

BOOK: I Ate Sunshine for Breakfast

AUTHOR: Michael Holland

RECOMMENDED: KS2



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BOOK

I Ate Sunshine for Breakfast by Michael Holland

About the Book

About the Author/Illustrator

Michael Holland started growing plants at the age of 8. Inspired by *The Pip Book* by Keith Mossman, he started growing plants in the airing cupboard. His love for plants continued to develop and so too did his desire to teach others about plants. Having studied Ecology at Lancaster University and Oregon State University he then went on to have a long career at Chelsea Physic Garden where he became Head of Education. During his 17 years in this role he taught people of all ages about the natural world. His passion, excitement and fascination for plants is evident in this book that leaves the reader in no doubt about the importance of plants in every part of our lives.

About the Illustrator

Philip Giordano's unique style combines simple colourful shapes to create stunning illustrations with personality. Born in Italy to a Filipana mother and a Swiss father he has developed a love of travel and currently lives in Tokyo. Giordano studied at the Brera Academy of Fine Arts and at the European institute of Design as well as earning a Master in Animation in Turin. His illustrations have won many awards including: Silver Medal by the Society of Illustrators; the White Raven Award; the International Illustration Prize. Giordano explores the use of many different techniques when creating his illustrations using technology to compose digital collages to more natural approaches including painting on wood. He also designs toys and this playful side is apparent in his illustrations for this book.

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Reasons for Book Selection

This beautifully illustrated book combines fascinating facts about plants with practical plant DIY projects. It was chosen for Year 4 as it will build upon the learning from the Year 3 science programme of study as well as develop a deepening interest and understanding of how plants shape our world and how humans have harnessed the power of plants in so many ways. The book combines distinctive illustrations with well written text. Michael Holland uses scientific language whilst retaining an appealing and accessible tone, making this a wonderful non-fiction book to explore with children. This book is packed full of fascinating information, so we don't suggest that you read the entire book in order to teach the sequence. We do however recommend that you make sure that copies are available for children to revisit the pages you have read together as well as explore pages that interest them, independently.

Suggested length of unit

4 weeks.

A note about 'lessons'

Our lessons are organised as meaningful chunks of learning. Most of them will fit a standard 45-minute to 60-minute session. However, some of them are shorter sessions and others will run for a series of linked sessions. We have indicated this where appropriate.

It is not anticipated that you will teach all the lessons. Select those that suit the needs of your class.

Before Reading

Hook

Let's get growing

Sowing seeds to grow food in recycled objects

Duration: 1 session

Purpose

This lesson aims to ignite an interest in plants and a practical opportunity for the children to plant a seed that will turn into food they can eat. This intimate experience of sowing and nurturing a plant is an opportunity to explore the connection between plants and humans, a theme of the book.

Preparation

- Ask children to bring in objects from home that are suitable for planting, e.g. an old welly, teapot, or plastic bottle.
- Buy some lettuce seeds (You can choose different seeds. Make sure they are fast-growing edible plant seeds)
- Plan time for a follow-up tasting session
- Have key words to display on a word wall: plant, sow, nurture, edible, soil

Process

Begin by asking the children if they grow any plants at home and find out if you have any expert gardeners.

Ask them to tell their partner if they have grown any **edible** plants. Plants that you can eat. Have the word displayed and point to it as you say it and explain it.

- How did you nurture the plant? (Look after it to ensure it would grow)
- What did it look like as it grew?
- How did it taste?

Pick up on any interesting knowledge you hear in conversation and share it with the whole class.

Now give the children instructions on how to sow their seeds, and then let them sow them in their chosen container.

Once everyone has sown their seeds, ask them what they think the seeds will need to germinate (put the word on display and explain it means to put out shoots) and grow healthily.

Ensure that all the children are then clear as to how to nurture their seeds/plants.

Teacher's note: There is a tasting lesson planned in the Review and Reflect phase of the sequence.

Final reflection

- How did you feel sowing your seeds?
- What will you observe if your seed is growing well?
- Are you looking forward to tasting your edible plant?

Key vocabulary

plants, sew, seeds, nurture, grow, edible, germinate

Academic process words: observe

Before Reading

Orientation

Help the budding botanist!

Discovering the skills of a botanist whilst developing plant vocabulary.

Duration: 1 session

Purpose

Using teacher-in-role alongside real plants to touch and observe introduces the children to vocabulary they will discover throughout the book. They will use the language in context to support the budding botanist in categorising the plants.

Preparation

- A white coat or prop to wear to show you have stepped into the role of a student botanist.
- Have a good selection of ferns, succulents and climbing plants.
- Have read through and practised acting out the Budding Botanist Script.
- Have the 'professor's notes' written on large sheets of paper to display to the class.

Process

Make sure the plants are randomly placed on a table or tables around the classroom.

You can do this lesson in the role of the botanist, or you can ask a confident colleague to be the budding botanist for you whilst you support. If

you are doing it, create an opportunity to break out of being a teacher and step into role. This can be done simply by putting on a lab coat or another prop that signifies you have changed role.

Use the Budding Botanist Script but don't worry about following it word for word. Ad-libbing will add to the personality and fun for the children.

Once you are back in role, ask the children if they have any questions and discuss.

Final reflection

- What skills do you think a botanist would need?
- What is the most fascinating plant you have ever seen?

Key vocabulary

similar, different, common, shade, tone,

Tier two vocabulary

engorged, arid,

Subject-specific and technical vocabulary

botanist, stem, leaf, frond, lobed, succulents, ferns, climbing plants

Academic process words

observe, compare, classify

Connecting Plants and Humans

Exploring children's knowledge of the connections between plants and humans.

Duration: 1 session

Purpose

Activating children's prior knowledge about a subject before reading a book can help them engage more deeply with the text. The children may not have considered the importance of plants and how humans engage with them, yet they will have experienced plants in many ways and have knowledge that may not have paid attention to. This lesson allows the children to reflect on what they know and discover what others know.

Preparation

- Colour pens/pencils
- stopwatches/timer
- Large pieces of paper for creating connections map
- Have two pieces of large paper. On one write **Interested in Plants** on the other, **Not Interested in Plants**.
- Group children into fours

Process

Before you begin, put your two pieces of paper saying '**Interested in Plants**' and '**Not Interested in Plants**' at either end of the classroom. Show the children the two signs and, without discussion, ask them to move to the sign that describes how they feel about plants. Make it clear that there is no correct answer and that they should stand by the statement that is true of them, not their friends and not what they imagine you want them to choose. They can stand between the signs to show different levels of interest. Once there, jot down how many children are at each sign. **You can do the same activity once you have read the book and see if this changes.**

Once the children have chosen where to stand, ask some of them to explain the reasons for their decision. Again be clear in your response that

you are genuinely interested and are not pushing them to think one way or the other.

