



WEEK 2 Day

**Discovery:
Sorting Seeds (part 2)**

New seeds are added. Children continue to 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>The same materials as the previous week:</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>Add:</p> <ul style="list-style-type: none"> ● more seeds Gather seeds from a variety of familiar fruits and vegetables. Consider the seeds that will be familiar and relevant to the children. For instance, gather seeds found in the children’s school lunches

	<p>and in their favorite foods. In addition, collect seeds that have different attributes such as avocado seeds, mango seeds, etc. Be sure to consider potential allergies.</p> <p>Add these new seeds to the seed collection from the previous week. Place the seeds on the trays.</p> <p>Bring the following to the whole group meeting area for the Intro to Centers: a few of the new seeds and Is your seed...? chart</p>
<p>Intro to centers</p>	<p><i>Over the course of last week, you have been noticing all the seeds around us. I've added some additional real seeds at the Discovery Table.</i></p> <p>Show the new seeds.</p> <p><i>What kind of seed is this?</i></p> <p>Provide time for children to share their hypotheses. Invite children to share their experiences with the corresponding fruits/vegetables.</p> <p><i>Last week, we sorted many different seeds. Remember, a seed is a small part of a plant that can grow into a new plant.</i></p> <p><i>You've noticed that these seeds are many different shapes, sizes, and colors.</i></p> <p>Show a sample small book. Highlight the ways in which the child sorted the seeds.</p> <p><i>When you visit the Discovery Table this week, you can continue to sort the seeds into different categories. There might even be new categories! Don't forget to write and draw about your discoveries in a small book.</i></p>
<p>During Centers</p>	<p>Children may first want to explore the seeds with their hands and examine them using magnifying glasses. Children might make connections to the seeds. (e.g., I love oranges! When I ate an orange yesterday, I found 5 seeds!)</p> <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>Support and build upon children's descriptive vocabulary, such as color, shape, and texture words.</p>

Facilitation	<ul style="list-style-type: none"> ● Have you seen this seed before? Where do you think it's from? ● 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> <p>VA.K.V.Cr.01. - BOSTON Generate and conceptualize artistic ideas and work. Experiment with a wide variety of both two- and three-dimensional materials, including recycled/repurposed ones after looking at images from several artists who use those materials.</p>

Notes