

Intentional Teaching Project

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Part A: Getting to Know a Classroom

There are around 20 students in the classroom, they all speak English and do their work. Such as play blocks, match puzzles, math, grow plants, read story, drawing, etc. Their languages are well developed, they are able to communicate with the teacher and other students. In addition, most of them work well independently, but some children need teacher's extra help, and their cognitive development needs to be improved. By what I was able to observe, when breakfast time is over, the teacher will sing a song "breakfast is over, let's go to work". However, there is one girl named Ruth still work on her breakfast, the teacher just kindly asks her "what's on the table, where should it go now?" And Ruth put her breakfast in the trash. In addition, one male child was counting and said "twelve, thirteen, fourteen, fiveteen," and the teacher corrected him and said "fifteen". His language development needs more improvement, he needs to practice and speak clearer. The other male child needs the teacher to help him write his name on his notebook. The teacher wrote his name on his notebook and let him try.

I would plan the curriculum that can fit all children's needs and improve their development domains, such as reading books, storytelling and counting numbers. These can help students' language and literacy development. For their cognitive development, growing plants can help children as well because they will be able to learn each part of the plant and name it. Moreover, by doing sorting and classifying, comparing and contrasting objects can enhance students' cognitive development and math.

By what I was able to notice, students are interested in feeding animals. When the teacher is feeding the animal, some students are sitting around in the cage watching the teacher and talking, I can see pleasure on their faces. In addition, some students are interested in "Base Ten Blocks," six students are sitting on the ground and listening to the teacher's explanation.

The children' language and cognitive development belong to the preoperative stage, which extends from the second year of life to seven or eight years old. In the preoperational stage, children form ideas from their direct experiences in life. They will start to use symbols, language, and drawings to represent objects and events, their language will accelerate, and their knowledge will be based on what they can see. For example, two children are counting little pieces from ten to hundred, they are counting and seeing how many hundred it has.

My activity is developmentally appropriate for children's level of cognitive and language development because I must consider the children's capabilities and learning styles. Since children have their individual strengths, interests, and special needs. Therefore, my curriculum will be designed to support children's different learning modalities by identifying children as visual, auditory, reading/writing, or kinesthetic learners. In addition, I will provide a wide range of books and storytelling so that children can be exposed to different literacy in order to enhance their written and oral language. I will provide children with multiple opportunities to engage in activities to help develop their cognitive development in a class. Activities such as play with cardboard boxes, sort and classify objects by size, color, and shape, do simple puzzle and memory games, practice alphabet and counting, sing songs and make songs, etc.

I would like to incorporate these observations during my learning experience by the way the teacher teaches. He is very patient and helps children to develop a great idea of their works. When the child asks him for help, he provides structures for the child and asks questions. He scaffolds children's problem solving and critical thinking without performing the task for the child. I would want to change the thing is I would provide some activities that the children can work as a group. Such as I will gather children in the meeting center, read books to them and ask

them questions. In this way, it can help children's critical thinking and language development. And I will gather children in the Math Center, teach them to sort and classify objects, etc.

Part B: Creating a Child-Centered, Literacy-Based, Learning Experience

Part 1- Story Book

<https://app.bookcreator.com/library/->

[Mcnbwzvy3cSo6OAdxwl/NFJtETgMFgfLc9hTf9ou1WFM6oNMxOWdjt_N5MjjJng/pxeqc-ehTtmIHPnkcIAoyg/XB3kNY2uRL647uPSOVv5Ig](https://app.bookcreator.com/library/-Mcnbwzvy3cSo6OAdxwl/NFJtETgMFgfLc9hTf9ou1WFM6oNMxOWdjt_N5MjjJng/pxeqc-ehTtmIHPnkcIAoyg/XB3kNY2uRL647uPSOVv5Ig)

