



THE PENNSYLVANIA
HORTICULTURAL SOCIETY

2009

Kids Grow Expo

featuring the Junior Flower Show



TREES

please

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featuring the Junior Flower Show

TREES PLEASE

The Kids Grow Expo is a horticultural exhibition by and for school age children in the greater Philadelphia region. Sponsored by the Pennsylvania Horticultural Society as an educational project, the Expo creates an awareness of horticulture and the natural environment and encourages active participation of youth in growing, gardening and related activities.

The Kids Grow Expo partners with Temple University Ambler's EarthFest allowing youngsters to celebrate Earth Day with a number of activities and interactive displays related to environmental awareness. The Kids Grow Expo is a free event and will be held on the Temple Ambler campus. There will be educational exhibits, service learning projects and competitive classes as part of the Junior Flower Show.

Trees can make a world of difference in our lives and serve as the inspiration for this year's theme. Trees are our friends, especially for children. They view trees as a shady retreat on a hot summer day, a sturdy foundation for a swing or clubhouse, or the perfect spot to become invisible in a game of hide and seek. Our hope is that "Trees Please" will expand a child's view to see trees as a natural resource that provides us with fresh air, building material and paper, and a shelter for wildlife.

Join us for a Tree-mendous Expo! Be sure to register your group by filling out the form on page 12.

The Kids Grow Expo Committee

For more information about the Kids Grow Expo go to pennsylvaniahorticulturalsociety.org

or contact:

Flossie Narducci
Pennsylvania Horticultural Society
100 North 20th Street
Philadelphia, PA 19103
215-988-8897

Location: Temple University Ambler, Ambler, PA (see map on page 11)

Date: Friday, April 24, 2009
9:30 am – 2:00 pm

Table of Contents

Rules	4
Classroom Projects	5
How Does That Tree Measure Up?	5
Tree Traits	6
Trees at Work	6
30 Good Reasons for Trees	7
State Trees	7
Artistic Classes	8
Horticultural Classes	9
Challenge Class	9
Kids Grow Expo Terminology	10
Map and Directions	11
Pre-registration Form	12

Committee

Pamela Snyder, Chair
Liza Hawley
Peter Hickman
Louise Kilderry
Chuck Lafferty
Philip McCabe
Sylvia Myers

Brendan Petersen
Keelin Purcell
Barbara Schmidt
Anita Schumer
Doris Stahl
Iris Brown, Ex-officio

Staff

Flossie Narducci, Show Coordinator
Kay Gramiak, Show Assistant
Sally McCabe, Outreach Specialist
Larry Stier, Project Manager
Heidi Hiteshue, Project Coordinator

Bob Felke, Floor Manager
Mindy Maslin, Outreach Specialist
Marilyn Reynolds, Outreach Specialist
Anne Vallery, Creative Services Manager

REGISTRATION

On-site registration and entry drop-off takes place on **Wednesday, April 22** from **3:00 pm to 6:00 pm**.

To pre-register, please complete the registration form on the last page and return by **March 31**. Entry tags will be mailed only if the form is received by then.

The show Committee will take every precaution to insure the safety of all entries, but cannot be held responsible.

Entry Rules

Each exhibitor will be permitted to exhibit only one entry in each artistic/horticultural class.

An exhibitor may have more than one entry in a horticultural class if plants are of different varieties.

Each **artistic class** is limited to a total of 10 entries from each classroom or group.

All plants must have been grown by the exhibitor, except in artistic classes. All plants must have been cared for by the exhibitor and grown in the exhibit container for at least two months prior to the Show.

Artificial plant material is not permitted. Everything used must be natural. Accessories permitted where specified.

Some **horticultural classes** are limited. Please bring only the number of entries allowed under each class.

Judges and Awards

Only entries that meet class specifications will be judged.

Judging will be by qualified judges.

The Committee has the right to subdivide classes.

The judges' decision will be final.

Ribbons will be awarded to all entries.

Removal

Entries may be removed from the Show between **2:00 pm and 3:00 pm** on **Friday April 24**. The committee is not responsible for any remaining entries. Entries not picked up by **3:00 pm Friday, April 24**, will be discarded.

