long neck and tail, short legs, a small head, and the brain about the size of a baseball! It had thick, heavy legs, the front ones being smaller than the back ones. And it was a slow moving dinosaur. The nostrils were on the top of its head; paleontologists have not yet figured out why.

The Apatosaurus was a plant-eater, or herbivore. It probably stayed near swampy areas where there were lots of soft plants to eat. It may have also used the water for protection from the meat-eaters. With its long neck, it could go deep into the water and stay safe from its enemies. However, it would go to land to lay its eggs.

It is thought that the Apatosaurus travelled in herds. When they ran out of food in one area, they would move on to a new place where there was more food.

The Apatosaurus is also called the “Thunder Lizard.” It must have sounded like thunder when it walked! The old name for the Apatosaurus is the Brontosaurus.



## The Apatosaurus

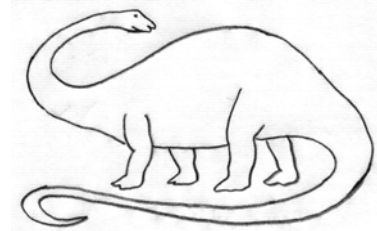
### Comprehension

Complete the sentences.

1. The Apatosaurus may not have been a very smart dinosaur because \_\_\_\_\_.
2. The Apatosaurus was a slow-moving dinosaur because \_\_\_\_\_.
3. The Apatosaurus likely stayed close to swampy areas because \_\_\_\_\_.
4. The Apatosaurus was known as the “Thunder Lizard” because \_\_\_\_\_.
5. The Apatosaurus travelled to new areas because \_\_\_\_\_.
6. What is one possible reason why the Apatosaurus had its nostrils on the top of its head?  
\_\_\_\_\_  
\_\_\_\_\_



# The Apatosaurus

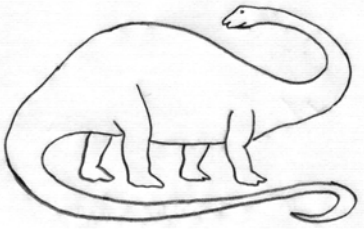


## Vocabulary

Use the words in the box to fill in the blanks in the sentences.

heavy	baseball	herbivore	herds
enemies	thunder	nostrils	Brontosaurus

1. The Apatosaurus brain was about as big as a \_\_\_\_\_.
2. It had a small head with its \_\_\_\_\_ at the top.
3. The Apatosaurus could move into deep water to protect itself from its \_\_\_\_\_.
4. This dinosaur probably travelled in \_\_\_\_\_ when it was in search of an area with more food.
5. The Apatosaurus sounded like \_\_\_\_\_ when it walked.
6. Its legs were thick and \_\_\_\_\_.
7. The Apatosaurus was an \_\_\_\_\_ and ate soft plants.
8. The Apatosaurus was once called the \_\_\_\_\_.



# The Apatosaurus

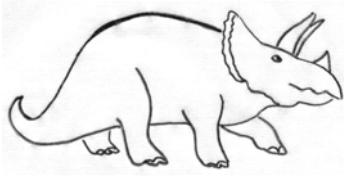
## Antonyms

From the article about the Apatosaurus, find a word that is the opposite of the underlined word in each sentence and print it in the blank.

1. The Saltopus was a tiny dinosaur compared to the \_\_\_\_\_ Apatosaurus.
2. Sometimes it was dangerous for the Apatosaurus to stay on land so it would move into the swamps to be \_\_\_\_\_.
3. The legs of the Saltopus were light, but the Apatosaurus had \_\_\_\_\_ legs.
4. The Apatosaurus were plant-eaters and had to watch out for the \_\_\_\_\_.
5. The back legs of the Apatosaurus were bigger than the \_\_\_\_\_ legs.
6. The Apatosaurus had a long neck and tail, but its legs were quite \_\_\_\_\_.
7. The Tyrannosaurus Rex could run quite fast but the Apatosaurus moved \_\_\_\_\_ because of its huge size.

# The Triceratops

## Notes



Length: 9 m

Height: 3 m

Weight: 5-10 000 kg

The Triceratops was a fairly slow-moving land animal. It looked somewhat like the rhinoceros we see today. It had a heavy body with a short, pointed tail. It walked on its four thick, heavy legs. Its head measured about 3 metres long.

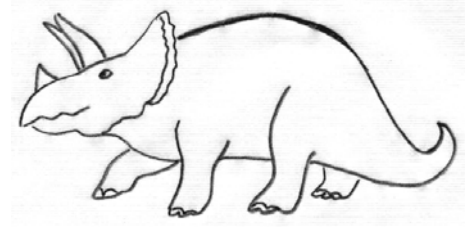
The Triceratops had three horns, one above each eye and a smaller one on its nose. Its mouth was shaped like the beak of a parrot and had many teeth. It also had teeth in its cheeks. The jaws of the Triceratops were about 3 metres long and were very powerful. At the back of the skull, the Triceratops had a plate of bones called a frill. This probably served as protection against its enemies.

The Triceratops was a plant-eater or herbivore. It could tear off tough plants with the teeth in the beak and then chew them with the cheek teeth.

Paleontologists are quite certain that the Triceratops lived in herds. Bone beds have been discovered where the bones of many Triceratops have been found. They also think that the adult Triceratops took care of the eggs before they hatched. They also think this dinosaur charged its enemies when they threatened to attack, just like the rhinoceros.

# The Triceratops

## Comprehension



Answer the questions below.

1. What did the mouth of the Triceratops look like?

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2. What was the frill of the Triceratops made of?

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3. What did paleontologists find that made them think that the Triceratops lived in herds?

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4. Where were the horns on the Triceratops?

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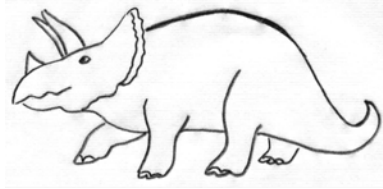
5. What was the frill probably used for?

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# The Triceratops

## Vocabulary

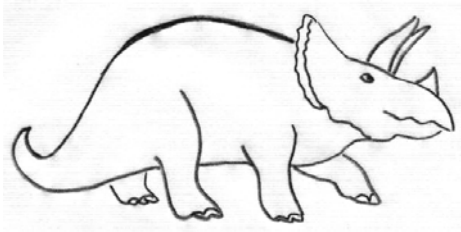


Use the words from the box in the blanks in

protect	rhinoceros	discovered	charged
parrot	cheeks	heavy	frill

the sentences.

1. The Triceratops looked like a \_\_\_\_\_.
2. It had a plate of bones at the back of its head called a \_\_\_\_\_.
3. The Triceratops had a beak like a \_\_\_\_\_ with many teeth along the edges.
4. The Triceratops probably \_\_\_\_\_ at its enemies if they threatened to attack.
5. The legs of the Triceratops were thick and \_\_\_\_\_.
6. The frill probably helped to \_\_\_\_\_ the Triceratops from its enemies.
7. The Triceratops had teeth in its \_\_\_\_\_ that it used to chew its food.
8. Paleontologists \_\_\_\_\_ bone beds which make them think this dinosaur lived in herds.



# The Triceratops

## Seek-a-Word

Circle the words in the box. They go across and down. The letters that are left make up the Mystery Word.

<b>h</b>	<b>l</b>	<b>a</b>	<b>n</b>	<b>d</b>	<b>h</b>	<b>e</b>	<b>a</b>	<b>d</b>	<b>a</b>
<b>e</b>	<b>n</b>	<b>e</b>	<b>m</b>	<b>i</b>	<b>e</b>	<b>s</b>	<b>e</b>	<b>a</b>	<b>t</b>
<b>r</b>	<b>r</b>	<b>t</b>	<b>h</b>	<b>s</b>	<b>r</b>	<b>o</b>	<b>f</b>	<b>f</b>	<b>t</b>
<b>b</b>	<b>i</b>	<b>h</b>	<b>n</b>	<b>c</b>	<b>d</b>	<b>o</b>	<b>o</b>	<b>f</b>	<b>a</b>
<b>i</b>	<b>d</b>	<b>i</b>	<b>n</b>	<b>o</b>	<b>s</b>	<b>a</b>	<b>u</b>	<b>r</b>	<b>c</b>
<b>v</b>	<b>j</b>	<b>c</b>	<b>c</b>	<b>v</b>	<b>e</b>	<b>r</b>	<b>n</b>	<b>i</b>	<b>k</b>
<b>o</b>	<b>a</b>	<b>k</b>	<b>b</b>	<b>e</b>	<b>d</b>	<b>h</b>	<b>d</b>	<b>l</b>	<b>c</b>
<b>r</b>	<b>w</b>	<b>p</b>	<b>a</b>	<b>r</b>	<b>r</b>	<b>o</b>	<b>t</b>	<b>l</b>	<b>a</b>
<b>e</b>	<b>c</b>	<b>h</b>	<b>e</b>	<b>e</b>	<b>k</b>	<b>r</b>	<b>o</b>	<b>s</b>	<b>r</b>
<b>b</b>	<b>e</b>	<b>a</b>	<b>k</b>	<b>d</b>	<b>s</b>	<b>n</b>	<b>o</b>	<b>s</b>	<b>e</b>

discovered    dinosaur    frills    cheek    parrot  
 herds    off    horn    thick    found  
 herbivore    beak    nose    attack    care  
 land    head    bed    eat    jaw  
 enemies

**Mystery Word:** \_\_\_\_\_

# The Stegosaurus

## Notes

Height: 2.75 m  
Length: 8-9 m  
Weight: 2000 kg



The Stegosaurus was a slow-moving herbivore. It walked on all four legs. Its front legs were half as long as the back legs. This kept the head quite close to the ground. The Stegosaurus had two rows of plates beginning at the neck and moving down the back to the tail. Scientists think these plates may have been used to control the temperature of the body because the Stegosaurus could raise or flatten them. The tail also had long spikes at the end. One kind of Stegosaurus had four spikes and another kind had eight. These plates and spikes probably helped to protect it from its enemies.

The head of the Stegosaurus was long and narrow, and small compared to the rest of its body. Like the Triceratops, it had a beak without teeth. It chewed its food using the cheek teeth. Paleontologists think that the Stegosaurus could only eat plants as high as one metre because it couldn't stand on its hind legs to eat taller plants. They also think the Stegosaurus was one of the least intelligent of the dinosaurs because its brain was the size of a golf ball!

Scientists are not sure, but they think the Stegosaurus might have lived in herds.



## The Stegosaurus

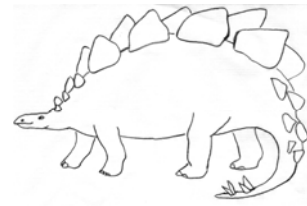
### Recall

Read the sentence. If it is true according to the information in the notes, print Yes in the blank. If it is not true, print No.

- \_\_\_\_\_ 1. The front legs of the Stegosaurus were shorter than the hind legs.
- \_\_\_\_\_ 2. The Stegosaurus could climb up trees to eat the higher leaves.
- \_\_\_\_\_ 3. The Stegosaurus was one of the smarter dinosaurs.
- \_\_\_\_\_ 4. The beak of the Stegosaurus was toothless.
- \_\_\_\_\_ 5. The spikes on the tail of the Stegosaurus were probably used for protection.
- \_\_\_\_\_ 6. The Stegosaurus may have lived in herds.
- \_\_\_\_\_ 7. The Stegosaurus was a carnivore.
- \_\_\_\_\_ 8. The Stegosaurus used its cheek teeth to chew up its food.
- \_\_\_\_\_ 9. The Stegosaurus was a slow moving dinosaur.



# The Stegosaurus



## Vocabulary

Use the word in the box to fill in the blanks in the sentences.

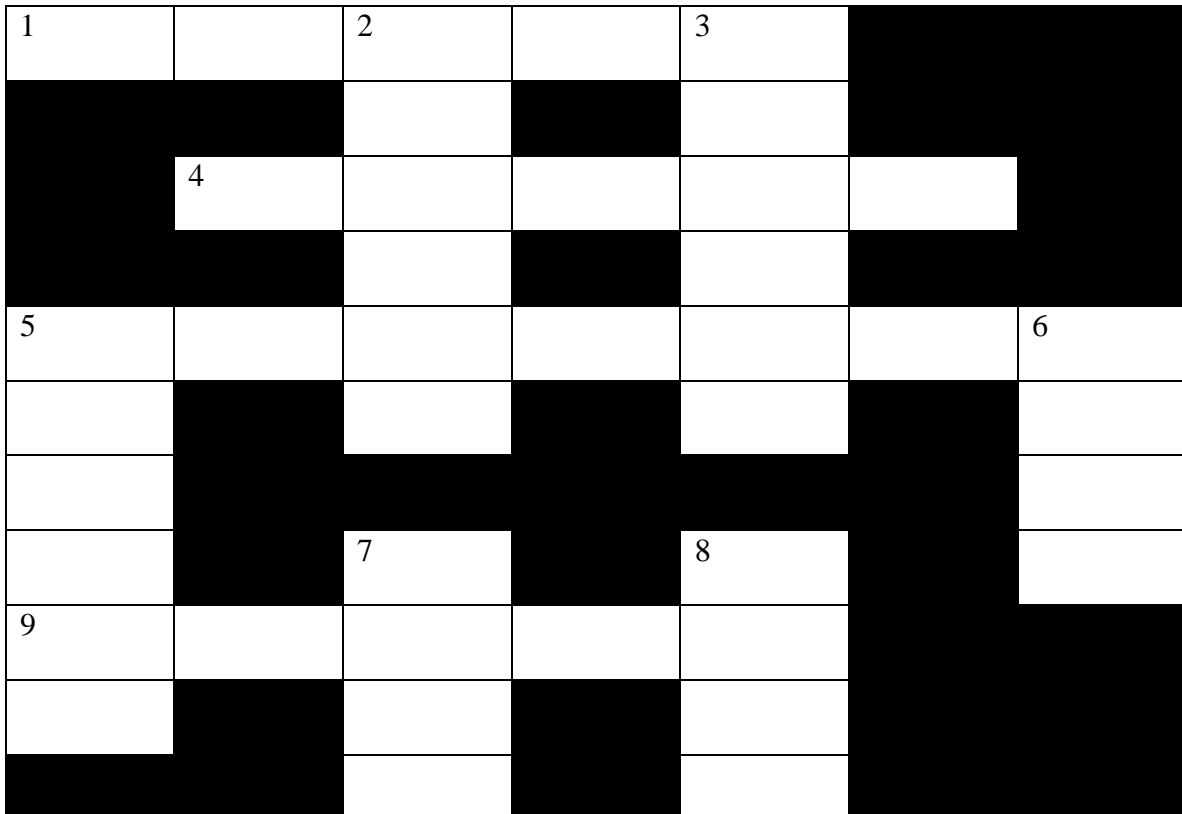
cheek	temperature	spikes	herbivore
enemies	plates	half	intelligent

1. The Stegosaurus had a small brain, so paleontologists think it was not very \_\_\_\_\_.
2. It had two rows of \_\_\_\_\_ running down its back.
3. The Stegosaurus had long \_\_\_\_\_ on its tail.
4. The Stegosaurus used its \_\_\_\_\_ teeth to chew plants.
5. The Stegosaurus ate plants so it was an \_\_\_\_\_.
6. The spikes on the tail were used as protection against its \_\_\_\_\_.
7. The front legs were \_\_\_\_\_ the length of the hind legs.
8. This dinosaur could raise or flatten the plates on its back to control the body \_\_\_\_\_.



# The Stegosaurus

## Crossword Puzzle



### Across

1. types
4. what we think with
5. to keep safe
9. Stegosaurus had these in its cheeks

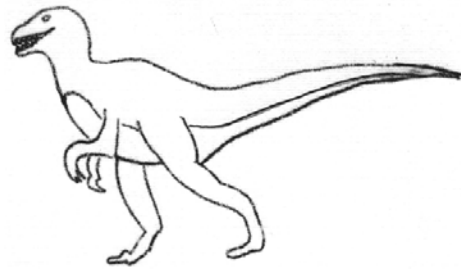
### Down

2. not wide
3. like long nails
5. Stegosaurus ate these
6. Stegosaurus swung this
7. group of animals together
8. we use teeth to \_\_\_\_\_

# The Velociraptor

## Notes

Length: 2 m  
Height: 1 m

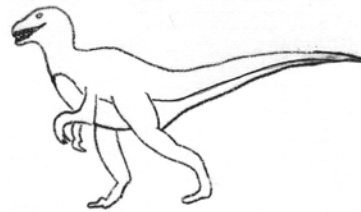


Unlike the huge Tyrannosaurus Rex, the Velociraptor was a small dinosaur but it was vicious! The name “Velociraptor” means “Speedy Thief.” This raptor ran on its hind legs and could run very fast. In fact, it was probably one of the fastest dinosaurs. It had long, thin hind legs with four toes on each foot. Its arms were short and had three sharp claws on each hand. Its tail was used to help it balance itself and to turn quickly and easily.

The Velociraptor was a carnivore. It had a large brain which made it one of the more intelligent dinosaurs. That, along with its speed and agility, probably made it one of the most vicious dinosaurs. Evidence has shown that it would try to kill any dinosaur, regardless of its size.

Paleontologists think the Velociraptor may have hunted in packs.

# The Velociraptor



## Vocabulary

Use the words in the box to fill in the blanks in the sentences.

carnivore	vicious	claws	packs
intelligent	balance	evidence	height

1. The Velociraptor had three \_\_\_\_\_ on each hand.
2. The Velociraptor was a \_\_\_\_\_ and killed other dinosaurs for food.
3. Scientists think the Velociraptor was \_\_\_\_\_ because it had a large brain.
4. The Velociraptor may have hunted in \_\_\_\_\_.
5. The Velociraptor was a \_\_\_\_\_ hunter and would attack just about anything.
6. The tail helped this dinosaur to \_\_\_\_\_ itself.
7. The Velociraptor was about one metre in \_\_\_\_\_.
8. Scientists have found \_\_\_\_\_ that the Velociraptor would attack dinosaurs much larger than itself.

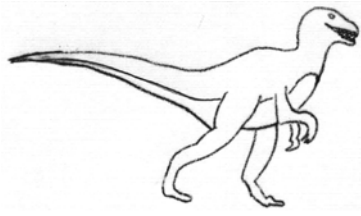
# The Velociraptor

## Antonyms



Think of a word that is the opposite of the underlined word in each sentence and fill in the blank.

1. The Velociraptor was an intelligent dinosaur because its brain was \_\_\_\_\_, not small like the Apatosaurus.
2. It wasn't hard for the Velociraptor to balance itself; its tail made it \_\_\_\_\_.
3. The hind legs of the Velociraptor were long compared to its \_\_\_\_\_ arms.
4. The Velociraptor was a \_\_\_\_\_ dinosaur, unlike the gentle plant eaters.
5. Many dinosaurs hunted alone but the Velociraptor hunted \_\_\_\_\_ in packs.
6. The Velociraptor was a tiny carnivore compared to the \_\_\_\_\_ Tyrannosaurus Rex.
7. The hind legs of the Velociraptor were thin compared to the \_\_\_\_\_ legs of the Triceratops.



## The Velociraptor

### Seek-a-Word

Circle the words in the box below. They go across and down. The letters that are left make up the Mystery Words.

r	a	p	t	o	r	u	n	e
s	s	p	a	g	i	l	e	v
h	e	h	i	n	d	v	e	i
a	t	e	l	f	d	i	h	d
r	b	a	l	a	n	c	e	e
p	k	s	l	s	y	i	i	n
a	i	i	a	t	t	o	g	c
r	l	l	r	e	h	u	h	e
m	l	y	g	s	i	s	t	e
s	i	z	e	t	o	e	s	f

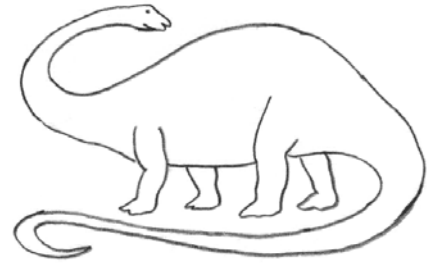
balance    vicious    fastest    easily    raptor  
toes        tail           height    sharp    evidence  
size        arms          kill       hind       run  
              agile          large     ate

**Mystery Words:** \_ \_ \_ \_ \_

# What Happened to the Dinosaurs?



Notes



Theories are ideas that try to explain why something happened. Scientists have many theories about why dinosaurs became extinct.

One theory is that a huge asteroid measuring 6-15 km across crashed into the Earth causing many changes to the Earth's atmosphere. Clouds of dust spread throughout the atmosphere blocking out the sunlight for months. This caused the Earth's temperature to drop. Plants and small animals were unable to adapt to these changes and began to die out. The herbivores began having a hard time finding enough plants to eat. They began to starve and gradually died out. As a result, the carnivores were unable to find enough food and began to eat each other. Eventually, the dinosaur population became extinct.

Another theory is that more and more volcanoes on the Earth began erupting. The ash and gases from these volcanoes caused the climate on the Earth to cool. Again, because plants and small animals couldn't adapt, herbivores and then carnivores starved to death.



Some scientists think that the Earth's orbit began to change causing the temperature to cool. Because plants were not able to grow, the dinosaurs could not find enough food and became extinct.

Another theory is that disease spread throughout the dinosaur population resulting in the extinction of dinosaurs.

Some scientists think that the mammals ate all the dinosaur eggs and there were no young ones to take the place of the old dinosaurs.

Still another theory is that the herbivores used up the plant supply. As their numbers decreased, so did the carnivores, for their food supply was gone as well.

Whatever the cause, we know the result...dinosaurs do not exist today. Unlike the dinosaur, the mystery lives on!



# What Happened to the Dinosaurs?



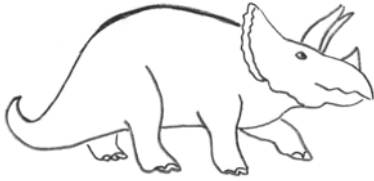
## Vocabulary

Use the words in the box to fill in the blanks in the sentences.

climate	atmosphere	theories	extinct
asteroid	volcanoes	adapt	disease

1. \_\_\_\_\_ are ideas that explain why something may have happened.
2. Some scientists think that an \_\_\_\_\_ crashed into the Earth spreading dust into the atmosphere.
3. The dust spread throughout the \_\_\_\_\_ and blocked out the sunlight.
4. Some scientists think that more \_\_\_\_\_ began erupting spreading ash and gases into the atmosphere.
5. The \_\_\_\_\_ on the Earth began to get colder.
6. Dinosaurs were unable to \_\_\_\_\_ to all the changes.
7. Some scientists think that dinosaurs got sick with \_\_\_\_\_ and they died.
8. Whatever happened, dinosaurs are now \_\_\_\_\_.

## What Happened to the Dinosaurs?



### Sequence

One theory that scientists have for the extinction of the dinosaurs is the asteroid theory. Number the sentences below according to the way the events would have happened.

\_\_\_ The carnivores starved because their food supply was gone.

\_\_\_ The temperature on the Earth dropped.

\_\_\_ A huge asteroid hit the Earth.

\_\_\_ The dinosaurs became extinct.

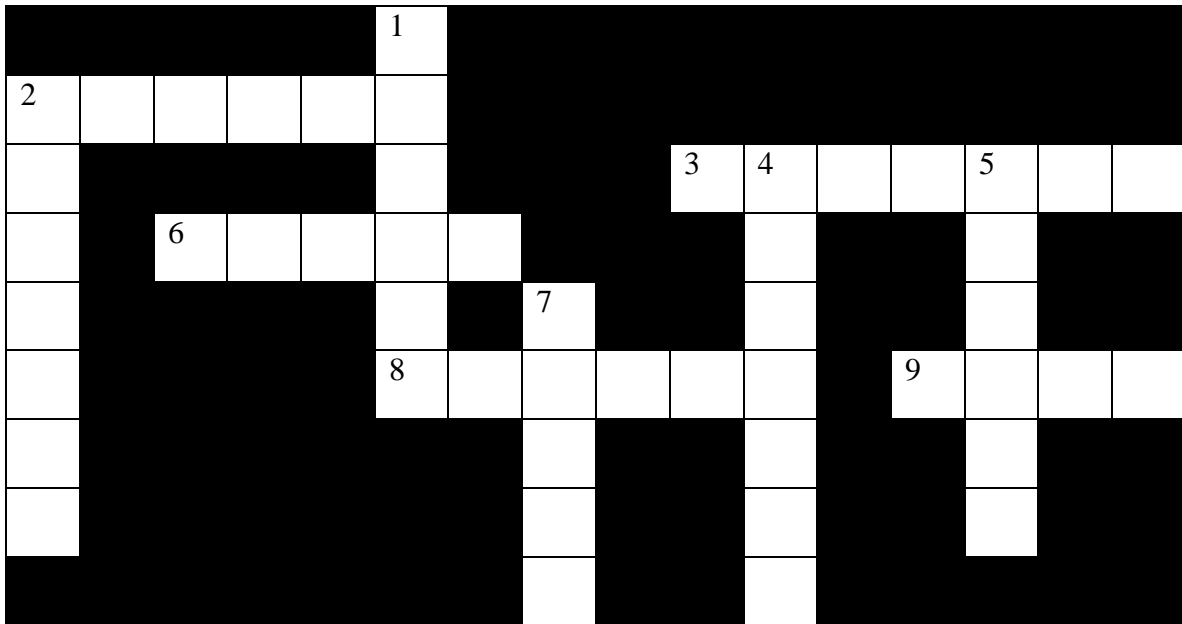
\_\_\_ Dust filled the atmosphere and blocked the sun for months.

\_\_\_ The herbivores starved because there were not enough plants for them to eat.

\_\_\_ Plants and small animals could not adapt to the changes in the temperature and began to die out.

# What Happened to the Dinosaurs?

## Crossword Puzzle

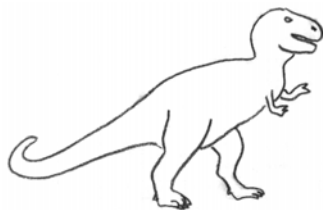


### Across

- 2. warm blooded animals
- 3. adjust to
- 6. not old
- 8. die of hunger
- 9. not warm

### Down

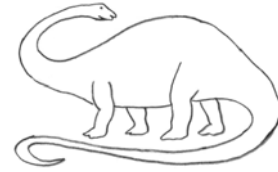
- 1. food for herbivores
- 2. something not known
- 4. sickness
- 5. an idea
- 7. our planet





Name \_\_\_\_\_

## Dinosaurs Unit Test



### A. Vocabulary

Use the words in the box to fill in the blanks in the sentences.

asteroid	extinct	paleontologists	scavengers
theories	disease	herbivores	carnivores

1. Scientists called \_\_\_\_\_ study bones and fossils to learn more about dinosaurs.
2. Meat-eating dinosaurs are called \_\_\_\_\_.
3. Dinosaurs became \_\_\_\_\_ many years ago.
4. Animals that eat the bodies of dead animals they find are called \_\_\_\_\_.
5. Plant-eating dinosaurs are called \_\_\_\_\_.
6. Scientists have many \_\_\_\_\_ about why dinosaurs became extinct.
7. Some scientists think a huge \_\_\_\_\_ crashed into the earth.
8. There is a theory that \_\_\_\_\_ spread among the dinosaurs causing them to become sick and die.

## B. Comprehension

Read each sentence. Decide which dinosaur it is talking about and put the number of that dinosaur in the blank.

- |                      |                 |
|----------------------|-----------------|
| 1. Tyrannosaurus Rex | 4. Triceratops  |
| 2. Saltopus          | 5. Stegosaurus  |
| 3. Apatosaurus       | 6. Velociraptor |

- \_\_\_ This dinosaur was the size of a chicken.
- \_\_\_ This dinosaur was the “King of the Tyrant Lizards.”
- \_\_\_ This dinosaur’s name means “Speedy Thief.”
- \_\_\_ This dinosaur was a huge herbivore.
- \_\_\_ This dinosaur’s brain was the size of a golf ball.
- \_\_\_ This dinosaur had three toes pointing forward and one pointing back.
- \_\_\_ This dinosaur had a frill at the back of its head.
- \_\_\_ This dinosaur ate small lizards and insects.
- \_\_\_ This dinosaur had plates on its back.
- \_\_\_ This dinosaur was the “Thunder Lizard.”
- \_\_\_ This dinosaur was a small, vicious carnivore.
- \_\_\_ This dinosaur was a bit like the rhinoceros.

### C. Word Meaning

Print each word from the box in the blank beside its meaning.

discovered	enormous	herd	reptile	agile
intelligent	evidence	mystery	nostrils	powerful

1. a cold-blooded animal \_\_\_\_\_
2. very large, huge \_\_\_\_\_
3. able to move easily \_\_\_\_\_
4. very smart \_\_\_\_\_
5. something unknown \_\_\_\_\_
6. a group of animals living together \_\_\_\_\_
7. nose holes \_\_\_\_\_
8. very strong \_\_\_\_\_
9. found out \_\_\_\_\_
10. proof about something \_\_\_\_\_

## D. Antonyms

Read each sentence. Find a word in the box that is the opposite of the underlined word and print it in the blank.

hind    heavy    sharp    huge    slowest
---

1. There were all kinds of dinosaurs; some were tiny and some were \_\_\_\_\_.
2. The herbivores had teeth that were flat and dull, but the carnivores had \_\_\_\_\_ teeth.
3. Some dinosaurs had legs that were light while others had legs that were thick and \_\_\_\_\_.
4. The front legs of some dinosaurs were half the length of their \_\_\_\_\_ legs.
5. The Velociraptor was one of the fastest dinosaurs and the Apatosaurus was likely one of the \_\_\_\_\_.

D. What do you think?

What is your favourite dinosaur? \_\_\_\_\_

Why do you like this dinosaur? \_\_\_\_\_

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# Dinosaurs

## Answer Key

Page 2: Vocabulary:

1. millions	5. herbivores
2. paleontologists	6. extinct
3. reptiles	7. ideas
4. carnivores	8. mystery

Page 3: Antonyms:

1. different	5. slow
2. tiny	6. carnivores
3. hind	7. more
4. rough	

Page 4: Seek-a-Word: Mystery Word:      DINOSAUR

Page 6: Comprehension:

1. meat-eater
2. King of the Tyrant Lizards
3. two fingers at the end
4. balance itself
5. kill its prey
6. carve up its food
7. run fast

Page 7: Synonyms:

1. largest	4. carve
2. powerful	5. huge
3. probably	

Antonyms:

1. backward	4. strong
2. hind	5. tail
3. always	6. huge

Page 8: Crossword Puzzle:

Across	Down
4. carnivore	1. carved
7. hind	2. food
9. strong	3. scariest
10. huge	5. extinct
	6. large
	8. long

Page 10: Recall:

1. No	6. Yes
2. Yes	7. Yes
3. Yes	8. No
4. No	9. No
5. No	

Page 11: Vocabulary:

1. chicken	5. mouth
2. hollow	6. leap
3. carnivore, lizards	7. quickly
4. scavenger	

Page 12: Seek-a-Word: Mystery Words: LEAPING FOOT

Page 14: Comprehension:

1. it had a very small brain
2. it was so big
3. the swamps provided it with food and protection
4. it sounded like thunder when it walked
5. it needed to find more food
6. answers will vary

Page 15: Vocabulary:

1. baseball	5. thunder
2. nostrils	6. heavy
3. enemies	7. herbivore
4. herds	8. Brontosaurus

Page 16: Antonyms:

1. huge	5. front
2. safe	6. short
3. heavy	7. slow
4. meat-eaters	

Page 18: Comprehension:

1. the beak of a parrot
2. bone
3. bone beds
4. one above each eye and one on its nose

Page 19: Vocabulary:            1. rhinoceros            5. heavy  
   2. frill                    6. protect  
   3. parrot                 7. cheeks  
   4. charged               8. discovered

Page 20: Seek-a-Word:    Mystery Word:    RHINOCEROS

Page 22: Recall:            1. Yes            6. Yes  
   2. No            7. No  
   3. No            8. Yes  
   4. Yes           9. Yes  
   5. Yes

Page 23: Vocabulary:            1. intelligent            5. herbivore  
   2. plates                 6. enemies  
   3. spikes                 7. half  
   4. cheek                 8. temperature

Page 24: Crossword Puzzle:            Across                            Down  
   1. kinds                            2. narrow  
   4. brain                            3. spikes  
   5. protect                        5. plants  
   9. teeth                            6. tail  
      7. herd  
      8. chew

Page 26: Vocabulary:            1. claws                 5. vicious  
   2. carnivore               6. balance  
   3. intelligent            7. height  
   4. packs                 8. evidence

Page 27: Antonyms:            1. large                 5. together  
   2. easy                    6. huge  
   3. short                 7. thick  
   4. vicious

Page 28: Seek-a-Word: Mystery Words:    SPEEDY THIEF

Page 31: Vocabulary:            1. Theories            5. climate  
   2. asteroid            6. adapt  
   3. atmosphere        7. disease  
   4. volcanoes          8. extinct

Page 32: Sequence:        6, 3, 1, 7, 2, 5, 4

Page 33: Crossword Puzzle:            Across            Down  
   2. mammal            1. plants  
   3. adapt              2. mystery  
   6. young              4. disease  
   8. starve              5. theory  
   9. cool                7. earth

Page 34: Seek-a-Word:    Mystery Word:    EXTINCTION

Test:

Page 35:    Vocabulary:            1. paleontologists        5. herbivores  
   2. carnivores            6. theories  
   3. extinct                7. asteroid  
   4. scavengers            8. disease

Page 36:    Comprehension: 2, 1, 6, 3, 5, 1, 4, 2, 5, 3, 6, 4

Page 37: Word Meaning:            1. reptile            6. herd  
   2. enormous        7. nostrils  
   3. agile                8. powerful  
   4. intelligent        9. discovered  
   5. mystery            10. evidence

Page 38: Antonyms:            1. huge            4. hind  
   2. sharp            5. slowest  
   3. heavy

What do you think?    Answers will vary.



# Dragons

## A Creative Mini-Theme

This mini-theme is wonderful because of all the literature experiences and creative thought that it encourages. It can be taught in January with the Chinese New Year celebrations, and can tie in with the special Chinese year.

There are dragons in the mythology of many countries, and while they share many characteristics these dragons are quite different one from another.

*“The dragon was not very colourful as dragons go. He was just red and blue and green and yellow and pink and orange and purple and.....”\**

## Some Different Dragons

### Western Dragon

Thick, long bodied, scaly skin, four strong legs, two bat-like wings. They usually are portrayed breathing fire. They sometimes have a spiked tail. They can be any colour. Western dragons are usually portrayed as evil, mean and bloodthirsty. It is said that the knights destroyed most of these dragons.



### Eastern Dragon

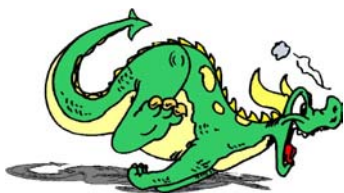
There are 3 species of Eastern Dragons. They look very similar but come from different parts of the world. The 3 toed dragons are Japanese, 4 toed dragons are Indonesian or Korean and 5 toed dragons are Chinese. They all have snake-like bodies, have 4 legs, they do not usually breathe fire, usually shown not to have wings. They are shown in the colours blue, black, white, red or yellow. Eastern dragons are portrayed as good, kind and intelligent. They are shown in parades celebrating the Chinese New Year.



There are many variations of the Western and Eastern Dragons. The Faerie Dragon is small and has butterfly-like wings, the Wyvern has two wings but only two legs, the Hydra with many necks and heads, a Pernese Dragon with four legs and wings but leathery skin instead of scales, the Drake - a Western Dragon with four legs and no wings, a Sea Serpent that lives in water, both fresh water and salt, and there are still more.

For more information, go to:

<http://www.draconian.com/>



For an amusing source, read *“The Discovery of Dragons”* by Graeme Base. (He wrote and illustrated *“Animalia”*.) The text will be too advanced for your children, but it has wonderful pictures that they will love.

\* This is an inexact quote from the book *“Poo-Poo and the Dragon”* by C. S. Forester.

# To Begin the Dragon Mini-Theme

Discuss with the students the fact that dragons are a ‘myth’ and explain what a myth is. Dragons are fictional characters used in stories about knights who are real characters.

**Read books about dragons.** There are many choices. Here are a few favourites:

How Droofus the Dragon Lost His Head by Bill Peet

My Father’s Dragon, Elmer and the Dragon and The Dragons of BlueLand by Ruth Stiles Gannett

The Paper-Bag Princess by Robert Munsch

The Popcorn Dragon by Jane Thayer

Watch the video of “Pete’s Dragon” or “Puff the Magic Dragon”.

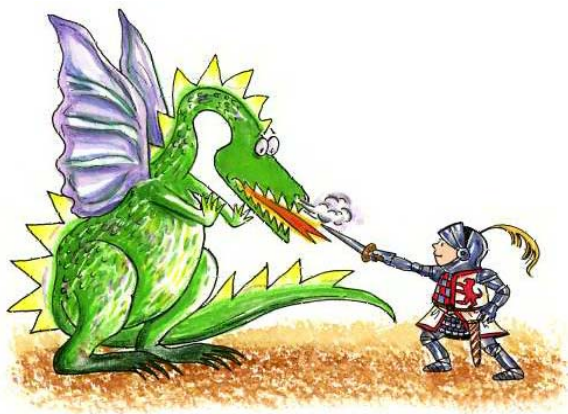
Watch “The Reluctant Dragon”.

Appropriate refreshments could be served, ‘Dragon’s popcorn’ (with green food colouring) and Dragon’s Blood Drink (a red juice).



## Brainstorm About Dragons

*If you print the results of the brainstorming session onto a chart with a dragon graphic, these make an interesting display. Take all answers.*



- What might dragons eat?
- Where might they live?
- Give words that describe how dragons look.
- What do dragons like to do?
- What makes a dragon laugh?
- When does he feel angry?
- Some good names for dragons.....
- When dragons move, they .....

He is as tall as.....

As long as.....

Weighs as much as .....

Sounds like .....

Some dragons are afraid of .....

A dragon’s breath is .....

You could put out a dragon’s breath by .....

What is as hot as a dragon’s fire?...

# Dragon Language Arts

## New vocabulary

Words to describe dragons - colours, scaly, roaring, fierce, angry, huge, dangerous, etc.

There are several great castles in the young children's toy department. One of your children will likely have a castle or you can buy one for your unit. Learn medieval vocabulary - knight, princess, lady, castle, moat, tower, stone, sword, etc.

## Read in the Castle!

Make the library/reading center into a castle. Use the cardboard building blocks to create a small area for children by building a wall maybe 60 cm. high and 3 sided. Have books about dragons inside this area so children can take turn in 'center time' or 'free reading time' to sit in the castle and read. You can also use a large cardboard box (the size a large appliance was shipped in) and it can be decorated like a castle. Put a flag on top, cut windows out and put a mat inside. This can be used for either pretend play or a quiet place to read.



## Write Stories About a Dragon

Pretend you have a pet dragon.

Give him/her a name.

What will you feed him?

Where will he sleep?

What will you do with him?

Will he have to have a bath?

What will he do for fun?

How will your mother feel about your pet?

What do you like best about him? The least?

What might happen if you brought him to school?

What could a dragon do that would be useful?

What harm might a dragon do?

Why do dragons breath fire?

How do they put the fire out?

Make up a story.

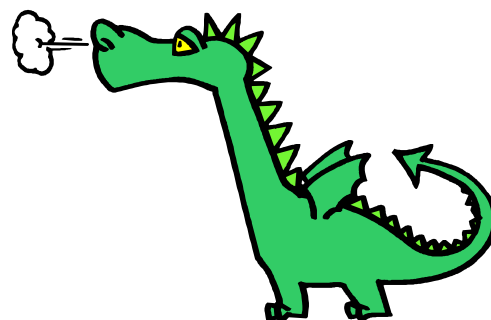
You find a large egg in a cave. You take it home and .....

I brought my pet dragon to school.....

The trouble with having a dragon for a pet is.....

If I were a dragon I would.....

This dragon is very brave. He.....



## D is for Dragon

Work with the letter 'D'. Make a list of words beginning with 'D'. Can you think of any words beginning with 'd' that could possible describe a dragon? (dreadful, dirty, disgusting, dainty, etc.)



