

Topic of Study – Vegetables

Introduction

Learning about vegetables can be an interesting experience for children. As they are involved in a topic of study about vegetables, they learn about the different parts of vegetables. As they are involved in growing vegetables from seeds, they discover that seeds need water, soil, and sunlight to grow. They will have the opportunity to taste vegetables that may be new to them.

Teacher Notes about STEM

- *Early Childhood Educators are now linking together science, technology, engineering, and math into what is called STEM curriculum.*
- *This topic of study, Vegetables, focuses on the science component of STEM.*

Teacher Notes

Arkansas Minimum Licensing Requirements (Rev. 1.1.15) requires the following:

400 PROGRAM – 401 Program Requirements for all ages

5.a. The facility shall have an appropriate curriculum with weekly activity plans appropriate for the developmental needs of each group of children.

To assist your program in meeting this requirement, refer to Developing Weekly Activity plans for Adventures in Learning for information on how to develop your plans. Feel free to make copies of the plan sheet you select and use it each week. To help you in your planning, there are also 2 samples of completed plan sheets that you may use as guides when developing weekly activity plans for your group of children.

- ***Adventures in Learning*** is an Arkansas approved curriculum.
- *This curriculum guide is a collection of activities that support the Big Ideas listed below. Choose those activities that best meet the needs of the children in your group.*
- *Consider extending this topic of study beyond a one-week period of time. There is so much for children to learn about vegetables. Carry over activities from one week to another because children enjoy and learn best through repetition.*
- *If you do not have some of the featured books, refer to the Additional Books section for other books you can use.*
- *It is important to read the same book several times to children so that they can have a better understanding of theme, plot, characters and the sequence of events. In each of the readings presented here, there is a different focus on what is happening in the story.*

Big Ideas

Here are three big ideas about growing vegetables you can help children explore:

- Vegetables have roots, stems/stalks, leaves, seeds.
- We can grow vegetables from seeds
- Vegetables need soil, water and sunlight to grow

Materials to Collect and Make

- Pictures of vegetables and of vegetable gardens. (Laminate or cover with clear adhesive to preserve)
- Children's books about vegetables:
The Carrot Seed by Ruth Kraus, illustrated by Crockett Johnson
Pumpkin Pumpkin by Jeanne Titherington
One Bean by Anne Rockwell, illustrated by Megan Halsey
- Illustrated rhyme charts for "Peter, Peter, Pumpkin Eater"
- Felt or Magnetic Board
- Locate at A Story a Month, on the Arkansas Better Beginnings website:
Storytelling figures (felt or magnetic) for *The Carrot Seed*
Storytelling figures (felt or magnetic) for *Pumpkin Pumpkin*
- Seed packets with and without seeds
- Gardening books
- Gardening Items cards (See Attachment: [Gardening Items cards](#))
- Vegetable cards (See Attachment: [Vegetable Cards](#))
- Four sequence cards of how a tree grows (See Attachment: [How Seeds Grow](#))
- Gardening Prop Box: garden gloves, hat or bonnet, apron with pockets, kneepads, watering can, seed packets, seed catalogs, gardening tools, grocery ads that feature produce
- Small bag of potting soil
- Plastic fishing worms

Resources

- Check with your local library for the availability of children's books.
- Children's books can be purchased online, from school supply catalogs or local bookstores.
- Bean Bag Activity CD by Kimbo can be purchased from school supply catalogs or online

Introducing and Concluding the Topic

Introduction: Finding out what Children Know about Vegetables

Learning Goals:

CD2.4 Holds and manipulates information in memory (*short term and working memory and long-term memory*)

CD3.2 Engages in symbolic and abstract thinking (*abstract thinking*)

EL3.1 Responds to features of books and print (*print knowledge*)

To introduce the topic of “Vegetables” you need to find out what children already know about the topic. This allows you to build on your children’s experiences. It also helps create an interest in the topic. Here’s how to begin.

