Activity Plan

Designed by : Kiara McClellan
Curriculum Topic: Plants

OVERVIEW/FRAMING	
TOPIC *Explain how the topic of this activity is developmentally and culturally appropriate for the group of learners for whom you are designing it.*	Planting and gardening with preschoolers is a great way to learn about the natural world is through hands-on children activities and experiences. They learn about science by practicing science. This can help the learn about spring, plants (and their life cycle), and growth by planting and caring for flowers and vegetables. Children can also share their own ideas and communicate with their classmates.
BIG IDEAS/OVERARCHING QUESTIONS *What kinds of questions will be explored and/or what new connections and ideas will be engaged through this activity?*	What is your favorite fruit or vegetable? How does plants grow? Why do plants need water? how do we care for plants? What type of plants we eat?
CONTENT FOCUS: *Identify which content area(s) will be addressed in this activity*	Visual Arts Music Movement/Dance Drama Emergent Literacy Mathematics Science Social Studies

KNOWING THE LEARNERS	
AGE RANGE:	
CURRENT DEVELOPMENT: *What do you know about the current growth of learners in this age range for the content focus?*	During preschool ages children start to develop socially, mentally, and physically. They want to be able to explore and do things they never done before. Children start to become more aware of materials they never seen before and become more active. These are the times where parents and teachers need to pay close attention of how they develop.
What misunderstandings might children in this age have about the topic/content and how do you plan to address this?	I think the children will have a misunderstanding of how plants are made so to demonstrate this topic I would break down each part of a plant and explain to them in a way they would be able to understand how a plant is formed.
SOCIO-CULTURAL CONTEXT: *What do you know about this group of children in terms of their cultural backgrounds, learning styles, languages spoken, and learning experiences to date?*[*]	What I know about this group cultural backgrounds, learning styles, languages spoken, and learning experiences are children come from many different cultures they may dress, speak, or even act upon their religion. I know that it is important for teachers to

[*] Note: Envision and describe a group of children you *could* anticipate working with in a NYC early childhood classroom.

	reflect on cultural and linguistic diversity because it forces teachers to think about their own feelings and stereotypes about certain cultures.

MATERIALS & LEARNING ENVIRONMENT PREPARATION		
MATERIALS *What materials will you need to teach this activity?* *List **all books and materials**, including any used during the launch/reflection and during set up and cleanup*	**LEARNING ENVIRONMENT** *What modifications will you need to make to the classroom to support this activity?* *(e.g., centers, bulletin boards, meeting spaces)*	**EVENTS/RESOURCES** *What events or resources, including people, might you need to arrange in advance?*
• Lumber for Raised Beds • Building Materials for Raised Beds • Fencing Materials • Planting Containers • Soil and Fertilizers • Seeds • Water **<u>Children Tools :</u>** • Hand Trowels • Small Spading Forks • Small Round Point Shovels • Trash Picker Uppers • Kids Gloves **<u>Teacher Tools :</u>** • Round Point Shovel • Flat Shovel/Square Point Shovel • Spading Fork • Pitchfork • Leaf Rake/Lawn Rake	• Make create their own flowers with using creative art materials • Create a trip to the Farm • Read books about plants • Start off with planting seeds inside of a cup to demonstrate • Encourage exploration in the dirt • Teach them about the insects • Give them their own space	• Involve older children in the planning and design of the garden. • Use lightweight, easy-to-handle, correct-sized tools and garden equipment. • Encourage children to dig in the dirt. (Younger children love making mud pies) • Grow interesting plants such as sunflowers, corn, pumpkins, tomatoes and strawberries. • Use a trellis or teepee to grow beans or sweet peas. • Plant flowers that attract butterflies, ladybirds and other interesting insects or birds. • Make a scarecrow. • Install a water feature, a birdbath or a sundial. • Set up a worm farm.

• Hard Rake (Metal Tines)		• Visit community gardens, children's farms or botanic gardens for ideas

