



Amplify.

TEXAS

ELEMENTARY LITERACY PROGRAM

Kindergarten

KNOWLEDGE 4

Plants: How Do They Grow?

ACTIVITY BOOK

Kindergarten

Knowledge 4

Activity Book

Notice and Disclaimer: The agency has developed these learning resources as a contingency option for school districts. These are optional resources intended to assist in the delivery of instructional materials in this time of public health crisis. Feedback will be gathered from educators and organizations across the state and will inform the continuous improvement of subsequent units and editions. School districts and charter schools retain the responsibility to educate their students and should consult with their legal counsel regarding compliance with applicable legal and constitutional requirements and prohibitions.

Given the timeline for development, errors are to be expected. If you find an error, please email us at **texashomelearning@tea.texas.gov**.

ISBN 978-1-64383-790-1

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

© 2020 Amplify Education, Inc.
amplify.com

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Printed in Mexico
01 Pilot 2020

Knowledge 4

Plants:
How Do They Grow?

NAME: _____

DATE: _____

1.1

Take Home

Dear Family Member,

Over the next several days, your child will be learning about plants and plant parts. In addition, your child will learn that plants are living things and that there are many different kinds of plants.

Below are some suggestions for activities that you may do at home to continue to enjoy learning about plants.

1. Plant Experiment

Plant seeds in four different containers. With the first group of seeds, provide no water or sun. With the second group of seeds, provide water, but no sunlight. With the third group of seeds, provide sunlight, but no water. With the fourth group of seeds, provide sun and water. Be sure to explain to your child what you are doing.

Make predictions with your child about which of the seeds will sprout and grow the best. Observe each of the containers every couple of days. Discuss with your child the changes that have taken place, if any. After a week or two, revisit the predictions and discuss with your child whether the predictions were correct and why or why not.

2. Words to Use

Below is a list of some of the words that your child will use and learn about. Try to use these words with your child as they come up in everyday speech.

- *plants*—What do you think about those plants over there?
- *plant*—I think we should plant some flowers in the garden.
- *flowers*—Look at those beautiful flowers.
- *soil*—I used a shovel to dig into the soil to plant my flower.

3. Plants Out and About

Anytime you are outside with your child, talk with them about the plants you see around you—their size, shape, color, etc. Have your child identify the different plant parts for you.

4. Read Aloud Each Day

Set aside time to read to your child each day. The local library has many nonfiction books about plants, as well as fictional selections.

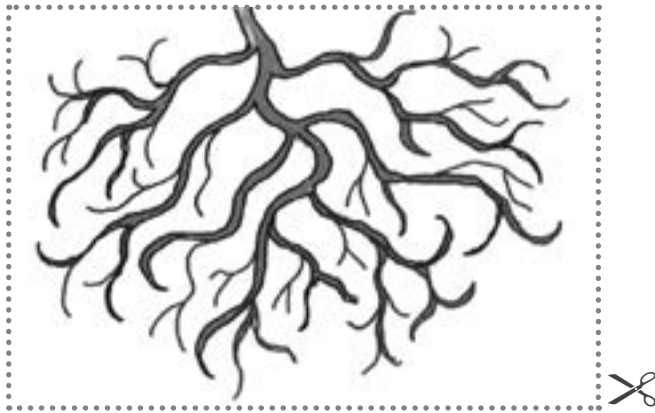
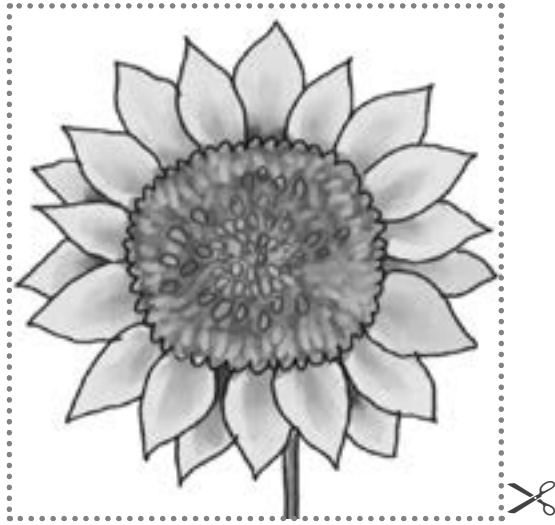
Be sure to let your child know how much you enjoy hearing about what s/he has been learning about at school.