**Write Dragon Poetry**

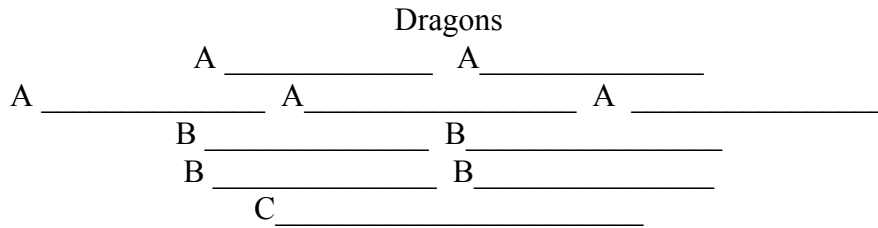
Dragons \_\_\_\_\_  
Dragons \_\_\_\_\_  
Dragons \_\_\_\_\_  
But dragons can't \_\_\_\_\_!

Dragons fly  
Over \_\_\_\_\_  
Through \_\_\_\_\_  
Under \_\_\_\_\_  
Into \_\_\_\_\_  
What fun!

**Cinquain Poetry**

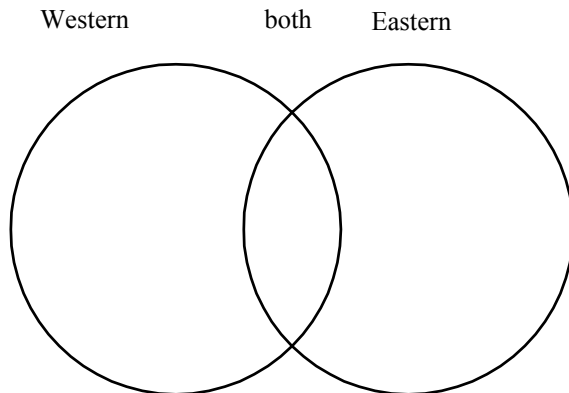
Dragons      A - How They Look      B - What They Do      C - How They Sound

Three empty rectangular boxes for writing poetry.



**Compare**

Display two pictures of dragons - one of the traditional benign Eastern culture dragon, - and one of the traditional fierce Western culture dragon. The students can compare and contrast the attributes of the two dragons. Results could be shown with a Venn Diagram. Descriptions could include the feelings the pictures give, as well as the physical attributes.



The children could complete a writing activity such as:

I like the \_\_\_\_\_ dragon because \_\_\_\_\_.

I don't like the \_\_\_\_\_ dragon because \_\_\_\_\_.

## Other Language Arts Ideas

Make a Dragon Den's Menu. What do dragons eat when there are no more princesses? Have a dragon dinner. Have kids bring in dragon eats. (Marshmallows for toasting on their fiery breath etc.)

Make lists of dinosaur and dragon characteristics. Make a Venn Diagram contrasting dragons and dinosaurs.

Have the children share a story. Coming to school this morning I saw a dragon.....

List all the books you read to the class (and they can read the "Dear Dragon" series) with the title and author. At the end of the unit, vote on the favourite book.

As you read books to the class, make a chart about the dragons in each book. List the number of legs, whether the dragon has wings or not, if the dragon has scales, what the personality of the dragon is, etc. Later, contrast and compare the different dragons. Can you tell what species of dragon is in each book?

Make an alphabet book about dragons. As you discuss dragons, put the vocabulary words on the correct page. At the end of the unit you can see how many pages have words and perhaps add more. The children will be always hunting for words to go on the empty pages!

### Real or Fantasy?

As you read books about dragons and knights, discuss whether they are real or fantasy.



## Dragon Math

1. Groups draw, colour and cut out a dragon. (Make large dragons on the large rolls of butcher paper.)
2. Put the dragons up on the wall in a line. Each dragon must have its name beside it.

1. Charts are put beside each dragon for attributes. The groups go to others' dragons and do measuring and fill in the chart. Repeat for three dragons.
2. Groups next find which dragon is tallest? longest? has longest tail, wings? etc.

Use green popcorn or other snack 'dragon food' as manipulatives. Do addition and subtraction questions.

Estimate how many pieces of 'dragon food' are in a clear plastic jar.

Brainstorm how large you think a dragon might be. Measure the metres.

Build a castle. Use different shapes - cube, cylinder, cone, etc.

# Dragon Art

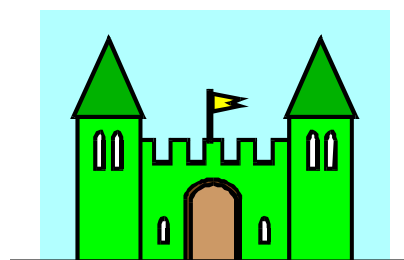
Draw a huge dragon shape on mural paper. Cut it out and then turn it upside down. On the back draw large jigsaw puzzle pieces, enough for the members of the class. Number the pieces on the back and cut them out. Each child gets one piece to colour or paint in bright colours. When all the pieces are coloured, glue it back together on black paper. You can add a fiery breath and crepe paper streamers if you wish.

Make dragon sock puppets by adding eyes, flames in the 'mouth', a nose, and spots. Add paper triangles down the back. The sticky velcro is good to stick eyes and spots onto the sock.



Make suits of armour for knights with aluminum foil! Use a large plastic container spray painted silver for the helmet. (ice cream bucket, 4 litre milk jug cut off...)

If you live where you have lots of snow, the children can go outdoors and build a castle from snow.



Colour a dragon's head, body and flame with bright colours. Cut the pieces out and glue flame to the dragon's mouth. Glue the dragon to a paper bag and a dragon puppet is made.

Give each child a small paper plate and have them colour their plates with any colourful design using magic markers. Cut out a paper 'dragon head' and feet and then staple all the paper plates (they look like scales) onto a bulletin board into the shape of a dragon.

Have the children and their families make castles at home out of recyclable materials. They can use LEGO or other blocks, cardboard, toilet paper tubes, paper towel rolls, etc.

## Paper Bag Dragon

Make a dragon head mask with a large brown paper bag. Cut holes for eyes. One child wears this. Attach a large colourful bath sheet to the mask, and tape or pin crepe paper streamers to the towel. One child is the head and perhaps 3 others go under the towel to make the Chinese dragon.

Draw pictures of  
the world's friendliest dragon      the saddest dragon      the meanest dragon

## A Paper Bag Dragon Puppet

Begin with a brown paper lunch-sized bag, with the bottom flat. The pieces of the dragon are cut from coloured construction paper and glued on. The top part of the head (to the upper jaw) are glued to the bottom flap of the bag, and the lower jaw is on the main bag. The fingers go inside the bottom flap to make the dragon's mouth open and close.



## A Chinese Dragon

Make a dragon head from a cardboard box. Cut holes for the eyes. Decorate it with bright coloured paper and attach a length of butcher paper behind, strengthened by lengths of clear packing tape, or use a length of fabric. Attach streamers of crepe paper. Some children go under the dragon (taking turns being the head) and move up and down so his body goes in humps. Beat sticks together or make drums and play a rhythm for the dragon dance. The rest of the class can do a ribbon dance with the streamers on the end of their pencils.

## Dragon Masks

Get big paper bags to be dragon heads and let the children decorate them. Cut the front short so it just covers to the neck and leave the back long for the dragon back. Make them very colourful with big teeth and tongues, big buggy eyes with the centers cut out (these are masks) and lots of colourful streamers down the back. Do a dragon dance or use them for dramatic play.

# Dragon P.E.

## Dragon's Tail - A Chinese Game



Make a long dragon by each person holding the waist of the person ahead. The leader takes the dragon on an interesting path. The students can bend over and stand up tall to make the humps.

# Dragon 'Science'

What kind of modern animals are like dragons? Research and discuss the Komodo Dragon. How are dragons like dinosaurs? Are dragons cold-blooded? Do they hatch from eggs? Learn about cold-blooded animals.

Use plasticene to show a dragon's life cycle, from egg to death.

Design a suitable environment for a dragon. They could represent this with a picture that shows a dragon's home, food, climate, surroundings, etc.

- Mold a baby dragon from clay or plasticene.
- Place the dragon in an empty egg shell or 'leggs' container.
- \_ In booklet form, illustrate and describe the following stages of a dragon's life cycle.

- Page 1. Eggs
- 2. Hatching
- 3. Growth and Development
- 4. Diet (of young and adult)
- 5. Flight Begins
- 6. Human Contact
- 7. Your Own Conclusion



Investigate animals that fly. Investigate animals that lay eggs.....  
Do dragons lay eggs? Compare dragons and dinosaurs.  
Investigate animals with scales.....

Do a chart comparing dragons in stories (has wings, flies, eats....., lives in ...)

# Dragon Music and Drama

Act out "The Dragon Who Lived in the Basement"

Sing "Scarborough Fair" if you learn about Knights and early English customs. Recorder, bells, castanets for playing roles of minstrels and troubadours.

Sing "Puff the Magic Dragon".

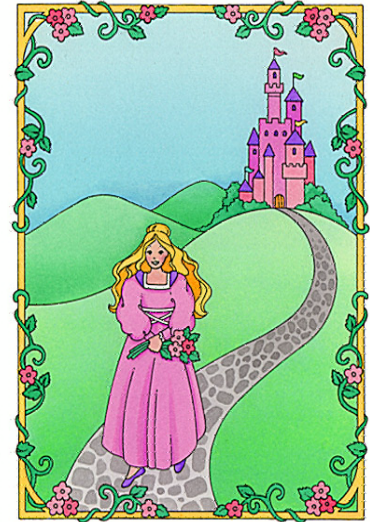
**Come to the Castle** (*sung to the tune of "Down by the Station"*)

Come to the castle early in the morning,  
See the lords and ladies all in a row.  
See the prince and princess leaving in the carriage,  
People throw confetti as they go.  
Come to the castle early in the evening,

See the king and queen sitting on their thrones.  
See the knights in armor coming from a battle.  
See the captured dragons rattling their bones.

**I'm a Little Dragon** (*sung to the tune of "I'm a Little Teapot"*)

I'm a little dragon, strong and stout.  
Here is my tail and here is my snout.  
If you get me upset, you better watch out!  
I'll give you something to shout about!



## Chinese New Year

The Chinese New Year is on Feb. 5, 2000. The date changes each year.

Learn about the different years. 2000 is the Year of the Dragon. In the Chinese calendar, the years: 1844, 1856, 1868, 1880, 1892, 1904, 1916, 1928, 1940, 1952, 1964, 1976, 1988, and the year 2000, are all known as the Year of the Dragon. This is usually thought of as an auspicious year and, indeed, many of those years have been marked as outstanding in some way.

Rat	1948	1960	1972	1984	1996
Ox	1949	1961	1973	1985	1997
Tiger	1950	1962	1974	1986	1998
Hare	1951	1963	1975	1987	1999
Dragon	1952	1964	1976	1988	2000
Serpent	1953	1965	1977	1989	2001
Horse	1954	1966	1978	1990	2002
Ram	1955	1967	1979	1991	2003
Monkey	1956	1968	1980	1992	
Rooster	1957	1969	1981	1993	
Dog	1958	1970	1982	1994	
Boar	1959	1970	1983	1995	

### To Celebrate the Chinese New Year

The festivities begin with housecleaning - "Sweeping out the old and welcoming the new" - so this is a good time to clean up the classroom!

Teach the children to do the Dragon dance. If you have a Chinese community near by or maybe a taichi or karate instructor, some one may be able to teach your class.

### Chinese New Year

The dragon roars,  
He stamps his feet!  
He thunders up  
And down my street!  
But I won't worry  
Or shake with fear....  
Because I know  
It's Chinese New Year!



So, instead -  
I'll shout with joy,  
"Happy New Year"  
"Gung Hay Fat Choy!"  
*Pati Rita*

The Chinese have a tradition of giving good luck envelopes which are red. They have coins (you can use chocolate covered coins) and other small treats in them. The Chinese believe that red (especially) and orange are colours of joy and good luck. Apples also mean good luck, so you can have a treat of apples and oranges.

Cook a Chinese meal and eat with chopsticks. Have fortune cookies.

Have a New Year's parade with drums and a long dancing dragon.

Make paper lanterns. The Lantern Festival is the finale of the 15 day celebration. Take a 9 x 12 piece of red construction paper. Fold it in half, the hotdog way. Cut slits through the folded edge, stopping 3 cm. from the top and bottom. Unfold the paper and glue edges so that the slits hang vertically. Attach a paper handle.

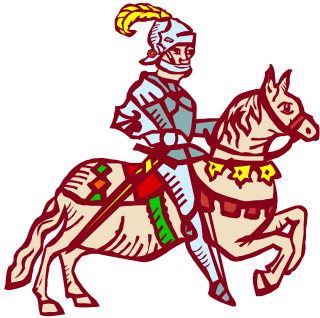
Do Chinese ribbon dancing. Attach 1 metre crepe paper streamers to pencils and practice making big circles, little circles, figure 8's, etc.

Make dragon kites.

From one Grade One teacher....

*"We made a large dragon so we could do the Lion Dance a la grade 1. We made a paper mache head out of a box. It had a big mane of silver spikes and was awesome. The body was a long piece of silk cloth that DID NOT come down over the sides of the children's heads. I wanted them to see so we hung colourful ribbons off of the sides to 'sort of' hide the children while giving them a view of where they were going. We took our dragon down town yelling 'Gung hey fat choy!' to chase away the evil spirits and bring on a prosperous new year. It must have worked because the economy is prosperous and the town merchants always ask if I will do it again."*

# To end the unit.....



Give the students an honorary Knighthood at the end of the unit. Have them kneel and tap their shoulders with a cardboard sword. Say, “Rise, Sir \_\_\_\_\_” (or “Dame \_\_\_\_\_”)

Enlarge any of the dragons on the following page x200 for a full page dragon picture.

Enlarge the book pages by x200 for full page photocopying.

Give the children an “Official Dragon Award” certificate.

## Official Dragon Award

Is presented to:

\_\_\_\_\_

For: \_\_\_\_\_



Signed: \_\_\_\_\_

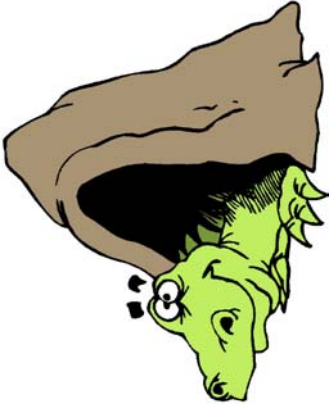




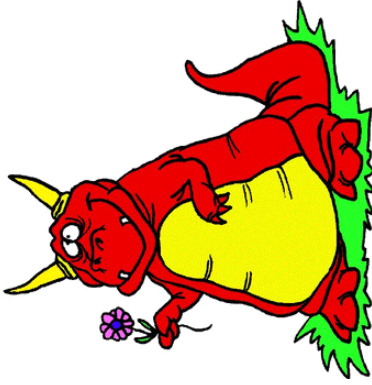
Ten

Little

Dragons



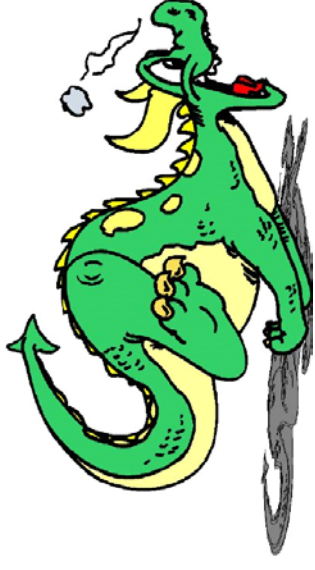
One little dragon went out to play  
Out of the cave on a hot sunny day,  
He had such wonderful fun  
He asked another dragon to come!



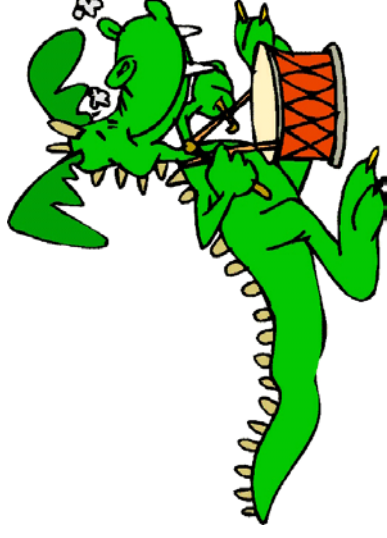
Two little dragons went out to play  
Into the forest on a hot sunny day,  
They had such wonderful fun  
They asked another dragon to come!



Ten little dragons  
Having such fun,  
Out came a mouse  
And he said, "RUN!"  
Ten little dragons  
Flew away...  
No more fun  
On this sunny day!



Three little dragons went out to play  
Running around on a hot sunny day,  
They had such wonderful fun  
They asked another dragon to come!



Four little dragons went out to play  
Playing music on a hot sunny day,  
They had such wonderful fun  
They asked another dragon to come!



Nine little dragons went out to play  
Scaring people on a hot sunny day,  
They had such wonderful fun  
They asked another dragon to come!

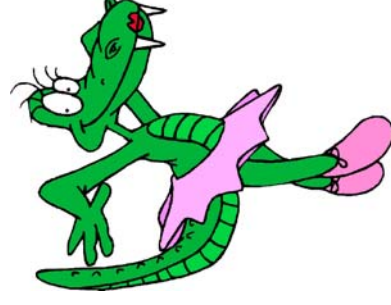


Five little dragons went out to play  
Making fire on a hot sunny day,  
They had such wonderful fun  
They asked another dragon to come!

Six little dragons went out to play  
Eating snacks on a hot sunny day,  
They had such wonderful fun  
They asked another dragon to come!



Seven little dragons went out to play  
Digging holes on a hot sunny day,  
They had such wonderful fun  
They asked another dragon to come!



Eight little dragons went out to play  
Dancing on a hot sunny day,  
They had such wonderful fun  
They asked another dragon to come!

# Germs!

"One way to show how germs travel is to put some powder on your hands and gently blow it. It will float around the room because it is so light weight.

"One thing we do to demonstrate covering our mouths when we sneeze or cough is to have the kids draw and cut out a picture of their faces. Then they trace around and cut out one of their hands. They glue a tissue over the mouth of their cut out face and glue the hand cut out on top of that like the hand is holding the tissue. These are cut and the kids like them. Be prepared to go through a lot of tissues after this, though!"

## Do Kids Catch Cold Outside?

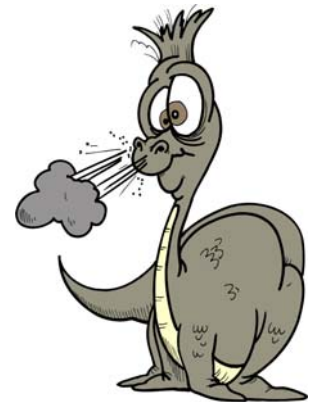
A family moved to a city with a colder climate. The boy's parents are concerned that he'll catch cold if we play outside when it's snowy, windy or even just cold and dry. If a child isn't used to real winter weather, is he more likely to get sick than children who are?

A child might well catch more colds than his classmates, but it won't be because of new weather conditions. It'll be because of new germs that he'll be catching, germs his classmates will already have some immunity to.

Here are some basic facts about cold weather and colds:

The common cold probably got its name because chills are part of the early stages of infection, not because cold weather causes it. We know that more than 100 viruses cause colds. The most common cold viruses are rhinoviruses, 'rhino' referring to the nose (as in rhinoceros), the place in the body where cold germs live. All colds involve infection of the lining of the nose. Sometimes the infection spreads to the throat, the sinuses, or the Eustachian tubes leading to the ears.

There is no scientific evidence that colds are caused by going out in the cold, sitting in drafts, or getting wet feet, or even that these things lower resistance to catching colds. However, when the weather is wet and raw, people tend to stay indoors, where close contact encourages the spread of cold germs. Noses are the keys to colds, because sneezing and nose blowing are the main ways that colds are spread. Coughing and even drinking from the same cup are actually less probable means by which colds get around. When kids sneeze, germs in the nose are shot out at high speed. Other children get infected by inhaling the germs floating in the air or by picking them up on their fingers



once the germs have settled. When those fingers end up on noses, the cold germs have found a new home!

Ironically, the playground is probably the safest place to be in winter - from the standpoint of catching a cold. But even though cold feet don't cause colds, it is important that children be dressed appropriately for the weather and avoid becoming wet and chilled.

## Germ Experiments

For a quick lesson with instant results, cover a pencil with glue, then sprinkle glitter all over the glue. Pass the pencil around the room (yes, this one's a little messy!) and watch the glittering 'germs' spread from one student to the next. If you wipe the pencil off with a paper towel, some of the germs will still remain. This is why it is important to actually WASH the pencil (and everyone's hands) with soap and water to effectively remove the germs. You can expect at least one of your students to touch something else once they have glitter on their hands. Glitter on a desk, one their face, or in their hair is an even better example of how easy it is to spread germs.



Divide students into small groups (three or four students). Provide each group with four plastic bags. Each should have a label attached. The students should write on each label one of the following:

- Bag 1: Handled by group members
- Bag 2: Rubbed on surface of \_\_\_\_\_
- Bag 3: Blown on by group members
- Bag 4: Control

Cover part of each group's work area with waxed paper. Place four potato slices on the waxed paper. (NOTE: Handle the potato by the outer, skin-covered surface only or use a toothpick to move the pieces. Do not touch the inside, exposed surface of the potato.) Tell students not to touch the potato yet.

Ask students in each group to pass around the first potato slice; each student should have an opportunity to thoroughly handle the slice, then put it in Bag 1.

Have students rub the second potato slice on a selected surface in the classroom (e.g., the floor, a countertop, the classroom sink) and fill in the blank on the bag to indicate the surface the potato was rubbed on, and put that slice in Bag 2. (Continued)

Show students how to use a toothpick to handle the next potato slice. Tell students not to touch the potato or let it touch any surface. Have each student take a turn holding

the toothpicked potato and blowing on it for about ten seconds, and then put it into Bag 3.

Finally, have a student use another (clean) toothpick to place the fourth slice in Bag 4. That slice is the control slice. It has not been touched, rubbed on any surface, or blown upon.

Ask students to record on paper what they have done. Have them predict which potato slice contains the most germs and the least germs. Then have each group gather its four bags and place them in a dark closet. Leave the potato slices in the closet for a week.

At the end of the week, ask students to record the results of the experiment, including answers to the following questions: Which potato slice had the most germs? Which had the least? Why might that be? Did you predict correctly? How is a control important in a scientific experiment? Have students record their observations and write a statement that explains what this experiment taught them about germs. Follow up with this question: What does this experiment teach you about the importance of washing your hands regularly?

Here is another experiment to show the spread of germs:

Put cooked rice into a zip-loc bag. Ask the students to stand in a circle. Begin by putting your hand in the rice and getting a lot of rice sticking to your hand then shake hands with a child beside you. That child shakes hands with the person next to them and so on and so on. The rice should stick to all the hands and works the same way germs do when people shake each other's hands.

## Travelling Germs

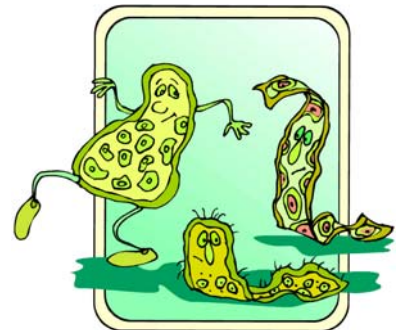
Use these headings to make a book about germs!

Germs love to take trips and travel through our bodies. Although you cannot see them, they travel on surfaces, toys, furniture and people.

Some germs like to travel on your hands. When you shake hands with someone or hold someone's hand the germs go from your friend's hand to yours and from yours to your friend's hand. If you touch your hands near your nose or mouth, or touch food, the germs are transferred. Wash your hands well with soap and warm water, and dry your hands well, too.

Other germs think they are scuba divers. They like to lie on sponges and dishcloths and other wet or moist areas. It is safer to use a damp paper towel to clean a surface, rather than a sponge or dishcloth. This way you can throw the paper towel and the germs away.

Germs are explorers. They are in your nose and mouth. Always cover your nose and



mouth with a tissue when you sneeze or cough and then throw it away. If you just use your hand, think of all the germs on it and wash it right away or the germs will get transferred to everything you touch.

Many germs love to travel from hands onto food, and because they are so small, you cannot see them. Washing your hands before eating meals or snacks will help you avoid germs that might make you sick. It is especially important to wash your hands after going to the bathroom.

Germs even like to be carried around by your pets. This is especially true of lizards and turtles, but also dogs, cats, mice hamsters, guinea pigs and birds. After you pet or play with pets, wash your hands with warm soapy water and dry them completely.





*Primary Success*

# Gingerbread



*A Tasty Mini-Theme*

# Introduction

Find out what the children already know about the Gingerbread Man . Before you share any of the Gingerbread Man literature books, find out what your students already know about the Gingerbread Man. If they have had little to no exposure to the story, read one version and then ask again.

## Gingerbread Poetry

### The Gingerbread Man

A baker took some gingerbread dough  
And shaped a man from head to toe.  
When it was baked, the cookie fled.  
Here is what the cookie said:

*CHORUS:* Run! Run! As fast as you can!  
You can't catch me, I'm the gingerbread man!  
Run! Run! As fast as you can!  
I'm the gingerbread man!

The cookie man ran past a cow  
Who said, "I want to eat you now!"  
The cookie man just laughed and fled.  
Here is what the cookie said:

*CHORUS*

A farmer saw the man go by.  
He chased him low, he chased him high.  
The cookie man just shook his head.  
Here is what the cookie said:  
*CHORUS*

He finally reached a river wide.  
A fox asked, "Would you like a ride?"  
The cookie sat on the fox's head.  
Here is what the sly fox said:

"You can't run! That's my plan!  
I'm going to eat you, gingerbread man!  
You can't run! That's my plan!"  
And he ate the gingerbread man!



## *The Gingerbread Man*

There was once a little old woman who lived with her little old husband in a little old house, with only each other for company. One day, the wife, who enjoyed a joke, was about to do some baking in the kitchen when she had an idea.

"There will be three for tea today," she called to her husband.

"Three?" asked the man in surprise. "You mean, we are to have a visitor?"

"You will see!" replied his wife mysteriously.

Puzzled, the man went to sit in a rocking chair by the porch, from where he could watch anyone arriving at the front gate. But no one came and he soon fell asleep. His wife smiled happily to herself.

"There will be three of us for tea if I bake a Gingerbread Man," she chuckled. "But there will be only two of us after we have eaten him."

Before long, a deliciously spicy smell wafted from the oven as the Gingerbread Man cooked. He had to currants for eyes, one for a nose and three more as big buttons on his tummy. Then the old woman gave him a marzipan mouth and boots.

"There! All done!" she said, opening the oven again. "I will just pop him back for a moment a longer."

"Oh, no, you will not!" cried a little voice and, to her amazement, the Gingerbread Man jumped out from the baking tray and ran out of the house.

"Stop!" cried the woman as her husband woke with a start. The man and the woman chased the Gingerbread Man but he was much too fast for them. They could both hear the tiny figure laughing and calling to them.

"Run, run, as fast as you can! You cannot catch me, I am the Gingerbread Man!"

As he sped into a field, a cow glanced curiously at him. "H'm! You would make a tasty change from eating grass!" it said, trotting after the Gingerbread Man.

He ran all the harder and shouted, "Run, run as fast as you can! You cannot catch me, I'm the Gingerbread Man!" He was right. The cow could not keep up. The Gingerbread Man hurried into the next field. A horse was drinking at a trough.

"I am hungry as well as thirsty!" said the horse. "You will do for a bite-sized snack!"

The Gingerbread Man raced on his way. "Run, run, as you can! You cannot catch me, I am the Gingerbread Man!"

"That is what you think!" whinnied the horse. "Just watch how fast I can gallop!"

But the Gingerbread Man went even faster. Next he passed a farmer cutting hay, then some farm-hands who were building a big haystack. They all stopped working to chase him. What a strange race it was, with the old man and woman, the cow and the horse refusing to give up. The Gingerbread Man was winning easily and not the least bit worried. Until he came to a river.

"Oh, no! If I swim across, I will get soggy and might fall apart," he said, "I need a boat!"

"You need me!" replied a fox, strolling lazily towards him.

"Do not try and catch me!" warned the Gingerbread Man. "I can run like the wind!"

"Who said I wanted to catch you?" said the sly fox. "I am going for a swim! Why not jump on my tail and I will carry you across the river?"

Hearing all his hungry pursuers getting nearer, the Gingerbread Man readily agreed. "It's lucky I met you, fox!" he smiled.

"The pleasure is all mine," replied the fox, grinning as he swam. "Hold on tight!" Farther out into the river, the water swept over the fox's tail. "Jump on to my back, if you like!" said the fox.

But the water became deeper and the current faster. The Gingerbread Man thought he would be splashed.

"Jump on to my nose! It is high and dry there!" called the fox.

"Of course!" replied the Gingerbread Man. "You are very clever. Why did I not think of that?"

The moment they reach the river bank, the fox flipped back his head, throwing the Gingerbread Man. The Gingerbread Man disappeared. Licking its lips, the fox walked on saying quietly to itself, "Run, run, as fast as you can! But you will not escape me, little Gingerbread Man!"

# Gingerbread Language Arts

## *Where is the Gingerbread Man?*

You start out by reading the story. (You have pre cut out the gingerbread man's picture from the last page of your book.) When you get to the last page, the children find that the Gingerbread Man has disappeared! You can say, "He must have run away! We'll have to find him somewhere in the school. Where can he be?"

You start searching the school, perhaps starting in the office. The children 'find' a letter there, 'written' by the Gingerbread Man. He says, "Hunt, hunt, as much as you can - You'll never find me, I'm the Gingerbread Man" or a longer letter if you wish to teach other words. Bring the letter back to the classroom for your reading / writing lesson.

You go through all the key staff this way. Other teachers help out by saying that they saw him hiding or running by, etc. You could also find little spots of flour in places. The children get the benefit of a tour of the school, meeting the other teachers, and reading the different notes. Each day for the remainder of that week, the notes can be found all over the school. Visit the office, tour the secretary's area, the storage room, the Principal's office, the nurse's room, the gym and equipment room, the art supply room, Library, Music/computer room, all the classrooms, custodians rooms, etc. Staff must be well warned about the 'search'. Crumble gingerbread pieces in various rooms (when found, we talk about the dangers of putting unknown substances in our mouths and use our sense of smell to tell us what the crumbs are.)

Each day the G-man will leave an envelope addressed to the children, with a special message inside.

One could state that he is lonely, and would like some friends to join him at night. There are supplies left for making Gingerbread Man paper bag puppets alongside. The next day he thanks them for all the fun he's had playing with them. He also asks them their names and questions like how old they are, etc. The children may respond with a dictated group letter that they can leave for him or individual letters.

On Friday, the gingerbread man is found with a note and a lot of gingerbread friends, one for each child and the staff members who have helped in the search.

## *Make Gingerbread Man Books*

- You can use the poem on page 1, one verse to a page and the chorus on the opposite page. The children can illustrate it and learn to read it. Memorize the poem orally first.

- The class can work cooperatively to each create a page for a big book about the further adventures of the gingerbread man.

- Make a class book that shows things that the Gingerbread Man can and cannot do. "The gingerbread man can \_\_\_\_\_. The gingerbread man can \_\_\_\_\_. But the gingerbread man can't \_\_\_\_\_."



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## ***Learn the Vocabulary***

- The children can assemble the poem or a simple version of the story in a pocket chart.

- Add the basic vocabulary words to your word wall.



## ***Writing - Group or Individual***

- You could work on a large group story map of the places the Gingerbread Man goes.

- Read the Gingerbread Boy. Write a new ending to the story where he doesn't get eaten.

- You can also partner your class with an older class. Your class can write letters to the gingerbread man and then receive an answer!

## ***Compare Different Versions***

See how many different versions you can find in your school library. After each version is read, review the story and ask the students to think about the sequence of the story. Make picture cards to display in a pocket chart to depict some of the main events and keep track of each version to compare the sequence between stories. Introduce the ordinal numbers of 1st, 2nd, 3rd, etc., when. Each student can make a story map that shows the beginning, middle and ending of the story.

## ***Phonics and Letter Recognition***

- Put one letter of the alphabet on each paper cut-out Gingerbread Man. Have the children put their men into alphabetical order. Change the groups and repeat.

- Teach the 'an' words. Most of the versions of the story feature a Gingerbread Man rather than the Gingerbread Boy. Rhyming families include such combinations as 'an'. 'at', 'ad', etc. Help the children discover and make 'an' words using large letter cards.

- Relate actions to beginning sounds and letter recognition using the Gingerbread Man as a starting point. For example: The Gingerbread Man Can B - bounce, C - catch, D - dance, F - fall, G - gallop, H - hop, J - jump, K - kick, L - laugh, M - march, N - nod, P - paint, R - run, S - sneeze, T - talk, V - vacuum, W - walk, Y - yawn, Z - zip.

- Relate foods in the same format. For example: The Gingerbread Man likes to eat A - apples, B - bananas, C - carrots, D - donuts, F - fish, G - gumdrops, etc.

## ***Language Activities***

- Ask the students to clap out the number of syllables they hear in different words from the Gingerbread Man stories: Gin/ger/bread - three claps. Man - one clap, etc. Use a pocket chart to sort words from their word wall, charts, etc. according to the number of syllables in each word and graph the results.

- Use interesting vocabulary. Find adjectives that fit the characters in the story.

# Gingerbread Math

## *Measurement*

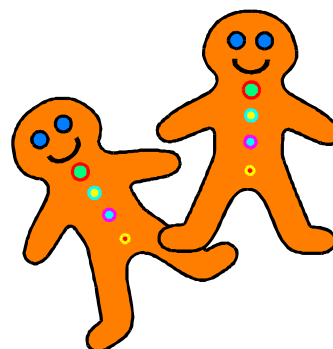
- Give each child a paper Gingerbread Man and a cup of a cereal with larger pieces, of jelly beans, mini-marshmallows, etc. They cover the Man to find the area and outline the him to find the perimeter. They record their answers on the grid.

How Many

Area

Perimeter

1. Mini Marshmallows
2. cereal
3. Jelly beans
4. Raisins



## *Math Problems*

Provide cinnamon hearts or other candies as counters for and a paper Gingerbread Man to use as a work mat. Answer problems such as: The Gingerbread Man has 5 buttons on his vest. He loses 2 of the buttons. How many buttons does he have left?

- Teach money by having the children go shopping. Give each child 10 pennies. Tell them they will need to shop at the classroom store to purchase the candy they will use to decorate their gingerbread men or the houses. Vary the price of the candy, for example; 5 jelly beans may cost 2 cents, 10 chocolate chips may cost 1 cent, etc. For Grade 1 and 2 students, give them a dime and a nickel or a quarter and require them to make change with each purchase.

- Do a graphing exercise in which the children are given a gingerbread cookie and told to take just one bite. Then you graph which part of the body was bitten into first.

# Gingerbread Activities

Make a child size gingerbread man. Trace one of the smallest children with bulletin board paper, cut it into pieces that fit onto the large cookie sheets, and then in small groups roll the dough, place the pattern pieces on the dough and cut it out. It's usually cut in about 4 or 5 pieces. After baking put the gingerbread man together on a large piece of cardboard covered with foil.

Have the children each make a healthy 'Gingerbread House' using graham crackers, cream cheese, and fresh vegetables.

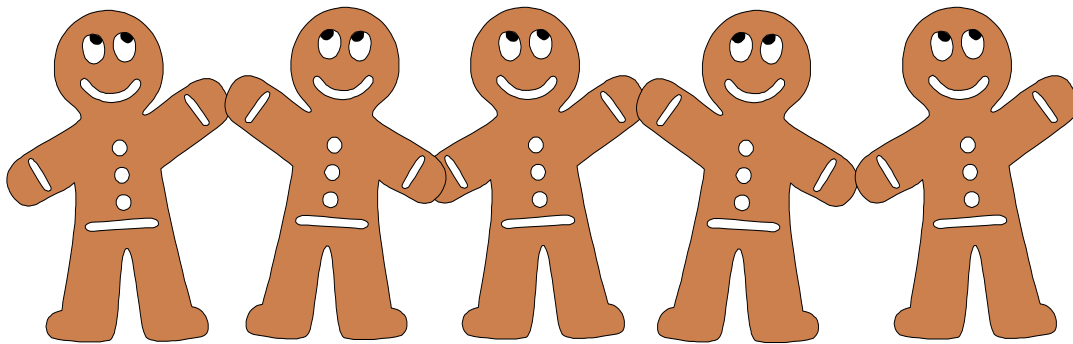
On three different days make gingerbread from a mix, make gingerbread from scratch, and serve store bought gingerbread cookies. Have the children graph their likes each day, then vote on their favourite the last day.

Ask students to think of a new adventure for the Gingerbread Man. Who might he meet

6.

at the zoo, the circus, on a camping trip, at an amusement park? Give them drawing paper and have them draw the places that he traveled. Tell them to draw arrows to show the sequence in which he visited these places.

Discuss what might of happened if the Gingerbread Man would have tried to swim the river. Write down their suggestions. Talk about a hypothesis (what you think will happen). Conduct an experiment Drop a Gingerbread Man into a bowl of water. Choose a child to report the findings to the class. After 10- 15 minutes pick another child to observe and report Discuss what happened and why he could not swim the river.



## Gingerbread Art

- Trace around each child in a gingerbread man rounded shape on brown butcher paper. Each child can decorate his/her form as a boy or girl - using rickrack, fabric scraps, wallpaper, paint, crayons, etc.

- Model Gingerbread Men from play dough or plasticene. Have cookie cutters available at a free choice center with play dough.

- Make Gingerbread Men puppets using brown paper lunch bags.

- You can make gingerbread men out of sand paper. Rub the sand paper with a cinnamon stick and the icing can be a mix of glue and powdered tempera. Then add raisins or Smarties for eyes and nose. - Or decorate with wiggle eyes, buttons, pompoms, fabric paint, rick-rack, etc. These make good Christmas tree decorations, smelling of cinnamon.

- Cut 2 gingerbread men from brown felt. Glue closed but leave a space to stuff it with cinnamon pot pourri. Once sealed. Use white fabric pens to make icing designs, add buttons, eyes, etc.

- A home exercise - Send a gingerbread shape home with each child. Direct each child to work with a family member to decorate their Gingerbread Boy or Girl using a variety of scraps from home including; ribbon, buttons, fabric, glitter, rice, macaroni, etc. Suggest that they attach the pattern to cardboard to give it extra strength. Display these Gingerbread People on a bulletin board.

# Gingerbread Recipes

## *Gingerbread Man Sandwiches*

Find a Gingerbread Man cookie cutter that will fit on a piece of bread. Cut out the Gingerbread shape. Carefully spread it with peanut butter. Use raisins, red hots and string licorice to decorate.

## *Gelatin Gingerbread Men*

2 envelopes unflavoured gelatin, 1/2 tablespoon cinnamon, 3 tablespoons sugar, 1/2 cup cold water, 1 1/2 cups boiling water.

In a large bowl, sprinkle the cold water over the gelatin. Let the mix stand for one minute; then stir in the cinnamon and sugar. Add the boiling water and stir the ingredients together until the gelatin and sugar dissolve (the cinnamon will remain grainy). Chill until firm in a flat cake pan and then cut out Gingerbread Man shapes with a cookie cutter.

## *Rice Krispie Treats*

Make the Rice Krispie Squares recipe and press onto a cookie sheet. Use Gingerbread Man cookie cutter to make great treats.

## *Big!*

You can make a life size gingerbread man if you have big cookie sheets and oven.



## *Ginger Cookies*

1/2 C shortening  
 1 C granulated sugar  
 1/4 C light molasses  
 1 egg  
 3/4 C hot water  
 1/2 tsp baking soda  
 1 tsp salt  
 1 tsp baking powder  
 1 tsp cinnamon  
 1/2 tsp ground ginger  
 2 - 3/4 C all-purpose flour

Preheat oven to 375 degrees F.

In large mixing bowl, cream together shortening and sugar. Add the molasses, egg and water and mix together well.

In separate bowl, combine dry ingredients.

Gradually add dry ingredients to the molasses mixture.

Spoon by tablespoons onto lightly greased (or non-stick baker's spray) cookie sheets.

Bake 8-10 minutes until done, or when center of cookie is slightly firm.

Remove carefully from sheets and place on cooling rack.

Cool completely and store in an airtight container.

Makes about 3 dozen cookies.



8.

### ***Gingerbread Recipe***

1 1/2 cups all purpose flour  
3/4 teaspoon ground cinnamon  
3/4 teaspoon ginger  
1/2 teaspoon baking power  
1/2 cup shortening  
1/4 cup packed brown sugar  
1 egg  
1/2 cup light molasses



1. Grease a 9 x 1 1/2 - inch round baking pan, set pan aside. In a bowl combine flour, cinnamon, ginger, baking powder, and baking soda, set aside .

