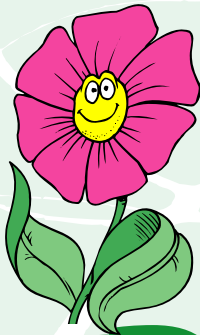
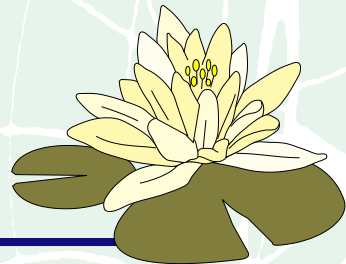


Distance Learning/Videoconferencing
at the

CENTER FOR
PUPPETRY
Arts



Plants



Distance Learning
Study Guide

1st – 3rd Grade

Sponsored by:

TANDBERG

TANDBERG is now part of Cisco.

Dear Educator:

We are scheduled for a Plants videoconference with your group. You will need to do some preparation prior to the program. Here are the directions for downloading the materials list, templates, and study guide which can be found in the link below.

1. Go to the following link to download the studyguide:
http://www.puppet.org/pdf/dl_studyguide_plants.pdf
2. The materials list is the first things on the study guide. Each student needs these materials to fully participate in the program. Students will need a half of a sheet of green construction paper cut 6 inches x 9 inches to use during the program to make grass.
3. All templates need to be traced onto construction paper and cut out.
4. Please bring all pre-cut pieces and other materials to the program. It is helpful if each student has an individual bag with their own puppet parts. You can use small paper lunch bags or Ziploc baggies.
5. Pass out all materials PRIOR to the program start time. This includes glue, tape, and scissors. It is helpful if each student has his/her own glue stick or bottle. Please have 4 strips of clear tape pre-cut and ready for each student. You can pre-tear pieces and stick them to the sides of the table, OR stick them to a yard stick (just hold out the yard stick and students can take a piece of tape from it- teacher recommended!).
6. We will lead all students through the puppet building steps and learning activities.

The program does not allow time for the students to cut out their materials.

- The activities in the study guide are for you to use at your discretion as either pre or post activities. We will be doing different activities with them during the program.
- Please let us know if you have any questions about how to prepare for the program.
- If you have any technical questions, please contact us directly at (404) 881-5117.

Thank you!!!

The Distance Learning Team

Patty Petrey Dees, DL Program Director

Sara Burmenko, DL Program Operations Coordinator

Iyabo Shabazz, DL Program Presentation Specialist

Eve Krueger, DL Program Assistant/Presenter

Direct studio line: 404-881-5117

1404 Spring Street, NW at 18th

Atlanta, GA 30309-2820 USA

Facsimile: 404.873.9907

www.puppet.org/edu/distance.shtml

Videoconferencing Activity

Perky Plant Puppet

Materials List

Each student will need all of the following items:

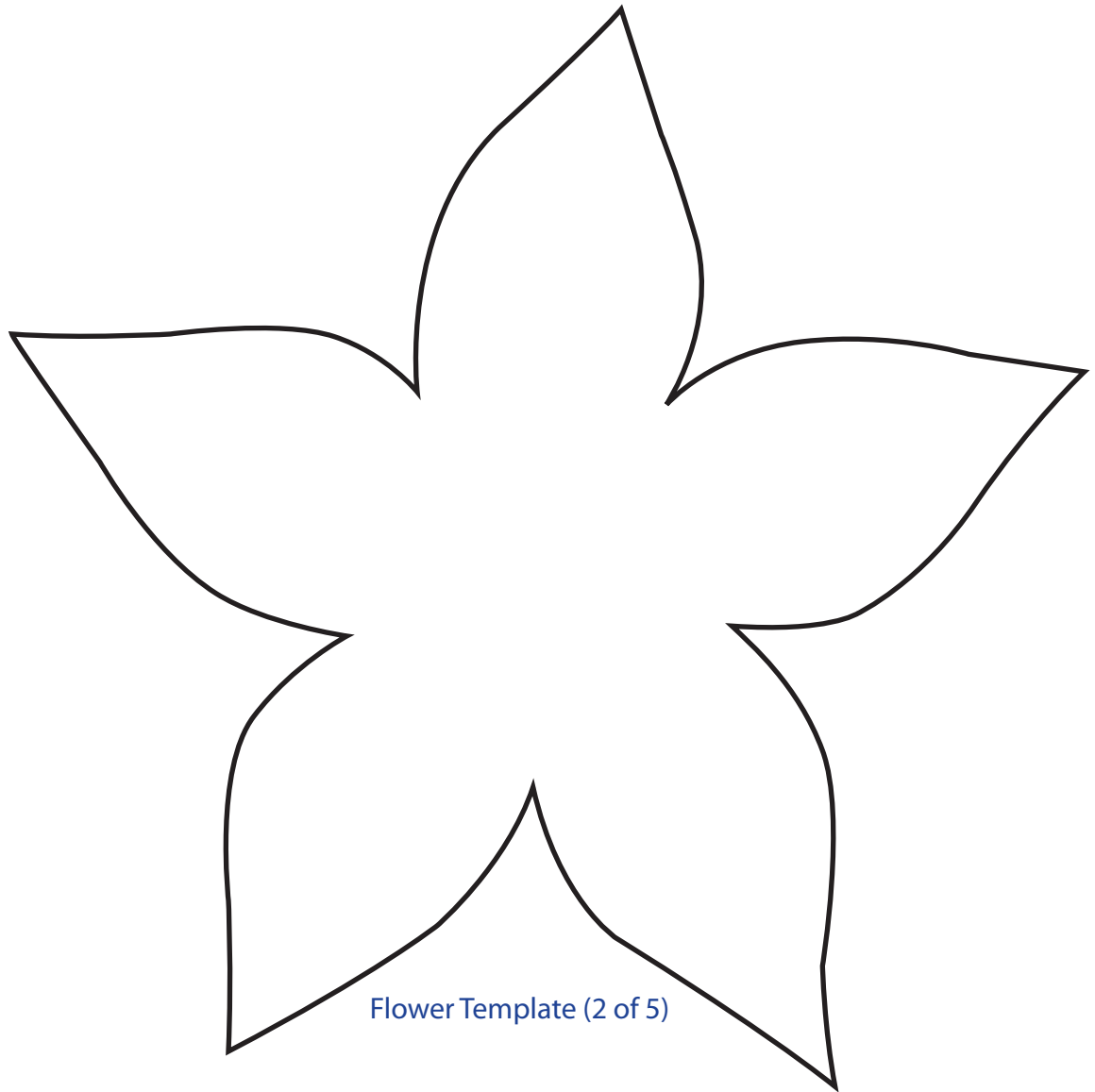
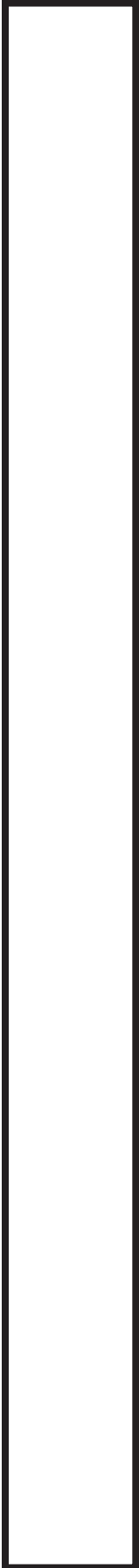
- 1 8 1/2 to 9 oz. paper or styrofoam cup (DO NOT USE PLASTIC CUPS)
- 1 sharpened pencil
- 2 drinking straws (PREFERABLY not bendy)
- 1 stem (template on pg. 3)*
- 3 leaves (template on pg. 3)*
- 1 flower (template on pg. 3)*
- 1 flower middle (template on pg. 3)*
- 1 grass (template on pg. 4)*
- construction paper to trace templates
- scissors
- glue
- masking tape*

*Templates must be pre-cut before the program!

