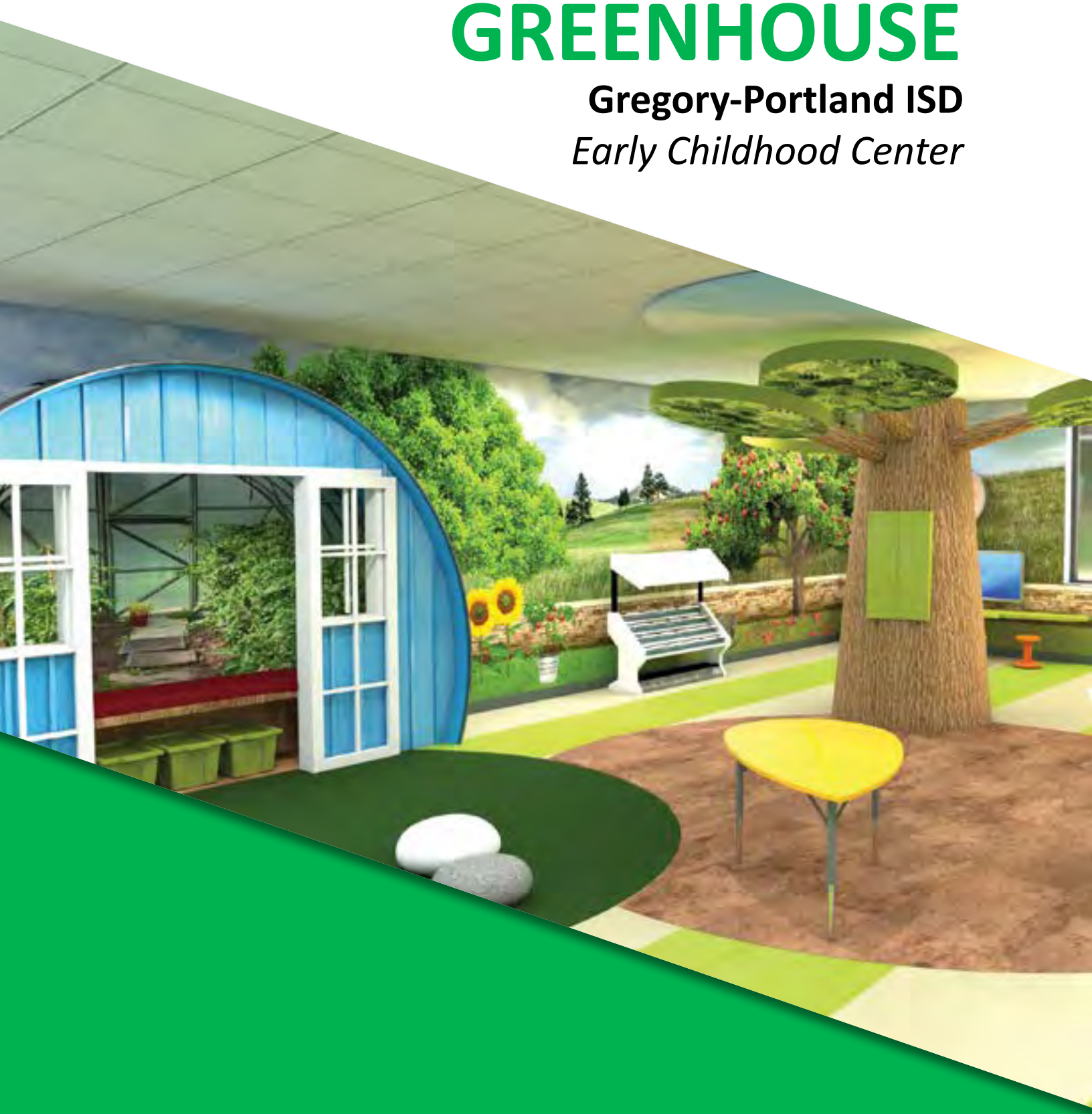
GREENHOUSE

Gregory-Portland ISD

Early Childhood Center



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EXPERIENTIAL EDUCATION CLASSROOMS

Welcome to your new classroom! You may be experiencing many emotions—excitement, uncertainty, even apprehension. This is completely expected. Experiential learning may be new to you as a concept or theory, but rest assured, many of the principles that bind experiential learning have likely been applied by you for years. Experiential learning embodies the active participation, social engagement, and meaningful connections that we know are the pillars of play-based learning. Play is how young children learn!