2. In a large mixing bowl beat shortening with an electric mixer on medium speed for 30 seconds. Add brown sugar, beat till fluffy. Add eggs and molasses, beat 1 minute. Add dry mixture and 1/2 cup water alternately to beaten mixture, beating on low speed after each addition till combined. Pour batter into pan.

3. Bake in 350° oven for 35 to 40 minutes or till wooden toothpick comes out clean. Cool for 30 minutes in pan on wire rack. Serve warm.

Makes 9 servings.

## **Gingerbread Houses**

There are a variety of ways to make individual gingerbread houses with your students. This is a big project and is best done in small groups with parent help or with older student buddies.

For each child you will need:

- student size milk carton (well washed, of course), or other small box as a frame
- four squares of graham crackers for the walls and 2 more for the roof
- frosting and one spoon
- a sturdy plastic plate, styrofoam meat tray, etc. for a base. It can't be something bendable.

Cover it with tinfoil.

- candy or other items for decoration.

The children use the back of their spoon to put frosting on the sides of the milk carton to 'glue' the graham crackers.

### ***Frosting Recipe for 'Glue':***

Beat 3 egg whites and 1/2 teaspoon cream of tartar until frothy. Gradually add one box of powdered sugar and beat on low until mixed. (Use grease free utensils and bowl.) Beat until stiff and peaked. Icing dries quickly, so keep covered with damp cloth while in use. Store frosting in tightly sealed container and it will keep for up to two weeks. One recipe is enough for 8 children.

### ***To Start:***

Put a hefty glob of frosting on the base plate or tray. Place the milk carton firmly into this glob of frosting. Paint your entire house with frosting. Place the graham crackers on the sides of the house. You can dip the graham crackers into the frosting 'glue' first if you wish.

### ***For 'Flow or Covering Frosting':***

Add water until the previous 'glue' is slight thin. Use to fill in outlines and for other decorating. Any of these icings can be coloured, but white is most versatile.

### ***Decorating the House***

When it is time to buy your construction materials, go for the generic brands. You can easily spend more money than you need to just buying name brands. Look for bulk size, low cost packages. Here are some materials you can use that work really well for construction and decorating and are easy on the pocketbook:

- Wheat Chex Cereal - great for the roof
- Pretzel Sticks - fences, door trim, window trim
- Fruit Loops cereal - ornamentation
- Cocoa Puffs cereal - roofing, door trim, landscaping
- Honey Comb cereal - roofing
- Small gumdrop candy - decorating
- Flaked Coconut - snow decorating
- extra graham crackers - for additions to the main house
- small candy canes



You can also use M&Ms and other candies, and cake decorating materials.

Keep in mind this is a group project. If you will be doing this with a small group, you could probably afford to buy peppermint candy, peppermint sticks, Red and black licorice bites, ropes and twists, chocolate bars, Hershey's kisses, etc.

### ***Another Gingerbread House Method***

Get the children to dip the sides and bottom of 4 graham wafers in the icing one day and stick them together to form the walls. The icing is enough to hold the walls together and stick it to the base. Let it harden for a day and while it's not as strong as being built on a milk carton base, it does stay together. The next day dip the sides of 2 graham wafers in icing and stick them on to make a peaked roof.

Let this harden for another day then decorate with candies, etc., using the same icing.

# Gingerbread Songs

***Gingerbread Kids*** (sung to *Jingle Bells*) useful for the beginning of a concert.

Gingerbread kids, gingerbread kids  
Laughing as we play.  
Oh, what fun to sing and dance  
On this holiday.

Gingerbread kids, gingerbread kids  
Dressed up for our show.  
We're so glad you could come.  
We're ready, set, let's go. LET'S GO! (Shout)

## **Gingerbread Chant**

*Can be used at the end of the concert.*  
We are the gingerbread kids  
All standing in a row  
We thank you for coming  
And hope you liked our show.  
HAPPY HOLIDAYS!

**If You Like Gingerbread** (tune..if you're happy and you know it)

If you like ginger bread clap your hands. CLAP CLAP  
If you like ginger bread clap your hands. CLAP CLAP  
Turn around and find your toes.  
Stand up tall and touch your nose.  
If you like ginger bread clap your hands. CLAP CLAP

## **On A Holiday Morning**

*Tune: London Bridge*

Gingerbread kids are fun to bake, fun to bake, fun to bake,  
Gingerbread kids are fun to bake, on a holiday morning.

Add 2 raisins for the eyes, for the eyes, for the eyes,  
Add 2 raisins for the eyes, on a holiday morning.

Additional verses: Put a cherry for the nose...

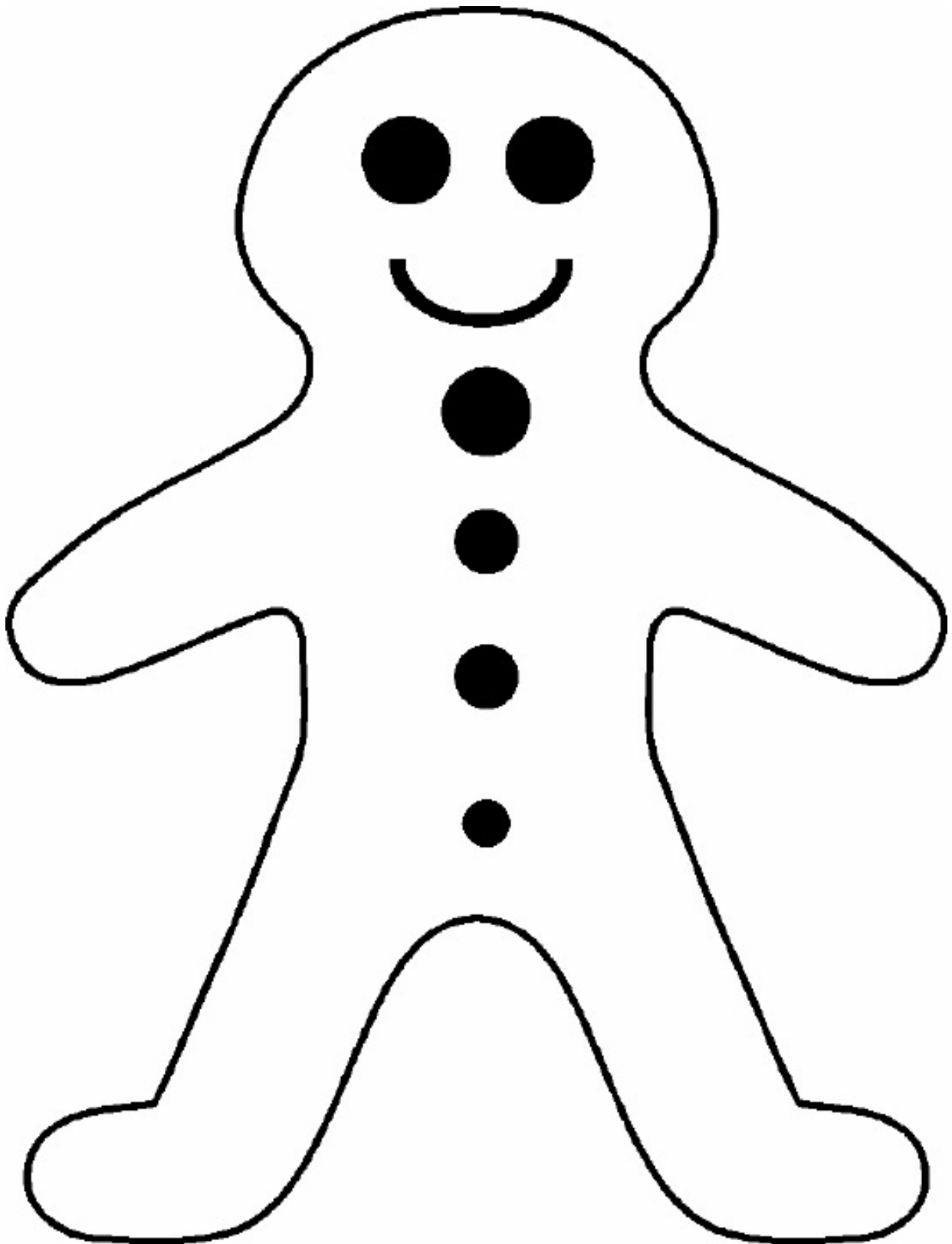
In the oven it must go...  
Take it out when golden brown...  
Frost it with a great big smile....

Gingerbread kids are fun to bake, fun to bake, fun to bake,  
Gingerbread kids are fun to bake, on a holiday morning.

I'm a little ginger kid,  
In the oven I'm found,  
Raisins for eyes,  
Noses so round.

Good enough to eat,  
So tasty and brown,  
Just pick me up  
And munch me down!

# Gingerbread Man Pattern



# Ice-Cream Day

*I Scream, You Scream, We All Scream for Ice - Cream!*

"Our 'mini-unit' included activities across the curriculum:

Literature - listen to stories and poems about ice-cream

Vocabulary activities - leaning to read new words, rhyming words, classifying, etc.

Writing - design your own ice-cream, telling about the favourites, a special day with ice-cream

Math Activity - graph your favourite ice-cream, cone shape and scoop shape

Art - draw favourite double and triple scoops in a cone

How about baggie ice cream to illustrate states of matter (solid-liquid)?

## Ice-Cream in a Baggie

In a gallon size baggie

In a one quart ziplock baggie add

1 cup of whole milk

1/2 tsp. vanilla

1 tbsp. sugar

6 tbsp. of rock salt or table salt to the gallon bag

fill half full with ice

Place the tightly closed quart bag into the gallon bag. Close the gallon bag and shake.

It takes about 5 minutes of shaking to create ice cream. Pass out spoons. The students can eat right out of the baggie.

## **BE SURE TO BRING IN GLOVES... THEIR HANDS GET VERY COLD!**

"I use the following recipe: NOTE: be sure to use freezer heavy duty plastic bags so that they do not leak and so the salt doesn't get into the ice cream.

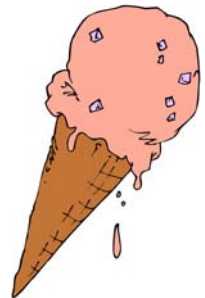
2 and 1/2 cups sugar

1 can (12 oz) evaporated milk

2 teaspoons vanilla

1 package (3.4 oz) vanilla instant pudding mix

6 cups milk



Combine all the ingredients in a large bowl and mix until the sugar and pudding are dissolved. Place a little less than 1/3 cup of ice cream mixture into a small plastic bag (1 pint). Zip the bag. Make sure it is sealed tightly!

Fill a large plastic bag 1/2 full of ice. Add 1/4 cup salt to the ice. Put one or more small bags inside the large bag. Seal the bag tightly.

Grab the large bag by the corners and flip end to end for 10 to 15 minutes. Open, eat, and enjoy!

# Another Ice Cream Theme

I scream, you scream! We all scream for ice cream! This mini-theme is fun in June, when days are hot.

Here are some ideas to use on an ice cream theme day.



- Make a cone shape book.

[http://www.abcteach.com/free/i/ice\\_cream\\_cone.pdf](http://www.abcteach.com/free/i/ice_cream_cone.pdf)

Here is a good cone shape for shape books or colouring and displays.

- Survey the children's favourite flavours and graph the results. Do different kinds of graphs to show this. You can use the ice-cream colours to make the graph.

- Read Shel Silverstein's 'Eighteen Flavors' from *Where the Sidewalk Ends*.

- Do a science experiment on how quickly ice cream melts - in the sun or shade, indoors or outdoors, etc. have a lesson on solids and liquids.

- Put out a measured amount of several different flavours and see which melts first.

<http://www.makeicecream.com/icecreamtrivia.html>

- Here are lots of interesting facts and trivia about ice cream.....

- Glue a cone shape on another piece of paper and fingerpaint the icecream. Another idea would be to fingerpaint using real ice cream!

- For an art project make an ice cream cone (triple scoop) with a child's handprint. Have the child trace and cut out three handprints - the colour of the child's favourite ice cream flavours. These are then glued onto a cone shape with the fingers pointing down and the hands overlapped.

- Give each child a large cone and one big scoop on top. Then add a small cone upside down on top of the scoop for a hat and candy to make the face on the ice cream.

## Make Ice Cream in a Bag

You will need for each child:

- 1 tablespoon sugar
- 1/2 cup milk or half & half
- 1/4 teaspoon vanilla
- 6 tablespoons rock salt
- 1 pint-size Ziploc plastic bag
- 1 gallon-size Ziploc plastic bag
- 3 cups of ice cubes

To make it:

Fill the large bag half full of ice, and add the rock salt. Seal the bag. Put milk, vanilla, and sugar into the small bag, and seal it. Place the small bag inside the large one and seal again carefully. Shake until mixture is ice cream, about 5 minutes. Wipe off top of small bag, then open carefully and enjoy! You can add sprinkles - the kids love this.

### Make Ice Cream in a Can

a 1 pound coffee can  
a 3 pound coffee can  
2 quarts whole milk  
2 cans sweetened condensed milk  
1 package (4 oz) instant pudding  
1 cup sugar  
3 cups rock salt  
10 pounds ice

Mix pudding with milk. Add sugar and condensed milk. Makes 3 quarts. Place in smaller can leaving a one inch space. One recipe fills three one-pound cans. Put ice and rock salt around smaller can [in larger can]. Place lids tightly on cans. You may want to seal the lids with duct tape. Sit in a circle and roll the can back and forth for 15 minutes.

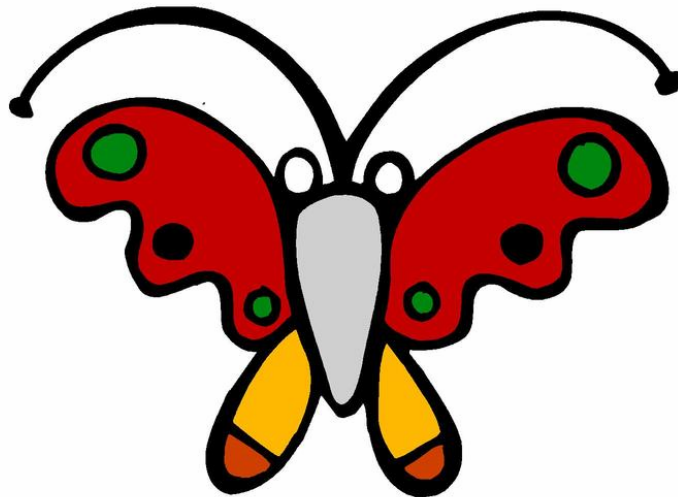
### The Ice Cream Store

Oh, the kids around the block are like an  
Ice cream store,  
'Cause there's chocolate, and vanilla,  
And there's maple and there's more.  
And there's butterscotch and orange-  
Yes, there's flavors by the score;  
And the kids around the block are like an  
Ice cream store



# Insects

## a Theme For Early Primary



### Introducing the Theme

Insect Library: Prepare your classroom for a unit on insects by collecting fiction and non-fiction books, magazines and other resources on insects.

Do a KWL chart. Brainstorm to see how much students know about insects. Put a chart on the board and let the students give their ideas while you write them down. Ask the children what they want to learn. At the end of the unit, have them complete the chart with the things they have learned.

Brainstorm a list of all the different kinds of insects.



# Characteristics of Insects

Discuss the characteristics of an insect using a diagram to illustrate.

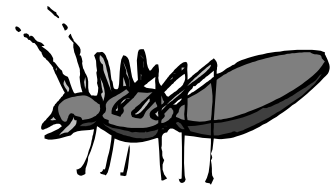
All insects share the following characteristics:

- 3 body parts:
  1. Head; contains a mouth, eyes, and a brain
  2. thorax: the locomotion center, full of muscles that move the wings and legs
  3. abdomen: contains the heart, digestive organs, and breathing organs
- 6 jointed legs attached to the thorax
- No internal skeleton
- A tough outer covering called an exoskeleton
- 2 antennae for smell, touch and sometimes hearing attached to the head
- Holes in the thorax and abdomen called spiracles to breathe air
- Mouthparts that pierce, suck, sponge or chew
- Many insects have 2 pairs of wings

# Collecting Bugs

On a sunny day, take a walk around your playground or to a park to look for insects. When you notice an insect, try to identify it with the insect guide. Insects come in so many shapes and sizes! Collect insects in a clear plastic jar - a large peanut butter jar size is good. Have magnifying glasses to study the bugs and to make sure that the captured ones are insects and have the 3 body parts and 6 legs. Make butterfly nets from nylon stockings or purchase a few nets in order to capture butterflies and moths.

# Insect Poetry



## Insects

*(Tune: If You're Happy and You Know It)*

Every insect's body has three parts.

Yes, every insect's body has three parts.

Every insect has a head,

A thorax and abdomen,

Every insect's body has three parts.

Every insect's body has six legs.

Yes, every insect's body has six legs.

They have three legs on each side

And they walk on them with pride.

Every insect's body has six legs.

---

## Fuzzy Wuzzy Caterpillar

Fuzzy wuzzy caterpillar

in the garden creeps.

He spins himself a blanket

and soon falls fast asleep.

Fuzzy wuzzy caterpillar

wakes up by and by

To find he has wings of beauty,

changed to a butterfly.

## Do You Like To Buzz?

*(tune: Do Your Ears Hang Low?)*

Do you like to buzz,

Are you covered all in fuzz?

Do you call a hive a home

In the garden where you roam?

Do you know how to make honey,

Are your stripes a little funny?

Do you like to buzz?

**Insect Parts***(Tune: It Ain't Gonna Rain No More)*

An insect has three body parts,  
 No more, no less than three:  
 Head and thorax, abdomen -  
 It sure makes sense to me!

The head has mouthparts well designed  
 And compound eyes as well.  
 Antennae sense the world around:  
 They feel and hear and smell.

The thorax is where legs are joined  
 Three pairs, six legs in all;  
 Each insect has six useful legs  
 To fly or jump or crawl.

The abdomen is where are found  
 The systems that it needs  
 To breathe, to reproduce, digest  
 The food on which it feeds.

An insect has three body parts,  
 No more, no less than three:  
 Head and thorax, abdomen -  
 It sure makes sense to me!

**Five Busy Bees**

Five busy bees on a lovely spring day.  
 The first one said, "Let's fly away."  
 The second one said, "We'll drink some nectar sweet."  
 The third one said, "Let's get pollen on our feet."  
 The fourth one said, "And then we'll make some honey."  
 The fifth one said, "Good thing it's warm and sunny!"  
 So the five busy bees went flying along,  
 Singing a happy honeybee song.

BZZZZZZZZ!

**Mr. Butterfly**

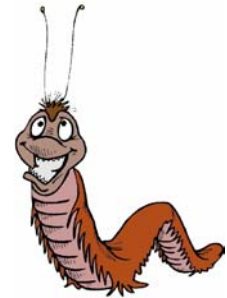
Butterfly, butterfly, where do you fly?  
 Where do you go alone?  
 Is it for flowers and honey you spy?  
 Have you a home of your own?

What is your name?  
 Do you live in the wood?  
 And what do you come to see?  
 Dear Mr. Butterfly, won't you tell  
 Your secrets to someone like me.

**Caterpillar Song***(this can be made into a book with one line on each page)*

I started as a tiny egg  
 Upon a leaf of green  
 And now I stay upon the leaf  
 So I will not be seen.

Soon I'll build a chrysalis  
 Upon a limb up high  
 I'll stay a while and then come out  
 And be a butterfly.

**Caterpillar**

Fuzzy, wuzzy, creepy, crawly,  
 Caterpillar funny,  
 You will be a butterfly  
 When the days are sunny.  
 Winging, flinging, dancing, springing,  
 Butterfly so yellow,  
 You were once a caterpillar  
 Wiggly, wiggly fellow.

**I Want You to Meet**

.....Meet Ladybug,  
 Her little sister Sadiebug,  
 Her mother, Mrs. Gradybug,  
 Her aunt, that nice oldmaidbug  
 And baby -- she's a fraidybug.

**Trusting Butterfly**

Hold your breath--  
 Don't come too near!  
 She's just about to land  
 Ah!  
 A butterfly has honored me  
 By resting on my hand.

**The Swarm of Bees**

One little honeybee by my window flew.  
Along came another bee, and then there were two.  
Two happy honeybees in the apple tree.  
Another bee came buzzing up, and then there were three.  
Three busy honeybees starting to explore.  
Another bee flew up to help, and then there were four.  
Four happy honeybees went flying to the hive.  
They were joined by one more bee, and then there were five.  
Five tired honeybees with the others mix.  
Now there's a swarm of them -- a hundred times six!  
One red ladybug sits on a leaf.  
She sits on a leaf on a tree.  
And as she sits on that little green leaf,  
There are so many friends to see!

Two yellow bumblebees buzz by the leaf.  
They buzz by the leaf on the tree.  
And as they buzz by that little green leaf,  
There are so many friends to see!

Three brown crickets go chirping by the leaf...

Four green grasshoppers go hopping by the leaf...

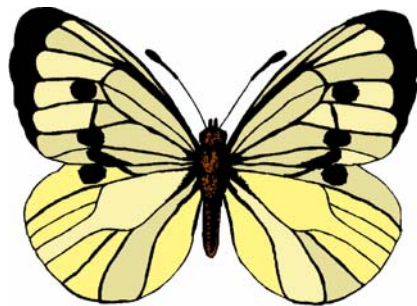
Five shy butterflies go fluttering by the leaf...

Little tiny ants go scurrying by the leaf...

All the little insects sitting by the leaf.  
They sit by the leaf on the tree.  
And as they sit by that little green leaf,  
They're a happy insect family!

---

Birds fly from us great humans.  
And beetles scuttle past,  
Antennas quivering just as if  
Each moment were their last.



What do you suppose?  
A bee sat on my nose!  
What do you think?  
He gave me a wink.  
He said, "I beg your pardon.  
I thought you were the garden."

**The Ladybug**

When strolling through the garden  
You should chance to see  
A ladybug out walking  
Please say "Hi!" for me.  
For a ladybug is a good bug  
And she helps the garden grow,  
She's supposed to bring good luck  
So be sure to say "Hello!"

**Raindrops**

How brave a ladybug must be!  
Each drop of rain is big as she.  
Can you imagine what you'd do  
If raindrops fell as big as you?

**June Bug**

June bug, June bug,  
Please reply:  
What do they call you  
In July?

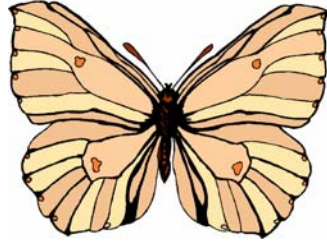
**The Butterfly**

Up and down the air you float  
Like a little fairy boat;  
I should like to sail the sky,  
Gliding like a butterfly.

**The Gnat**

Gnats are gnumerous  
But small.  
We hardly gnotice them  
At all.

Is a caterpillar ticklish?  
Well, it's my belief  
That he giggles  
As he wiggles  
Across a hairy leaf!

**Hug a Bug**

Hug a bug,  
Hug a bug,  
But don't EVER  
hug a bee!  
It might sting  
your nose,  
your hand,  
or your knee.

**Bugs**

I am very fond of bugs.  
I kiss them  
And I give them hugs.

**Grasshopper**

Hop, Hop, Hop  
My, what strength  
A grasshopper hops  
Twenty times its length  
Hop in the grass  
Or on a single blade,  
Hop in the sun  
Or hop in the shade.  
Farmer says, "Grasshopper,  
Stay off my crop!"  
There goes the grasshopper,  
HOP, HOP, HOP

**Spring Style**

Caterpillars, dressed in fur,  
Look elegant and grand;  
If I dressed that way in spring,  
No one would understand.

**Butterfly**

Butterfly so pretty,  
Butterfly so gay,  
Flitting here  
And flitting there  
And then you flit away.

**Bugs Come Out In Spring**

*(to the tune of "When the Saints Come Marching In")*

Oh when the bugs come out in spring  
Oh when the bugs come out in spring  
I want to be outside watching  
When the bugs come out in spring  
I'll see some crawl; I'll see some fly  
I'll count how many go marching by  
I'll watch and see how many I know  
Of the bugs that come out in spring.

**Ants**

It's an insect not a spider  
it has 6 legs instead of 8  
3 on this side 3 on that side  
and it's crawling on your plate.

Bees that buzz  
At my elbows and knees --  
No sir, I'm not  
Fond of these.  
But bees that buzz  
Near flowers and stem,  
Making honey --  
I like them.  
Mmmmm!

# Insect Information

## *Butterflies*

Butterflies are beautiful, flying insects with large scaly wings. Like all insects, they have six jointed legs, 3 body parts, a pair of antennae, compound eyes, and an exoskeleton.

The butterfly's body is covered by tiny sensory hairs. The four wings and the six legs of the butterfly are attached to the thorax. The thorax contains the muscles that make the legs and wings move.

Butterflies are very good fliers. They have two pairs of large wings covered with colorful, iridescent scales in overlapping rows. Lepidoptera are the only insects with scaly wings. The wings are attached to the butterfly's thorax (mid-section). Veins support the delicate wings and nourish them with blood.

Butterflies can only fly if their body temperature is above 86 degrees. Butterflies sun themselves to warm up in cool weather. As butterflies age, the color of the wings fades and the wings become ragged.



## *Life-Cycle*

Butterflies and moths undergo complete metamorphosis in which they go through four different life stages.

**Egg** - A butterfly starts its life as an egg, often laid on a leaf.

**Larva** - The larva (caterpillar) hatches from an egg and eats leaves or flowers almost constantly. The caterpillar molts (looses its old skin) many times as it grows. The caterpillar will increase up to several thousand times in size before pupating.

**Pupa** - It turns into a pupa (chrysalis); this is a resting stage.

**Adult** - A beautiful, flying adult emerges. This adult will continue the cycle by laying eggs.

## *Diet*

Caterpillars spend most of their time eating leaves using strong mandibles (jaws). A caterpillar's first meal, however, is its own eggshell. A few caterpillars are meat-eaters; the larva of the carnivorous Harvester butterfly eats woolly aphids.

Butterflies and moths can only sip liquid food using a tube-like proboscis, which is a long, flexible 'tongue'. This proboscis uncoils to sip food, and coils up again into a spiral when not in use. Most butterflies live on nectar from flowers. Some butterflies sip the liquid from rotting fruits and a rare few prefer rotting animal flesh or animal fluids (the Harvester butterfly pierces the bodies of woolly aphids with its sharp proboscis and drinks the body fluids).

## *Habitat*



Butterflies are found all over the world and in all types of environments: hot and cold, dry and moist, at sea level and high in the mountains. Most butterfly species, however, are found in tropical areas, especially tropical rainforests.

Many butterflies migrate in order to avoid adverse environmental conditions (like cold weather). Butterfly migration is not well understood. Most migrate relatively short distances (like the Painted Lady, the Red Admiral, and the Common Buckeye), but a few (like some Monarchs) migrate thousands of miles.

## ***Ants***

Ants have been living on the Earth for more than 100 million years and can be found almost anywhere on the planet. It is estimated that there are about 20,000 different species of ants. For this reason ants have been called Earth's most successful species.

Ants have three main parts. The head, the thorax or trunk, and the rear or abdomen. All six legs are attached to the trunk. The narrow waist is actually within the abdomen. The waist can be made up of one or two small

segments, depending on the species. The head consists of the jaws, eyes, and antennae.

The eyes of ants are made up of many lenses enabling them to see movement very well. The antennae are special organs of smell, touch, taste, and hearing.

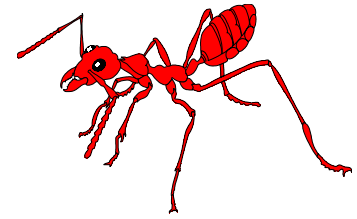
The abdomen contains the stomach and rectum. Many species of ants have poison sacks and/or stingers in the end of the abdomen for defense against their many predators.

### ***Habitat***

Most ant species live in the soil. Some, like the carpenter ants, also live in wood (they excavate, but do not actually eat the wood). Some ants live in cavities made inside plants, such as acorns, twigs, and bark.

Ants build many different types of homes. Many ants build simple little mounds out of dirt or sand. Other ants use small sticks mixed with dirt and sand to make a stronger mound that offers protection from rain. Western Harvester ants make a small mound on top, but then tunnel up to 15 feet straight down to hibernate during the winter.

Ant mounds consist of many chambers connected by tunnels. Different chambers are used for nurseries, food storage, and resting places for the worker ants. Some ants live in wood like termites. Army ants don't make a home at all but travel in large groups searching for food.



### ***Diet***

Most ants that are easy to keep in the classroom are generalists, eating a variety of small insects that they capture, dead insects they happen to find, nectar, or honey. They need a balance of carbohydrates and protein. Protein is especially needed for the queen to make eggs and for the larvae to grow.

### ***Sociology***

Ants are social insects, which means they live in large colonies or groups. Some colonies consist of millions of ants. There are three types of ants in each species, the queen, the sterile female workers, and males. The male ants only serve one purpose, to mate with future queen ants and do not live very long. The queen grows to adulthood, mates, and then spends the rest of her life laying eggs. The queen generally stays deep and safe within a nest. A colony may have only one queen, or there may be many queens depending on the species. Most ants that you see are workers and these are all females. Depending on species, workers may be similar in size, or come in a range of sizes.

If you watch ants for any length of time you will see that they communicate with each other and very effectively too. Ants communicate by touching each other with their antennae. Ants also use chemicals called pheromones to leave scent trails for other ants to follow.

### ***Life Stages***

Ant larvae are white and grub like. They have no legs and don't move about much on their own. You can generally see a large, dark stomach through their cuticle. Ant pupae look like white adult ants, with their legs and antennae pressed close to their bodies. In some species, larvae spin silk and the pupal stage is inside a cocoon. Newly emerged adult ants are often paler than older ones. It may take them several days to reach their final color.

### ***Interesting Behaviors***

Since ants are social they display many behaviors that remind us of our families and society. For example, worker ants take care of larvae by feeding and washing them. Ants are able to communicate with each other. They are able to communicate, among other things, directions (to where the food is) and alarm.

## ***Bumblebees***

### ***Habitat***

Honeybee colonies are perennial, but bumblebee colonies are annual affairs which die-out each autumn, leaving only young mated queens to survive winter and start new colonies again each spring. All the fairly large bumblebees seen flying in early spring are overwintered queens busy feeding and searching for nesting sites after their long hibernation. Some bumblebees nest in cavities underground, often taking over old mouse holes, while others nest on the ground surface in rough grass or moss. The nest comb and brood-cells are made from a waxy material produced by the bees from special wax-glands on their bodies, and the whole nest is usually covered and protected inside a ball of dead, finely shredded grass, moss, animal fur or similar material.



### ***The Queen and Worker Bees***

The smaller bumblebees seen foraging on flowers through most of the summer are workers. The queen rears the first brood of workers herself, but then the worker bees take over the duties of collecting food, rearing the young and building and maintaining the nest, whilst the queen devotes herself to egg-laying.

Bumblebees feed on pollen and nectar, and rear their grubs on the same diet. Towards the end of summer bumblebee colonies produce males and new queens. The males (or drones) do no work in the colony and quickly leave the nest to search for, and mate with, the new young queens from other colonies. Once fertilized, the young queens also abandon the nest to start their winter hibernation - usually in small underground chambers in well drained soil, often under stones, logs or in grassy banks. Male bees die after mating, and when the young queens have departed, the rest of the colony soon perishes and dies.

Bumblebee queens and workers can sting, but rarely do so except in their own defense and, usually, only if actually handled - so avoid picking them up

## ***Ladybugs***

Ladybugs (also called lady birds and lady beetles) are small, oval-shaped winged insects. These shiny insects are usually red with black spots or black with red spots on the wing covers. The number of spots identifies the type of ladybug. Most ladybugs are less than 1/4 inch (4-8 mm) long. As ladybugs age, the color of the spots fade.



### ***Anatomy***

Ladybugs are winged insects (a type of beetle). When they are not flying, the flight wings are covered and protected by a pair of modified wings (called elytra). When flying, the elytras open up, allowing the wings to move. The area above the elytra is called the pronotum (it is part of the thorax). The pronotum frequently has grayish spots on it. The head of the lady bug is very tiny (and frequently confused with the pronotum).

Like all insects, ladybugs have:

6 jointed legs (arranged as 3 pairs)

one pair of antennae

an exoskeleton made of chitin (a type of strong protein that also forms our hair and fingernails)

a three-part body consisting of the: head (which has the mouthparts, compound eye, and antennae), thorax (the middle section which is where the 3 pairs of legs and the pairs of wings attach), and abdomen (which holds the excretory and reproductive organs and most of the digestive system).

**Diet**

These tiny predators are usually very welcome in gardens because ladybug larvae and adults eat aphids, mealybugs, and mites (which are garden pests). Ladybug larvae can eat about 25 aphids a day; adults can eat over 50. There are about 5,000 different species of ladybugs throughout the world. A common species is the two-spotted ladybug. It is orange red with one black spot on each wing cover.

**Life Stages**

The ladybug, like all beetles, undergoes a complete metamorphosis during its life. The life stages of the ladybug are: egg --> larva --> pupa --> adult. Female ladybugs lay tiny eggs, usually laid in a small mass. The larvae that hatches from the egg is small and long and has 6 legs. As it rapidly grows, the larva molts (sheds its skin) several times. After reaching full size, the larvae attaches itself to a plant leaf or stem (by its "tail"). The larval skin then splits down the back, exposing the pupa. The pupa is about the size of the adult but is all wrapped up, protecting the ladybug while the it undergoes metamorphosis into its adult stage. This last stage in the metamorphosis takes a few days.

## Making Insect Habitats

It is fun and interesting to create bug habitats in the classroom so the children can study the insects and watch them over a period of time. It is important that the children look carefully to see the vegetation and soil where the insect was found so they can re-create the habitat. Here are some ideas:

**Caterpillar Bug Jug**

Prepare a caterpillar home in a small fish tank, a shoebox or milk carton with a hole cut for viewing. Cover the hole with nylon stocking. Place a small twig or two in the home for the caterpillar to use during the pupation phase of its life. Take the children on a caterpillar hunt. Look for caterpillars on the leaves and stems of plants. For food, take a supply of leaves from the plant on which you found the caterpillar. Sprinkle the leaves with a little water and keep them in airtight containers in the refrigerator or take several small branches of the leaves and place them in water as the leaves need to be fresh.

**Cricket Bug Jug**

Purchase crickets from a pet store. Prepare a terrarium in a jar including: potato halves, potting soil, pebbles or gravel, plants, and a screen or cheesecloth to cover the top. Add moss where babies can hide so the adults won't eat them. Feed them bits of fruit, vegetables and dry rabbit food. Keep a small container (jar lid) filled with water in the habitat.

**Pill Bug Jug**

Have the students collect pill bugs, sticks and rocks. Place in a terrarium or jar layered with gravel on the bottom, then charcoal and potting soil as the top layer. Place potatoes halves and plants inside for food. Place a screen or cheesecloth over the top. Mist daily with a spray bottle. The pill bugs will thrive if kept moist and out of direct sunlight.

**Nature Station**

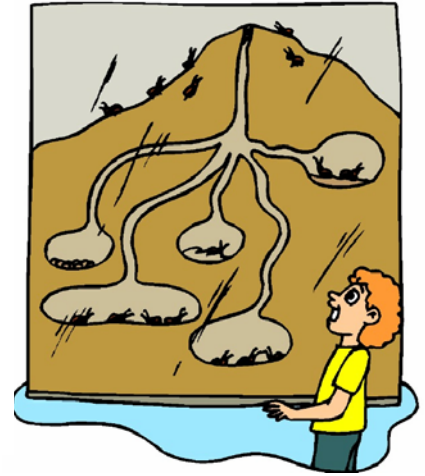
Have the students create an observation center in your classroom by taking a nature walk to collect various insects. Assemble insect habitats for display. Provide a magnifying glass, ruler, and insect viewing jar. Keep a journal nearby for students to record information such as the size of the largest bug, the date when the insects were found, and the number of bugs in each container.



## Ant Farms

Small ant farms can be set up in a large clear jar. Put about 10 cm. of sand in the bottom. Collect ants from the playground and carefully place them in the jar. They will soon be busy making hills and tunnels. Try feeding them tiny amounts of different things. Sprinkle or mist a bit of water into the jar occasionally.

You can also make a good farm in a shallow container. Put a small wall across the container with a few holes in it. Fill the larger side of the container with sand. Put a jar lid with water in it on the other side, and different foods for the ants to try. Put a piece of glass completely over the top of the farm so the ants can't escape. This is interesting if the sand touches the glass, because some of their tunnels will come up to the glass so you can see the ants at work.



## Insect Hotels

These are easy, and each student can make one. All you need is some stiff window screen and two tuna cans or cat food cans. Roll the screen into a cylinder and put the cans on both ends. Voila! You have your bug hotel. You can decorate them with stickers and computer labels that say Bug Hotel, Vacancy, etc. Remember, one only stays a short time in a hotel, so let the insects go after studying them!

# Learning About Different Insects

## *Beginning to Learn About Insects*

Some bugs help us, some annoy us, and some are downright dangerous. Bugs are very interesting and there is a lot to learn about them.

You'll need a magnifying glass, a clear plastic container with a lid and a simple insect guide from the library.

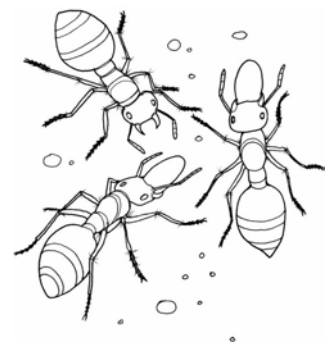
1. Search your school yard for bugs.
2. Collect a few different insects.
3. Identify types of bugs using the guides. Did you find: Ants? Beetles? Fleas? Silverfish? Moths? Flies? Ladybugs?
4. Find out the difference between an insect and a spider.

Bugs do what they do to survive. They are constantly looking for food. Some bugs are both good and bad. Termites, for example, have a nasty reputation because they destroy peoples houses by eating the wood. But they also break down old trees, keeping the forest floor from becoming too cluttered with dead trees.

Bees make honey and pollinate plants. Ladybugs eat aphids which can kill plants.

## *Learning About Ants*

Put a variety of food crumbs, sugar and other sweets on a plate and place on your playground. Watch to see which foods ants are attracted to. Children can predict which food will be the most popular.



## Discussion:

1. How do things look from an ant's perspective? Are things big or small?
2. Describe what your home would look like to an ant.
3. Describe what your classroom would look like to an ant.

## Drama/Music:

Point out that all insects have three body parts and six legs. Then divide students into group of three to form ants: the first person is the head, the second person is the middle (thorax), and the third person is the stomach (abdomen). Have the second and third student place their hands on the shoulders of the child in front of them. Students practice walking together in rhythm, slowly chanting "left, right, left, right..." until their steps are together. Next, they try marching to the Ant Chant. Students take turns being the leader.

**Ant Chant** (slowly)  
 Left and right, left and right,  
 Ants work hard all day and night.  
 Left and right, left and right,  
 Don't get left, step just right. (repeat)

Watch ants scurry in and out of their ant hills or find some spilled food on the sidewalk. Do they eat their food on the spot, or carry it back to their anthill? When an ant finds food, it runs back to the hill to "tell" the others.

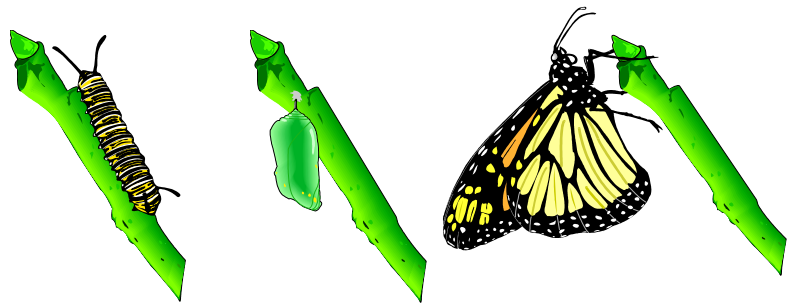
As it runs, it leaves a trail that other ants in the hill can smell. The ants find the food by smelling their way along the trail.

## Discussion:

1. What is an ant colony?
2. Show a diagram of an ant's anatomy. Name the various parts of an ant body.
3. How many body parts does an ant have? How many legs?

## Learning About Butterflies

Caterpillars are insects, too. They only have 6 legs, and the other parts that look like legs are called prolegs. There is a head and usually 12 body



### The Caterpillar / Butterfly Cycle

A grade one teacher says...

