

Exploring Creation with Botany Learning Lapbook™

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Sample Page

We would like to give a huge thank you to Jeannie Fulbright and Davis Carman for their permission and support of this product.

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Clip art from www.clipart.com

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Materials Needed

What you need to get started

- *A printed copy of the Exploring Creation with Botany Learning Lapbook™ by A Journey Through Learning
- * Exploring Creation with Botany book by Jeannie Fulbright
- *8 colored file folders
- *Scissors
- *Glue (We recommend Zip Dry Glue)
- *Hole puncher
- *Brads
- *Stapler
- *Crayons and/or colored pencils

To make the storage system

- *Duct tape
- *One 3-ring binder

How to Start

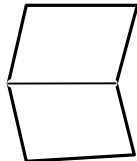
This Exploring Creation with Botany by Jeannie Fulbright covers lessons 1-12. Gather your folders and fold them so that they will be ready to use as you need them. Directions for folding are included on the following page.

At the top of each mini-booklet page are directions concerning the construction of your mini-booklet, pages to read from the Fulbright book (highlighted in bold text), and what your student will record in the mini-booklet after reading to show what is learned. A small key is also here to show you where to glue each mini-booklet into the folders.

When the first two folders are filled up with the mini-booklets, follow the directions for using duct tape and a three-ring binder to make a storage system. Do this for all of your folders as they are completed by the student.

In the back you will find an answer key, additional reading suggestions for each lesson, and enrichment pages.

Hamburger Fold-Fold horizontally



Hotdog Fold-Fold vertically



Folds-Labeled with a small line to show where the fold is and the words "hamburger fold" or "hotdog fold."

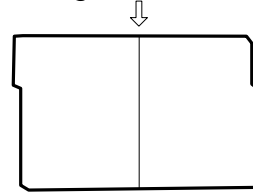
Dotted Lines-These are the cutting lines

Cover Labels-Some of the booklets will have a cover label that will need to be glued to the top to cover a blank space.

Folding a Lapbook Base

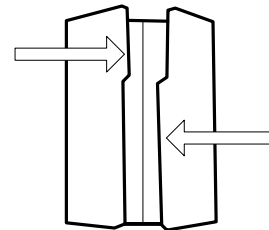
Gather the number of folders required for the project.
Fold them flat as seen here.

Original fold line



For each folder, fold the left and right sides inward toward the original line to create two flaps. Crease so that the highest part of each flap is touching the original line. It is important not to let the two flaps overlap. *You may want to take a ruler and run it down each crease to make it sharper.*

Highest part of flap.



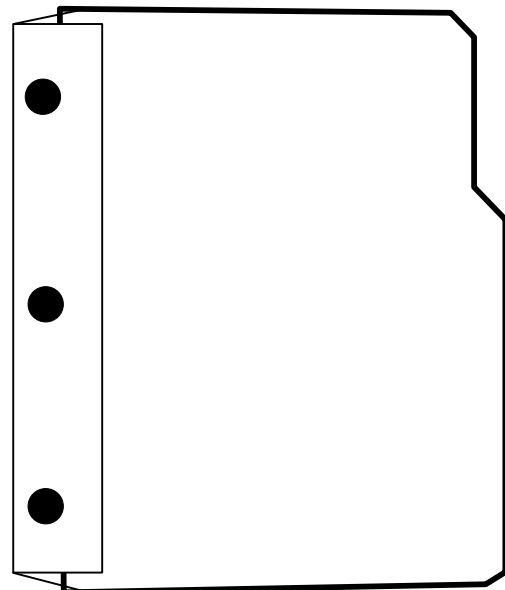
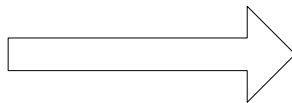
Glue your folders together by putting glue (or you may staple) on the inside of the flaps. Then press the newly glued flaps together with your hands until they get a good strong hold to each other. Follow this step to add as many folders as you need for your project. Most of our lapbooks have either 2 or 3 folders.