This guide is intended to support you as you transition to a new classroom environment. You will find helpful background information on the theory, activity ideas organized by skill domains, experiential learning resources, and tools to assist you in reflective teaching practices. Most importantly, have fun with your students in this new learning environment. The classroom Greenhouse really is a second teacher and the possibilities are endless!

What is Experiential Education?

Experiential education is a theory that acknowledges humans as active participants in the learning process. In the classroom, students are at the center of the learning process, actively engaging and participating in decision-making. Students' interests and needs drive topics of study with small group and individual projects evolving from their curiosities and real-life events. Experiential learning environments, like museums and zoos, naturally provide opportunities for inquiry-based learning that inspire curiosity and passion. These same features and opportunities are available in experiential learning classrooms.

How does experiential education impact your role as a teacher?

Teachers learn about students by actively listening and observing. You listen to conversations, observe students' choices, and communicate with families. Through this listening and observing, you can make assumptions about what students know and provide new materials, activities, and experiences that help expand upon this knowledge. By asking open-ended questions and encouraging students to make observations, students begin to build a schema that continues to grow.

How does experiential education impact the students' role?

Students are at the center of the learning process. Students' interests and needs drive topics of conversation and participation in activities. Students in experiential learning classrooms make choices and decisions throughout the day. They choose whether they play alone or in a group, they choose activity options that sound most appealing, and they choose to engage with interesting materials and equipment.

How Do I Use an Experiential Education Classroom?

A new classroom can be overwhelming, not only for you, but for your students too. Being prepared can help manage those overwhelming feelings and set you up for success in your new environment. Before introducing the classrooms to your students, take a gallery walk in each classroom, taking in the sights and sounds without interruptions. As you are noticing and observing features in the classroom, think about big ideas or themes that might naturally stem from these features. You can list activities or play-based items that might align with these ideas; several activity ideas and accompanying items are provided in the educator guide to help you get started. Introduce the classrooms to the students by taking a community gallery walk. Ask students to describe what they notice, how they feel, and what they would like to know more about.

What Will I Find in Each Experiential Education Classroom?

Each experiential education classroom includes similar best practices and strategies for working with young children, not only in the design but in the supportive activities. The unique themes and content can lead to new ideas and projects stemming from students' interests and questions. Each classroom includes:

- **A General Supply Kit:** A collection of materials that can be used in open-ended ways
- **Magnetic Boards:** Engagement tools for group learning or individual interactions
- **A Classroom Library:** Developmentally appropriate Spanish and English, non-fiction and fiction books, that support the theme
- **Sensory Exploration:** A station or area that encourages inquiry-based investigations
- **An Educator Guide:** A facilitation tool that includes supportive activities and ideas for assessment

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ACTIVITIES



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GREENHOUSE

Pollination Demonstration

GH.01

II.D.1 Child uses a wide variety of words to label and describe people, places, things, and actions.
III.D.2 Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.

Pollination is the process that allows plants to reproduce. Simple classroom demonstrations can help young students understand this process. Using a large, labeled diagram of a flower, the educator can point out parts of a flower asking for students to repeat new terms. A follow-up demonstration using chalk and cotton balls can reinforce the terms and clarify the abstract process.

DOING THE ACTIVITY

1. After reading *Animal Pollinators* by Jennifer Boothroyd, review the animals and insects that can serve as pollinators. Highlight the labeled diagram of a flower, pointing out the parts and function of the following and asking students to repeat new terms: flower, petals, leaves, stem, and roots.
2. Ask students to color their individual flower with marker or crayon. Ask students to color the center of the flower with a piece of chalk. After students are done coloring, have them place their flowers around the classroom. Using a cotton ball (bee), stop by each flower and rub the cotton ball in the center of the flower. What do you notice about your cotton ball? The chalk (pollen) transferred from the flower onto the bee.

DIFFERENTIATION

- Turn the "bee" (cotton ball) into a visual replica by adding construction paper wings and antennae.
- Use other materials to serve as pollinators and pollen, such as: pipe cleaners, straws, tape, clothes pins, and felt (pollinators), and glitter, baby powder, and crushed Cheerios (pollen).