"I do a big insect theme in September. We first begin with caterpillars and butterflies and discuss metamorphosis. We make caterpillars out of egg cartons (cut them the long way and put on feelers and decorate). I have an art tree and I staple them on it. Then, we discuss how they make a cocoon. After school, I put all of their caterpillars in a cocoon and put them on the tree. We then discuss how long they stay in the cocoon (we say 14 days). In the meantime, we make butterflies and I save them. We count down the 14 days. On the 14th day, I take down their cocoons and put up their butterflies. The kids are amazed at how they changed (I don't tell them that I did it). This project helps them to understand how long the metamorphosis process is.

Here is one way to represent the butterfly life cycle.

Have each student make a caterpillar with 4 bumps of an egg carton, paint, wiggly eyes, etc. Each child places their caterpillar in a paper towel tube. Explain that the tube will be like the chrysalis. Discuss how long it takes the caterpillars to turn into butterflies and chart it on your calendar. After the 3 weeks, take each child's



caterpillar and attach tissue paper wings with a pipe cleaner (when the children are not present). The next day the children will see that their caterpillars have turned into butterflies. They can remove the wings to act out the life cycle on their own.

Discuss the concept of symmetry. Have the children create symmetrical butterflies.

Discussion:

1. If you could be any kind of bug, real or make believe, what would you be?
2. What would you do during the day? At night?
3. What is the craziest thing you'd do as an insect?

Read a book about moths and butterflies. Make a venn diagram comparing and contrasting moths and butterflies. Here are the differences:

	<p><b>Butterfly</b>            spins a chrysalis            Has straight antennae with knobby ends.            Is awake during the day, asleep at night.            Rests with wings straight up.</p>	<p><b>Moth</b>            spins a cocoon            Has feathery antennae without knobs            Is asleep during the day, comes out at night.            Rests with wings flat.</p>	
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## **Bees**

Explain the different parts of a bee and the various roles of a bee within a hive.

### **Special Guest**

Invite a Beekeeper to speak to the class. Have he/she bring beehives to show and handle. Discuss the roles of a bee in a hive. Have the beekeeper show what they wear when working with the bees and have them demonstrate how they retrieve the honey. Have the class taste the honey on crackers and bread.

### **Discussions**

1. What does a beekeeper wear?
2. What are the roles of a bee in a hive?

Discussion:

1. When a bee is flying, what does it see?
2. Where does a bee like to fly?
3. What noise does a bee make? How?
4. How does a bee move?
5. If you were a bee, where would you like to go? What would you like to land on?
6. What is it like to buzz like a bee or chirp like a cricket?
7. How can musical instruments make insect sounds? Try making the sounds.



After learning about bees, taste honey!

To demonstrate how bees help flowers to grow, sprinkle baby powder on the ground outside. Ask the children to walk through it. The baby powder will inevitably stick to their feet and get transferred around. You can explain that this is what happens to bees - their feet and legs pick up the pollen and bring it to other flowers.

# Insect Language Arts

## Writing

Make an Insect Journal. Make up small individual booklets for the children. Each day they can write one or more sentences about something they have learned, seen or done.

Read Chris Van Allsburg's *Two Bad Ants*. Observe how ordinary objects look from an ant's perspective. Discuss what your homes and classroom might look like to the bugs that enters them. Have students illustrate and write a simple story about a bug's adventure in a classroom or home and include this in their insect journal.

Create a butterfly shaped poetry book. Have students trace enough copies of the butterfly pattern to use as book pages. Provide each student with a copy of the pattern for the cover. Have students create their own caterpillar and butterfly poems or copy one of the butterfly poems in the book. Do illustrations on each page. Combine the finished pages and staple them together along one edge. Share the poems with the class.

A Grade One teacher says, "They LOVE learning unusual facts about insects and write up a storm. Sometimes I save this daily writing and put each child's papers together at the end of the theme to make a book. I also make copies of the poems we use and the children glue them into an "Insect Poetry" book so by the end of the theme they have quite a collection of poems that they can read."

Read *A Very hungry Caterpillar* and then make a big book. For the holes in the fruit you can use a paper punch.

Make a Progressive Insect Book.

Students can all make their own books. It consists of 5 pages that the students illustrate themselves on each page. It goes like this

### My Insect Book (Cover)

Page 1 - An insect has 3 body parts. (*Depending upon the age of the children you can either have an insect with 3 body parts already drawn on the page for them or allow the children to draw their own.*)

Page 2 - An insect has 3 body parts.

An insect has 6 legs. (*children illustrate*)

Page 3: An insect has 3 body parts.

An insect has 6 legs.

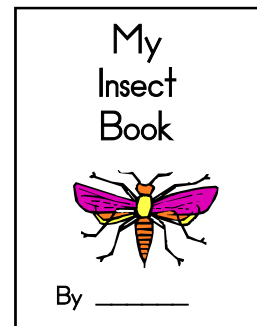
An insect has 2 antennae. (*children illustrate*)

Page 4: An insect has 3 body parts.

An insect has 6 legs.

An insect has 2 antennae.

This is an insect.



Children grasp the idea of what an insect is and can read their books over and over. All's you need is 4 pages of the 3 body parts & the children draw the rest of the parts themselves. A Reggio type suggestion would be to have the children draw the cover, then copy it for the next page, each day copying the addition for the next day.

Create caterpillar books by attaching 1 red (head) and 2-3 (or more) green small paper plates for the body together with brads. You can find the colored paper plates at party stores. Add roly eyes, pipe cleaners, etc. for details. Glue one page of the story on each caterpillar segment. These make an interesting bulletin board display.

## Reading

Centipede Incentive for Reading: Have children trace one of their hands on brightly colored paper and cut it out. With the fingers pointed downward, create a centipede by connecting the handprints as segments and adding a fanciful head to the first one. As you read books about garden creatures and bugs, write the titles on the hand shapes for a reading list display.

Discuss flies. Read *There Was an old Lady Who Swallowed a Fly*. Make class books out of it giving each child a page to draw. We also act out the story.

Learn reading vocabulary. Learn the insect's names, the parts of the body, the food, habitat, etc. Put the words on a chart so the children can refer to them when writing.

Have many books on insects in your classroom library. Encourage the children to read the ones that are at their reading level, and to look at the pictures in the more difficult ones.

## Insect Math

Read *The Grouchy Ladybug* by Eric Carle and make a book by stamping a clock face stamp on each page. Have the children illustrate who she challenged each hour of the day.

After reading *The Grouchy Ladybug*, have your children work on making their own time books stating what time they do various things (wake up, go to school, go home, eat dinner, etc...).

Give each child a large butterfly pattern. Have them paint on one side and fold in half to put the same pattern on the other side to show symmetry.

### Ladybug Spot Game

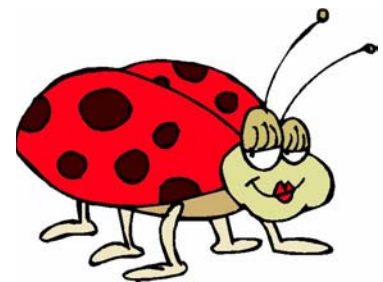
Materials: Ladybug shapes, dot stickers Pass out ladybug shapes on paper. Have students add dot stickers to the pattern or color black dots on the pattern. (The number of dots will be determined by the math facts you are teaching.) Organize teams and pass out a ladybug to each player. Call out a number. The teams race to group players whose ladybug dots equal the number called. Score points for correct answers.

Variations:

1. Specify a number that must be included in the total. Example: 'The number is 9. You must use a 3 in your group.'
2. Select students to demonstrate word problems. Have them hold ladybugs with the number of dots specified in the problem while another student writes the equation on the blackboard.

Discussion:

1. How many spots would there be in Mike's and Jenny's ladybugs landed on a leaf?
2. How many spots would be left if Jenny's ladybug flew away?



# Insect Art

## Butterflies



### *Coffee Filter Butterflies*

The children draw with markers on round white coffee filters and then sprinkle with water so the marker color runs. Squish in the middle and tie with a twist tie or a black pipe cleaner. This becomes the body and antennae. They look lovely hanging in windows so the sun will shine through them

### *More Coffee Filter Butterflies*

- 1) Take a cone shaped coffee filter and cut it apart. Have the children watercolor each side. Paint a clothespin black and then attach the two wings with it. Then add a pipecleaner tied around the clothespin for the antennae.
- 2) Using regular coffee filters, flatten them out and let the kids drip colors on with eyedroppers. When dry, use the non-spring type clothespins and push the coffee filters into the slit. Add pipe cleaner antennae.

### *Glittery Butterflies*

Have each child trace a butterfly template on a large piece of white construction paper. Next you cut out your butterfly. Then decorate one side of the wings with glitter glue. Before it dries fold the butterfly wings together to transfer the design to the other side. The colors smear together and look great. No two butterflies turn out alike.

### *Delicate Wings*

Make a butterfly shape for each child by folding a piece of tissue paper and cutting out wings. Use a variety of colors. Staple the wings together approximately 1 inch from the fold. Slide a tongue depressor through the paper and turn it so the staples are in the middle of a flat side of the stick. Crease wings apart. Have the child use tissue paper scraps to create colorful designs on the butterfly wings. To make the butterfly flap its wings hold the end of the stick and gently move it up and down.

### *Crayon Shaving Butterflies*

Shave old crayons and place between two sheets of wax paper and iron between newspaper. Cut into a butterfly shape and hang in the window.

### *Inkblot Butterflies*

Cut out a butterfly shape and fold it in the center, have the children paint one side. Fold and rub lightly, then unfold.

### *Feet Butterflies*

Have children take off shoes, dip feet into shallow pan of pastel paint. Step onto a piece of paper so feet are going outward from the heels together. When dry add antenna with markers.

### *Baggie Butterflies*

Fill a snack size ziploc bag with scraps of tissues paper and cellophane and then gather them together at the middle with half a pipe cleaner. Twist and bend the stem into antennae.

### ***Butterfly Puppet***

Students stuff a small zip-lock bag with small pieces of tissue paper. Punch a small hole in the bag, twist in the middle and put the long pipe cleaner around it, making the ends the antenna. The smaller piece also goes around the middle leaving a space or ring to put the child's finger through!

### ***Cupcake Liner Butterflies***

Flatten out cupcake liners and color with markers or crayons using many different colors. Pinch liners together in the center and wrap with pipe cleaners using the left over to make antennae.

### ***Stained Glass Butterflies***

Precut a butterfly shape out of construction paper. After cutting out the shape, cut out holes in various spots. The children can glue tissue paper squares over the holes.

### ***Tissue Paper Butterflies***

Cut butterfly shapes from white paper. Set out assorted colors of 1-inch tissue paper squares small containers of water and paintbrushes. Have the children paint the butterfly shapes with water and place the tissue paper squares randomly on the shapes. Have them count to ten then remove the wet tissue paper to view the colors left behind.



### ***Footprint Butterflies***

Have the kids stand (hold on to something) and cross their feet. Have someone trace around their feet on big piece of paper. You have a butterfly shape! Have them outline it in marker then spatter paint the butterfly. It isn't symmetrical but it is pretty. You could also do a marble roll and get interesting designs.

### ***Orange Tissue Butterfly***

Give each child a 8 by 11 rectangle of orange tissue paper. Put a black line down the middle (your paper should be the hot dog way). The children use black paint and apply symmetrical marks with a q-tip. Gather orange paper down the middle and slide this into 12 inch chenille stem that has been bent in half. Twist top of stem and the 2 ends stick up to form the antennae.

Cut a black background that is about an inch bigger all the way around than the orange piece. Glue orange butterfly onto this. Children apply white paint dots around the black edges with q-tip.

### ***Stained Glass Butterflies***

Spread glue on a piece of Saran Wrap and lay tissue paper (all colors) over it. Then paint glue on top of the tissue paper. Once dried, give each child a butterfly pattern to cut out of the dried paper. It looks really neat and the sun catches all the colors and the glued tissue paper is really sturdy!

### ***Become Big Butterflies!***

Become huge butterflies at the end of the unit. Give each child a big sheet of cardboard. Have them pick a butterfly they want to be, research it by looking at the pictures and then draw it and color or paint it. Cut them out and glue straps on them like a backpack and the children can wear them. Make headbands and glue pipe cleaners for antennae. The children should be able to tell people the type of butterfly they have become. The children can have a parade around the school and “fly” in the playground!

## *Ants*

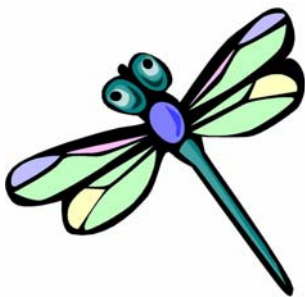
### *Ants on a Leaf*

Supply each child with a construction paper leaf and a hole punch. Let them punch away at their leaves. When they are done punching use the eraser from a new pencil dipped in black paint to make ants on the leaf. Make three dots next to each other . . . Draw legs and antennae with the pencil.

### *Art Ant Farm*

Have children paint one side of a piece on construction paper of small poster board with glue/water solution. (The paper should be the size to fit into a large ziploc bag.) Children may leave a dry area on one portion of the page to be the area of grassy ground above the ant farm. Then have each child cover the paper with sand. Let the child make tunnels by scarping off a few lines of sand. Paint or draw, or glue on Easter grass above the ant farm. Place the entire page in a large ziploc bag and seal it. Glue on little plastic ants if desired.

Make aluminum foil ants or other insects. Roll up and press the aluminum foil into insect shapes. Cut up pipe cleaners for the legs and feelers. For winged insects, form pipe cleaners wings. Fill inside the pipe cleaner wings with tissue paper.



### *Rainbow Dragonflies*

For the wings, fold a sheet of paper in half. Lay the top of a table knife flat on the paper with the center of the blade on the fold. Trace around the knife onto the paper. Move the knife down and trace it again. Cut out the wings, keeping them attached. Decorate a non-spring clothespin and the wings. Place the wings, folded side down, in the slit of the clothespin. Press the wings open and tape them to the clothespin.

## *Caterpillars*

Cut out circles on different colored construction paper. Paste circles side by side slightly overlapping. Add legs and feelers from pipe cleaners and draw on face.

### *From Caterpillars to Butterflies*

At the beginning of the unit have each child make a caterpillar from one side of an egg carton. Then roll it up into a cocoon, cover with construction paper, and then hang them around the room. At the end of the week open the cocoons and out comes a butterfly (teacher has glued or taped on wings).

### *Eggcarton Caterpillars*

Give each child a section of an egg carton and have them paint it yellow, black and white and then add google eyes.

## *Ladybugs*

You can make ladybugs with paper plates. Use the plate to trace a red circle, cut in half and color with black dots. Use a plate to trace a circle on wax paper, cut in half for the wings. Fasten circles. Attach six pipecleaner legs. On the underneath draw the three body parts (underbelly). You can make a black head to glue on the edge of the plate.





# Insect Bulletin Boards

## *Who Lives In Your Garden?*

Create a garden collage from a "bug's eye" view. On a sun shape, display the poem "Who Lives in Your Garden?" by Kimberlee Graves or another favorite poem. Paper twist makes good leaf and grass, especially when reinforced down the center with lightweight wire. Three-dimensional rocks can be made with burlap-covered cardboard or crumpled brown paper. Use gift wrap or wallpaper to make plants and flowers. Attach some of the pieces at one end so they may be lifted to reveal insects, slugs, and other hidden creatures. Add students' creations as they work on this unit. Write questions along the base such as what lives under a rock? What lives under a leaf? What lives in the grass?



## *Bug Parts Bulletin Board*

Enlarge a diagram of an ant, grasshopper, bee, caterpillar, butterfly and ladybug. Identify the various parts. Display appropriate writing from the unit.

## *A GIANT Caterpillar*

Make a giant caterpillar that stretches around the room! Purchase colored lunch bags, or paint the brown ones. Stuff them and staple them together to make a long caterpillar.

## *Ants At the Picnic*

Cover a bulletin board with a red and white checked tablecloth. Add black ants around the edge and samples of the children's work.

# To End the Unit

Release all the captured insects! "Ladybug, ladybug, fly away home!"

Discussion:

1. How do insects help us?
2. What can we do to protect the lives of insects?
3. How can we promote the lives of insects?
4. Where do you think the insects we released will go?

## **Bug Bash**

It's party time! Have a bug bash to finish your unit! Take a picnic of Ants on a Log and Cracker Critters (recipes below). Make bug juice and call it "butterfly nectar" and serve it in a flower petal cup with a curly straw. Go someplace new for your outing. Form ants and centipedes in a bug brigade and say the Ant Chant as you walk. Compare and discuss bug journals and what they've students have learned during the unit.

### Cracker Critters

Assorted crackers and a variety of fillings - Pretzel sticks, peanut butter, vegetable strips, spreadable cheese, carrot circles, cream cheese, etc. Spread a filling on the cracker and use the vegetables and pretzels to form legs, heads and spots. Encourage children to create names and stories for the critters.

### Ants on a Log

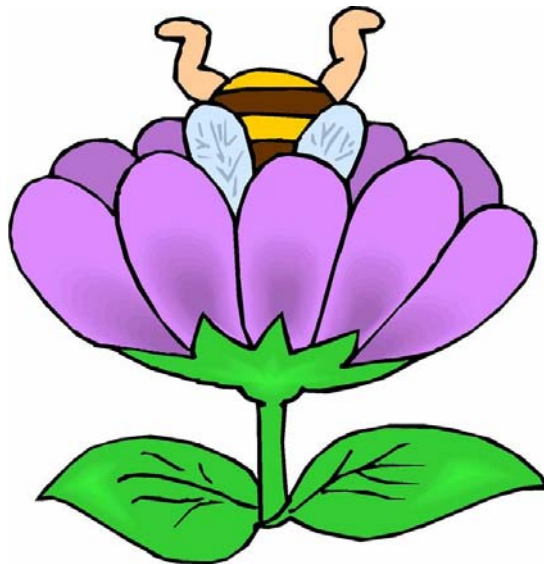
Fill celery sticks with peanut butter or Cheez Whiz and add raisins for ants.

### Bug Juice in a Flower Petal Cup

Serve this delicious drink in a flower petal cup with a straw and drink just like a butterfly does, sipping nectar through a tube-shaped tongue. Juice: 1/2 cup orange juice, 1/2 cup cranberry juice, up to 1 tablespoon honey. Mix the juices together, and taste first for sweetness before adding honey. Stir the honey until dissolved.

### To Make the Flower Petal Cup

Cut a strip of paper that is 3 inches wide and long enough to circle the rim of the paper cup, plus 1 inch. (Use the measuring tape for this.) On one edge of the strip, cut scallops about 2 1/4 inches long, leaving a 3/4-inch border on the other edge. Shape each scallop into separate petals. Wrap the uncut edge of the petal strip around the plastic cup, and anchor it with tape. Fold the petals out one by one. Then pour in the nectar and serve it with a curly straw.



# Jack and the Beanstalk



This story fits in well with a unit on fairy tales.

## Science: Planting Beans

Have the students plant lima beans in a plastic bag with a little bit of soil. Have them keep a daily journal written and illustrate the progress of their 'beanstalk'.

## Language Arts Activities

- Have the children write an imaginary story about the beanstalk called \_\_\_\_\_'s Beanstalk or \_\_\_\_\_ and the Beanstalk using his/her name.

- Re-tell the story through pictures. Draw an outline of a leaf on a piece of paper, and photocopy enough for your class. On chart paper ask the class to retell the story, sentence by sentence. Assign one sentence per child, and ask them to draw a corresponding picture inside their leaf outline. (Children who finish early can illustrate any left over sentences.) Display these pictures in order on a beanstalk going up the bulletin board.

- Do 'Jack and the Beanstalk' as part of a folktale unit. After reading and discussing 'Jack and the Beanstalk' each group can pick out and list the fairy tale elements. (giant, magic, all good characters, all bad characters, problems to be solved).

- You could also read Clifford books and write individual stories on what they would do if Clifford was at their house....how their life style would have to change if they had him for a pet, etc.

- Go to: <http://lisablau.com/archives.html> for a Reader's Theatre script of "Jack and the Beanstalk". The children can also make stick puppets and design backdrops.

- Read the children 'Jack and the Beanstalk' and then discuss setting. Create a story map as a graphic organizer. They then can rewrite the story using their own name (i.e. Patrick and the Beanstalk).

## Math

- Bring in the tallest person that you can find. Have the students measure the giant's height and label the results on an illustrated picture of the giant who came to your classroom.

- Measure giant things!

- How big is big? Discuss the giant and how big he might be. How big will his castle be and the things he uses every day?

## Other Activities



- Make a paper vine that goes from the floor up and over part of the ceiling. Add leaves. At the ceiling, attach cardboard cutouts of boots to look as if the giant was just climbing down.

- Investigate giants! Then you could investigate and learn about the biggest animals, biggest trees, sky scrapers.

- Re-write the story using the information that you found for the Giant's castle and the things he ate. There is a great book out called 'Jim and the Beanstalk'. It is really good to give the kids ideas on how they could re-write the story. Then put on a play. You could have one of the little ones be Jack and one of the grade 6 students as the giant.

"I had the children create a setting using paint and construction paper and used actual photos of them. Next they planted a bean seed in a Ziploc baggie and attached it to the bottom of the picture (the bean will grow right up it within a week)."

# A Jellybean Mini-Theme

Give each jellybean colour a value ... red = 2, blue = 5, etc.. Add jellybeans  $R + O =$ ,  $Y + G =$ ,  $P + O + O + W =$ ,  $O </> Y$ ,  $R </> G$ , etc. Have student make up their own problems and solve.

How many groups of 2 can you make? Are there any left over? How many groups of 4 can you make? Are there any left over? How many groups of 5 can you make? Are there any left over?

How many centimetres long is 1 jellybean? 2 jellybeans? 4 jellybeans? How much do your jellybeans weigh?

How many jellybeans in all?

## Counting Jellybeans

One little, two little, three little jellybeans;  
Four little, five little, six little jellybeans;  
Seven little, eight little, nine little jellybeans;  
Ten yummy jelly beans to eat!

## The Jellybean Song (tune: Alouette)

Al and Etta went out to get a  
Basket full of jolly jelly beans.  
Jolly jelly beans of red,  
That's exactly what I said.  
Beans of red, beans of red,  
Ooohhhh, .....

(beans of green...that's exactly what I mean)  
(beans of pink...that's exactly what I think)  
you can make up verses for the other colours -

**Sorting Jellybeans:** Each child will need an empty egg carton and a handful of jellybeans. Have the children place the jellybeans into individual egg cups according to colour. The children can count how many beans of each colour are in the cups.

**Graphing Jellybeans:** Have the children tell you their favourite jellybeans. Ask them favourite flavour and/or colour. Make a graph on bulletin board paper for all to see. Also have graph paper for students to make a bar graph of the results. You can also try making a line graph and plot the dots to show them 3 different kinds of graphs.

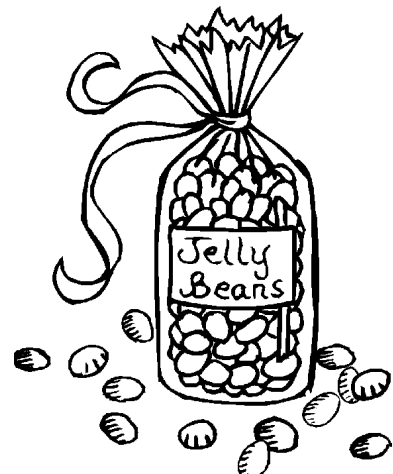
**Making Patterns:** Glue jellybeans or paper jellybeans onto craft sticks following a pattern.

**Jellybean Toss:** Put out cups or lids. They may need to be weighted down. Divide students up into two teams. Have students take turns tossing a jellybean into the cup. Give each colour a number value. Add together the jellybeans that make it into the cup. Some of the colours could have a negative value where the number had to be subtracted.

**Jellybean Writing:** Jelly beans are.... As \_\_\_colour\_\_\_ as \_\_\_object\_\_\_. They write one sentence about each colour of jelly bean. For example:

## JELLY BEANS

Jelly beans are.....  
As red as roses.  
As green as grass.  
As pink as carnations.  
As black as night.



# Names



## Getting to Know One Another

This is a take-off on the book "*Brown Bear, Brown Bear*" by Eric Carle. This is a great "getting to know you" book and remains a class favourite throughout the year.

1. Take a photograph of each child in your class, one of yourself and a whole group photo and have them developed.

2. Glue each child's photo and the class photo to the centre of a piece of 9" x 12" construction paper.

3. You are now ready to compile your book. Name it "Who Do You See?"

Page 1: Print "Mrs. \_\_\_\_\_, Mrs. \_\_\_\_\_, who do you see?" above your photo. Below the picture print,

"I see *George* looking at me."

Page 2: Top of page:

*George, George*, who do you see? *George's* photo is glued to centre of page.

Bottom of page:

"I see *Susan* looking at me" continue until every child has a page.

The last page would be:

"I see all of the children looking at me, that's who I see!" The class photo is glued to this page.

Laminate each page for durability.

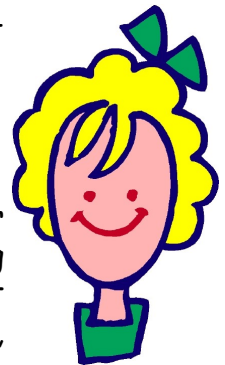
Bind your book using a spiral book binding machine, or if not available, use a duotang.

Each child may take a turn bringing the class book home to share with his/her family.

## Name Activities

Some activities to do on the first days:

1. Draw a picture of themselves. Include in it something that is special or that they especially like.
2. Scrambled the words "My name is \_\_\_\_\_." They can usually easily unscramble the words and paste them on their picture, writing in their name.
3. Outline the letters of the child's name on a strip of tag (about 4" high and as long as needed for the first name). Use a capital for the initial letter and lower case for the rest. The children colour in their name, making fancy designs, etc. Share the names with the class. Later hang them with yarn from the ceiling or make a colourful bulletin board display.



## Name Patterns

The children write their names on graph paper over and over (across the top row then across the second row, etc.) not considering where it ends (leaving no blanks), and then colour each letter a different colour. For example, if the name is ERIN, colour all e's blue, all r's red, all i's green, all n's yellow. They will create a pattern.

## Getting to Know You

Hickety-Pickety Bumble-Bee. Who can say his name for me?

*Child: (Mary)*

*Teacher: Let's all say it.*

*All: Mary*

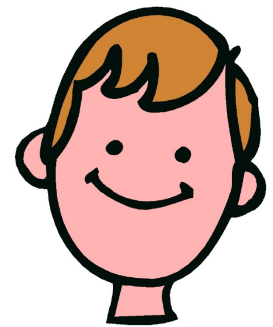
*Teacher: Let's clap and say it.,*

*All: Ma-ry (clap-clap with syllables)*

*Teacher: Let's whisper it!*

*All: Mary (softly) ,*

*Go on to next child. Using different voices to repeat child's name  
(Bears, sad, happy, tiny mouse etc.)*



*To the tune of "Frere Jacques".*

*(Teacher sings) Where is Colin?*

*(Colin stands up. Everyone sings) There is Colin (stays standing)*

*(teacher sings) Where is Blair?*

*(Blair stands up. Everyone sings) There is Blair (stays standing)*

*(Teacher sings) Where is Katie?*

*(Katie stands. Everyone sings) There is Katie (stays standing)*

*(Everyone sings and waves at these three) How do you do! How do you do!*

*(Colin, Blair and Katie sit down)*

## The Name Game

While in a circle the children each have a turn saying their name and doing a hand motion -(clapping, for example). Each child in the circle repeats the child's name with the same hand motion. Repeat this with each child. This takes a long time, so at the beginning of the year it's unlikely that you'll be able to do the whole class in one sitting.

## We Fit Together

Give each child a puzzle piece and they colour themselves on it and place their name on it. Then work together as a class to put the puzzle together. Talk about how working as a team we can get things done. Make the puzzle from heavy oak tag.

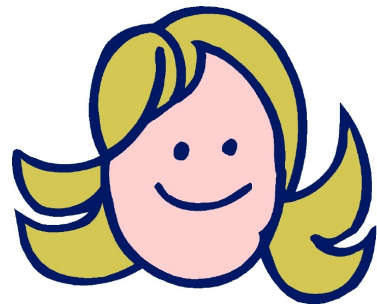
## Names Around the Curriculum

1) Math: Create a graph of lengths of student names. Discuss: Which name is the shortest? Longest? How many students have names with four letters? Etc.

2) P.E. Have students stand in a circle. Each student thinks of a motion. Then go around the circle and say the names and do the motions, and everyone copies them.

3) Homework. Find out why you were given your name. Were you named after someone in your family?

4) Have the children print their names on the computer and then experiment with different fonts.



\*Have students print their names on large, white construction paper using tape. Then use poster paint to paint over their names. When the paint is dry, pull off the tape and their names appear in white.

\*Glitter name -Give each child their name printed with fat letters. They paint glue over their letters and sprinkle on glitter. You could print the names with the computer - try "Tubular" font.



**Copy Cat, Copy Cat**

Let's play copycat  
Just for fun  
Let's copy \_\_\_\_\_(name)  
S(He)'s the one  
Whatever s(he) does  
We do the same  
Cause that's how we play  
The copycat game.

(for attendance)  
Zoom zoom astronaut,  
can you say your name  
or not?

(for attendance)  
Hickity tickity bumblebee,  
Can you sing your name  
With me?

**I am**

(to the tune of Frere Jacques)  
I am (name),  
I am (name),  
That's my name,  
That's my name,  
I am glad to be here,  
I am glad to be here,  
At school today,  
At school today.

**Where is...**

(can be sung to the tune of Frere Jacques)  
Where is (name),  
Where is (name),  
Here I am, here I am,  
How are you today (name)?  
Very well thank-you.  
Yes indeed, yes indeed.

(to the tune of "B-I-N-G-O")  
There was a class that had a  
girl/boy,  
And \_\_\_\_\_ was her/his name-o,  
Jump, jump \_\_\_\_\_ (child's name),  
Jump, jump, \_\_\_\_\_ (child's name),  
Jump, jump, \_\_\_\_\_ (child's name),  
We're glad you're here today.



## Name Puzzles

Go to:

<http://www.puzzlemaker.com>

and make up a word-search puzzle with the names of all your class members. This is very easy to do. Each child must find his/her own name and see how many other names he can find.

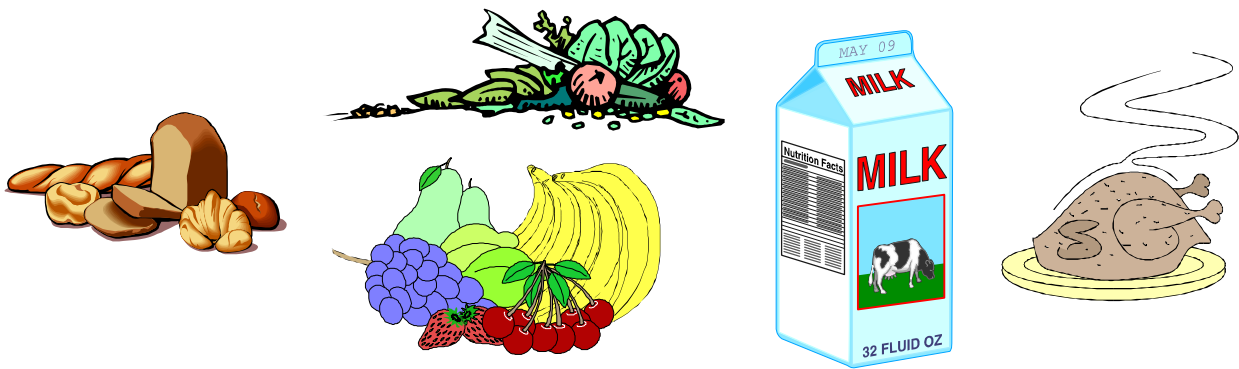


## Names in the News

In the beginning of the year, one student a day (go in order of the birthday chart) tells something special. Write it out starting with the child's name.. e.g. John Martin got a new puppy. John then goes up to the board and reads the sentence by pointing to each word with a pointer. Help if needed, then John may read the sentence again. We all clap when he gets it right, then read it with him as he points to each word. Require one tap on each word as we read it. Later read the sentence as it is spoken...faster and with inflection.

# Nutrition

## A Theme for Early Primary



### Goals for the theme.....

We can make good choices in the food we eat.

Food helps us grow.

Food gives us energy to move, think, and learn.

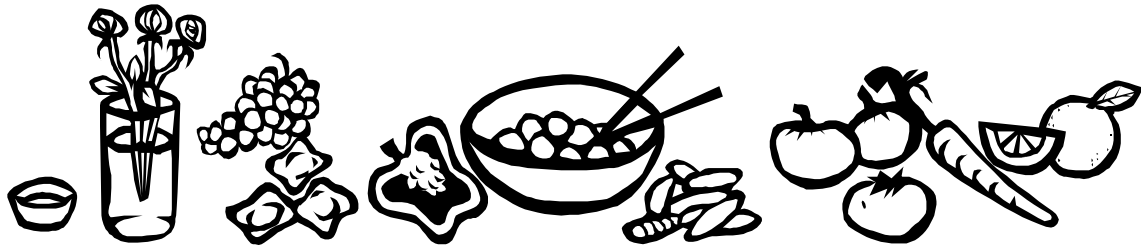
Food gives us vitamins which keep us healthy.

Some foods come from animals.

Some foods come from plants.

We can group foods together into food groups.

To understand the Canada Food Guide.



## To introduce 'Nutrition'....

Do a KWL chart. Brainstorm what the children already know about good food choices. What would they like to know? Complete the third column at the end of the unit with what the children have learned.

### **Good Food vs. Fats and Sweets (Poor Food)**

Read *The Very Hungry Caterpillar*. There are many types of food in the story. It is a great time to talk about the four food groups. Have the students fold a piece of photocopy paper in four rectangles. Write the name of each food group in a rectangle. The students then draw the food from the book that fits into each category. The “junk” foods can be drawn on the back. After discussing the food groups and what food is good for you a good food / poor food graph can be made. Take a large piece of butcher paper and divide it in half. Large marshmallows are fun to graph with. Begin with the first food in the book, an apple, and ask if it is a good food or a “fats and sweets” food. When the students say a good food have one student take a large marshmallow and bite it in half. Use the sticky side to stick on the graph. Continue through all the foods in the book to see if the caterpillar ate more good foods or poor foods. You could also use the small marshmallows or Cheerios and have the students make individual graphs.

*Foods in the Fats and Sweets (Poor Food) category should be eaten in moderation.*

There are many other books you can use to introduce the unit. Read “Gregory the Terrible Eater”, “Cloudy With a Chance of Meatballs” or other favourites.

## Canada's Food Guide

The Food Guide gives us a basis to make good food choices, and shows us an ideal balance of foods to eat each day. For children in the primary grades they should eat a minimum of 5 servings of grain products, 5 servings of fruit and vegetables, 2 servings of milk products and 2 servings of meat, fish or protein alternatives. There is also a small place on the chart for “other foods”, the fats and sweets.



Health  
Canada

Santé  
Canada

CANADA'S

# Food Guide

TO HEALTHY EATING  
FOR PEOPLE FOUR YEARS  
AND OVER

Enjoy a variety  
of foods from each  
group every day.

Choose lower-  
fat foods  
more often.



# Teaching the Food Groups

## Are You Eating

*tune: Are You Sleeping)*

Are you eating, are you eating  
Healthy foods, healthy foods?  
For your body needs them, for your body needs them  
Everyday, Everyday.

## Healthy Eater's Pledge

I'm going to eat  
a wide variety of foods  
from the Four Food Groups  
every single day  
so I can  
be healthy  
so I can  
have energy  
and grow up tall and strong.

## Healthy Habits

Be sure to eat nutritious foods  
To keep your body strong.  
Too much candy, junk, and pop  
Can do your body wrong.

## So Good For You

Milk, fruits, and vegetables,  
Meat and brown bread too.  
Try to have some every day,  
They're so good for you!

## Good Foods

Milk, meat, bread, fruit,  
These will help me grow  
To be strong and tall and well,  
Healthy from head to toe!

## Grain Products

The 'Grain Products' are the breads (buns, bagels, pitas); cereals, both cold and hot; and pasta and rice.

To show how flour is made, go to a feed store and buy some grain. Grind it with rocks or a mortar and pestle. You only need to do a little! The children can see that the flour is brown. Then show them whole wheat and white flours. Which do they think has more of the 'whole' grain?

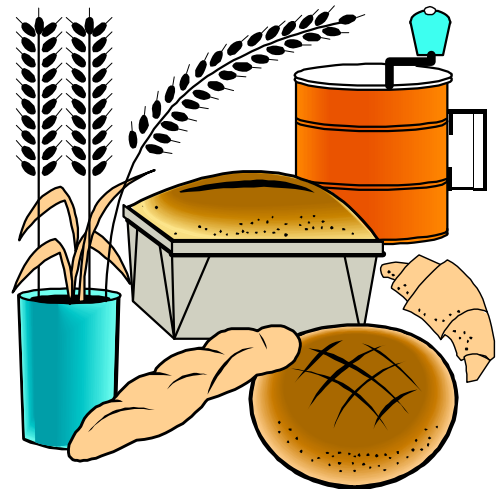
Which will give you more goodness?

Brainstorm foods that are grain products.

Collect pictures of foods made from grains.

Show the children brown rice, and compare it to other grains.

Collect wrappers and boxes of grain products.



## Cooking

Make bread! Many of the children have never seen bread being made. The yeast making the bread rise is fascinating to the children. You can use a bread machine, but the children cannot see the process as well.

Make a bread recipe and give each child a piece of dough to knead. Let it rise and then each child can get the feel of the dough. (The buns may not turn out very well, but the children will like them anyway!)

If you have a pasta maker, do this in the classroom. Eat it with a simple tomato or cheese sauce.

Make muffins.

### Eating

Have each child bring a sample of a grain product from home. Taste the different foods.

### Bread and Cereals

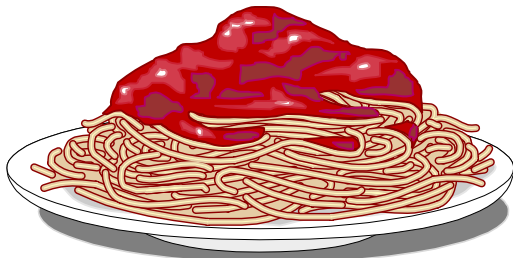
Bread and cereals start from seeds  
Of grasses farmers grow;  
They're all ground up and mixed with eggs  
And other flavours for dough.

The crust of pies and dinner rolls,  
And noodles of chicken soup,  
Doughnuts, spaghetti, and Cream of Wheat  
Are in the bread and cereals group.

### I Love Pasta

I love pasta shapes, yes, I do,  
Noodles and twists are but a few.  
Then there's spaghetti and bow ties,  
Wheels and macaroni, any size.

Cook up the pasta shapes, yum, yum, yum,  
I just love pasta in my tum.  
Hand out the forks, and now let's eat,  
I say pasta is a special treat!



Slice, slice, the bread looks nice,  
Spread, spread, butter on the bread;  
On the top we'll put some \_\_\_\_\_,  
Now it's even nicer for us to eat!

Crusty corn bread  
crumbly crumbs  
mumbly muffins  
buttery thumbs

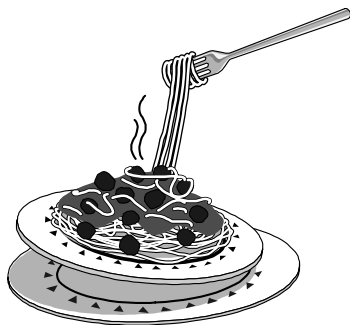
Flaky biscuits  
crunchy toast  
cracks in the crackers  
crumble the most

### Oodles of Noodles

I love noodles. Give me oodles.  
Make a mound up to the sun.  
Noodles are my favourite foodles.  
I eat noodles by the ton.

### Mix a Pancake

Mix a Pancake,  
Stir a Pancake,  
Pop it in the pan;  
Fry the pancake,  
Toss the pancake-  
Catch it if you can.



### **Bread and Cereals**

Breads and cereals start from seeds  
Of grasses farmers grow;  
They're all ground up and mixed with eggs  
And other flavours for dough.

The crust of pies and dinner rolls,  
And noodles of chicken soup,  
Doughnuts, spaghetti, and Cream of Wheat  
Are in the bread and cereals group.

## **Vegetables and Fruit**

In some food guides these are separate, but Canada's food guide has them together. You can separate them for teaching purposes.