Part 2- Activity Plan Part

Activity Plan

Designed by: Qiwen Mai

OVERVIEW/FRAMING									
This Activity Plan is part of a larger Learning Experience Unit on: Parts of a Plant									
TOPIC <i>Explain how the topic of this activity is developmentally and culturally appropriate for the group of learners for whom you are designing it.</i>	This topic allows for active, constructive learner participation and involvement. My topic is Parts of a Plant, it provides an opportunity for young children to use science, visual arts, and emergent literacy to learn each part of plants. The children will be able to know what the parts of plant are by reading books about the plant parts and seeing real plants. Children will be able to identify the role of each part of the plant by doing the small group activity, by drawing to represent each part of plant.								
BIG IDEAS/OVERARCHING QUESTIONS <i>What kinds of questions will be explored and/or what new connections and ideas will be engaged through this activity?</i>	What are the main parts of a plant? What is the purpose of each part of a plant? Why plant is important for us?								
CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i>	<table border="0"> <tr> <td>Visual Arts</td> <td>Music</td> <td>Movement/Dance</td> <td>Drama</td> </tr> <tr> <td>Emergent Literacy</td> <td>Mathematics</td> <td>Science</td> <td>Social Studies</td> </tr> </table>	Visual Arts	Music	Movement/Dance	Drama	Emergent Literacy	Mathematics	Science	Social Studies
Visual Arts	Music	Movement/Dance	Drama						
Emergent Literacy	Mathematics	Science	Social Studies						

KNOWING THE LEARNERS	
AGE RANGE:	4 -5 years old
CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i>	Pre-k children are generally between the ages of 4 -5 years old. In this stage, most children begin to develop greater independence, self-control, and creativity. They are content to play with their toys for longer periods of time, are eager to try new things, and when they get frustrated, are better able to express their emotions. Children's vocabulary and thinking process are also increasing. Not only can they answer simple questions easily and logically, but they should also be able to express their feelings better. Children can easily run, jump, throw and kick, climb and swing. Children begin to understand how others feel. Can better overcome conflicts and control their emotions.
<i>What misunderstandings might children in this age have about the topic/content and how do you plan to address this?</i>	According to Piaget's theory, children's cognitive development must go through four stages. Children in this stage belong to the preoperational stage, children form ideas from their direct experiences in life. They will start to use symbols, language, and

	<p>drawings to represent objects and events, their language will accelerate, and their knowledge will be based on what they can see. Children of this age do not have a lot of understanding of plants. They may know that is a tree or this is a flower, but they do not know each part of the plant and how the plant is composed. To introduce this activity, we will talk about the components of plants and how they work.</p>
<p>SOCIO-CULTURAL CONTEXT: <i>What do you know about this group of children in terms of their cultural backgrounds, learning styles, languages spoken, and learning experiences to date?*</i></p>	<p>I am designing this activity including learning centers where children can work independently, collaborate easily, and play, which considers the children's capabilities, cultural and linguistic background, students' individual strengths, interests, and children's needs.</p> <p>This topic will be interesting and motivating to all kind of learners. Since children have their individual strengths, interests, cultural background, and special needs. Therefore, this is designed to support children's different learning modalities by identifying children as visual, auditory, reading/writing, or kinesthetic learners.</p> <p>This topic is allowed for autonomy/choice, I will provide different materials for children with different learning style. For visual learners, they prefer to use images, maps, and graphic organizers to access and understand new information. Auditory learners can best understand new content by listening and speaking in situations such as lectures and group discussions. Children with strong reading/writing preferences learn best through vocabulary. Children who are kinesthetic learners best understand information through tactile information.</p>

MATERIALS & LEARNING ENVIRONMENT PREPARATION		
MATERIALS	LEARNING ENVIRONMENT	EVENTS/RESOURCES
<p><i>What, if any, materials, including set-up and clean-up, will be needed?</i></p>	<p><i>What, if any, modifications will you need to make to the classroom to support this activity?</i></p>	<p><i>What events or resources, including people, might you need to arrange in advance?</i></p>

* Note: You may not be designing this activity with a specific group in mind. If that is the case, envision and describe a group of children you *could* anticipate working with in a NYC early childhood classroom.

