

A Unit on the  
**Daffodil Festival**

For Third Grade

Communities Study



[www.daffodilfestival.net](http://www.daffodilfestival.net)

## **Introduction**

This unit was written as an integrated curriculum, incorporating Gardner's theory of Multiple Intelligences. An attempt was made to present several activities for each discipline, while emphasizing the skills for third grade.

## **Rationale**

The third grade course of study in Social Studies has traditionally been the communities. While studying communities, recreation is usually an interesting part of the unit. One of the entertainment opportunities for citizens of Pierce County is the Daffodil Festival, held each year in April. This unit of study will familiarize students with the festival, its origins, its history, the activities of festival week and how they can become a part of the celebration.

## **Objectives**

- ☆ The students will learn the origin and history of the Pierce County Daffodil Festival.
- ☆ The students will learn about one of the entertainment opportunities in their county.
- ☆ The students will gain an awareness of their community activities.
- ☆ The students will gain a sense of community spirit by supporting and participating in the festival.

## Social Studies Activities

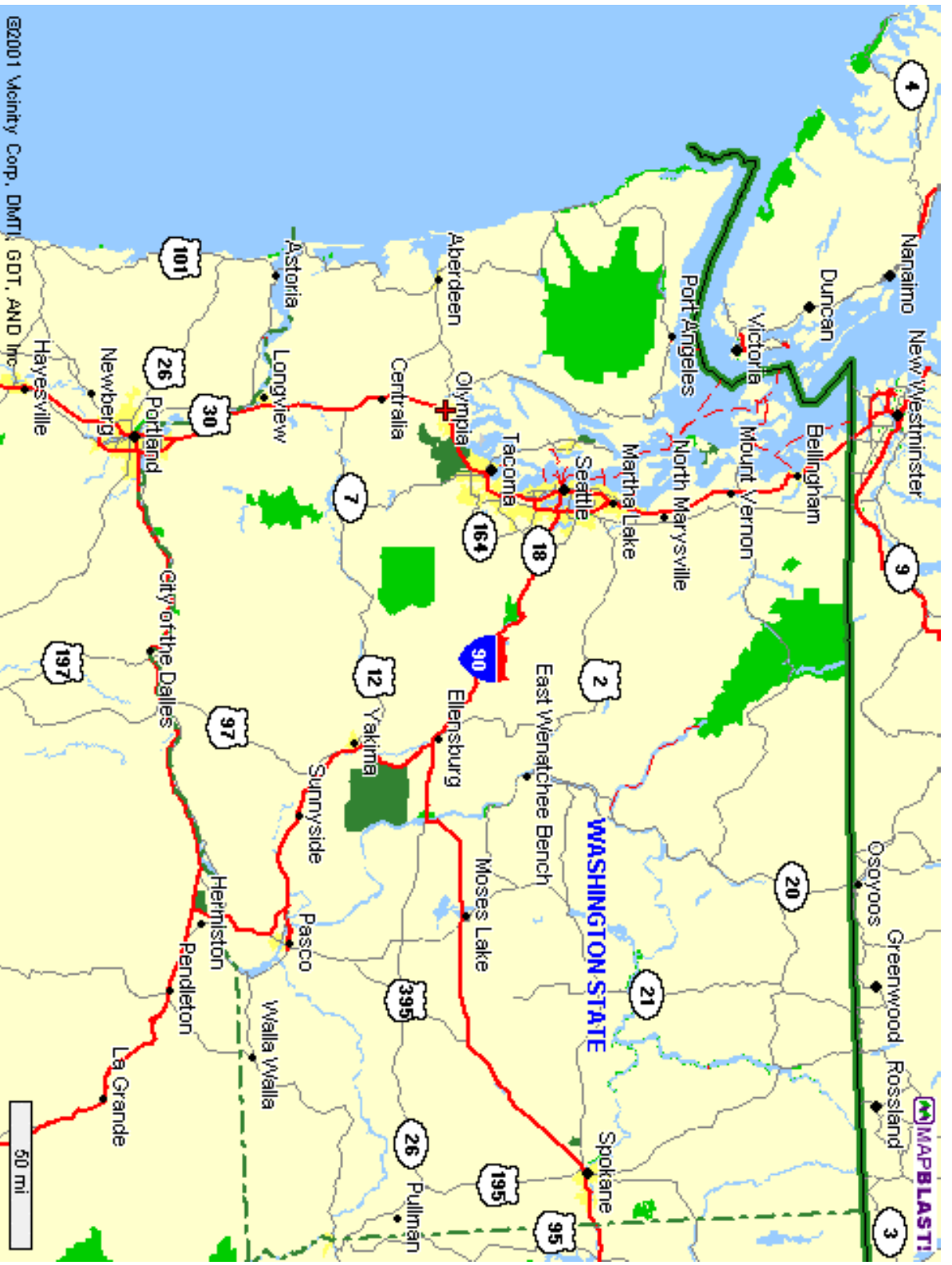
### 1. Maps:

