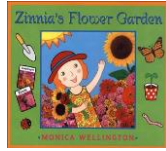




Sorting Beans

**Materials:**

- *Zinnia's Flower Garden*
- seeds/beans
- tweezers or small tongs
- magnifying glasses
- writing tools
- index cards for labels
- containers for sorting (i.e, yogurt cups, bowls)

Vocabulary:

- seed
- bean
- attribute
- plant
- garden
- group

Preparation: Set up materials.

Intro to Centers:

"In *Zinnia's Flower Garden*, Zinnia planted **seeds** in her **garden**. What do you notice?"

"Here are images of **seeds**. What do you notice?"

"The **seeds' attributes**--their shapes, sizes, and colors--are different."

"Here is a container of **beans**--a type of **seed**. What do you notice?"

"How could we **sort** the **beans** into **groups**?"

"This **group** of **beans** could be labelled _____ because they are the same (size). This other **group** of **beans** could be **labelled** _____ because they are the same (color)."

"Today in Discovery, you can **sort beans** into **groups** and create **labels** for the **groups** with these materials."

Show illustrations.

Children respond.

Show images. Children respond.

Show materials.

Children respond.

Children respond. Model.

Model writing labels for the two groups of beans

Show materials.

During Centers:

Encourage children to collaborate, i.e., one child can sort, another child creates the labels. Support children with comparing and contrasting their groups to the illustrations/images/each other's groups. Encourage children to use their bean groups in *Garden Center* and *Beans*.

Guiding Questions during Centers:

- How is sorting beans similar to or different from making collections?
- How is your group of beans similar to or different from your friend's group of seeds/illustrations/images?
- Which group has more/ less beans? How do you know?
- What is _____'s rule for his bean group? How do you know?
- How is using a magnifying glass helpful in sorting beans?

Thinking & Feedback: Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

Documentation: Collect samples of the children's work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

Provocation: Encourage children to research seeds that are used in food, i.e., chili, trail mix, soup, etc. Encourage families to share dishes that use seeds/ beans.

