

GROWING UP WILD LESSON

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Preschool teacher/Director

Activity: Seed Need (p.50-51)

Identify opportunities within current program or curriculum to integrate lesson plan:

Exploration of seeds is a great fall unit during harvest time and the end of the growing season. The topic can begin again in the spring by planting the seeds we harvested.

Outline use of activity components:

*Identify activity component, when it will be used and how

1. Begin the lesson by handing out a maple seed to each child. Allow them to feel the seed and examine it. Start the discussion with, What do you think this is? Where can we find more?
2. "Take me Outside"—We're on a mystery hunt looking for other maple seeds. Follow the trail until we find the source. Bring the camera to capture our adventure. Each child will have a bag of their own to collect the seeds.
3. During "community time" (a variety of activities are available and children make choices to direct their personal learning and exploration)
 - ~ Each child will have the opportunity to count the maple seeds in their bag, and write the number on their bag. (may need assistance)
 - ~ Seeds will be added to the writing center for rubbing and tracing. They may also serve as a reminder of our advance to re-create the activity in drawings or a story.
 - ~ Seeds will be available for examination and measurement in the science. The balance scale will be available too.
4. The following day for a large group activity we will learn Dropping Seeds
 - ~ Each child will then pretend to be a maple seed on the ground. A big gust wind will scatter them everywhere in the room.
 - ~ Each child will find a new resting place. Our story will continue with them being nurtured with rain and sunshine. They will grow into maple trees. We'll have maple forest in our room.
5. Additional discussion, Who might eat maple seeds? What kind of seeds do people eat? Make a list of seeds we eat. During mealtime look for seeds we eat.
6. The third day we would make "scatter art.: Using the hollow blocks as our picture frame we will enclose colored poster board as the canvas. The children will use the maple seeds to blow the maple seeds around on the canvas.
7. The fourth day, each child will be given a 9x11 piece of construction paper, maple seed, pinto bean, and straw. Giving them the opportunity to try out air dynamics. Which seed can you blow the farthest.
8. Send home a letter explaining our maple seed adventure and include the home connection of "Seed Scavenger Hunt" (page 107). Plus post pictures of our activities.
9. Take all seeds we collected return them to mother nature by throwing them up in the air so they may have a chance to grow.

Description of your outdoor exploration:

*Location: On the grounds of our facility. We'll walk the grounds to find additional maple seeds and discover the source. We have three maple trees on the property.

*Identify additional preparation needed for exploration: Have the children write their names on their own bags. Some may need assistance.

*What will the exploration look like? We'll find maple seeds and follow the trail to the tree. Looking up into the tree to discover all the maple seeds in the tree. Continue the walk to discover additional tree. We will collect maple seeds along the way.

*Draft two open-ended questions to encourage further student investigation: I choose to use open-ended questions at the initial discussion and exploration. "What do you think this is?" "Where do you think we can find more?" Follow up questions? Who might eat the maple seeds? What kind of seeds do people eat?

*List activities that could be used as pre/post learning opportunities: Pre-Activities would include putting seeds out for examination one days prior to the activity. I would include a measuring unit, balance scale, and magnifying glass. Teach the children the song; Dropping Seeds. Post activities were listed as 4-9.

*Indicate modifications/considerations for children with special needs:

Children in a wheel chair or a child with large or small motor disabilities will need assistance to navigate the un-level ground of hills in addition to get down to pick up the maple seeds on the ground. This may also be a great opportunity for a mobile child to be partnered up with a child who may need some assistance or support.

*Indicate and modifications you will make to the activity or components within: (classroom usability)

Our exploration of "Seed Need" grew out of a teachable moment. We were on a walk when a child picked up a maple seed and stated "Look I found a maple seed." He introduced the class to a natural opportunity that presents itself each fall. Everyone wanted a seed. We followed the trail to the "mother load" under a maple tree. The plans were written as a formal lesson plan, spring boarding from "seed need".

*List age appropriate literature (books, periodicals, websites) that can be used as part of the activity:

- ~ Ten Seeds By Ruth Brown (read and did activities)
- ~ Amazing Apples By Jeff Bauer (read and used as a reference)
- ~ Pumpkin Circle By George Levenson (read and used with green pumpkin)
- ~ Bean By David Schwartz (additional resource)
- ~ The Apple Pie Tree By Zoe Hall (read in class)
- ~ Its pumpkin Time! By Zoe Hall (read and did a retell activity)
- ~ The Carrot Seed By: Ruth Krauss (read then used as a retail)
- ~ Chipmunk Song By: Joanne Ryder (additional resource)
- ~ Dropping Seeds- Growing Up Wild, p. 51

*Identify local natural areas, parks or guest speakers that could be included in this activity:

- Vanderveer Park and Botanical Center- 215 W, Central Park Ave , Davenport, Ia 52803, 563-326-7818;
- West Lake- 14910 110th Ave, Davenport, Ia 52804, 563-328-3281

- Scott County Park- 18850 270th St, Eldridge, Ia 52748 563-328-3282
- Bike Path through Davenport and Bettendorf Iowa, Starts at Credit Island ends at Isle of Capri, 8.5 miles
- Jill Vogt- Master Gardner, ISU Scott County Extension Master Gardner Class, 563-332-3482
- Scott County Extension Office.
- All Around Town Landscaping- Tony Behucke, 563-324-6450

- List standards/benchmarks/concepts that were met using components taught:
 - 2.A. Curriculum: Essential Characteristics 2.A.10, 2.A.11 and 2.A.12
 - 2.B. Social Emotional Development 2.B.01, 2.B.04, 2.B.05, and 2.B.06
 - 2.C. Physical Development 2.C.03 and 2.C.04
 - 2.D. Language Development 2.D.03 and 2.D.04
 - 2.E Early Literacy 2.E.04 and 2.E.05
 - 2.F Early Math 2.F.02 and 2.F.05
 - 2G Science 2.G.03, 2.G.05 and 2.G.07
 - 2.J Creative Expression and Appreciation for the Arts 2.J.01, 2.J.06 and 2.J.07