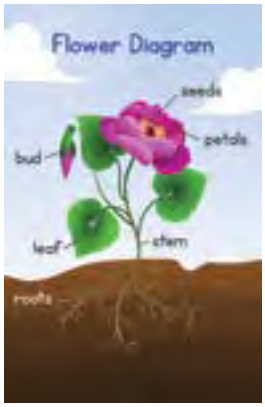
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GREENHOUSE

Greenhouse Word Bank: I Spy Word Bank Words

GH.02

III.C.1. Child names at least 20 upper and at least 20 lower case letters in the language of instruction.
III.E.1. Child can distinguish between elements of print including letters, words, and pictures.

Each themed classroom includes a word bank. A featured activity will be included with each themed word bank. **I Spy Word Bank Words:** Students increase word bank word recognition and fluency by actively seeking words in the classroom. Greenhouse themed words are placed around the classroom; students search for the words using a dry erase chart and clipboard.

DOING THE ACTIVITY

Pass out the word bank spy cards to a small group or place in a center for free exploration. Students can use a clipboard to hold onto the word bank spy cards. Hide the searchable word bank cards or designate a student to hide the cards around the classroom. Encourage the remaining students to “find” the cards using a magnifying glass and mark an “X” when the card has been found.

DIFFERENTIATION

- Ask students to match the searchable word bank cards to the word bank cards in the writing center (cards on a ring).
- Have students create their own searchable word bank cards with pictures that depict the word.

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GREENHOUSE

Greenhouse Alphabet: Hidden Letters

GH.03

III.C.1. Child names at least 20 upper and at least 20 lower case letters in the language of instruction.
III.E.1. Child can distinguish between elements of print including letters, words, and pictures.

Each themed classroom includes a magnetic alphabet. A featured activity will be included with each themed magnetic alphabet. **Hidden Letters:** Students develop fine motor skills and practice letter recognition by finding magnetic letters in themed sensory materials such as faux soil and faux grass. Taking turns grasping a hidden letter with jumbo tweezers encourages students to refine the pincher grasp

DOING THE ACTIVITY

Add faux soil or faux grass to the containers, roughly ¾ container full. Add the magnetic letters and mix among the sensory material. Encourage students to find letters in the containers using the jumbo tweezers. Students can match letters to word bank word cards, create words using inventive spelling, or match to the themed magnetic letters.

DIFFERENTIATION

- Make word cards on sentence strips and ask students to find the letters in the faux soil or faux grass.
- Write out word bank words on sentence strips, leaving one letter out. Have students “find” the missing letter in the container.

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I Can Recycle

GH.04

III.D.2 Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.
IV.B.1 Child discusses and contributes ideas for drafts composed in whole/small group writing activities.

Recycling is an important concept to introduce to young children as they are learning to become environmentally responsible humans. Educators can model recycling in the classroom by co-creating, with students, a list of recyclable items and designing a recycling center with categories that become part of the classroom routine.

DOING THE ACTIVITY

1. After reading *Recycling is Fun* by Charles Ghinga, introduce the class to the recycling bags and start a list of recyclable materials on chart paper. Ask the following questions: "What does it mean to recycle?," "What do you recycle at home?," "What can you recycle in the classroom?," and "Why do we recycle?" Post the list and continue to add items as you have discussions about recycling in the classroom.
2. You are likely to use the paper recycling bag most often in the classroom. Encourage students to place scraps of paper in the bag and be sure to use both sides of a piece of paper when creating process art in the classroom.

DIFFERENTIATION

Create an anchor chart with your students, highlighting other ways we take care of our planet. Start with planet Earth in the middle and branch out with ideas such as: turning off lights when we aren't using them, riding a bike instead of driving a car, and using public transportation. Continue to add ideas as you have more classroom discussions.

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GREENHOUSE

Plant Sort

GH.05

VI.B.1 Child observes, investigates, describes, and discusses the characteristics of organisms.
V.E.1 Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.

Students explore the life cycle of plants, sort fruits and vegetables, and discover elements of the growing process by exploring the Plants Magnetic Activity Tin in a self-directed way. Students can further enhance their understanding of plant life cycles by interacting with deconstructed plant diagrams and putting them back together.

DOING THE ACTIVITY

Introduce the Plants Magnetic Activity Tin and Plants Instant Learning Center as a center-based activity. Include paper for students to use to create their own plant pictures, using the deconstructed stamps and diagrams. Encourage students to create an imaginary plant and share details with the class.