By definition, fruit is the seed part of the plant. This may confuse the children, as that puts tomatoes, squash, cucumbers, green peppers, etc., in the fruit category. It may be wise to leave that definition out of the lesson!

Collect pictures of vegetables and fruit. Make a collage for each.

Have a fruit day! Get samples of every kind of fruit at the grocery store, enough of each so the children can have a small taste. Many varieties will be new to the kids, and it will be interesting for them to try pomegranate, kiwi fruit, fresh pineapple, melons, different berries, etc. For your Language Arts lesson, collect interesting vocabulary that suit the different fruits. Discuss how they feel, how they smell, if they make a sound when shaken, what the appearance is, and finally how they taste. You can make a chart with columns for each of the 5 senses. Collect seeds when possible, put them on paper plates and label them. Mix any leftover fruit into a fruit salad for lunch.

Do the same for vegetables. Make a veggie salad with suitable extras after the children have had a chance to taste and discuss.

Graph the favourite fruits and vegetables.

Brainstorm as many fruits and vegetables as you can. Make a chart for each.



### **Cooking**

Make applesauce. Use a Starfrit gadget to peel and core the apples, and the children can help cut them into pieces. You can also make baked apples.

Make fruit salad.

Bake potatoes.

Have a corn roast.

### **Eating**

Nibble unfamiliar fruits and vegetables.

Make different salads.



## **Poetry**

### **Vegetables and Fruits**

The food we like to eat that grows  
On vines and bushes and trees  
Are vegetables and fruits, my friend,  
Like cherries, grapes, and peas.

Apples and oranges and peaches are fruits,  
And so are tangerines.  
Lettuce and carrots are vegetables,  
Like squash and Lima beans.

### **I Eat My Peas With Honey**

I eat my peas with honey;  
I've done it all my life.  
It makes the peas taste funny,  
But it keeps them on the knife.

### **Vegetables**

Vegetables are plants we eat,  
They're so good, what a treat!  
Carrots, beans, and broccoli -  
They help us grow so healthily.

### **Vegetable Colours**

There are many colours vegetables -  
They are good for you.  
Carrots are orange, I'll eat a few,  
Beans are green, I'll try them too.

Repeat, substituting other vegetable names and colours for those in the rhyme.

Crunchy, munchy apples  
Squishy, squashy plums  
Squirty, spurty oranges  
Yum! Yum! Yum

### **The Salad** *(sing to the tune of I'm a Little Teapot)*

I'm a little salad made of greens  
Radishes, tomatoes, celery and beans  
Crunchy, crunchy carrots, lettuce, peas  
Serve me fresh and eat me please.



## Milk Products

Milk and milk products give us calcium which builds strong bones and teeth.

Make butter! Put whipped cream in a margarine container and shake to make butter or the children can each get a baby food jar. Fill the jar half full of heavy cream. They can sit and shake, shake, shake while you read a story! Then let them taste it on bread with and without salt.

Take pictures of each child with a milk moustache holding a milk container. Great for a bulletin board display! "We Love Milk!"

Brainstorm all the dairy products.

### Cooking

Make a milk pudding. Make ice cream.

Make an 'Orange Julius' with ice cream, orange juice and yoghurt.

### Eating

Taste different cheeses and yoghurts. Graph favourites.

Try sour cream, buttermilk and cottage cheese!

### Poetry

#### Dairy Products

Dairy products are food from the farm  
That came from pasture and coop;  
Milk from cows and eggs from hens  
Are part of the dairy group.

We eat our eggs cooked soft or hard,  
Scrambled, poached, or steamed;  
From milk we make our cottage cheese,  
Our yoghurt, and ice cream.



## Meat and Alternatives

Meat or meat alternatives give us protein.

Brainstorm meat names - beef, pork, chicken, etc.

How many kinds of fish can you name?

This category contains not just meat and fish, but eggs, peanut butter, nuts, and dried beans.

These are alternative sources of protein.

Where do the different meat products come from?

Collect pictures of meat and meat dishes.

Make a meat face using bologna and pepperoni.

### Cooking

Make hamburger patties.

Make hotdogs. Try different toppings.

### Eating

Try different cold meats. Graph favourites.

Taste different nuts. Choose favourites.

Make peanut butter sandwiches. What do you like with peanut butter?

### Poetry

#### Meat, Poultry, and Seafood

Cows and pigs and sheep make up

The mammals that we eat.

Spare ribs, steak, or hamburgers,

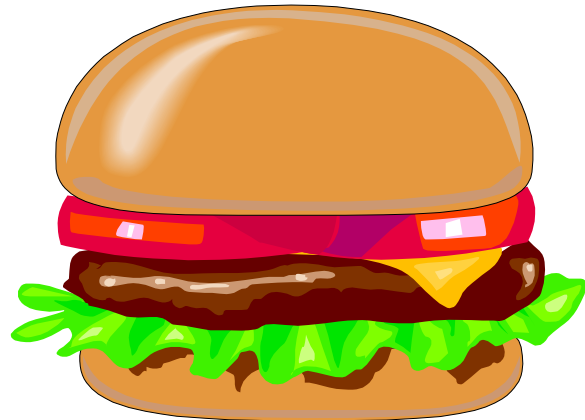
We call this cooked food "meat".

"Poultry" refers to birds we eat,

Like chicken, duck, and turkey.

"Seafood" is fish and other things

That swim in water murky.



## Sorting the foods

Food Group Game. You can have laminated foods at a centre, and have the children sort them into their food groups. You can also do a class activity and choose the food that does not belong.

There are toy packs that have different foods in plastic. Sort them into various food group grocery bags.

Cut pictures from magazines and put them onto a large chart.



Using the Canada Food Guide, the children are placing pictures or food objects in the correct spots.

# Making Good Choices

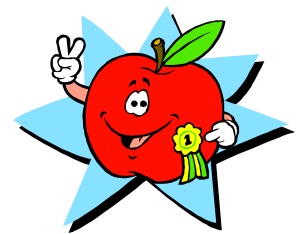
## Good Choices Bags

Take 2 brown bags (you can use the large lunch sacks). Have each child draw their face 2 times, one with a healthy smile, the other a little sad. Cut them out and glue them onto the bags. Then have each child make cards with various foods on them. Once done they can sort them, the happy face gets the healthy food choices, and the sad face gets the junk food. They could also use these for puppets, showing the correct face when you show a food.

In advance ask children to bring in containers and samples of good food choices. Use masking tape to outline the Food Guide shape onto the floor. Once done, have the children sort the food onto the shape.

Discuss making good choices for lunches and for snacks. Fruit, sandwiches, juice, raw veggie sticks, etc. are good choices.

Why are sweets to be eaten in moderation? After eating sugar we get a bit of a 'high', followed by a sugar let-down. With some children this is very pronounced. Often these children crave these foods, and the 'let-down' really affects their ability to concentrate and to do well in school.



Read "The Berenstain Bears and Too Much Junk Food".

## A Teacher's Ideas....

"I just got finished teaching a cute unit on the food pyramid. It went along with a story we were reading in our Houghton-Mifflin readers called *Gregory the Terrible Eater*. Gregory is a goat that likes people food and his parents are trying to get him to eat healthy goat food. I have done this unit for years and the kids love it. The food pyramid part of it takes a couple of days during reading time. I make up

the food pyramid on a ditto paper for kids to have at their desks. I also make a large one on chart paper that I work off in the front of the room. After introducing the pyramid and discussing how many servings of each you should have and suggested choices and portions, we colour code each section (by colouring a different coloured dot in each section of the pyramid). I do it with markers up front and the kids follow along and colour a dot in each section with crayons at their desk. Then I ask them to help me make up a typical menu that they might eat. On a chart paper up front, I have someone tell me what they had for breakfast, and then lunch and then dinner. We then colour code

each food choice. If they had eggs for breakfast, we colour code that red, for the meat, chicken and eggs group. If they had toast, we would colour code that whatever colour the bread and pasta group is colour coded. Then we step back and see where we are lacking or where we have eaten too much. It is easy because they really just look at the colour dots beside each food entry. We discuss what is missing in a healthy diet and then add something to each area of the day to come up with healthy totals for the whole day. That usually ends day one. The second day, they are on their own. They need to write down everything they had the day before for breakfast, lunch, and dinner. Then they colour code their own paper, working in partners if needed.



Then they get to see where they are lacking! Then they go back and add whatever food they should of eaten to make up a healthy diet. It really is a popular activity!”

# Language Arts

Learn the reading vocabulary:

food - eat - energy - meal - snack - healthy - plants - animals - milk - meat - vegetables - fruit - bread - grain - silverware - menu - cook - bake - fry - restaurant - mix - measure - pour - plate - cup - dish - fish - junk food .....etc.

Make a chart with the words.

Read these phrases.

I'm hungry. I'm full. I'll try a bite.

Don't be picky. That smells good. I'm stuffed..

I don't have any energy. It tastes delicious.

No, thank you. Please pass the \_\_. You have good manners!

I'd like some \_\_. My favourite vegetable is \_\_.

That tastes good! I like it! My favourite thing to eat is \_\_.

We bake food in a oven. We eat at the table. We use a napkin!

**Brainstorm!** Make lists of:

- fruits
- vegetables
- foods made with grain products
- meats
- dairy products
- things you might eat for breakfast - lunch - dinner
- spices
- food that grows underground
- food that grows on trees
- food that is sweet
- food that is salty
- food that is sour
- food that we eat hot
- food that we always cook
- food that is green - yellow - red - etc.



**Activity Centres:**

1. Put food names on cards with pictures of food. Cut apart to make puzzles.
2. Have children use transparent tape to place over vocabulary words to practice words.
3. Clean milk cartons - Have children cut out foods that belong in the milk group. Paste on cards. Store cards in clean milk carton.
4. Glue dried alphabet macaroni letters inside a paper soup bowl.
5. Make a paper refrigerator - label and place foods on shelves inside.

6. Show children menus from restaurants. Have them copy the names of the foods they would order.
7. Collect cereal boxes and canned goods. Have the children work together to name the products and create new labels.
8. Have giant letters printed on the back of paper plates. Children cut out foods that begin with the letter name on the plate.
9. Use newspaper ads to cut out all the descriptive words for food.
10. Make a memory game matching vocabulary words to pictures.

**Make a book** showing how milk comes to school - from farm to dairy to school.

### Writing Extensions

1. I need to eat for \_\_\_\_\_.
2. My favourite food is \_\_\_\_\_. It tastes \_\_\_\_\_.
3. I ate \_\_\_\_\_. It tastes \_\_\_\_\_.
4. Farmers grow \_\_\_\_\_.
5. I could eat 100 \_\_\_\_\_.

### Fun with Food!

This is a 2 - 4 day reading unit that upper elementary children planned and shared with primary children.

1. Have the older class check out several books that have something to do with food. Have the students read the books and pick their favourites. Divide the students into small groups according to their favourite book.
2. Each group is to create a fifteen minute activity related to their book to present to primary children. Rehearse the activities in class and have the students critique each group before inviting primary children to the class.
3. When the primary class comes to visit, divide the primary students into groups and usher each group to a food book presentation. After 15 minutes, blink the lights, and usher the primary groups to a new presentation until each group has seen every presentation.

The older students could choose the following books to present:

The Doorbell Rang (Pat Hutchins), Stone Soup (Marsha Brown), Strega Nona (Tomie de Paola), various children's cookbooks

Make cook books. Type out all the foods you have cooked in class. Give each child a copy to illustrate.

Send a letter home asking each family to send in a healthy recipe. Type the recipes and have each child illustrate a book of healthy recipes. Makes a nice gift to parents as an ending to your nutrition unit!

Ask the children to write out the instructions for making some simple food. The results will be hilarious!

Write about 'Foods I like...' and 'Foods I don't like....' Give reasons.

Reading incentive - Give individual paper slices of pizza for each 10 books read. When all the pizzas are fully round and completed, give a pizza party.

Do a food alphabet book. A is for apple, B is for banana, C is for cookie..... etc.

Brainstorm a class list of why we need healthy foods; to help us grow, satisfy hunger, give us energy, stay healthy and good foods taste good. Make a class book and illustrate each reason.

For a language chart make a list of 'good for you' foods. See how many words on the list that you can make a rhyming word for. fish=dish, grapes=apes, wheat=feet, milk=silk, eggs=legs, cider=spider, fruit=suit, etc. You could make a class book from this idea with the frame. You can eat/drink \_\_\_\_\_ but don't eat \_\_\_\_\_. You can drink milk, but don't drink silk.

Have each child keep a personal food diary for one week. Then check to see if they ate enough servings from each group. Then have them write about what they could do to improve their choices.

Try new foods - Read *Green Eggs and Ham*. Create new or different foods.

Read *The Little Red Hen*, *Bread and Jam for Frances*, *If You Give a Mouse a Cookie* and *If You Give a Moose a Muffin*, the *Amelia Bedelia* books, etc..

## Math

Cut out prices from food ads.

Build with soup cans.

Look for patterns on cereal boxes.

Graph favourite fruit, vegetable, meat, milk.

Using plates, have students divide a food item equally among all members.

Place water or rice on a table to have students practice measuring, and pouring.

Give the students a box of straws. Have them work together to bundle them into groups of ten.

Use tooth picks to make designs - count how many in each group.

Classify food into the 4 food groups.

"The children make a monster. He is Cookie Monster! We feed him Cookie Crisp cereal. We do it by problem solving. This is a MTWay activity. I make up a story, i.e. his mother gave him 5 cookies. He ate 3 of them. How many are left? Then the story continues with 3 cookies. When he eats those up, he gets more from his mother..... Kids love it! They are thrilled everytime they get to eat them."

Sort fruits and vegetables according to shape, colour, size, etc.

Use healthy treats for math manipulatives. Why not use carrot sticks, celery sticks, grapes or raisins to do your addition and subtraction during your nutrition unit. It is a great, healthy way to learn math, and no manipulatives to put away!

Sort - food from plants and animals, fresh foods, cooked foods, packaged foods frozen/dried/canned foods, etc.

Estimate the number of pasta pieces in a jar.

Give each child an ice cream sandwich. First, they estimate how many bites it will take to finish it. Then they tally the bites as they eat!

## Food Science

### Mr. Sweet Tooth

Demonstrate how much sugar is in foods children eat by using sugar and this story. As you share the story, spoon the amount of sugar listed after each food into a large jar. The children will be astonished to see the amount of sugar consumed in one day by the boy in the story.

One Saturday morning, Greg woke up and went downstairs for breakfast. He ate a bowl of Honey Smacks (4 tsp.), a frosted Pop Tart (5 tsp.), and a glass of chocolate milk (3 tsp.). After breakfast, Greg went into the den to watch cartoons. About 10:30 A.M. he got hungry, so he ate a jelly doughnut (2 tsp.) and a drank a grape drink (7 tsp.) For lunch Greg had a bowl of Beanie Weenies (3 tsp.), french fries (2 tsp.) with ketchup (1 tsp.), and an orange soda (12 tsp.). About 3:30 in the afternoon, he decided to have a snack. He ate a candy bar (4 tsp.) and drank a glass of Kool-Aid (6 tsp.). For dessert he ate an ice-cream sundae (19 tsp.). That night Greg went to bed with a terrible stomach-ache.

Try drying some of your own fruits. Predict how long it will take for different fruits to dry out. Keep a journal by your science centres to record observations. Once the fruit is dry, bring in some dried fruit to taste test, and record your favourites.

How does food get absorbed by the body? This experiment will show students how food molecules get into their blood stream. Use a coffee filter to make a funnel inside a clear plastic cup. Fill

another clear cup 1/3 filled with water. To the water add one tsp. sugar, and one tsp. of cocoa powder. Stir till it dissolves. Slowly pour the brown mixture into the filter funnel. Record what happens.

Do a unit of the 5 senses with the food unit. Smell fruits, spices, etc. Feel vegetables and fruit, look at the features of the food, to hear - shake foods or listen to food cook, and, of course, taste.

## Make Menus

What did you eat yesterday?

Plan a meal - paste pictures on paper plates.

Write a menu plan for the next meal. Is your meal balanced?



## Art

Make apple prints. Cut apples in half to see the star shape. Dip the cut side gently into red paint, print once on scrap paper to get rid of excess paint and then do the good print on your paper.

Use apple seeds or other vegetable seeds to make a picture.

Make macaroni necklaces. Pattern the colours and shapes. You can colour the macaroni by putting some food colouring in alcohol in a ziplock bag. Shake until the macaroni is coloured. Let dry thoroughly before use.

Use rice to create designs.

Have each child make a poster of healthy foods. It is a neat idea to make them 3 dimensional, by using brown butcher paper to make the foods, and stuffing them with news paper.

Collage. Allow the students to go through magazines and grocery store circulars. Have them cut out pictures of healthy foods. Then they can make faces by using the cut out food. Why not have raisin eyes, a cucumber nose and a red pepper mouth?

Make Gingerbread Men, or gingerbread houses.

Make vegetable people by using toothpicks for limbs. Parsley makes great hair!

## Other Activities

Make a healthy vegetable soup for your class. You can start it with canned vegetable broth and water. Have each child bring in their favourite vegetables. Check for any allergies!

Read the story ‘Stone Soup’! Make stone soup, beginning with the stone, of course.

Go on a field trip to the local grocery store to see how it is run and a trip to a dairy farm to see real cows being milked.

Learn where the different foods come from. Use a large world map and mark the regions and the food.

Learn about ethnic foods. The children may be familiar with Mexican, Chinese and Italian food. Learn about others. This is especially interesting if you have children from other cultures. Perhaps their parents could visit the classroom to share their foods.

Learn about how foods are kept. Foods are frozen, canned, dried, refrigerated, etc.

# More Poetry

## **I Eat**

I eat apples-  
crunch, crunch, crunch  
I eat sandwiches-  
munch, munch, munch  
I eat lollipops-  
lick, lick, lick  
But I eat ice cream  
quick, quick, quick!

## **Bananananananana**

I thought I'd win the spelling bee  
And get right to the top  
But I started to spell "banana"  
And I didn't know when to stop.

## **Lunch Box**

Lunch box, lunch box  
what's for lunch?  
Peanut butter sandwich  
and celery to crunch  
Carrots and banana  
and an apple to munch.  
A bite and a bite  
and a bite and a BITE  
Now I'm heavy  
and my lunchbox is light.

## **Peanut Butter**

Peanut butter, peanut butter, fun to chew,  
Peanut butter, peanut butter, good for you.  
Put peanuts in a blender, add oil too,  
Then whirl and swirl until it's through.  
Peanut butter, peanut butter, now it's done,  
Making peanut butter was lots of fun.  
Peanut butter, peanut butter, fun to chew,  
Peanut butter, peanut butter, good for you.

One potato, two potato,  
Three potato, four;  
I like mashed potato,  
May I please have some more?

other verses:

I like potato chips,  
I like roast potatoes,  
I like potato cakes . . .

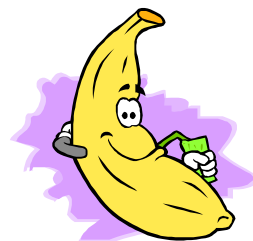
## **Eat Them Everyday**

*to Row Row Row Your Boat*

Milk, milk, eggs and cheese  
Fruits and vegetables  
Meat and breads and cereals  
Eat them everyday.

## **I Like to Eat!**

I like hotdogs  
I like beans,  
I like eating in my jeans.  
I like french fries  
I like ham  
I like eating in my jams.  
I like cookies  
I like pie  
I like eating in my tie.  
I like bagels  
I like lox  
I like eating in my socks.  
I like pancakes  
I like molasses  
I like eating in my glasses  
I like veggies  
I like fruit  
I like eating in my boots.



# The Olympic Games

*Every two years this can be an interesting theme.*

## Learn About the Olympic Games

- learn that the summer Olympics happen every 4th year on the leap year, and the winter Olympics 2 years later.
- learn about the events
- learn about the mascots
- Study the flags of participating nations. Have each class-room (or group of children) make a different flag. Hang for display.
- Learn about the origin of the Olympic games. Make the flag of Greece.



## Math for the Olympics

- Graph favourite events
- Predict the number of gold, silver, and bronze medals Canada will win.
- Keep track of the medals won by each country.
- Hold a class or school Olympics competition (track and field events, Math Olympics, Geography Olympics, etc.). Hold at least one event involving measurement, such as the Long Jump. Measure results in meters and centimeters.
- Determine the length and/or width of the various playing fields or courses of Olympic events, i.e., soccer field, Olympic swimming pool, tennis court, running events, etc.

## Olympic Art

"Make Olympic windsocks to hang in your room or down the hallway: After learning about the Olympic rings, draw and colour the rings on a piece of 12" x 18" white construction paper laid lengthwise. You can write Sydney 2000 on this also. Turn the paper so that it makes a cylinder. Glue, tape, or staple. Make a hanger by putting a piece of string or yarn through two holes that have been made at the top of the windsock with a paper punch. Give each child one 8" strip of crepe paper streamer of each of the colors of the Olympic rings: blue, black, red, yellow, green. These should be glued evenly around the bottom of the windsock so that they hang down."

"Take a photo of each child. Cut out just the head. The children glue their heads down on a piece of paper. They must draw the rest of their bodies doing their favourite Olympic sport. Then they write about themselves as if they were a participant in the Olympics."

"Collect pipe cleaners in the colours of the Olympic rings, one of each colour for each child in your class. Begin by making a circle with the blue one. Twist the ends to form a smooth circle. Add the yellow pipe cleaner; form and twist a circle. Add the black, the green, and then the red, in that order. If you hold it up you will have what appears to be a chain, but if you lay it flat, you can arrange the circles to form the Olympic rings."

"I found this great site with work and colour sheets about the Olympics. It give great information on the mascots and games to share with your class. click on 'kids' and then on 'teachers'. I used the junior page for ages 4-8."

<http://www.olympics.com/eng/>

## Learn About Canada

If the children know more about Canada, they will enjoy the Olympic games more and understand what they are hearing while the coverage is on.

Learn about:

- our flag
- our national anthem
- the different provinces
- own area, province, maps
- our Canadian athletes and where they live in Canada
- our Olympic heroes



## Learn About the Host Country

- the continent - and learn the other continents
- the people
- the animals
- the northern and the southern hemisphere
- learn the flag
- learn about the major cities and attractions

## Learn About Other Countries

Give each child a country to research. They can look up the flag, where the country is, and interesting facts. Perhaps the children would like to learn about their family's country of origin. Put little flags on a map of the world.

## Go For the Gold!

"I think I will use coloured 'ribbons' on the board with the students name on the bottom, add stars as they read....like 2 books = red star, 5 books = Blue star, 8 books = green star, 10 books = silver star, 15 books = gold medal; and use a gold seal (like they sell at Office Depot for certificates) to add to the middle when they reach the GOLD medal level. I would title the bulletin board : Go for the Gold! I'd like to do this as a grade-level. I LOVE the Olympics!!"

"Form an Olympic Readers Club. To be eligible, students keep track of their reading on a weekly log during the month of September. If they read a total of six hours per week (average of 30 minutes per night) for the month, they earn a gold medal. Gold medalists are permitted to choose their classroom seating arrangement for the following month or other treat. If the majority of the students are gold medalists, the class gets a pizza/video party at lunchtime."

"Students can be a **GOLD MEDAL WINNER** and win a gold medal at the end of each week by following all of our new classroom rules every day. Those with the most gold medals by the end of September can choose their classroom job for the following week. Gold medal winners will be graphed and posted on a bulletin board. Students who try their best without winning a gold medal will also receive special recognition."

"For the last Olympics we made a pretend torch and passed it through the classrooms with a book about the Olympics (entitled *Olympics* by Hennessey). That took about 2 weeks and during that time each class picked a country and made a large flag of that country. Then we had an opening ceremony complete with the Olympic theme and the lighting of the torch and each class taught us something about the Olympics (this took about 3 to 5 minutes each and explained things like the mascots, the rings and the origin of the Olympics) and then the games began. The children earned points for reading, for answering trivia questions about the Olympics, during gym they participated in Olympic type games and earned points and even earned points for bringing in articles or information about the Olympics. The children were awarded bronze silver and gold medals and certificates and we had a short closing ceremony. It was tons of fun!

This year we're having a grandparent come and speak about his participation in the Mexico City Olympics, the students will compete in Olympic Games during gym and will be challenged to read biographies and write about the individual Canadian athlete that inspired them. This year we won't give medals or keep score. We're incorporating it into our Book Fair Night. I'm thinking of posting clues around the school about different past Olympic athletes and people can guess and win a small piece of candy if they are right."

The Olympic flag has a plain white background with no border. In the centre are five rings forming two rows of three rings above and two below. The rings of the upper row are, from left to right, blue, black and red. The rings of the lower row are yellow and green. The rings are thought to symbolize the five continents: Europe, Asia, Africa, Australia and America. It is widely believed that the colours of the rings were chosen because at least one of them can be found in the flag of every nation, though this has never been confirmed as the intention of the designer.

The Olympic flame is a symbol carried over from the ancient Olympics, where a sacred flame burned at the altar of Zeus throughout competition. It was finally reintroduced at the 1924 Amsterdam Games, and again burned in 1932. In the 1936 Berlin Games, it was proposed that the flame be lit in Greece and transported to Berlin via a torch relay. The idea was adopted, and continued at every Olympic Games since 1952. The flame is lit at the ancient site of Olympia by the natural rays of the sun reflected off a curved mirror. It is lit at a ceremony by women dressed in robes resembling those worn in ancient times, who then pass it to the first relay runner.

Have students research the events of the games, our athletes participating in each event, and create a medals tracking sheet they can use to track our athletes while following the games over the summer.

Develop Olympic events and ceremonies at school in place of a field day and have students participate for sportsmanship, excellence and medals.

What is the history of the Olympic torch?

Practice teamwork. Using a parachute will demonstrate this well - do the 'tricks' with the parachute and the students will see that a team must all work together, and everyone must be doing his/her best. learn about the teamwork in the Olympic games.

Have a 'Math Olympics' and/or a 'Reading Olympics', where each student tries to beat his/her best time or increase the amount. Make personal goals and try to meet them.

"Our school has celebrated many Olympic years as a school wide theme. We always have an opening ceremony where each class makes a banner (representing a country they are going to study and record medal counts for) and small individual flags. We had our track and field team run four blocks outside with the principal carrying the Olympic torch. Then the runners came through the school and the children in the classrooms followed them up the hall to the gym. We had the last runner light the Olympic torch. We invited parents and school board personnel to come and make speeches welcoming the 'athletes' and opening the ceremonies. Then every class did a study of their country. (My class did a study of Japan. We did Venn diagrams comparing Canada and Japan as we read and learned about Japan; read Japanese folk tales and had Japanese artifacts brought into the classroom.) We learned about the various sports and had an Olympic Day where the children tried the different sport events. At the end we had a closing ceremony where the flame was extinguished, each country presented a poem or song we had learned and we had a piece of cake. It was a lot of work, but a lot of fun, too. It was neat for the whole school to be involved."

"Before the last summer games, I set up a fitness center in my classroom. In the center I placed a clipboard, scales for weighing, jump ropes, exercise mats, exercise videos, balance beam, timer, large mirror, dress-up exercise clothes, small trampoline, hand weights, step exerciser, and an old tricycle put up on blocks. I made a mini obstacle course. We made sweat bands out of old tube socks. I invited an aerobics instructor to visit. We sorted boxes of 'good food' and 'junk food'. We walked a kilometre around the track. The children were given squares of paper to make identification numbers to wear."

"We had an Olympic Day. We made 'medals' for the students (all who participated got one) out of lids used for the canning process. They painted them with gold spray paint, and hot-glued them to a wide striped ribbon to be worn around the neck. They were cute! We made torches from paper towel rolls. You add yellow and orange tissue paper cut in 'flame' shapes and glue to one end. The events were 3 legged races, sack races, and that sort of fun stuff! The kids had a blast!"



# Once Upon a Time .....

Brainstorm a list of known traditional fairy tales. What makes these stories fairy tales? List these characteristics in chart form. Chart them showing setting, good character, bad character, beginning, ending, problem and solution.

Read some modern fairy tales with different points of view: such as The True Story of the Three Little Pigs, Cinderhazel and Dinorella. Talk about the differences.

"I have a great activity using several fairy tales. We read the Three Little Pigs and discuss the story elements. Then we read The True Story of the Three Little Pigs and discuss how it is told from a different perspective. We make a Venn diagram to show the similarities and differences. I use a poster-making activity to advertise the books and the kids vote on the best one from each book. We also have a trial to determine if the wolf should be in jail. The class discusses the parts we need, the actual way a trial is held, and the democratic way a jury is chosen. The defence and prosecuting teams get together and plan their strategies, make their witness lists, and re-search any other pertinent information. One boy actually called the Environment Canada to get the pollen count in our area on the day we read the book to determine if the wolf actually had a reason to be sneezing so much! Finally the trial was held. The judge was our Principal and she got a robe and gavel to play the part. In one class he was guilty, one other class he was not guilty.

The class realized how much preparation it takes for a real trial and they wanted to do another one for the witch in Hansel and Gretel."

"Make a Fairy Tale book with pockets. One page holds a letter each writes from one character (or themselves) to another fairy tale character. Another pocket holds a summary of their favourite fairy tale. Still another pocket holds a poem they write about a fairy tale or fairy tale character. Another holds their list of three wishes they would make if they got the chance. Another pocket they write an original fairy tale.

Decorate the cover like a castle and title it 'Once Upon A Time...!'"

After reading a fairy tale, map out the neighbourhood to match what's in the book. Include the compass rose and a map key.



Brainstorm threes in fairy tales - Three Little Pigs, Three Bears, etc.

Ask students to close their eyes and think of their favourite **fairy tale**. Give them two or three minutes to think and then ask them a few questions:

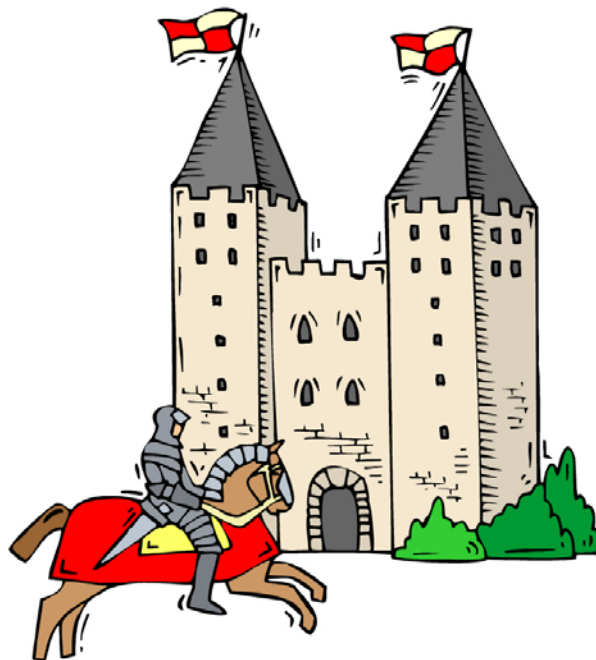
- What do you like about the story?
- Who was your favourite person in the story?
- Where did the story take place?
- Did the main character have a problem?
- How was that problem solved?

Choose a **fairy tale** to rewrite. Brainstorm ways to change the original story. Create a story web of the fractured/rewritten **fairy tale**.

List as many heroes and princesses as they can think of (i.e., Prince Charming, Cinderella).

Write a short paragraph on a **fairy tale** character from the first person perspective....What it is like to be \_\_\_\_\_ (one of the characters). Each student takes on the identity of a **fairy tale** character and describes a typical day.

<http://www.teachingheart.net/f.html> Good ideas for your fairy tale unit!





## A Penguin Theme

Do a KWL chart. Begin the unit by discussing the student's prior knowledge about penguins. Ask the children what they already know about penguins and list what they say (K - what they know). Ask the children what they want to learn about penguins (W - what they want to know).

Read some factual books about the different species of penguins.

Penguins are sea birds of the Southern Hemisphere. They cannot fly. There are 18 species of penguins, found in South Australia, New Zealand, and off the coasts of Peru, Chile, and South Africa. Some species live as far north as the equatorial Galapagos Islands, but they are primarily cold-weather birds. There are seven species of Antarctic penguins: the Adelie, Gentoo, Macaroni, Chinstrap, Rockhopper, King, and Emperor. The Adelie and the Emperor are the two true Antarctic species.

After you read through the books and have completed the study, as a class fill in facts on the 'Learned' part of the chart.

### **Activities**

- Ask the children to put a pin on the map where they live and then to put a pin on the map where they think penguins live.
- How much do the different penguins weigh? Weigh objects until you have a similar weight.
- How tall are the different types of penguins? Make some pictures life-size and label them.
- Describe a penguin and draw it.
- Make a plasticine model of a penguin and make the penguin's habitat.
- What sort of animals are penguins? (mammal, fish, bird etc.) Think of three things all birds have in common.
- Ask the children to waddle, jump, slip, slide and dive like penguins.
- Ask your students to come to school wearing black and white.
- Buy some little plastic penguins and fill a pan with snow and build a penguin habitat. Build nests out of pebbles.
- Create a Venn diagram - how penguins are alike and different from other birds.

[http://www.atozteacherstuff.com/printables/cat\\_penguins.shtml](http://www.atozteacherstuff.com/printables/cat_penguins.shtml)

Here's the template for a penguin book.

<http://dcrafts.com/penguinactivities.htm>

Here are ideas for your unit.

### **Make a penguin book:**

Penguins:

Do not fly, they hop, walk, or toboggan

Are expert divers and swimmers

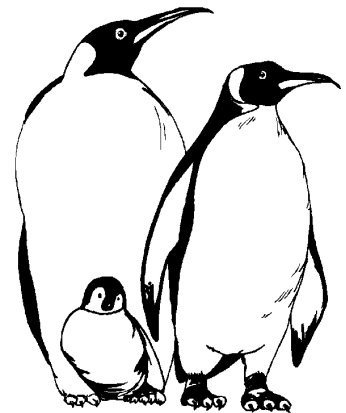
Have thick layer of fat called blubber under skin

Do not build nests.

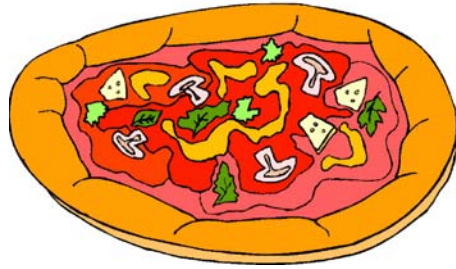
The female lays egg, males hold egg on the top of their feet, hunches down so skin covers and warms the egg.

Raise their chicks in colonies called rookeries.

There may be thousands of penguins in one rookery.



## Have a Pizza Day!



You could teach all the food groups using a pizza.

You could teach fractions.

You could graph kinds of toppings kids like.

If you are ambitious and have the site room you could grow a garden and make pizza from veggies you grow. You could try making pizzas in different shapes with the class - who says it has to be round -- it could be made on a cookie sheet for square/rectangle/diamond/oval/rhombus, etc., or whatever shape the kids might choose to make their individual pizzas.

You could research what parts of the country the different products to make a pizza come from.

You could go to two or three grocery stores and compare the price of ingredients for the pizza you will bake.

You could take a field trip to Pizza Hut or Dominos and see how they make a pizza. They could interview the manager, write a report about their interview, and 'thank-you' letters.

You could make pizza slices (pairs) from tagboard and play memory games with the alike slices.

You could try to invent the best tasting pizza in a writing contest.

You could have kids make a pizza using art materials at home - they get parents to help as a family project.

You could make different sizes of pizzas (tagboard ones) and have the kids put them in order (seriation).

How about pizza slices with beginning sounds on them or slices with different numbers of goodies on them and match up with numbers (maybe that is better for Kindergarten).

How about pizza slice for book covers - you cut the slice and make the books and the kids decorate their own pizza for the kind they like and write about things in it daily for a week.

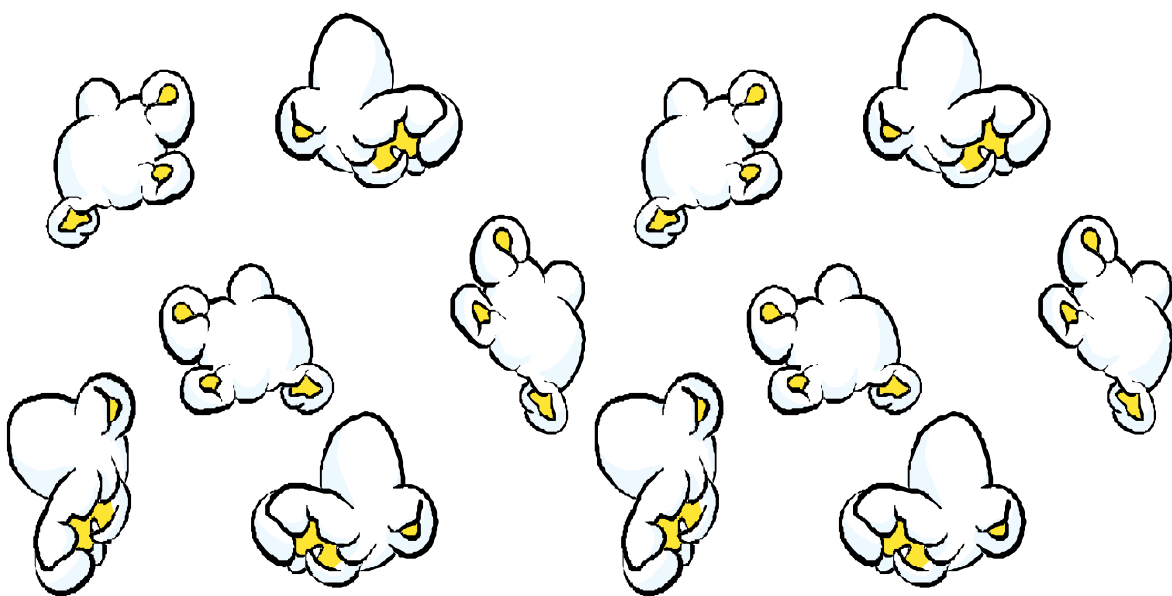
Ask your kids to write down directions for making a pizza (should produce some pretty funny ones) and combine in a book after xeroxing -- give to families as a gift.

How about inventing a new pizza topping? That could be a book, too.

# Popcorn

## A Delicious Mini-Theme

**Have a wonderful Popcorn Day in your classroom!  
Do Popcorn Language Arts, Popcorn Math,  
Science and Art. And, of course, have wonderful  
snacking!**



# Popcorn Poems

You put some oil in the pot and you let it get hot...  
You put some popcorn in and start to grin....  
    sizzle, sizzle,sizzle, sizzle  
    sizzle, sizzle, sizzle, sizzle.....POP!!!!!!

*They love jumping up on POP!!! as the popcorn explodes....*

**Popcorn Popping on the Apricot Tree**  
I looked out the window and what did I see?  
Popcorn popping on the apricot tree.  
Spring has brought me such a nice surprise,  
Blossoms popping right before my eyes.

I could take an armful and make a treat,  
A popcorn ball that would smell so sweet.  
I know it isn't so, but it seems to me,  
Popcorn popping on the apricot tree!

**Popcorn**  
Pop, Pop, Pop, Pop! (*clap for each pop*)  
Pour the corn into the pot. (*pour*)  
Pop, Pop, Pop, Pop!  
Shake it and shake it till it's hot. (*shake*)  
Pop, Pop, Pop, Pop!  
Lift the lid. What have we got? (*lift lid*)  
**POPCORN!**

**Popcorn** (*Sung to BINGO*)  
There is a yummy snack I know  
And popcorn is its name-o!  
P-o-p-c-o-r-n, P-o-p-c-o-r-n, P-o-p-c-o-r-n,  
And popcorn is its name-o!

**Pop the Popcorn**  
Pop the popcorn  
Pop it in a pot  
Pop the popcorn  
Hot, hot, hot!  
Pop the popcorn  
Hear the popcorn pop!

**Popcorn** (*sung to Skip to My Lou*)  
Popcorn, popcorn  
In the pot.  
Shake it, shake it,  
Serve it hot.  
Salt and butter  
Add the right touch.  
Eat it, eat it,  
But not too much!





### Pop, Pop, Pop My Corn

(tune: Row, Row, Row Your Boat)

Pop, pop, pop my corn,  
 Pop it big and white.  
 Popping, popping, popping, popping  
 'Til it is just right.

### Popcorn

Pop, pop, popcorn,  
 Popping in the pot!  
 Pop, pop, popcorn,  
 Eat it while it's hot!  
 Pop, pop, popcorn,  
 Butter on the top!  
 When I eat popcorn,  
 I can't stop!