THE LEARNING EXPERIENCE		**Multimodal Engagement** *Identify and explain the ways that this activity offers opportunities to use at least three learning modalities (kinesthetic, tactile, linguistic, auditory, visual/spatial, musical)*	**Differentiation** *How will you modify this activity for children with different learning styles and needs? (emergent bilingual, special needs, very physically active, etc.)*
The spark/launch/intro *What will you say or do to engage the children in this experience? To define specific vocabulary, concepts, or procedures, describe how you would introduce them.*	I will engage the children in this experience by explaining what is a plant, insect, different types of plants and how they grow. have them experience where the plants grow, introducing books and visiting other gardens.	**Gardening engages all of the senses.** Ex Squish your hands in the dirt. How does it feel? Let's add some water. What does it look like now? How does that flower smell? **Gardening enhances fine motor development.** From picking up tiny seeds, to pulling weeds, and gently caring for your seedlings and plants, gardening encourages the development of fine motor skills every step of the way. **Gardening teaches responsibility.** Plants require a lot of care. Forgetting to water them could lead to the sad death of your plants. Not paying attention to	• Make safety my top priority - • Make sure the garden is accessible and inclusive to all students -Use tools suited to children or specially adapted tools for children with special needs • Plan garden related activities often, but for short time periods • Use plants that are durable and easy to grow • Let my students participate as much as possible
The activity *What will the children be doing? List the procedure step-by-step. What will you say or do to support their process?*	• Ask children to name the different parts of plants. Give them clues and explain what each part is for. Use the "Plant Parts" diagram, taping the name of each plant part to the correct space when they name each one. Display in the classroom. • Ask children what plants need to grow. Use the "Plant Needs" diagram. Display in the classroom. • Tell children that we need plants, because plants give us important things. Ask children "what do plants give"? Give them hints if they have trouble. • a. Air- tell children that plants breathe a different part of the air than us, so what we breathe out, they breath in, and what they breath out, we breathe		

	in. We need plants so we can breathe the air. As a class breathe in and out. • b. Food- ask children to name food that comes from plants. Name some fruits and vegetables if they need clues. • c. Clothing- cotton is plant used to make clothes, blankets, and more. Ask the children to touch their shirt, your shirt (most likely) is made of cotton and once grew on a plant. • d. Buildings- lumber from trees is used to build houses and furniture. Hold up a wooden block, this was once a tree. • e. Other things plants help with is to make our world pretty, like beautiful flowers, for animals to eat and live in, they provide shade, etc. Science Experiment: • Now, it is time to experiment with what plants need to grow. Put the plants in different places, and check back daily for 1 week or so.	whether your plant thrives in direct light or indirect light can also affect the health of your plant. Learning how to care for the plants properly is a great lesson in responsibility for kids. **Gardening creates environmental stewards.** Once children see how much time and effort goes into gardening, they will likely become more empathetic towards those who help put food on our tables every day. Use this time to talk about the importance of local farmers and taking care of our planet by recycling and not littering. **Gardening teaching patience.** Growing from seed to producing plant can take weeks! There's no better teacher of patience than gardening.	• Design my garden to meet my student's needs. • Keep safety in mind -Provide plenty of adult helpers • Have plenty of fluids and sun protection available • Partner special education students with mainstream students • Allow time for children to adjust to the sights and smells of the garden • Balance jobs that have instant results, such as weeding and harvesting; with jobs that have longer term results, such as transplanting or sowing seeds. • Demonstrate gardening tasks for the students
Reflection *As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?*	The opportunities the children I will offer are Teaching children the importance of responsibility will set them in good stead for all aspects of their life. Gardening is a great way to stimulate your little ones' imaginations and encourage them to exercise their creativity. Supporting and encouraging them can build their self confidence		
Possible Extensions *What could you do on another day to build on this activity?*	I can have the children create or draw their own plant at home and bring it to class to have		

	each child share their own ideas on how they created their own plant.		before they leave the classroom and once they are in the garden.

GROWTH AND LEARNING *How will this learning experience support the children's growth and learning be in the following domains? Use your knowledge of child development.*	
Cognitive/thinking	Cognitive development is all about intellectual skills such as remembering and analyzing information and predicting outcomes. You can do plenty of that in your garden with children. By asking open-ended questions about what you have already done in your garden and what they think you should do next, you are helping them think through the processes of preparing the soil, planting, watering and weeding. Ask them to tell you about the differences between the various plants you are growing or the different parts of the plants themselves. Show them the entire plant—roots, stem, leaves, flowers, and seeds—or let them draw the plant at different stages of growth.
Physical	Children are tactile and sensory learners. They breathe in the fresh air and scents of plants and flowers. They experience the elements of weather and seasons. They practice balance by moving their bodies across grass and paths, through sand and soil, and over hills and valleys. They develop motor skills to hold and use tools. Growing herbs and produce can encourage healthy eating habits that help their bodies grow.
Social/emotional	For young children, gardening can support emotional functioning as they express delight or disappointment when plants thrive or struggle. They can work with adults and peers on various tasks and, with practice, begin to do more of these independently. For the families, starting seeds can begin a conversation(communication) around what it means to take care of something else. Learning about the individual needs of a plant can introduce the idea of understanding the individual needs of others.

Language/literacy	Learning the names of different plants and reading what their growth requirements are on the seed or plant packages is a literacy activity. Another reading/writing activity could be making a map of a garden or yard and labeling the plants in it. Reading about gardening and talking about the growing process can expand children's vocabulary. Good conversations support their understanding of the world and enhance their cognitive abilities. Gardening offers lots of chances to write. Children can draw images and scribe labels to mark the various plantings. They can graph the heights as plants grow and chart the differences of leaves and flowers.
	List 5-10 target vocabulary words:
Creative Arts	Gardening is a great way to stimulate your little ones' imaginations and encourage them to exercise their creativity. Whether they're selecting plants, learning to grow things, or planting, the garden is a great environment to explore and discover new and exciting ways to build and grow.

