

TUDOR PLACE

HISTORIC HOUSE & GARDEN

Teacher Resource Packet



**Storytime in the Garden
Supplemental Materials
Grades Pre-K—2**

Table of Contents

Planning Your Visit

Letter of Introduction	4
Curriculum Connections	5
Using this Packet	7
Planning Your Visit	8
Directions to Tudor Place	9
Name Tag Template	11

Pre-Visit Activities

Pre-Visit Lesson Plans	12
Parts of a Flower	14
Shapes and Colors in a Garden	16

Post-Visit Activities

Post-Visit Lesson Plans	18
Garden Maze	19
Draw Your Own Flower Garden	20
Glossary	21

Planning Your Visit

Dear Educator,

Thank you for your interest in Tudor Place's *Storytime in the Garden* School Program. This program provides students with the opportunity to experience nature by observing a variety of plants, flowers, and wildlife. The *Teacher Resource Packet* has been developed to enhance your class visit to Tudor Place.

The information and lessons in this packet should help you correlate your classroom lessons with your field trip to Tudor Place.

The Tudor Place Education Department recommends looking over the *Planning your Visit* section and use the *Pre-Visit* lesson plans before your field trip to Tudor Place. The *Post-Visit* lesson plans will help reinforce concepts learned at Tudor Place.

This *Teacher Resource Packet* reflects the museum's mission to broaden public understanding of Washington D.C.'s unique history and natural landscape.

We look forward to your visit!

Sincerely,
Education Staff
Tudor Place

Curriculum Connections

Storytime in the Garden meets local and national educational standards.
District of Columbia Public School standards are listed below.

Pre-Kindergarten

English/Language Arts

- PK.LD-Q.4 Listen to stories attentively
- PK.LD-Q.5 Ask questions with increasing complexity
- PK.LD-V.9 Use words to describe concrete objects, actions, or feelings
- PK.LD-V.11 Add descriptive words to basic subject-verb-object sentences
- PK.LD-V.12 Ask questions to acquire new vocabulary
- PK.BR-PC.6 Use pictures as clues to the text.
- PK.BR-PC.7 Initiate reading behaviors.
- PK.IT-E.2 Answer questions about stories or other print material.
- PK.LT-U.3 Question, compare, and predict story events.
- PK.EL.5 Use letters to represent an entire word; use letter strings to represent phrases and sentences.

Mathematics

- PK.NSO-N.1 Use one-to-one correspondence.
- PK.NSO-N.2 Count with understanding to at least ten
- PK.NSO-N.3 Use numbers to tell how many
- PK.PRA.1 Sort and classify objects by more than one attribute—color, shape, number, etc.
- PK.PRA.2 Recognize, describe, and copy simple patterns.

Kindergarten

Science

- K.1.1 Describe objects accurately by drawing pictures
- K.1.2 Raise questions about the natural world and know that scientific inquiry can be used to answer questions about it.
- K.1.3 Gather information about objects through the use of one or more senses.
- K.1.4 Use magnifiers to see small features of objects.
- K.5.1 Know that there are many different kinds of plants and animals
- K.5.2 Describe the plants and animals that are alike in some ways and different in others.

English/Language Arts

- K.LD-Q.3 Describe people, places, things, location, size, color, shape, and action
- K.LD-V.10 Describe common objects and events in both general and specific language.
- K.IT-E.3 Make predictions of the content of text using prior knowledge and text features.
- K.LT-U.1 Make predictions about the characters or setting for a story using illustrations and titles.
- K.LT-U.3 Ask and answer questions about important characters, settings, and events.
- K.LT-U.4 Participate when predictably patterned selections of fiction or poetry are read aloud.
- K.W-I.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.

Curriculum Connections

Storytime in the Garden meets local and national educational standards. District of Columbia Public School standards are listed below.