Sample Page

How to Assemble in a Binder.

Close the lapbook. Measure a piece of duct tape that is as long as the lapbook. Place the edge of the duct tape on the top edge of the lapbook. Then fold the duct tape over so that it can be placed on the bottom edge. Make sure to leave enough duct tape sticking out from the edges to punch three holes. Be careful when punching the holes that you do not punch the holes in the folder. If you do, that's okay. Then place in three-ring binder. Depending on the size of your three-ring binder, you can store many lapbooks in it.



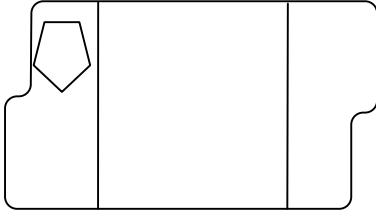
Cut out along the dotted line. Color the picture. Glue onto front of completed lapbook lessons 1-3.

Exploring Creation with Botany Lessons 1-3

Sample Page



Lesson 1



Cut out as one piece. Hamburger fold on middle line. Glue into lapbook.

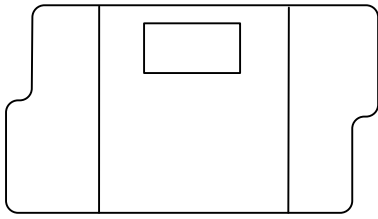
Read Botany, Latin, and Botanists, pages 1-4.

Directions: What is a botanist? Write the answer in your booklet.

Sample Page

What is
a
botanist?

Lesson 1



Cut out each piece. Stack pieces together in order of length with title on top. Staple on the left. Glue into lapbook.

Read Taxonomy, What Do You Remember, Notebook Activities, and Taxonomy Exercise: Shoe Taxonomy, pages 4-7.

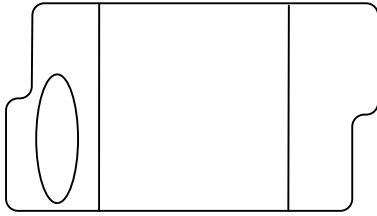
Directions: You are going to write the words scientists use to classify plants and animals. To help you out, the first letter of each word is at the end of each piece.

The image shows four vertical rectangular pieces arranged side-by-side. Each piece has a small letter at the top and a larger letter at the bottom. The pieces are intended to be stacked together to form a lapbook page.

- Piece 1: Top letter 'T', bottom letter 'S'. The word 'Taxonomy' is written vertically in the center.
- Piece 2: Top letter 'K', bottom letter 'G'.
- Piece 3: Top letter 'P', bottom letter 'L'.
- Piece 4: Top letter 'C', bottom letter 'O'.

Sample Page

Lesson 1



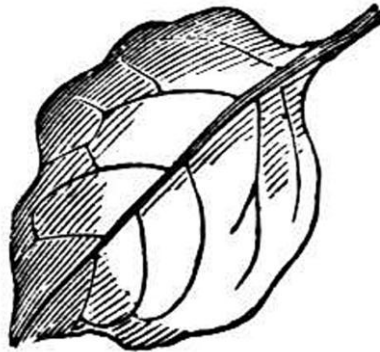
Cut out each piece. Stack on top of each other with the title piece on top. Attach at the top using a brass fastener or staple. Glue into lapbook.

Read Phyla, Vascular Plants, Try This, and What Do You Remember, pages 8-10.

Directions: Follow the directions on each piece.

x

Vascular Plants

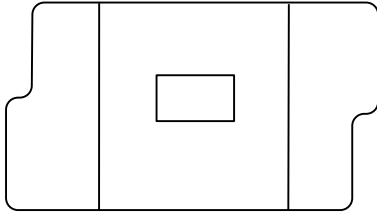


Sample Page

What are
vascular plants?

