

TEACHING ACTIVITY GUIDE

FOR

DAISYLOCKS

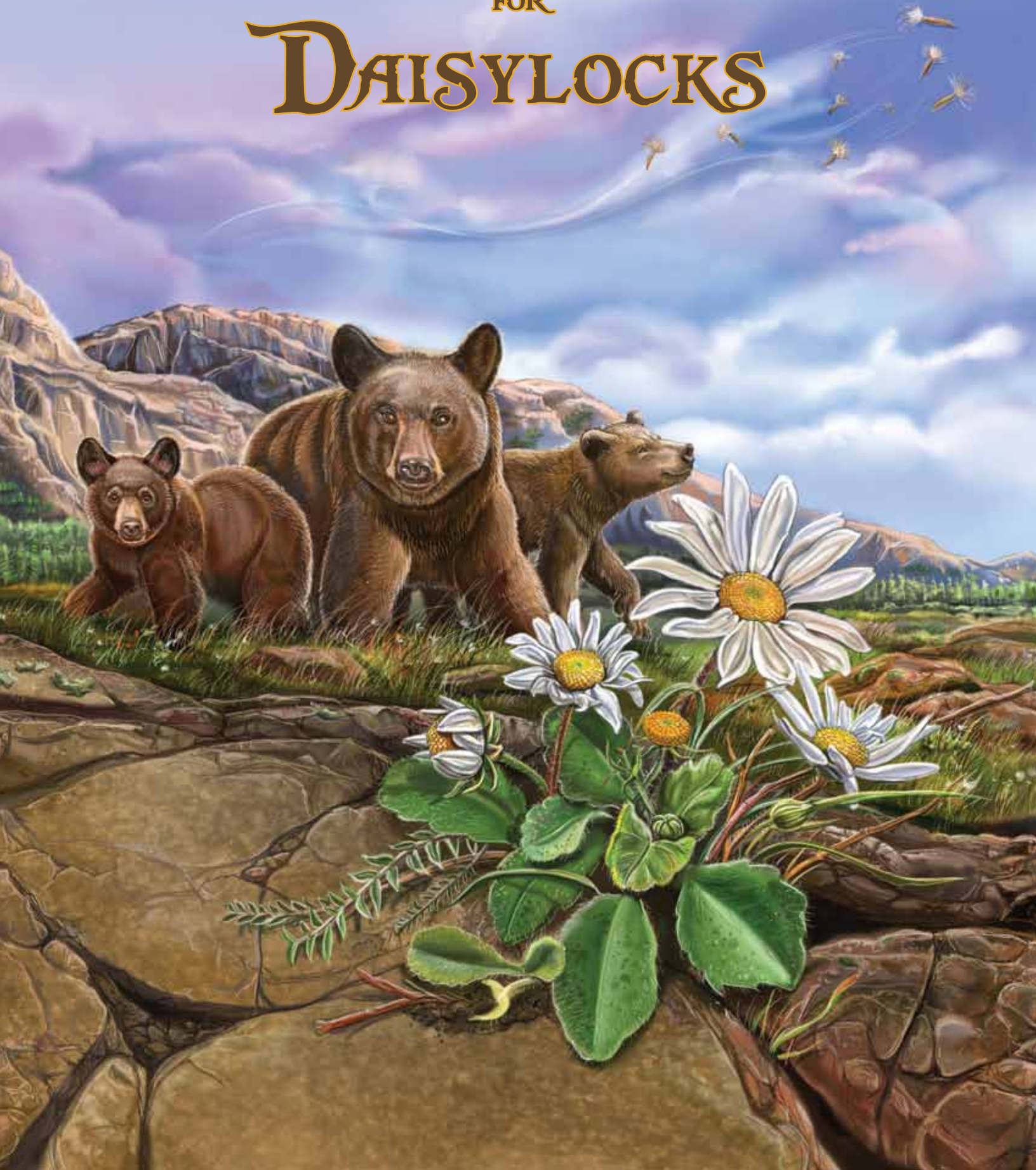


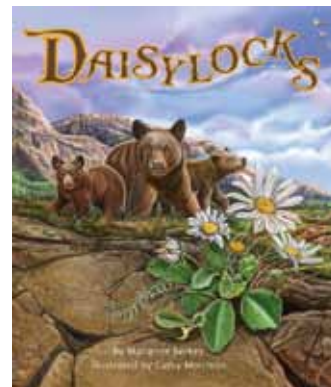
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by Marianne Berkes
illustrated by Cathy Morrison

How to Use This Activity Guide (General)

There are a wide variety of activities that teach or supplement all curricular areas. The activities are easily adapted up or down depending on the age and abilities of the children involved. And, it is easy to pick and choose what is appropriate for your setting and the time involved. Most activities can be done with an individual child or a group of children.

