

Name: Kassandra Castellon		Date submitted: April 12, 2017
Name of Activity and Content/Domain area: Flower Exploration Science		Integration: Discovery and Sensorimotor
Age group(s) this activity is planned for: 3-5 years of age		Grouping: Small group, 1-2 per group
Goal/Rationale:	To discover and investigate plant life.	
Objective(s):	<ul style="list-style-type: none"> ● Examine the plant life. ● Asking questions and investigating. ● Documenting and drawing the plant presented. 	
Vocabulary: (Language and Literacy focus)	Investigation, Examine and Documenting.	

<p>Connection to Prior Knowledge</p>	<p>The flowers and vegetables that are going to be presented at the table will be things that children may or may have not seen before. Many of the vegetables can seen familiar to them so for them to examine and talk about it can possibly make them feel comfortable about a vegetable they once disliked. Some of the flowers/vegetable presented can be something that they are already growing from the “Grow A Garden” activity.</p>
<p>Materials & Preparation: in advance?</p>	<p>Various Vegetables and Flowers (different each day)</p> <p>Magnify Glass</p> <p>Tweezers</p> <p>Paper</p> <p>Makers</p> <p>Color Pencil</p> <p>Tray</p> <p>Seeds</p>
<p>Role of Documentation</p>	<p>Work sampling, photographing and interviewing the children. Collecting the drawings they may have done, photographing them during the process then interviewing them about the plant they studied.</p>
<p>Learning Experience:</p>	<p>This will be done in small group time. The children will be split up by whoever is interested in the area. When they get the the area a plant life will the there for them examine. With the magnify glass or tweezers they can look at it in different angles. They can also try to see if it’s grown from the tree or ground. After they have examined the plant they can also see the seeds of the plant. Paper and drawing materials will be provided for them to document the plant as they see it.</p>

<p>Individualization:</p> <p>Y</p>	<p><i>Plans for children with IEP's</i></p> <p>N/A</p>	<p><i>Plans for non IEP children who have specific needs</i></p> <p><i>For those who have allergies to a specific plant life won't be able to explore the area. If the allergy is only through oral then they can be in the area but will have to be watched closely. If they can't touch it then the plant life won't be in the classroom or the other children will have to wash their hands after the exploration.</i></p>
<p>Assessment strategies:</p>	<p>Photographing the progress of the children while interviewing them, asking questions before and after the process.</p>	
<p>Wrap up:</p>	<p>The plant exploration will be accessible afterwards so that they can continue to explore and understand other types of natural forms.</p>	
<p>Standards:</p>	<p>11.A.ECd Collect, describe, compare, and record information from observations and investigations.</p> <p>12.B Understand that living things rely on the environment and/or others to live and grow.</p> <p>13.B.ECa Use nonstandard and standard scientific tools for investigation.</p> <p>25.A.ECd Visual Arts: Investigate and participate in activities using visual arts materials.</p>	