DIFFERENTIATION

- Extend the activity by sorting seeds. Using paper cups or a sorting tray and a collection of seeds, have students sort by type, color, and more. Have discussions about the origin of the seeds.
- Provide students with a live flower to dissect during center-based explorations. Flowers with large parts like lilies, tulips, and daffodils work well. Encourage students to look for the flower parts indicated in the Plants Magnetic Activity Tin.

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GREENHOUSE

Plant, Fruit, & Vegetable Puzzles

GH.06

V.C.2 Child creates shapes by using puzzle pieces.
V.C.4 child slides, flips, and turns shapes (puzzle pieces) to demonstrate that the shape remains the same.

Students learn about parts to whole relationships and problem solving by manipulating puzzle pieces. Developmentally appropriate puzzles with a plant-based theme spark curiosity and encourage students to find out more about the plant growing process and parts of a plant.

DOING THE ACTIVITY

Puzzles are a wonderful free-choice or center activity as they help young children think critically, visually discriminate, and problem solve with little assistance or direction. Place the puzzles in a free-choice center for individual or peer-to-peer exploration.

DIFFERENTIATION

- Students can make their own puzzles by tracing puzzle pieces, coloring a picture on their tracing, and cutting out the pieces, with adult assistance.
- Play puzzle mash-up. Put all of the puzzle pieces on the floor in a pile. Students return the pieces to the correct base, adding a critical thinking element to the fun!
- Play puzzle hunt. Hide a few pieces of a puzzle and encourage students to find the missing pieces to make a whole.

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GREENHOUSE

Seed and Bean Sort

GH.07

V.E.1 Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.
IX.B.1 Child shows control of tasks that require small-muscle strength and control.

Young children have a natural desire to sort and classify as they make sense of the world around them. Using real seeds and beans and sorting boards that provide direction, students sort and organize in many ways. As an extension, students can consider other ways to sort and organize that are relevant to them.

DOING THE ACTIVITY

1. Distribute a handful of beans/seeds and a paper plate or paper towel to the students. Invite students to sort their objects in any way they would like initially: by size, kind, color, shape, etc. As students are sorting, ask them how they are sorting.
2. Distribute the sorting mats and encourage students to use the categories on the mats to sort.

DIFFERENTIATION

- Soak the beans and seeds in water overnight and dissect them the next day. Students can make comparisons between a dry bean/seed and a wet bean/seed.
- Talk about the different ways a seed can travel: by wind, water, animals, and even on the bottom of your shoe! *The Tiny Seed* by Eric Carle is a great story to read about the travel path of a seed.

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GREENHOUSE

Spring, Summer, Fall, and Winter Sort

GH.08

V.E.1 Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.
VI.B.3. Child observes, investigates, describes, and discusses the relationship of organisms to their environment.

Seasons look different depending on where you live. Some areas of the world experience significant weather changes per season. After reading non-fiction and fiction books about seasons, students can participate in sorting activities that help them understand relevant clothing and gardening activities associated with seasons.

DOING THE ACTIVITY

1. Ask the students what they know about seasons. Questions like, "What are the four seasons?," How is the weather during each season?," and "What foods do you eat in each season?" help students activate background knowledge. Read nonfiction and fiction books about seasons to spark curiosity and encourage students to ask questions. Be sure to talk about the different kinds of weather we can experience in each season.
2. Place the season sorting mats and pictures to sort in a center. Students can match picture cards with the appropriate season and discuss their reasoning with each other.

DIFFERENTIATION

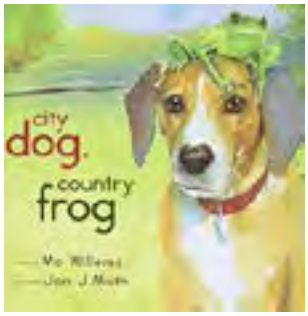
- Make a classroom chart about seasons, divided into 4 quadrants. Have students draw activities, foods they might eat, or clothes they might wear in each season quadrant.
- Create a seasonal gardening chart; include pictures of fruits and vegetables you would harvest in each season.

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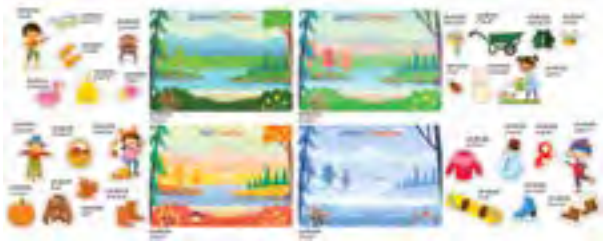


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Hydroponics: Where Does Food Come From?