- Gather the children in a group. Say, “For the next few days we’re going to be learning about vegetables.”
- Write on chart paper, chalkboard or marker board the word “Vegetables.”
- Invite children to tell you things they already know about vegetables. You may have to ask children questions such as, “Can you name some vegetables?” “What is your favorite vegetable to eat?”
- Make a list of all of the things children know about vegetables.
- Review the list with them and say, “You already know a lot of things about vegetables and we’ll find out even more.”
- Now ask children what they would like to know about vegetables.
- Make a list of things children would like to know about vegetables.
- Keep the two lists until you have completed the topic of study.

What We Know about Vegetables	What We Would Like to Know About Vegetables	Things We Learned about Vegetables

Conclusion: Finding out What Children Have Learned about Vegetables

- Gather the children in a group at the conclusion of the study about vegetables.
- Write on chart paper, chalkboard or marker board, “Things We Learned about Vegetables.”
- Invite children to tell you some things they have learned about vegetables. You may have to ask prompt questions such as “Can you remember what vegetables need to help them grow?”
- Make a list of all the things children learned about vegetables.
- Read the first two lists you made with the children. Then say, “Here are some new things you found out about vegetables” and read today’s list with them.

Teacher Note: *This method of introducing and concluding the topic is known as KWL. What do children know, what they want to know, and what did they learn.*

Reading Books with Children

CD2.1 Focuses and sustains attention

CD2.4 Holds and manipulates information in memory (*short term and working memory*)

LD1.1 Understands and responds to language (in child's home language) (*vocabulary and language comprehension*)

EL1.1 Shows interest in literacy experiences (*engagement in literacy experiences*)

EL3.1 Responds to features of books and print (*book knowledge*)

Book #1: *One Bean* by Anne Rockwell, illustrated by Megan Halsey

First Reading of *One Bean*

- Prepare to read the book, *One Bean*.
- Give each child a dried lima bean to examine and describe. Ask questions such as "How does the bean feel?" "Where do you think this bean came from?"
- Collect the beans and tell children they will do an activity with the bean later.
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask children to look at the cover and predict what the story is about.
- Read story so all children can see the pictures in the book.
- Follow up with questions such as "Have you ever seen a bean growing?" "What would you do if you were given a bean to plant?" "Have you ever eaten beans?"

Second Reading of *One Bean*

- Show cover, give title, author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by showing the pictures and inviting children to tell what the boy did to grow the bean.

Third Reading of *One Bean*

- Show cover. Invite children to recall title. Give author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the third reading by involving children in discussing what the bean needs in order to grow: soil, water, sunshine.

Fourth Reading of *One Bean*

- Show cover, give title, author and illustrator.
- Invite children to recall what the bean needed to grow.
- Read the story so all children can see the pictures in the book.
- Follow up the fourth reading by involving children in identifying the parts of the plant: bean/seed (dry bean), stalk, leaves, buds, flowers, and bean pods.

Additional Learning Goal:

ST2.1 Demonstrates knowledge of core science ideas and concepts (*system parts and wholes*)

Book #2: *The Carrot Seed* by Ruth Krauss, illustrated by Crockett Johnson

First Reading of *The Carrot Seed*

- Prepare to read the book, *The Carrot Seed*.
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask children to look at the cover and predict what the story is about.
- Read the story so all children can see the pictures in the book.
- Follow up with questions such as “Have you ever seen a carrot growing?” Show the next to last page and ask children what they see? Ask, “Where is the carrot?” Help children understand that carrots grow underground, so you can only see the carrot tops. You have to pull the carrot out of the ground. Ask if they have ever seen a carrot as big as the one in the wheelbarrow.

Second Reading of *The Carrot Seed*

- Show cover, give title, author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by asking, “How do you think the little boy felt when his mother, father and brother said that his carrot won’t come up?” “How do you think he felt when his carrot finally came up?”