<p><i>List all materials, including any used during the launch/reflection.</i></p>		
<p>This activity builds on a previous learning experience in the visual arts when the children create their own worksheet. For that activity we used the following materials:</p> <p><i>The Amazing Life Cycle of Plants</i> by Kay Barnham</p> <p>Drawing paper Construction Paper Art materials Glue Scissors</p> <p>For the Parts of a Plant Worksheet, the children will create their own worksheet and they will have an opportunity to share to each other.</p>	<p>I set up the Art Center with drawing, painting tools and tables along with a variety of art materials so that children identify, interpret, and define the ideas or materials they are exploring, those materials are open ended and free to individual interpretation.</p> <p>The children may explore multiple possibilities and natural curiosity in this center, illustrates the importance of creativity in learning. Children could use low rectangular tables, create, and decorate it from the Art Center.</p> <p>The children will use their creativity to create their own worksheet which include each part of a plant and label its name of a plant: flower, seeds, leaf, stem, and roots.</p> <p>Additionally, I will be sure to get books for the classroom library that focused on plants. I will be sure to read these books in the weeks leading up to this activity. I will also want to have a poster in the classroom that showed pictures of parts of a plant with the vocabulary words (e.g., flower, seeds, leaf, stem, and roots.)</p>	<p>I will plan a social study that we can walk around our neighborhood so that the children will be able to observe the plants and how they grow.</p> <p>I will also use parts of a plant worksheets in our classroom. We will explore the role of each part of the plant. For example, the stem is strong and helps hold the plant up. Leaves collect sunlight and make food for the plant. Flowers are the parts of plants that make seeds and fruits. Roots absorb water and minerals from the soil and hold the plant in the ground, so it does not fall over.</p> <p>I will also make sure that during regular class meetings we will talk about each part of a plant by using words and definition to help children build knowledge plants.</p>

<p style="text-align: center;">THE LEARNING EXPERIENCE</p>		<p style="text-align: center;">Multimodal Engagement <i>Identify and explain the ways that this activity offers opportunities to use at least three senses (sight, hearing, taste, touch, smell, kinesthetic).</i></p>	<p style="text-align: center;">Differentiation <i>How will you modify this activity for learners with different styles and needs? (e.g., children who have special needs, very physically active, or emergent bilingual, etc.)</i></p>
<p>The spark/launch/intro <i>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></p>	<p>At the beginning of the activity, I will ask the children: "Friends, do you know what parts a plant is made of? What are the names of the parts of the plant"? Then I will read a book "The Amazing Life Cycle of Plants" by Kay Barnham to children and we will have a group discussion about what are the parts of plants and what are their names. The children will actively answer these questions and enhance their expression and language skills.</p> <p>After gathering a few responses, I will explain that today we are going to create our own worksheet to show each part of plant.</p>	<p>- Interpersonal: the Children have ability to understand and respond to the questions' intentions, motivations, and desires of others</p> <p>-Intrapersonal: the students have ability to use knowledge effectively to answer questions.</p>	<p>In order to support this activity for all children (especially children who are emerge bilingual), I will use our word cards and pictures to review various words repeatedly.</p> <p>In addition, I will give the whole class a chance to talk about their worksheet.</p> <p>For students with special needs, I will encourage them to follow the prompts to make their own worksheet step by step.</p>
<p>The activity <i>What will the children be doing? List the procedure step-by-step. What will you say or do to support their process?</i></p>	<p>I will give the children instructions to use the following steps to guide them in the activity:</p> <ol style="list-style-type: none"> 1) I will read a book "The Amazing Life Cycle of Plants" by Kay Barnham to children and provide drawing paper and art materials to children, I will ask 	<p>-Bodily-Kinesthetic: the children have the ability to control physical movements</p>	<p>For particularly active</p>