For teachers in the classroom: We understand that time is at a premium and that, especially in the early grades, much time is spent teaching language arts. All Sylvan Dell titles are specifically selected and developed to get children excited about learning other subjects (science, geography, social studies, math, etc.) while reading (or being read to). These activities are designed to be as comprehensive and cross-curricular as possible. If you are teaching sentence structure in writing, why not use sentences that teach science or social studies? We also know and understand that you must account for all activities done in the classroom. While each title is aligned to all of the state standards (both the text and the For Creative Minds), it would be nearly impossible to align all of these activities to each state's standards at each grade level. However, we do include some of the general wording of the CORE language arts and math standards, as well as some of the very general science or social studies standards. You'll find them listed as "objectives" in italics. You should be able to match these objectives with your state standards fairly easily.

For homeschooling parents and teachers in private schools: Use as above. Aren't you glad you don't have to worry about state standards?

For parents/caregivers: Two of the most important gifts you can give your child are the love of reading and the desire to learn. Those passions are instilled in your child long before he or she steps into a classroom. Many adults enjoy reading historical fiction novels . . . fun to read but also to learn (or remember) about historical events. Not only does Sylvan Dell publish stories that are fun to read and that can be used as bedtime books or quiet "lap" reading books, but each story has non-fiction facts woven through the story or has some underlying educational component to sneak in "learning." Use the "For Creative Minds" section in the book itself and these activities to expand on your child's interest or curiosity in the subject. They are designed to introduce a subject so you don't need to be an expert (but you will probably look like one to your child!). Pick and choose the activities to help make learning fun!

For librarians and bookstore employees; after-school program leaders; and zoo, aquarium, nature center, park & museum educators: Whether reading a book for story time or using the book to supplement an educational program, feel free to use the activities in your programs. We have done the "hard part" for you.

What Do Children Already Know?

Young children are naturally inquisitive and are sponges for information. The whole purpose of this activity is to help children verify the information they know (or think they know) and to get them thinking “beyond the box” about a particular subject.

Before reading the book, ask the children what they know about the subject. A list of suggested questions is below. The children should write down their “answers” (or adults for them if the children are not yet writing) on the chart found in Appendix A, index cards, or post-it notes.

Their answers should be placed on a “before reading” panel. If doing this as a group, you could use a bulletin board or even a blackboard. If doing this with individual children, you can use a plain manila folder with the front cover the “before reading” panel. Either way, you will need two more panels or sections—one called “correct answer” and the other “look for correct answer.”

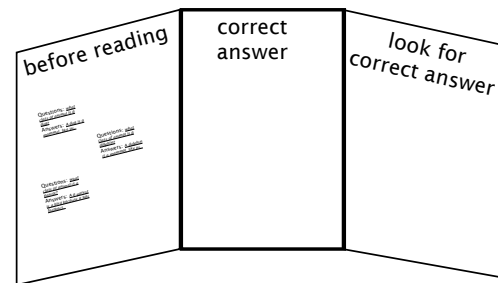
Do the children have any more questions about the subject? If so, write them down to see if they are answered in the book.

After reading the book, go back to the questions and answers and determine whether the children’s answers were correct or not.

If the answer was correct, move that card to the “correct answer” panel. If the answer was incorrect, go back to the book to find the correct information.

If the children have more questions that were not answered, they should look them up.

When an answer has been found and corrected, the card can be moved to the “correct answer” panel.



Pre-Reading Questions

1. What do plants need?
2. What is a habitat?
3. What are some ways that one habitat can be different from another habitat?
4. How are plants affected by different climates?
5. What are some ways a plant seed can move from one place to another?
6. How would you describe a desert habitat?

Comprehension Questions & Writing Prompts

Objective Core Language Arts, Speaking and Listening: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

1. What was Daisylocks searching for in her journey?
2. Have you ever moved from one habitat to another? Write about how you adjusted to your new habitat or write about a place you would like to move to and how you think that habitat would be different from where you are now.
3. What role did Wind play in helping Daisylocks to find a new habitat?
4. If you were a plant, what kind of plant would you want to be? Where would you live? Write a description and draw a picture of your habitat.
5. Have you ever tried to grow a plant? Describe what kinds of things your plant needs and how you would provide them.
6. Using several adjectives, describe one of the habitats Daisylocks visited.

