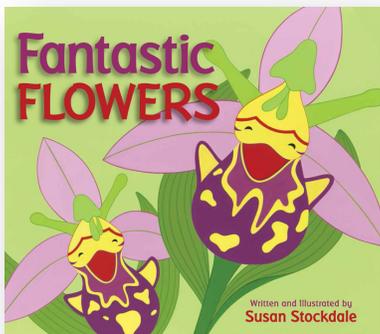


# TEACHER'S GUIDE



## Fantastic Flowers

Written and illustrated by Susan Stockdale

HC: 978-1-56145-952-0

Ages 2–6 | Informational  
Lexile • F&P • GRL L; Gr 2

ALIGNED with  
COMMON CORE  
STANDARDS

### ABOUT THE BOOK

*Fantastic Flowers* presents 17 flowers from around the world that resemble actual things, from flying birds to sleeping babies. Stockdale's vivid, rhyming text pairs with bright, bold illustrations to bring to life this dazzling display of surprising blooms. *Fantastic Flowers* encourages object identification and inspires children to observe nature more closely. Back matter provides information on the pollination process and a flower identification guide.

### THEMES

- Nature
- Flowers
- Pollination

### SKILLS

- Nonfiction literature
- Main idea
- Shape recognition / object identification
- Vocabulary development
- Rhyming
- Counting
- Listening

### BEFORE YOU READ

- Examine the endpapers. Ask the students what they think the image might represent.
- Tell the students that this is a book about flowers that look like other things.
- Show examples of one or two images and have the students guess what each flower might resemble. The

flowers that look like the parrot, ballerina, and baboon are good possibilities, but use any you like.

**CCSS.ELA-Literacy.RL.K.1, CCSS.ELA-Literacy.RL.1.1**

### AS YOU READ

Ask the students to identify the different things the flowers look like as you read the book.

### AFTER YOU READ

- Talk about the things the children noticed that the flowers resembled. **CCSS.ELA-Literacy.RL.K.4, CCSS.ELA-Literacy.RI.K.4, CCSS.ELA-Literacy.RI.1.4, CCSS.ELA-Literacy.RI.K.7, CCSS.ELA-Literacy.RI.1.7**
- Read the names of the flowers using the back matter. Compare the names and photos to the art in the book. **CCSS.ELA-Literacy.RI.K.3, CCSS.ELA-Literacy.RI.1.3**
- Discuss what the book is about and how it provides information. **CCSS.ELA-Literacy.RI.K.1, CCSS.ELA-Literacy.RI.1.2**
- Talk about the ways the pictures in the book are alike and different. **CCSS.ELA-Literacy.RI.1.4, CCSS.ELA-Literacy.RI.1.3, CCSS.ELA-Literacy.RI.1.7**
- Identify the different parts of the book: front and back cover, title page, etc. **CCSS.ELA-Literacy.RI.K.5**
- Name the author-illustrator and discuss the part she played in making the book. For older students, discuss how the art and the words convey information. **CCSS.ELA-Literacy.RI.K.6, CCSS.ELA-Literacy.RI.1.6**
- Identify some of the different colors the artist used to create the flowers. If students are able, extend beyond the basics to include more descriptive colors. **CCSS.ELA-Literacy.RL.K.1, CCSS.ELA-Literacy.RL.1.1**

- Discuss rhyming words. Locate words that rhyme in the book. **CCSS.ELA-Literacy.RL.K.1, CCSS.ELA-Literacy.RL.1.1**
- Present the book as a reader's theater. Assign parts and perform the book as flowers. **CCSS.ELA-Literacy.RL.K.10, CCSS.ELA-Literacy.RL.1.10**

## CLASSROOM ACTIVITIES

### WRITING

Use pictures and dictated writing to have students tell about their favorite flower and what it looks like. Or, ask children to write a short piece about their favorite flower and give a reason why before closing.

**CCSS.ELA-Literacy.W.K.1, CCSS.ELA-Literacy.W.1.1, CCSS.ELA-Literacy.SL.K.5, CCSS.ELA-Literacy.SL.1.5**

### SCIENCE

- **Parts of a Flower.** Bring in several flowers. Ask the students to identify the parts and describe each part. They may say flower, petals, stem, leaves (possibly roots). Explain to children that the flower has parts on the outside (petals) and the inside (ovule, pistil, stamen, stigma). Explain to children that flowers produce seeds that can grow into new plants.

Point to the leaves and explain that they make food from sunlight in a process called photosynthesis. The stem is the plant's drinking straw. Along with the roots the stem helps bring water to all parts of the plant. Point to the center of each flower and explain that flowers make the seeds that grow into new plants. Last, point to the roots and explain that the roots hold the plant in place. Plants need water to live. They take it in through their roots. The water travels through their stems to the veins in their leaves up to the flower.

Have the students draw the main parts of a flower and write a label on them if they can.