	<p>them to create their own worksheet that include each part of a plant.</p> <p>2) "Using the Parts of a Plant worksheet you made, think of a name for each part of a plant. What does each part of the plant do? Can you tell us a little bit about your worksheet? What material does your worksheet made of? How did you create your worksheet? Turn to a partner and introduce your worksheet to them."</p> <p>3) Next, I will have the children count off to create groups of 4. I will ask each group, "Discuss with your friends about what are the main parts of a plant? What is the purpose of each part of a plant? What are some parts of plants that you eat? Give examples."</p> <p>4) While the children were group dissection, I would circulate around the room to see if any groups needed help to focus on the theme of the group discussion.</p> <p>5) Some of the groups may probably be caught up in the group discussion of this activity, however. I will not interrupt their flow. If there were groups that seemed to want to perform for a larger audience, I would</p>	<p>and handle objects skillfully, such as draw the plant by using art materials.</p> <p><- Hearing: This part of the activity asks the children to listen to each other and shard their opinions of questions the plant.</p> <p><- Sight and hearing: This part of the activity asks the children to use their ears and eyes to observe each other's performances.</p>	<p>children, this activity is a natural fit because it does not require them to sit for long periods of time. I will allow them to communicate and move around during the activity.</p> <p>If there are children in the group who are developing verbal language more slowly than their peers, I will encourage them to try to use both words and body language to contribute to the performance.</p> <p>In addition, I encourage all children to share and talk about their art works.</p>
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	<p>offer them the option to have one small group perform for another.</p>		
<p>Reflection <i>As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?</i></p>	<p>At the end of this activity, we will return to the Meeting Center. I would ask, "Friends, what did we do and learn today? What do different plant parts do and which plant parts are eaten by people?"</p>		
<p>Possible Extensions <i>What could you do on another day to build on this activity</i></p>	<p>On future days we can continue to use our worksheet to talk about life cycle of plants and how they survive. Plants are alive, just like people and animals. They grow and die. They need energy, nutrients, air, and water. They produce young. They are made up of cells. And they react to what is around them.</p> <p>When a seed enters the soil, it grows the necessary plant parts to grow and reproduce. The parts of a plant are the stem, leaves, roots, flower, and seeds. They work together to help a plant survive. Humans and animals eat plants to gain the energy they need to survive.</p>		

GROWTH AND LEARNING

How will this learning experience support the children’s growth and learning in the following domains?

Cognitive/thinking	This activity encourages children to problem solve, by finding and labeling each part of a plant and how they work.
Physical	This activity promotes both gross motor development (standing up to perform and some children are moving around during the group discussion) and fine motor skills (draw and create their own Parts of a Plant Worksheet.) Students will be able to use and control the body muscles through their physical development.
Social/emotional	This activity is rich in social and emotional growth because the children will be able to express their feelings when they share their worksheet, their feelings and expression will be different.
Language/literacy	This activity develops children’s understanding of key vocabulary words related to plant. The children will communicate with others through language and answer the questions, read book “ <i>The Amazing Life Cycle of Plants</i> ” by Kay Barnham.
	List 3-5 target vocabulary words: roots, stems, leaves, flowers, and seeds.
Content Area(s)	

STANDARDS/GOALS

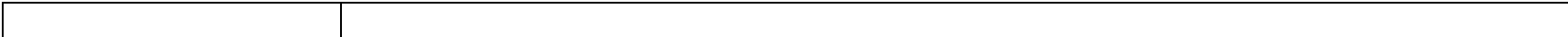
What Pre-K Common Core Learning Standards (CCLS) are addressed in this activity?*

Domain 1: Approaches to Learning	<ul style="list-style-type: none"> 1 f. Demonstrates awareness of connections between prior and new knowledge. 2. d. Engages with peers and adults to solve problems. 4. c. Actively explores how things in the world work. (In this case plants.)
Domain 2: Physical Development and Health	<ul style="list-style-type: none"> 2. a. Demonstrates appropriate body awareness when moving in different spaces. 3. b. Maintains balance during sitting, standing, and movement activities. 5. c. Uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively.