Now explain that whilst we may or may not be interested in plants, humans and plants are connected in many ways and that today you are going to think about how plants and humans are connected.

The children will collaborate in groups of four to share as much knowledge as possible about how plants and humans are connected. You may want to give an example, such as the paper that the signs are made of comes from wood pulp, which comes from trees. Humans use paper to write on, to make bags to carry shopping, to create decorations etc.

While explaining this, use an IWB or flip chart to show how you might create a map of these connections. You can think aloud how you can **branch** one connection off to another. Then explain how interesting it is that humans use plant imagery in our language; for example, you just said 'branch to your map that says plant language. If you have another adult in the class, ask them if they can add anything to the connections you have made or if they have another different example of how humans and plants are connected. They can then extend your connections or add a new connection somewhere else on the page.

Don't prescribe how to create the map but give instructions as to how to collaborate:

- Each child gets a minute to tell the others every connection they can think of between plants and humans. Then, one child holds the timer and the other two listen carefully.
- When everyone has spoken, choose a child to write down the connection they are most interested in. They then put the pen down, and the next child extends/expands on those connections or starts a new connection somewhere else on the paper and so on, until everyone has added something to the map.
- Now look at the page for more connections and repeat until all ideas are exhausted.

Once each group has created their maps. Put them on display and encourage the groups to move around and look at the other maps to see what they have in common and what is different.

Final reflection

- Did you learn anything new today?
- Did anything surprise you?
- Now you have looked at all of this information, do you have questions?

Key vocabulary

connections, humans, plants,

Academic process words

collaborate, map

During Reading

First Encounters

Celebrating Connections between Image and Text

Initial exploration of the Images and Text.

Pages: Front Cover, Front Endpaper, Back Cover

Duration: 30 minutes

Purpose

A well illustrated book combines words and images to create meaning literally and thematically. This book is a celebration of plants, and the fun stylised illustrations reflect that celebration and work with the text to explain the science of plants. This lesson encourages the children to explore this connection.

Preparation

- Have enough copies of *I Ate Sunshine For Breakfast* for at least one between two.
- Whiteboard and whiteboard pens

Process

Ask the children to carefully look at the front cover and front endpapers without commenting on them.

When they have had time to look closely, ask them to write down how these illustrations make them feel on a whiteboard. Hold the boards up and see if the feelings are similar.

Children may have different answers, but they will likely say happy, cheerful or fun.

Now ask what it was about these illustrations that made them feel that way. Push for responses that link the feeling to the illustration

For example, 'I feel happy because the flowers are so brightly coloured' or 'I feel like laughing because the insects are looking at me with funny expressions.'

When you have heard a range of reasons, go back to the front cover and read the title and the tagline.

Ask the children if they feel the title and tagline work well with the illustrations. Again you are looking for connections to sunshine and celebration. If necessary, model the connections. For example, 'This book says it is a celebration of plants around the world, and the cover is full of different brightly coloured plants. When we are happy and celebrating, we often wear bright colours or have very colourful decorations, so this illustration does feel like a celebration of plants. The insects look like they are having fun, and celebrations are always fun.'

Once the children are clear about the illustrations reflecting the celebratory theme, ask them what else they notice about the look of the illustrations. Listen to any interesting comments and then ask if they think the illustrations of the plants and creatures are realistic.

Now ask the children to turn to the back cover and read the blurb aloud. And encourage the children to have a good look and enjoy the illustrations at the bottom of the page.

Think aloud that this is a non-fiction text that can teach us all about fascinating facts about plants, and wonder why the illustrator Philip Giordano has not drawn realistic illustrations.

Allow time for the children to reflect on this and share thoughts. Then, encourage them to continue reflecting on Giordano's illustration style as they read the book.

Final reflection

- Do these illustrations make you want to read the book?

Key vocabulary

illustration, theme, celebration, colour, style

Tier two vocabulary

compendium

Academic process words

observe, connect

How to Read this Book

Understanding the conventions that help us read this book.

Pages: 9-13

Duration: 1 session

Purpose

Science books contain subject-specific vocabulary, and biology books frequently refer to scientific names for living things. This means the flow of reading such texts is different and can feel disjointed. Tackling these unfamiliar, often long names can distract younger readers and hinder their literal comprehension. This lesson supports children in understanding the conventions that help us to manage this.

Preparation

- Read aloud up to including page 12 with the class before this lesson. (practise pronouncing the Latin names of the plants before and

- play around with how you maintain flow and read the names of the plants in brackets)
- Ensure you have enough copies of *I Ate Sunshine For Breakfast* for at least one between two.
 - Whiteboards and whiteboard pens

Process

As a warm-up and to check the children's cohesive inferencing, read the paragraph on page 9 aloud and then ask:

This paragraph is all about plants; what other words or phrases does the author use to describe plants in this paragraph? Write down the words on a whiteboard and then share answers.

This is an excellent opportunity to explain that plants can be referred to as organisms scientifically and to discuss why 'leafy neighbours' is a good metaphor.

Now read pages 10 and 11.

Ask the children to explain to their partner the words in brackets in paragraph 2 (Betula) and (Pinus).

Listen and see if anyone has understood that they are the scientific names for birch and pine trees. Then, refer to the boxed explanation on page 11. Finally, reread paragraph A Note on Plant Names to the class and check that everyone understands this explanation.

Now ask the children to imagine they are a plant. How would they write their scientific name next to their common name? Write them on their whiteboards and then show their partner.

Once everyone is clear about the convention, explain that when you were reading these pages aloud, it was quite tricky because the scientific names of the plants in the brackets are not words we use every day and are often long. They also seem to interrupt the sentence so that it can feel harder to understand.

Read paragraph two aloud and explain that you will try to treat the scientific names as simply another way of describing the plant name you have just read. Then, once you have read it, you could ask the children to echo-read.

Now explain that if you are reading to yourself, you will try to read the scientific word, but if that stops you from understanding the sentence, then you reread it without reading the scientific name because you know you can learn that later.

Now read paragraph 2 without reading the scientific names. Ask the children if this helps with their understanding of the paragraph.