Using the
picture on
page 9 as a
guide, draw a
leaf with a
midrib

Lesson 1



Cut out as one piece. Hamburger fold on middle line. Glue into lapbook.

Read Nonvascular Plants, Paper Towel Activity, and Moss, pages 10-11.

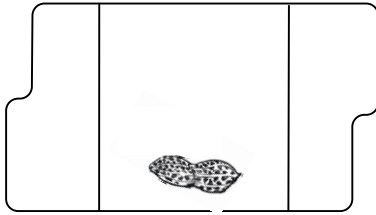
Directions: Answer the question inside the booklet.

Sample Page

How do
nonvascular
plants
absorb water?



Lesson 1



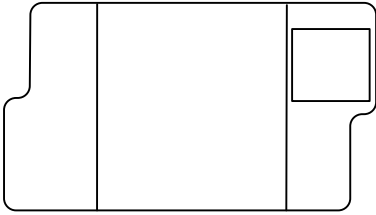
Cut out each piece. Put title piece on top. Use a brad to connect on the end. (The pieces do not match up completely) Glue into lapbook.

Read Seed Homes, page 11.

Directions: Open up the peanut and color the peanut seeds.



Lesson 1



Cut out as one piece. Hamburger fold in the middle. Cut the dotted line to make two flaps. Glue into lapbook.

Read Angiosperms and Gymnosperms, pages 12-13.

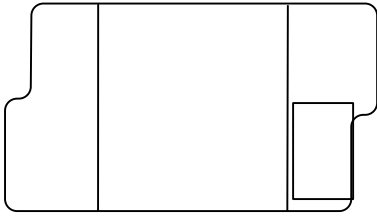
Directions: What is an angiosperm and a gymnosperm? Write the answer under each flap.

Sample Page

A
N
G
I
O
S
P
E
R
M
S

G
Y
M
N
O
S
P
E
R
M
S

Lesson 1

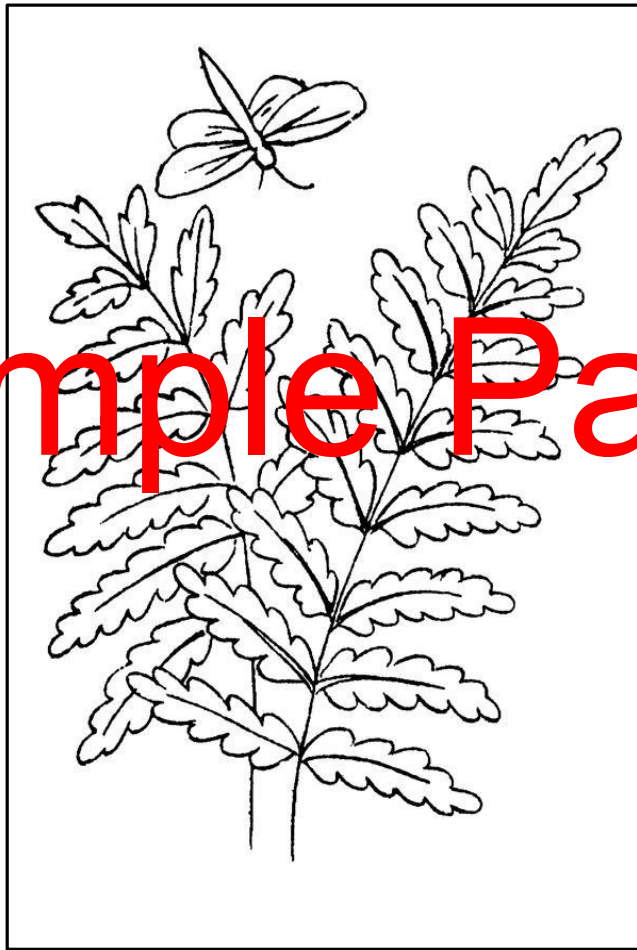


Cut out the pieces from this page and the next. DO NOT CUT OFF TABS. Stack together and staple down the left side. Glue into lapbook.

