

Name: Kassandra Castellon		Date submitted: April 12, 2017
Name of Activity and Content/Domain area: Grow A Garden Science Area		Integration: Social Development and Mathematics
Age group(s) this activity is planned for: 3 - 5 years of age.		Grouping: Small groups, about 2-3 in each grouping.
Goal/Rationale:	Develop understanding of plant life and it's growth.	
Objective(s):	<ul style="list-style-type: none"> ● Discuss and identify the planting process ● Theorize what will support plant growth. ● Caring for plant life. 	
Vocabulary: (Language and Literacy focus)	Growth, Seeds and Plants	
Connection to Prior Knowledge	<p>Plants are something that are seen everywhere, even children notice plants. In the classroom a small garden is already being planted so everyday the children are watching that grow. When they planted for that they were excited to be apart of something but if they were given the chance to watch something they planted themselves they will recognize their individual plant. The connection with past experience is that plants are seen everywhere so for them to know how to grow a plant can help them get a better understanding of what a plant is.</p>	

Materials & Preparation:	The materials needed for the activity : Dirt (make sure it's intended for gardening) Seeds Flowering pots Water Popsicle sticks Gardening tools Measuring tools
Role of Documentation	Photographs and taking notes down will be used for documentation process.
Learning Experience:	For the activity the children will have a chance to grow their own plant of choosing. They will go into small groups of 2-3, depending the number of children in the class, then they will get their pots and start measuring the amount of dirt needed for their pot, in the small group they can help each other measure using rulers. After they have finished they can start deciding whether they want to plant a flower or a type of vegetable. Most of the time questions come up like "what is that in the dirt" or I'll ask "why did you choose to plant that?" After they choose they can then start making a hole in the middle of the soil, then placing the seed in the middle and covering it up with the dirty. After that they can begin to feed their plant with water and plenty of sunlight. After they have finished with the planting process they can make their own label for their plants so that they can what they planted and also a great way to see who it belongs to.

<p>Individualization:</p>	<p><i>Plans for children with IEP's</i></p> <p><i>For children who are blind, gardening is a great opportunity for them to get that sense of sensory in the gardening process. Starting off with reading to them about gardening then reminding them that they may get dirty so start to slowly have them feel the dirt and getting use to the feeling. Assist in having them count how many seeds they should put in the soil. After that inform them that they will have to water their plant to keep help them grow. Have them water the plant with assistant then have them feel the wet soil with the dirt. Slowly encouraging them that they may get dirty and also reminding them that their plant is going to grow if you water it everyday and give it love. For documentation verbal recordings can be ideal with also helping them feel the growth, what they smell, what they hear, what it feels like and also once it's grown what it tastes like.</i></p>	<p><i>Plans for non IEP children who have specific needs</i></p> <p><i>For children who can't relate much to the subject (never planted before or doesn't see/experience plant life) can be given one on one time asking them if they have any questions or what their thought on about the activity. Some children may have that experience with planting but others might not so putting them in a group of other children who have experience can be ideal for them.</i></p>
<p>Assessment strategies:</p>	<ul style="list-style-type: none"> ● Observations ● Documentation ● Interviewing ● Work Sampling 	

Wrap up:	It will be held during small group so the activity will wrap up once each children has had the chance to plant their own seedling. Many of the plants can either be taken home or planted in the school garden so if they see it outside planted they can reflect on what happened.
Standards:	7.C.ECa With teacher assistance, explore use of measuring tools that use standard units to measure objects and quantities that are meaningful to the child. 10.B.ECa Organize, represent, and analyze information using concrete objects, pictures, and graphs, with teacher support. 12.A.ECb Show an awareness of changes that occur in oneself and the environment.

Pre-Primary Lesson Plan Draft Rationale/Narrative

- Explain how/why this activity is developmentally appropriate for the age group planned for. Explain how/why this will engage them. Explain why you grouped the children the way you did.
 - Think about how children at this age learn and their developmental needs and strengths. Describe how this experience addresses those strengths and needs and how it is active, hands-on, or open-ended.
 - Discuss how this activity addresses the integrated nature of children's learning and development and which different languages/learning/modalities this activity incorporates and how. Include things like:
 - + Social-emotional development
 - + Development stages/sequences of concept development
 - + Language development and emergent literacy
- Refer to some theory or research you are familiar with (from course texts or your own research) that relates to development and/or learning. Explain **how** this theory supports your argument for the developmental appropriateness of this activity.

Planting a garden is an activity that each child will have the opportunity to plant their own plant then to care for it until it grows into what they chose to plant. The idea of having their own plant will give the children the feeling of ownership over their own plants hopefully for them to remember to care for it. Learning how to care for plants and watch how they grow can help in the long run and can be useful for how to take care of plant life. Plants are important to the earth so we should show children how to care for what we have left on this earth and also how to create more in order to help the earth breathe. Social-emotionally the children can discuss with each other about their plants and create theories of what will grow and other characteristics of the plant. When the children begin to plant their seeds they are getting the chance to feel the dirt and also learn the steps of how to start planting. The philosopher John Amos Comenius believed in social everyday life and school/family life involvement. He believed that it should be universal, innovative and practical. So one of his ideas was a "school garden" and with this idea he wanted the

children to learn to admire the plant life while also learning to appreciate/care for it. This theory supports my lesson because I do believe that learning about plant life and how to grow it is an essential lesson that can be useful in everyday life.

To be completed *after* you have implemented the lesson and discussed with your supervisor.

Reflecting on the Teaching & Learning Processes of the Activity

Name: Kassandra Castellon

Date: April 12, 2017

What do you think the children learned? What did you learn? How did you feel about doing this activity with the children? What strategies seemed to work well? What strategies might you suggest for the future?

As the activity continues the children are learning how to care for plant life while watching the process of how it grows. At the beginning the children were already interested in planting their own plant. When they started to plant the seeds in soil they started to connect the growth of a plant to a "baby" and how the plant has many family members like a mommy and daddy. When asking them the question of what their plant would grow into they already had this image of their plant whether it was a sunflower or even a "lettuce sunflower". At first I thought the idea of asking them to draw about their plant and document it wouldn't be successful but once they saw the growth and progress of their plant they started to become more focused on caring for the plant and wanting to see it every chance they got. So asking them to draw about their plant wasn't a problem for them. The group amount was a bit overwhelming and made it a bit hard to focus on an individual. So for next time the group amount is something that I need to coordinate better while the documentations the children were doing proved to be successful. As the lesson continues with the children I feel confident with inviting other activities relating with plants.