

Discussion Questions

1. What do you think Meadowview Street looked like before the houses were built?
2. Why did Caroline want to save the flower in her yard?
3. How did Caroline stop her father from mowing over her flower?
4. Describe how Caroline's yard changed throughout the story. How did the neighbors react to these changes? How do you think your family would react?
5. Food, water, space, and cover are needed to create habitat for wildlife. Does your yard provide habitat for wildlife?
6. Why do you think it is important to create habitats for wildlife like Caroline did in the story? Do you think it would be difficult to do this at your house?
7. Can you remember a time when you discovered a problem or a need and fixed it yourself? What steps did you take to resolve the problem or meet the need?
8. What would you like to improve in your neighborhood or community?



Meadow Mural Activity

Required Materials: *On Meadowview Street* by Henry Cole, large roll paper, masking tape, colored pencils, markers, crayons, construction paper, glue sticks

Description: Children will create a meadow mural using inspiration from the illustrations in *On Meadowview Street*. This is an ongoing activity intended to continue to grow and change from week to week and encourage children to return to the library to see how the meadow mural has evolved.

1. Secure large roll paper to a wall or the floor using masking tape.
2. As a group, create a scene similar to Caroline's yard at the beginning of the story.
3. Encourage children to use a variety of materials (colored pencils, markers, crayons, construction paper, etc.) to create the mural.
4. Each week students and librarians will add to the meadow mural. During week one, children will help "plant" wildflowers by drawing, coloring, or creating flowers to add to the mural. Before week two, librarians can draw, color, or create bees to add to the mural so when the children return, they will see that their flowers attracted pollinators. During week two, children will add trees and librarians will add butterflies. During week three, children will add birdhouses and librarians will add birds. During week four, children will add a pond and librarians will add salamanders, frogs, fish, and dragonflies. After four weeks, the mural will be a complete!
5. Display the mural in a location for all to see.
6. Use the mural to generate discussion about creating habitat for wildlife and how children can do this at their homes and in local communities.



Birdfeeder Activity

Required Materials: Pinecones, vegetable shortening (Crisco), popsicle sticks, birdseed, string

Description: Children can try their hand at creating wildlife habitat in their backyards or community. The pinecone birdfeeder is made with natural materials, and provides a food source for birds and squirrels. Encourage students to hang their birdfeeder outside of their homes or library to observe the wildlife the pinecone feeder attracts.

1. Prepare the materials by putting the vegetable shortening on a plate, the birdseed in a large bowl, and pinecones and string in the center of the table.
2. Ask each child to select a pinecone for the activity.
3. Have the children tie a string to the top of the pinecone for hanging.
4. Children can coat their pinecones with the vegetable shortening by rolling their pinecone in the shortening or using a popsicle stick to help them apply the shortening to their pinecone.
5. Once the pinecone is coated, children can dip their pinecone in the bowl of birdseed or sprinkle the birdseed on top.



Building a Habitat Activity

Required Materials: *On Meadowview Street* by Henry Cole, Building a Habitat handout, pencil

Description: For an outdoor area to qualify as a habitat, it needs four elements: food, water, space, and cover. As a thought-provoking activity, first ask the children if they know what is needed for wildlife to survive and introduce them to the concept of habitat. Review the elements needed to create a habitat and brainstorm examples found in *On Meadowview Street*. For example, the pond created a water source and the tree provided cover. Add the elements from the story to the habitat handout. After completing the handout, take the children outside and ask them to determine if the outdoor area has all the necessary elements for a wildlife habitat. If not, brainstorm ways to add to or improve the outdoor area to attract more wildlife. Encourage children to do these activities at their home as well.

Additional Examples

- o Food: fruits, buds, flowers, insects
- o Water: pond, stream, birdbath
- o Space: space to hunt, space to nest, space to eat
- o Cover: trees, grasses, rocks



Grow Your Garden from Seed Activity

Required Materials: A variety of seed (birdseed works well), paper, glue, Grow Your Garden handout (optional)

Description: In *On Meadowview Street*, the meadow began with Caroline's desire to save one wildflower. In this activity, students will be given the opportunity to create their own wildflowers using seeds. Flowers come in all shapes and sizes. Encourage the children to be creative as they are working on their unique flower.

1. Prepare the materials by giving each child a blank piece of paper or the Grow Your Garden handout and put the glue and seeds in the center of the table.
2. Ask the children to draw a wildflower on their paper if they are not using the Grow Your Garden handout.
3. Have the children glue the seeds onto their flower. Encourage students to create unique designs by using one kind of seed for the petals and another for the center of the flower etc.
4. Hang the children's wildflowers in a big group to show how one person's special flower can turn into a large meadow full of special flowers.