NAME: _____

DATE: _____

2.1

Directions: The activity page shows the parts of a plant. Cut out and paste the parts to make a whole plant.

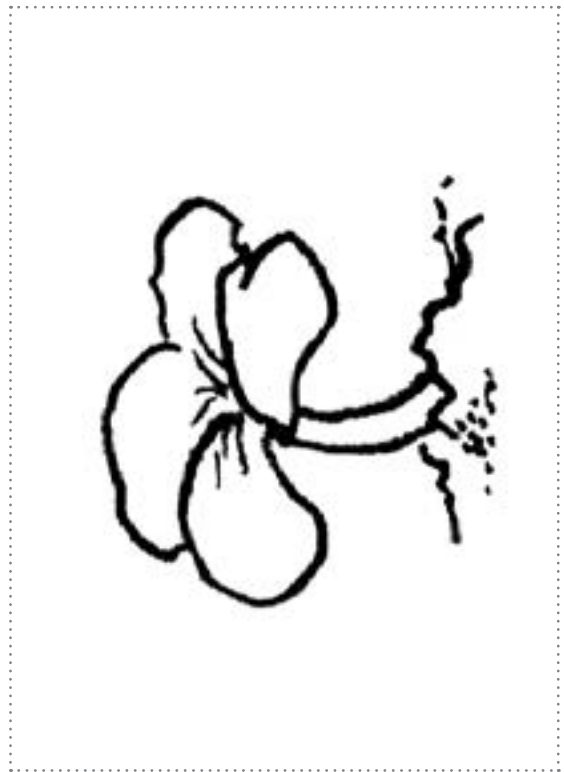


NAME: _____

DATE: _____

4.1

Directions: Color the pictures of the turnip at various stages, then cut them out. Sequence the pictures, starting with the beginning of the turnip's life cycle and finishing with the picture that demonstrates the end of the turnip's life cycle. Last, glue the pictures in the correct order onto a separate sheet of paper.



NAME: _____

DATE: _____

Directions: The activity page shows the stem of a plant growing out of the earth. Draw in and color the other parts of the plant.



NAME: _____

DATE: _____

Dear Family Member,

Over the past several days, your child has been learning about plants, plant parts, and pollination. Your child will soon learn about germination, the difference between deciduous and evergreen trees, interesting plants, plants and people, and George Washington Carver.

Below are some suggestions for activities you may do at home to continue to enjoy learning about plants.

1. Leaf Rubbings

If possible, collect a number of different types of leaves. Have your child compare and contrast the different types of leaves—size, color, shape, etc. Have him or her make a rubbing of the leaves by placing a sheet of paper over the leaves and gently rubbing the paper with a pencil or the side of a crayon.

2. Words to Use

Below is a list of some of the words that your child will use and learn about. Try to use these words as they come up in everyday speech with your child.

- *deciduous*—That is a deciduous plant; it loses its leaves in the fall.
- *evergreen*—That evergreen tree keeps its leaves all year!
- *bouquet*—Isn't that a pretty bouquet? It is so nice to receive a bunch of flowers!

3. All About Roots

One way to illustrate roots for your child is to buy seedlings and shake away the dirt to reveal the root system.

4. Read Aloud Each Day

Set aside time to read to your child each day. The local library has many nonfiction books about plants, as well as fictional selections.

5. Sayings and Phrases: Great Oaks from Little Acorns Grow

Your child will also learn the well-known saying *great oaks from little acorns grow*. Things or people that may seem small and insignificant at first can often turn into something or someone important. You may wish to find opportunities to apply this saying for your child.

