

## Planting a Rainbow

**Vocabulary:** Living – something that grows, eats/consumes, and produces offspring/babies

Non-living – something that is stationary, doesn't grow, and doesn't produce offspring

Life cycle – the process a living being goes through to grow and produce offspring

Garden – the plants a human grows by planting them himself

Seed – the offspring of plants that create plant babies (or new plants)

Roots – the part of the plant that digs deep into the earth to get water and food from dirt into all of the plant

Stem/Trunk – the long stalk that grows between the roots and the petals or leaves; helps the leaves get into the sun

Petals – the colorful part of the flower used to attract bees to help with making seeds

Leaves – the green part that helps the plant turn sunlight into food for the plant (called photosynthesis)

Anthers, Stamens, & Pistil

– the long stalks coming out of the center of the petals that help create seeds

Sow – when humans plant seeds in the earth

**Picture Walk & Prediction:** Can you plant a rainbow? Are flowers and plants alive? We are going to talk about a lot of flowers we can plant in a garden; what are some of the ways we can sort them into groups? What do you think flowers and plants need to live? What is the same or different with what we need to live?

**Reading:** I see some weather on this page.

What types of weather do you see? How are they important to plants? How has the author chosen to sort her plants? How long is the life cycle of Lois's plants? What does Lois and nature do to make her seeds grow; what do plants need to grow? Have you ever planted a garden? What colors did you grow? I see several parts in these flowers. What parts do you see? Do you know what those parts are named? (Supply these if they do not know.)

**Response:** Let's revisit our questions from before the book. Are there other ways to sort flowers beside petal color? (Number of petals, shape of leaves, height, etc. are all acceptable answers) Are flowers and plants alive; do they grow? Did we leave out anything that a plant needs to grow? Do we need it as well?

## In the Tall, Tall Grass

**Vocabulary:** Living – something that grows, eats/consumes, and produces offspring/babies

Non-living – something that is doesn't grow, and doesn't produce offspring

Antenna – what some creatures like insects use to sense their world, some antenna are for touch, or smell, or taste

Wings – parts of a creature that either allow it to fly or at one time did (some birds do not fly anymore but still have wings)

Legs – parts of a creature that helps it to walk

Feathers – a lightweight way to keep an animal warm

Fur – a heavy way to keep an animal warm

Scales – a type of skin found on fish or snakes

Exoskeleton – an outer hard skin that also acts as bones for a creature like insects, crabs, or shelled creatures like clams

Skin – a protective covering around the outside of a creature or animal

Habitat – the type of place where a creature lives and eats, examples are grasslands, forests, Polar Regions, streams, oceans, etc.

**Picture Walk & Prediction:** What kind of animals do you think of live out in the grass and use it as their habitat? Don't forget the little child. We live and play in the grass too. (Walk through the book.) What animals do you see that we will be talking about? What is different about them? What is the same? How could we sort them? (Stop on the page about moles) What are these? Where do they live? Have you ever seen one?

**Reading:** Which senses are we using for each of the descriptive words? Can we tell what the animal eats from the picture? Do we already know what they eat? Where do you think they sleep? What else is alive in the picture? Is there anything that isn't alive? Why are the ants moving something? Have you ever seen a snake? What was it like for you? Why do the beetles hurry? Why do you think fireflies glow? Why do the bats swoop?

**Response:** (Go out into the field.) Do you think we are alone out here? What do you think we might see if we look closer? If we go away do other animals come out to play? Which ones? Why do you think they stay away from humans? Is it good or bad that they do that? (Remember animals that trust humans can get hurt by humans. See what you can capture to look at. A bug terrarium is a great thing to have in the classroom. Remember to encourage empathy that teachers should let the bugs go near their home so students understand that bugs should get back to their families and lives.)