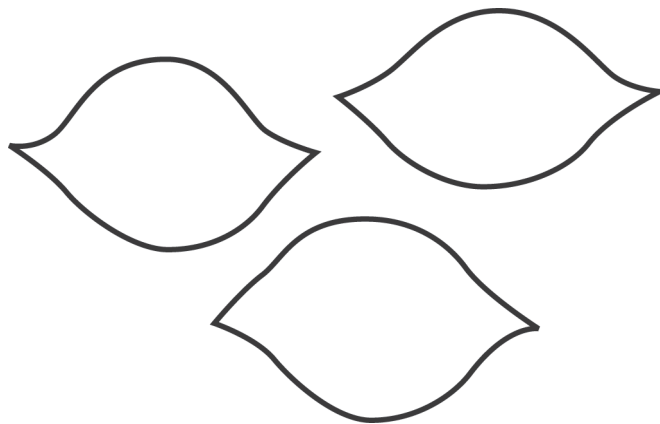


Templates

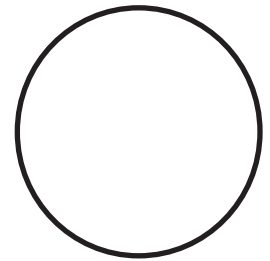
Stem Template (1 of 5)



Flower Template (2 of 5)