Mathematics

- K.NSO-N.2 Represent, name, and order a set of objects (up to 20).
- K.NSO-E.9 Estimate the number of objects in a group and verify results
- K.PRA.1 Identify the attributes of objects as a foundation for sorting and classifying
- K.PRA.2 Sort and classify objects by attributes and explain; identify objects that do not belong to a particular group
- K.G.2 Describe attributes of two-dimensional shapes
- K.G.3 Identify and compare three-dimensional shapes

First Grade

Science

- 1.1 Scientific progress is made by asking relevant questions and conducting careful investigations. As a basis for understanding this concept, and to address the content in this grade, students should develop their own questions and perform investigations.
- 1.1.3 Recognize and demonstrate what people can learn about plants and animals by observing them closely over a period of time.
- 1.1.4 Use tools, such as rulers and magnifiers, to investigate the world and make observations.
- 1.1.6 Demonstrate that magnifiers help people see small features of objects.

- 1.1.7 Describe and compare objects in terms of number, shape, texture, size, mass, color, and motion
- 1.2.1 Recognize and explain that water, rocks, soil, and living organisms are found on earth's surface.
- 1.4.1 Explain that most living things need water
- 1.4.3 Observe and explain that animals eat plants and/or other animals for food.
- 1.4.4 Recognize that animals and plants are living things that grow, reproduce, and need food, air, and water.
- 1.4.5 Identify external features that local plants have that help them to survive in their environment.

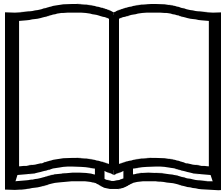
English/Language Arts

- 1.IT-E.1 Identify the topic of a text heard or read.
- 1.IT-E.2 Respond appropriately to questions based on facts in the text heard or read.
- 1.IT-E.3 Make predictions about content based on text features.
- 1.LT-U.1 Make predications about what will happen next in a story and explain why the predications were or were not confirmed.
- 1.EL.2 Write in complete sentences.



Using this Packet

Use the following icons to help guide you through the Teacher Resource Packet



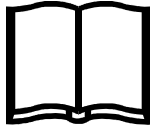
Teacher Preparation

Use these pages to prepare your lessons and plan the field trip.



Student Preparation

These sheets should be copied and distributed to students.



Planning Your Visit Checklist

Before Your Field Trip:

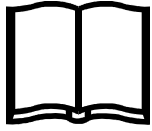
- Read the *Teacher Resource Packet*.
- Use the *Pre-Visit* lesson plans to introduce students to Tudor Place and prepare for the visit.
- Use the name tag template to make name tags for your students.

The Day of Your Field Trip:

- Use the bathroom before leaving school. There are only two visitor restrooms at Tudor Place.
- Help students put on their name tags.
- Remind students of appropriate museum manners.
- Bring 2 chaperones, preferably classroom aides or other teachers.
- Remind chaperones that they are responsible for keeping the group together and well-behaved during the museum visit.

After Your Field Trip:

- Complete the evaluation form and return it to Tudor Place.
- Use the *Post-Visit* lesson plans to reinforce concepts learned on your field trip.



Directions to Tudor Place

Location

1644 31st Street, NW, Washington, D.C., between Q and R Streets.
Tudor Place is a 20-minute walk from the Dupont Circle or Foggy Bottom Metrorail stops. Metrobus stops are nearby. Ample street parking is available.

From Northern Maryland

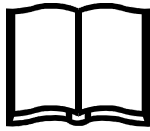
Take I-270 South towards Washington.
I-270 South becomes Wisconsin Avenue, Rt. 355.
Stay on Wisconsin Avenue for 6-7 miles (15-20 minutes) and go past the National Cathedral.
Make a left turn onto Q Street. Go two blocks.
Make a left onto 31st Street. Tudor Place is located at 1644 31st Street, NW.
Look for the large gate and tour entrance on the left.

From Philadelphia or Baltimore

Take I-95 South. As you approach the Washington Beltway (I-495) follow directions to I-495 towards Silver Spring or Rockville only.
Continue on I-495. After the Connecticut Avenue exit, stay in the right lane.
Exit I-495 at Wisconsin Avenue, Rt. 355. Follow the signs to Wisconsin Avenue South.
Continue on Wisconsin Avenue for 6-7 miles (15-20 minutes) and go past the National Cathedral.
Make a left turn on Q Street. Go two blocks.
Make a left turn on 31st Street. Tudor Place is located at 1644 31st Street, NW.
Look for the large gate and tour entrance on the left.