- ☆ On an outline map of the state of Washington, locate Pierce County.
- ☆ On an outline map of Pierce County, locate the four cities that the Daffodil Parade will tour, Tacoma, Puyallup, Sumner, Orting.
- ☆ On a map of each of the parade cities, locate the parade route and have each student mark the spot where they will stand to view the parade.
- ☆ On the Washington State Map, locate other cities where Festivals are held: Marysville Strawberry Festival, Issaquah Salmon Days, Leavenworth Autumn Leaf Festival, Wenatchee Apple Blossom Festival, Spokane Lilac Festival, Olympia Lakefair, Seattle Seafair, Sequim Irrigation Festival, Port Townsend Rhododendron Festival, Salty Sea Days in Everett, Port Orchard's Fathoms of Fun Festival, Eatonville's 4<sup>th</sup> of July Parade, Morton Loggers Jubilee.

### 2. Plan and execute your own parade: (If you would like help getting started with your parade, invite one of the Daffodilians to come to your classroom to explain the steps involved in producing the Grand Floral Parade.)

- ☆ Plan your parade route, (make a map) select a date and time.
- ☆ Choose a grand marshal.
- ☆ Fill out parade entry forms (see attached form). Your parade could include floats, bands, clowns, cheerleaders, drill teams, horses (stick horses), and of course royalty.
- ☆ Choose a parade chairman to plan the order of the parade so that similar groups will be interspersed throughout the parade, rather than clumped together.
- ☆ Send out invitations and post flyers advertising the parade.
- ☆ Organize a post-parade party to celebrate your accomplishments.
- ☆ Choose a royal court. The contestants could speak on the theme of the Festival. Ask your principal and counselor to be the judges.
- ☆ Contact the Daffodil Festival Office about when your parade is going to be. We'd like to send a representative.

3. Read the history of the Daffodil Festival (see attachment). Create a timeline of the events of the festival.
4. Visit the **Daffodil Festival** website at [www.daffodilfestival.net](http://www.daffodilfestival.net)
5. Have a Perfect Pet Show in your classroom. Each student would bring his pet to school. Encourage students to enter their dogs in the **Most Magnificent Mutt Show**.
6. Participate in the **Junior Daffodil Parade** as a class, or as individuals or small groups. Visit the Daffodil Website [www.daffodilfestival.net](http://www.daffodilfestival.net) to get more details.
7. Invite the **Daffodil Princess** from your local high school to visit your classroom and discuss the importance of good citizenship, setting goals, honesty and hard work. Contact the Daffodil Festival Office at 253-627-6176, to make these arrangements