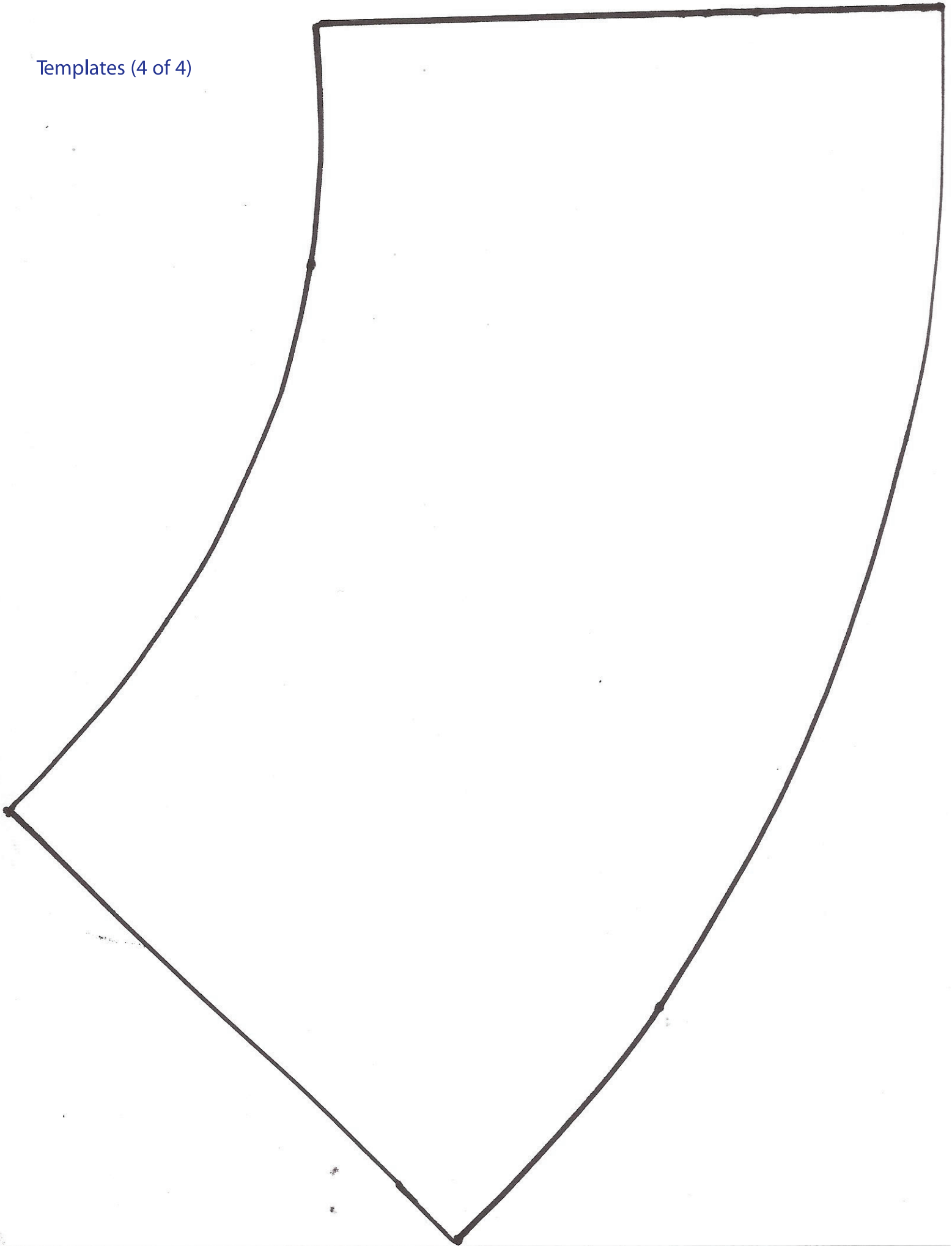


Leaf Templates (3 of 5)



Flower Middle Template (4 of 5)

Templates (4 of 4)



National Curriculum Standards met during live videoconference

Please go to www.educationworld.com for a complete list of national standards

Fine Arts/Visual Arts

[NA-VA.K-4.1](#) Understanding and applying media, techniques, and processes

[NA-VA.K-4.2](#) Using knowledge of structures and functions

[NA-VA.K-4.3](#) Choosing and evaluating a range of subject matter, symbols, and ideas

[NA-VA.K-4.5](#) Reflecting upon and assessing the characteristics and merits of their work and the work of others

[NA-VA.K-4.6](#) Making connections between visual arts and other disciplines

Technology

[NT.K-12.1](#) Creativity and Innovation

[NT.K-12.2](#) Communication and Collaboration

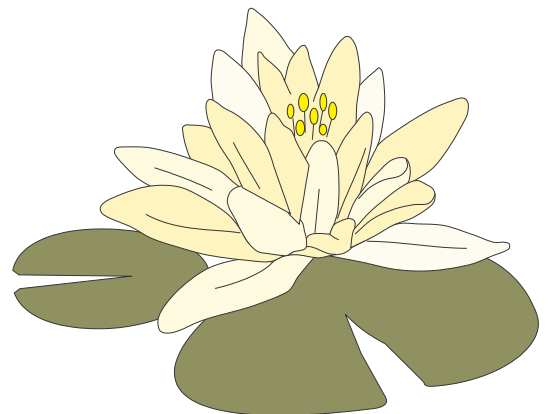
[NT.K-12.3](#) Research and Information Fluency

[NT.K-12.5](#) Digital Citizenship

[NT.K-12.6](#) Technology Operations and Concepts

Life Science

[NS.K-4.3](#) The characteristics of organisms; life cycles of organisms; organisms and environments



Pre- & Post-Videoconference Classroom Activities

Activity 1: How Does Light Affect Plants?

National Curriculum Standards met by this activity

Please go to www.educationworld.com for a complete list of national standards.

NS.K-4.1 Science as Inquiry

NS.K-4.3 Life Science

NM-MEA.PK-2.1 Understand measurable attributes of objects and the units, systems, and processes of measurement

NM-MEA.PK-2.2 Apply appropriate techniques, tools, and formulas to determine measurements

NM-MEA.3-5.1 Understand measurable attributes of objects and the units, systems, and processes of measurement.

NM-MEA.3-5.2. Apply appropriate techniques, tools, and formulas to determine measurements

NM-DATA.PK-2.1 Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer

NM-DATA.PK-2.2 Select and use appropriate statistical methods to analyze data

NM-DATA.PK-2.3 Develop and evaluate inferences and predictions that are based on data
NM-DATA.3-5.1 Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer.