Age Division and Color Coding

- | | |
|--|--------|
| (A) Up to and including 2 nd Grade | Red |
| (B) 3 rd through 5 th Grade | Orange |
| (C) 6 th through 8 th Grade | Yellow |
| (D) 9 th through 12 th Grade | Green |
| (E) Ungraded Classes | Blue |
1. Below 6th Grade Level
 2. 6th Grade Level and Above

Classroom Projects

I. How Does That Tree Measure Up?

This activity will enable students to determine the height of a tree, its circumference, root span, and its crown.

Materials:

String Pencil
Ruler Meter stick
Paper Tree

Activities:

Trunk:

1. Measure from the ground to 4 ½ feet high on the trunk of the tree.
2. At that height, measure the trunk's circumference. Tie a string around the tree trunk and then remove it and measure the length of the string.
3. Round off the number to the nearest inch. Record the number and label as circumference.

Crown:

1. Find the tree's longest branches.
2. Put markers on the ground beneath the tip of the longest branch.
3. Find a branch that is opposite it and mark its tip on the ground.
4. Measure along the ground from the first marker to the second marker.
5. Record the number and label as crown.

Height:

1. Have your partner stand at the base of the tree with his back to the trunk.
2. Back away from the tree, holding your ruler in front of you in a vertical position. Keep your arm straight. Stop when the tree and the ruler appear to be the same size. (Close one eye to help you line it up.)
3. Turn your wrist so that the ruler looks level to the ground and is in a horizontal position. Keep your arm straight.
4. Have your partner walk to the spot that you see as the top of the ruler. Be sure that the base of the ruler is kept at the base of the tree.
5. Measure how many feet he or she walked. That is the tree's height. Record your answer as the height.

Root Span:

1. Many trees have root systems that extend up to three times the height of the tree. Measure along the ground from the tree's trunk to a distance 3 times the height to demonstrate how far the roots may extend. Record this number as Root Span.

Hint: You may wish to repeat these steps several times to confirm your original measurements.

Results:

Have students make bar graphs using information gathered. You may wish to measure several trees to compare the results or see the difference between different varieties of trees.

II. Tree Traits

This activity will have students survey their neighborhood or school grounds to inventory what trees are present and then identify the characteristics of several different varieties of trees.

Materials:

Paper Pencils
Camera Crayons or markers

Activity:

1. Have students tour their neighborhood or walk around the school grounds and count the number of trees present.
2. How many different kinds of trees can they identify?
3. What are the different shapes of the trees that were observed?
4. What are the parts of a tree? What are their functions?
5. Do some trees have leaves on them, even if it's winter? Do some trees have needles?
6. Are there any signs of animal life in or on the trees?
7. Have students draw or photograph at least three different varieties of trees.
8. Then have students draw or photograph the overall shape of the tree, the bark of each tree, the shape of its leaves, any flowers, fruits, seeds or nuts.
9. Students may observe the tree at different times of the year and make comparisons.

Results:

Create a poster board or photo collage with all the information students have gathered.

III. Trees at Work

With this activity, students will learn that people, animals and the environment itself depend on the work of trees.

Materials:

Paper Crayons or markers
Chalkboard Magazines
Pencils

Activity:

1. Divide the students into 3 groups. Have the first group discuss how trees benefit people, the second group discuss how trees benefit animals, and the last group discuss how trees benefit the environment. (For instance, trees provide oxygen, helping people breathe. Trees provide shelter or a home for animals. And trees also provide shade, reducing our energy needs.)
2. Have each group make a list of the benefits of trees for their assignment. Individuals in the first group would draw or collect pictures concerning the relationship between trees and people. The second group would focus on trees and animals. The third would be concerned with trees and the environment.
3. Have students bring in or draw a picture of his or her favorite product that comes from a tree. Examples include paper, furniture, fruit, nuts, glue, chewing gum, turpentine, etc. Students can look around the classroom to find items that came from a tree. They can include food items as well. You may want to discuss some foods that are not normally associated with trees, such as cinnamon, mustard, and olives.

Results:

Have students assemble their pictures on a poster board and label appropriately.

IV. 30 Good Reasons for Trees

This activity asks students to compile a list of ideas and publish a book about how trees are saving the environment.

Materials:

Resource materials with information on the role of trees in the environment

Access to the Internet

Drawing Materials

Activity:

1. Explain to students that they will create a book entitled 30 Good Reasons for Trees.
2. Have students spend a set amount of time brainstorming why trees are good for the environment. Students should take into consideration a variety of settings, such as urban, rain forest, and rural areas.
3. Students will compile a list or drawings of 30, 40 or 50 good reasons for trees.
4. Divide the remaining tasks among students: creating a cover, table of contents and assembling the pages.