Be explicit that this is a good idea when reading a science text for yourself if you find you are struggling to comprehend the sentences.

Now ask why the words species and ethnobotany are in bold.

Once all the children understand that these will be in the glossary with a definition, let them look them up.

Now ask at what point the children would look them up if they were reading the book independently. See what the children come up with but encourage different strategies

- scan the page first and look up any words in bold so I understand before I read the page.
- read the text and look them up after I have read the whole page/paragraph
- , stop as I read the word, turn to the glossary, read the definition and then reread the sentence to check I now understand it

The point is to encourage the children to actively assess their literal comprehension while reading and find an approach that supports them.

Now turn to pages 12 and 13. Ask the children to look for the brackets on page 12 and ask if anyone knows what H₂O and CO₂ mean. Clarify that these are the chemical formulas for water and carbon dioxide; therefore, another way of naming them this liquid and gas. This means we can approach reading them the same way we approach reading the scientific names of plants.

Read aloud the rest of page 12 from 'Using sunlight energy...' Once you have read the paragraph, draw the children's attention to the brackets (**see pages 16-17**). Ask them to discuss with a partner why it refers to these later pages at this point. Then, again, listen in to conversations and share any correct explanations.

Ensure children understand that these pages will explain the process of photosynthesis in more detail.

Have a quick recap on all the conventions you have discussed today that will help you to read and understand the rest of the information in the book.

Final reflection

- When the book says (see pages 16-17) would you carry on reading the next pages in the book or would you skip on read pages 16 and

17 before you read pages 14 and 15?

Key vocabulary

brackets, italics, bold

Subject-specific and technical vocabulary

biology, species, ethnobotany,

Diving into Diagrams

Understanding diagrams that explain processes.

Pages: 14, 15, 16, 17, 22, 23, 24

Duration: 1 session

Purpose

Simply labelled diagrams are fairly easy to understand. However, in science books, diagrams are often used to explain processes; therefore, the reader has to visualise movement or action represented in two dimensions. This lesson supports children to visualise these processes and therefore understand them.

Preparation

- Have read up to and including page 25
- Have enough copies of *I Ate Sunshine For Breakfast* for at least one between two

- Make the following:
 - paper circles labelled O₂ ,
 - paper hexagons labelled leaf cell
 - smaller paper circles labelled chloroplast
 - paper arrows
 - a large sheet of paper in the shape of a leaf (prepare enough sets for groups of four)

Process

Ask the children to look with a partner at the diagram of a plant on pages 14 and 15 and answer the following questions:

- Why do plants produce flowers?
- Where do you find the roots of a plant?
- Which part of a plant makes its food?

Check the answers with the children and then ask how they found the answers using this diagram. In the conversation, explore:

- Why do they think the text is placed in those positions?
- What the bold words are, and what the text beneath the label explains?
- How the illustration supports understanding.

So this diagram simply uses text and image to label the parts of a plant and explain the role of these parts.

Ask the children if they can find another diagram in the book that works like this.

If they don't identify it, then guide them to pages 22 and 23.

Ask them to look carefully read this page with their partner. Ask them why this diagram has dotted lines and what their purpose is.

Now ask what the dark lines around the labels: Anther and Filament and stigma, style and ovary indicate to the reader. Listen in and ask a child who has understood it to share how it groups those parts together as they are elements of the bigger part on the other side of the line. } They may have seen a bracket like this in maths .

So this is a labelling diagram but it has more complex parts to explain.

Now turn to pages 16 and 17 and explain that this diagram isn't just labelling parts of a leaf. This diagram is explaining a process called photosynthesis. Ask the children to repeat the word with you and then read the title and first paragraph on page 16. Check that the children understand that it is this through this process that plants can turn sunlight energy into food.

Now model reading the next paragraph and then looking at the diagram to connect the text in the paragraph with the information in the diagram. For example 'so it says here that chloroplasts are tiny structures inside a plants leaves. These green circles in this hexagons must be the chloroplasts because this one is labelled chloroplast. They are green because it says here in the paragraph that a green substance called chlorophyll is kept in these tiny structures. And these hexagons must be the leaf's cells. It is interesting that they are hexagonal.' Now ask the children why these elements are in a green circle on top of the leaf below. Ensure that they have all understood that it is a close up of the cells inside the leaf and that they understand how small they would be as they are described as 'tiny structures'.

Continue to read the text on page 17 referring back and forth between the paragraph, illustrations and labels to support comprehension.

Once you have been through the text and diagram, hand out the paper resources and set each group the task of bringing this diagram to life to explain how this process called photosynthesis happens. Tell them that they can show elements moving and they will need to be able to describe what is happening within the plants leaves.

Move between groups to assess understanding.

When all the groups have had time to describe the process. Ask one group to share and ask others to support them to improve their explanation or consider alternative ways of bringing the process to life.

Final reflection

- What have you learnt about reading diagrams today?
- Will you do anything differently next time to come across a diagram in a book?

Key vocabulary

process, diagram, label, close-up

Subject-specific and technical vocabulary

photosynthesis, chlorophyll, chloroplasts, oxygen, minerals, cell, carbohydrates

Academic process words

collaborate, explain

Seeds on the Move

Using design and layout to find information

Pages: 30 & 31

Duration: 30 minutes

Purpose

The design and layout of a non-fiction text can help or hinder the reader to locate information and make connections between the illustrations, main text, labels and captions. Young readers need to be supported to use the layout of the text and make these connections in order to gain deeper understanding of the information.

Preparation

- Don't read pages 30 and 31 before the lesson
- Copies of *I Ate Sunshine For Breakfast* at least one between two
- Plan to teach in the school hall or somewhere with space for the children to move around.

- Have 'Seeds on the Move' powerpoint ready to share

Process

Don't give the books out yet, show the class the title of pages 30 and 31:

'Seeds on the Move'

Ask:

- When and how do seeds move?

Find out what they know about seed dispersal and jot down any dispersal methods that they know from the list below. Any that they don't know just add yourself and give a brief explanation of them.

- Air
- Water
- Animals digest the seeds and then excrete them
- Animals carrying them on their fur
- Explosion

Now read the introductory paragraphs in the white section on pages 30 and 31. Show the text on an IWB but don't reveal the rest of the page.

When you have finished reading ask all the children to huddle together in the middle of the room. Ask them to imagine that they are seeds that have all fallen from the same tree. There is not enough room for them all to grow so close so tell them to disperse. Wait to see what the children do. If they don't move away from each other explain that to disperse is to spread out over a wide area. So tell them again to disperse. As they do it tell them they are now dispersing.