NM-DATA.3-5.2 Select and use appropriate statistical methods to analyze data

NM-DATA.3-5.3 Develop and evaluate inferences and predictions that are based on data
NM-D.

ATA.3-5.4 Understand and apply basic concepts of probability

Activity

Objective: Students will participate in a hands-on scientific experiment on plant growth. Students will analyze data and develop sound conclusions on how light effects plants.

Materials: Shoebox with lid, beans, small rocks, soil, water, sunny window sill, pencils, paper.

Procedure:

1. Have students cut a one-inch square window at one end of a shoebox. Fill the bottom of the box with small rocks. Add soil until the box is approximately 2/3 full.
2. Plant the bean seeds and then water. Cover the box with the lid. Only open the lid to water the seeds.
3. Place the covered plant on a sunny, warm window sill to allow for germination.
4. Have students record observations and collect data in a “scientific” log (pencil and paper). Students should measure plant growth in inches and centimeters over the course of 1-2 weeks.
5. After a week, open the lid and watch how the new plants bend toward the light provided by the window! Based on the data recorded, students should analyze and write down a conclusion in their log about how light affects plants. Continue to observe plant growth for one week and record measurements.
6. Finally, students should create a simple bar graph showing the growth of the plant.

Activity 2: Pick an Exotic Plant to Research

National Curriculum Standards met by this activity

Please go to www.educationworld.com for a complete list of national standards.

[NS.K-4.3](#) Life science

[NL-ENG.K-12.5](#) Communication strategies

[NL-ENG.K-12.8](#) Developing research skills

[NL-ENG.K-12.12](#) Applying language skills

Activity

Objective: Students will conduct research to write at least three paragraphs about an exotic plant of their choosing using the writing process: prewriting, drafting, revising, editing and publishing.

Materials: Chart paper, markers, pencils and paper, (crayons or markers and construction paper if making books), library books, computers with word processing software and Internet access if available.

Procedure:

1. Discuss the meaning of the word exotic with students.(exotic– 1.introduced from another country, not native to the place where found; 2. strikingly or excitingly different or unusual.) What might be some examples of exotic plants? (Venus Fly Trap, Christmas Cactus, special flowers, etc.)
2. Prewriting: On chart paper, brainstorm ideas with your class. Make a list of exotic plants. After students have selected a plant and have found resources, ask them to take notes on things about their plant that they found especially interesting and things that might be interesting to share with others.
3. Drafting: From their notes, ask students to compose a first draft of their report.
4. Revising: Have students revise their reports. Is there a clear introduction, middle and closing? Does the report make sense? What could they add to make it better?
5. Editing:Have students edit their reports for correct spelling, capitalization and punctuation.
6. Publishing: Students can publish their reports by reading them aloud or in book form. If making a book, add illustrations.



Other Resources

Websites to Explore

<http://www.choosemyplate.gov/>

Download information and print out a mini poster of MyPlate.

<http://www.urbanext.illinois.edu/gpe>

Solve a mystery – The Great Plant Escape! Students learn all about plants while solving a mystery through this interactive website.

<http://plants.usda.gov/>

Have a question about plants? Find the answer at the U.S. Department of Agriculture Plants Database.

<http://cssainc.org/>

Can't tell a prickly pear from a saguaro? The Cactus & Succulent Society of America is an international organization dedicated to education, protection, and preservation of some of nature's most unique creations.

<http://www.atlantabotanicalgarden.org/home>

Visit the wonderful Atlanta Botanical Garden online.

<http://aggie-horticulture.tamu.edu/wildseed/>

Wondering about wildflowers? Stop by the Wildflowers in Bloom website.

<http://enchantedlearning.com/subjects/plants/types/cactus/>

Visit this site to discover interesting facts about cactus plants.

<http://www.carnivorousplants.org/>

Investigate the International Carnivorous Plant Society's website.

Bibliography

Bash, Barbara. *Desert Giant: The World of the Saguaro Cactus*. BT Bound, 2002.