From Northern Virginia

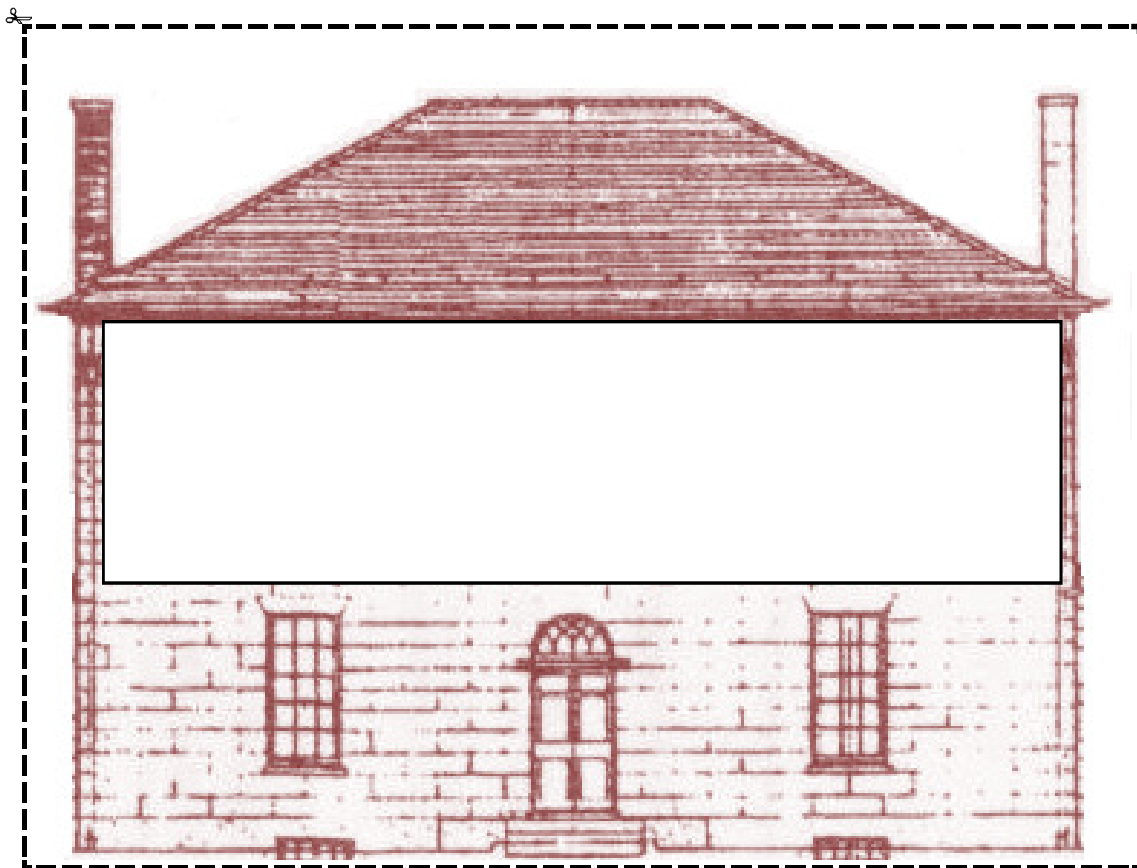
Cross Key Bridge (stay in the right lane).
Turn right onto M Street and continue through three traffic lights, crossing Wisconsin Avenue.
At the third light, turn left on 31st Street and continue for 6 blocks.
Tudor Place is located at 1644 31st Street, NW.
Look for the large gate and tour entrance on the left.



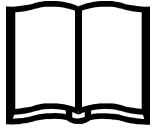


Name Tags

Directions: Write your first name on the image of Tudor Place. Cut out your name tag and tape or pin it to your shirt with the help of your teacher.