Ask them to sit down and explain that you are going to play a game called seeds on the move. First, you must all create an action to represent the different types of dispersal that you listed (prepare for lots of laughter when you get to digesting and excreting).

Once you have agreed on the actions, ask the children to open their books on pages 30 and 31 and sit in a space with their partner. Explain that the introduction you read was all in the white section of the page. You wouldn't always read across the top of two pages before you read

the sections underneath but because of the way the page has been designed into different blocks of colour and columns you sensed that both these paragraphs were the introduction. Re-read the two paragraphs with the children again and see if they agree that they are linked.

Now explain that the aim of the game is to show the type of dispersal used by different plants that are described on these pages.

You will call out and show the name of a plant, and they have to do the dispersal action that matches the plant. Explain that they need to be quick, so they will need to scan through the text to find the name, identify which type of dispersal it uses, and then get up and do the action. Ensure they understand that scanning means searching for the word you are looking for, not reading every sentence in full.

Get the children to whisper any strategies that might be useful to find information quickly to their partner.

Now begin playing using the powerpoint resource 'Seeds on the Move' to display the names of the trees and plants as you say them.

As you are playing ask anyone who found an answer quickly how they found it.

We are supporting the children to notice how the layout of the text helps us scan. For example finding how a coconut disperses: The picture of a coconut is clearly labelled and is in the column underneath the title By Water therefore this must disperse by water. To check this is in fact the case we can read the main text in this column.

Final reflection

- How did the design and layout of the page help you to match the plant to the type of dispersal?
- Which were the easiest plants to find and what made them easy to find?
- Are we sure a runner bean explodes to disperse?

Key vocabulary

title, sub-heading, caption, illustration, colour, column, design, layout

Subject-specific and technical vocabulary

dispersal, scatter, explosion, squirting, catapult

Academic process words

scanning

Ask me a Question

Developing cognitive reading strategies.

Pages: 102 and 103

Duration: 45 minutes / 1 session

Purpose

Fluent readers ‘think’ as they read. They make connections with their experience of the world. They ask themselves questions as they read to draw on background knowledge and check comprehension. This lesson uses the ReQuest (Manzo, 1969) strategy and encourages children to question as they read and practise this with a partner. The collaboration element is important as both children will have different perspectives and experiences, and a child who doesn’t naturally do this will have a model to learn from.

Preparation

- Copies of *I Ate Sunshine For Breakfast* at least one between two
- Organise the children into pairs with similar reading confidence
- Have dictionaries available

Process

Explain to the children that they will work with a partner to read and understand pages 102 and 103. To do this, they will take turns taking on

two roles: Questioner and Responder.

1. Read the paragraph aloud together. If there is a word neither of you understands, then use the dictionary to look it up.
2. Read the paragraph to yourself. While reading the paragraph, the Questioner will come up with 2 or 3 questions that can be answered in the paragraph, and the responder will think of 2 or 3 questions that the Questioner might ask.
3. The Questioner asks their questions, and the responder answers. If the responder finds it hard to answer, they can ask for a clue. If they still can't answer it, they can ask their partner to show where they can find the answer in the paragraph.
4. Swap roles and repeat with the next paragraph.

You may want to model the process with another adult or child in the class before the pairs begin. For less confident readers, you may want to offer them a simplified version of the text or sit alongside them to support.

Final reflection

- Did any of your partner's questions surprise you or did you guess what they were going to ask?
- Which paragraph did you find the most interesting?
- Do you have any questions that can't be answered in the text?

Key vocabulary

questioner, responder, paragraph

Academic process words

question

Designing a Tropical Leaf

Using a kinaesthetic approach to learn new vocabulary.

Pages: 50 and 51

Duration: 1 session

Purpose

There are lots of ways of learning new vocabulary but it is often quite abstract. This lesson provides a practical activity to understand new vocabulary through experience.

Preparation

- Copies of *I Ate Sunshine For Breakfast* at least one between two
- Have read aloud pages 50 and 51
- Thick paper, pencils, green wax crayons, scissors,

Process

Read the introductory paragraph on page 50 and then read the Special Leaves section. Next, ask the children to discuss with their partner what the word divert means. Listen to answers and share these two definitions (to change course or turn from one direction to another, to draw attention away from something). Then display the following sentences:

- A police officer will divert the traffic to another road if an accident occurs.
- She pointed to the plane flying past the window to divert her teacher's attention from her unfinished writing.

Which sort of 'divert' does Michael Holland mean in the sentence:

'To combat this, some plants have leaves designed to divert water away.' ?

Ensure that they understand that this means changing the water's direction.

Then ask:

- How do the leaves change the direction of the water?

If anyone makes the connection between gutters and 'drip tips', let them explain. Then use the illustrations and the words to ensure that everyone understands what a gutter is and what a 'drip tip' is. Model how to use the illustration and words to make sense of vocabulary they might not understand. For example, break down drip and tip. I know drip means to shed tiny droplets of water, and I know the tip is the pointy end of something. Then point to the pointy ends of the leaves in the illustrations and say this must be a drip tip. Can anyone point out any more 'drip tips'? I think this is where the diverted water drips off the end of the leaf. Do the same to explain the word gutter and then ask the children to point to the gutters in the illustrations.

Now hand out paper, wax crayons and scissors and ask the children to design and create their tropical leaf. They can copy a design from the book or try to create their own, but the leaves must have a waxy surface, a 'drip tip' and gutters that will divert any water towards the tip of the leaf.

Whilst the children are making their leaves, you can move between them, reinforcing the vocabulary and questioning them about their design.

Once they have all created their leaves, they can do the drip test with a partner.

- Child A holds their leaf out as if it was on a plant whilst Child B drips some droplets of water onto the leaf and observes if the water runs off the leaf via the gutters and 'drip tip'.
- Swap roles and repeat with Child B's leaf

Final reflection

- What are the two reasons that tropical leaves need to prevent water from settling on their leaves?
- Can you think of anything that humans have designed that may have been inspired by nature's leaf design?

Key vocabulary

divert, waxy, 'drip tip', gutter,

During Reading

Digging Deeper

Noun-Maker Verb-Creator

Exploring how to create compound expressions by connecting verbs and nouns.