Results:

Celebrate the completion of the book by holding a Publication Party. The program can include such events as a formal presentation to the school library, speeches, poems or songs about trees, and healthy snacks that come, at least in part, from trees.

V. State Trees

This research project will have students identify the tree adopted by each state as the Official State Tree.

Materials:

Paper

Crayons or markers

Map of the United States

School or local library

Internet access

Activity:

1. Have students visit the school or local library or the Internet to obtain a list of Official State Trees.
2. Draw a picture of each tree and identify the tree (with Latin name, if possible) and the State.
3. If students discover an interesting fact or two about how the tree was selected as the state tree, this information can be included as well.

Results:

Students will create a poster board or booklet with all the information collected. This information can be posted directly on a map of the USA or an outline of each state can be included with the name, photo and/or drawing of each tree.

Artistic Classes

Class #1. Fall Foliage

Every autumn the leaves on trees change colors. Some are bright yellow, gold, orange, red or rust. Can you make a small flower arrangement with fresh flowers that include the same colors you might see on leaves in the fall? You may include accessories if you like.

Class #2. Cone Heads

A pinecone is the way a conifer tree disperses its seeds. Make a crafty creature using a pinecone as the base? Your crafty creature can be an animal or critter that lives in, under or around trees. Be sure to use only natural materials such as twigs, seeds, nuts, pinecones, etc.

Class #3. Poet-tree

Trees have always been a favorite subject of poets. Can you write a poem about a tree? It can be a tree that you planted, or a tree you like to climb, or even a tree in your imagination. Then you can make a frame out of twigs to frame your literary composition. Remember that your frame cannot be larger than 8 ½ by 11 inches.

Class #4. Branching Out

Tree branches connect the trunk to the leaves and transport water and minerals to the leaves. Can you make a dried flower arrangement using only dried plant material such as dried flowers, leaves, grasses, etc? Be sure to include a small branch in your design.

Class #5. Tree Topper

Trees are a source of paper. You can make a paper hat from newspaper or recycled paper and then decorate it with natural materials only; such as dried flowers, weeds, seeds, shells, etc.

Class #6. Tree Rings

Counting the tree rings will help you determine the age of a tree. You can make a piece of jewelry using tree parts. Your necklace, bracelet, pin or earrings can include seeds, leaves, twigs, nuts, etc.

Class #7. Lumber Jack

Can you make a scarecrow of someone who works with trees? It can be a lumber jack, an arborist, a nurseryman or a forester, etc. Your scarecrow should be made of recycled materials and stand no taller than you.

Class #8. Tree – house

Did you know that a tree is a home to many animals? Can you construct a bird house, bat house, butterfly house, or squirrel shelter for one of your favorite tree's inhabitants. You may use recycled materials.

Class #9. Johnny Appleseed

Johnny Appleseed was an American pioneer nurseryman who planted hundreds of apple trees in the Midwest. Make a block print using a cut apple (or vegetable). You may need help from an adult when using a cutting tool. You will want to make your design on a piece of paper no larger than 8 ½ by 11 inches.

Class #10. Out on a Limb

Can you construct a mobile using some parts of a tree. Your mobile can include branches, tree bark, leaves, seeds, pinecones, roots, etc. Be sure to assemble your mobile so that it can be hung.

Horticultural Classes

All plants must be grown or cared for by the exhibitor for a minimum of two months prior to the Show.

11. Any flowering plant in a pot 6" or under. Must be in bloom.

12. Any flowering plant in a pot over 6". Must be in bloom.

13. Any foliage plant in a pot 6" or under.

14. Any foliage plant in a pot over 6".

15. Any container grown vegetable plant(s). One variety to a pot.

Limit: One per class/group of each variety.

16. Cactus and Succulents. Any variety. One plant to a pot.

17. Herbs. Any variety: specify culinary, fragrant or medicinal. One plant per pot.

18. Hanging Basket in a pot 6" or under.

19. Hanging Basket in a pot over 6".

20. Dish Garden. An arrangement of three or more plants in a shallow planter, no larger than 15" in diameter.

Small figures may be used.

21. Terrarium. An arrangement of three or more plants in a covered container, no larger than 15" in any direction.

Limit: 5 entries from each group/class.