Third Reading of *The Carrot Seed*

- Show cover. Invite children to recall the title. Give author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the third reading by showing the pictures and asking the children how the little boy grew his carrot seed. (He planted it in the soil/dirt, he pulled up the weeds and he watered it.)

Book #3: *Pumpkin Pumpkin* by Jeanne Titherington, author and illustrator

First Reading of *Pumpkin Pumpkin*

- Prepare to read the book, *Pumpkin Pumpkin*
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask children to look at cover and predict what the story is about.
- Read the story so all children can see the pictures in the book.
- Follow up with questions such as, “Have you ever seen a pumpkin growing?” “Have you ever been to a pumpkin patch and picked a pumpkin?” “Have you ever helped carve a pumpkin face?” Encourage children’s comments.

Second Reading of *Pumpkin Pumpkin*

- Show cover. Invite children to recall the title. Give author and illustrator
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by showing the pictures to the children and inviting them to describe what the boy did to grow the pumpkin. Ask children how many pumpkins the boy will be able to grow from the six seeds.

Additional Books

Eating the Alphabet by Lois Ehlert

The Gigantic Turnip by Aleksei Tolstoy, illustrated by Niamh Sharkey

Growing Vegetable Soup by Lois Ehlert

Peter Rabbit by Beatrix Potter

Too Many Pumpkins by Linda White

Tops and Bottoms by Janet Stevens

Language and Literacy Materials and Activities

Learning Goals:

EL1.1 Shows interest in literacy experiences

EL2.1 Notices and manipulates the sounds of language

CA1.1 Explores through listening, singing, creating, and moving to music

- Make illustrated rhyme chart for the following nursery rhyme:

Peter, Peter, Pumpkin Eater

Peter, Peter, pumpkin eater,
Had a wife and couldn't keep her.
He put her in a pumpkin shell
And there he kept her very well.

- Say the rhyme with the children while showing the appropriate chart.
- Post the chart on the wall at child's eye level. Observe to see if the children look at the chart and say the words.

Farmer Digs the Soil

(Sing to tune of "Here We Go 'Round the Mulberry Bush"
and make appropriate motions)

This is the way the farmer digs,
The farmer digs, the farmer digs.
This is the way the farmer digs,
The farmer digs the soil.

This is the way he plants the seeds,
Plants the seeds, plants the seeds.
This is the way he plants the seeds,
The farmer plants the seeds.

The rain and sun will help them grow,
Help them grow, help them grow.
The rain and the sun will help them grow.
Right up through the ground.

Now the farmer picks the beans,
Picks the beans, picks the beans.
Now the farmer picks the beans
Now we have beans to eat.

Ten Little Seeds

(Sing to tune of "Ten Little Indians" and hold up appropriate number of fingers while counting and singing)

One little, two little, three little seeds,
Four little, five little, six little seeds,
Seven little, eight little, nine little seeds,
Ten little seeds are growing.

One Potato, Two Potato

(Hold up appropriate number of fingers while counting)

One potato, two potato,
Three potato, four,
Five potato, six potato,
Seven potato, more.
Eight potato, nine potato,
Where is ten?
No, we must count all over again.

I Eat My Peas with Honey

I eat my peas with honey,
I've done it all my life.
It makes the peas taste funny,
But it keeps them on the knife.

Learning Goal:

EL1.1 Shows interest in literacy experiences

Storytelling Figures: *The Carrot Seed* (See Attachment: [The Carrot Seed](#))

- Make either felt or magnetic storytelling figures for the story, *The Carrot Seed*
- Read the book, *The Carrot Seed*, to the children.
- Use the storytelling figures to tell the story.
- Explain to the children that the storytelling figures will be in the library/book area for them to use.
- Demonstrate and discuss with the children the correct way to use the storytelling figures.

Storytelling Figures: *Pumpkin Pumpkin* See Attachment: [Pumpkin Pumpkin](#))

- Make either felt or magnetic storytelling figures for the story, *Pumpkin Pumpkin*
- Read the book, *Pumpkin Pumpkin* to the children.
- Use the storytelling figures to tell the story.
- Explain to the children that the storytelling figures will be in the library/book area for them to use.
- Demonstrate and discuss with the children the correct way to use the storytelling figures.