Pages: 45, 49, 60, 68, 73

Duration: 1 session

Purpose

This lesson explores how we can use language creatively to describe a noun through its actions or features rather than its name. Michael Holland uses compound expressions throughout the book, briefly describing the features or actions of the plants or creatures he is writing about. It instantly brings the plant/creature to life in the reader's mind.

Preparation

- Copies of *I Ate Sunshine For Breakfast* at least one between two
- Sticky note pages 45, 49, 60, 68 and 73 in teacher copy of *I Ate Sunshine For Breakfast* for your reference

Process

Ask the children to read page 45. When they have read the page, ask them to discuss how the Galapagos finches adapted with their partner. Once they have discussed what they have understood, say that you noticed that in the paragraph, Michael Holland describes how the finches

adapted, 'The finches changed from insect-eaters to nut-crackers, flower-eaters and tool-users. Ask the children if they can match these descriptions to the finches below, e.g. The woodpecker finch is a tool-user. It will become clear that some finches could have more than one description. For example, the woodpecker finch is a tool-user and an insect-eater. Whilst they are matching, ask them if he could have used any different descriptions, e.g. the tree finch could have been described as a leaf-eater or fruit-eater.

Write insect-eater on the board. Ask the children what type of word insect is and ensure they know it is a noun. Now look at the hyphen and ask if the children know the function of the hyphen. Encourage them to look at what it is doing with insect and eater. Ensure they understand that the hyphen, in this case, is a connector. It is glueing the two words together.

Now ask the children what type of word 'eater' is. They will probably say it is a verb, so here you want to explain that by adding er to the verb eat, it becomes a noun, something or someone that eats. So here, Holland has used a noun hyphen noun to describe the finches. What effect does this have on the reader? Share the following sentence.

The woodpecker finch was observed by Charles Darwin. This tool-user spears insects when it wants a good meal.

- What do we learn about the woodpecker finch from these two sentences?

Let the children discuss with a partner and then share their thoughts. Make sure they have bridged the two sentences to understand that the tool-user is the woodpecker finch and that this compound expression to describe the finch enables us to infer that it uses some tool to spear the insects it eats.

Now write up the expression 'Insect-eaters' and ask if any other words could replace eaters to make it even more descriptive. For example, if a bird swallowed the insects in one gulp, what could we use instead? Play around with different nouns such as gobbler, chomper, muncher etc. We want the compound expression to be as descriptive as possible.

Now turn to page 49 and ask the children if they can find any compound expressions on this page. For example, they should find 'shade-givers'. Check they understand this describes the nurse plants and what they do for other plants. If they haven't noticed it, draw their attention to 'desert-dwelling'. Explain that this is a compound expression, but can they identify what is different about this one?

Break it up for them desert (noun), hyphen (to connect), dwelling (verb). Because this expression used two verbs, you cannot replace the noun with it.

Refer back to the sentence:

The woodpecker finch was observed by Charles Darwin. This tool-user spears insects when it wants a good meal.

Tool-user replaced woodpecker finch.

The woodpecker finch was observed by Charles Darwin. This tool-using finch spears insects when it wants a good meal.

If we connect two verbs, we still have to qualify that it is a bird we are talking about.

Now look for the compound expressions on pages 60, 68 and 73. Identify if they use two nouns or a noun and verb and explore how they are used.

Final reflection

Choose your favourite plant that is described in the book.

Create three noun hyphen noun expressions to describe this plant .

Teacher's Note: This lesson leads into the Kenning Writing Lesson.

Subject-specific and technical vocabulary

noun, verb, kenning, hyphen, compound expression

Now That's a 'Peculiar' Word

Understanding the use of quotation marks to highlight a word being used peculiarly.

Pages: 25, 26, 38

Duration: 30 minutes

Purpose

Quotation marks can be used for several different purposes. One of their uses is to highlight a word that is being used somehow peculiarly. For example, the writer may want to express irony, inaccuracy or scepticism. This affects how we understand the word and read it aloud. This lesson provides the opportunity to consider why the writer highlighted certain words and how we would read them aloud.

Preparation

- Copies of *I Ate Sunshine For Breakfast* at least one between two

Process

Ask the children to turn to page 26 and read the title and the first paragraph aloud. Again, don't emphasise 'wrong' or 'right'. Just read them as if the quotation marks weren't there.

Ask the children to discuss the following question with their partner:

How do you know a plant is a weed?

Listen to the conversations and share any interesting thoughts. If one of the children begins to explain the use of apostrophes casting doubt over the words 'wrong' and 'right', build upon this in your 'think aloud'. Explain that, at first, this seems like an easy paragraph to read but that you had to re-read it a couple of times to understand what a weed is.

This think-aloud is a guide; feel free to do it in your own words.

A weed is a wild plant. I know that wild means something in its natural environment. So I think a wild plant is a plant that humans have not planted. **A weed is a wild plant growing in the 'wrong' place, which means it competes with plants growing in the 'right' place...**so this is what I found confusing. If plants are wild, they grow wherever they can, but this sentence says that plants can grow in the right or wrong place. If they have grown naturally, how can there be a right or wrong place? However, Michael Holland has used apostrophes around the words 'right' and 'wrong'. Writers often use this to show us that the word is being used in a peculiar way or that they don't believe what it is saying. They are being ironic (that they think the opposite of the word being used). So I'm not sure he thinks there can be a right or wrong place because he loves all plants.

I have a garden, though, and I plant and grow plants that I have chosen and like, but sometimes wild plants grow in amongst my plants and take up a lot of space. So I think of those plants as weeds and pull them out, so they don't compete with the plants I have planted. This then makes sense because he goes on to say. **This means any plant can be a weed.** So if a plant starts growing in my garden that I didn't plant, and like, I wouldn't think of it as a weed. But my neighbour might not like it and think of it as a weed. So I think he means that there is not a group of plants called weeds; it is just down to whether we like them or not. Well, my gardening experience has helped me understand this paragraph and know what quotation marks can mean.

Now that we understand that Michael Holland is using these words ironically, we would read them aloud differently to show that. Experiment with reading the whole paragraph trying to show irony when reading wrong and right.

Now ask the class to echo back the paragraph. They should read the section quietly, mimicking your pace, intonation and expression. They should not try to keep up with everyone else – this would be more like choral reading. They should be using the text to read, not trying to memorise the text.

Final reflection

Which word might you put quotation marks around in these sentences to show irony?

- My teacher loves it when we don't listen to her.
- Luckily the rain started to pour just as I walked out of my house.