Word Bank

See Glossary for words in Spanish and the definition in English.

Adjective	Noun	Verb
better	air	bloom
bright	ants	called
busy	beach	came
cold	branch	scurried
crowded	canopy	enjoy
different	clump	grow
faraway	crevice	is
happy	Everglades	kept
hard	eye	live
hot	her	looked
humid	home	picked
sandy	I	planted
soft	insect	said
wet	landscapes	see
wild	monkey	send
	place	start
	roots	whisked
	weed	
	wind	
	you	

Cross-Curricular: Silly Sentences

- Daisylocks wasn't _____ where she had been planted.
adjective
- "This _____ is much too hot!"
noun
- "Then I'll _____ you to a place that's _____," said Wind.
verb adjective
- "There's got to be a _____ place to put my _____ down."
adjective noun
- Daisylocks _____ down at different _____ as Wind kept her in the _____.
verb noun
- Wind came back, picked _____ up, and _____ her away to a wetland area in the _____.
noun noun verb
- Thousands of leafcutter _____ scurried on the rainforest floor while a howler _____ called from a _____ in the canopy.
noun noun noun
- Daisylocks could _____ miles of _____, and miles and miles of ocean.
verb noun
- "I've been to places that are too _____, too cold, too hard, too _____, too crowded, and too sandy," said Daisylocks.
adjective adjective
- "I'm going to whoosh _____ home so you can bloom where you were planted. That is where it is just right!"
noun

Language Arts: Word Families & Rhyming Words

Language Arts, Reading Standards: Foundational Skills, Recognize and produce rhyming words.

Word families are groups of words that have some of the same combinations of letters in them that make them sound alike...or rhyme. For example ad, add, bad, brad (Brad), cad, Chad, clad, dad, fad, gad, glad, grad, had, lad, mad, pad, plaid (silent 'i'), sad, shad, and tad all have an "ad" letter combination and rhyme.

- Find and write down rhyming words in the poem.
- Are they in the same word family?
- If so, circle the combination of letters that are the same.
- Can you think of more words in the word family?

Rhyming words are:

blew

and

too

They are / are not from the same word family.

Other words that rhyme are:

Rhyming words are:

wet

and

yet

They are / are not from the same word family.

Other words that rhyme are:

Rhyming words are:

beach

and

each

They are / are not from the same word family.

Other words that rhyme are:

Rhyming words are:

root

and

fruit

They are / are not from the same word family.

Other words that rhyme are:

Language Arts: Comparing Stories

Objective Core Language Arts, Reading Standards for Literature, Integration of Knowledge and Ideas (9): Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

This story is an adaptation of *Goldilocks and the Three Bears*.

Read the original version of the story and compare and contrast the different versions by answering the following questions.

1. What is Daisylocks looking for?
2. What do you think Goldilocks is looking for?
3. What adjectives did Daisylocks use to describe habitats that didn't meet her needs?
4. What adjectives did Goldilocks use to describe things that didn't meet her needs?
5. What did Daisylocks describe as being "just right"?
6. What did Goldilocks describe as being "just right"?

Word Search

Find the hidden words. Even non-reading children can match letters to letters to find the words! Easy—words go up to down or left to right (no diagonals). For older children, identify the coordinates of the first letter in each word (number, letter).

	A	B	C	D	E	F	G	H	I	J
1	G	A	R	D	P	O	L	T	S	A
2	A	Q	P	W	L	G	R	O	W	I
3	R	O	A	S	A	I	D	U	D	R
4	D	C	W	I	N	D	O	D	A	A
5	E	R	O	O	T	S	S	O	I	L
6	N	H	O	L	D	W	I	N	S	B
7	L	E	N	T	S	A	H	B	Y	E
8	D	H	A	B	I	T	A	T	I	N
9	S	U	N	P	R	E	E	N	L	Y
10	L	E	A	V	E	R	L	E	A	F

AIR
DAISY
GARDEN
GROW
HABITAT
LEAF
PLANT
ROOT
SUN
SOIL
WATER
WIND

Plant Sorting Cards

Objective: Classify organisms according to one selected feature, such as body covering, and identify other similarities shared by organisms within each group formed.

