

A HIDDEN BEAUTY

1

SUBJECTS: Language Arts, Visual Arts, Science

OBJECTIVE: Students will construct a model of a plant that grows from a bulb.

BACKGROUND

A bulb is a thickened underground stem that stores food for the growth of the plant. An onion is a bulb. All the layers of the onion and other bulbs are leaves that contain food to help the plant grow and flower. Some of our most beautiful springtime flowers grow from bulbs, too. Tulips, daffodils, crocus, and hyacinth are some of the most common ones. After the flower dies, the leaves collect sunlight, which is used to turn nutrients from the soil into food for next year's flowers.

The amaryllis bulb is usually grown as a houseplant because it comes from tropical South America and cannot survive Oklahoma's cold winters. It grows very quickly and has huge red, pink, white or candy-striped flowers.

ACTIVITY

1. Bring an onion and other common bulbs students might find in their homes and use them to demonstrate the background material.
2. Use a sharp knife to cut the bulbs in half, some crosswise and some lengthwise. Let your students examine their centers with a hand lens.
3. Reproduce the drawing of an amaryllis bulb below, and provide one for each student. Have students color the bulbs and cut them out. (Amaryllis bulbs are brown, green and white, but allow your students to color them as they wish.) Then have students glue cotton string or assorted colors of yarn to represent bulb roots. To complete the plant picture, help students draw between three and five long tongue-like leaves on green construction paper. Have the students glue the leaves to the tops of their bulbs.
4. Decorate a bulletin board with your students' creations.

ADDITIONAL ACTIVITIES

1. Grow an amaryllis or some other bulb plant (tulip, crocus,

MATERIALS
onion and other
common bulbs

sharp knife

hand lens

glue

cotton string or
assorted colors of
yarn to represent
bulb roots

green construction
paper



2

VOCABULARY

bulb
stem
nutrients
tulip
daffodil
crocus
hyacinth

P.A.S.S

Language Arts

Kindergarten:

I.C, D; VI.A,D

Grade 1: I.A.1,2,3,

V.D.1, 2, 4

Grade 2: V.C.4, E

Grade 3: V.B.5;

V.C,D

Visual Arts

Kindergarten: I.D

Grades 1-3: E

Science

Kindergarten: I.A;

III.A, B

Grades 1-3: I.A,

C; XI.A, B, C, D

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- hyacinth, narcissus) in your classroom. Get information about growing them from your garden center.
2. Review with students what an acrostic poem is and how it is created. Write the word "bulb" lengthwise on the chalkboard, and have the class brainstorm words that start with each letter. Have students create their own acrostic poems, or have students create a poem as a group. Have younger students copy the following poem, using their best handwriting:

Below soil
Ugly skin
Life of a flower
Beautiful bloom.

BOOKS

Ehlert, Lois, *Planting a Rainbow*, Trumpet, 1988.

Eyewitness Explorers: *Flowers*, DK Publishing, 1997.

Heller, Ruth, *The Reason for a Flower*, Grosset & Dunlap, 1983.

Lobel, Anita, *Alison's Zinnia*, Morrow, William, 1996.

Robbins, Ken, *A Flower Grows*, Dial, 1990.

Takahara, Koji, *Rolli*, Simon & Schuster Children's, 1988.

EVALUATION

Were students able to cut out the bulbs and assemble the pictures?

Name _____

A Hidden Beauty

Color the bulb and cut it out. Glue string or yarn for roots. To complete the plant picture, Glue paper leaves to the top.