### Popcorn (tune: I'm a Little Teapot)

I'm a little kernel in a pot  
 Heat me up and watch me pop.  
 When I get all puffed up, then I'm done!  
 Popping corn is lots of fun.

## *Why Does the Corn Pop?*

Every kernel of pop corn is like a little steam engine. It has a certain amount of moisture inside - ideally 13% to 14%.

The outside of each kernel is a thin, hard covering called the “enamel.” This hard covering holds the moisture within the kernel. When heat is applied, the moisture inside the kernel turns into steam. As the steam pressure builds it has no place to go, so an explosion occurs and you have popped corn!

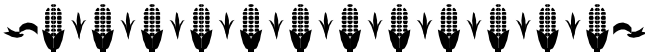
If that “enamel” has any scratches or cracks, the steam will escape and the pop corn won't pop at all - or just partially pop. These cracks occur when the popcorn is shelled during harvest and placed into large grain bins where it is dried quickly with hot, forced air.

## *Fun With the Popping.....*

It is fun to make popcorn! Either take your popcorn popper outside or clear a large space on the floor. Put a hot air popper on a clean sheet and pop the corn without the top on. This is great fun as the children see the popcorn fly through the air. Most of it will land on the sheet and after all the popcorn has popped, the children can pick it up and eat it. Make sure you have the children stand back from the popper as the popcorn is pretty hot right after it pops. The children love this!

## *Popcorn Language Arts*

Each student can make a Popcorn Book. Use a large popcorn shape and cut out two covers and several pages. The children can record each activity on a page of the book - or use the book provided here.



This is a combination art and writing project. Have a big bowl of popcorn available for the children to use, construction paper and glue. The children complete this sentence.

I am a \_\_\_\_\_. I am made of popcorn!

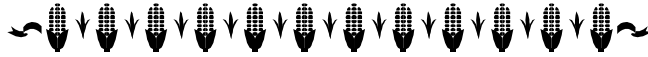
They complete their sentence on the bottom of the paper and make their accompanying picture above it. Inspire the children to really use their imaginations. They then glue the popcorn to their drawing.

If you are concerned that the children will eat the popcorn that's been touched by gooey hands, discuss germs and no one is allowed to eat any of the popcorn from the bowl. After they finished let them have a handful of clean popcorn.



The students or teacher can read about popcorn legends.

The American Indians said that a little demon lived inside each kernel. The demon would get so mad when his house was heated up that he exploded. Students can make up other stories about why popcorn pops. The students' stories can be shared orally with the class or made into a Big Book for the class library.



Read '*The Popcorn Dragon*' by Jane Thayer. Before reading this story hide a bag of popcorn for each child in the classroom. When students enter the classroom have them use their noses to track down the popcorn. After finding the popcorn, make a circle and read "*The Popcorn Dragon*".



Complete the sentences.....

I like \_\_\_\_\_ on my popcorn.

I like to eat popcorn when I \_\_\_\_\_.

I like popcorn because \_\_\_\_\_.

### ***Brainstorming***

*Make class charts with all the answers:*

Name something white like popcorn.

Name something that changes form like popcorn.

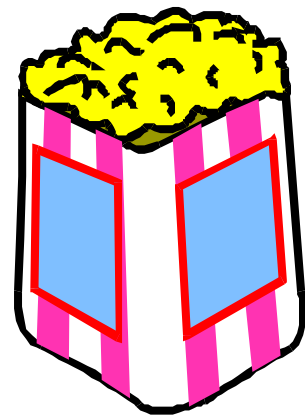
Name another healthy treat like popcorn.

Name something heavier than popcorn.

Name something as light as popcorn.

Name something you could fill with popcorn.

Name something you could do with popcorn other than eat it.



## ***Popcorn Math***

The preparation of the popcorn can be made into a math lesson.

- The children can measure the oil and popcorn to put into the popper.
- They can weigh the popcorn before it is put into the popper and then weigh it again after it has popped.
- In one popping, count the kernels that popped and compare that with the number that didn't pop.
- Guess how far the popcorn popper will pop the popcorn. Have each child draw and measure their line and record their name. Who was the closest?

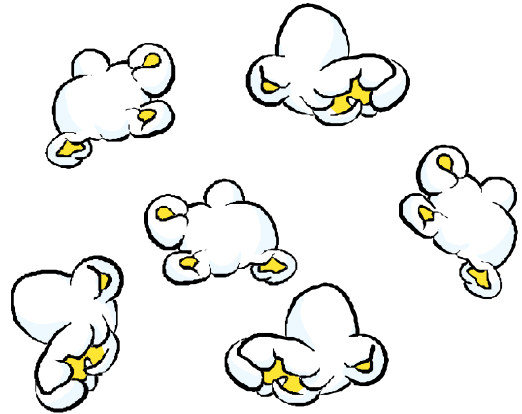
Here is what one teacher does.....

*My favourite popcorn activity is to put 100 pieces of unpopped corn in a hot air popper. Have the children estimate how many they think will pop in five minutes. Give the children a small (3x3) piece of paper to put their name on and put on the floor by the popper. If a piece of popcorn lands on their paper, they get a prize. It could be a popcorn ball if you like. We do this activity on the 100 th day of school. We graph how many popped and didn't. We talk about what makes popcorn pop. (It's the water molecules inside that get hot and turn to steam. Steam takes up more space than liquid water and the steam breaks the hull of the popcorn.) The kernels that didn't pop probably were too dry. You can improve the number of popped kernels by adding a couple teaspoons to the popcorn and putting it in the refrigerator a few days before you do this experiment.*

- Graph which kind of popcorn class likes - cheese, caramel, regular.
- Graph who likes plain, salt, salt and butter.
- How many unpopped kernels will fit on a loonie? How many kernels, unpopped then popped, will line up along a 30 cm. ruler? How many kernels in a bottle? (a very small bottle holds a great number!) Compare to the number of popped kernels.
  
- Use popcorn or kernels as counters at your math centre
  
- Show the students a bag of kernels, and have them try to guess how big of a container the corn will filled when popped.
  
- Compare 'regular' popcorn and microwave popcorn (i.e., taste, cost, popping procedures, etc.)
  
- Play Bingo - using popcorn as markers.
  
- Play 'Guess & Check' - take a handful of popcorn. Guess how many kernels are in your hand. Check by filling up a hundreds chart with your popcorn. Were you correct? Eat that popcorn.
  
- Make a pattern using different coloured popcorn - popped or coloured kernels.
  
- Make a large kernel shape for each child. Put random numbers from 1 to 100 on the kernels. Have the children put themselves in order from smallest to largest, etc.



- Popcorn is great for estimating. Estimate how many kernels in a teaspoon, tablespoon, etc.
- Have the children guess where the most popcorn will land. Instead of a sheet, take white butcher paper. Draw rings around the popper (so it looks like a huge bull's eye) and give each child a paper plate or a bowl with their name on it. They put the bowl in the circle where they think the most popcorn will land. When the popping is finished, determine where the most popcorn landed... then the children check their bowls and count and see who got the most kernels in their bowl.
- Have 4 bags of pop corn with different amounts of kernels. Make sure one bag has 100. Have the students guess which bag has the 100.
- A favourite popcorn graph: Have Parmesan cheese, cinnamon and sugar and buttered popcorn for students to taste. Have the children choose their favourites by adding a popcorn shaped paper with their name on it to a class graph.
- Leftover popcorn can be used to reinforce counting concepts.

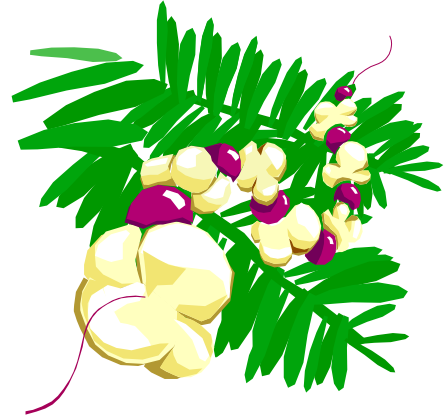


## *Popcorn Science*

- Observe the unpopped kernels with a magnifying glass, and then some popped kernels.
- Have a 'Sense'-sational Popcorn Party! Start the science party with a hidden popcorn popper popping. Discuss the sounds they hear, the smells they smell. Have several canisters to 'rattle' that include popcorn popped and unpopped. Have a second set of canisters including the smell of plain, buttered popcorn and other seasoning such as garlic, onion, etc. The students try to identify and discuss how they are alike and different. (Throw in a set of duplicate smells.) Next have a set of socks (clean and missing a mate) with items to touch inside. The student can wear a blindfold or just 'feel' and not look in the sock. Make sure two of the items are popcorn, popped and unpopped. Discuss how we identify objects by feel. Last, bring out the popper so the students can see the popcorn and taste it. Talk about texture, colour, and flavour. Have other items for the class to taste so they can compare salty popcorn to items that are sweet, sour, bitter, crispy, bland, etc.
- Fill a clear cup or glass with unpopped popcorn. Add water to the cup of popcorn. Make sure you fill it almost full but let the water line still show. Then lay a plastic lid on top. After about 24 hours the lid will rise up and sometimes it will fall off completely. The water level will have gone down. This lets the children see that the kernels will take in water. The popcorn can be planted or put in a baggie garden and they will grow.
- Grow a kernel of corn in a zip lock bag. Add a moist paper towel and 3-4 kernels in a bag (to help them sprout quicker soak them overnight). Keep a journal of the growth.

## *Popcorn Art*

- Glue popcorn onto painted trees for spring blossoms.
- String popcorn for your Christmas tree. Make patterns with popcorn and dried cranberries.
- Glue onto a wreath shape for Christmas.
- Use as snow falling on big mural.
- Take popcorn and shake with dry tempera to colour. Glue onto black paper and make a collage.
- Make popcorn necklaces by stringing popcorn.
- Use popcorn to decorate various pictures, clouds, lamb, etc.
- Use imagination to create a popcorn picture.



## *Popcorn Recipes*

### *Butter Honey Popcorn*

1/4 cup butter  
1/4 cup honey  
1/2 cup smooth peanut butter  
10 cups popcorn

Melt the butter, add honey and peanut butter. Heat and mix until creamy. Pour mixture over the popcorn. Refrigerate for 20-30 minutes.

### *Chocolate Popcorn*

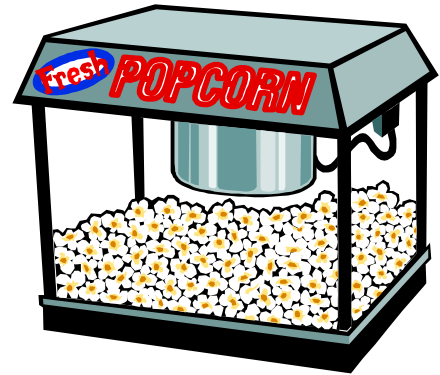
1/4 cup butter  
1/2 cup chocolate chips  
10 cups popcorn

Melt butter and chocolate chips. Pour over popcorn and coat. Put in the refrigerator for 20-30 minutes.

### ***Sugar Corn***

1/2 cup unpopped popcorn  
3 tbs. white sugar  
oil for popping.

Heat oil in medium sized pan until hot. Add pop corn and sprinkle all of the sugar over it. Cover and shake CONTINUOUSLY until popped.



### ***Ranch Popcorn***

One package dry ranch dressing mix  
10 cups popcorn

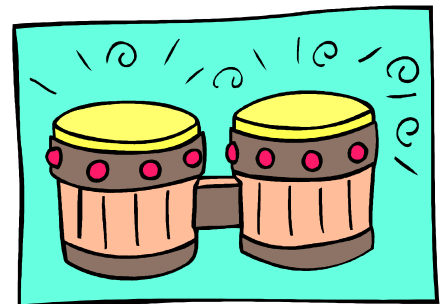
Sprinkle the dressing over the popcorn and blend.

***-Try popcorn with cinnamon, try it with salsa! Popcorn goes with everything!***

## ***Popcorn Activities***

### ***It Sounds Like Popcorn.....***

- Instead of just singing songs about popcorn let the children come up with a composition using rhythms or melodies. They could also recreate the sound of popcorn popping and use physical action as well as instruments. This could be used to teach tempos by starting slow then getting faster and then slowing down. It could also teach dynamics. Popcorn starts very soft (pianissimo) and gradually crescendos to fortissimo then decrescendos to pianissimo again. These would be great visual and aural representations musical concepts!



for your students of these

### ***Popcorn Drama....***

- Have the children act out how the popcorn pops. Have three children come to the front of the room and wrap a piece of butcher paper around them. They are the water molecules. Tell them they are getting hotter and when they do they don't like to be next to anyone so they must push (gently) away from the other two water molecules until they break the butcher paper and make the

popcorn pop.

### ***Popcorn Toss***

- The students can play Popcorn Toss. Label plastic buckets with numbers such as 1, 5, and 10. Place the buckets in a vertical line in progression from small numbers to large. The students stand on a designated line and toss popcorn into the containers. The students add up their scores according to how much popcorn they got in each bucket. This could also be played in teams.

### ***Parachute Popcorn***

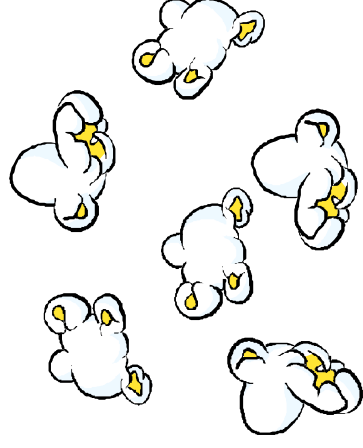
- If you or your school has access to a gymnasium parachute, a great way to incorporate physical activity in a unit on popcorn is to have the children hold the edges of the parachute and raise it waist-high off the floor, keeping the surface taut. Ask them to pretend that the parachute is a giant popcorn popper. Ask them to 'make little waves' by flapping the edges of the 'chute. Tell the children that the machine is now hot enough for the popcorn kernels to pop. Throw in several soft playground type balls of various sizes (wiffle balls work well) that represent the popcorn. Have them start out making small 'waves' and work their way up to tidal waves. The balls will start to jump, fly and bounce. See how high they can make the 'popcorn' bounce!

### ***Tying it all together:***

- At the end of the day each student will have his/her Popcorn Book to review the activities of the day. The students can take their books home and share them with their families. The students can take a sample of popcorn home and have another popcorn party!

# My Popcorn Book

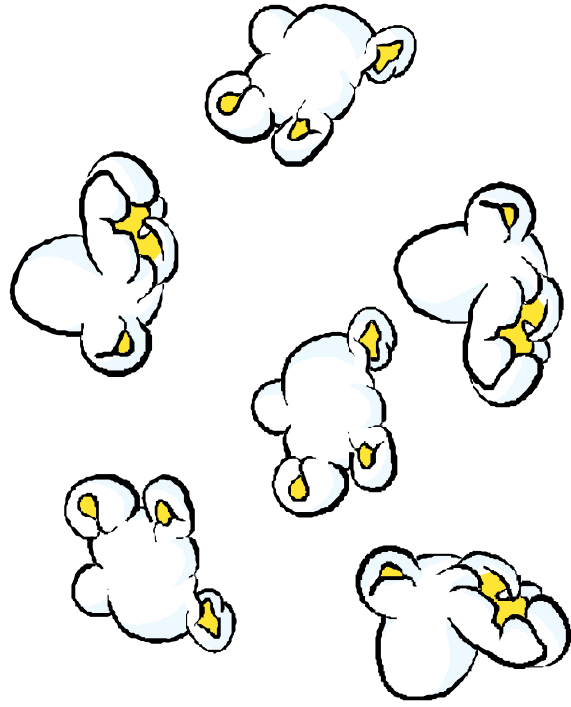
By \_\_\_\_\_



I like popcorn

because

I like to eat popcorn when I





# Pumpkins

## A Mini-Theme



It's October's largest, orange-est, and most often seen fruit!

Pumpkins! Fruits? Yes! That's a fact your students might not know.  
The perfect place to start your study of pumpkins!

Pumpkins are harvested in early fall, and echo the changing colours of the leaves. Since pumpkins are used as a decoration for Halloween, students see them everywhere. They're readily available, inexpensive materials for some wonderful classroom hands-on experiences.

Why not plan a theme around pumpkins?  
Or have an exciting pumpkin day!

**Don't forget a visit to a pumpkin patch!**



# Pumpkin Poetry

## **Pumpkin**

Pumpkin, pumpkin,  
Big and round,  
I'm glad you grow  
Upon the ground.  
I'm glad you don't  
Grow in a tree  
For then you might  
Fall down on me.

## **In My Garden**

*(can be sung to the tune of The Muffin Man)*

Do you know how pumpkins grow,  
Pumpkins grow, pumpkins grow,  
Do you know how pumpkins grow?  
In my garden?  
First I plant some pumpkin seeds,  
Some pumpkin seeds, some pumpkins seeds,  
First I plant some pumpkin seeds  
In my garden.  
Then the vines and leaves will grow,  
Leaves will grow, leaves will grow,  
Then the vines and leaves will grow,  
In my garden.  
Then the buds will turn to blossoms,  
Turn to blossoms, turn to blossoms,  
Then the buds will turn to blossoms,  
In my garden.  
Then green pumpkins will grow,  
Start to grow, start to grow,  
Then green pumpkins start to grow,  
In my garden.  
At last the pumpkins turn to orange,  
Turn to orange, turn to orange,  
At last the pumpkins turn to orange,  
In my garden.  
Now I'll have some jack-o-lanterns,  
jack-o-lanterns, jack-o-lanterns,  
Now I'll have some jack-o-lanterns,  
In my garden.

## **Five Little Pumpkins**

Five little pumpkins  
Sitting on a gate.  
The first one said,  
"Oh, my, it's getting late!"  
The second one said,  
"There are witches in the air!"  
The third one said,  
"Well, I don't care!"  
The fourth one said,  
"Let's run and run and run!"  
The fifth one said,  
"I'm ready for some fun!"  
Ooooo went the wind  
And out went the lights  
And the five little pumpkins  
Rolled out of sight.

Out in the fields where the cornstalks lie,  
Some pumpkins are sleeping, but by and by  
We'll pick them and bring them one by one  
Into the house for Hallowe'en fun.  
We'll scoop out the middle and cut a hat,  
Make 2 eyes and a nose, just like that!  
Put in a candle to shine right through,  
Now they're Jack-O'lanterns, BOO!



**Pumpkin**

We bought a fat orange pumpkin  
 The plumpest sort they sell.  
 We neatly scooped the inside out  
 And only left the shell.  
 We carved a funny funny-face  
 Of silly shape and size,  
 A pointy nose, a jagged mouth  
 And two enormous eyes.  
 We set it in a window  
 And we put a candle in,  
 Then lit it up for all to see  
 Our jack-o'lantern grin.

What a funny seed I found,  
 I wondered what would grow?  
 So I planted it in the ground,  
 And now I know!  
 Little leaves were first to sprout,  
 Growing in a line,  
 Then golden blossoms opened out  
 Along the vine.  
 And then something grew - and Grew AND GREW!  
 The biggest ever seen!  
 And now I have a pumpkin-  
 Just in time for HALLOWE'EN!

**Hallowe'en Pumpkin**

Carve your pumpkin with a face really mean.  
 Set it outside in a place it'll be seen,  
 For it scares away ghosts, goblins, and more.  
 You might want to put it right next to your door!  
 Most important of all on this Hallowe'en night,  
 Have lots of fun and turn on the light!

**Pumpkin, Pumpkin**

Pumpkin, pumpkin  
 Big and round  
 Pumpkin, pumpkin  
 On the ground.  
 With my finger  
 I will trace  
 A smile upon  
 Your orange face.

**To Pumpkins at Pumpkin Time**

Back into your garden-beds!  
 Here come the holidays!  
 And woe to the golden pumpkin-heads  
 Attracting too much praise.

Hide behind the hoe, the plow,  
 Cling fast to the vine!  
 Those who come to praise you now  
 Will soon sit down to dine.

Keep your lovely heads, my dears,  
 If you know what I mean...  
 Unless you want to be in pie,  
 Stay hidden or stay green!!

**Pumpkin Poem**

One day I found two pumpkin seeds.  
 I planted one and pulled the weeds.  
 It sprouted roots and a big, long vine.  
 A pumpkin grew; I called it mine.  
 The pumpkin was quite round and fat.  
 (I really am quite proud of that.)  
 But there is something I'll admit  
 That has me worried just a bit.  
 I ate the other seed, you see.  
 Now will it grow inside of me?

(I'm so relieved since I have found  
 That pumpkins only grow in the ground!)

**Pumpkins**

When you see me in the fields,  
 My orange glowing in the sun,  
 It's time to say goodbye to summer  
 And hello to autumn fun!!

**Pumpkin Song**

*(tune: I'm a little teapot)*

I'm a little pumpkin  
 Orange and round.  
 Here is my stem,  
 There is the ground.  
 When I get all cut up,  
 Don't you shout!  
 Just open me up  
 And scoop me out!

**Pumpkin, Pumpkin**

Pumpkin, Pumpkin,  
 Sitting on the wall.  
 Pumpkin, Pumpkin,  
 Tip and fall.  
 Pumpkin, Pumpkin,  
 Rolling down the street.  
 Pumpkin, Pumpkin,  
 Good to eat!!

**Pumpkin Song**

*(tune: Have you ever seen a lassie?)*

Have you ever seen a pumpkin, a pumpkin, a pumpkin,  
 Have you ever seen a pumpkin, that grows on a vine?  
 A round one, a tall one, a bumpy one, a squashed one.  
 Have you ever seen a pumpkin, that grows on a vine?  
*(You can add your own adjectives to describe it)*

**A Pumpkin Seed**

A pumpkin seed's a little thing.  
 When it's planted in the spring  
 But, oh, the fun that it can bring.

At Halloween it turns into  
 A pumpkin pie for me and you  
 Or jack-o-lantern that says...

BOO!

Little pumpkin  
 When you're grown  
 You'll know what I mean.  
 You'll be a Jack-o-lantern, too,  
 And light up Hallowe'en.

**There Once was a Pumpkin**

There once was a pumpkin,  
 Short and fat  
 Alone in the garden,  
 There he sat.  
 A little child picked him from the vine,  
 Took him home and said, "He's mine!"



# Pumpkins, Pumpkins!

You could start your unit with a mystery box. Decorate a large box and place a pumpkin inside. Have students ask questions and determine what you have hidden.



## Pumpkin Investigations

Listed here are some of the questions that can be used in learning more about pumpkins. Some questions are suitable for early primary children, and some would be good for independent investigations by older classes.

1. There are creases that run side by side (stem to bottom) on the outside of a pumpkin. Are there more creases on bigger pumpkins than on a smaller one?
2. Is there something on the inside of the pumpkin that lines up with the creases on the outside?
3. Where on a pumpkin the creases the deepest? The shallowest?
4. Where on a pumpkin are the creases the closest together? The farthest apart?
5. Do pumpkins with more creases have more seeds?
6. Are the creases closer together on bigger pumpkins than on smaller ones?
7. By looking at a pumpkin can you tell which side was on the ground?
8. From looking only at the stem, can you determine which side of the pumpkin was on the ground?
9. Are pumpkins mostly full or mostly empty?
10. How is the size of pumpkin related to the amount of empty space?
11. Are the seeds scattered around inside a pumpkin or are they arranged in certain groups and patterns?
12. If the seed are in groups and patterns, are the groups and patterns the same for different pumpkins?
13. If we call the stem end of the pumpkin "up" do the pointed ends of the seeds point up, down, sideways or in different directions.
14. What is the relationship between pumpkin size and seed size? Do bigger pumpkins have bigger seeds?

15. Think of a way of finding the number of seeds in a pumpkin without actually counting each seed.
16. Do bigger pumpkins have more seeds than smaller pumpkins?
17. In one pumpkin are the seeds all the same size? If not, where are the seeds the largest? The smallest?
18. Hit pumpkins of different sizes to see where you get the lowest and highest sounds.
19. Do pumpkins float in water? If they do float, consider the stem end as the top of the pumpkin and determine if pumpkins float right side up, upside-down, or on their sides. If they float on their sides, determine where the ground side floats (up, down, sideways or any direction).
20. If pumpkins do float, determine whether bigger pumpkins float higher out of the water than smaller pumpkins.
21. What parts of the pumpkin sink in the water? Try different parts of the pumpkin shell and different parts of the seeds.
22. Where are pumpkin shells the thinnest? The thickest? Be careful to measure shell thickness the same way.
23. Determine if there is a relationship between shell thickness and pumpkin size.
24. A pumpkin was once the bottom part of a beautiful, yellow flower. Find the place on the pumpkin where the blossom part of the flower grew.
25. Try to figure out what the stringy stuff on the inside of the pumpkin does. Is it attached to the shell? The seeds?
26. If the stringy stuff is attached to the seeds, is it attached to the pointed or rounded end of the seed? Does the string from the seed attach directly to the shell wall or to something else?



# Pumpkin Math

Have the students estimate the pumpkins weight, then actually weigh the pumpkin.

Have the students determine whether or not the pumpkin will float and test it out with a large tub of water

## **Pumpkin Belts:** (estimation, seriation, measuring)

Estimate the circumference of the pumpkin by having the students cut a piece of yarn that they think will fit around the pumpkin. Sort pieces by too short, too long and just right.

Have each student estimate the circumference of the class pumpkin by cutting a piece of string or yarn the length of his/her estimate. Each student checks his/her "belt" with the pumpkin's circumference and places it on a graph with the following labels: "too short," "just right," and "too long."

Ask students to seriate the belts in each of the graph's sections from shortest to longest.

If desired, students can use a measuring tool or non-standard measuring manipulative to determine the difference between the longest and shortest "belt" in each group.

Measure and record the actual circumference in both standard and non-standard measurements. Write the results on a cutout pumpkin to display by the "belts" graph.

A group interpretation of the data or summary of the activity could be written and displayed for student and visitor re-reading.

## **How Many Seeds Are There?** (place value counting)

As you are cutting into the pumpkin discuss the possible number of seeds it may contain.

Record predictions and determine the "range" of student predictions. (Take this opportunity to review the life cycle of the pumpkin and point out the relationship between the flower and the pumpkin fruit they now see.)

Once the top has been removed, students will enjoy the messy fun of feeling the pulp and seeds as they help to clean out the pumpkin. Direct students to separate the seeds from the pulp.

Provide each group with portion cups and some seeds. Students should count by groups of ten and place each group in a portion cup.

Place a large sheet of butcher paper on a table. Divide into three sections and label:  
hundreds, tens, ones.

Have each group place their portion cups in the tens column and any leftover seeds in the ones column.

Regroup the ones column first, if possible.

Counting by tens, regroup the portion cups into a larger container (called the hundreds cup) and place in the hundreds column.

Record the number of seeds on the paper.

Compare the actual number of seeds with their predictions.



## Other Math Ideas

Use a sheet with a pumpkin form on it. How many seeds will it take to cover your pumpkin?

Students can pick up three pumpkins, one at a time, and predict the weights: heaviest, middle, and lightest. Invite them to record their pumpkin weight predictions. Then weigh the pumpkins. Do the predictions match the weights? Encourage students to create a chart to organize their information.

How big is big? Compare the weights of your pumpkins to the World Class Giant Pumpkins! The World Pumpkin Confederation's 1996 winner weighed 1,061 pounds (482 kg.)!

Measure the circumference of three pumpkins. Does the heaviest pumpkin have the largest circumference?

Predict which pumpkin (the largest? the smallest?) will have more seeds. Hollow out those two pumpkins and count the seeds of each. (Often the answer is surprising!) Predict how many seeds the middle-sized pumpkin will have. Students can find out how close their predictions are.

# Pumpkin Science

Soak some pumpkin seeds over night, cut them open and the students can see the tiny plant embryo inside the seed.

Have each student plant a pumpkin seed in a ziploc bag with a little dirt and water. Zip the bags tight, hang them up somewhere and they require no further maintenance. The bags will fog up and clear up and you can explain to your class how it is similar to clouds and rain. The ziploc bag is like its own little world. The other really awesome aspect of the bags is that you can see the seeds open and the roots grow down and the sprout grow up.

## Five Senses

Sight - Look at the outside of the pumpkin carefully. Count the ribs, look at the stem, notice the marks. Inside, look carefully at the seeds, meat, etc.

Smell - Smell the pumpkin before cutting and after. Smell the pumpkin pie, too!

Hearing - Shake the pumpkin. Do you hear anything?

Touch - Feel the outside. Find good words to describe how it feels when you are taking seeds out with your hands!

Taste - Taste the pumpkin meat raw and after it is cooked.



# A Pumpkin Party Game

You can play pin the nose on the pumpkin at your Halloween party. Make a large pumpkin and a nose per child. Put sticky tac on the back, blindfold them and let them try to pin the nose on.

## Pumpkin Language Arts

Read the poem "Five Little Pumpkins". Have each child make five jack-o-lanterns out of orange paper. Then glue a fence on black paper using popsicle sticks. Also add five small pieces of Velcro above the fence and on the back of each pumpkin. The children can retell the story with picture.

Put out a big, medium and small pumpkin in a centre. Also put a scale, bear counters, paper and a magnifying glass out. The children can use the scale and magnifying glass to observe the pumpkins. Then they write down words on the paper to describe each pumpkin.

### Brainstorming

1. Name another orange fruit.
2. Name an animal that eats pumpkins.
3. Something bigger than a pumpkin.
4. Something smaller than a pumpkin.
5. Something that would break if you threw a pumpkin at it.
6. Something harder than a pumpkin.
7. Something softer than a pumpkin.
8. Something heavier than a pumpkin.
9. Something lighter than a pumpkin.



### *Pumpkin, Pumpkin*

After you use this activity for whole group, it becomes a literacy centre.

Preparation:

Laminate orange construction paper.

Buy 4 x 6 adhesive magnetic sheets for photos (2 packs or 3 sheets).

Attach magnetic sheets to orange paper - 1 sheet should do 2 pumpkins.

Cut out 6 pumpkin shapes.

On 5 of the pumpkins write \_\_ump

On the last pumpkin write \_\_ump\_\_ \_\_ \_\_

Get magnetic letters: b, p, p, d, h, l, d, k, i, n

To introduce the lesson:

Read the book *Pumpkin, Pumpkin*

Show students the magnetic pumpkins and the letters



Tell them that the letters u,m,p say *ump* and they are going to try to make some *ump* words.

Let students come up one at a time and try to use a letter to make a word.

Continue until you have completed all but the last pumpkin. Let students try to guess what word the left over letters will make and let them experiment to see if they made a real word.

Continue until someone correctly spells pumpkin.

Sing this poem: (*tune: I'm a little tea pot*)

I'm a little pumpkin fat and round  
 Growing in the cornfield on the ground  
 I'll be a jack o'lantern with two big eyes  
 Or maybe I'll be baked into some pies.

Then put the pumpkins and letters on a small magnetic board, put it in a ziplock bag and add it to a literacy centre.

## Pumpkin Vocabulary

Ask the parents to send in pumpkins that just wouldn't make it as the traditional Hallowe'en pumpkin and/or squash of any kind. Discuss these strangely shaped fruit. Write down interesting words.

Place one or more pumpkins in view of the students. Ask them to contribute a list of words to describe the pumpkin. (big, little, tiny, huge, smooth, bumpy, orange, fat, round, etc.) Teach these words to add to the reading vocabulary.

Make a word-search puzzle from these words: go to <http://www.puzzlemaker.com>

Older students can write a paragraph describing a jack-o'-lantern face. When finished, they can exchange assignments and draw the face as described in the paragraph they are handed.

## Creative Thinking

Look for new uses for pumpkins. Cinderella's pumpkin was used as a coach. But last year, a creative someone used a giant pumpkin as a motorboat. Challenge your class to brainstorm new and unusual uses for pumpkins!



# Pumpkin Facts

What are the world's largest fruits? The largest fruits are giant pumpkins, specially grown and bred for their size. The largest ones can weigh over 1,000 pounds! Growing giant pumpkins is a fine art, and there are many different ideas about how to do it best. Many growers keep their methods secret. Some use heating cables to protect against cold weather, or special fertilizers for maximum growth. Giant pumpkin vines are pampered and watched carefully.

1. Leafy vines grow from pumpkin seeds.
2. Yellow-orange flowers bloom on the pumpkin vine, then wither.
3. The flowers' ovaries (at the base of the flower) swell and become tiny green pumpkins.
4. The pumpkins grow larger and change colour and...
5. About four months after planting, they're ready to harvest.

10.

And a few more facts worth knowing....

Pumpkins can vary in colour from white to yellow to orange.

Pumpkins contain vitamin A and potassium.

Pumpkins are an ingredient in pies, breads, soups, and other foods.

Pumpkin seeds can be roasted for a snack.

Pumpkins are used as feed for some farm animals.

# Pumpkin Recipes

Crunch, Crunch ... Enjoy Those Seeds!:

Save and clean the seeds, separating the fibre and rinsing thoroughly with water.

Mix with a small amount of cooking oil and place on a cookie sheet.

Roast in the oven at 250 degrees F. for 15 minutes.

Stir. Cook slightly longer until a golden brown.

Place on paper towels to absorb excess oil.

Enjoy!

*Another source suggests this:*

Place the seeds, either sunflower or pumpkin, in a saucepan and cover with salted water using 1/4 cup salt to 2 quarts water. Bring the seeds to a boil and simmer about 2 hours. Drain the seeds and dry them on absorbent paper.

To roast, place seeds in a shallow pan in a 300 degree oven for 30 to 40 minutes or until golden brown. Stir occasionally.

Remove the seeds from the oven and add one teaspoon of melted butter or margarine to each cup of seeds. Salt to taste. When cool, store in an airtight container. If they will be stored longer than 10 to 14 days, place in the freezer.

Salt may be omitted in the cooking water and other seasonings can be used. Simply sprinkle the cooked, drained seeds with onion or garlic salt before roasting.

Hulled seeds may be mixed with vegetable oil (two teaspoons oil to each cup of seeds) and seasonings and then roasted. Place in a 300 degree oven for five to ten minutes.

## Pumpkin Patch

Yield: 6 servings

1 c Pumpkin; canned puree

1/2 c Brown sugar

1/4 c Honey

1 tsp Cinnamon

1/2 tsp Nutmeg

1/2 c Orange juice

1 qt Frozen vanilla yoghurt

Combine ingredients in blender and whirl until smooth. Pour into carved out pumpkin to serve.



## Pumpkin Fluff

Ingredients:

two 16 oz containers of non-dairy whipped topping  
 30-oz can of pumpkin pie filling or cooked fresh pumpkin  
 crumbled graham crackers  
 cinnamon

3-oz plastic cups

Directions:

1. Mix together the whipped topping and the pie filling in a large bowl.
2. Spoon the mixture into the cups. Top each cup with graham-cracker crumbs and a sprinkle of cinnamon.

## Pumpkin Cake

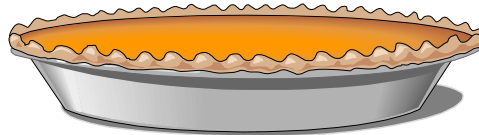
4 Eggs  
 2 c Sugar  
 2 c Cooked pumpkin  
 1 c Oil  
 3 c All-purpose flour  
 1 tsp Salt  
 2 tsp Baking soda  
 2 tsp Baking powder  
 2 tsp Cinnamon  
 1 c Nuts or raisins

In the food processor, combine the eggs and sugar until smooth. Add the flour, baking powder, baking soda, salt, cinnamon and raisins or nuts. Stir in the cooked and mashed pumpkin. Turn the batter into two round cake molds, greased and lightly floured. Bake in a preheated oven at 350F for 40 minutes. Unmold and stack the cakes, and ice with an orange - tinted frosting.

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Make a sugar cookie recipe, make into a roll and refrigerate. When chilled, cut into slices. Let the children decorate with orange icing, and chocolate chips, sprinkles, M&Ms, etc. to make into small pumpkins for your party.

Make pumpkin pie!



You can just cook the pumpkin and add butter and brown sugar for a quick treat.

# Pumpkin Art

## Pumpkin Mural

Roll out long sheets of butcher paper and encourage children to draw pumpkin vines, flowers, sprouts, and green and orange pumpkins. Use light brown paper so the back looks like earth, but the children's work still shows up.

## Paper Pumpkin Patch

Stuff brown paper lunch bags with newspaper and twist the top. Secure with masking tape. Paint the bottom part orange and the top green to look like a pumpkin. Let dry. Display these with vines cut from paper and a pumpkin mural backdrop. Tip: Don't paint faces on them and they can stay in the hallway during November, too!!!

## Pumpkin Seed Collage

You Need:

- Pumpkin Seeds (clean)
- Tempera paint (dark colours)
- Paint brush
- Shallow container
- Thick paper (poster board)
- Glue
- Pencils
- Wax paper or newspaper



Have students choose a few paint colours.

Put the seeds into a shallow dish, squirt some paint on the seeds and mix the paint around until all seeds are covered in paint. They should do this for as many colours as they need.

Spread the seeds out on wax paper (or newspaper) and let dry.

While they are waiting for the seeds to dry, students can draw a picture onto their poster paper. Some ideas include masks, fish or wild designs.

Remind students to keep it simple, remember, they will be "colouring in" with seeds.

When the seeds are dry, they can be arranged and glued onto the poster paper in the appropriate areas.

## Paper Mache Pumpkins

Using paper mache recipe, cover inflated, fat, balloon with paper mache and newspaper. Allow to dry over night. When covering balloon - cut a 2-inch piece from a paper towel roll. Place on top of balloon and paper mache over top to form stem. Sit balloon with stem side up to dry so that the bottom remains partially flat. The next day when dry, paint orange with paint. Paint stem green. Once dry, paint in eyes and other details.



*Take lots of pictures of your students with their pumpkins!*

# Pumpkins

I'm a little pumpkin fat and round  
Growing in the cornfield on the ground  
I'll be a jack o' lantern with two big eyes  
Or maybe I'll be baked into some pies.



"I ask the kids to bring in mini-pumpkins, gourds and Indian corn. Then we graph the types of fall decor that has been brought in before assembling it into a very large display. We also estimate the number of seeds in a pumpkin as well as the circumference. Then of course we write and share pumpkin stories and poems."

"Here are a few things that I like to do with pumpkins:

I read *Pumpkin, Pumpkin* and then we make a fold out book of the life cycle of a pumpkin. We guess the circumference of a pumpkin. I give each child a piece of orange yarn and they get to estimate how big the pumpkin is. Then we hang the guesses on the board in order of smallest to biggest and then I hang the real size in black yarn so they get to see how close their guess was. We also weigh pumpkins. I usually like to get a tall one and a round one. We also count the lines on the pumpkin. Estimate the number of seeds. Then i cut open the pumpkins and allow the seeds to dry and then each team gets a few handfuls so they can count them and then we add them all together."

## Five Senses

Sight - Look at the outside of the pumpkin carefully. Count the ribs, look at the stem, notice the marks. Inside, look carefully at the seeds, meat, etc.

Smell - Smell the pumpkin before cutting and after. Smell the pumpkin pie, too!

Hearing - Shake the pumpkin. Do you hear anything?

Touch - Feel the outside. Find good words to describe how it feels when you are taking seeds out with your hands!

Taste - Taste the pumpkin meat raw and after it is cooked.

## Creative Thinking

Look for new uses for pumpkins. Cinderella's pumpkin was used as a coach. But last year, a creative someone used a giant pumpkin as a motorboat. Challenge your class to brainstorm new and unusual uses for pumpkins!

## Brainstorming

1. Name another orange fruit.
2. Name an animal that eats pumpkins.
3. Something bigger than a pumpkin.
4. Something smaller than a pumpkin.
5. Something that would break if you threw a pumpkin at it.
6. Something harder than a pumpkin.
7. Something softer than a pumpkin.
8. Something heavier than a pumpkin.
9. Something lighter than a pumpkin.



# Pumpkin Time!

*There are so many activities you can do with a pumpkin! This is a great mini-theme.*

## How Many Seeds?

"Cut the top off. Allow the class to scrape out the seeds. Clean the seeds and let them dry on newspaper at least 2 days.

1. Cut black construction paper into 5cm. x 8 cm. rectangles - approximately 150.

2. Cut a VERY large pumpkin out of orange paper, and put on bulletin board.

1. Show the class the seeds that they removed from the pumpkin. Each child will have the opportunity to estimate how many seeds there are.

Write each child's name and their estimate on the board. The person who is closest wins the pumpkin.

2. Show the children how to glue 10 seeds on each rectangle, 2 vertical rows of 5 seeds.

3. After the glue is dry, have the children come up and help you put the rectangles on the pumpkin. Try to get 10 rectangles in each row. Work together to find the final tally."