* For CCLS, please go to the following URL: http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nyslsprek.pdf

<p>Domain 3: Social and Emotional Development</p>	<p>1. f. Identifies the range of feelings he/she experiences, and that his/her feelings may change over time, as the environment changes, and in response to the behavior of others. 2. b. Appropriately name types of emotions (e.g., frustrated, happy, excited, sad) and associates them with different facial expressions, words and behaviors. 4. b. Interacts with other children (e.g., in play, conversation, etc.). 4. c. Share materials and toys with other children</p>
<p>Domain 4: Communication, Language, and Literacy</p>	<p>2 b. Correctly identifies meanings of words in read-aloud, in conversation, and in descriptions of everyday items in the world around them. 4. a. Uses facial expressions, body language, gestures, and sign language to express ideas. 5. c. Responds/reacts to questions/comments indicating he understands meaning (e.g., body language, gestures, facial expressions, and words).</p>
<p>Domain 5: Cognition and Knowledge of the World</p>	<p>LIFE SCIENCES 4. a. Explores what a variety of living organisms need to live and grow (e.g., water, nutrients, environment) 5. b. Recognizes the different structures of familiar plants and animals (e.g., roots, stems, leaves for plants and eyes, ears, mouth, arms, legs for animals) 6. a. Observes and represents familiar plants and animals (e.g., draws pictures, builds and plays with toy or model animals in their habitats)</p>

<p style="text-align: center;">AUTHENTIC ASSESSMENT</p>	
<p><i>What will you do to determine whether or not the children are getting the Big Ideas and/or exploring the Overarching Question? (This may be a conversation, a group project, a performance, etc...)</i></p>	<p>After participating in this creative activity, I will provide the children with an opportunity to display their worksheets on our classroom wall. I will label the display bulletin board: "Ways to identify each part of a plant" and post the photos of the worksheet made by children on the walls of our classroom to show their thoughts when creating their works. We can invite other classes to visit the collection of worksheets and learn parts of a plant as well.</p>



POST-ACTIVITY COMMENTARY*	
<p><i>What aspects of this activity seemed to be most successful in supporting the children's growth and learning?</i></p> <p><i>What, if any, surprises were there?</i></p> <p><i>What, if any, challenges were there?</i></p> <p><i>Record the results of your authentic assessment activity.</i></p> <p><i>How would you modify this activity the next time to make it more successful?</i></p>	<p>The children seemed very engaged and involved in the activity. In creating their worksheets, most children were cooperative and creative. Although this was their first time learning to create Parts of a Plant Worksheet, many children were working independently or collaborate easy.</p> <p>What surprised me was that when I asked children to talk and retell the definition of each part of a plant, they answered my questions very seriously and cooperatively. They had big ideas in their mind.</p> <p>In addition, when making parts of a plant worksheet, they all have their own ideas, such as the use of colors and materials, they all finish their work well. There was no problem in the way the children communicated with each other throughout the activity, and they were able to use some known and unknown knowledge to answer and ask questions.</p> <p>Throughout the activity, the challenge I implemented was to ask some challenging and scientific questions. I need to keep thinking about how I can foster this in my classroom.</p> <p>Next time I would like to modify this activity to make it more successful, I will ask children some more challenging and daily questions about the plants. Increase children's understanding of science and plants.</p>

* 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.

Part 3: Commentary/Reflection responding to the following prompts

This commentary will explain the choices I made when designing the activity plan and describe how these learning experiences relate to my themes of my curriculum. It also reflects the theme of this activity, which is developmental and culturally suitable for the group of learners I designed for it. This activity provides opportunities for all kind of learners with different learning styles.

The reason why I choose “Parts of a Plant” to be my topic is that it allows for active, constructive learner participation and involvement. It provides an opportunity for young children to use science, visual arts, and emergent literacy to learn each part of plants. The children will be able to know what the parts of plant are by reading books about the plant parts and seeing real plants. Children will be able to identify the role of each part of the plant by doing the small group activity, by drawing to represent each part of plant. I will give the children instructions to use the following steps to guide them in the activity.