6. Plants as Food

While eating with your child, explain which parts of the meal come from plants and identify those plants by name. Also, tell your child which part of the plant the food comes from. You may wish to talk about which plants are considered fruits and which plants are considered vegetables. The chart below shows commonly eaten foods and the plant parts they come from:

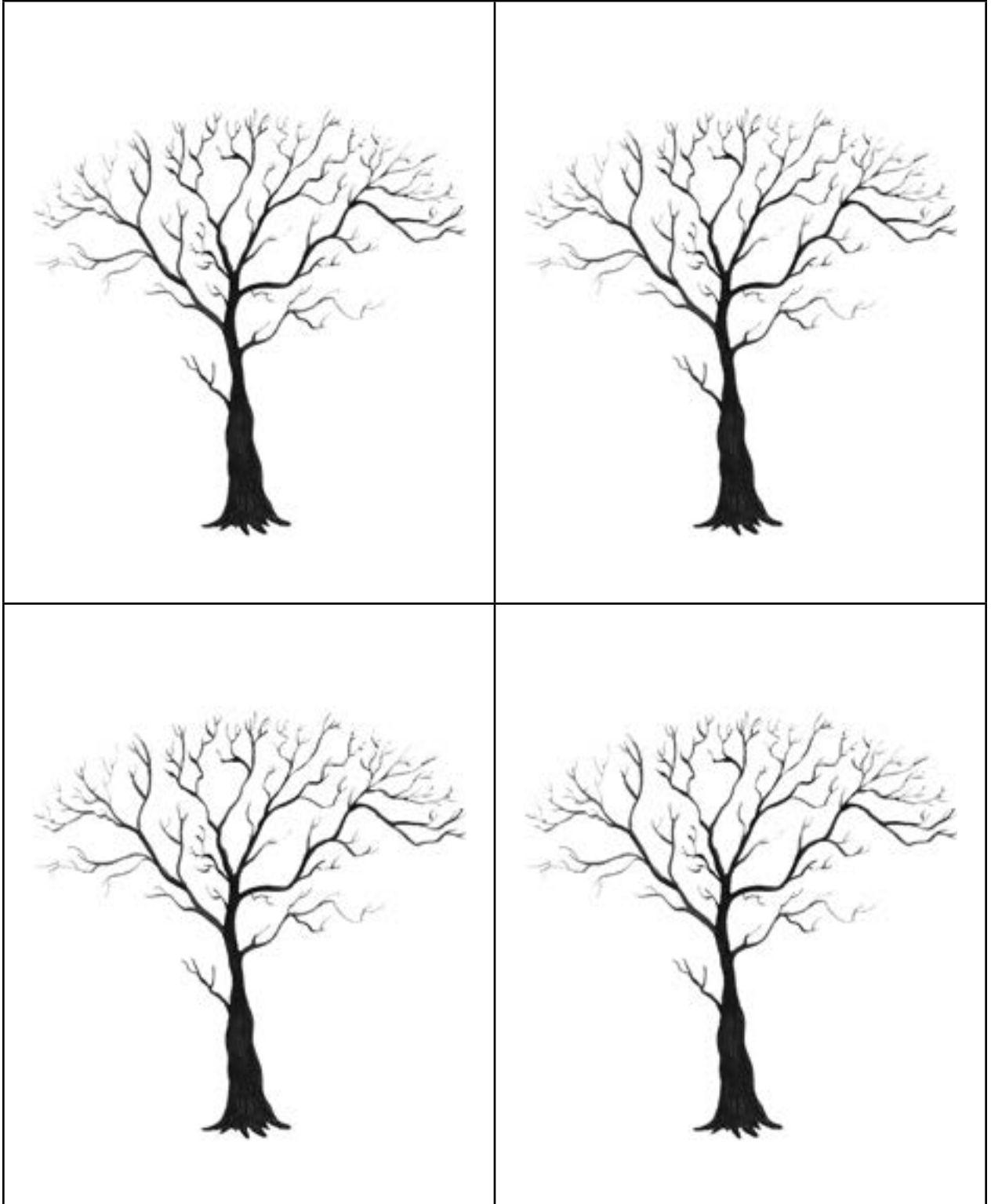
Roots	Stems	Leaves	Seeds	Flowers	Fruits
potato	celery	lettuce	wheat	cauliflower	apple
carrot	sugar cane	cabbage	corn	broccoli	tomato
beet	asparagus	spinach	rice		orange
radish		parsley	beans		
turnip		basil	oats		
			barley		