Plan Your Garden Activity

Required Materials: Meadow Cards - For Library Activity handout, Plan Your Garden handout, colored pencils (or other art materials, such as flower stickers)

Description: This activity will give children the opportunity to plan their own garden, just as Caroline did in the story. Using the Meadow Plant Resource Cards, students will learn about native plants that grow in meadows and the wildlife they attract.

1. Give each child a garden grid handout or create a large grid to work on together. This is where the children will plan for their garden plot.
2. Review the Meadow Plant Resource Cards with the children, showing them the meadow plants and the wildlife that each plant will attract.
3. Encourage the children to think carefully about how they will plan their gardens and which plants they will include.
4. Provide children with colored pencils or other art supplies to create flowers to add to their garden grids.
5. Have children add one flower to each grid box on their handout to create their garden plan.



Name: _____ Date: _____

Building a Habitat

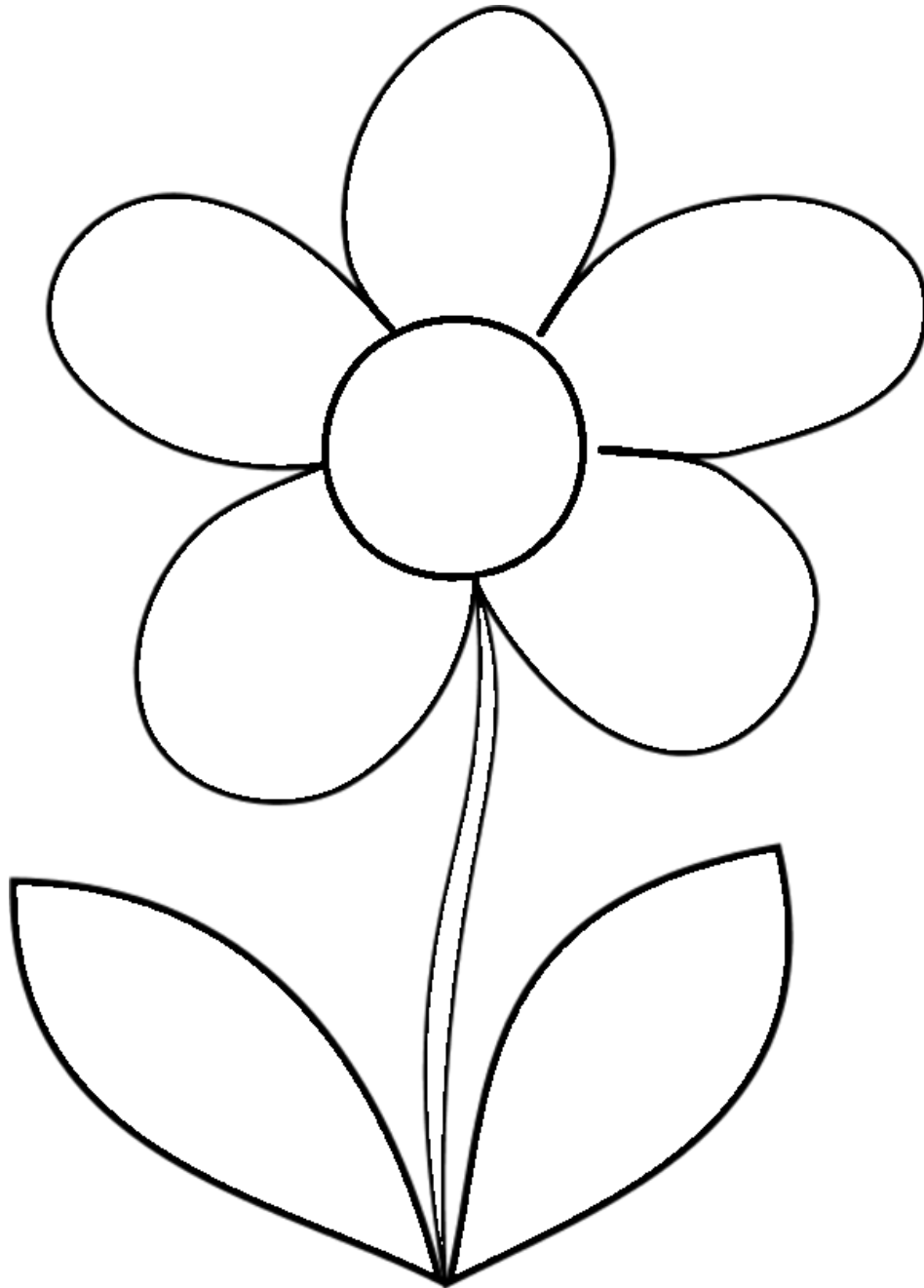
Food	Water
Space	Cover



Community Read
Read. Think. Engage.

Name: _____ Date: _____

Grow Your Garden



Community Read
Read. Think. Engage.

Name: _____ Date: _____

Plan Your Garden



Community Read
Read. Think. Engage.



Community Read
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