Learning Goal:

EL3.1 Responds to features of books and print (*print knowledge*)

Activity: Seed Book

- Buy five packages of vegetable seeds such as corn, beans, pumpkin, carrots and cucumbers.
- Use quart-size self-closing clear plastic bags for the pages of the book.
- Open the seed packets and pour each packet of seeds into one of the bags. Enclose the seed packet with the seeds.
- Stack the bags with closure edges together. This becomes the spine of the seed book.
- Create a book by either stapling the bags together and covering staples with masking tape, or punching holes in the closure edges and tying with yarn or string.
- Involve children in "reading" the names of the vegetable seeds on each page.
- Place the book in the science/discovery center.
- Add a magnifying glass and encourage children to use it to look at the seeds.
- Invite them to discuss how the seeds are alike and how they are different.

Science / Discovery and Math

Learning Goals:

ST1.1 Engages in the scientific process to collect, analyze, and communicate information (*observations, questions and predictions*)

ST2.1 Demonstrates knowledge of core science ideas and concepts (*stability and change*)

ST3.1 Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials (*nature and the environment*)

Activity: Vegetable Garden

- Plant carrots and onions in a tire garden on the playground, following the directions on the seed packet.
- Place labeled stakes (words and pictures of vegetables) in tire.
- Show children how to water and pull out the weeds.
- Keep a journal of the gardening project. Include photos of the vegetables at various stages. Record the dates on the photos.
- Pull up the vegetables for children to see, feel and smell (onions).
- Involve children in washing the carrots.
- Serve some of the carrots to the children raw and some cooked.

Activity: Container Vegetable Garden

- Involve children in preparing a plastic tub or a large flowerpot to use as a container for growing vegetables in the classroom. Place rocks in the bottom of the container. Add potting soil.
- Allow children to help plant seeds in the soil. (you might try carrots, radishes, tomatoes or bell peppers)
- Place a labeled stake (words and pictures of the vegetable) in the container.
- Place the container in a window where the sun shines in.
- Involve children in watering the plant, making sure they do not give it too much water.
- Keep a journal of the gardening project. Include photos of the plant at various stages. Record the dates on the photos.
- Ask children how they measure the height of the plants to see how much they have grown.
- Measure the plant and record in the journal the height each time.

Additional Learning Goal:

ST3.2 Uses tools and engineering practices to explore and solve problems (*knowledge and use of tools*)

Activity: Sweet Potato Vines

- Involve children in placing a sweet potato in water to help them see the growth of roots and leaves.
- Insert toothpicks in spoke fashion around the middle of the potato.
- Place the bottom half of the potato in a plastic jar of water, resting the toothpicks on the top of the jar so that the top half of the potato is above water.
- Place the jar in a lighted area.
- Keep a journal. Take photos as roots and leaves begin to appear. Date the photos.

Activity: Carrot Top Sprouts

- Cut approximately one inch off the tops of several carrots.
- Put cut side down into a small dish of water.
- Watch for the carrot leaves to start growing.

Activity: Feely Bag

- Show children an onion, carrot and cucumber. Have them name the vegetables, discuss their shape and describe how they feel.
- Place the vegetables in a feely bag.
- Invite a child to put his/her hand in the bag, feel the vegetables, select one, name it, talk about how it feels, and pull it out the bag to see if he/she is correct.
- Allow other children a turn.

Activity: Lima Bean Sprouts

- Provide plastic baby food jars, paper towels, and lima bean seeds.
- Involve the children in placing a dampened paper towel inside the baby food jar and placing the lima bean between the folds of the paper towel.
- Place the jar lid on, but don't screw on too tightly.
- Place the jars on the discovery table and invite to children to observe the beans sprouting.