NAME: _____

DATE: _____

8.1

Directions: Think about how a deciduous apple tree looks in each season: spring, summer, fall, and winter. Think about how you can show this in a picture with the parts of the tree and with different colors. Decorate the trees to show the seasons.



NAME: _____

10.1

Activity Page

DATE: _____

Directions: Draw a line from each item on the left to the plant that it comes from on the right.

1.



2.



3.



4.



5.























NAME: _____











DA.1

Assessment

DATE: _____

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Directions: Listen to your teacher's instructions.

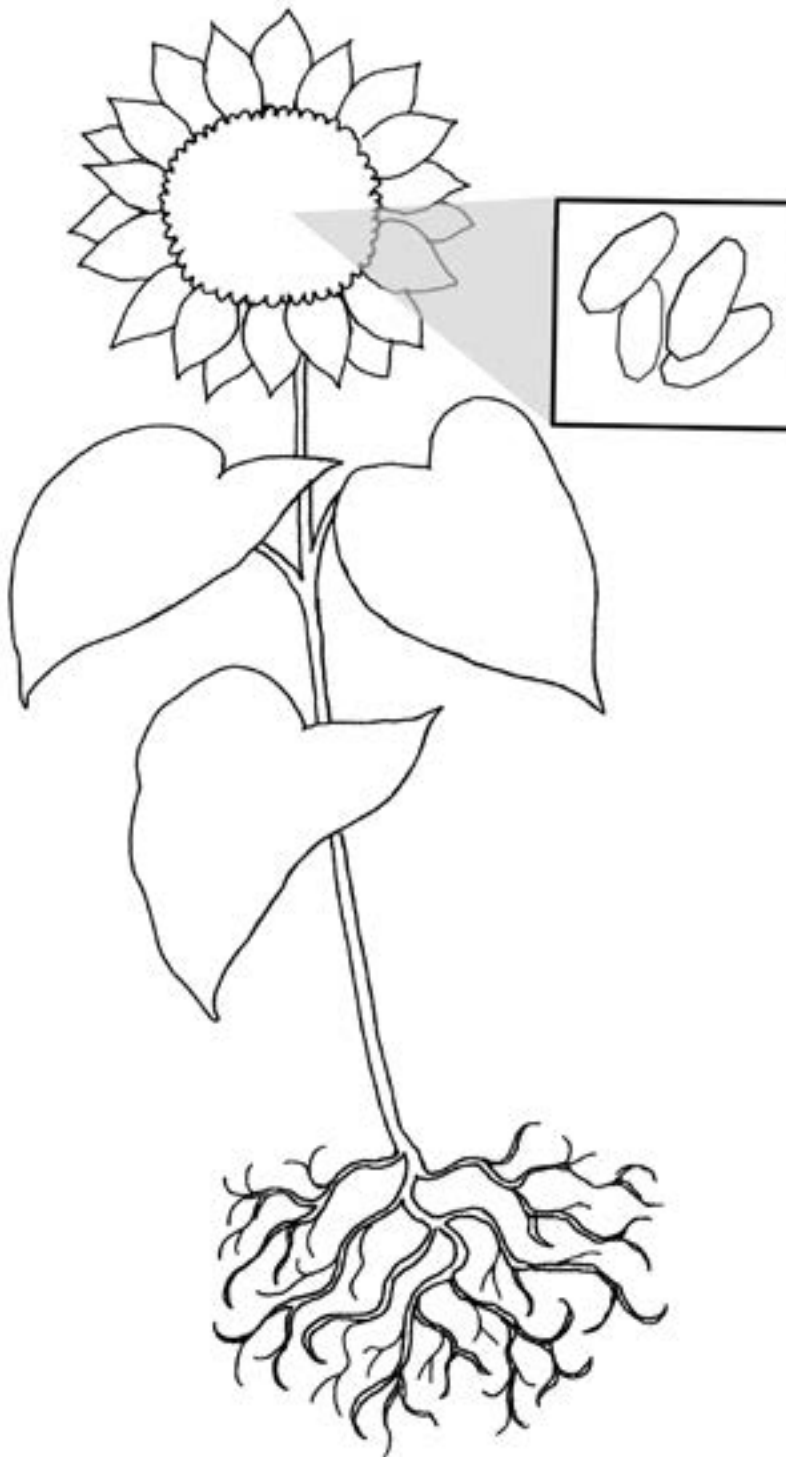
11.		
12.		
13.		
14.		
15.		