STANDARDS/GOALS *What Pre-K Common Core Learning Standards (CCLS)* are addressed in this activity?* ***Use the PKFCC to respond*** (see link below). *Be specific—choose those standards that are* ***actually targeted*** *by this learning activity (e.g., can development in regard to the standard be measured by the evidence gathered (authentic assessment) during this learning activity?*	
Domain 1: Approaches to Learning	Interacts with a variety of materials and peers through play Demonstrates awareness of connections between prior and new knowledge Engages with peers and adults to solve problems Communicates more than one solution to a problem Uses materials/props in novel ways to represent ideas, characters, and objects Experiments to further knowledge Asks questions using who, what, how, why, when, where and what if
Domain 2: Physical Development and Health	Identifies sights, smells, sounds, tastes, and textures Compares and contrasts different sights, smells, sounds, tastes, and textures Demonstrates ability to use fine motor skills (e.g., engages in finger plays, uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively) Exhibits self-help skills when dressing, cleaning up, participating in meals, etc. Recognizes the importance of good nutrition, water, rest and sleep to be healthy Verbalizes and demonstrates safety rules (e.g., bus safety, holding an adult's hand when walking on sidewalks or near a street).
Domain 3: Social and Emotional Development	Expresses feelings, needs, opinions and desires in a way that is appropriate to the situation Demonstrates knowledge of own uniqueness (e.g., talent, interests, preferences, gender, culture, etc.) Exhibits self-confidence by attempting new tasks independent of prompting or reinforcement Identifies likes and dislikes, needs and wants, strengths and challenges Exhibits confidence and pride in home language and culture Interacts with significant adults Interacts with other children (e.g., in play, conversation, etc.) Shares materials and toys with other children Develops friendship with one or more peers

* *For CCLS, please go to the following URL:* https://earlychildhoodny.org/pdfs/NYS_Prek_Learning_Standards-2019.pdf

Domain 4: Communication, Language, and Literacy	Asks questions Participates in discussions about a text (e.g., during whole or small group interactive readaloud discussions, during peer sharing, within play scenarios) Develops questions and participates in shared research and exploration to answer questions and to build and share knowledge (e.g., record and discuss an experiment of items that foat and sink) Follows agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic Expresses thoughts, feelings, and ideas (e.g., role-playing, music, drawing, art work, building, writing)
Domain 5: Cognition and Knowledge of the World (Choose math, science or social studies)	Explores addition and subtraction by using objects, fngers, and responding to real world situations (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?) Identifes measurable attributes of objects, such as length or weight, and describes them using appropriate vocabulary (e.g., small, big, short, tall, empty, full, heavy, light) Explores forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces (e.g., a string attached to an object being pulled or a ramp to increase the speed of an object) Explores what a variety of living organisms need to live and grow (e.g., water, nutrients, environment Recognizes the different structures of familiar plants and animals (e.g., roots, stems, leaves for plants and eyes, ears, mouth, arms, legs for animals)

AUTHENTIC ASSESSMENT	
How will you determine whether or not individual children are getting the Big Ideas and/or exploring the Overarching Questions?	I will determine this by making sure the children is interested in learning about plants and aware of what their doing so I can be able to ask them different questions about what their doing

What evidence will you gather to assess each child's developmental progress? *Evidence may include responses recorded during a group discussion, a visual arts project, a performance, etc.*	The evidence I will gather is how they interact with each other. Gardening with children provides them with skills to help your child's development. ... gardening is a great physical development activity. Young children can practice locomotor skills, body management skills and object control skills while they move from one place to the other carrying tools, soil, and water.

POST-ACTIVITY REFLECTION*	
What aspects of this activity seemed to be most successful in supporting children's growth and learning? *What surprises were there?* *What challenges were there?* *Record the results of your authentic assessment activity.* *How would you modify this activity the next time to make it more successful?*	The aspects that seemed to be most successful in supporting children's growth and learning is teaching them the different parts of a plant and where they come from, this can develop children's interactions with their peers, create team work, build bonds, experimenting nature and developing math skills. What surprises me is how children can develop different growth while creating a garden The challenges were how to demonstrate this activity to students with special needs I will modify this activity by making sure all of my children are able to learn in every way they can understand how discover what is a plant. Teaching them different aspects of nature , making sure their interested in the activity and most of all help them develop their skills.

* You may not actually have the opportunity to implement this learning experience. In the future, though, you should build a practice of returning to your plan to document your post-activity reflection.