# Tacoma, Washington Parade Map



# Puyallup, Washington Parade Map



# Sumner, Washington Parade Map



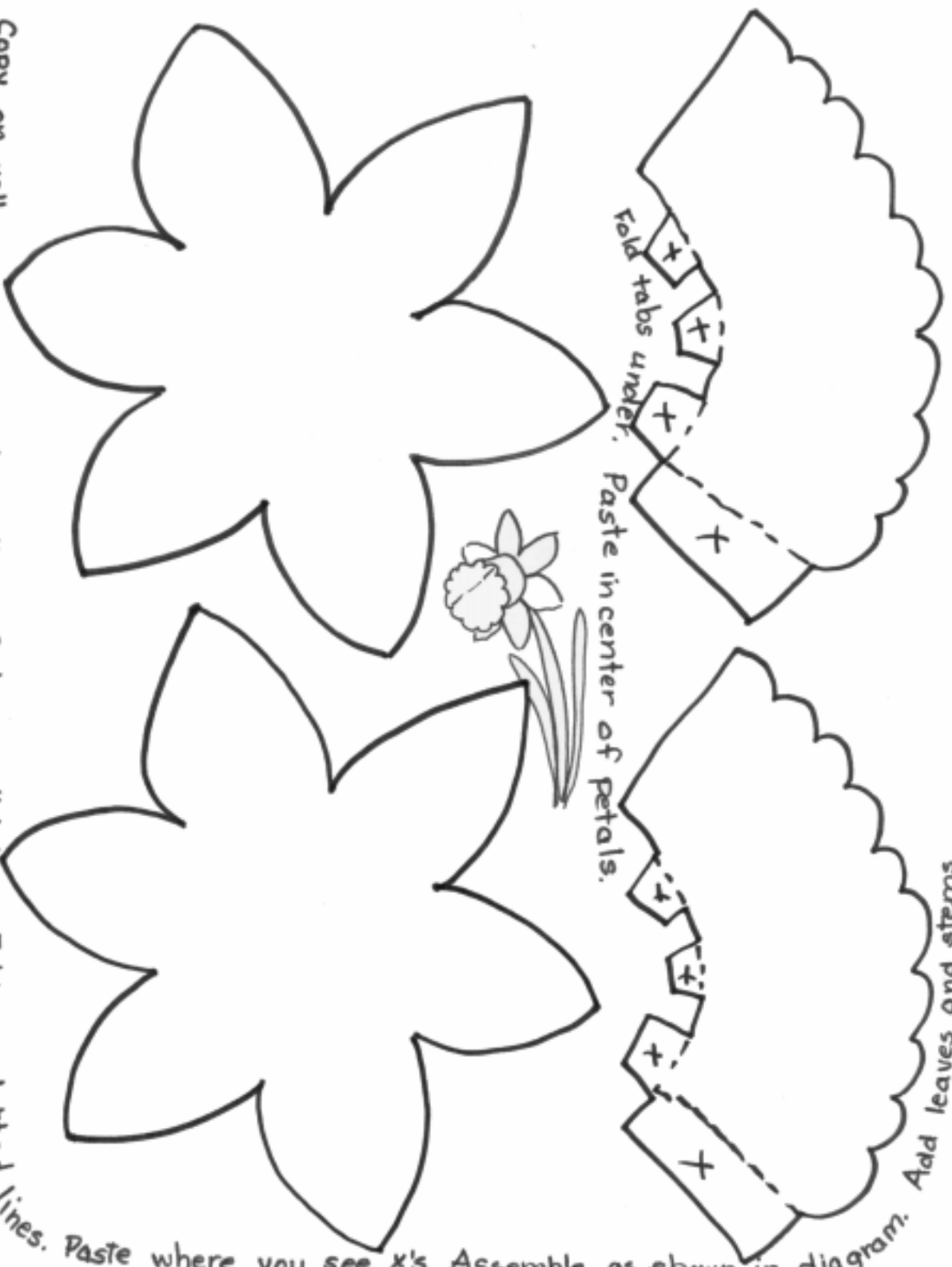
# Orting, Washington Parade Map



## ART ACTIVITIES

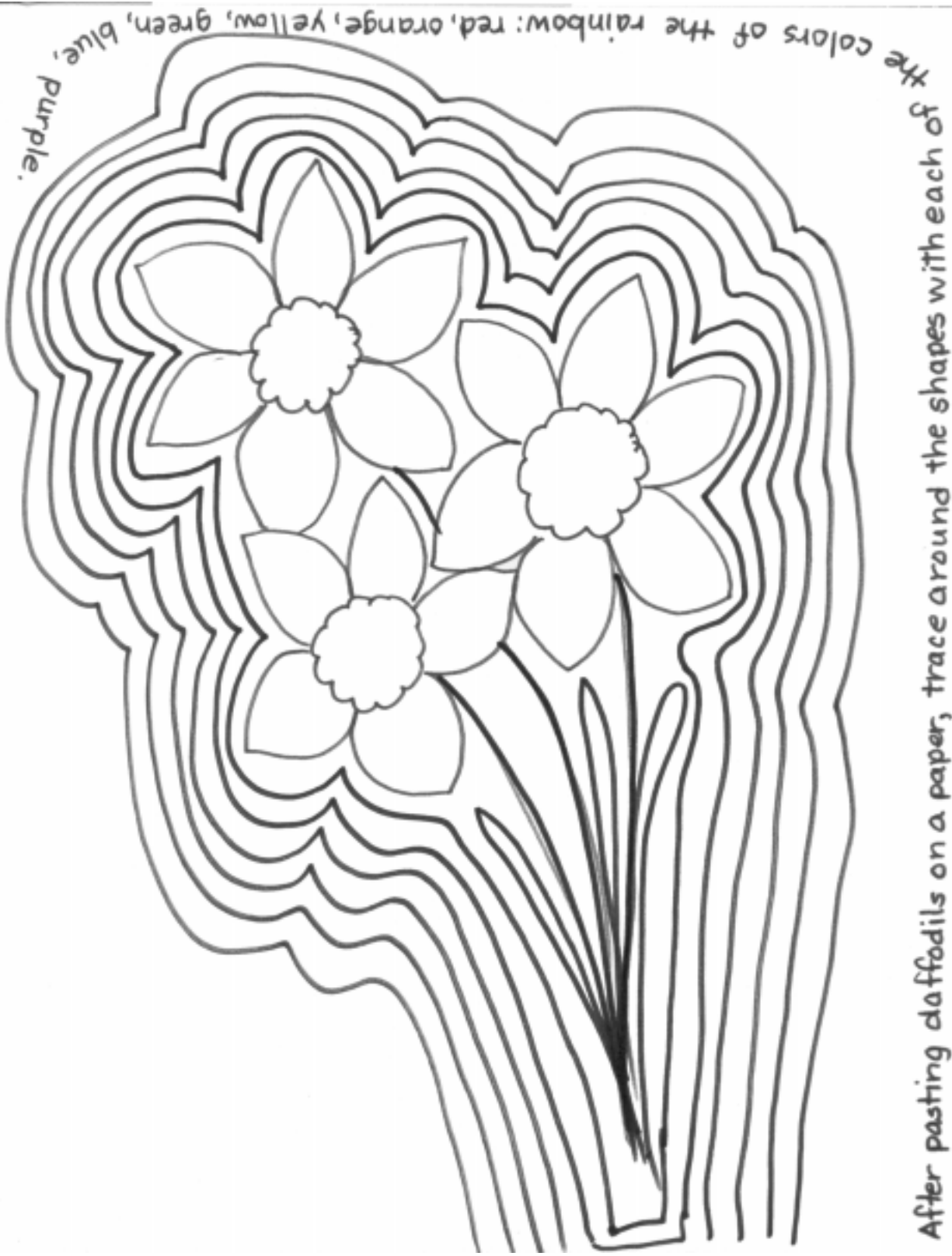
1. Create a daffodil picture using one of the suggestions on the following pages.
2. Enter the Daffodil Festival Coloring Contest. (See attachment)
3. Create floats using shoeboxes as the base. Decorate them around the theme of your parade. Or decorate a toy boat for a Marine Parade.
4. Design Daffodil Festival Buttons. Remember to include the theme and the year. Choose the best-designed button, reproduce it and distribute it to the people you invite to watch your parade.
5. Create costumes for your parade, or costumes to wear in the Junior Daffodil Parade.
6. Make a pompom daffodil pin (directions on following pages).
7. Make a mosaic picture of a daffodil, using small pieces of yellow and green paper torn from old magazines.

Copy on yellow paper, or color yellow. Cut on solid lines. Fold on dotted lines. Paste where you see x's. Assemble as shown in diagram. Add leaves and stems.



Fold tabs under. Paste in center of petals.