Key vocabulary

irony, peculiar, emphasis

Subject-specific and technical vocabulary

quotation marks

How to be concise and precise

Learning ways to be concise when writing instructions.

Pages: 26 and 27

Duration: 1 session

Purpose

Good instructional writing is concise and precise, enabling the reader to easily follow the instructions whilst doing something practical. Using imperative verbs, parenthesis and short sentences enables the writer to use less words to describe the actions that need to be followed. This lesson explores how the writer successfully uses these conventions.

Preparation

- Copies of *I Ate Sunshine For Breakfast* at least one between two
- Have the equipment necessary for the children to complete the DIY task on pages 26 and 27

Process

Teacher's note: Depending on your class and your preference, you could change the order of this lesson and get the children to follow the instructions and make their wild weed gardens first before you unpick how these instructions have been made concise.

You will have already read the first paragraph in the lesson 'Now That's a Peculiar Word', but read the title and the first paragraph again and ask the children what we can make if we follow these instructions. Once they are clear, explain that you will follow the instructions and create wild weed gardens with a partner.

Before you create your wild weed garden, you are going to read through the instructions to check you have everything you need. Ask the children to read the 'What You Will Need' list with their partners. When they have read them, say that Michael Holland has added information in

parenthesis for each item. Read each item and ask the children to explain what they mean. As you discuss this with the children, demonstrate how he has used just a few words to be specific about what is needed. He doesn't need to explain his reasons because he embeds information in the parenthesis. For example, he doesn't write.

'You will need to find a large clear plastic bottle. This will need to be at least 2 litres, or you will not fit the soil into it, but you could have a larger bottle if you like. When you have found your bottle, you will need to remove the label. You can do this by soaking the bottle in warm water first as this will dissolve the glue so that you can pull the label off,'

We know that the information in the parenthesis is additional information about the bottle and only uses words that he needs for it to make sense because he is not having to write in full sentences. This means the information is concise (giving information clearly in a few words).

Now, look at 'How to Make Your Bottle Garden' and ask the children to read step 1 with their partner. And ask them to discuss how Holland has kept this paragraph concise.

Points to raise:

- Use of fronted adverbials 1) making sure there aren't any animals in the soil you have 2) If dry
- These enable him to get straight to the point rather than If you find some animals in the soil... or If your soil is dry, you will need...
- Compound expression quarter-fill rather than fill your bottle with the soil until it is a quarter full

Now, look at Step 2 for ways Holland has been concise.

Points to raise:

- Imperative verbs
- Use of ellipsis to show that you have to wait for quite a long time rather than explaining that you need to wait for days or weeks

Now, look at Step 3.

Points to raise:

- Notice that the making is now done, and this step describes what to observe
- Short sentence 'Be patient'
- Ask the children why he used quotation marks around 'empty'. This links back to the learning in 'Now that's a Peculiar Word' lesson.

The soil is unlikely to be empty therefore, this is ironic.

Now look at Step 4 and ask if this is an instruction or a suggestion. What word/words made you think this?

Now provide the resources for creating their wild weed bottle gardens. Make sure the labels are still on the bottles and leave the equipment altogether on a table so that the pairs have to work out what they need, as well as figure out how to remove animals or create a funnel from paper.

Final reflection

- What strategies have you learnt for writing concisely?
- When you followed the instructions, did you follow the order or could you do any of the steps simultaneously?
- Are these instructions concise and precise (accurate and detailed)?

Key vocabulary

concise, precise, ironic, instruction

Subject-specific and technical vocabulary

fronted adverbial, parenthesis, sentence, compound expression

Evaluating Illustrations

Evaluating the effectiveness of illustrations

Pages: 46, 47, 112, 113

Duration: 1 session

Purpose

Illustrations can support the reader to understand a text. They can also add beauty and interest and sometimes they do all of the above. When reading a non-fiction book for children the illustrator will often create characters and stylise the drawings and therefore the reader has to understand that the images are not an accurate representation of what they depict. This book is no exception and Philip Giordano's beautiful illustrations are highly stylised and therefore the drawing of plants are recognisable but not life like. This lesson encourages the children to critique the effect on the reader's understanding.

Preparation

- Have enough copies of *I Ate Sunshine For Breakfast* for at least one between two.
- Choose your favourite illustration in the book and consider what you like about it.

Process

Remind the children of the lesson 'Celebrating Connections between Illustrations and Text'.

Now that you have all read more of the book what do they think about the illustrations in *I Ate Sunshine For Breakfast*. Use the following prompts for discussion:

- Have the illustrations helped you to understand the information in the book? If yes, how do they help?
- Do you have a favourite illustration? Which one is it and what are the reasons you like it?

You can model explaining your favourite illustration to help the children to say more than they just like it. For example. I really like the illustrations on pages 44 and 45 because the illustrations show me how the finches evolved different shaped and sized beaks in order to eat the different types of food. I loved seeing the finches in Darwin's beard. I don't imagine that this really happened but it shows that he was really fond of them and spent time living with them surrounded by nature. The smiley worm doesn't help me to understand anything but it makes me smile because he had better watch out for the warbler finch!

Once everyone has had time to share their favourite illustration with their partners, share any that are particularly interesting or well explained.

Now ask the children to turn to page 112 and 114. Read them aloud to the children.

Ask:

What is Rachel Carson's job?

What did she find out through her research?

Ensure they understand that her research discovered how bad pesticides (chemicals used to kill insects or organisms that are harmful to crops or farmed animals) were for all animals and humans.

Then ask what the children notice about the illustration of Rachel Carson. Explore why she is covered in insects and other microorganisms and how this supports the information in the text. Then ask about the sign with DDT crossed out and again look for explanations that describe how this links to the information about her research.

Once you have discussed the links between illustration and text ask if they think that the text and illustration work together successfully to explain the information?

Now turn to pages 46 and 47. Read aloud to the class or ask the children to read with their partner.

Then ask:

- What is this illustration showing us?

Ensure they understand that it depicts the landscape from about 250 million years ago. Then ask:

- What does the illustration tell us that the text doesn't?
- Do you think this helps us to understand how the world looked then?

Listen to the children's thoughts with an open mind but challenge them if they say that it shows us how the world looked. Do the children think the animals looked like that? Would trees and plants have perfectly straight stems/trunks and perfectly round foliage and would it have been these colours?

Ask: So does this illustration support our understanding of the text on these pages?