Teacher Note: *Plant the sprouts in a cup, in the tire garden, or send home with a note to families to help their child plant their sprout in a garden spot or container.*

Learning Goal:

MT3.1 Participates in exploratory measurement activities and compares objects (*seriation*)

ST2.1 Demonstrates knowledge of core science ideas and concepts (*stability and change*)

Activity: How a Seed Grows Sequencing Cards

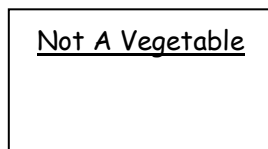
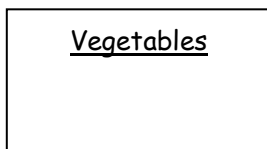
- Place the sequencing cards on the science/discovery table. See attachment for the cards.
 - Invite children to put the cards in order. Ask questions such as, "What is the first thing you do?" "What do you do next?" Encourage them to discuss what they are doing.
-

Learning Goal:

MT2.1 Uses classification and patterning skills (*classification*)

Activity: Is This a Vegetable?

- Provide pictures of vegetables such as corn, cucumbers, onions, and bell peppers, plus pictures of other food items such as milk, eggs, meat, and cookies.
- Label two pieces of cardstock or construction paper to use as mats for sorting.
- Invite children to sort the pictures by placing all pictures of vegetables on the Vegetable card and the others on Not a Vegetable card.



Learning Goal:

CD2.4 Holds and manipulates information in memory (*short-term and working memory*)

Activity: Seed Packet Concentration

- Make four or five pairs of cards of different vegetable seed packets. Cut the fronts off the packets and mount onto card stock or construction paper. Laminate or cover with clear self-stick adhesive for durability
- Turn cards face side up and discuss with children the names of each type of vegetable, calling attention to differences in color, for example.
- Explain to children that they will play seed packet concentration. Turn the cards face down and mix them up.
- Allow each child to turn over two the cards and try to find a match.
- Continue the game, mixing up the cards when it seems that all children can find a match.
- Play as long as children remain interested.

Activity: Vegetable Concentration

- Provide two sets of vegetable cards.
- Follow the same steps as for **Seed Packet Concentration**

Teacher Notes:

- Store the cards in a clear plastic self-closing bag and place it on the shelf for children to use independently.
- You may need to begin the game by demonstrating turning over one card then another to help children understand how to play.
- **Remember! There are no winners or losers. The object of the game is to build children's short-term and working memory.**

Learning Goals:

SE3.1 Shows awareness of self as unique individual (*preferences*)

EL3.1 Responds to features of books and print (*print knowledge*)

MT1.1 Demonstrates number sense and an understanding of quantity (*comparison of quantity, connection of number, numeral, and quantity*)

Activity: Favorite Vegetable Graph

- Provide a choice of three raw vegetables for tasting (bell pepper, broccoli, cucumber, cauliflower, turnip, for example)
- Prepare a graph with columns for each vegetable. Use a picture or drawing of the vegetable with the word written on it
- Make name cards for each child in a size that will fit on the graph.
- Explain to children that they will taste three different vegetables to determine which they like best.
- Invite each child to put a piece of each vegetable on a plate, taste each one, choose which vegetable is his or her favorite and tape his or her name card in the correct column on the graph.
- Involve the children in counting the number of children who like each vegetable.

Our Favorite Vegetable

5	Jonathan		
4	James		Miguel
3	Kennedy	Trude	Juan
2	Sam	Maria	Sarah
1	Ashley	Elizabeth	Jackson
	cucumber	cauliflower	broccoli

- Write a summary story.

Our Favorite Vegetable

Five children like cucumbers best. Three children like cauliflower the best.
Four children like broccoli the best.

Learning Goal:

MT3.1 Participates in exploratory measurement activities and compares objects (*measurement, comparison*)

Activity: Weighing Seeds

- Place a balance scale on the science/discovery table
- Provide seed corn, bean seeds pea seeds and pumpkin seeds, each in a plastic container
- Add measuring cups to the table.
- Demonstrate how to use the balance scale by pouring a cup of corn seed in one side and a cup of bean seeds in the other. Explain to children that the lower side indicates it is heavier than the other side.
- Invite children to experiment on their own with weighing seeds.