Pre-Visit Lesson Plans



Pre-Visit Lesson Plan

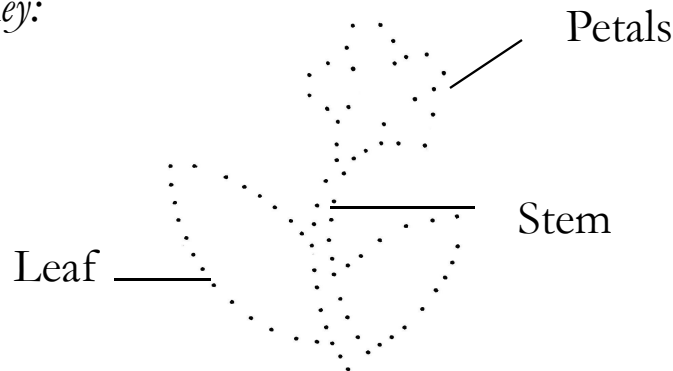
Listed below are lesson plans for you to use with your class before visiting Tudor Place. All activities meet local and national curriculum standards.

Activity 1: Parts of a Flower

Objective: After completing this worksheet, students will be able to:

- arrange the different parts of a flower
- construct a flower by recognizing a shape's outline
- identify the name of the three parts of a flower

Answer Key:



Activity 2: Garden Shapes

Objective: After completing this worksheet, students will be able to:

- identify hidden shapes in the picture
- recognize shapes in everyday objects

Answer Key:

Accept all reasonable drawings, but make sure shapes are drawn in their designated color.