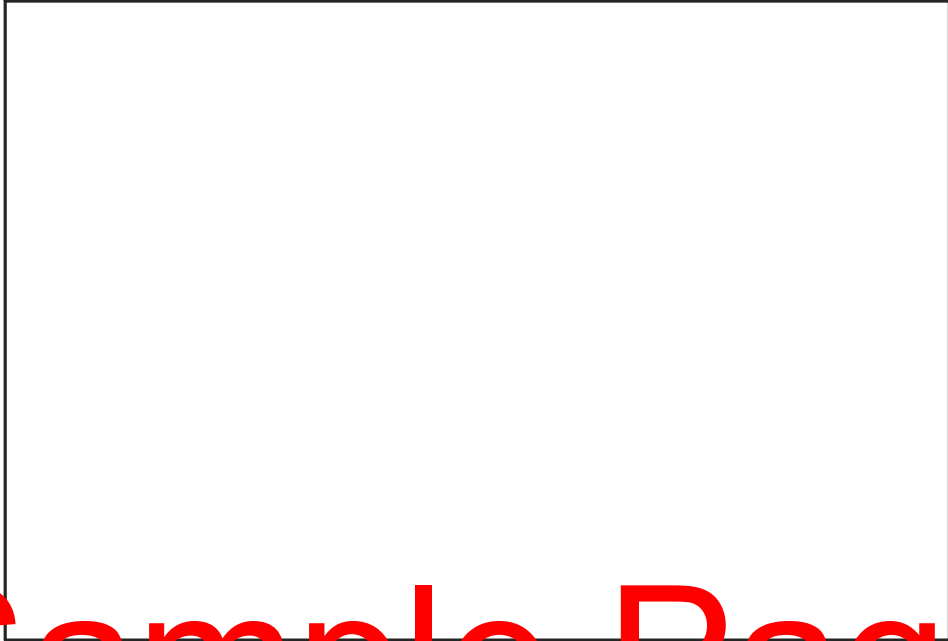
Read Seedless Vascular Plants and Nonvascular Plants, pages 14-15.

Directions: Write one or two things you learned from your reading about each topic.