## A Pumpkin Day

"I have a pumpkin day in October when everyone brings in a pumpkin. We spend the whole day with various pumpkin activities.

1. Sort the pumpkins as many ways as you can: size, color, stem or no stem, bumpy or smooth, painted or not, etc.

2. Weigh the pumpkins using a food scale or a balance scale. Put the pumpkins in order from smallest to largest.

3. Measure (using string) the outside of the pumpkins and put them in order from the skinniest to the fattest.

4. After all the comparisons are done, I put the pumpkins in the middle of the circle and we play a game where I choose a pumpkin in my head and the children try to guess which one it is by my clues.

5. I always bring in two pumpkins—one big and one small. We graph which one we think will have the most seeds and how many we think are in each. Bring in probability - use words such as 'likely, not likely, most likely". I cut the pumpkins and we count by putting the seeds into piles of 10 on a paper that has 10 circles on it. Each time we fill the paper, we know that we have 100 seeds counted. Every year I have done this, the smaller pumpkin has the most seeds!

6. We cook the seeds in the oven or you could send them home with a student to be toasted and we eat them. .

7. Make pumpkin cookies, pie, or bread with the pumpkin or just cook it and add butter or brown sugar.

8. I give every student an award for his/her pumpkin at the end of the day. Categories could be: biggest, smallest, bumpiest, roundest, etc.



## Pumpkin Pie in a Baggy

"Have each of your children spoon a few pieces of baked pumpkin (see below) into a Ziplock sandwich bag. Have each child measure 1 tsp. of sugar, a dash of allspice, and a dash of cinnamon into his bag. The children press the air out of their baggy and seal them shut. Then have the children squish their bags to mash the pumpkin and to mix the spices. Cut a corner from each bag and let the children squeeze the pumpkin mixture onto graham crackers. Top with Cool Whip or whipped cream."



## Baked Pumpkin

"Cut off the top of a small, washed pumpkin and discard. Cut the pumpkin into quarters. Scrape out the pulp and seeds. Place the pumpkin quarters, skin side up, in a baking pan. Bake at 325 for 1 hr. or until the pumpkin is tender when pierced with a fork. Allow the pumpkin to cool slightly and then remove the skin. Note: I put the cooked pumpkin through the blender, which made it easier for the children to mix in the bag."

## Pumpkin Math

1. Estimate the weight of each pumpkin. Graph the pumpkins by weight.
2. Estimate how fat the pumpkin is (circumference). The students cut a piece of string and place it around the pumpkin like a belt. Graph the strings, as too short, too long, just right.
3. Estimate the number of seeds inside.
4. Graph: Where did you get your pumpkin? Store, patch, grew it yourself?

## Pumpkin Language

"Make a list of interesting adjectives that describe the pumpkins. Then, as it is carved, find more words for the insides - the pulp, the meat and the seeds. Read books about pumpkins. Write stories about pumpkins - fact and fiction."

"Read the book *The Pumpkin Book* from Scholastic or another book that tells the sequential story of the pumpkin from seed to fruit and back again.

"Make a pumpkin story wheel. The pumpkin's life cycle forms a perfect activity is making a story wheel. Start with a circle and divide it into eight sections. In each section write part of the story. You will have to combine some of the pages. The students illustrate the sections and then cut out the wheel. Fasten the wheel to a paper plate in the middle with a brad. You could use orange styrofoam plates that are available this time of year, but white paper plates work, too, as the children can colour the edges with crayon. Staple a piece of green or brown construction paper to be the stem. Read the story wheel together by reading the section that is by the stem and then turning the wheel so that the next section is on top.

"Make a pumpkin mural. Roll out long sheets of butcher paper and encourage children to draw pumpkin vines, flowers, sprouts, and green and orange pumpkins. You could use light brown paper so the back looks like soil, but the children's work still shows up. It makes a nice backdrop if you want to display the next project.

### Paper Pumpkin Patch

Stuff white lunch bags with newspaper and twist the top. Secure with masking tape. Paint the bottom part orange and the top green to look like a pumpkin. Let them dry. You could display these in the hallway with vines cut from paper and the pumpkin mural backdrop. Tip: If you don't paint faces on them they can stay in the hallway during November, too!



### Pumpkin Unit Activities

You could start the unit with a mystery box. Decorate a large box and place a pumpkin inside. Have students ask questions and determine what you have hidden.

Have the students estimate the pumpkins weight, then actually weigh the pumpkin.

Have the students determine whether or not the pumpkin will float and test it out with a large tub of water.

Estimate the circumference of the pumpkin by having the students cut a piece of yarn that they think will fit around the pumpkin. Sort pieces by too short, too long and just right.

Estimate the number of seeds in the pumpkin. Open the pumpkin and clean it out. Wash, dry and save the seeds.

To keep the pumpkin fresher longer, wipe out the inside with bleach to retard the growth of mold. If you carve a jack-o-lantern face, rub the edges with petroleum jelly to retard shrinkage.

Count the pumpkin seeds into groups of ten and then put the tens together into hundreds to determine the total.

Soak some pumpkin seeds over night, cut them open and the students can see the tiny plant embryo inside the seed.

Have each student plant a pumpkin seed in a ziploc bag with a little dirt and water. Zip the bags tight, hang them up somewhere and they require no further maintenance. The bags will fog and then clear up and you can explain to your class how it is similar to clouds and rain. The ziploc bag is like its own little world. The other really awesome aspect of the bags is that you can see the seeds open and the roots grow down and the sprout grow up. Send the plants home shortly after they sprout, because they need to be transplanted.

Then we eat! Roast pumpkin seeds by spreading oil on a pan, spreading out seeds in a single layer, adding a little salt and paprika for colour, and roast at 400 degrees until brown. It only takes about 10 or 12 minutes. At a pumpkin recipe web site it said to roast them at 200 degrees for 1 hour. The children can write the steps for this process.



## Pumpkin Estimation

- Have the students estimate the number of vertical lines on the pumpkin, and record their estimations on chart paper. Count all of the lines with the class and record the actual amount. Whose estimation was most accurate?
- How tall is the pumpkin? How many unifix cubes tall is it? (or other non-standard measure)
- How tall is the pumpkin? Have each student record the estimation in centimetres. See who has the closest estimation.
- Discuss the word 'circumference' and trace your finger around the 'fattest' part of the pumpkin. Each child cuts a piece of string based on his/her estimate of the circumference.
- Wrap string around the pumpkin and cut it to length. Tape it to a chart. Have each child come up with their piece of string and let them try to wrap it around the pumpkin. The children's strings are now taped in the correct place on a chart labelled 'too short', 'just right' and 'too long'.
- How much does the pumpkin weigh? Weigh several other items and discuss kilograms. Let the children lift the pumpkin and the other objects and estimate the weight.
- Write the predictions in order on a chart, weigh the pumpkin and see who is the closest.
- Cut out the top of the pumpkin and have students come up, look inside, and estimate how many seeds are in it. Record estimations.
- Clean out the pumpkin, dry the seeds, and count them the next day with the class. Whose estimate was the closest?
- Let everyone design jack o'lantern faces, using only squares, triangles and circles. Vote for the favourite face and cut it!

## Pumpkin Groups

"Each parent has a group of 4 students and 1 pumpkin. The groups do the following.

- Estimate if the pumpkin in their group is the largest, smallest or the in-between size of all of the pumpkins in the room.
- Estimate the weight of your pumpkin.
- Estimate the number of seeds in your pumpkin.
- Do a group writing activity that begins with 'My pumpkin looks like \_\_\_\_\_.'
- Tell how you would measure around the pumpkin. What materials/tools would you use?

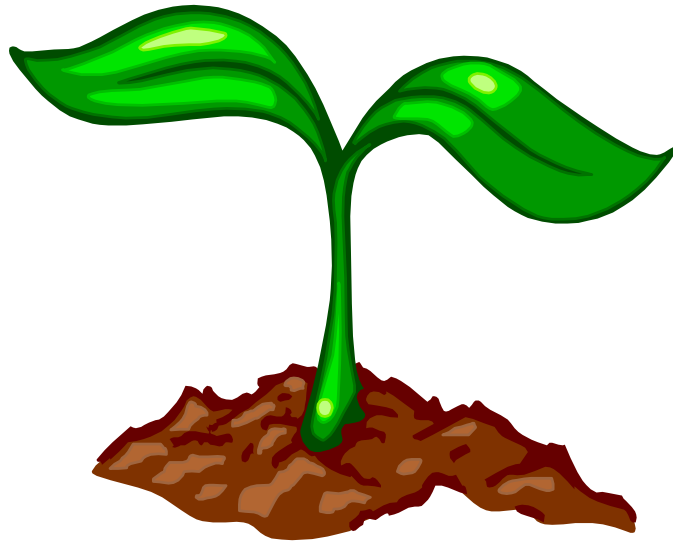
After this is done...they then

- Measure height, distance around, distance across the widest seam of the pumpkin and the length of stem.
- Weigh the pumpkin.
- Cut hole in the top of pumpkin, scoop out the pulp and seeds. Weigh the pulp and the seeds and weigh the empty pumpkin.
- Measure the thickness of the pumpkin meat.
- Estimate the number of seeds after you scoop them out.
- Count the exact number of seeds. (groups of ten)
- Compare estimates to actual measures/counts
- If the pumpkins were donated, write a thank-you note.

This whole process takes about 1 hour give or take 15-20 minutes, depending on the groups. The parents are completely in charge. I just go around and answer procedure questions when needed."



# Primary Success



# Seeds

In most of Canada we eagerly await the coming of Spring. Planting seeds in the classroom is one of the sure signs of Spring! The children can learn many things from this simple activity, and the “Seeds” theme can be correlated into most parts of the curriculum.

What fun to see the tiny plants begin to grow! Your children will be delighted to see the daily changes, and there are many opportunities for learning.

## To begin the unit.....

Read “Jack and the Beanstalk”. Discuss the magic beans. What makes real beans grow? Is that magic?

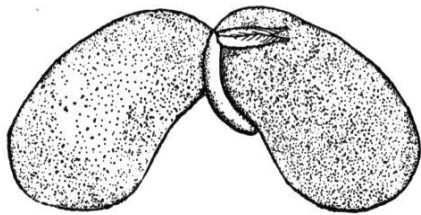
Begin a KWL chart. Find out what the students know about seeds, what they want to know about seeds, and finally, at the end of the unit, find out what they have learned about plants. Discussing the completed chart would be a good review at the end of the theme.

How does a plant begin? Ask students for thoughts and predictions. How does a seed turn into a plant?



## What are seeds?

As every gardener and farmer knows, we plant seeds to grow new individual plants. The seed is like a capsule that tightly encloses an embryonic offspring. In the life cycle of a wild seed plant, seeds are produced at the time of reproduction when offspring are formed. While these offspring are still embryonic, they are dispersed from the parental plant. The capsule-like seed has specializations that help to protect the offspring embryo during dispersal.



The great variety of beans we eat are seeds. Many beans, such as pinto beans and kidney beans, have a hard outer covering called a seed coat that is the primary specialization of the seed to protect the embryo during dispersal. If you wanted to cook beans, then you would soak them overnight to soften the seed coat. We can also do this to make the seed coat easy to remove. Once the coat is removed, then we can see the embryo. The embryo is simply a small plant body, and it already has most of its basic parts.

Some of these embryonic body parts are also relatively specialized. For example, among the most prominent features of the seed plant embryo are its cotyledons. The cotyledons are sometimes called seed leaves, and we can think about them as the first leaves that are formed by the embryonic plant as it develops. The embryo can also have other leaves in addition to the cotyledons, but the cotyledons are the most prominent leaves that are present on the embryo. Among some plants the cotyledons are specialized for nutrient storage. In the life cycle of a plant, after the embryo has formed and the seed is developing, the parent plant moves nutrients into the seed. These nutrients will be critical for the further development of the embryo once the seed has separated from the parent plant. In some seed plants, such as bean plants, these nutrients that enter the seed are stored in enlarged cotyledons. Because of their function in nutrient storage in the seed phase of the life cycle, cotyledons do not look like the normal foliage leaves that we typically associate with plants.

If we remove one cotyledon from our bean embryo, we can see the other basic parts of the plant body that are already present. These include a root and stem, which bears additional young foliage leaves.

## *What do we want our children to learn?*

Plants form seeds to reproduce.

Most plants form seeds - fruit, vegetables, flowers, grasses, weeds, trees, bushes, etc.

Some seeds are large - coconut, and some so small they are hard to see.

All seeds have a baby plant inside. This is called an embryo.

All seeds have food for the new baby plant. This food part is called cotyledon.

All seeds have a protective shell or seed coat which protects the tiny plant and its food.

Seeds need moisture to germinate.

Plants need light, water and good soil in order to thrive.

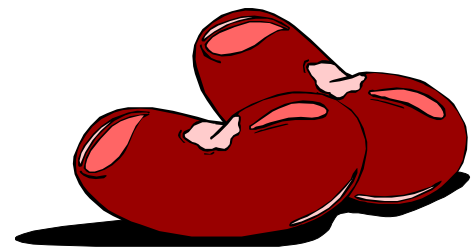
## *Teaching the parts of the seed*

Give each student a large bean seed, preferably a Lima bean. Discuss what the children can see and write down their observations. Roll up several paper towels and moisten. Put them in a jar. The towels should take up most of the jar. The children can put seeds between the towels and jar so you can see them. Keep the towels moist and the jar in a warm place. When seeds swell, take one out of the jar and pry open very slowly. Show the children how to open the seeds carefully. (They fall apart, so you must be gentle!) Pass out one bean to each student along with a magnifying glass. The seed coat should be ready to fall off and the baby plant (embryo) should be easily seen. Ask the students to see if they can find out how a seed turns into a plant. After looking on their own, have them help friends find out why. Have them talk about it in groups as they look. Make sure every child sees a baby plant.

See that there is a little plant starting to grow inside the seed. It is called an embryo. Lay it on a paper, draw a picture of it (or give the children a diagram) and label the part 'embryo'. To illustrate the 3 parts of a seed (seed coat, plant food, embryo), soak Lima beans in water overnight. Students can observe the bean under the magnifying glass.

## *Starting seeds in the classroom*

This is a traditional spring activity in the primary classroom. There are many ways to do this so the children can see what is happening. Don't be concerned whether these baby plants are healthy or survive later - only be concerned whether the children are can clearly follow the process. Here are some methods in the words of Grade One teachers:



"Each child put a piece of damp (not soaking wet) paper towel in a sandwich baggie. In the paper towel they loosely wrapped several seeds - beans, peas, corn. The baggie was then put into a clear plastic cup which the child set on his/her desk. Each day they opened the baggie and checked the seeds and made sure the paper towel was damp. They lay their sprouts on the towel and then walked around the classroom to see how other children's seeds were doing. They could look at them

when they wished (within reason) and shared the progress.”

“To start seeds I take a sandwich size ziplock bag and put in a folded wet paper towel. I use the school brown kind that are pre folded. You put staples about an inch up from the bottom and the staples are a little less than an inch apart. Drop in the seeds that you want to start. They should sit on top of the stabled area. It is to keep them out of the water. Wet the paper towel but do not soak it. If you put in too much water it will come out of the staple holes. There will be a little extra water at the bottom. I do not zip my bags shut but you can. I then tape them to my window. I have the old school style of bank windows. You can just tape them up anywhere they will get good sunlight. After the seeds root they are easy to plant in dirt. The roots grow quickly. If the paper towel gets dry you just add water through the top. The children can see the process well.”



“When I germinate seeds in the ziploc bags, I give the children one each of the following seeds: bean, corn, sunflower, pumpkin and pea. Before we start, we describe the various seeds, noting how they are the same and how they are different. We also predict what we think will happen when we put them in the bag. They draw their prediction and then compare that to what actually happens. Usually the children draw stems and leaves but not roots. They are always so excited to see the roots growing, too.”

“I've used sugar beans . Place damp cotton wool in a glass jar. Press the seeds in along the sides. They will be able to see every step. Try this as well: turn the bottle upside down and the stem of the seed will turn as well.”

“I have germinated mustard seeds right from the spice rack --- make sure to use whole not ground seeds. The best thing about these is that they germinate overnight and quickly grow into sprouts that you can eat on a salad. Most times I germinate them on a piece of dark terry cloth (old piece of towel, etc.) so that they can be easily observed. You can also eat bean sprouts and cabbage or broccoli sprouts.”

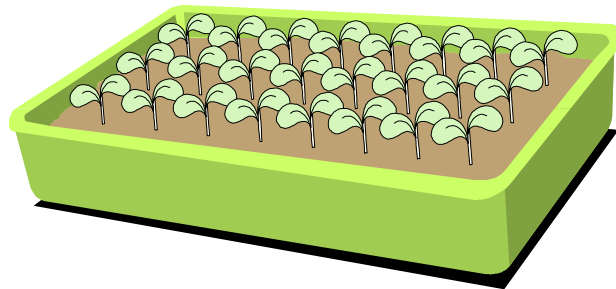
“I've used 2 litre soda bottles, cut just above the black base level, and filled the base with potting soil and a few seeds, add a little water, put the remaining "dome" over the base as a terrarium cover. I usually have the children put insect stickers on the container as decoration. Then we put the containers by a sunny window, and wait. I usually give a little prize to the one who begins "showing" first, just to build the suspense.”

“Plant Lima bean seeds (just a couple) in a ziplock baggie. Just put in a wet paper towel and the seeds. I then hang them up on my bulletin board. You can see the seed split and the roots grow. The plant grows right out of the little hole at the top.”

We grew ‘sugar’ beans (sized between pinto beans and Limas -- similar to speckled beans). They are sold in the grocery store as a food item, so the children are amazed when they start growing. I want them to see the roots develop first, so we start by taking a large plastic container (about shoe box size),

putting down several layers (about 8) of paper towelling, placing beans on the towelling, then covering it with another few layers (4) of paper towels. Then we water it to keep the beans moist. (One thing I do before we put the beans in is pour water onto the thick layer of paper towels. I put in enough for the towelling to absorb all the water. The children have watched me pour the water in and are amazed when I turn the tub over and no water falls out! Opportunity to talk about absorbency!) After 24 hours the beans have swollen to twice their size (the children connect this with the paper towels that 'grew' with absorbing the water). After 48 hours the beans have significant roots pushing out of the seed case. No matter how often I do this the children always think it is magic. After 72 hours the roots have gone mad and it is time to plant the beans in soil. We carefully take the paper towelling out of the plastic tub, punch holes in the bottom to allow for excess water to drain away, fill the container with good soil, and plant the beans. These are our class beans. Then the children each 'plant' a bean in a clear plastic container (about the size of a large drinking glass) by first putting paper towels around the inside of the container and filling the middle with torn bits of newspaper. They then put the beans inside the plastic container between the sides of the glass and the paper towel, so that the bean is halfway between the bottom and top of the glass. They water their beans and watch the water 'climb' the paper towelling! We repeat the entire exercise on an individual level, although we allow the beans in the glasses to form leaves before we transplant them into soil. Then the children take their beans home to share with their families. Most of them transplant them into the soil in their garden."

"When we do our plant unit, we plant the seed in clear plastic cups. The seeds are pushed into the dirt right next to the outside of the cup so that they can be seen. The kids can then draw and write in their science journals to record the sprouting and growing to the plant, roots and all. It is fun to watch their excitement when their seeds begin to germinate and sprout!"



### **Beany Babies**

"I just returned from a workshop called, Gardening for Children. The Lima bean thing was used because the bean is so big, but this teacher used a very small ziplock bag that jewellery might come in and put a damp paper towel and the Lima bean into it. She punched a hole in the top and tied yarn to it to make a necklace. The children wore the necklaces under their shirts because beans don't need light to germinate, but do need warmth supplied by the body in this case. They called these beany babies. She said that they actually began to sprout out of the little bag."

"To make Beany Babies you can take a clear pill bottle and a cotton ball, a Lima bean seed, and a few drops of water. You need to punch two holes in the lid of the pill bottle and thread a vinyl string through it to be worn as a necklace. The heat from the body encourages the sprouting. Before they leave each day they return them to the window sill. It is a novelty and encourages great social

interaction from students in other grades. After they have sprouted the children can take them out at recess to give them needed sunshine.”

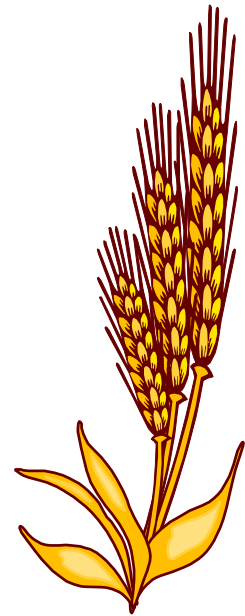
## *What do seeds look like?*

Make collections - fruit and vegetable seeds, nuts, berries, maple wings, grain heads, etc. A coconut is a seed, and you can contrast one to a few tiny petunia or lobelia seeds. Go for a walk in the autumn and hunt for different seeds. Take sandwich bags to collect the different kinds.

Get the seeds necessary to plant a vegetable garden. Put them out in paper plates. See if the children can recognize them. They may recognize tomato, squash and cucumber seeds, but radish and cabbage seeds and many others will be new. Label the plates.

Make a collection of different nuts. Taste them!

Look at seeds in berries, in different grains, in flowers, weeds, and trees.



## *How do seeds travel?*



There are seeds with wings that fly in the wind, seeds that cling and stick to animals and people, seeds in fluff that the wind will blow, parachutes, and prickly seeds. We could call the prickly seeds that cling and sticky seeds hitchhikers! Birds carry seeds to far away places. Some seeds float on the water.

## *Seeds in the autumn....*

Go on a nature walk. Collect different seeds. Make a display of the seeds you find. Collect some to plant in the spring - flowers, some vegetables, citrus fruit seeds, apple seeds. The autumn is a good time to do the food section of the unit, as we always discuss the harvest in fall and do pumpkins at Hallowe'en.

## *Seed Science*

By spring, most Grade One students will be able to record the results of experiments in a simple way. You can make a seed book, and they can write a sentence for each experiment. The following experiments can be used for a Science Fair, too.

1. Students can plant Lima bean seeds, by placing the seeds on a wet napkin, and securing them in a ziploc bag. Students will be able to see how the roots grow first, and the stem grows second, etc... Beans can also be planted in soil to use in science fair experiments. Lima Beans and grass are excellent to use because they grow very quickly. Have students keep a plant journal and record changes in their plants every 5 days.

2. Discuss the things plants need in order to make them grow. Conduct an experiment. Place one plant in the light without water, one in the dark without water, and one in the dark with water. Have students record what happens to each plant.

3. Learn about the effects gravity has on seeds and plants. Soak some beans overnight in water.

Place blotting paper snugly around the inside of each jar. Stuff crumpled paper towel in the middle of the jars, then fill them with water and wait until the paper towel absorbs as much of the water as it can. Pour off the excess water. Push a few of the beans in different positions (horizontal, diagonal, vertical) between the blotting paper and the glass in each jar. Keep them spaced apart and near the top of the jars.

Have students draw diagrams of the jars and the seeds and draw their predictions of how they think they will grow. Keep the jars out of direct sunlight and watch the seeds grow. Water the paper towels quite regularly so the seeds will keep moist. Once the seedlings have reached about an inch over the jars (about a week), lay one of the jars on its side. Have students draw diagrams of the jars and the seeds and draw their predictions of how they think they will grow now. In a few days have students draw what happens. The stems of the seedlings should have bent so they could continue to grow upwards. Who predicted correctly? Why did this happen? What may be some reasons? (Plants have growth hormones that respond to the Earth's gravitational pull. This causes roots to always grow down and stems to always grow up. This is called geotropism.)

4. This is a neat activity to see how plants get water. Add red and blue food colouring to water. Put either a daisy or celery in the food colouring water and clear water. Wait a few days and watch the magic begin!

5. Will a plant grow towards the light? Grow 3 pots of bean seeds. Once they are about 4 inches high, cover them with a box. Cut a hole in the side of box about the size of a 50 cent piece. The hole should face a sunny window. Only remove the box long enough to keep the plant moist. See how long it takes for the plant to grow towards the hole, or even out of the hole.



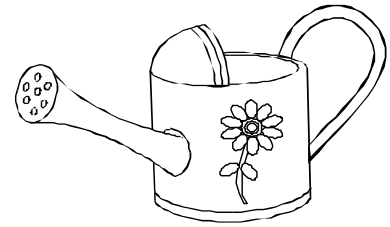
6. Does a plant need roots? Purchase two identical plants. Remove one plant from the pot to observe the roots. Cut the roots of one plant at the stem. Put the plant back into the pot pushing stem down about one inch. Leave the other plant potted. Take care of both plants for two weeks. Every other day, draw both plants and write down what you observe.

7. Can parts of a plant grow a new plant? Buy a sweet potato. Put three or four toothpicks around the middle of the potato. Balance the toothpicks on the rim of a glass jar and add enough water to cover the bottom parts of the potato. Keep in a warm, dark place until roots begin to form. Then move to a moderately sunny window. Check potato each day and add more water as needed to keep the bottom of it covered. In about two weeks, vines will begin to sprout and you will have the beginning of a new sweet potato plant. Keep a chart and record progress every 3 days.

8. Does water travel up a plant to the leaf? Put a celery stalk in glass of water with a few drops of blue or red food colouring. Water is pulled up the stalks into the leaves. The colouring will show in leaves. Cut one of the stalks open to observe veins carry water. For variety, split stalk in



half near bottom and put one half in one coloured water and the other in another colour. This can also be done with carnations.



9. Plants need water. Purchase two identical plants that need frequent watering such as coleus, a peace lily or an umbrella plant. Set out in appropriate light. Water only one plant regularly. Keep a drawing chart of how both plants look every 2 days.

10. Do plants need air? Purchase one actively growing plant. Cover top and bottom of several leaves with thick layer of petroleum jelly. Cover tops only of a few leaves. Cover bottoms only of a few leaves. Take care of plant in usual way. Keep a chart of how plant looks every 3 days. Most plants take in air through openings called stomates, which are found on the underside of leaves. Blocking the stomates should cause the leaf to die.

11. The parts of a plant. Purchase a potted geranium plant. Next to it draw a replica of the plants and label the parts - flowers, stem, leaves, roots. Draw one of the leaves and label the veins.

12. Do plants need light? Grow two identical plants. Place one in the dark and one in the light. Take care of in usual way. Keep a chart of how each plant looks every 2 to 3 days.

### Predictions

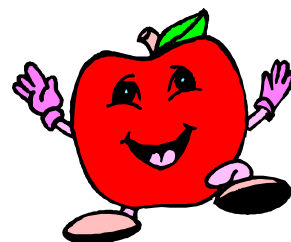
“I have my students predict what they think plants need to grow. Then we set up an experiment to see if they are correct. I use at least four clear containers. We label the containers 1 - 2 - 3 - and 4. In the 1st container, we put soil, seeds, water and place in the sun. In the 2nd container, we put soil, seeds, and place in the sun - no water. In the 3rd container we put seeds, water and place in the sun - no soil. In the 4th container we put soil, seeds, water and place in a closet - no sun. You could also use a 5th container using soil, seeds, water, light and put in a cold place to check on temp. I make a chart with each number and what it contains. We check each container over a period of time and chart the results. Kids love doing this and I believe it is a good way to teach what plants need to grow.”

## Seed Language Arts

Teach the vocabulary for the unit - flower, vegetable, seed, plant, soil, grow, root, stem, leaves, sun, water, air, kinds of seeds (beans, peas, sunflower), garden, etc. Put them on a chart so the children can refer to them in their writing.

### Make an ABC book for gardening and seeds.

a is for apple, avocado  
 b for beans  
 c is for carrot, cotyledon  
 d is for dig



e is for embryo  
 f is for flower, fruit  
 g is for grow, garden  
 h is for hitchhiker seeds  
 i is for ? - Indian corn  
 j is for jam  
 k is for kitchen  
 l is for leaves  
 m is for melons  
 n is for nuts  
 o is for ? - orange  
 p is for plant, parachutes, prickly  
 q is for ? - quick  
 r is for rain  
 s is for sun, stem  
 t is for tomato  
 u is for up  
 v is for vegetable  
 w is for water  
 x is for ? - excellent  
 y is for year, you  
 z is for zucchini, ziplock bag



Collect books on seeds and plants from the library at your class's reading level. Generate interest so the children will read them independently.

"Of course, along the way we have written about what is happening with our beans in our journals. And when the class beans are quite tall and have produced lots of leaves, we do sequencing activities with their growth and read books like 'Jack and the Beanstalk.' They are encouraged to write a story in their journals about their adventures in climbing their own beanstalks, and I had one boy this year who wrote a lovely story about climbing down on the roots of his plant (rather than up the stalk) and discovering a magical world UNDER the soil!"

"Use those laminated seed packets for an interactive chat. I laminate on a chart the words \_\_\_\_\_ will plant \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ in the garden. Then below the words I draw flower pots and hot glue sticks for seed markers. Add Velcro to the seed packs and to the top of the sticks. The student can Velcro his/her name to the first blank and choose seeds for the garden. Then they can either write the sentence, or even better draw what their garden will look like once the seeds grow."

"For Jack and the Beanstalk - make a bulletin board and magic seeds. Write "My bean grew into a \_\_\_\_\_. It grew so big \_\_\_\_\_."

Keep a science journal, writing one or more sentences each day.

Make a class Big Book about seeds.

## Seed Math

Fill an estimation jar with large Lima or other bean seeds. Record all the estimations. Count the beans in groups of ten to discover the winner. Use different sized jars and different sized seeds.

For Kindergarten or early in Grade One - a counting activity...Buy peas in the pod. Open each pod counting the number of peas in each. Draw pods with different numbers of peas. For later in the year, give each child two or more pods and they make a number story with the number of peas in each pod. Share their stories with neighbours.

Do fractions by cutting apples, oranges in half, quarters or thirds.

The teacher can bring in 4-5 different kinds of seeds (i.e.. Lima beans, black beans, navy beans, kidney beans). Students are given a handful of each kind of bean. Have students sort the beans, count how many of each, and graph their beans on a bar graph.

Use beans for counters.

Use large seeds or nuts for counting, sorting into groups, colour, size, etc.

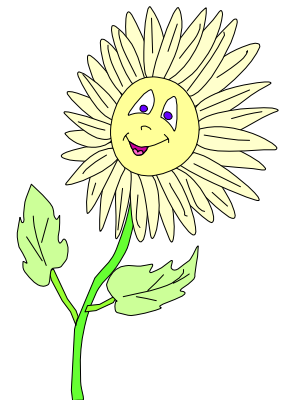
Weight different fruits or vegetables.

Measure squash and pumpkins.

Categorize - Split class into groups of three or four. Give each group a large number of seeds and ask them to draw two circles on a piece of paper. Try to organize the seeds into two distinctive groups (i.e. smooth and bumpy, long and round, fruits and vegetables, etc.). No seed can be left over. Have each group share their categorization technique. Now draw another circle on the paper. Try organizing seeds into three distinctive groups. Have each group share their categorization technique. As a challenge try even more groups.

Graph favourite fruits or favourite nuts.

How long will it take for a sunflower to grow 20 cm.? Plant 3 pots of sunflower seeds to insure that one of them will grow. Keep in warm place to sprout. It helps to cover with plastic wrap so they will sprout faster. Once sprouted, remove plastic wrap. Keep a chart of how long it takes to sprout, how long it takes to grow 2, 4, 6, cm. Write the date under each inch and in the final box write 'It took \_\_\_ days to reach 20 cm.'



Plant seeds. Graph their growth. Measure using a ruler, unifix cubes or another non-standard unit of measurement.

Look at seeds to see how they are alike and different. Do a Venn diagram.

## Seeds we eat...

Discuss the difference between fruits and vegetables. (Fruits contain the seeds of a plant. They are usually the flower of a plant. Vegetables are all of the other parts of the plant - roots, stem, leaves, and/or seeds.) Discuss the importance of them in our daily diet. Have students find pictures of fruits and or vegetables from magazines. They can cut them out and classify them into groups of: fruits or vegetables, with seeds or without, root, stem, leaf, seed, or flower, etc...

We eat many seeds. The food that the baby plant would use (cotyledon) also makes good food for us. We eat beans, peas, nuts, rice, corn wheat, etc.

Buy a collection of fruit from the supermarket. Have several sessions where the class improves language development by discussing how the fruit looks, feels, smells and finally, tastes. Make a chart of the interesting vocabulary. Find the seeds and sort them. Make a chart or labelled display of the seeds on paper plates. Discuss the variety of seed forms - peach pits, apple seeds (cut the apple to show the star), grapes, melons, pomegranate, etc. Make a fruit salad. Do the same for some vegetables on a different day using tomatoes, green pepper, cucumbers, peas, beans, etc.

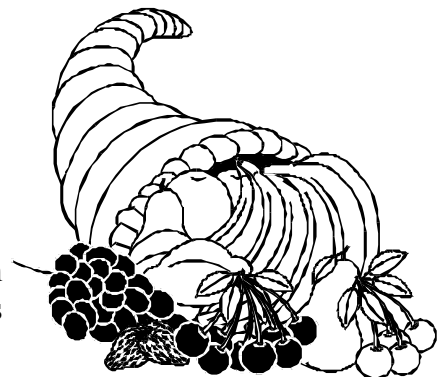
Discuss the parts of a plant we eat. We eat seeds (peas, beans, nuts, corn), tubers and roots (potato, sweet potato, carrots, radish, beets), leaves (spinach, lettuces), fruit (oranges, apples, lemons, etc.), stems (broccoli, celery, rhubarb, etc.), and flowers (broccoli, cauliflower). Have the children each bring in a fresh vegetable and discuss what part of the plant each is. You can also bring in bean sprouts to show we eat sprouts, too. Make a book of edible plants.

Create a large chart on banner paper with six columns, one for each part of the plant. Have students glue or draw pictures of plant parts we eat in each column. Discuss which parts are eaten the most and least.

## Seed Art

### Thanksgiving

Make a large cornucopia for the tackboard and fill with drawings of fruit and vegetables. Add real grasses with seed heads and coloured leaves



### Hallowe'en

Of course, carving the pumpkin is a good seed activity. Clean and count the seeds, estimate, and finally roast them for nibbling. See the *Primary Success* theme booklet "Pumpkins".

### Autumn

Make a seed bouquet. Have a nature walk in the autumn and collect long stems with seeds. Grasses and grains, flower heads, berries, etc. make an attractive bouquet. These can be put into jars or vases, or make a paper vase on a picture and insert the real seeds. These make a nice fall bulletin board display.

### **A Seed Collage**

Give the children a simple picture with large shapes or have them draw their own. "Paint" one closed space with glue and sprinkle or place seeds of one colour, and then "paint" another section and sprinkle with seeds that are a different colour and texture, and so on until the picture is completed. You could have the children cover large letters with seeds in this way to make a title for your tackboard. This is messy, so do it outdoors if weather permits.

### **St. Patrick's Day**

Hollow the top of a potato, add a wet cotton ball, sprinkle grass seed and grow hair! You can add eyes, etc.

### **Mother's Day**

Use the seeds that you start in class as our Mother's Day gifts. You just have to be sure to start them early enough.

"About two weeks before Mother's Day we plant Gladioli bulbs in individual plastic cups. We measure and graph the plants each day as they grow very quickly. Then we send them home as gifts."

"We plant marigolds for Mother's Day in the more traditional way, and the children make a planter by decorating a coffee filter and putting it between two clear cups. I usually use marigolds because they can flower within 30-45 days."

## *Seed Poetry*

I dig a hole and plant a seed,  
Cover it with dirt, and pull a weed.  
Down comes the rain, and out comes the sun,  
Up grows my plant,  
Oh! What fun!

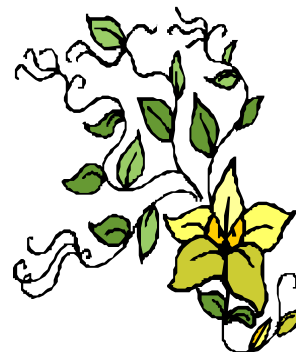
### **Little Seeds We Sow in Spring**

Little seeds we sow in spring  
growing while the robins sing,  
give us carrots, peas and beans,  
tomatoes, pumpkin, squash and greens.

And we pick them  
one and all  
through the summer,  
through the fall.

### **My Garden**

This is my garden, I'll plant it with care,  
Here are the seeds I'll plant in there,  
The sun will shine,  
The rain will fall,  
The seeds will sprout and grow up tall.



**Little Brown Seeds**

Little brown seeds so small and round,  
 Are sleeping quietly under ground.  
 Down come the raindrops  
 sprinkle, sprinkle, sprinkle.  
 Out comes the rainbow,  
 twinkle, twinkle, twinkle.  
 Little brown seeds way down below,  
 Up through the earth they grow, grow, grow.  
 Little green leaves come one by one.  
 They hold up their heads and look at the sun.

**My Garden**

This is my garden, I'll plant it with care,  
 Here are the seeds I'll plant in there,  
 The sun will shine,  
 The rain will fall,  
 The seeds will sprout and grow up tall.

## Seed Songs

**Parts of a Plant**

*to 'The Wheels on the Bus'*

The roots of a plant grow underground,  
 Underground, underground.  
 The roots of a plant grow underground.  
 The roots are a part of a plant.

The stem of a plant holds up the leaves.....  
 The leaves on a plant make food to eat.....  
 The flower on a plant makes new, baby seeds.....  
 The seeds on a plant makes a brand, new plant.....

**Seeds**

A little seed for me to sow  
 A little earth to make it grow  
 A little hole, a little pat,  
 A little wish, and that is that,  
 A little sun, a little shower.  
 A little while -  
 And then, a flower!

**The Little Plant**

In the heart of a seed,  
 Buried deep so deep,  
 A tiny plant  
 Lay fast asleep.  
 "Wake," said the sunshine,  
 "And creep to the light."  
 "Wake," said the voice  
 Of the raindrops bright.  
 The little plant heard  
 And it rose to see,  
 What the wonderful,  
 Outside world might be.

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## Seeds

Seeds are funny, funny things,  
 Some have stickers  
 Some have wings  
 Some are big  
 Some are small  
 Some round and flat  
 Some like a ball.  
 Some are hidden inside of fruit  
 Some in pods or underground roots.  
 Some seeds are foods  
 And good to eat,  
 Like corn or beans  
 Or nuts for a treat.



## Green Plants Need

*(tune Three Blind Mice)*

Three main things, three main things,  
 Green plants need, green plants need.  
 For plants to grow and plants to thrive,  
 In order to keep green plants alive,  
 What does it take for them to survive?  
 Just three main things.

Plants need sun, plants need sun,  
 That's number one, plants need sun.  
 For plants to grow and plants to thrive,  
 In order to keep green plants alive,  
 What does it take for them to survive?  
 Just three main things.

Plants need air, plants need air,  
 Be aware, plants need air.  
 For plants to grow and plants to thrive,  
 In order to keep green plants alive,  
 What does it take for them to survive?  
 Just three main things.

Plants need water, plants need water,  
 Especially when it's hotter, plants need water,  
 For plants to grow and plants to thrive,  
 In order to keep green plants alive,  
 What does it take for them to survive?  
 Just three main things!

## The Gardener Plants the Seeds

*to the tune of 'The Farmer in the Dell'*

The gardener plants the seeds.  
 The gardener plants the seeds.  
 High ho the derry oh,  
 The gardener plants the seeds.  
 2nd verse: The rain falls on the ground.  
 3rd verse: The sun shines bright and warm.  
 4th verse: The seeds begin to grow.  
 5th verse: Flowers grow everywhere.

## Parts of Plants

*(tune: Oh do you know the Muffin Man?)*

Oh, do you know the parts of plants,  
 The parts of plants, the parts of plants?  
 Do you know the parts of plants?  
 That make them grow and grow?

The roots, they hold the plant in place,  
 The plant in place, the plant in place.  
 The roots, they hold the plant in place  
 Soak up food and water, too.

The stem moves water up the plant,  
 Up the plant, up the plant.  
 The stem moves water up the plant  
 Brings water to the leaves.

The leaves soak up the rays of sun,  
 The rays of sun, the rays of sun.  
 The leaves soak up the rays of sun,  
 And help the plant make food.

The flower grows into a fruit,  
 Into a fruit, into a fruit.  
 The flower grows into a fruit,  
 Which holds the tiny seeds.

Now you know the parts of plants,  
 The parts of plants, the parts of plants,  
 Now you know the parts of plants,  
 That make them grow and grow.

## *Some Plants Do Not Grow From Seeds....*

Look at other ways plants can be propagated. Grow a plant from a carrot top, house plants from cuttings, potatoes from tuber, spider plants, start bulbs, etc.