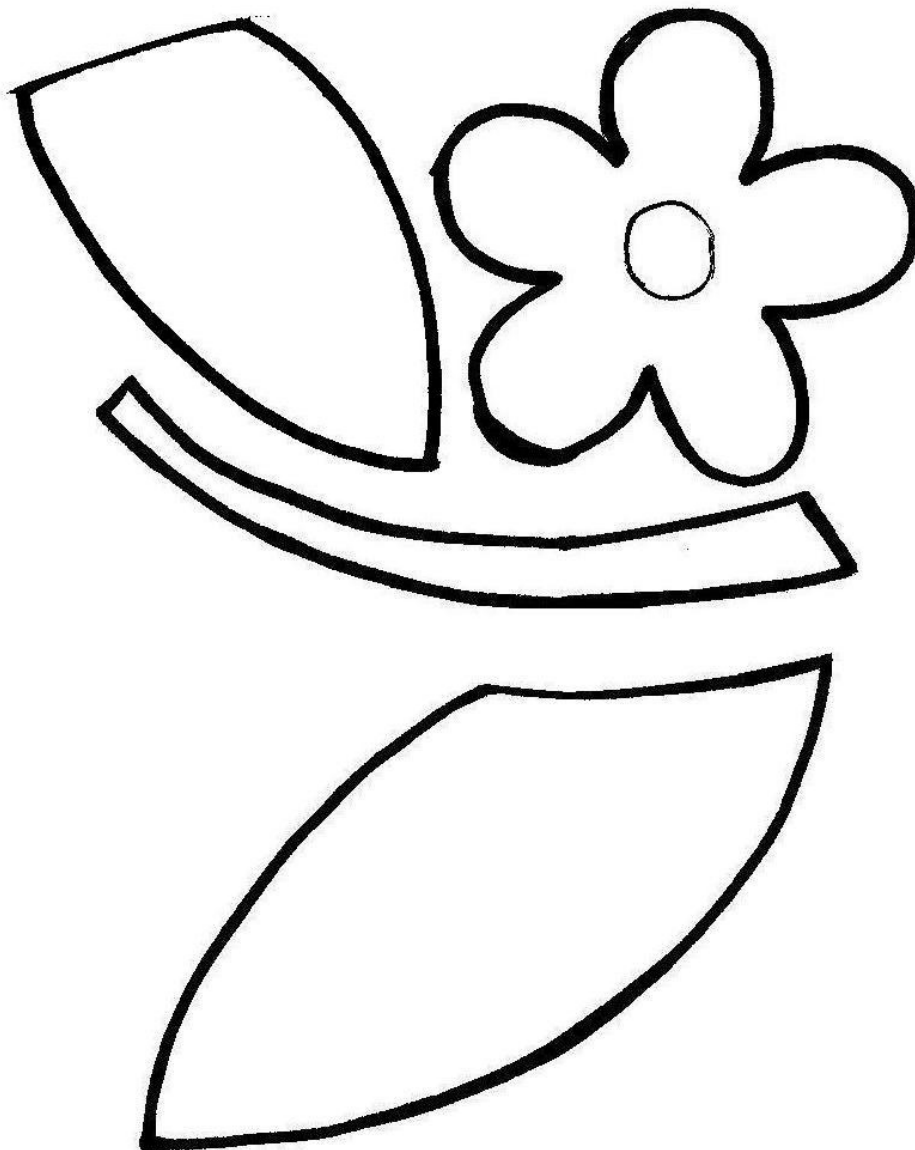
Name: _____

Date: _____

Parts of a Flower

Directions:

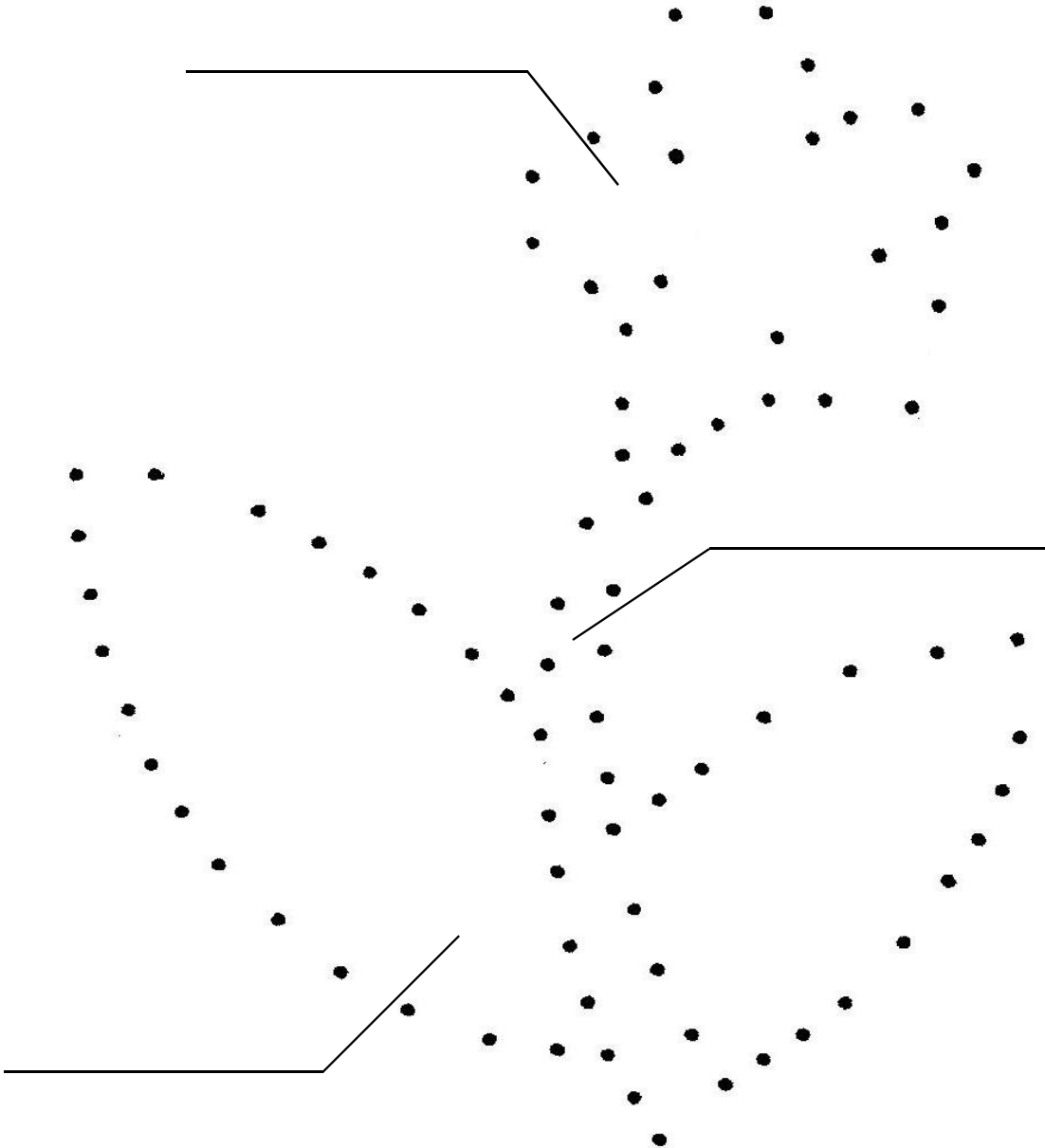
1. Color the shapes below.
2. Cut out each shape along the solid black line.
3. Glue the cut-out shapes along the dotted lines on the next page.
4. Write the name of each part of the flower on the correct line.