Food/ Nutrition Experience

Learning Goal:

PH3.1 Demonstrates interest in engaging in healthy eating habits and making nutritious food choices (*exploration of food experiences, food knowledge*)

Activity: Vegetables and Dip Snack

- Place raw vegetables (broccoli, cauliflower, cucumber, bell pepper) in separate bowls. Add a container of ranch dressing for dipping
- Explain to children that all of these food items are vegetables and involve them in naming each one.
- Sit with the children and model selecting at least one of each vegetable and putting it on your plate. Put a spoonful of dip on your plate.
- Invite the children to put each type of vegetable and ranch dip on their plate
- Join the children in eating the vegetables and dip.

Activity: Lettuce Wrap

- Give each child a small plate, a lettuce leaf, slice of turkey and a slice of cheese
- Explain to children that they can make a lettuce wrap.
- Demonstrate how to place the turkey and cheese on the lettuce and roll it up.
- Eat the lettuce wrap.

Teacher Notes:

- *Allow the children to do as much of these food experiences as possible.*
- *Teachers and children should always wash hands before participating in a food experience.*

Movement / Physical Education

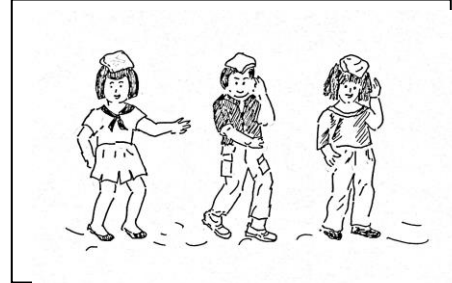
Learning Goals:

LD1.1 Understands and responds to language in child's home language (*vocabulary and language comprehension*)

PH1.2 Shows stability and balance (*core stability*)

Activity: What Can You Do With a Bean Bag?

- Have one bean bag for each child stored in a container such as a basket.
- Ask children to hold hands, make a circle, and drop hands.
- Have two children at a time get a bean bag from the container and return to their spot.
- Stand in the middle of the circle, participate in the activity, and give directions such as the following to the children:
"Hold the bean bag in one hand."
"Now hold it in the other."
"Hold the bean bag on your head."
"Hold the bean bag on your shoulder."
"Hold the bean bag on your tummy."
"Hold the bean bag on your knee."
"Hold the bean bag on your elbow"
- Invite children to suggest other parts of the body or activities for beanbags.



Activity: Bean Bag Parade

- Prepare for this activity by having the following available: one bean bag per child, a marching song, and a CD player.
- Help children form a line for marching. Give each child a bean bag.
- Begin by having children hold the bean bag on their head while marching.
- Increase the difficulty as children become more skilled at balancing bean bags. For example, see if children can stand in place without moving as they balance the bean bag on their head. Some children may be able to balance the bean bag on their head while marching.

Teacher Notes:

- Find a way for each child to be successful.
- If you have a bean bag activity CD use it with the children. An excellent CD to purchase is Bean Bag Activities by Kimbo.

Learning Goal:

PH1.3 Demonstrates gross-motor manipulative tasks (*throwing*)

Activity: Bean Bag Toss

- Provide a basket, box or hula-hoop and bean bags.
- Invite children to take turns tossing bean bags into the container or hoop.

Learning Centers

Teacher Note: As children are involved in the learning centers, they are engaging in activities that support all or most of the domains of child development and early learning:

- Social and Emotional Development
- Cognitive Development
- Physical Development and Health
- Language Development
- Emergent Literacy
- Mathematical Thinking
- Science and Technology
- Social Studies
- Creativity and Aesthetics

However, there will also be activities included and these will have specific learning goals.