Put a good sized sweet potato in a glass of water (1/2 in, 1/2 out - Use toothpicks stuck into side of the potato to help it balance on the edge of the glass.). Observe it each day. In 1-2 weeks you should see some interesting changes.

## *Other Activities*

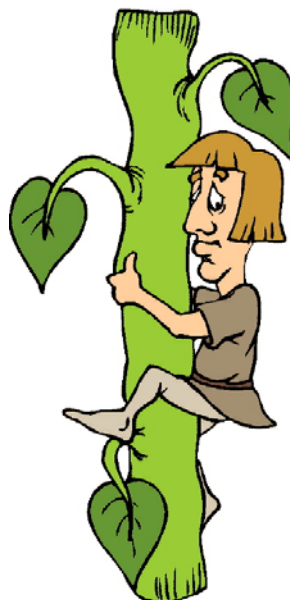
Have a sunflower seed picnic outdoors.

“I also plant a vegetable garden outside our classroom and during the last week of school in June we pick lettuce and make a Salad Restaurant for a special snack that the children grew themselves.”

“We have a Grade One tradition where the children plant a sunflower garden for the next year's first graders. In September the new class uses the sunflowers as part of their unit on colours.”

“I always plant gladioli bulbs about 2-3 weeks before Mother's Day. They grow very quickly and we use them for measuring and graphing activities then attach a tissue paper flower before they go home. Then the families can transplant them outdoors for summer blooming.”

Make a huge paper vine with large leaves that goes from the floor of your classroom to the ceiling and then along the ceiling. Attach large boots at the ceiling as if the giant is coming down the vine. You could make the vine ‘grow’ each day - it will seem like magic to the children. Jack and the Beanstock will come to life!





# Spiders - A Mini-Theme

## Learn About Spiders

Discuss that spiders are arachnids and are oviparous (lay eggs). They eat insects. Arachnids have eight legs and two body segments, a head and an abdomen. (Insects have 6 legs and 3 body segments.) We label body parts and the lifecycle of a spider. I like the children to use the vocabulary we have learned such as arachnid, oviparous, abdomen, etc.



We do sequence cards for the lifecycle of a spider. We glue the sequence cards of the lifecycle of a spider in our journals to write about.

"Last year, I captured a Yellow Garden Spider and took it to school. We put it into an aquarium and I made a frame for it out of sticks. Our spider made webs and laid an egg sac for us. And it did finally die like Charlotte did in the story. It was quite sad, but a very good learning experience."

Observing a Real Spider - It is interesting to observe a real spider close up and in a non-threatening way. Find a spider and place him in a clear jar. The children need assorted magnifying glasses or a magnifying tripod. Let the children freely watch and observe the spider. Stress to the children beforehand the importance of not shaking the jar or harming the spider in any way and that the spider will be let go again after class.

"At the end of our spider unit, we bring 'Spiderman' in and discuss spiders. No, he does not come in a costume, he is a man from a local college who knows a lot about spiders. It has always been an excellent presentation, real spiders and all.

"I haven't tried this, but my principal has. She said that if you find a large spider web outside, you can spray it with hairspray against a black paper and the web will appear on the paper. Sounds like a great idea to try!"

Go outdoors on a short field trip to see if you can find spiders. Take magnifying glasses. See if you can find beautiful elaborate webs, too. Note the difference in the ways webs are formed. How are they attached?

## Language Arts

Thumbprint Spiders - I usually have the children do this in their journals and then write about spiders. They make their thumbprint with paint or stamp pad and then draw 8 legs on it. You could put two thumbprints together to make it have two body parts.

Spider booklet - We make a spider booklet with spider facts and our observations on each page.

"Halloween is fast approaching and time to start our spider unit. My partner and I have our Grade Two students do a small research report on the spider of their choice, make a model and do a presentation for the class. They do all of the work at home and take about three weeks. They turn out wonderfully! We video the presentations and show them at parent teacher conferences.



Read "Charlotte's Web".

## Spider Art

Egg Carton Spider-Cut cardboard egg cartons into six sections, each having two egg cups. This will create a spider with two body parts. Paint the egg cups and glue on eyes. Using four 12" pipe cleaners, poke the pipe cleaners into the egg cup (you can make holes in the abdomen section with a hole punch) and bend them to form a set of legs.

## More Spider Art

Glue spider web- have students draw a web on black paper and then trace it with glue. When it dries it looks like the web from *The Very Busy Spider*.

I have the children trace and cut two circles, fold and glue on 8 thin strips of paper and attach a string and hang from ceiling.

"Paint large styrofoam balls black. Once they dry.....use black pipe cleaners for legs and stick them in the balls. Then glue 'googly eyes' on. Afterwards, take a large needle and thread yarn up through the center to hang them. REALLY cute!"

"Another Spider activity we have done is to read some books on spiders, and then take a sheet of blue or black construction paper and a white crayon to draw spiderwebs after a brief demonstration on the board. They add details such as leaves, and 3-D paper spiders and tiny egg sacs and spiderlings. They always turn out really neat!"

Learn how a spider web is formed and draw a web.

"I like to make a spider web on my bulletin board with string and then have the kids make a spider out of a 2 sections of egg carton with 8 legs. Also with yarn I've built spider webs in the corner of the doorway. Using quilt batting spread thin is another way to get a spider web looking effect. I have the kids make a drawn spider web with a piece of paper to practice using a ruler for drawing straight lines. They connect the 4 corners

through the middle and then connect the middle of the paper edges through the middle then they lay the ruler at the middle dot and connect two lines and then rotate the paper and connect each dot using the ruler to stay the width away from the center. Then they lay the ruler along each of those lines and connect the same lines higher up and keep going until the paper is full of an orb web. Then they make thumb print red spiders on their webs."

"Something I did that turned out cute was stuff a paper lunch bag with paper, turn over the top and staple shut. Paint it black. Take 8 strips of black paper and fold accordian style and glue on as legs. Cut out eyes and mouths from coloured construction paper and glue on. We hung them from the ceiling and they looked great!"

Dip marbles in white paint and roll them across a large black paper to make a web.

## **Other Activities**

Make a class web - Have the students sit in a big circle. I start with a ball of yarn and then roll it to a child while holding on to my end. That child then holds the yarn snugly and rolls the ball to another child and so on and so on. When everyone is holding part of the yarn, you have a big spider web!

This is a way to show that spiders must wait for the food to come to their web - they don't go out 'hunting'. Have each student draw a web on a 1/2 piece of paper or on a paper plate. They choose a location to place their web - somewhere on the carpet.

Then I use a hot air popper and pop some popcorn - with the lid off. The popcorn, representing the bugs, flies through the air (though not as far as you'd expect) and lands on some children's webs. Those kids (spiders) get to eat. You can then have them choose another place to put their web - it's not surprising how they all move into the zone the popcorn landed in. You get much fewer hungry spiders this time!

Make spiders with Oreos and licorice legs. The kids love them.

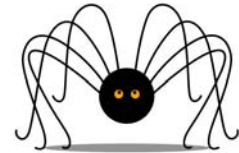


# Spiders

## Spiders

Clever spider spins a thread  
To make a trap we call a web.  
Clever spider knows that she  
Will have some insects with her tea.

No wonder spiders have bare feet  
To run their cobweb races.  
Suppose they had to have eight shoes,  
How would they tie their laces?

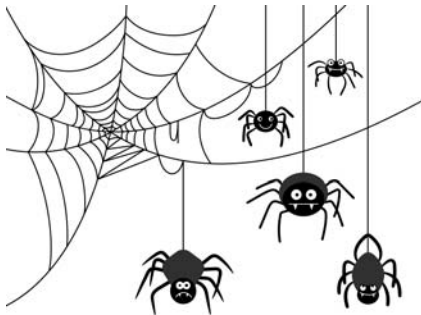


## The Spider Poem

Spiders are not insects  
Spiders have eight legs.  
Spiders have four pairs of eyes  
Spiders hatch from eggs!  
Spider webs are sticky  
Spiders weave them tight  
Spiders spin that silky string  
Spiders weave webs right!

## What's for Lunch

A spider invited  
a fly for lunch  
crunch  
crunch  
crunch.



## I'm a Little Spider

*(sung to I'm a Little Teapot)*

I'm a little spider,  
Watch me spin,  
If you'll be my diner,  
I'll let you come in.  
Then I'll spin my web to hold you tight,  
And gobble you up in one big bite!

## The Spider

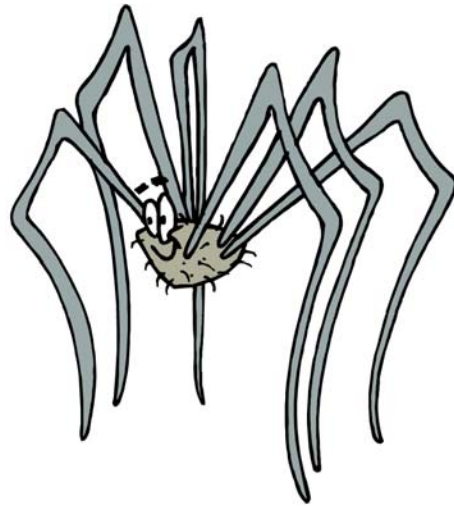
The spider loves to entertain  
Her neighbours and relations,  
But woe to any bugs or flies  
Who accept her invitation!  
So have a care, be wary of  
The most accomplished spinner.  
When she murmurs, 'Be my guest!'  
What she means is, 'Be my dinner!'

Spider, Spider  
Spider hurrying,  
Spider scurrying,  
See her silken thread.  
Spider hurrying,  
Spider scurrying,  
See her little web.

## Halloween Spider

*(Eensy, Weensy Spider)*

The eensy weensy spider  
Crawled in the witch's house.  
Down came the witch  
And swished the spider out.  
Out came the ghost  
And called the witch to play -- "Yoo-hoo"  
The eensy weensy spider crawled in her  
house again!



["I'm a Little Spider"](#) - by Sue Brown

[Spider Webs](#)—by Amy Goldman Koss

[Spiders](#)—by Janet Bruno

[Spiders](#)—by Mary Ann Hoberman

[There's a Spider on the Floor](#) by Raffi

# Sunflower Fun

"I did a mini-unit on sunflowers with my Grade Two students. Here's what we did:



The first day they all brought in something that had to do with a sunflower - a picture they drew, a book, a real sunflower, etc. We read *This is the Sunflower* (a cumulative book like *The House That Jack Built*) and everyone shared their sunflower items. Then I took their pictures with what they brought for a class book. They completed an activity sheet with a space for drawing and the story frame taken from the book - This is the (big sunflower) that (Mrs. \_\_\_\_\_) brought to share. (It is over 11 feet tall.) (It came to school in the back of a truck). I typed what they wrote and added the picture and voila! Our first class book - *Sunflower Sharing*.

"We shared the book, *The Sunflower that Went Flop!* It's a great book for the start of the year. I have multiple copies of *Diary of a Sunflower* (from Scholastic), and we talked about fiction and nonfiction, along with fact vs opinion. Then we made a mini-book on sunflowers for them to take home and share with their families.

"We shared a sunflower poem and read it many different ways (I also did a cloze activity first with it.)

"The final thing we did is complicated to explain, but really fun and worthwhile. You can do it with any book. We used the *Flop!* book (which we also used for reader's theater). We brainstormed important events in the story, then sequenced them. Then groups of students posed for a 'still life' showing those events and I took their picture with the digital camera. (We talked about expression, big hand/arm movements, etc.) Once we did all the important events in the story, I created a powerpoint presentation and we worked together to add text (retelling). They LOVED to see it when it was all done."

## Other Sunflower Activities

Bring a sunflower head to school and have the kids estimate how many seeds are in it. Take out the seeds, group in tens and count.

Make large sunflowers with a paper plate for the center. Cut huge yellow petals and glue

them behind the plate. Glue sunflower seeds to the plate, make a tall green stalk and leaves.

You could measure VERY small items with both shelled and unshelled sunflower seeds and see what the difference is and discuss why.

You could do some research on the net about different types of sunflowers and compare their sizes. You could find out how many kids tall certain sunflowers are.

Plant sunflower seeds and observe in class.

Show students a sunflower plant (roots and all). Ask them to describe what they see. Identify the parts (roots, stem, petals, and seeds).

Give students a large piece (12x18) of white drawing paper. Instruct them to put their name in the lower left hand corner. Ask them to tell how many petals they think there are. Count how many petals are on the flower. Post it on the board. Estimate the number of seeds. Count how many seeds. Post that number. Do the same for the roots and stem. Have students draw the sunflower based on their observations and data collected.

When the sunflower seeds are dried (in a few weeks) you can give each student several to take home and plant next spring.





# Time

## Theme Ideas



**“Time” is a wonderful theme to begin the new year! Many young children find the concept of time difficult and the ideas you will teach in this theme provide necessary information. This theme may be as long or as brief as you wish. It can easily be expanded to last for an entire year!**

## Tickey Tockey Hokey Pokey

By Vici Belmont (To the tune of 'The Hokey Pokey', of course!)

Pull your hour hand in (like an Egyptian hand movement)  
 Stick your minute hand out, (thrust your arm straight out to side)  
 Sweep your second hand around (that arm spins around)  
 That's what time is all about (...keep spinning)

60 seconds make a minute (spin then freeze with arm thrust out)  
 60 minutes make an hour (pull that arm in short again)  
 That gives your clock its power!

YAAAH! (clench fist, pull arm in as if you scored)

The hour hand is busy (spin that sucked in hand twice)  
 As it travels twice around (two fingers)  
 12 and 12 are 24  
 And that is how a day is found



7 days are in a week (show 5 one hand, and 2 on the other)  
 365 are in a year (say three sixty five to make the beats match)  
 I'll give myself a cheer!

YAAAH! (two hands up each with single pointer finger...score again)

A year has got 4 seasons (4 fingers shown)  
 And the weeks are 52  
 And it's also got 12 months  
 It's the truth,  
 I'm telling you (wag finger as if lecturing someone)

A decade gives you ten years (shoot 10)  
 And a century's ten tens  
 1000 years

The **MILLENNIUM!** (shout in controlled voices rather than sing...  
 Simultaneously, arms are extended up again, but this time  
 hands wiggle in sign language for 'applause' ...fingers sparkle)

### **Lengths of Time**

Time is peculiar  
And hardly exact.  
Though minutes are minutes  
You'll find for a fact  
(As the older you get  
And the bigger you grow)  
That Time can  
Hurrylikethis  
Or plod, slow.

Waiting for your dinner when you're hungry?  
Down with the sniffles in your bed?  
Notice how an hour crawls along and crawls along  
Like a snail with his house upon his head?

But when you are starting a game in the park,  
It's morning,  
It's noon,  
And it's suddenly dark.  
And hours like seconds  
Rush blurringly by,  
Whoosh!  
Like a plane in the sky.

I'm glad I live  
Where seasons change -  
I like my world  
To rearrange.

### **Whenever**

Whenever skies are cloudy  
And rain is falling too,  
The moments pass so slowly  
I'm lost for things to do.

Whenever days are sunny  
With blue skies overhead,  
Before I even know it  
It's time to go to bed.



## ***Measuring Time***

Read Eric Carle's "The Grouchy Ladybug". Discuss what the children are doing at each hour of the day. Then talk about the other measures of time, from seconds to a millennium.

### ***Seconds***

How many seconds does it take to.....

- count to 100, walk across the room, write your name 5 times, bounce a ball ten times, etc.

How long is 10 seconds? Raise your hand when you think 10 seconds (or 20 or 60) is up.

How many \_\_\_ can you do in 60 seconds?

Where do we use seconds? (microwave cooking, running a short race, etc.)

Learn that there are 60 seconds in one minute.

Watch a second hand on a clock. Count with the seconds.

Brainstorm what you can do in one second. (Blink your eyes, snap your fingers, clap, etc.)

## Minutes

How many times can you bounce a ball in one minute? Write your name? Touch your toes? etc.

How many addition questions can you do in one minute?

Hold your hand up when you think one minute has passed.

How many \_\_\_ can you do in one, 5 or 10 minutes?

How many minutes will it take you to run around the school building? .... eat lunch? ..... read a book?

Learn that one minute has 60 seconds and there are 60 minutes in an hour.

Watch the clock as the minute hand travels one minute and then 5 minutes.

Brainstorm things you can do in one minute.



## Hours

How long is one hour?

When do you think an hour is up?

What can we do in one hour?

Learn that there are 24 hours in the day, 12 and 12.

Make a day's timeline, with each of the 24 hours at the top. Write what you are doing at each hour of the day, or have each child illustrate one of the hours and make it into a book.

Make a timeline of the school day.

How many hours do we sleep each day? How many hours are we at school, on the bus, eating, etc.?

## Days

How many days in a week?

Learn the names of the days.

## Days of the Week

*(tune: If You're Happy and You Know It)*

We (or one person's name) know the days of the week,

We (or one person's name) know the days of the week,

There's Sunday, Monday, Tuesday,

Wednesday, Thursday, Friday

Then there's one more day to go

SATURDAY!!!

*To the tune of "Happy Days"*

Sunday, Monday, happy days,

Tuesday, Wednesday, happy days,

Thursday, Friday, happy days,

Saturday, what a day! Saturday, with you".

*To the tune of 'Alouette'*

Sunday, Monday,

Tuesday, Wednesday, Thursday,

Friday, Saturday,

And then we start again!

*Sing the days of the week  
again and then the last line is:*

And now we are all done!

*To "Frere Jacques"*

These are all the  
days of the we-ek,

Sing with me,

Sing with me,

Sunday, Monday, Tuesday

Wednesday, Thursday, Friday,

Saturday,

A day to play.

What do we do each day? Some days we do the same things, some different.

How many days in a year? Learn about Leap Year.

Celebrate 100 days in school. Count the days in school - counting up and counting backwards to find out how many days are left in the school year.

Brainstorm day activities and night activities.

Learn about day and night and why they occur.

### More day and night projects

Learn about nocturnal animals.

Make models of animals and where they sleep.

Make two murals showing the same scene in daytime and nighttime.

Brainstorm a list of nighttime workers and make a big book.

Make an upside down day/night book.

Draw a map of your bedroom.

Invent a 'get up in the morning' machine.

Brainstorm things you see during the day/ during the night.

Why do we have day and night?



### Weeks

Learn that there are 52 weeks in a year.

How many weeks in a month?

Study the calendar. Discuss how many weeks until an important event.

How long is a week?

What happens in a week?

Brainstorm things that take a week.

How many weeks have you been in school? How many more to go this school year?

How many weeks until your birthday?

### Months

Learn the names of the months.

*Tune of One Little, Two Little, Three Little Indians*

January, February, March and April,

May, June, July and August,

September, October, November and December,

Those are the months of the year!

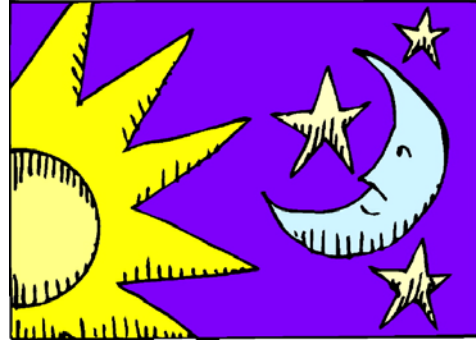


Chant the months twice - the first time through they raise their hand when you say the month you are presently in and the second time each child raises his/her hand when the birthday month is said.

When are our birthdays? Make a birthday graph.

What is the weather like each month? When are the special days?

30 days hath September  
 April, June and November.  
 All the rest have 31,  
 Except February with 28.  
 But Leap Year coming once in four,  
 February then has one day more.



## ***Seasons***

Learn that there are four seasons and when each begins and ends.  
 Make a booklet about the seasons, showing a tree in each season.  
 Learn about the earth revolving around the sun, and the earth's tilt to produce our seasons.  
 Learn about the equinox and the solstice days.  
 Brainstorm things you can do in each season.  
 Talk about the changes in the seasons, the different clothes we wear, weather, leisure activities, food, etc.  
 Learn about animal behaviour in the different seasons.

## ***Years***

Make a graph of the children's ages.  
 Have each child make a timeline of their life, illustrating each year.  
 What year were you born? Your parents? Grandparents?  
 Go to visit a museum.  
 The year 2000 is the Chinese Year of the Dragon. Do a mini-theme on dragons and celebrate the Chinese New Year.

## ***Decades***

Learn that a decade is 10 years.  
 Your children were born in the 90's. In what decade were their parents born? Grandparents?  
 What will they call this next decade? 00's?

## ***Centuries***

Learn that a century is 100 years.  
 The 20th Century is over, and we are beginning the 21st Century. Brainstorm things that may be different in the future.  
 For older children, make a time-line of what has happened in the past century.

## ***Millennium***

Learn that a millennium is 1000 years.  
 For older children, make a time-line of events in the past millennium.

## *Organizing Time*

Keep a diary for one school day. Write an entry every hour.

Make timelines - hours in day, times in school day, what you do each week, month.

Discuss schedules for buses, ferries, planes, etc.

On a long paper strip, print the numbers 1 to 12 (a.m.) and 1 to 12 (p.m.) for the 24 hours in a day.

Discuss what the children are doing at each hour. Give each child a different hour to illustrate.

Put up a daily timetable for the day with a time line so the children can see what will happen in sequence.

Then fill in another with what actually happened.

Learn the reading vocabulary to go with this.

## *Measuring Time*

Collect pictures of clocks and real clocks and watches. Discuss digital clocks. It helps to have an analog clock and a digital clock so the children can compare. You could also have one with Roman Numerals.

Cut out clock pictures and make a collage.

(teach Roman numerals to 12. The children love to learn this different way to count.)

Make simple clocks:

**Sundial** - Push a stake into the ground through a paper and mark where the shadow falls. Do this every hour. The next day read the time on the paper.

**Hourglass** - Cut a 2 liter plastic pop bottle in half. Use the top half, with the lid on. Make a small hole in the lid. Fill the bottle with fine sand and place in a clear container. Mark the level of sand in the container at selected intervals.

**Waterclock** - This is similar to the hourglass, but you can use a paper cup with a pinhole in the bottom and set it into a clear container. Fill with water and mark the levels on the clear container at selected intervals.

Make simple digital clocks with strips of numbered papers wrapped around cylinders such as tin cans.



## *Telling Time*

Colour in one minute a day on the Daily Clock.

In the beginning of the year do telling time to the hour very morning. Then do half hours. When the class is fluent in counting by 5's, tell time to the 5 minutes. Later in the year a child can position the hands on a large clock and the class can tell what time it shows. It is amazing what they will learn from this brief morning lesson!

Silly stories often help with teaching this concept. I always talked about the round clock house. In the round house live a small child and a grandfather. The small child is just learning to speak and as he learns he points at objects and says the names. (The children can pretend to be this small child and point to objects in the classroom saying the name of the objects.) In the clock house are only numbers, so the small child (or the short hand) points to a number and says the name of the number. The small child

takes very little steps and moves slowly. The grandfather (or the long hand) doesn't say the names of the numbers and he moves quickly because of his long legs. The grandfather is smart and counts by 5's (count by 5's in a gruff voice) as he moves around the house. When the time is written down, the small child's number comes first, 2 dots : and then the grandfather's number as he counts by 5's.

And a great idea from Vici Belmont: "I made this up to help my kids remember time. Time can be done by the little ones IF...you make separate clocks...start with a small plate, small stumpy hand, 12 hours, brad type clock and just do hours over and over again...use adjectives like almost, before, a little before, a little after. exactly...etc.

Then make a large plate minute clock with just the minutes on it...and darken every fifth one. Then set them side by side and put two poker chips or bingo dots between them for the : colon. a long strip of paper below both clocks...transfer the colon down...copy the numbers from the separate clocks and there you go...digital time. Two more colons, another large plate, a red straw and brad that spins like a madman and ...voila..you have seconds too.

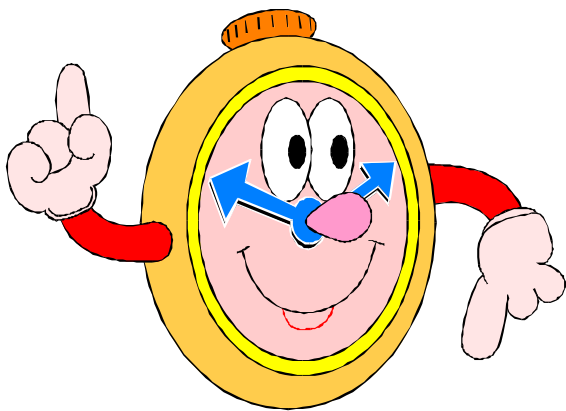
So you can do tons of stuff with them apart...the kids love adding 4 minutes. They spin the second hand around 4 times...then move the minute hand four marks and then move the hour hand just a smidgen! get the picture...then they can copy the numbers with the colons and have hour:minutes:seconds!

Don't get into using the words 5 minutes before, etc. A special ed article said just do the minutes after... since teaching time to Grade Ones can be identical to teaching time to a tree...I find that the applied approach works here.

Let them put the clocks together for the fun of it and see how they do - the hour and minutes only. I had K's do this and they did very well. The beauty of all this is that each time a child becomes confused, they can take the paper clocks apart and read it that way.

That is really why time is hard. One watch can contain up to three separate clocks using the same circle for their data."

### "I Have... Who Has? (A Telling Time Game)



Make a deck of cards with enough so each child in the class has at least one. At the top of each card there is a picture of an analog clock that reads a particular time with the words "I have..." and the bottom of the card has a digital clock with a different time shown and the words "Who has...?" You need to make these so that the last one's digital clock refers back to the original analog. To play, sit in a circle and one child begins.

The cards are made so that the play will come full circle. The child reads, for instance, "I have 10:30. Who has 3:00?" by looking first at his analog clock and then at the digital clocks on his card. The child who has an analog clock with 3:00 reads "I have 3:00. Who has 6:30?" (Or whatever his digital clock says.)

Make a huge clock in the gym using students holding posters stating 1:00, 2:00, etc., and two hands of differing lengths made of paper strips or wood.



## ***Special Times***

Graph birthdays by months.

Put a calendar up showing all the months. Put a graphic for each holiday and special day.

## ***Language Arts Activities***

- Learn the vocabulary words - the number words, teach the words in the time-line (sleep, eat, lunch, breakfast, supper, work, play, recess, school, help, reading, etc.) timetable words, reading, math, library, art, gym, etc.)
- Read books about different times - dinosaurs, pioneer times, the future, etc.
- Write stories:
  - What I will be when I grow up..
  - What will the future be like?
  - What was it like to live in pioneer times?
  - Once Upon a Time.....

## ***Time Sayings***

Talk about sayings with the word 'time'.

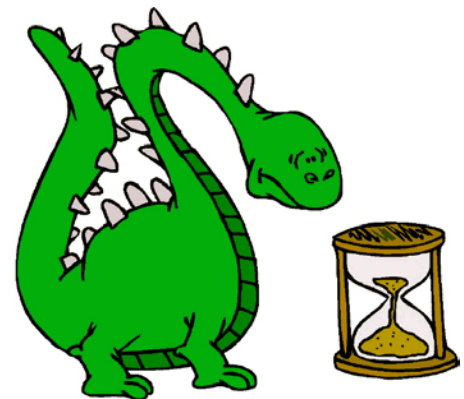
- time flies
- having a good time
- time stood still
- time on your hands
- once upon a time
- the time of your life
- old timer
- race against time
- behind the times
- kill time
- taking time out
- for the time being
- time waits for on one
- from time immemorial



## ***Long Ago***

If you want to lengthen your theme, you can add:

- dinosaurs
- pioneer times
- telling time in the past
- family histories
- history of fashion, cars, planes, a country, etc.



## ***Present Time***

- time zones
- Daylight Saving time
- the world today
- our community today
- our school today and in the past

## ***Future Time***

- When I grow up.....
- Time machines
- Brainstorm possible future inventions
- Time capsules

## ***Changes Over Time***

- Seasonal changes
- lifespans
- families
- physical changes - growth
- fossils, dinosaurs

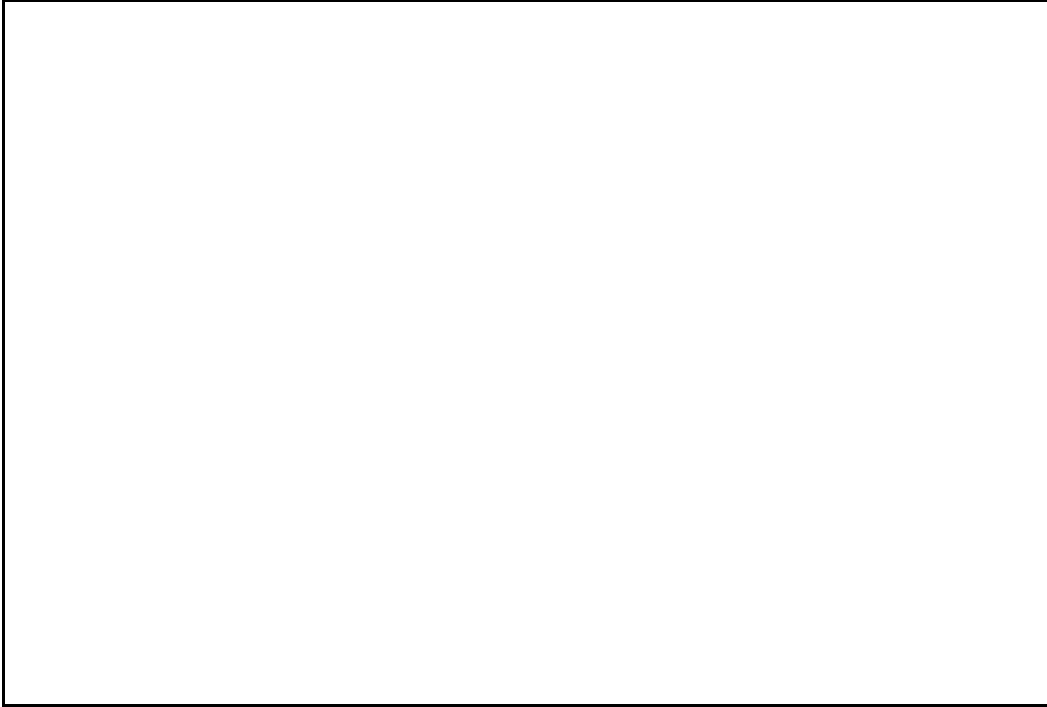
Sequence a variety of events in pictorial form. Some suggested ideas are: photographs of people ageing, trees or other plants changing according to the seasons, steps to making popcorn or a cake, etc.

## ***Once Upon a Time***

- Read fairy tales and folk tales.
- brainstorm stories, read stories, write stories, discuss fairy tales, 'once upon a time' stories







*Time  
Flies!*

2.

I can do this in one second.

A second, a second! What is a second? What can we do in one second?

We can clap three times in one second if we clap fast. You can say your name. You can hop one time.

There are 60 seconds in one minute.

A second goes by fast. Time flies!

I can do this in one minute.

A minute, a minute!

What is a minute? What can we do in one minute?

We can sing a song. We can run and jump. We can play a little game.

I can do \_\_\_\_\_ math questions in one minute.

There are 60 minutes in one hour.

A minute goes by fast. Time flies!

4.

I can do this in one hour.

An hour, an hour! What is an hour? What can we can do in one hour?

You can do your reading work in school. You can read a book and do all your math in one hour. You can write a story in one hour. You can eat dinner in one hour.

There are 24 hours in a day.

An hour goes by fast. Time flies!

I can do this in one day.

A day, a day! What is a day?  
What can we do in a day?

A day is morning and afternoon  
and night. In a day we can eat and  
sleep and go to school and play.

There are 7 days in a week.

A day goes by fast. Time flies!



6.

I can do this in one week.

A week, a week! What is a week? What can we do in a week?

We can go to school 5 days and have 2 more days to play. We go to bed 7 nights. We get up on 7 mornings. We eat 7 breakfasts.

There are 52 weeks in a year.

A week goes by fast. Time flies!

I can do this in one year.

A year, a year! What is a year?  
What can we do in a year?

We go from one birthday to the next. We get one year older! We go to the next grade in school.

A year goes by fast. Time flies!  
Seconds, minutes, hours, days, weeks  
and years!

# Urban, Suburban, Rural

"I had the kids sign up where they would like to live when they grow up. Then they got in those groups to create their pick on big paper. When you hang them on the wall they make a nice visual. Label them urban (which will be crowded with tall buildings, etc., that the kids have made), rural (will be wide open spaces, barns, fields) and suburban (houses, etc.)."

"We make a bulletin board showing the 3 areas spread out how they are in reality and connected by roads. The students make buildings, highways, stadiums, cabs, houses, farms, farm animals, dirt roads, suburban roads, malls, restaurants, etc., out of construction paper and other art supplies. We put them up with big labels showing what each area is called. Having the students put this up really makes an impression on them. We leave it up for quite a while and reference it a lot."

"We discussed the urban, suburban and rural areas in class and looked at the pictures I could find of each and then that night, they cut out pictures at home of the different areas. I really thought I would get back maybe one or two pictures from each kid at the most - they brought in over a hundred pictures! Now I have a nice class book for every year with the pictures they brought in."

"I use songs to help me teach these concepts. I also put white paper on a large bulletin board and label 'Urban, Suburban, Rural.' The students then draw the appropriate scenes. Sometimes I fold a 12"x18" paper in half and have them draw Rural and Urban scenes."

## Kinds of Communities

*(to Clementine)*

An Urban area is a city  
Lots of people but little land  
Little land but lots of people  
That's an urban area.

Farmer Johnson has a home  
Way out in the country.  
There are fields and hills and lakes,  
And apples grow on some trees.

Mister Nitty likes his home  
Near the city's action.  
Also called an urban area,  
It gives him satisfaction!

Close to the city is the Suburb  
Just outside the city limits  
Very close to a big city  
That's a suburban area.

Farmer Johnson likes her home  
In the country quiet.  
Also called a rural area,  
She says that you should try it!

Just outside the city limits  
There are lots of people living.  
This is called the suburb.  
It's close to work and shopping.

A Rural area is the country  
Few people but lots of land  
Lots of land but few people  
That's a rural area.

Mister Nitty has a home  
In the busy city.  
Streets and people all about,  
And buildings tall and pretty.

We can choose where we will live,  
Rural, suburban, or urban  
Jobs and families help make the choice  
That's always best in the long run.

"Tear off a large piece of paper for each section you want to represent. Start by drawing a narrow rural road. The road merges onto each new piece and changes in size and lanes as the area changes. The kids then draw the section accordingly and colour. My class did rural farm area, small town, suburb, and city. They brought in props to represent a job in one of these areas and I took their picture. They were cut out and placed in the area they would work. This was such a neat display in the hall and a great culminating activity!"



# Watermelon Theme

Down by the bay  
Where the watermelon grow  
Back to my home  
I dare not go  
For if I do  
My Mother would say  
'Did you ever see a bear?  
Coming his hair?'  
Down by the bay.

Did you ever see a Goose?  
Kissing a Moose?

Did you ever see a whale?  
With a polkadot tail?

Did you ever have a time  
When you couldn't make a  
rhyme?

Estimate and then measure the circumference and diameter of the watermelon.  
How much does it weigh?  
Collect seeds and count them.  
In Kindergarten, put the right number of seeds onto paper watermelon slices.

Cut paper plates in half. Let students paint the rim of the paper plate green.  
Paint the center of the plate red. Glue real watermelon seeds on the paper plate.  
As they eat their watermelon they take out the seeds and can use them for their art project.

Plant watermelon seeds. Learn how they grow.  
Make a watermelon shape book.  
Write a story about the boy who swallowed watermelon seeds.

And, of course, eat and enjoy!

AB-CDE  
Watermelon is good for me.  
FG-HIJ  
I could eat it every day.  
KL-MNO  
It's a fruit. Did you know?  
PQ-RST  
It's as yummy as can be.  
UV-WXZ  
Try it, try it! You will see!



# Weather

Begin by reading *Cloudy With a Chance of Meatballs* by Judi Barrett.

Weather Vocabulary - Make a chart with all the weather words that are used in the unit - keep adding to it through the different lessons.

## The Water Cycle

*To She'll Be Coming 'Round the Mountain*

Water travels in a cycle, yes it does.

Water travels in a cycle, yes it does.

It goes up as evaporation,

Forms clouds of condensation,

Falls down as precipitation,

Yes it does!



## The Water Cycle

More than 70 percent of the Earth's surface is covered by water. Some of the water evaporates from the surface of oceans, lakes and rivers, as well as plants because of the warmth of the sun. The water vapour rises and cools, and then condenses back into water to form clouds. The water droplets fall as rain or snow, which runs into the rivers and lakes or soaks into the underground layers of rock. Eventually the water returns to the oceans and completes the cycle.

You can try it! Anything that cools air significantly will cause water vapour to condense. If the warm, moist air comes into contact with a cold surface it will chill the air. You can make water vapour condense and form a cloud by chilling air. Place ice on a metal dish. Let it stand until it is very cold. Place 1 inch (2.5 cm) of warm water into a jar. Place the metal dish over the top of the jar. What is happening inside the jar? A cloud will form near the top as the warm water evaporates, rises and condenses.

## **Clouds:**

**Cirrus Clouds** - Cirrus clouds are very high, wispy clouds made of ice. Even in the summer, cirrus clouds are made of ice because it is cold high above Earth.

**Cumulus clouds** are the large clouds that sometimes look like huge puffs of cotton. Sometimes cumulus clouds get dark gray and rain or hail falls from them. They are then called cumulonimbus clouds. These clouds often produce lightning and thunder. **Nimbus** always tells us that a cloud brings rain.

**Stratus clouds** are made up of low layers of clouds that usually cover the whole sky and blot out the sun. These clouds bring gray days. When rain falls from them, they are called nimbostratus clouds.

## **Activities:**

Keep a weather calendar and have students select the appropriate weather symbol for each day.

Make a weather wheel out of a cardboard circle. Have students draw or paste on umbrella, sun, clouds, kites, snowman. Attach a pointer in the centre of the circle. Observe the weather each day and have students move the pointer to the appropriate section.

Have students decide what clothing is appropriate to wear in different kinds of weather.

Students conduct an experiment where they measure the rainfall for one month, by leaving out tubs, marking off after each rainfall, and recording the information given by the weather man the students figure out how much rain has fallen in this month.

# Year-Long Themes

There are advantages to having a year-long theme. Your bulletin boards can be adapted through the year, and if your theme has broad connotations it can be expanded to encompass your different subjects. Many schools have year-long themes, too.

## The Crayon Box

Use large crayons as decoration. There are also the large plastic crayons that you can hang from the ceiling. Make a bulletin board - 'Primary Colours' - each child's picture on a balloon shape of red, blue, or yellow. For an art centre - 'Colour My World' with children's art projects. For a reading centre 'Read Under the Rainbow'. This can be expanded to the seasonal colours: orange and black for Hallowe'en, red and green for Christmas, etc., and for themes: The Deep Blue Ocean, Green Thumbs for a plant theme, etc.



## Time

A 'Time Theme' is great for a whole school or class theme that can last for a year. From understanding that we grow and change and the days of the week in Kindergarten, to history, space, the future and much more in the intermediate grades.

## Go on a Safari

"We decorate the entire school, halls, library, cafeteria, and classrooms with the designated theme. This year our theme was a Safari theme! We called it 'The Hunt for Knowledge'. It was a fun to have animal prints, jungle plants, etc. There are animal print fabrics and wrapping paper. Big animals can decorate the halls. The older classes learn about Africa, have penpals from Africa and read stories that fit the theme."



## Changes

'Changes' is a very broad theme. In the beginning of the year it can be the change to a new grade. It can be changes in seasons, people, families, animals and plants. It can be changes in matter. It can be learning and expanding knowledge and the children changing as they grow.

## Dinosaurs

'Dinosaurs' can give you lots of ideas for bulletin boards and relating themes. "This is Big!" (an information board) with a brontosaurus type of plant-eater, an alphabet of dinosaurs, a bulletin board with a child's name on each dino pattern, learn about the eras, 'Soaring' or 'Flying High' with the pteranodon, etc.

## Flying to New Heights

This can encompass space, aircraft, birds, hot-air balloons (colourful for a bulletin board) - as well as personal growth in learning and working together.

## Under the Sea

Learn about the oceans and the creatures that inhabit them. Bulletin boards can have seaweed and fish, a 'yellow submarine', creatures that live at the bottom of the sea (crabs, shelled animals, starfish, etc.), class stars can be starfish, etc. Try "Catch a Good Book" or "The Catch of the Day".