Name: _____

Date: _____



WORD BANK

Petal

Leaf

Stem



Name: _____

Date: _____

Finding Shapes and Colors in a Garden

Directions: There are many shapes hidden in the garden! Color the shapes according to the box below:

Color all circles red



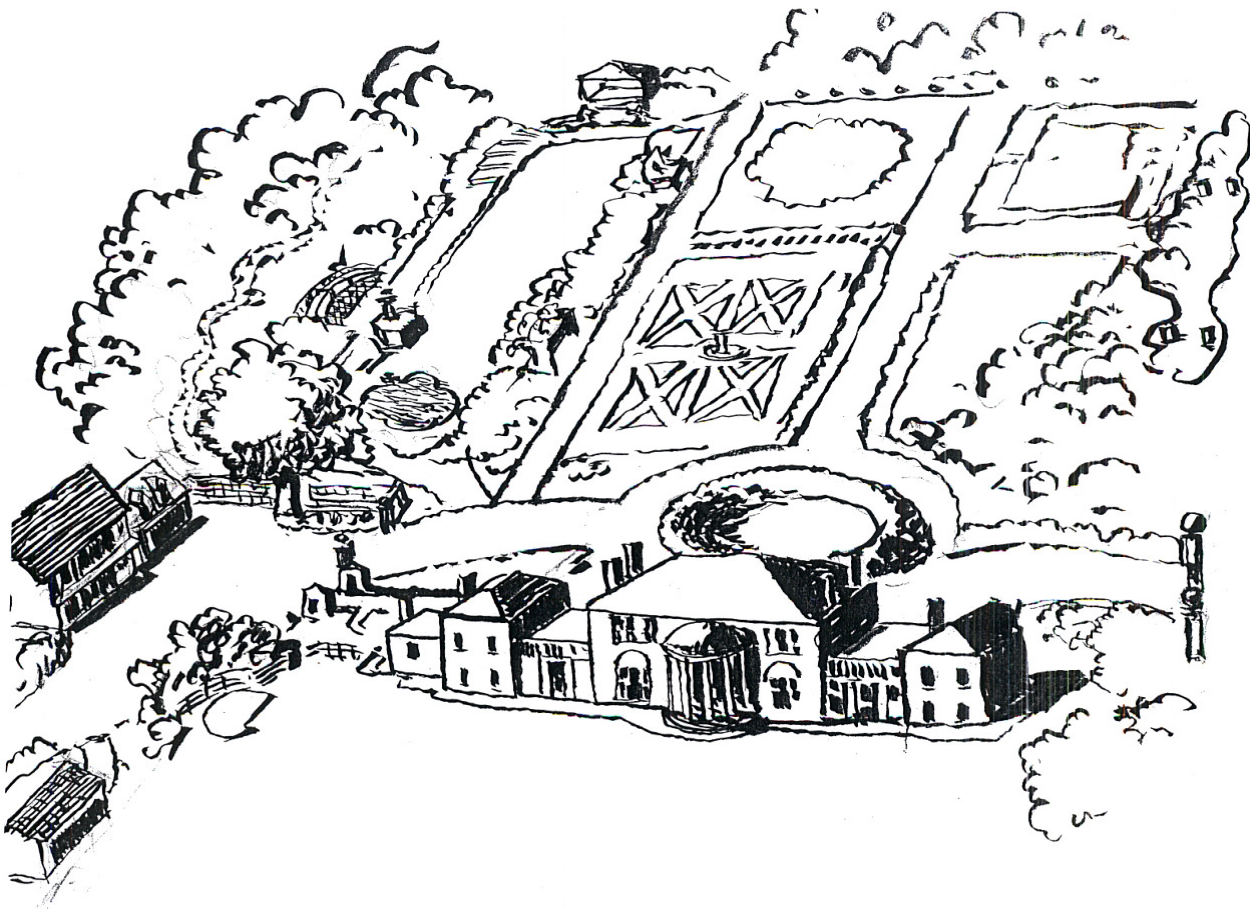
Color all rectangles green



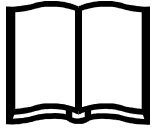
Color all triangles yellow



Color all squares blue



Post-Visit Lesson Plans



Post-Visit Lesson Plan

Listed below are lesson plans for you to use with your class after visiting Tudor Place. All activities meet local and national curriculum standards.

Activity 1: Garden Maze

Objective: After completing this worksheet, students will be able to:

- trace the path leading to the sundial
- connect the maze structure with Tudor Place's Flower Knot

Answer Key:

Accept all worksheets successfully connecting the beginning of the maze with the sundial in the middle.

Activity 2: Drawing a Flower Garden

Objective: After completing this worksheet, students will be able to:

- draw a garden
- write a word or sentence about a garden

Answer Key:

Accept all reasonable drawings and written answers.



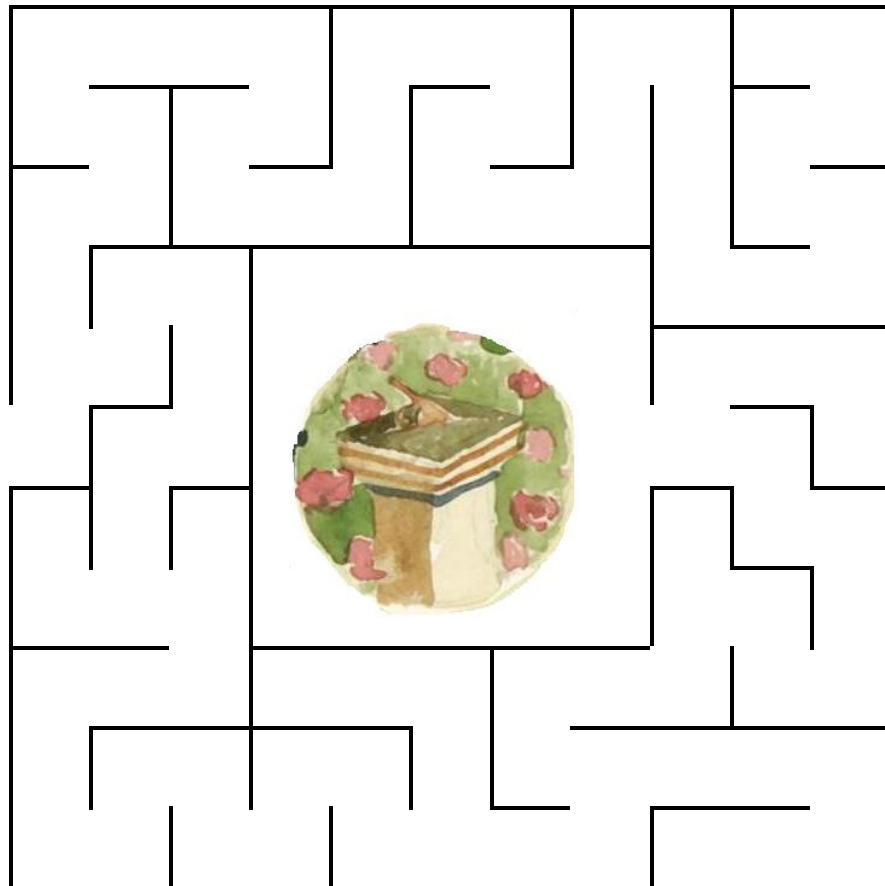


Name: _____

Date: _____

Garden Maze

Directions: Help Martha and Thomas Peter, the first owners of Tudor Place, find their way to the sundial in the middle of the maze. Be sure not to draw over any solid black lines!