Describe several external features and behaviors of animals that can be used to classify them (e.g., size, color, shape of body parts).

Identify observable similarities and differences (e.g., number of legs, body coverings, size) between/among different groups of animals.

Plant Card Games:

Sorting: Depending on the age of the children, have them sort cards by:

- woody stem (trunk) or herbaceous stem
- flowers or no flowers
- habitat
- annual or perennial
- thin and/or spiny leaves or broad, flat leaves

Memory Card Game: Make two copies of each of the sorting card pages and cut out the cards. Mix them up and place them face down on a table. Taking turns, each player should turn over two cards so that everyone can see. If the cards match, he or she keeps the pair and takes another turn. If they do not match, the player should turn the cards back over and it is another player's turn. The player with the most pairs at the end of the game wins.

Who Am I? Copy and cut out the cards. Poke a hole through each one and tie onto a piece of yarn. Have each child put on a "card necklace" without looking at it so the card hangs down the back. The children get to ask each person one "yes/no" question to try to guess "what they are." If a child answering the question does not know the answer, he/she should say, "I don't know." This is a great group activity and a great "ice-breaker" for children who don't really know each other.

hosta



pumpkin



kapok tree



fern



sunflower



banana tree



orchids



heliconia



sea oats



sea grapes

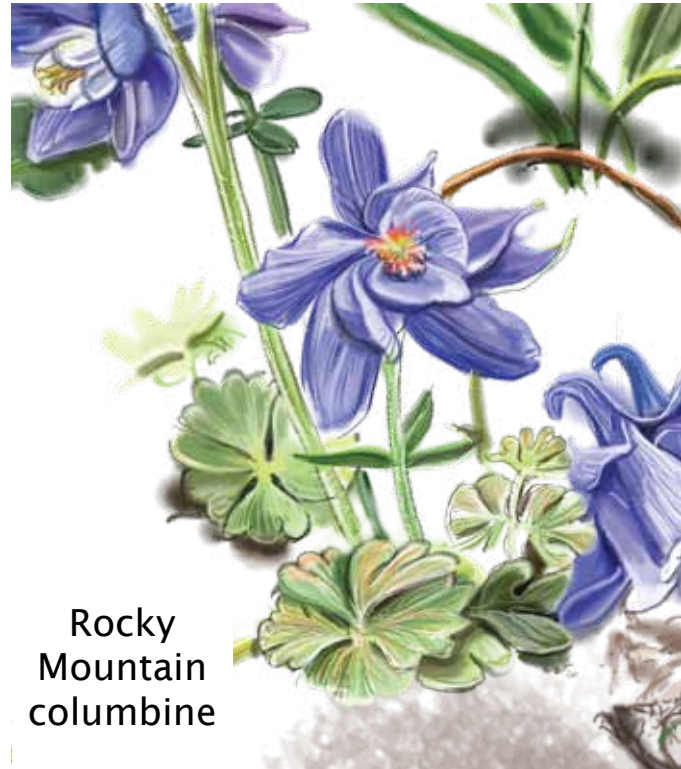


pasque flowers



pine tree

water lilies



Rocky Mountain columbine

hedgehog cactus



arctic poppy



bromeliad



yucca



daisies



pansies



Habitats

Objective: Identify and describe physical characteristics of a place (physical features, climate, vegetation and animal life)

Identify natural characteristics of places: landforms, bodies of water, natural resources, and weather).

Geography includes the study of Earth's physical features including climate and the distribution of plant, animal, and human life.

Habitats are more than just the plants and animals that live there. They are communities of plants, animals and non-living things that interact in certain locations. There are many different types of habitats all over the world.

Some things might live in more than one kind of habitat. Can you find any plants or animals that are in more than one habitat?

What are some of the non-living things in each habitat?

- Water: freshwater or saltwater? deep water or shallow water? what kind of precipitation? How often and how much?
- Elevation above sea level
- Climate (temperate, tropical, polar)
- Rocks: how big, how many
- Soil

What are some ways that plants or animals interact with each other or non-living things?

What are some living and non-living things you see when you go outside?

What are some ways that a habitat might change?

Food Chains and Webs: The Circle of Life

All of the plants and animals that are eaten by or that eat a particular animal are part of that animal's food chain. One habitat will have many different food chains that are linked together, called a food web.