To begin with, I will read a book “The Amazing Life Cycle of Plants” by Kay Barnham to the child and provide drawing paper and art materials to him. I will ask him to create their own worksheet that include each part of a plant. “Using the Parts of a Plant worksheet you made, think of a name for each part of a plant. What does each part of the plant do? Can you tell us a little bit about your worksheet? What material does your worksheet made of? How did you create your worksheet? Turn to a partner and introduce your worksheet to them.”

Next, I will have a discussion with the child that “What are the main parts of a plant? What is the purpose of each part of a plant? What are some parts of plants that you eat? Give

examples.” I will plan a social study that we can walk around our neighborhood so that the children will be able to observe the plants and how they grow. I will also use parts of a plant worksheets to explore the role of each part of the plant. For example, the stem is strong and helps hold the plant up. Leaves collect sunlight and make food for the plant. Flowers are the parts of plants that make seeds and fruits. Roots absorb water and minerals from the soil and hold the plant in the ground, so it does not fall over.

Overall, this topic is challenge, interesting and it is learning a lot to create a unit that was thematically based because it must be organized and can improve all aspects of the child’s development domains. The children at the age of their group are mostly curious, they are unique and showed a lot of personality and emotional. I learned that the quality of a teacher should be patience, understanding and good communication, fun and joining in play, showing respect and responsibility to the students, and the curriculum I design should make children very engaged. In addition, I will do the record of the student so I can know whether the individual children know the big idea in the activity. I will check their records so I can know their way of thinking and investigate whether to improve or not. According to the above activities, I will be able to determine whether or not individual children are getting the Big Ideas and/or exploring the overarching questions, and I can check their improvement in the future.

Part C: Implementing the Activity Plan- The Teaching Reflection

I implemented my activity plan in my remote learning classroom last week. The child was 6-year-old, named Jayden. After Jayden came into my zoom meeting, I said “Hi, Jayden, how are you doing today?” At the beginning of the class, I talked with him and asked a question about the plant. I asked him what is your favorite plant? Do you know what the main parts of a plant are? Could you name the parts of the plant”? He said his favorite plant is blueberry bush and he was able to name several parts of a plant, such as flower, leaf, and stem. He had prior knowledge of parts of a plant.

According to the conversation with him, the child knew about what the parts of the plant were. I asked him what the other part of the plant was that we did not mention, and I opened the video, shared my screen to Jayden. We watched the video, and it was about each part of a plant and their functions. After we watched the video, we discussed what are the parts of plants and what are their names. I asked him what do you see in the video? Could you please tell me how many parts of a plant? He was able to know that the stem is big to hold the plant to not fall and the roots are to absorb water that the plant can survive. The flower can make fruit and we can eat. After gathering his answer, I showed him the worksheet about a part of the plant and asked him to fill out the name of the blank. They were flower, stem, leaf, fruit, and root. He would fill in these words in the corresponding parts of the plant. After he finished, I explained that today we are going to create our own worksheet to show each part of the plant.

I invited the child to draw the “Parts of a Plant Worksheet”, he will create his own worksheet and have an opportunity to share his work. He used his creativity to create his own

worksheet which includes each part of a plant and label its name of a plant: flower, seeds, leaf, stem, and roots. Before he started, I asked him to choose his art materials such as drawing paper, color pencils, crayons, etc. After he finished his worksheet, I encouraged him to talk about his worksheet. “Using the Parts of a Plant worksheet you made, think of a name for each part of a plant. What does each part of the plant do? Can you tell us a little bit about your worksheet and what material your worksheet is made of?” After I gathered the answers, we explored the role of each part of the plant. We discussed what is the purpose of each part of a plant by asking him a question. I asked him, “Do you know what is the purpose of each part of a plant? Such as what is the role of seeds? What are the seeds used for? Give examples”. I taught him that the stem is strong, which helps to support the plant up, such as trees. Its stems are large and can support the tree without falling. And the leaves we saw in the tree, they collected sunlight and made food for the plant. Flowers are the parts of plants that make seeds and fruits. The roots are under the soil, and roots absorb water and minerals from the soil and hold the plant in the ground, so it does not fall over.