GH.09

VI.B.2 Child describes life cycles of organisms.

Agriculture conversations and activities in the preschool classroom help shape positive attitudes toward food that lead to healthy eating decisions in the future. When young children learn about hydroponics and the history behind growing food, they can apply their understanding to hydroponic observations and activity opportunities in the classroom. Students participate in an observation walk and share as part of the daily classroom routine.

DOING THE ACTIVITY

1. Ask students to think about all the different things plants need to grow. Record on chart paper. Is soil one of those needs? Explain that hydroponics (big word!) is growing plants in water. Water gives the plants all the needed nutrients.
2. Do a gallery walk of the classroom hydroponics system (walk and talk). Ask students, "What do you notice?" Point out specific details of the system to students. After setting up the hydroponics system for growth, continue daily gallery walks and simple journaling. Students can keep track of daily and weekly changes and help you monitor pH levels.

DIFFERENTIATION

- Familiarize yourself with the process of hydroponics. Several resources include: *Hydroponics: The Essential Hydroponics Guide* by Andy Jacobson (provided), National Agricultural Library www.nal.usda.gov, and National Park Service www.nps.gov/articles/hydroponics.htm.
- Experiment with other root supporters like Rockwool or cotton balls and compare plant growth. What do you notice about growth rate, plant size, and plant appearance between plants growth with different root supporters?

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GREENHOUSE

Composting in the Classroom

GH.10

VI.C.1 Child observes, investigates, describes, and discusses earth materials, and their properties and uses.
VI.C.4 Child demonstrates the importance of caring for our environment and our planet.

Students discover that composting is important in keeping our Earth and environment healthy and also essential in growing crops. After reading *Wonderful Worms* by Linda Glasser, educator can begin a composting center using bins, needs-based signage, and compost worm purchasing recommendations.

DOING THE ACTIVITY

1. After reading *Wonderful Worms* by Linda Glaser, reiterate that all of our food comes from the Earth. Through composting (big word for preschoolers, although, repeated exposure helps to build a robust vocabulary), we can recycle our leftover food so that it returns to the earth. Brainstorm and chart a list of food/materials that can be composted (paper, food scraps, leaves, etc.) and introduce the "Our Compost Bin Needs" sign.
2. Setting up the worm bin is fun and low maintenance! Worms eat the vegetative food scraps and turn them into fertilizer. Place the worm bin in an area with good ventilation, add wet newspaper strips and soil to the bottom. Add worms and food scraps/paper scraps as they become available in the classroom. Draw attention to the "Our Compost Bin Needs" sign throughout the day and continue to have discussions about the life cycle: life, death, decay, and rebirth.

DIFFERENTIATION

- Familiarize yourself with the process of composting. Several resources include: The US Composting Council https://www.compostingcouncil.org/page/Education and the Environmental Protection Agency https://www.epa.gov/recycle/composting-home.
- Be sure to purchase your worms from a reputable source. Red wrigglers are recommended but manure worms also work. Worm resources include: Uncle Jim's Worm Farm https://unclejimswormfarm.com and/or local breeders of vermicomposting worms Texas Jumpers www.texasredworms.com.

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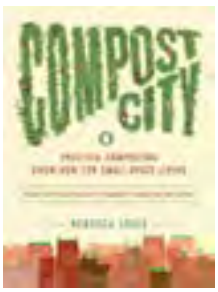




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GREENHOUSE

Translucent, Transparent, and Opaque

GH.11

VI.A.1 Child observes, investigates, describes, and discusses properties and characteristics of common objects.

A greenhouse protects out-of-season plants from extreme heat or cold and relies party on the sun's rays for heat and light. The glass or plastic structure must be translucent to let sunlight in. Students learn about translucent, transparent, and opaque and the effects of light on a variety of materials by guided exploring with flashlights and everyday translucent, transparent, and opaque objects.

DOING THE ACTIVITY

1. Tell students they will be going on a light source scavenger hunt today. Ask students to look around the classroom (and even outside of the classroom) for sources of light. Ask students the following questions: "What light sources did you find?," "What does the light source provide for us?," and "Why do we need light?"
2. Tell students that light is able to pass through some objects but is blocked by others. Hold a flashlight up to an object and ask students to predict if they will be able to see the light shining through the item. Allow students to continue experimenting with the light tablet, flashlights, and objects, asking if they can see light shining through each item.