- Plants (producers) make their own food from sunlight (photosynthesis) and nutrients in the soil that come from decaying things that were once alive.
- Animals that eat the plants are called consumers or herbivores.
- Animals that eat other animals are carnivores. A carnivore (predator) has to find other animals living in its habitat to eat (prey). A predator of one animal might be prey for another animal.
- Omnivores eat both plants and animals.

Food for thought: Some animals live in more than one habitat. For example, a cougar (also called mountain lion, puma, or panther) and bighorn sheep might live in the desert and mountains.

Could you find animals that live in a swamp in the desert? Why or why not?

Could you find animals that live in a cave in the desert? Why or why not?

Predator or Prey?

A carnivore is a predator that has to find other animals to eat (prey). A predator of one animal might be prey for another animal. Which animal is the predator and which is the prey?

Pick a plant from the book and answer the following questions:
My plant is:

Where (in what kind of habitat) does your plant live?	What is one of its physical adaptations and how does it help the plant live in its environment?
What is another of its physical adaptations and how does it help the plant live in its environment?	What is another of its physical adaptations and how does it help the plant live in its environment?

What behavioral adaptations (if any) were mentioned in the story?

Science Journal (Vocabulary)

Habitat	
my definition	my drawing

Leaf	
my definition	my drawing

Math Cards

*Objective Core Mathematics Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (up to 10)
Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
Use numbers, up to 10, to place objects in order, such as first, second, and third, and to name them
For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.*

Math Card Games

(Make four copies of the math cards to play these games):

Tens Make Friends Memory Game is a combination of a memory and adding game.

- Play like the memory game, above.
- If the animal numbers add up to 10, the child keeps the pair and takes another turn.
- If they do not add up to ten, the player should turn the cards back over and it is another player's turn.

Go Fish for Fact Families is a twist on "Go Fish."

- Shuffle cards and deal five cards to each player. Put the remaining cards face down in a draw pile.
- If the player has three cards that make a fact family, he/she places them on the table and recites the four facts related to the family. For example, if someone has a 2, 3, and 5, the facts are: $2 + 3 = 5$, $3 + 2 = 5$, $5 - 2 = 3$, $5 - 3 = 2$.
- The player then asks another player for a specific card rank. For example: "Sue, please give me a 6."
- If the other player has the requested card, she must give the person her card.
- If the person asked doesn't have that card, he/she says, "Go fish."
- The player then draws the top card from the draw pile.
- If he/she happens to draw the requested card, he/she shows it to the other players and can put the fact family on the table. Otherwise, play goes to the next person.
- Play continues until either someone has no cards left in his/her hand or the draw pile runs out. The winner is the player who then has the most sets of fact families.

Wind

my definition

my drawing

Root

my definition

my drawing

Math: Sequences in Plants

Objective Core Mathematics

The Fibonacci Sequence is a pattern of numbers that appears often in nature. The Fibonacci Sequence begins with the number 1 and adds each number plus the previous number to find the next in the sequence.

	Fibonacci Numbers:
1	1
1 = 1	1
1 + 1 = 2	2
1 + 2 = 3	3
2 + 3 = 5	5
3 + 5 = 8	8
5 + 8 = 13	13
8 + 13 = 21	21

Collect several different kinds of flowers, pinecones, or leaf clusters. Count how many petals there are on each flower, or how many petals are in a ring. Count how many scales are in each ring on the pinecone. Count the number of leaves in a cluster. Keep in mind that sometimes there may be missing petals or leaves that have fallen off.
















































Are any of the numbers you count Fibonacci numbers?

For older students: What percent or what fraction of the numbers you counted are Fibonacci numbers.

Count higher!

Use the pattern above to continue the Fibonacci Sequence.

1. After 21, what is the next number in the pattern?
2. Is 100 a Fibonacci number?
3. What is the highest two-digit Fibonacci number?
4. What is the lowest three-digit Fibonacci number?

1	
2	 
3	  
4	   
5	    
6	     
7	      
8	        
9	         

Map Activity

Objective: reading maps, geography,



1. When Daisylocks traveled from the polar habitat to the desert habitat, which direction was she heading?
 - a. South
 - b. Southwest
 - c. Northwest
2. Which habitat is south of the wetlands:
 - a. Mountain
 - b. Desert
 - c. Rainforest?
3. The mountain habitat is north of which other habitat?
 - a. Desert
 - b. Polar
4. Where is the rainforest located?
 - a. North America
 - b. Asia
 - c. Central America
5. Which habitat is between the United States and Mexico?
 - a. Desert
 - b. Polar
 - c. Rainforest

Character

Objective Core Language Arts, Reading Standards for Literature, Key Ideas and Details (2): Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Identify some of their own personal responsibilities.