In sum, we watched the video to explore each part of a plant and their purpose. These can engage the child in language and literacy development. After we watched the video, we discussed what the video talks about and what are the main parts of a plant, so that he has a concept in his mind, and he was able to know that plants are made up of these parts, flower, seeds, leaf, stem, and roots. Next, he created his parts of a plant worksheet to show his knowledge of how well he knew a plant. We discussed the purpose of each part of a plant and how they work. I will change the materials and procedures such as read a book first, then ask the

child what type of plant he likes, and I may also ask him do you have any plants in your home? Then I will change the art materials because some children may like to use construction paper, watercolor to do their worksheets. I will use a real plant to show to my students because it will make it easier for them to understand each part and purpose of a plant.

Part D: Assessing Children's Learning

The children learn that relates to the Big Ideas and Growth and Learning objectives in my activity plans use science, visual arts, and emergent literacy to learn each part of plants. The children will be able to know what the parts of plant are by reading books, watching video about the plant parts, and seeing real plants. The child will be able to identify the role of each part of the plant by fill out the name of the blank of the Parts of a Plant Worksheet. They were flower, stem, leaf, fruit, and root. The child would fill in these words in the corresponding parts of the plant. Then he would create his own worksheet by drawing to represent each part of plant. We discussed what is the purpose of each part of a plant by asking him a question as well.

After the child watch the video about parts of a plant, I asked him what do you see in the video? Could you please tell me about the video? He said that the stem is big to hold the plant to not fall and the roots are to absorb water that the plant can survive. The flower can make fruit and we can eat. After gathering his answer, I explained that today we are going to create our own worksheet to show each part of the plant and label each part to show how well he knows plant.

We watched the video, and I showed the picture that represent parts of a plant to him. Before he started, I asked him to choose his art materials (such as drawing paper, color pencils,

crayons, etc.) to create his worksheet. After he finished his worksheet, I encouraged him to talk about his worksheet. “Using the Parts of a Plant worksheet you made, think of a name for each part of a plant. What does each part of the plant do? Can you tell us a little bit about your worksheet and what material your worksheet is made of?” After I gathered the answers, we explored the role of each part of the plant. I taught him that the stem is strong, which helps to support the plant up, such as trees. Its stems are large and can support the tree without falling. And the leaves we saw in the tree, they collected sunlight and made food for the plant. Flowers are the parts of plants that make seeds and fruits. The roots are under the soil, and roots absorb water and minerals from the soil and hold the plant in the ground, so it does not fall over.

According to the Learn Guidelines, I will read the book “The Amazing Life Cycle of Plants” by Kay Barnham to children and we will have a group discussion about what are the parts of plants and what are their names. I asked children: "Friends, do you know what parts a plant is made of? What are the names of the parts of the plant"? The children will actively answer these questions and enhance their expression and language skills. This related to the Early Learning Guidelines- Communication, Language, and Literacy “Answers open-ended questions.” Engages in conversation that develops a thought or idea (In this case plants). Moreover, I provided drawing paper and art materials to children, I asked them to create their own worksheet that include each part of a plant and labeled the name. This related to “Develops techniques for painting and drawing (In this case make their own Parts of a Plant Worksheet). And related to “Small Motor Skills” the ability to draw and hold pencils, art materials.

I will change the way I teach student about the parts of a plant. I will use a real plant to show to my students because it will make it easier for them to understand each part and purpose of a plant. We will have a discuss about the life cycle of plants and how they survive. I will be gathering children in See It Grow Plant Lab Center, I provide the soil, bean and pot to each child, and ask them to down their name in paper and tap in the pot. I will assist them to put some soil and a bean into each pot, then we gently watered each pot. Then, I will provide the Bean Plant Journal to children and ask them to record the growth process of green beans. In this way, they will know how the plant grows and what the role of each part of the plant is.