Blackaby, Susan. *Plant Plumbing: A Book About Roots and Stems (Growing Things)*. Picture Window Books, 2003.

Burnie, David et al. *DK Eyewitness Series: Plant*. Dorling Kindersley Publishing, 2000.

Burnes, Diane L. *Trees, Leaves and Bark*. BT Bound, 1998.

Bruchac, Joseph. *Native Plant Stories*. Fulcrumb Publishing, 1995.

Carle, Eric. *The Tiny Seed*. Aladdin Library, 2001.

Cole, Henry. *Jack's Garden*. Harper Trophy Books, 1997.

Cole, Joanna. *The Magic School Bus Plants Seeds: A Book About How Living Things Grow*. Scholastic, 1995.

Creasy, Rosalind. *The Edible Flower Garden*. Periplus Editions, 2000.

Gibbons, Gail. *From Seed to Plant*. Holiday House, 1993.

Heller, Ruth. *The Reason for a Flower (World of Nature)*. Puffin Books, 1999.

Jaffe, Roberta & Appel, Gary. *The Growing Classroom: Garden-Based Science*. Pearson Learning, 2001.

Kalman, Bobbie. *What is a Plant? (The Science of Living Things)*. Crabtree Publishing, 2000.

Legg, Gerald. *From Seed to Sunflower (Lifecycles)*. Franklin Watts, Inc., 1998.

Levenson, George. *Pumpkin Circle: The Story of a Garden*. Tricycle Press, 2002.

Maestro, Betsy. *Why do Leaves Change Color?* Harper Trophy Books, 1994.

Micucci, Charles. *The Life and Times of the Peanut*. Houghton Mifflin Company, 1997.

Richards, Jean. *A Fruit is a Suitcase for Seeds*. Milbrook Press, 2002.

Stevens, Jan Romero. *Carlos and the Squash Plant/Carlos y la planta de calabaza*. Scott Foresman, 1995.

Walker, Richard. *Jack and the Beanstalk*. Barefoot Books, 1999.

Worth, Bonnie. *Oh Say Can You Seed: All About Flowering Plants (Cat in the Hat's Learning Library)*. Random House, 2001.

CENTER FOR PUPPETRY Arts®

The Center for Puppetry Arts is supported in part by:



TANDBERG is now part of Cisco.

The Center for Puppetry Arts® is a unique cultural treasure - a magical place where children and adults are educated, enlightened, and entertained. Since 1978, the Center has introduced millions of visitors to the wonder and art of puppetry and has touched the lives of many through enchanting performances, curriculum-based workshops, and the hands-on Museum as well as Distance Learning and Outreach Programs. Center for Puppetry Arts® is a non-profit, 501(c)(3) organization and is supported in part by contributions from corporations, foundations, government agencies, and individuals. Major funding for the Center is provided by the Fulton County Board of Commissioners under the guidance of the Fulton County Arts Council. Major support is provided by the City of Atlanta Office of Cultural Affairs. This program is supported in part by the Georgia Council for the Arts (GCA) through the appropriations from the Georgia General Assembly. GCA also receives support from its partner agency, the National Endowment for the Arts. The Center is a participant in the New Generations Program, funded by Doris Duke Charitable Foundation/The Andrew W. Mellon Foundation and administered by Theatre Communications Group, the national organization for the American theatre. The Center is a Member of TCG. The Center also serves as headquarters of UNIMA-USA, the American branch of Union Internationale de la Marionnette, the international puppetry organization.

1404 Spring Street, NW at 18th • Atlanta, Georgia USA 30309-2820

Ticket Sales: 404.873.3391 • Administrative: 404.873.3089 • www.puppet.org • info@puppet.org

Headquarters of UNIMA-USA • Member of Atlanta Coalition of Performing Arts and Theatre Communications Group

Text by Alan Louis and Patty Petrey Dees • Design by Donna Malak and Melissa Hayes

© Center for Puppetry Arts® Education Department, revised August 2011