([Kidssoup.com](http://Kidssoup.com)) **CCSS.ELA-Literacy.SL.K.1, CCSS.ELA-Literacy.SL.1.1**

- **Plant Flowers.** Materials: flower seeds, potting soil, small cups, water.

Have each student fill his/her cup partway with the soil. Give each child two to three seeds. Have them push the seeds into the soil. Water as needed and place the cups in a sunny location. Observe what happens and discuss it. Have students keep a written record or draw their observations. (Marigold, cosmos, zinnia, dianthus, and sunflowers sprout quickly).

([Preschool-plan-it.com](http://Preschool-plan-it.com)) **CCSS.ELA-Literacy.SL.1.4, CCSS.ELA-Literacy.SL.1.5**

- **Will It Grow?** Materials: two of the same kind of

plants or flowers in containers, watering can, labels, and pen.

Ask the children if they think the plants will grow if you don't water them. Label one plant "WATER." Label the other "NO WATER." Count the number of children who think the one with water will grow. Write down that number on the WATER label. Do the same with the NO WATER label. Place the plants on a table and watch what happens over a week when you water one and not the other. Discuss what happens and why plants need water. ([Preschool-plan-it.com](http://Preschool-plan-it.com)) **CCSS.ELA-Literacy.L.K.1.f, CCSS.ELA-Literacy.L.1.1.j**

- **Life Cycle.** Show a simple picture of a plant's life cycle. Discuss each stage and what students see. Display the four words: seed, sprout, seedling, and plant. Then draw and label the life cycle. **CCSS.ELA-Literacy.RI.K.3, CCSS.ELA-Literacy.RI.1.3, CCSS.ELA-Literacy.SL.K.5, CCSS.ELA-Literacy.SL.1.5**

### MATH

- **Exploring Measurements.** Materials: colored paper, scissors, tape.

Create a child-sized flower (long green stalk and blossom on top) out of colored paper and attach it to the wall. Ask each child: is the flower taller or shorter than you? Discuss how flowers grow, just like people do. Measure the flowers and the children and compare the sizes for the older students. ([Fun-a-day.com](http://Fun-a-day.com))

**CCSS.Math.Content.K.CC.C.6, CCSS.Math.Content.K.MD.A.1, CCSS.Math.Content.K.MD.A.2**

- **Add the Flowers.** Materials: plastic pots, play dough, fake flowers, and dice.

Give each student a pot and some play dough to act as a base for the flowers. Hand out flowers to each student, ensuring that everyone has the same amount. Begin with 10 each. Player one rolls his die, then adds the appropriate number of flowers to his flower pot. Player two does the same, rolling her die and adding flowers to her ceramic pot. Play continues until one person has "planted" all of her flowers. Challenge children to another game, or just have fun creating with the play dough and flowers. ([Fun-a-day.com](http://Fun-a-day.com))

**CCSS.Math.Content.K.CC.B.4,**

- **Counting Flowers.** Materials: plastic vases and artificial flowers.

Tape numbers on the outside of the plastic vases. Have students place the appropriate number of flowers in the vase. ([Preschool-plan-it.com](http://Preschool-plan-it.com))

**CCSS.Math.Content.K.CC.A.1, CCSS.Math.Content.K.CC.B.4**

- **Shapes.** Look for and identify shapes seen in the pictures. **CCSS.Math.Content.K.G.A.2**

## SOCIAL STUDIES

- Explain that flowers have a native range, also called a habitat. This is the area in which the flowers have the right conditions to grow naturally.
- Use a world map to locate the habitats—the countries, continents, and regions—of the flowers listed in the back matter. The habitats include North America, Central America, South America, the Mediterranean, Eastern Mediterranean, South Africa, Southeast Asia, and Australia. Mark those locations with Post-it notes featuring the names of the corresponding flowers.
- Alternately, without a map, make a chart of the countries, continents, and regions and write the names of the corresponding flowers under them.
- Show the illustration and photo of the ice cream tulip featured in the book. Explain that tulips are grown worldwide, but that The Netherlands grows the greatest number of them. Locate The Netherlands on a map. Then view photos of large tulip beds grown in the different states in the U.S. Locate some of the states in which the tulip beds are grown. **CCSS.ELA-Literacy.RI.K.3, CCSS.ELA-Literacy.RI.1.3, CCSS.ELA-Literacy.RI.1.5**

## ART

- **Draw Your Own Flower.** Have the students draw and color a flower. Then ask them to explain what they think their flower resembles and how it is like the flowers in the book.
- **Pick your Flower.** Materials: crayons or paint. Have the students draw or paint one of the images displayed in the book. Ask them to explain why they chose to draw that particular image.
- **Finger-painted Flowers.** Materials: paper and a variety of paint colors. Students can make flowers by painting the sides of their fists and stamping them on paper. Paint the palms of their hands and press against the paper to make leaves. ([Preschool-plan-it.com](http://Preschool-plan-it.com))
- **Magazine Collage.** Material: flower magazines, paper, glue, and scissors. Have students choose the flowers from magazines, cut them out and make a flower collage. They can also work together to make a large flower collage. Discuss the flowers they have chosen and why they liked them. ([Preschool-plan-it.com](http://Preschool-plan-it.com))

