

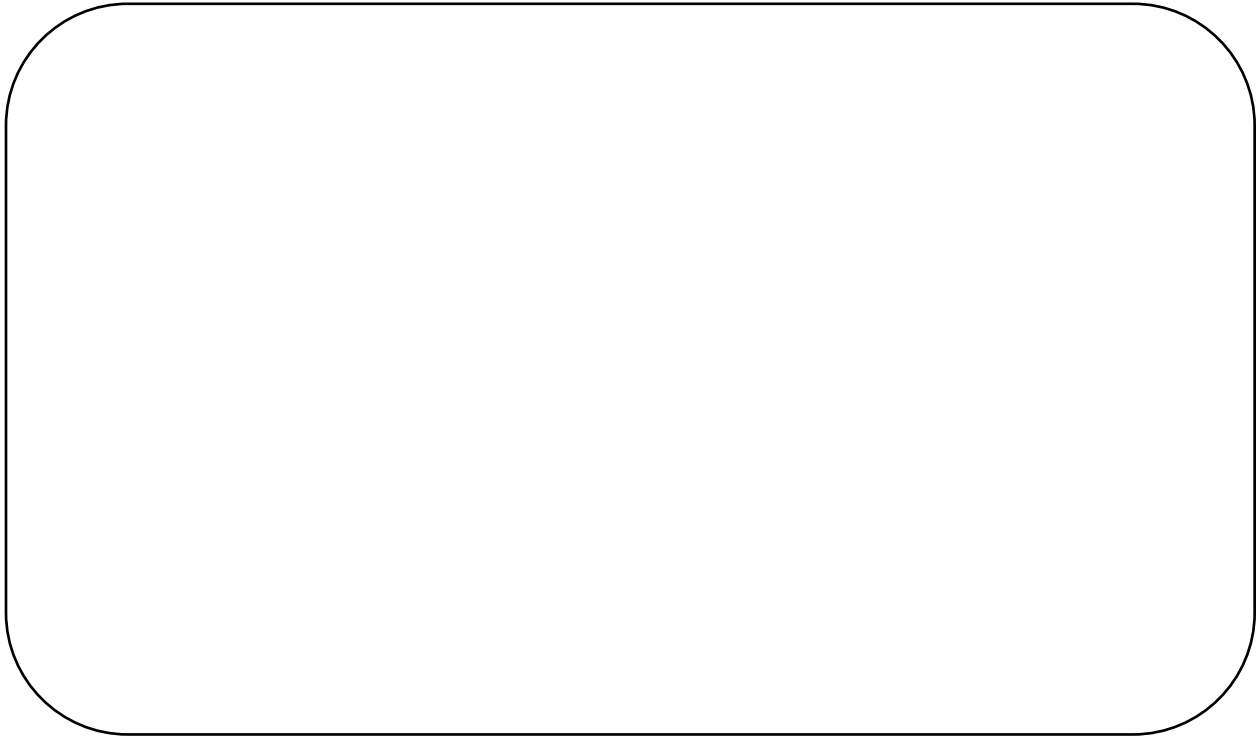
# Gardener's Go-To Notebook



Gardener's Name \_\_\_\_\_

Daily Task 1:

Draw and label a plant's structures including the stem, leaves, flowers, buds, pods, and pollen. Write one sentence about how the stem helps the plant grow. Write one sentence about what the fruit or the pod does for the plant.



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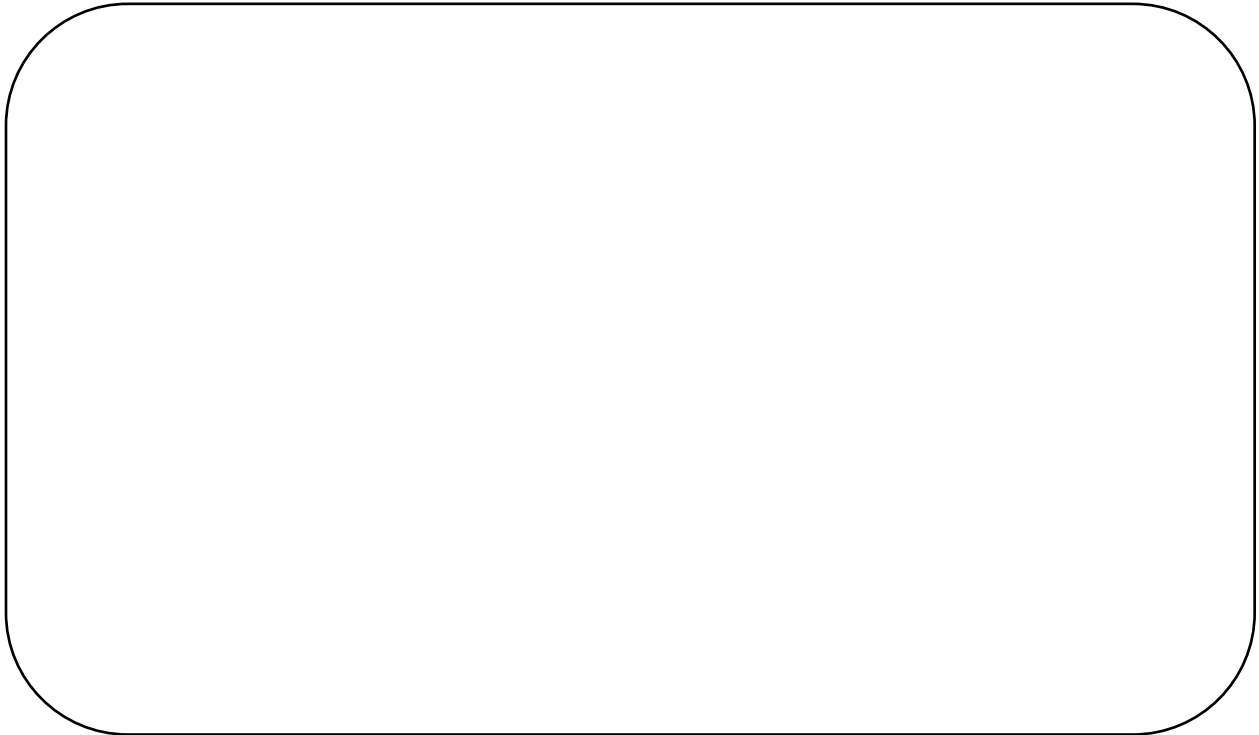
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Daily Task 2:

Draw the life cycle of a plant, then summarize the different stages of the life cycle in a paragraph. Be sure to include at least one sentence that names each step, and use vocabulary from our text.



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Daily Task 3:

You have just read a story about a boy who grew a flower from a seed to a full-grown plant. You have learned much information about plants and their life cycles from the first informational text we read, *From Seed to Plant*.

Using the knowledge you have gained, create a poem about the life cycle of a seed that grows into a beautiful plant. You may include characters like the ones in *The Sunflower House* if you would like. Be sure to include names of the parts of plants and how they grow. Incorporate our unit vocabulary in your writing.

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Daily Task 4:

The text demonstrates to us how the seasons helped support the growth of the seed into a dandelion.

Through writing and illustrations create a narrative that continues the story of the frightened little seed who, at the end of the story, was encouraged by the dandelion.

Be sure to use details to describe the actions, thoughts, and feelings of the little seed, and use time-order words to tell what happens.

Describe how the seasons and the wind, rain, and sunshine helped the plant to grow into a healthy, full-grown flower.

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## Daily Task 5

We learned that a tree is a large plant. Just like the other plants we talked about during this unit, a tree goes through a life cycle. Trees have different parts that help them live. Write a paragraph describing how the parts of a tree work together to help them survive.

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Daily Task 6:

Think about all you have learned about the life cycle of a plant. As a plant life cycle expert, write a letter to one of Miss Maple’s orphan seeds. Tell them how they might be planted and what their life may be like as they go through their life cycle. Be sure to introduce your topic, use facts from Miss Maple’s Seeds and the other texts we have read to provide information that the seed needs, and write a supportive conclusion that encourages the seed.

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Daily Task 7:

This poem is written from the perspective of tree seeds. Pretend you are a seed from your favorite kind of tree. Using what you know from this poem and other texts you have read in this unit, write a narrative in which you describe what happens in your life cycle as a seed. Write about what characteristics you have to help you travel to a spot where you can be planted and germinate. Remember to introduce what you are writing about, to describe your actions, thoughts, and feelings, and to use time order words to show the order in which the parts of your life cycle occur. End your narrative with a sense of closure to show the reader that your story is finished. Use vocabulary we learned in this unit about different parts of a plant life cycle.

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Daily Task 8:

Today we are going to have a Question and Answer partner discussion that features the five adjectives used in today's reading. You will be responsible for crafting a question for each adjective that was used to describe the seeds. Your partner will answer these questions. Be sure to begin your questions with, "why" or "how." This will allow your partner to give you more evidence from the text. Take notes and be prepared to share your partner's responses with the class.

The adjectives are:

- sleepy
- secretive
- naked
- adventurous

The responding partner should cite text evidence from today's reading and our other unit books to support their responses.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

Daily Task 9:

Choose two adjectives from, *A Seed is Sleepy*, that you feel most accurately describes a seed. Be sure to introduce your topic, give your opinion and a supporting reason, and then finish your paragraph with a sense of closure. Use unit vocabulary in your writing.

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End-of Unit Task:

Ms. Green is looking for some qualified students to volunteer at her nursery, Green's Garden Depot. She has sent a volunteer application for each of you to fill out to show what you know about the parts of plants and their life cycles. You will also have an opportunity to practice your interview with a partner to demonstrate your knowledge and qualifications that will make you an effective volunteer.



## Green's Garden Depot

### Employment Application

#### Applicant Information

Full Name: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

*City*

\_\_\_\_\_

*State*

\_\_\_\_\_

*ZIP Code*

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

**It is important for all of our volunteers to be very knowledgeable about plants and how they grow. Please answer these questions to show us how much you know about plants.**

**Draw and label the parts of the plant.**

**Why is it important that the parts of a plant work together to keep it alive?**

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**Explain how seeds become plants. Make sure you explain what characteristics seeds have to help them get planted to germinate.**

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**Summarize the life cycle of a plant.**

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**Applicant Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Peer to Peer Interview Questions:**

Plan your responses in the spaces below.

1. **Do plants need all of their parts? Why?**
2. **Summarize the life cycle of a plant.**
3. **How are plants' life cycles predictable? Why is this important for farmers?**