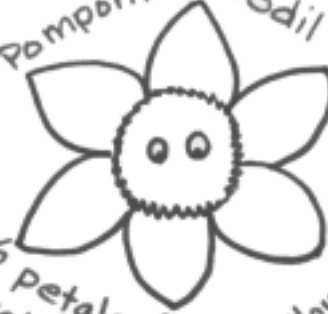
Add leaves and stems.



the colors of the rainbow: red, orange, yellow, green, blue, purple.

After pasting daffodils on a paper, trace around the shapes with each of

Pompom Daffodil Pins



1. Cut 6 petals from yellow felt.
2. Using tacky glue, join the petals in the center.
3. Glue a yellow pompom in the center of the petals.
4. Add two googly eyes.
5. Glue or sew a small safety pin on the back.

MOSIAC DAFFODIL PICTURE



## LANGUAGE ACTIVITIES

1. Write invitations for your parade. Invite your parents, other classrooms, the principal, custodians, administrators, etc. Don't forget to send a special invitation to your Grand Marshal.

2. Learn the Poem:

A little yellow cup,  
A little yellow frill,  
A little yellow star,  
That makes a daffodil.

Copy the poem in your best penmanship.

3. Use the following form to write a poem about Daffodils:

line 1: Name your poem  
line 2: Describe it  
line 3: Tell what it is doing  
line 4: Tell where it is  
line 5: End your poem

An example:

A funny flower  
Yellow and tall  
Standing like a soldier  
By my front porch  
A sunny daffodil

4. Learn this flower chant. Make up actions to go with the words (see blackline master on following pages)

Daffodils are resting,  
In their flower beds;  
In the morning sunshine,  
They nod their sleepy heads.  
If it should start raining,

Their leafy arms rise high  
To catch the drops of water  
That fall down from the sky.

If the wind comes blowing,  
There's no place to hide;  
With arms wrapped tight around them.  
They sway from side to side.

5. Make a banner for your class parade.
6. Read the history of the Daffodil Festival and answer the questions.

---

**Teacher:** Writing assignment - Friendship Bouquets

Ask your students if they have ever received flowers or if they have ever given flowers as a gift.

Have the class discuss why flowers make such special gifts.

(Examples: They brighten up a room; most people like flowers.) Then have each student draw a bouquet on a sheet of drawing paper. Have the child write on lined paper who he'd like to give the bouquet to and why. Display the writing beside the pictures.

## A Daffodil Chant

Read this poem about Daffodils.  
Make up actions to go with the words.



Daffodils are resting,  
In their flower beds;  
In the morning sunshine,  
They nod their sleepy heads.



If it should start raining,  
Their leafy arms rise high  
To catch the drops of water  
That fall down from the sky.

If the wind comes blowing,  
There's no place to hide;  
With arms wrapped tight around them  
They sway from side to side.



## SCIENCE ACTIVITIES

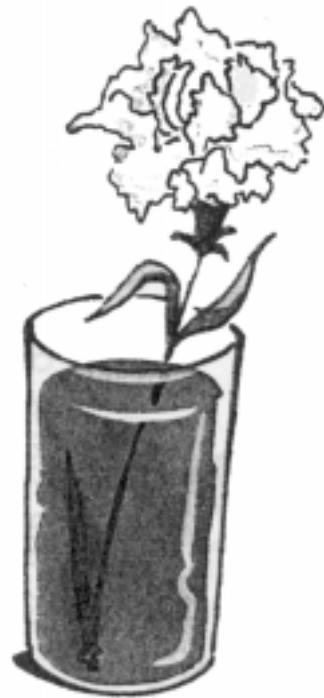
1. Plant some daffodil bulbs in the beds around your school.
  2. Grow a bulb in the window of your classroom. Chart its growth.
  3. Draw and label the parts of a daffodil plant.
  4. Discover the differences between a seed and a bulb.
  4. Investigate the weather patterns from the past 10 years' parade dates. Predict the weather for this year's parade.
- 

### ***Teacher: Water up a Stem***

This experiment shows how water moves up the stems of plants. Do the experiment as a class demonstration, or let the students do it themselves as a group activity. Each group will need a glass of water, blue food coloring, a spoon, and a white carnation or daisy.