(Children may be reluctant to be critical of a published text so may need encouragement to look at the limitations of this illustration as well as appeal of them)

Now ask:

- Does anyone know what it looked like on Earth over 250 million years ago?

Discuss answers and ensure they understand that we don't know for sure but scientists use fossils of plants and animals to hypothesise about how they world looked then.

Now use the links to the Natural History Museum's websites and look at how they use photos of plants and trees today to illustrate the types of foliage that would have been on Earth as well as 'realistic' illustrations of dinosaurs and landscape. And ask the children what they think about this approach and how it helps understanding of a world we cannot see.

Final reflection

- Would you have preferred to have realistic illustrations or photos in this book or keep the stylised illustrations created by Philip Giordano?

Key vocabulary

realistic, stylised, pesticide, protest,

Subject-specific and technical vocabulary

illustration, text,

Academic process words

explanation, making connections

After Reading

Review and Reflect

Composing Nature's Tune

Using reading to prompt exploration and experimentation.

Pages: 88, 89, 90 and 91

Duration: 3 sessions / 1 hour and 30 minutes

Purpose

Reading a book particularly a non-fiction text can inspire us to learn more about something that is referred to in the text. This lesson demonstrates how reading can be a springboard into further exploration and experiences.

Preparation

- Copies of *I Ate Sunshine For Breakfast* at least one between two
- Have a version of Mendelssohn's 'A Midsummer Night's dream' to play to the class. <https://www.youtube.com/watch?v=wlclmOYivDA>
- Plan to go outside into school grounds or a nearby park or woods
- Print photocopies of Grass Squeaker Instructions on pages 90 and 91
- Notebooks and pencils
- Instruments including percussion and other objects to create sounds with

Process

Teacher's Note: You may want to split the lesson into two or three sessions depending on whether you are leaving school grounds and if you want to create a piece of music to perform to others.

Part 1

Read aloud pages 88 and 89 with the class. Draw the children's attention to the sentence.

'Much of his inspiration for writing orchestral pieces such as A Midsummer Night's Dream came from these woods.'

Ask the children to discuss with their partner what this sentence means. Share some good explanations with the whole class. Then ask the children to tell their partner if they have ever been inspired to do something. Again, share any interesting examples of inspiration that you hear.

Explain that now that you know that this piece of music was inspired by these woods (Burnham Beeches) that you wanted to hear it to see if you could understand the connection between the music and the woods. Ask if anyone else is curious about that or if anyone has heard this piece of music before. Say that you have the music to play to the class but before you play it, they might also be interested to know that A Midsummer Night's Dream is a Shakespeare play that is set in a magical forest on a midsummer night and during the play fairies can be found darting around creating mischief and casting spells on humans. So whilst listening to the piece see if they can imagine the magical woods and the fairies within it.

Ask the children to look down or close their eyes if they are comfortable whilst they listen to the music. The piece is quite long so you may want to play just the first couple of minutes. Some children may like to have some paper and draw what they visualise as they are listening.

When they have listened, give the children time to describe their response to their partner and explain what they imagined as they were listening.

Part 2

Explain that you are now going to go to the playground, woods or park for some inspiration. You are going to go and listen to the sounds that you hear and use it to inspire you to create some music. Whilst you are there the children could use the photocopied instructions on pages 90 and 91 to make a grass squeaker.

Once they have made their grass squeakers encourage the children to lie down under a large tree. Explain that you want them to relax and just try to become part of the where they are. They should just try to relax and listen. Encourage them to look above and around them, notice how

they feel, what the ground feels like beneath, what they smell as well because music can describe feelings and images as well as represent sounds that we hear.

Once they have been still for a couple of minutes, encourage them to interact with the tree/woods. Touch the trunk, feel the leaves (don't pick or break anything) pick up broken twigs and snap them to listen to the sounds.

Once they have had a time to explore, ask them to jot in their notebooks/paper what they have seen, heard, felt and smelt. They can use words, pictures or symbols and lines to record.

The children could also collect fallen leaves or twigs to take back to use to create sounds for their pieces of music.

Part 3

Once back in the classroom the children are going to work in groups of 4 or 5 to compose and create a short piece of music inspired by their experience in the woods/park. Ensure they understand that the experience of the woods/park was an experience to inspire creativity. They do not need to reproduce exactly what they heard but try to express what the place inspired in them. They can use the instruments available but also use body percussion and any other objects that can be used to make sounds.

When they have had time to compose their pieces of music, make time to listen and enjoy each other's pieces. Encourage them to share their thoughts and responses to the music. The opportunity to perform to a bigger audience would also really see what the learning in books can lead to!

Final reflection

- What else have you read in this book that you would like to explore further?

Key vocabulary

inspire, nature, compose,

Academic process words

observe, collaborate, compose, respond

Plant Awards

Selecting the plants that interested us the most.

Duration: 1 session

Purpose

Different facts or information within a text will appeal to different readers. This lesson provides the opportunity for the children to reflect on their own preferences and interests by choosing the plant that they found most fascinating in the book.

Preparation

- Have enough copies of *I Ate Sunshine For Breakfast* for at least one between two.
- Read pages 120 and 121 with the class
- Choose the plant in the book that was of most interest to you.

Process

Read pages 120 and 121 with the class and ask the children to discuss with their partner what it is about all of these plants that makes them worthy of winning awards.

They should identify the superlatives and understand that these plants have more of a certain quality than any other plant. You can help them to create sentences to express this, for example: The sea bean travels **further** than any other seed. Lichens grow **slower** than any other plants.

Once the children understand this, say that you have found out about lots of different plants whilst reading this book and that if you had a plant award for the most fascinating plant in this book you would award it to... Tell the children the plant you are most fascinated by and ask them to turn to the page in the book that describes this plant.

Then explain why this plant was so fascinating to you.

Now give the children the opportunity to look back through the book with their partner and find the plant that most fascinated them. They then need to explain to their partner what it is about this plant that they find fascinating.

When both children have had time to describe the plant that they would award 'The Most Fascinating', ask them to write the name of the plants they chose on a sticky note. Then, one table at a time ask the children to stick the name of their plant on a wall or board at the front of the class. If they see the same plant that they chose, they need to stick their sticky note on top of it. Once everyone has added their plant, explore if there was a plant or plants that proved to fascinate more people and then together consider why these plants might be fascinating to so many people.

Then ask a couple of children who chose different plants to explain what fascinated them about their choice.

Teacher's Note: You could ask the children to write a paragraph to name and explain why this plant should win the most fascinating plant award and create a display somewhere in the school for other children to learn about these plants.

