



WEEK 1 Day 3

**Discovery and Writing and Drawing:
Sorting and Writing about Seeds (part 1)**

Children examine and compare a variety of seeds and sort by attributes. Children write and draw their discoveries.

Big Ideas	Plants grow and change over time. They need light, water, and air to live and grow.
Guiding Question	How do plants grow and change over time? What do plants need to survive?
Vocabulary	category: a group sort: organize into groups
Materials and Preparation	<p>This activity can take place either at the Discovery Center or the Writing and Drawing Center. Select the area that has the most table space to spread out seeds and draw.</p> <ul style="list-style-type: none"> ● trays for working spaces, enough for a small group ● a variety of seeds, seed packets recommended (including the seeds that will be used for planting, pinecones, and acorns) When gathering seeds, be sure to consider potential allergies. Place the seeds on the trays. ● a means for sorting: sorting trays or small containers or empty egg cartons, enough for a small group ● magnifying glasses, enough for a small group ● small handmade books, one per child Staple paper together to create books. ● writing tools ● Is your seed...? chart Display the chart near the Discovery Table. <p>Bring the following to the whole group meeting area for the Intro to</p>

	Centers: a few seeds and Is your seed...? chart
Intro to centers	<p><i>This week we are reading the book From Seed to Plant by Gail Gibbons. Remember, a seed is a small part of a plant that can grow into a new plant.</i></p> <p><i>This week, we have some real seeds at the Discovery Table/Writing and Drawing. What do you notice about these seeds?</i></p> <p>Show some seeds. Hold up at least two seeds that are visually different from each other. Provide time for children to share a couple of observations.</p> <p><i>You've noticed that these seeds are many different shapes, sizes, and colors. When you visit the Discovery Table/Writing and Drawing this week, you can sort them, or organize them into groups, or categories. What kinds of categories do you think we could have?</i></p> <p>Invite children to turn and talk. Then harvest ideas from the group. Model for children how to look at the category and write the seed category in a book.</p>
During Centers	<p>Children sort the seeds according to different attributes. They reference the Is your seed...? chart for ideas.</p> <p>There are many ways to sort the seeds; encourage all strategies, and ask the children to explain their reasoning behind the groupings. Support collaboration. As categories are created, support the children to write about their seed observations and categories in the books.</p> <p>Children may first want to explore the seeds with their hands and examine them using magnifying glasses.</p> <p>Support and build upon children's descriptive vocabulary, such as color, shape, and texture words.</p>
Facilitation	<ul style="list-style-type: none"> ● What do you notice about these seeds? ● How can you organize the seeds? ● How are you sorting the seeds? What categories are you making? ● What kinds of plants will grow from each type of seed? What makes you think that? ● How are these seeds are different from each other? ● Tell me about your book. What information are you including/
Standards	<p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>SL.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>