Sample Page

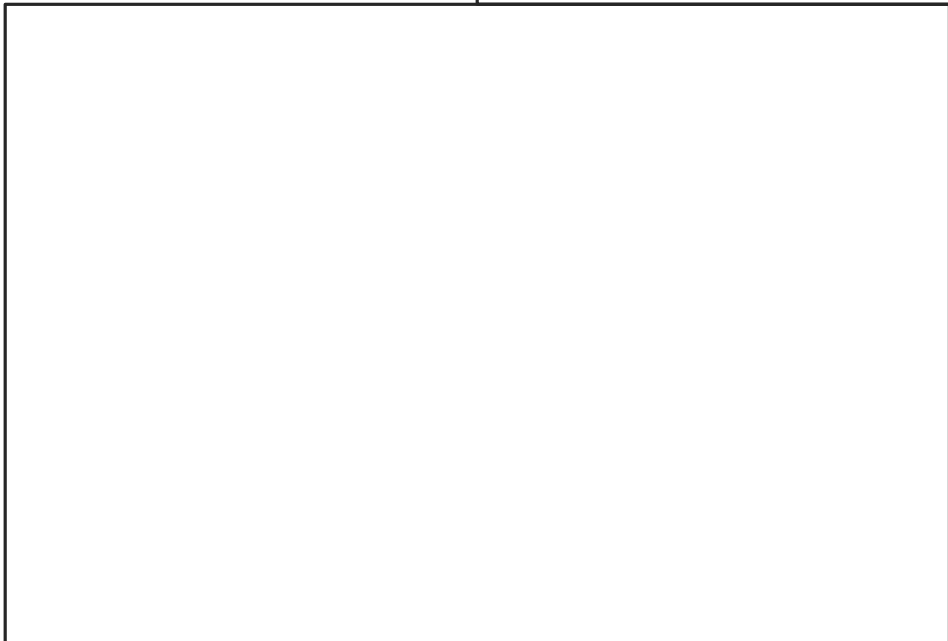


Seedless
Vascular
Plants

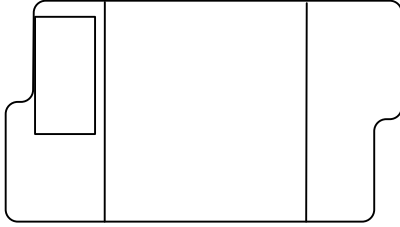


Sample Page

Non-
vascular
Plants



Lesson 2



Cut out as one piece. Glue into lapbook.

Read Seeds, pages 21-22.

Directions: List three things baby plants need in order to wake up.

List
three
things
baby
plants
need to
wake
up?

Sample Page

Digging Deeper

Additional Reading Suggestion- Most found at Amazon.com or check your local library

Lesson 1- Weird and Wacky Plants, Level 3 Extreme Reader by Katharine Kenah

Lesson 2- Nature Close-Up - Seeds and Seedlings by Elaine Pascoe
The Magic School Bus Plants Seeds: A Book About How Living Things Grow by Joanna Cole,
John Speirs, and Bruce Degan
Oh Say Can You Seed?: All About Flowering Plants by Bonnie Worth and Aristides Ruiz

Lesson 3- How to Draw Flowers by Barbara Soloff-Levy
Zinnia's Flower Garden by Monica Wellington

Lesson 4- What is Pollination? (Big Science Ideas) by Bobbie Kalman

Lesson 5- A Fruit Is a Suitcase for Seeds by Jean Richards and Anca Hariton
Flip, Float, Fly!: Seeds on the Move by JoAnn Early Macken and Pam Papparone

Lesson 6- We're Going On A Leaf Hunt by Steve Metzger
Fletcher and the Falling Leaves by Julia Rawlinson and Tiphonie Beeke

Lesson 7- What Do Roots Do? by Kathleen V. Kudlinski

Lesson 8- Plant Stems & Roots (Look Once, Look Again Science Series) by David M. Schwartz

Lesson 9- Trees, Leaves & Bark (Take-Along Guide) by Diane L. Eurns
The Big Tree by Bruce Hiscock

Lesson 10- Where Would I Be in an Evergreen Tree? by Jennifer Blomgren and Andrea Gabriel
Evergreens Are Green (Science Emergent Readers) by Susan Canizares
Plants That Never Ever Bloom (World of Nature) by Ruth Heller

Lessons 11 and 12- Ferns, Mosses & Other Spore-Producing Plants (Kingdom Classifications) by Steve Parker

Fun online resources!

http://www.biology4kids.com/files/plants_main.html

http://www.biology4kids.com/files/plants_main.html

<http://www.artistshelpingchildren.org/flowersgardenartscraftsideassprojectskids.html>

<http://www.primarygames.com/science/flowers/flowers.htm>

We have tried hard to choose resources with either a Christian point of view or books without an evolution point of view. Please let us know if a problem is found with anything that we have recommended. It was not intentional.

Enrichment Pages

Book Log- A fun place to keep up with extra reading!

Your child can do extra reading about the subjects and topics covered in the lapbook. As your child reads, write down the date, title, author and type of book it is on the Book Log.

Plant Book Report - Learn more about the plants you are studying!