NAME: _____

DATE: _____

DA.2

Assessment



Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

DA.3

Assessment

Directions: Listen to your teacher's instructions.



1.



2.



NAME: _____

DA.4

Assessment

DATE: _____

1.



2.



3.



4.



5.



Directions: Listen to your teacher's instructions.

General Manager K-8 ELA and SVP, Product

Alexandra Clarke

Vice President, Elementary Literacy Instruction

Susan Lambert

Editorial

Elizabeth Wade, PhD, Director, Elementary ELA Content

Patricia Erno, Associate Director, Elementary ELA Instruction

Kristen Kirchner, Content Writer

Christina Cox, Copy Editor

Product & Project Management

Ayala Falk, Director, Business and Product Strategy, K-8 ELA

Amber McWilliams, Senior Product Manager

Leslie Johnson, Associate Director, K-8 ELA

Zara Chaudhury, Associate Project Manager

Design and Production

Tory Novikova, Product Design Director

Erin O'Donnell, Product Design Manager

Paige Womack, Product Designer

Contributors

Bill Cheng

Nicole Galuszka

Ken Harney

Molly Hensley

David Herubin

Ian Horst

Sara Hunt

James Mendez-Hodes

Christopher Miller

Sheri Pineault

Diana Projansky

Todd Rawson

Jennifer Skelley

Julia Sverchuk

Elizabeth Thiers

Jeanne Thornton

Amanda Tolentino

Series Editor-in-Chief

E. D. Hirsch Jr.

President

Linda Bevilacqua

Editorial Staff

Mick Anderson
Robin Blackshire
Laura Drummond
Emma Earnst
Lucinda Ewing
Sara Hunt
Rosie McCormick
Cynthia Peng
Liz Pettit
Tonya Ronayne
Deborah Samley
Kate Stephenson
Elizabeth Wafler
James Walsh
Sarah Zelinke

Acknowledgments

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

Contributors to Earlier Versions of These Materials

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in the early development of this program.

Schools

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field-test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, PS 26R (the Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (the Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the Pilot Coordinators, Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms were critical.

Design and Graphics Staff

Kelsie Harman
Liz Loewenstein
Bridget Moriarty
Lauren Pack

Consulting Project Management Services

ScribeConcepts.com

Additional Consulting Services

Erin Kist
Carolyn Pinkerton
Scott Ritchie
Kelina Summers

Knowledge 4

Credits

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

Expert Reviewer

Joyce G. Latimer

Writers

Michael L. Ford, Rosie McCormick, Becky Thomas

Illustrators and Image Sources

Cover: Amplify Learning, Inc.; 2.1: Steve Morrison; 4.1: Steve Morrison; PP.1: Steve Morrison; 8.1: Core Knowledge Staff; 10.1: Shutterstock; DA.1: Shutterstock; DA.2: Steve Morrison; DA.3: Shutterstock; DA.4: Shutterstock

Regarding the Shutterstock items listed above, please note: "No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content."

ISBN 9781643837901



9 781643 837901