

# Seeds

## Circle Time

### Greeting Song



### Discuss

What do you think a seed needs to grow?

### Calendar & Weather

After putting up the number card for today's date, discuss what might happen if you planted a seed in today's weather.

### Introduce Letter S

Fill a baking tray with dirt and press the Hands-On S into the dirt to create an imprint. Work together to fill the S with seeds. Try making other S shapes with the seeds.

### Opening Rhyme:

- Place the garden photos face down on the ground in a circle. While reciting the poem, take one step next to each photo.
- At the end of the rhyme, name a child to turn over the photo card closest to him and see what grew.

### Deep under ground

Is a seed small and round.

What will it be? 1-2-3

Erik, tell me what you see.



# Colors in the Garden



**SKILLS** SOCIAL RELATIONSHIPS 3.1 PATTERNS AND SORTING 18.2 PHYSICAL SCIENCE 27.1

### SUPPLIES

- Folder Game
- Game cube and pieces

### Discuss

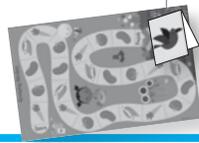
- What might you find in a garden?

### Explore

- Encourage children to roll the cube, and hunt for something in the room that is the same color.

### Play

- Invite a child to roll the cube and move his game piece to the next space with the matching color on the game board.
- Continue taking turns until all children have reached the garden.
- If desired, help each child count the spaces as he moves his game piece.



**ASSESS:** Did the child play cooperatively with the others and politely take turns?

**REFLECT:** What kind of behavior did the child demonstrate while waiting? What strategies could you offer to help him increase his patience and attention span?

# Growing Seeds



**SKILLS** FINE MOTOR 5.1 LIFE SCIENCE 26.2 VISUAL ARTS 32.2

### SUPPLIES

#### FOR EACH CHILD

- Seeds
- Feathers
- Bowl
- Wiggle eyes
- Adhesives
- Black paper

#### YOUR SUPPLIES

- Seeded fruits or vegetables
- Knife (adult use)
- Spray bottle of water
- Dirt
- Scissors
- Spoons

### Discuss

- How do seeds look?

### Explore

- Cut open a variety of seeded fruits or vegetables (such as squash). Invite children to explore the seeds and work together to remove, count and sort them.



### Create

- Invite children to create a bird by decorating the bowl.
- Attach the feathers, wiggle eyes or other materials as desired.
- Scoop dirt into the bowl.
- Encourage children to take a pinch of grass seed and sprinkle it on the dirt.
- Use a spray bottle to water the plant.
- Plan for how to care for the little bird planter each day.

**ASSESS:** How does the child demonstrate control of his small muscles when he picks up seeds, cuts, glues and creates his bird planter?

**REFLECT:** Which part of the activity excited the child most: exploring the seeds, decorating the bowl or taking care of the growing seeds? What does this tell you about the child's interests and learning style?

# Counting Beans



**SKILLS** NUMBER CONCEPTS 15.2 FINE MOTOR 5.1 MEASUREMENT 19.1

## SUPPLIES

- Beans
- Planting & Counting Beans sheet

## YOUR SUPPLIES

- Bowls
- Spoons
- Pan of dirt (optional)

## Discuss

- Where can you find seeds?

## Explore

- Fill the bowls with some beans.
- Invite children to explore scooping the beans with spoons.



## Count

- Invite a child to take a scoop of beans and guess how many he took.
- Encourage him to verify his estimation by planting the beans on the number line.
- Optional: Fill a pan with dirt and pretend to plant the beans.
- Repeat and observe how the child adapts his estimation.

**Simplify:** Put five beans on a table. Encourage the child to point at one bean at a time. Count 1-5 with the child.

**Extend:** Encourage the child to make piles of 2 beans. Count by 2's.

**ASSESS:** Did the child count up to 10 beans on his own? How high could he count?

**REFLECT:** When the child needed help, how did you adapt the activity to match his developmental level?

# Jack and the Beanstalk



**SKILLS** LISTENING COMPREHENSION 7.1 SOCIAL RELATIONSHIPS 3.3 FINE MOTOR 5.1

## SUPPLIES

- Participation Story
- Storytelling Scene and Pieces

## YOUR SUPPLIES

- Scissors
- Blocks



## Discuss

- What is the tallest thing you have seen?

## Explore

- Set out blocks and encourage children to explore stacking as high as possible.

## Storytelling

- Read the story aloud and hold up the Storytelling Pieces.
- After reading, invite children to ask questions about the story or share ideas about what might happen next.
- Work together to retell the story with the Pieces on the Storytelling Scene.

**ASSESS:** As the child listened to the story, did he follow along and hold up his story piece accordingly?

**REFLECT:** What types of questions or comments did the child have about the story? How could you incorporate his questions or ideas into future activities today?

notes



## Water Table

Fill a bin with water and set out strainers, a watering can and other objects with holes for children to freely investigate.

# Closing Time

## Closing Reflection

- If you were a seed, which type of seed would you want to be? Why?

## Celebration



- Sing the lyrics below to the tune of "Do Your Ears Hang Low" and dance with the suggested movements. Begin slowly and sing more quickly each time you repeat.
- Watch the video sample for music and movements at [mothergoosetime.com/dance-and-fitness/](http://mothergoosetime.com/dance-and-fitness/)

**Can you plant a bean,  
Watch it grow up big and green?**  
(Open and shut hands.)

**Can you water the seed,  
And pull out the weeds?**

(Squat down and up as you slap hands on thighs, then reach up high.)

**Can you shine like the sun,  
And pick pods one by one?**

(Rock side to side with arms above head like a sun.)

**Working is done,  
Now lets eat that bean.**

(March in place.)

DAY 1