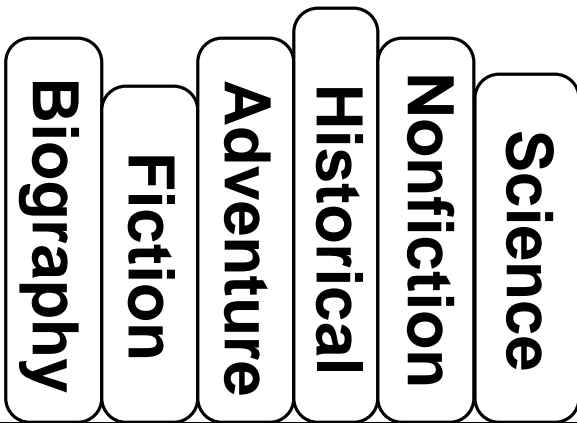
Let your child choose a plant that pertains to the subject of the lapbook. Find an exciting book about the chosen plant. After reading, have your child fill out the information about the book and plant on the Plant Book Report page.

What I Have Learned- Pages for narration

Your child will do one of these for every study guide, or depending on the level of the child, you may select only a few for your child to do. After reading the study guide, your child will narrate (tell orally) what he/she has learned. You will write it down or let the child write it down. There are two versions to choose from: Younger-includes a place to draw a picture. Older- for children who are capable of more writing and narration.