Art Center

- Provide seed catalogs, magazines with pictures of vegetables, and produce ads. Encourage children to create vegetable collages.
- Use leafy part (top) of carrot as a paint brush.

Library/Book Corner

- Add books about vegetables
- Add pictures that show vegetables and vegetables gardens (laminated or cover pictures with self stick adhesive)
- Post Peter, Peter Pumpkin Eater rhyme chart on wall at child's eye level
- Add storytelling figures for *The Carrot Seed*
- Add storytelling figures for *Pumpkin Pumpkin*

Learning Goal:

CA3.1 Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play (*exploration of drama*)

Home Living/Dramatic Play

- Create a gardening prop box and add to the center. Include garden gloves, hat or bonnet, apron with pockets, kneepads, watering can, seed packets, seed catalogs, gardening tools, grocery ads that feature produce.
- Add artificial vegetables in a basket or plastic bowl.
- Add gardening magazines and produce ads.
- Add an illustrated recipe for vegetable soup.

Learning Goals:

PH2.2 Adjusts grasp and coordinates movements to use tools (*variety of tools*)

MT2.1 Uses classification and patterning skills (*classification*)

Manipulatives

Seed Sorting

- Place containers of seeds (beans, pumpkin, corn, for example) and a muffin tin on the table.
- Invite children to sort the seeds by putting all of the beans in one cup of the tin, all of the pumpkin seeds in one cup of the tin and all of the corn in one cup of the tin.
- Provide large tweezers to see if children can use them to sort the seeds.

Learning Goal:

PH2.2 Adjusts grasp and coordinates movements to use tools (*variety of tools*)

Water table or tub

- Add carrots and potatoes and a soft vegetable brush for children to wash the vegetables.

Sand table or tub

- Place deer corn and containers, scoops, funnels and tongs (ice tongs) in the sand table.

Teacher Note: *Deer corn can be placed outdoors later for animals such as squirrels*

Digging for Worms

- Pour a small bag of potting soil and plastic fishing worms in the sand table or tub.
- Add child-size gardening tools.
- Observe children to see their reaction as they discover the worms.

Science/Discovery

- Add sequence cards
- Add seed packet concentration game.

Quiet Corner

Learning Goal:

SE2.1 Experiences, expresses, and regulates a range of emotions (*emotion regulation*)

- Create a quiet corner in your classroom; a place where children can go to be alone and to get away from the stresses of group living.
- Place soft items in the quiet corner. Carpet on the floor, soft pillows, and soft and cuddly stuffed animals or dolls are examples.
- Discuss with children when they might want to go to the quiet corner. When they are angry and need to get away from the source of their anger? When they are sad and need to be alone? When the room gets too noisy and they need a quiet spot?
- Explain to children that the quiet corner is for one child at a time

Transition Activities

Learning Goal:

CD2.2 Shows flexibility in adjusting thinking and behavior to different contexts (*adjusting behavior to match context*)

Activity: Vegetable Match

- Make multiple sets of vegetable cards (see attachment). Copy the vegetables on cardstock, color and laminate or cover with clear adhesive to preserve.
- Hold one complete set of the cards, place the other sets in a basket and allow the children to draw a card.
- Show the children one card and allow all the children holding the same card to choose a center or get their personal belongings and get ready to go home.

Activity: Garden Items Match

- Make multiple sets of garden items cards (see attachment). Copy the garden items on cardstock, color and laminate or cover with clear adhesive to preserve.
- Hold one complete set of the cards, place the other sets in a basket and allow the children to draw a card.
- Show the children one card and allow all the children holding the same card to choose a center or get their personal belongings and get ready to go home.

Family Connection and Engagement

Send home a note to parents stating for the next few days, the children will be learning about vegetables. Suggest some ways families can be involved in the topic of study:

- Collect and bring to the center pictures of vegetables from sources such as food magazines, seed catalogs, and gardening magazines.
- Send empty seed packets to the center.
- Involve their child in planting and growing vegetables at home.