Identify qualities of good citizenship, including honesty, courage, determination, individual responsibility, and patriotism.

Understand that choices in behavior and action are related to consequences and have an impact upon the student himself/herself and others.

Describe ways that individual actions can contribute to the common good of the community.

Predict consequences that may result from responsible and irresponsible actions.

Trustworthy

Respect

Responsibility

Fairness

Caring about others/Citizenship

Persevere: keep on trying!

Always do your best

Be accountable for your choices

Courage

Honesty

Fairness

Kindness

Cooperation

Courtesy

Compassion

Tolerance

Generosity

Punctuality

Cheerfulness

Respect for the environment

Patience

Sportsmanship

Loyalty

Perseverance

What character traits from this list would you use to describe Wind's character in this story?

Using some or all of the words you chose, write a few sentences about Wind.

What character traits from this list would you use to describe Daisylocks' character in this story?

Using some or all of the words you chose, write a few sentences about Daisylocks.





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Go to http://www.arbdalepublishing.com/documents/TeachingActivities/Daisylocks_TA.pdf for more activities



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Here's a fun and simple way to jump into spring with daisy seeds!

You'll need three things:

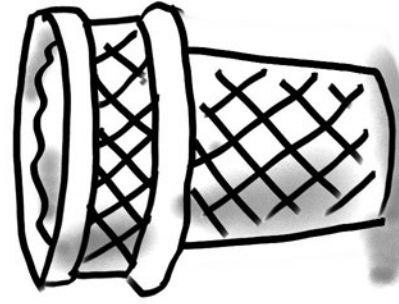
1. a packet of Daisy Seeds.
2. potting soil
3. a flat bottom ice cream cone

Fill the ice cream cone with soil and plant your daisy seeds.

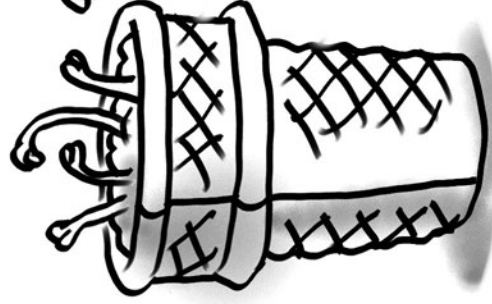
Give your seeds plenty of sunlight, water and watch them grow.

Once your plant has gotten bigger and the weather is warm, you can transplant the daisy plant and ice cream cone directly into your garden since the cone is biodegradable.

Have fun and please let us know how your garden is growing!



Day one



Week three



Around six weeks



Three months or later

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Go to http://www.arbdalepublishing.com/documents/TeachingActivities/Daisylocks_TA.pdf for more activities

Have fun with this colorful daisy science experiment!