Sample Page

Book Log



Books I have read
about land plants

DATE	Title & Author	Type of Book

Sample Page

Plant Book Report Form

Title: _____

Author: _____

This book was about: _____

Why I like this plant- _____

Sample Page

Here is a drawing of my chosen plant

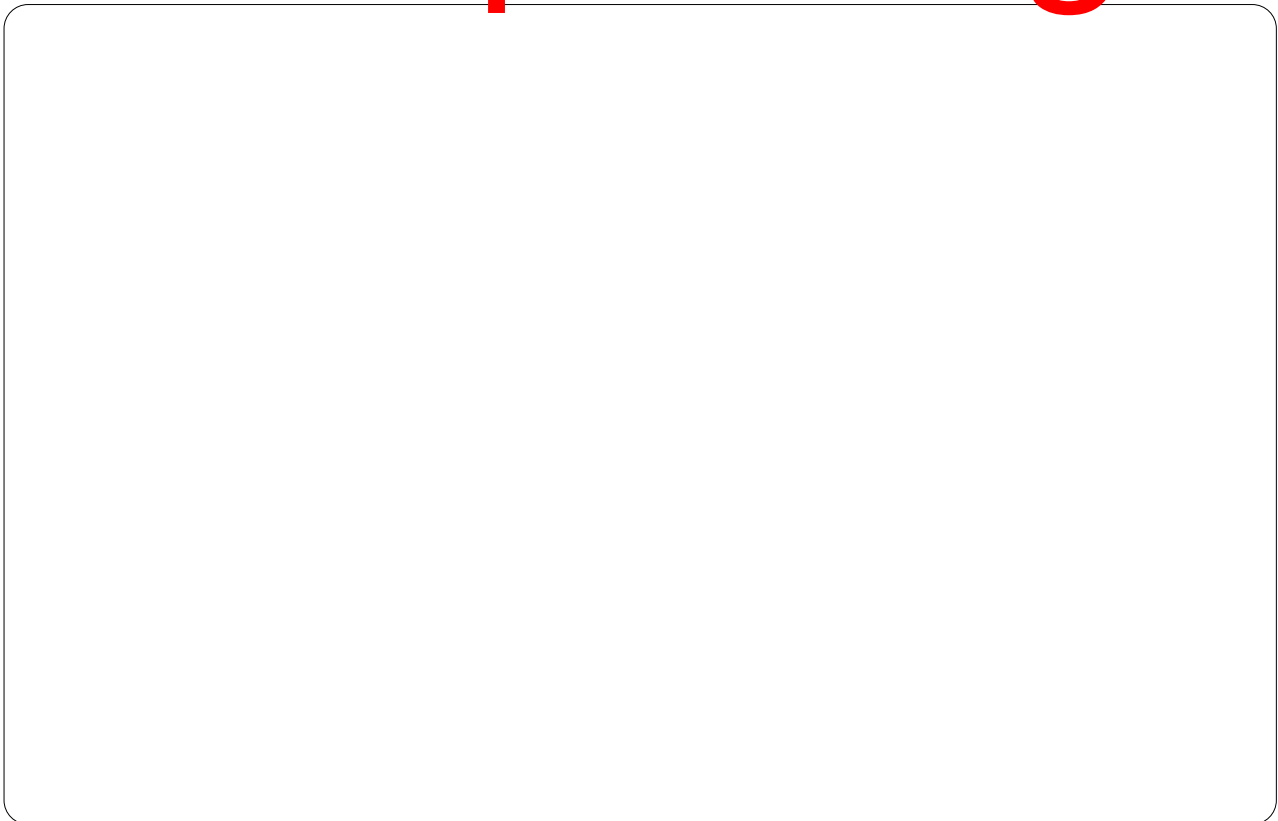


Narration form for younger children

Today I learned about:

Sample Page

Draw picture of what you learned today



Narration form for older children
Tell what you learned today

Sample Page

Answer Key

Lesson 1

Botany, Latin, Botanists- A botanist is a biologist who studies and experiments with plants, page 3.

Taxonomy- K=kingdom, P=phylum, C=class, O=order, F=family, G=genus, S=species, page 5.

Phyla, Vascular Plants, Try This, What do you Remember- Vascular plants are plants that have tubes that carry liquid inside the plant, page 8.

Nonvascular Plants, Paper Towel Activity, Moss- Nonvascular plants absorb water and spread it around, page 10.

Angiosperms, Gymnosperms- Angiosperms have seeds in some sort of container or cover. They make flowers. Gymnosperms have seeds that are not covered. They do not make flowers.

Lesson 2

Seeds- The three things a baby plant need to wake up are warmth, water, and air, page 21.

Open a Seed, Inside of Seed- cotyledons provide food for the embryo, a radicle is the embryo's root, a hypocotyl will become the stem, the epicotyl is the top of the embryo, the plumule becomes the first true leaves, page 25.

Monocotyledons and Dicotyledons- The first picture is a dicot and the second picture is a monocot, pages 31-32.

Lesson 3

Flower Families- Composite flowers are flowers that have a mass of hundreds of flowers on one stalk, page 42.

Sample Page

Lesson 4

Pollination, Animal Pollination- 1)Bees must get the nectar from the nectaries that are on the bottom of the flower. 2)To get to the nectar, the bees must pass by the stamens, which are topped with pollen. 3)As the bees pass by the stamens, they get pollen on their bodies. 4)The bees also have to pass by the carpal. 5)The sticky stigma on top of the carpal catches the pollen that the bees got on them from another flower. 6)Now the pollen from one flower gets transferred to another flower, pages 50-51.

Bees, Creation Confirmation- Bees were specially designed by God to collect nectar from one specific type of plant for that day so that plants would pollinate correctly, page 52.

A Bee's Landing Pad, Creation Confirmation- A good landing pad on a flower helps to attract bees, page 53.

Flower Color, Nectar Guides, A Bee's Ultraviolet Vision, Getting the Pollen- Bees are attracted to flowers that are white, yellow, orange, blue, and pink (and all the colors in between which your child does not need to color in), pages 56-59

Wind Pollination- Plants get pollinated by the wind because the wind blows the pollen through the air and it lands on other plants, page 65.

Why Most Plants Do Not Self-Pollinate- 1)yes, 2)yes, 3)no, 4)yes, pages 65-66.

Self-Pollination- Self pollination is that a single plant can pollinate itself, page 66.

The Pollinated Flower- The petals of a flower fall off after it is pollinated, page 67

Lesson 5

Fruits- A fruit is something that grows from a pollinated flower and contains seeds, page 71.

Animal Dispersal- Three ways animals help to disperse seeds are-seeds get caught on their fur and fall off somewhere else, they bury fruits and nuts for the winter and leave them there, they eat fruits and nuts and pass them through their droppings, pages 79-80.

Types of Fruits- Fleshy and Dry, pages 81-83.