22. Green "n" Growin'. An established plant propagated and grown by exhibitor for at least two months prior to the Show. (No fruits or vegetables). Means of propagation, other than seed, to be named on entry. (Cutting, air layering) Limit: 5 entries from each participating group/class. No more than two of each variety.

23. Kitchen Gardening. Sprouting or rooted plants from the kitchen, i.e. root vegetable tops, sweet potatoes, fruit seeds, avocado pits, etc.

Challenge Class for 2009

24. Northern Red Oak acorns will be distributed at the **February 10th and February 12th** workshops.

Students should grow their entries indoors in potting soil. Bring your entry to the Junior Flower Show.

Kids Grow Expo Terminology

What Is A Class? What Is A Grade?

A **class** is what you make your horticultural or artistic entry for (e.g. Crafty Creatures). A **grade** determines which age division within the class the entry will go. (e.g. 1st grade, 2nd, 3rd, etc.)

What Is The Difference Between Fresh & Dried?

Fresh is recently cut from a living plant and has not been treated with dye or paint.

Dried has been treated in sand, glycerin, borax, or naturally preserved (i.e. hanging upside down, pressed in a book, or storing in a dry dark place.)

What Is Natural?

Natural – Branches, driftwood, bark, stones, shells, seeds, grasses, leaves, pine cones, pods, nuts, etc.

Not Natural – Paint, dyes, ribbons, macaroni or other manufactured pastas, felt, candy or glitter.

What Does “Accessories Permitted” Mean?

Accessories are non-plant material additions to the floral design.

Keep in mind that the accessories used must be in proportion to the arrangement. (e.g. if the class states that an arrangement should be no larger than 12” in any direction, that means 12” with all accessories in place – see Class 1 on page 8. Also, accessories are considered extra which means they can be removed without altering the balance and design of the arrangement.

Sample entry tag

Class number _____

Class name _____

Name _____

School/Group or Home address _____

1st	2nd	3rd	Honorable Mention
_____	_____	_____	_____

Class number _____

Class name _____

Name _____

School/Group or Home address _____

Directions to Temple University Ambler

From Temple U's Main Campus & Points South: Broad St. north to Cheltenham Ave. (approx. 6 miles). Turn left at Cheltenham Ave. Follow signs to Rte. 309 north (approx. 1.25 miles). Turn right at Rte. 309 and proceed to Susquehanna Rd. exit (approx. 6.5 miles). Turn left on Susquehanna Rd. Proceed ½ mile to Butler Pike. Turn right on Butler Pike. Proceed approx. ½ mile to Meetinghouse Rd. Turn right and proceed approx. ½ mile to Temple University Ambler entrance.

From Points North via Route 309:

Follow Rte. 309 to Ambler exit. From exit ramp, turn left on Butler Pike, follow Butler Pike approx. ½ mile to Temple University Ambler.

Public Transportation:

Septa Regional High Speed Lines:

The Paoli-Doylestown line (R5) stops at the Ambler train station and the University provides free bus service to and from Temple University Ambler.

“94” Bus:

Runs from Germantown Ave. and Bethlehem Pike (end of Chestnut Hill West High Speed line and “23” trolley to the Ambler train station. Free shuttle bus is provided to and from Temple University Ambler.



Preregistration Form

To register to bring students to the show, please be sure to note approximate number.

We plan to attend EarthFest/Kids Grow Expo on **Friday, April 24, 2009**

Approximate Number____

Teachers, please fill out one form for your whole class:

Name of Teacher_____ Home Phone _____

Name of School _____

Address of School_____

City _____ State_____ Zip_____ Work Phone _____

Email_____

Individual entrants, please fill out this part:

Name _____ Phone _____

Address _____

City _____ State _____ Zip _____

Email _____

Please indicate below the number of entry tags needed for each age division.

_____ (A)Up to and including 2nd Grade

_____ (B)3rd through 5th Grade

_____ (C)6th through 8th Grade

_____ (D)9th through 12th Grade

(E)Ungraded Classes

_____ 1. Below 6th Grade

_____ 2. 6th Grade Level and Above

To have your entry tags mailed to you, **please return by April 7, 2009.**

Mail to:

Kids Grow Expo/Junior Flower Show

The Pennsylvania Horticultural Society

100 North 20th Street-5th Floor

Philadelphia, PA 19103

Attn: Flossie Narducci



*100 North 20th Street - 5th floor
Philadelphia, PA 19103-1495*