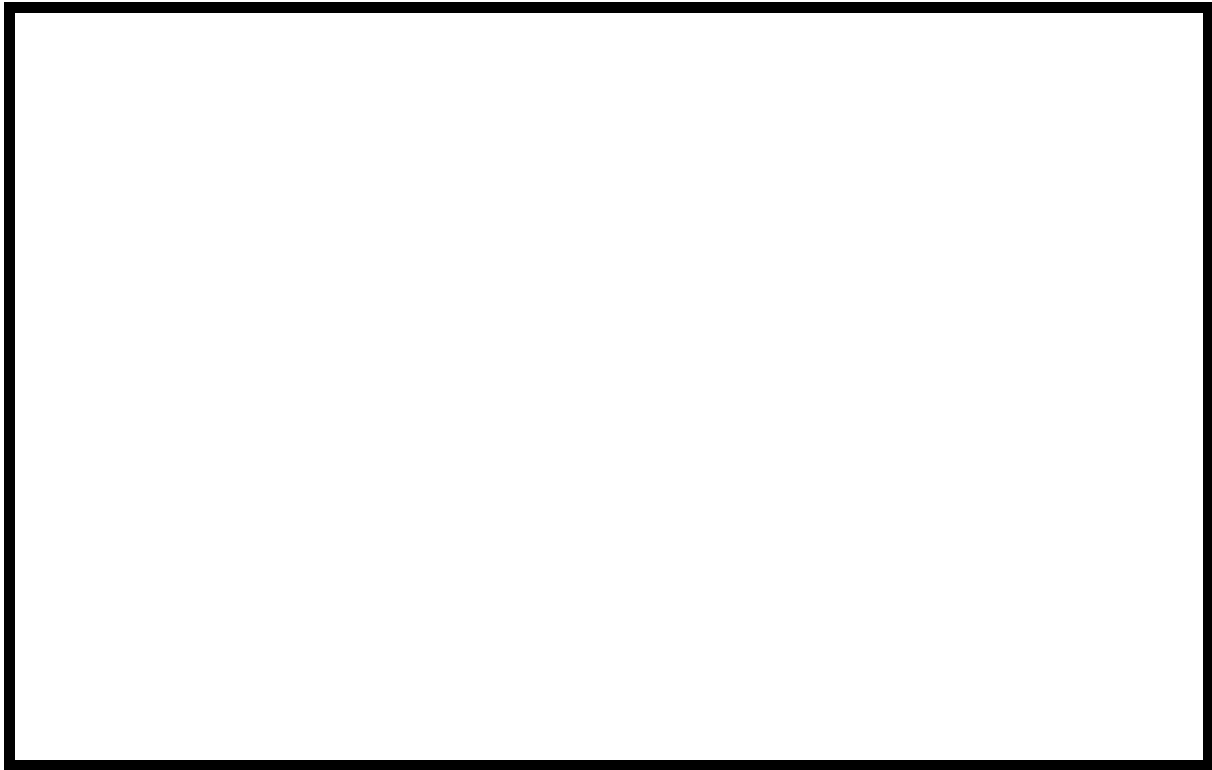


Name: _____

Date: _____

Draw Your Own Flower Garden

Directions: In the box below, draw your own garden. What types of flowers would you plant? After drawing your garden, describe what you planted in your drawing on the lines below.



Write what you planted!



Name: _____

Date: _____

Glossary

Flower: the colorful part of a plant that grows fruit and seeds for new plants

Leaf: the green and flat part of a plant that makes food with help from sun

Petal: the part of a flower that is usually brightly colored

Root: the underground part of a plant that serves as support and absorbs water and minerals from the soil

Stem: the main or center part of a plant that carries water and food from the roots to all the parts of the plant



Tudor Place Historic House and Garden

1644 31st Street, NW
Washington, D.C. 20007
202.965.0400
www.tudorplace.org