DIFFERENTIATION

- Record or allow students to record their predictions for each item on a chart. Model the experience before including as a center or free choice activity.
- Use the terms transparent (light shining through), translucent (some light shining through), and opaque (no light shining through) as students become more familiar with the concepts

IN THIS KIT

















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GREENHOUSE

How Does Light Travel?

GH.12

VI.A.4. Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity.

The Sun is an important star that provides energy to all life on Earth. Living things need the Sun for light and heat. Students experiment with flashlights, opaque objects, and mirrors to observe how light moves and travels, using and refining terms like blocked, shadow, and reflection.

DOING THE ACTIVITY

1. Remind students that we receive light from many sources like the Sun (natural), lamps (artificial), flashlights (artificial), and televisions (artificial). After a discussion about light sources, picture walk through *Shadows and Reflections* by Tana Hoban, talking about shadows created by light sources in the book.
2. Place the opaque objects, mirrors, and flashlights in an exploration center and encourage students to think about the following prompts: "What objects make shadows?," Are there differences in shadow colors?," and "What happens to the light that gets blocked by the object?"

DIFFERENTIATION

- Model the experience first before setting-up an exploration center. Talk about how the light travels (path) and how the light can bend and travel around corners (mirrors).
- Have students draw their observations in a journal or on paper.

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GREENHOUSE

Ladybug Life Cycle

GH.13

V.E.1 Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.
VI.B.2. Child describes life cycles of organisms.

In the classroom, students observe the growth and development of spotted ladybugs, beginning as eggs and passing through the stages of larva, pupa, young adult, and adult ladybugs. Students can use magnifying glasses to explore details and enhance discoveries by manipulating acrylic life cycle figurines. Developmentally appropriate journals provide students with the opportunity to record their observations. (Include ladybug habitat)

DOING THE ACTIVITY

1. You can introduce the concept of a life cycle by reading books about the life cycle of a ladybug like, *The Life Cycle of a Ladybug* by Colleen Sexton and *A Ladybug's Life* by John Himmelman. Explain that a life cycle is the change that happens to a living creature over its lifetime. What changes happen to the ladybug from the start of an egg?
2. The life cycle sequencing kit and life cycle sequencing cards work well as a center-based activity. You can ask students guiding questions as they are exploring the materials. Ask guiding questions such as: "How would you put the ladybug in order by change?," "Describe how the ladybug changes?," and "How have you changed since you were born?"
3. Create a ladybug habitat to encourage student observations. Be sure to include sticks/branches, plant stems with aphids, and apple segments/raisins. Misting the habitat daily ensures the ladybugs have enough water.

DIFFERENTIATION

- Ask students to create the life cycle of a ladybug using Play-Doh. Use the life cycle sequencing cards as guides.
- If you choose to include live larvae or adult ladybugs in your classroom, be sure to prepare all of their needs (see step 3). Live larvae travel best between 55-85 degrees Fahrenheit. Larvae can be purchased at Insect Lore.

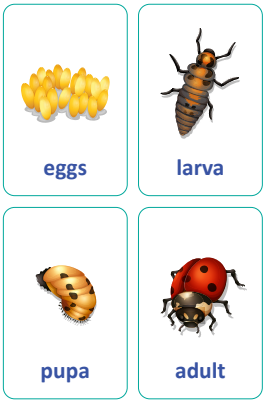
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GREENHOUSE

Growing a Garden

GH.14

VI.B.1 Child observes, investigates, describes, and discusses the characteristics of organisms.
VI.B.3 Child observes, investigates, describes, and discusses the relationship of organisms to their environment.
VI.C.1 Child observes, investigates, describes, and discusses earth materials, and their properties and uses.

Growing a classroom garden is a community effort and includes participation from the entire class! After reading *The Tiny Seed* by Eric Carle and *The Carrot Seed* by Ruth Krauss, the class will record what is needed to transform a seed into a plant on chart paper using sequencing cards. The students can grow individual plants, a classroom plant, or small group plants, recording observations as the seeds transform.

DOING THE ACTIVITY

1. Read *The Tiny Seed* by Eric Carle and *The Carrot Seed* by Ruth Krauss, comparing and contrasting the two books and discussing what a seed does. You can record new vocabulary words on chart paper to be displayed.
2. Give students a starter container and ask them to fill the container halfway with potting soil. Place the seeds in the center of the cup and cover the seeds with soil. Add a small amount of water and leave the containers in a location that receives considerable sunlight. Consider the seed packet directions and water accordingly each day.

