

Flower Floor Puzzle with Labels

Science SOL: 3.1, 3.8, 4.4, 5.1, 5.5

PWC Art Objectives: 3P.4, 4P.4, 5P.4

Materials needed: Puzzle pieces and labels from trunk

Objectives:

1. To learn the names of flower parts, place labels correctly and discuss purpose and function of each flower part.
2. Have students guess the length of the flower? Answer: 100” or 8 ft. 4 in.

Vocabulary: Petal, stigma, style, sepal, anther, filament, stamen, leaf, root, ovary, ovule, pistil, peduncle (stalk)

Instructions:

1. Have students put the flower together correctly.
2. Label puzzle with appropriate plant parts, and discuss its purpose.
3. Guess the length of the flower puzzle.

Please return flower pieces and labels to trunk when activity is completed.

Thank you!

Flower Drawing Activity

Science SOL: 3.8, 4.1, 4.4, 5.1, 5.5

PWC Art Objectives: 4P.6, 5P.6.2, 4P.11.2, 5P.11.2, 3P.6.1

Materials Needed: Younger students - Copies of flower drawing and crayons

Older students – paper, pencils and copy of flower with
grid

Objective: Younger students – to reinforce names of flower parts

Older students – to reproduce flower and flower parts by using
grid method

Instructions:

Younger students should color flower and label flower parts

Older students will reproduce grid and draw flower as shown; then label
each flower part

Please place the left over copies back in container when finished!

Thank you!

Strawberry Field Mural Activity

Science SOL: 3.1, 3.4, 3.5, 3.6, 3.7, 3.8, 3.10, 4.1, 4.4, 4.5, 4.8, 5.1, 5.5

PWC Art Objectives: 3P.12, 4P.12, 5P.6.2, 4P.6.1

Materials provided:

- roll of mural background paper
- crayons
- green yarn for runner connections
- copies of strawberries, new growth and leaves
- glue sticks

Materials not provided: Scissors and a ruler or yardstick

Objective: To construct a strawberry patch, show a strawberry plant reproduction method, and add life forms to mural that may habituate this environment.

Instructions:

- The students will measure and cut off a yard or 3 feet of the mural background paper.
- They should cut off varying sections of green yarn to connect the new growth to the established plants.
- They should cut out the strawberry leaves, fruit and new plant growth provided.
- They can begin to create a strawberry patch on the mural paper by gluing the pieces in place.
- Animals should be drawn on the mural that may live in a strawberry patch.

Examples: birds, insects, snakes, rabbits, frogs, worms, etc.

Please return materials to the appropriate container when activity is completed.

Thank you!

Butterfly Book - A Metamorphosis and Habitat

Science SOL: K.1, K.6, 1.5, 1.7, 2.4, 2.5, 2.7, 2.8, 3.4, 3.8, 3.10, 4.5

PWC Art Objectives: 3P.1.1, 5P.1.2, 4P.4, 5P.4, 3P.6, 3P.6.3, 4P.6.1

Materials Provided:

- crayons
- 8 ½ x 11 cover paper for book cover
- 8 ½ x 11 colored paper for butterfly
- tape

Objective: To explore and understand a habitat that would support the life cycle of butterflies; to understand the metamorphosis process.

Instructions: (Visual instructions are also attached).

Discuss and compare a butterfly environment to other types of environments and habitats. Create the outer cover of the Butterfly Book drawing an appropriate environment. Inside the book cover, draw the stages of metamorphosis down the left and right sides. Using the colored paper, cut out a butterfly and attach it with tape to the inside centerfold – move the book up and down to make the butterfly flap its wings.

Please return left over materials to the trunk!

Thank you!

Diorama Activity

The walls should be placed in a well lit area.

Please do not allow students to touch the dioramas, this activity is visual only!!!

Science SOL's: 3.4, 3.5, 3.6, 3.8, 4.5, 4.8, 5.5

PWC Art Objectives: 3P.1.1, 3P.7.1, 5P.7.1

Materials Needed: Visual activity using two outside walls of the Habitat module – Center panel instructions below*

Vocabulary: Camouflage, mimicry, instinct, adaptation, learned behavior

Objective: To strengthen observation skills and knowledge of habitats.

Instructions: Students may view dioramas and make a list of animals and insects that would habituate these environments.

Center Panel Activity

*Notice that the builder of the center panel used many different materials (or resembling these materials) in construction!

Wood – made from trees

Brick – made from clay with mortar holding bricks together

Granite – made from gravel, sand and water

Plaster/stucco – made from calcined gypsum and a naphthalene sulfonate-aldehyde condensate alkali salt polymer

Sign made of composite materials – plastics and compressed wood frame

Thank you!

Habitat's Rainforest Puzzle Activity

Science SOL: 3.6a-b, 5.5b

PWC Art Objectives: 3P.1.1, 3P.1.4, 3P.4.1, 3P.7.1, 3P.12, 4P.12, 5P.1.1, 5P.4.1, 5P.7.1

Materials Needed: Bucket of puzzle pieces and green frame

Objective: To piece together floor puzzle to show completed collage with rain forest habitats represented.

Instructions: Assist class in arranging puzzle pieces to complete the collage. The puzzle may be worked on throughout the two week time that you have the module.

Please place the unassembled puzzle pieces back in the bucket when finished!

Thank you!