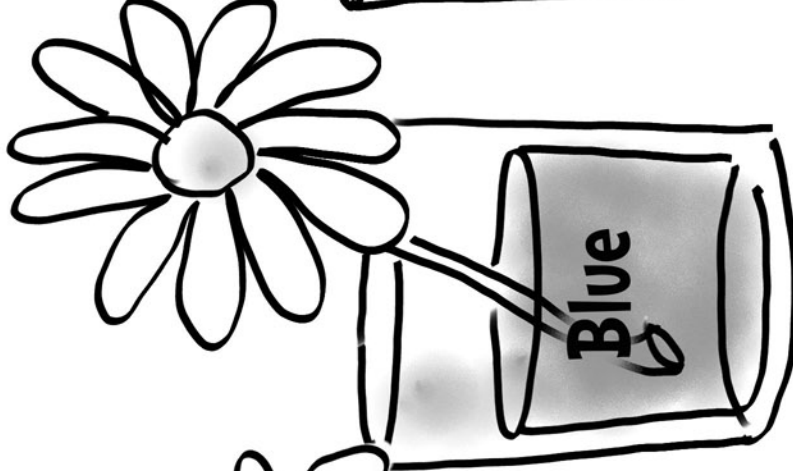
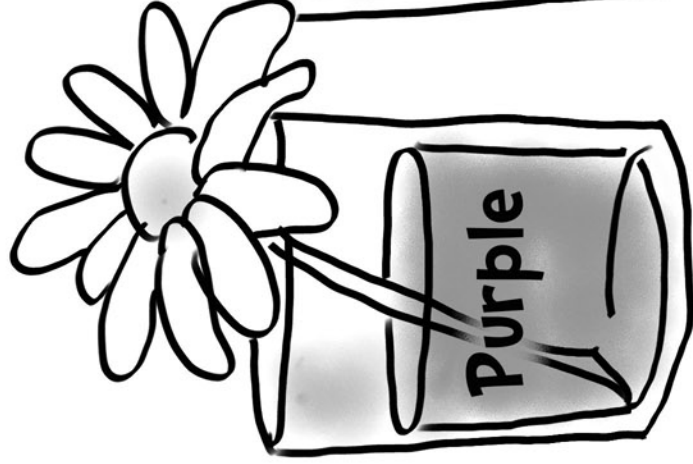
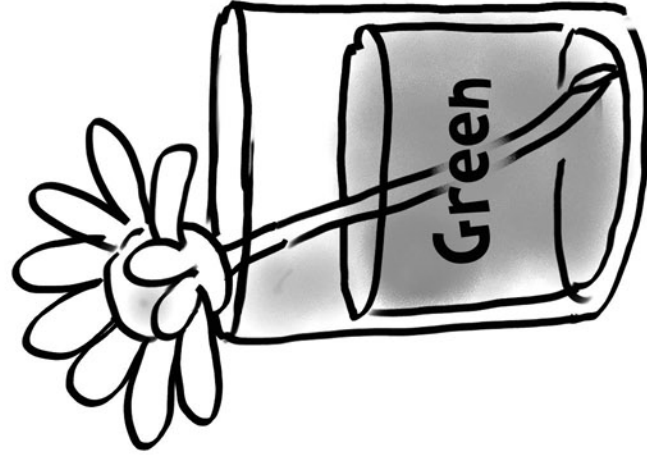
You'll need four things:

1. white daisies
2. clear glass or plastic jars
3. liquid watercolors or food coloring
4. scissors

Fill your jars about half full with water. Then add one color of water color to each jar, making sure to add enough to make very bright colors.

Next, cut the stems of the daisies at a diagonal slant. This helps the stem absorb more liquid. Now place your daisy in the colored water.

Wait awhile to see what happens next!



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Go to http://www.arbdalepublishing.com/documents/TeachingActivities/Daisylocks_TA.pdf for more activities

Answers

Word Search Answers

	A	B	C	D	E	F	G	H	I	J	
1	G				P					A	AIR 1, J
2	A				L	G	R	O	W	I	DAISY 3, I
3	R				A				D	R	GARDEN 1, A
4	D		W	I	N	D			A		GROW 2, F
5	E	R	O	O	T		S	O	I	L	HABITAT 8, B
6	N					W			S		LEAF 10, H
7						A			Y		PLANT 1, P
8		H	A	B	I	T	A	T			ROOT 5, B
9	S	U	N			E					SUN 9, A
10						R	L	E	A	F	SOIL 5, G
											WATER 6, F
											WIND 4, C

Cross-Curricular: Silly Sentences Answers

- Daisylocks wasn't happy where she had been planted.
- "This place is much too hot!"
- "Then I'll send you to a place that's cold," said Wind.
- "There's got to be a better place to put my roots down."
- Daisylocks looked down at different landscapes as Wind kept her in the air.
- Wind came back, picked her up, and whisked her away to a wetland area in the Everglades.
- "I need to anchor my roots, so I can be fed and start growing."
- Thousands of leafcutter ants scurried on the rainforest floor while a howler monkey called from a branch in the canopy.
- Daisylocks could see miles of beach, and miles and miles of ocean.
- "I've been to places that are too hot, too cold, too hard, too soft, too crowded, and too sandy," said Daisylocks.
- "I'm going to whoosh you home so you can bloom where you were planted. That is where it is just right!"

Math: Sequences in Plants Answers

Count higher! Answers

- After 21, what is the next number in the pattern? **34**
- Is 100 a Fibonacci number? **No**
- What is the highest two-digit Fibonacci number? **89**
- What is the lowest three-digit Fibonacci number? **199**