DIFFERENTIATION

Ask students to "record" their daily observations of the seed. Students can make comparisons to the daily observations of the hydroponic plants. Are the changes between the plants the same? Are the changes different? Measure the growth using non-standard and standard measuring tools.

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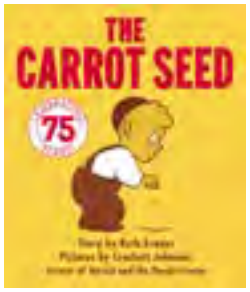




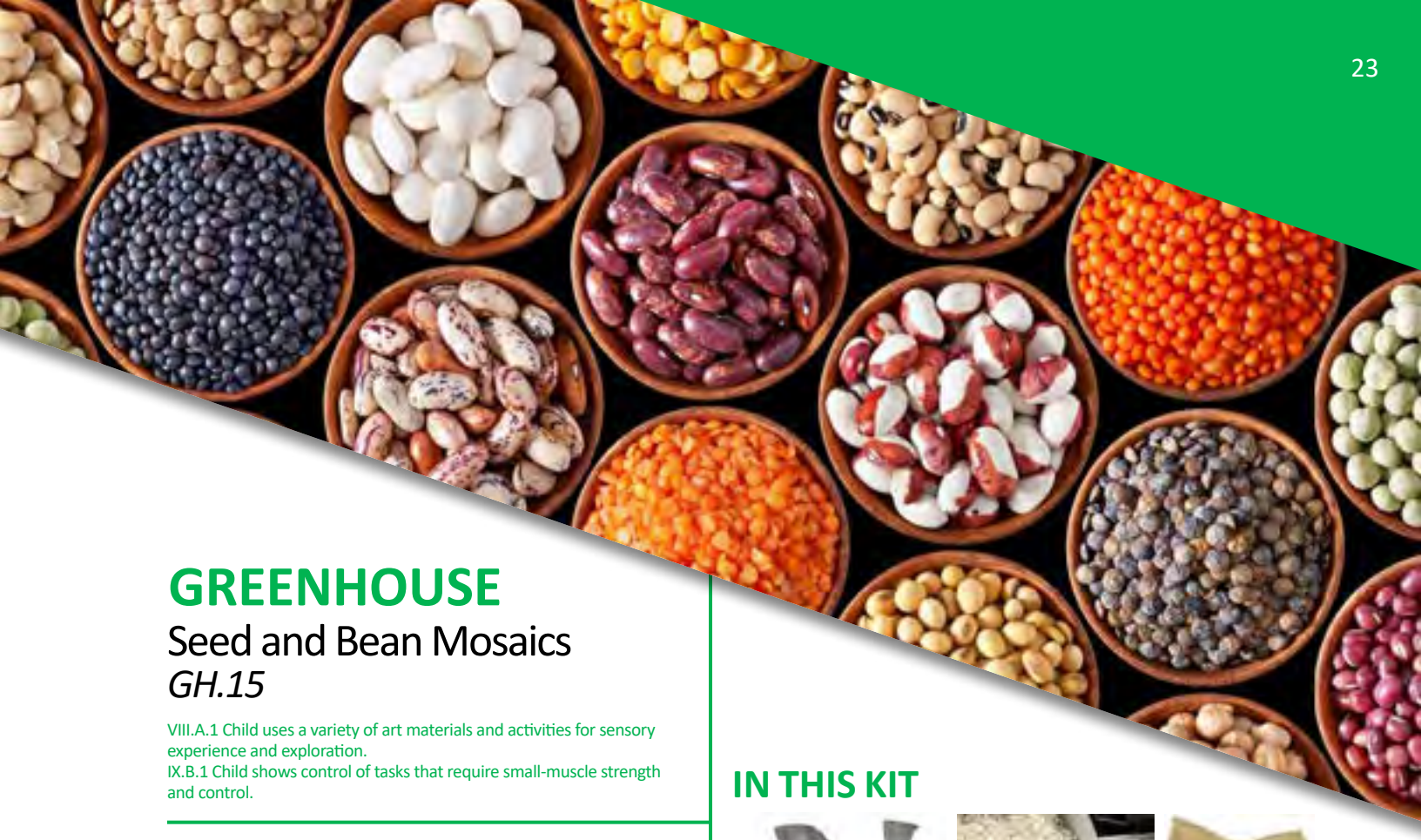






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GREENHOUSE

Seed and Bean Mosaics

GH.15

VIII.A.1 Child uses a variety of art materials and activities for sensory experience and exploration.
IX.B.1 Child shows control of tasks that require small-muscle strength and control.