First add two or three drops of food coloring to the glass of water and stir with a spoon. Then place the flower in the glass and leave it for a day. Have the class predict what will happen.

The next day, have the students share their observations. (The flower and its leaves will have blue tinges.) Tell the class that the water moved up the stem through tiny tubes to reach the flower and leaves. Explain that plants get water from the ground through their roots. Without the help of its stems, a plant would not be able to get water to its leaves (which manufacture the food necessary for the plant's survival).



## The Reason for a Flower

### Synopsis

---

In *The Reason for a Flower* (Frosset & Dunlap, 1983), Ruth Heller explains the main function of a flower - To produce seeds. With rhymed text and stunning illustrations, she presents a variety of flowers, including such surprising examples as rice, corn, and bamboo. Heller discusses the parts of a flower, pollination and seed travel, the different kinds of seeds, and the many uses of flowers. She ends the book with a statement about plants that have no flowers, a lead-in to her sequel, *Plants That Never Ever Bloom* (Grosset & Dunlap, 1984).

### Themes

---

*The Reason for a Flower* will be a perfect supplement to your science curriculum. Use the book in a thematic on **plants**, **flowers**, or **seeds**. The book is also appropriate for a unit about spring.

### Bulletin Board

---

Let your students make a display to highlight facts they have learned. (Refer to Bulletin Board Pattern on next page).

# Bulletin Board Pattern

I read *The Reason for a Flower* by Ruth Heller.

I learned that \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I also learned that \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_



**Teacher:** After your students have read *The Reason for a Flower*, reproduce a copy of this page for every child and give the class the following directions: 1) Write on the lines two facts you learned from the book. 2) Draw flowers in the space between the flowers on the pattern. 3) Color the picture and place on display.

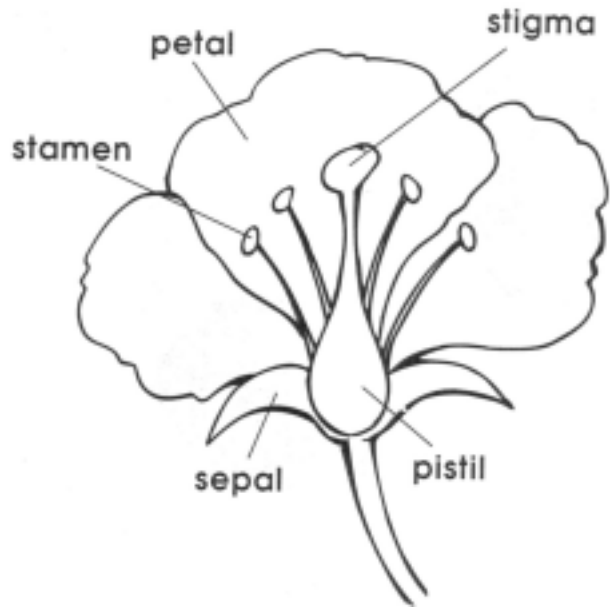
Name \_\_\_\_\_

## The Parts of a Flower

The **petals** attract insects or birds, which help spread a yellowish powder called pollen.

The **stamens** produce pollen.

Seeds form in the pistil. The top of the pistil is called the **stigma**. Pollen must fall onto the stigma before seeds can develop.



**Sepals** look like small leaves.

They protect the flower's inner parts.

Look at a flower and answer the questions.

1. What color are the petals? \_\_\_\_\_

2. How many petals are there? (If there are too many to count, write **many**.) \_\_\_\_\_

3. How many stamens are there? (If there are too many to count, write **many**.) \_\_\_\_\_

4. How many sepals are there? \_\_\_\_\_

5. On the back of this page, draw your flower and color it.

**Teacher:** Provide your class with flowers to study. You might also ask students if they can bring flowers from their gardens. Before beginning this activity, tell the class that flowers vary in structure and that this page deals with one type only. Another good resource for introducing children to flowers is *A First Look at Flowers* by Millicent E. Selsam & Joyce Hunt (Walker, 1977).