Map Activity Answers

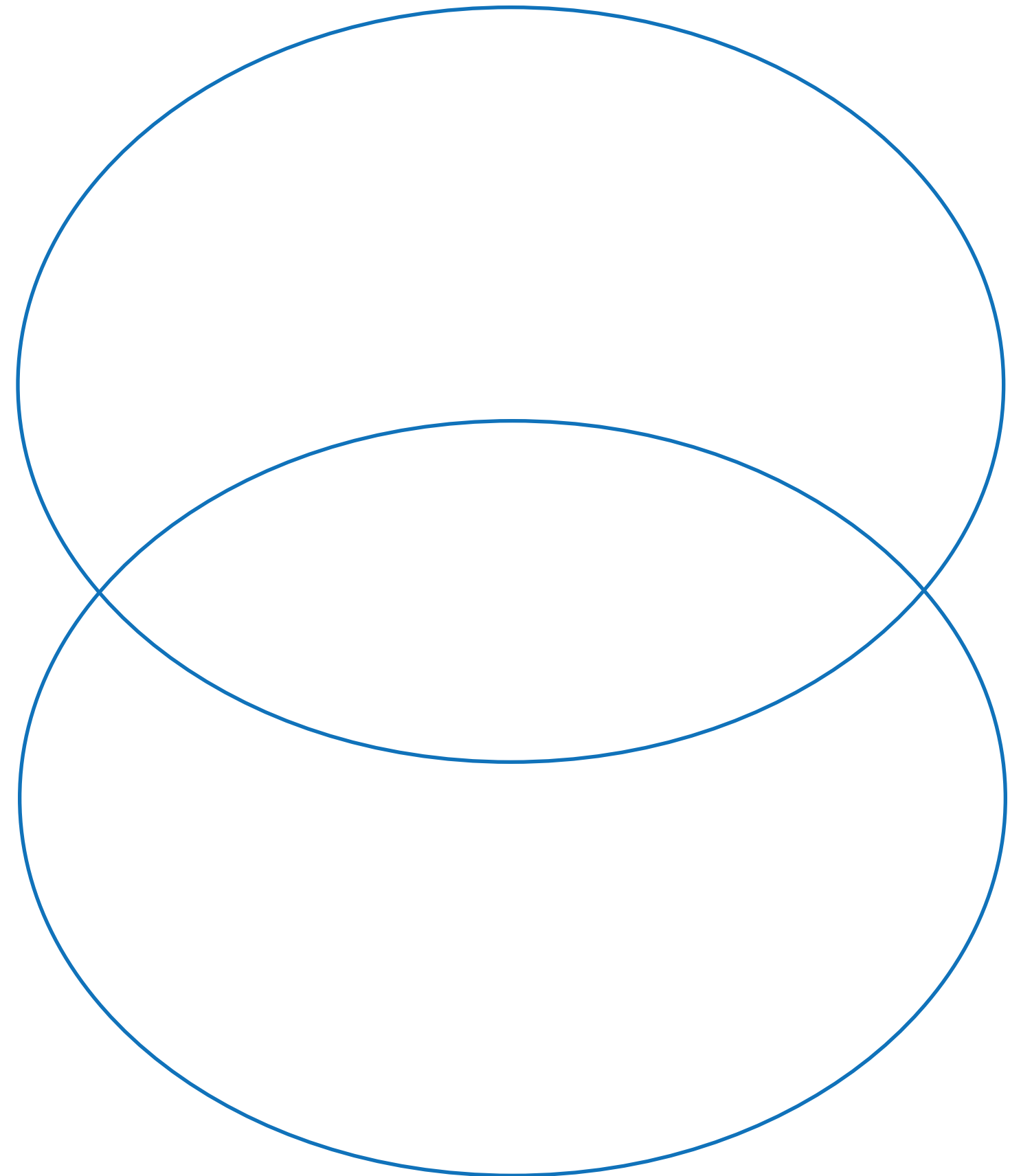
- When Daisylocks traveled from the polar habitat to the desert habitat, which direction was she heading?
 - Southwest
- Which habitat is south of the wetlands?
 - Rainforest?
- The mountain habitat is north of which other habitat?
 - Polar
- Where is the rainforest located?
 - Central America
- Which habitat is between the United States and Mexico?
 - Desert

Appendix A—“What Children Know” Cards

Question: My answer:	Question: My answer:
This information is correct! This information is not correct; can you find the correct information?	This information is correct! This information is not correct; can you find the correct information?
Question: My answer:	Question: My answer:
This information is correct! This information is not correct; can you find the correct information?	This information is correct! This information is not correct; can you find the correct information?

Appendix B—Venn Diagram

Compare and contrast two plants.



Appendix C—U.S. Map



Appendix D—North America Map



Appendix E—World Map



Appendix F—Vocabulary Cards