- **Muffin Cup Flower/Parts of a Flower.** Materials: colorful muffin cup papers, white paper, crayons, and miscellaneous arts-and-crafts supplies. Talk about what growing flowers feature (stem, leaves, roots, flowers) and what they need (soil, sun, water, air). Using the materials provided, encourage the students to create their own unique flowers that have the four parts of a flower. They can also use crayons or markers to make leaves and stems or they can use collage materials. ([Preschool-plan-it.com](http://Preschool-plan-it.com))
- **Spring Tree Sculpture.** Materials: green and pink play dough, twigs, and brown colored paper. Make a base of green play dough on the paper, and insert a twig into it for the tree. Make some small balls of pink play dough and attach them to the ends of the branches to form blossoms. Add blossoms until the tree is full of them. ([InnerChildFun.com](http://InnerChildFun.com))
- **Bottle Flower Prints.** Materials: empty water bottles, paper, and paper plates filled with five different colors of paint. Let each student pick the color of paint he/she would like to print with. Ask them to dip the bottom of their water bottles into the paint and make a print on their paper. After they have printed with their water bottles, give them paintbrushes and invite them to paint the center of their circles with different colors. Then set out green paint for them to create stems and leaves. Discuss the parts of the flowers. ([Teachpreschool.org](http://Teachpreschool.org))
- **Pussy Willow Trees.** Materials: pussy willow branch with catkins, paper, brown and white paint mixed with glue, brushes, cotton balls. Show students a real pussy willow. Explain how it must be handled carefully or the little buds (catkins) will fall off the branch. Remove a catkin and let the students feel it. Make a branch by painting a brown/white/glue mixture on paper. Have the students use thick brushes to apply the paint. Then have them attach cotton balls (the catkins). Since glue was added to the paint mixture, the cotton balls will stick to the paper once the paint dries. ([Teachpreschool.org](http://Teachpreschool.org)) **CCSS.ELA-Literacy.RI.K.3, CCSS.ELA-Literacy.RI.K.3, CCSS.ELA-Literacy.SL.K.5, CCSS.ELA-Literacy.SL.1.5, CCSS.ELA-Literacy.SL.K.6, CCSS.ELA-Literacy.SL.1.6**

**MUSIC**

Ask the students to act out this song as they sing it.

**Growing Flowers Song**

sung to “Frère Jacques”

Flowers are growing, flowers are growing  
(*move hands from your sides to up over your head.*)

All around! All around!  
(*point around the room*)

So many pretty colors! So many pretty colors!  
(*hand over eyes to look*)

Fill the ground, fill the ground!  
(*point to floor around the room*)

Let’s go see them, let’s go see them!  
(*hand over eyes to look again*)

Growing bright, growing bright!  
We’ll use our noses to smell them,  
(*bend over and pretend to smell*)  
and use our eyes to see them,  
(*bend over and pretend to look at a flower*)

What a sight, what a sight!  
(*clap hands and display a very happy smile!*)  
([Preschool-plan-it.com](http://Preschool-plan-it.com))



**ABOUT THE AUTHOR**

Susan Stockdale is an author and illustrator of children’s picture books that celebrate nature with exuberance and charm. Her books have won numerous awards and her distinctive animal imagery is also featured on calendars, puzzles and other products sold worldwide. She lives with her husband and two cats in Chevy Chase, Maryland, and speaks frequently at schools and conferences.

[www.susanstockdale.com](http://www.susanstockdale.com)

**MOVEMENT**

- **Hide-and-seek.** Materials: artificial flowers.  
Hide several artificial flowers in the classroom or playground. Have the students look for a specific flower. Tell them they’ll find many flowers, but right now they are **ONLY** looking for purple flowers or red flowers, etc. ([Preschool-plan-it.com](http://Preschool-plan-it.com))
- **Flower Life Cycle.** Talk about the life cycle of a flower. Let the students roll into a ball pretending to be a seed. As you play soft music, let them slowly grow in to a flower, and then sway in the wind and look up to the sun. ([Kidssoup.com](http://Kidssoup.com))

**REVIEWS**

“Optically striking... This is a book to closely pore over.”  
—**Kirkus Reviews**

“(A) handsome study of  
‘Fantastic flowers in all kinds of shapes.’”  
—**Publishers Weekly**



Peachtree Teacher’s Guide for  
**FANTASTIC FLOWERS**  
prepared by Susan Stockdale and Shirley Duke

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