*Frank Schaffer Publications, Inc. - FS-28115 Literature Notes for The Reason for a Flower*

## MATH ACTIVITIES

1. Determine the total length of the Daffodil parade in miles.
2. How many more units does the Grand Floral Parade have than your daffodil parade has?
3. How many flowers are used on the Queen's float in the Grand Floral Parade?
4. Determine the odds of nice weather for parade day.
5. Make a calendar of the month of April and mark the events of the Daffodil Festival. Circle the ones you will attend.

## MUSIC ACTIVITIES

1. Listen to John Philip Sousa Marches and decide which one would be the best march to accompany your parade.
2. Form a marching band for your parade. Include hand drums, cymbals, triangles, tambourines, and sticks, keeping the steady beat in time with the Sousa march.
3. Write a song about the Daffodil Festival to go with the tune of “Mary Had a Little Lamb.”

Example:

Daffodil days are lots of fun,  
The flowers are yellow like the sun.  
The parade is full of floats and clowns  
And princesses in their pretty gowns.

So come to festival and have some fun,  
Buy a balloon and join the run.  
Watch the boats that are covered with flowers,  
And enjoy yourself for hours and hours.

## PHYSICAL EDUCATION ACTIVITIES

1. Have a synchronized jump-rope team as a unit in your parade.
2. Ride a decorated bike or unicycle in your parade or in the Annual Junior Daffodil parade. The Junior Parade is hosted by the Proctor District and is geared to children and encourages fun, creativity and partnership for the young people of the area. For parade information call the Daffodil Office at 253-627-6176 or click on the Junior Parade web site link on the Daffodil Festival website: [www.daffodilfestival.net](http://www.daffodilfestival.net)
3. Clown jugglers are good parade entries.
4. **Join the Annual Y Run for Kids/Daffodil Dash - Held on Grand Floral Parade Day.** The run will travel the Tacoma Parade route and will start at 8:45 am. Join the fun and bring the family, complete the run and then stay for the parade. For information call the Tacoma YMCA at 253-597-6444.
5. Enter the Daffodil Classic Bike Ride, one of the festival activities. The Annual Daffodil Classic Bicycle Ride is sponsored by the Tacoma Wheelmen's Bicycle Club. The ride starts at the Orting Elementary School, in Orting, WA. Info about the ride can be obtained from the Tacoma Wheelmen's Bicycle Club website at [www.twbc.org](http://www.twbc.org).

## The History of the Daffodil Festival

Daffodils came to the Puyallup Valley in 1925, because a disease had damaged the hop industry. The soil and weather in the valley were perfect for growing bulbs. About 200 varieties of daffodils are grown. King Alfred is the best known and most locally grown. Each year more than 15 million daffodil buds are sold.

The Puyallup Valley Daffodil Festival started on April 6, 1926 when Mr. and Mrs. Charles W. Orton gave a garden party at their home. The fields of daffodils were so lovely that they invited people from 125 towns in Western Washington to come and see the flowers.

In 1932 *Bulb Sunday* came into being. People flocked to the valley and with over 8000 cars crowding the roads to see the golden fields. It caused such a traffic jam that the event had to be canceled.

During this time only the bulbs were sold. The flowers were thrown away or used as fertilizer. In 1934 Lee Merrill suggested that the daffodil blooms be used to decorate cars, bicycles and horses that would then parade through Sumner and the neighboring valley towns.

The idea grew and now there are four communities that participate in the parade, Tacoma, Puyallup, Sumner and Orting. There has been a parade every year with the exception on 1943, 1944 and 1945. In 2001 the festival will be 68 years old.

## **Questions to Answer**

1. Why are bulbs grown in the Puyallup Valley?
2. How many varieties of daffodils are grown?
3. Which variety is the most popular?
4. Who had the first garden party to invite people to see the golden daffodil fields?
5. Why did Bulb Sunday have to be canceled?
6. When was the first Daffodil Parade held?
7. How old will the Daffodil Festival be this year?

You're a Star!



*Congratulations on  
Completing the  
Daffodil Unit*

You're a Star!



*Congratulations on a  
Great Daffodil Parade*

# **Resources**

Daffodil Festival Office  
741 Saint Helens  
Tacoma, WA 98402  
253-627-6176  
Web Site - [www.daffodilfestival.net](http://www.daffodilfestival.net)