Final reflection

- What else would you like to know about the plant that you chose?

Key vocabulary

fascinate, award, superlative

Academic process words

explain

Symbolism

Exploring the symbolism of flowers

Pages: 73, 108, 109

Duration: 1 session

Purpose

This lesson explores how the Victorians used flowers as a language with different flowers symbolising different qualities, ideas or emotions. Understanding symbolism opens up another level of understanding when reading literature.

Preparation

- Download the 'The Symbolism of Flowers' slideshow
- Have enough copies of *I Ate Sunshine for Breakfast* for at least one between two

Process

Read aloud pages 108 and 109.

Ask the children to discuss with their partner why the title for these pages is 'Speaking in Plant'. Listen in to conversations and share any interesting comments.

If they haven't mentioned it, direct them to the sentence at the top of page 109 and re-read it. Now ensure that the children understand the word 'symbol'.

If you or any of the children have connections with countries flags that are represented on this page provide the opportunity to elaborate and share any knowledge about the symbols on the flag and their importance to the country.

Now explain that if you look at page 108, the Victorians were using the flowers to symbolise emotions and qualities.

Open up the slideshow and look at the photos of the flowers and qualities they symbolise. Explore through conversation with the class why these flowers may have been chosen to represent these emotions linking the emotion to the attributes of the flowers. This is about making connections. E.g. The red rose could symbolise love because we link love to the heart which pumps red blood. Or consider how ornate and golden the Tiger Lily is and how this looks rare and exotic and rare and exotic objects are often expensive.

Now show the images of the sunflower, foxglove and bird of paradise and ask the children to come up with some human qualities that these flowers could symbolise. You may want to list some qualities with the whole class first. There is a short list later in the slideshow that you could use or generate your own. Now with their partner the children can match the flowers to a quality and be prepared to explain their reasoning for this match.

You may want to model a good explanation. For example 'The sunflower could symbolise hope because it is bright yellow and looks like the sun. The sun rises every morning and each day is a new opportunity.'

Go between the pairs listening and prompting explanations that link to the attributes/features of the flowers.

Share some of the ideas with the whole class and encourage discussion and dialogue by listening to different qualities attributed to the same flower. This opportunity to compare different responses enables children to expand or deepen their explanation or to be convinced by a different idea.

Now turn to page 72 and read aloud the paragraph 'The Lotus effect'. The paragraph is written on the slideshow. Share this with the class and ask the question: What is it about this plant that would make it a powerful symbol for a religion?

Give children time to read the paragraph to themselves and look for details about the plant that make it special. Take ideas from the class and highlight words and phrases. Ensure they understand murky and pristine. If any child is a buddhist or Hindu then give them the opportunity to share their knowledge.

Final reflection

- What stories do you know that include plants to symbolise a quality or emotion?
- You may want to read a story that contains symbolism for example 'The Giving Tree' by Shel Silverstein
- Encourage children to explore the symbolism of the lotus flower in religion or flags that include plants in their design for home learning.

Then provide time for them to share what they learn with the class.

Key vocabulary

symbol, emotions, attributes, features

Academic process words

explain

Tasting Time

Tasting the food that you grew from seeds

Pages: Whole book

Duration: 1 session

Purpose

Texts come to life when we can recognize how the ideas in a book connect to us and the world we live in. Through tasting the food that they have grown the children can consider the central theme of the book that without plants humans could not survive and whether their increased understanding of this connection has changed the way they think about plants and food.

Preparation

- Have the plants that the children grown prepared for them to taste.
- Have slideshow 'Adjectives to describe food' ready to display. Add or change selection of adjectives to include adjectives that would describe the food that you have grown.

Process

Explain that you are going to taste the food that you have grown from seed.

Ensure that everyone has some cuttings from their plants ready to taste.

Share the slideshow of adjectives to describe the taste and texture and go through them so that they children understand what they mean.

Now ask the children to taste their food, paying attention to its texture and taste as they chew. They can then jot down the adjectives that best describe the food. Now ask them to share their description with their partner and see if they agree.

Presuming everyone grew the same plant then agree a shared description of the taste and texture.

Now ask the children to discuss the following questions with their partner:

- How do you feel eating something that you have grown from a seed?
- Would you be interested in growing more food at home?
- Now you have experienced growing food from a seed, does it make you think differently about the food that you eat at home or the food you see in the shops?

Whilst the children are discussing the questions, listen in to conversations and then share any interesting comments that could spark further whole class discussion.

Now ask the children to the paragraph titled 'Remember' on page 119.

Ask the children to think about how this paragraph makes them feel. Then discuss how this paragraph links to the information from the rest of the book.

Now look at the sentence. 'We all need to respect the natural world and to bring plants back into our everyday lives.' Explain that by growing your own food you have done this.

Explore and discuss how the class or the school might bring plants into your everyday lives.

Final reflection

- Having read this book, are you more interested in plants, the same interest as you had before you read the book or less interested?
- Having grown a plant from seed, are you more interested in plants, the same interest as you had before, or less interested?

Key vocabulary

taste, texture, respect, adjectives, crunchy, smooth, chewy, tender, juicy, fresh, bitter, sour, cooling, zesty, fiery, mellow

Academic process words

reflect

Wider Learning Opportunities

DIY Activity

Learning more about plants through practical activities.

Purpose

This book is full of practical activities for children to learn more about plants and their properties. Carrying out these projects provides the opportunity for children to read instructions for a purpose.

Preparation

- Have any of the resources listed in the DIY project available.

Process

Choose one or more of the DIY projects in the book and plan time for the children to carry them out.

Encourage the children to complete the project with a partner giving as little instruction from you or other adults as possible. This will give the children the experience of reading instructions for a real purpose.

Final reflection

- How did you work with your partner?
- Did you have to re-read steps of the instructions in order to understand them?

- Would you have added any words, titles or pictures to the instructions to make them easier to follow?

Key vocabulary

instructions, steps

Resource Links

Websites

<https://kids.britannica.com/kids/browse/subjects#leaf=&page=1&tree%5B%5D=main&tree%5B%5D=2126>

<https://science4fun.info/aquatic-plants/>

<https://www.rhs.org.uk/education-learning/gardening-children-schools/family-activities/grow-it>

<http://kidsinthegarden.co.uk/plants-for-kids/growing-vegetables-with-children/>

https://wowscience.co.uk/?_sft_category=plants