Students use dried beans and seeds to create animal mosaics. Mosaic boards and a variety of bean and seed shapes, sizes, and colors are available for free exploration.

DOING THE ACTIVITY

1. Mosaics were created in ancient times and made of tiny colored pieces of stone, pottery, glass, or other materials arranged together to make a pattern or image. Students can make a simulated mosaic using a template and beans/seeds. In a center-based learning area of the classroom, provide students with the mosaic templates and assortment of beans/seeds. Students can use glue to adhere beans/seeds in patterns and/or shapes. Educator can make an example to leave out as inspiration.
2. As an extension, students can make their own mosaic boards out of paper or cardboard. They can use stencils or *Farm to Table* magnets to trace an outline and fill in the template with beans/seeds.

DIFFERENTIATION

- Pre-paint your beans/seeds with tempera paint and allow to dry. Students can use the additional colors to enhance mosaic templates or make new patterns and/or shapes.
- Create a bean/seed classroom mural to be displayed. Draw templates on butcher paper and ask students to fill in the templates over a period of time.

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GREENHOUSE

All of the Pollinators

GH.16

VI.B.3 Child observes, investigates, describes, and discusses the relationship of organisms to their environments.
VIII.A.2 Child uses art as a form of creative self-expression and representation.
IX.B.2 Child shows increasing control of tasks that require eye-hand coordination.

Students learn that many insects and animals can serve as pollinators including butterflies, bees, moths, and even birds and bats! Students become pollinators by becoming their favorite pollinator and pollinating faux flowers around the classroom.

DOING THE ACTIVITY

Set up the materials for students to explore freely. Demonstrate a pollination simulation using the faux flowers, pom poms, and jumbo tweezers. Students can "pollinate" the faux flowers as they assume the role of pollinator, moving pom poms from one flower to another.

DIFFERENTIATION

- Give students a pollination directive such as, "pollinate all of the lilacs with blue pom poms," or "pollinate all of the roses with red pom poms." Students can work on color or number recognition with educator directives.
- Create additional pollinator puppets using simple materials like paper, craft sticks, and pipe cleaners. Students can use the puppets during their dramatic play.

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GREENHOUSE

At the Flowershop

GH.17

I.C.4. Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.
VIII.C.1 Child creates or recreates stories, moods, or experiences through dramatic representations.

Starting a greenhouse can benefit the environment and provide a job opportunity! A dramatic play flower shop is a unique chance for students to take on various roles such as florist, designer, and customer. Through creative play, students can serve customers, create signage, design bouquets, and discover ways to run a successful flower shop.

1. Set up the materials in the Garden Shed to inspire creative play. Students can role play the cashier-customer relationship, create unique floral arrangements, and better understand the responsibilities in plant caretaking.
2. Add writing materials like paper, labels, pencils, crayons, and markers to inspire students to design signs and labels. Independent pre-writing helps students start to build confidence and vocabulary.

DIFFERENTIATION

- Add real flowers and encourage students to observe and draw representations. As the flowers dry, students can sort the petals, stems, leaves, and buds and discuss parts of the flower.
- Students can “plant” the flowers, using Play-Doh or clay as a base.

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GREENHOUSE

Plants Can't Sit Still

GH.18

IX.A.2 Child coordinates sequence of movements to perform tasks.

Plants are living things, and just like humans, they eat, grow, and move! Students are introduced to the book *Plants Can't Sit Still* by Rebecca E. Hirsch and discover the many ways plants and their seeds move. Students try out the movements with their own bodies while listening to music that encourages swaying and plant-like movements.

DOING THE ACTIVITY

1. After reading the book *Plants Can't Sit Still* by Rebecca Hirsch, invite students to think about all of the ways plants move. Ask the students to think about their walks to school or out riding their bike. What do they notice about the way plants move?
2. Tell students they are going to make movements like plants. Pass out the classroom management circles and remind them they will be doing their movements on the circle (personal bubble). Have the students explore the following movements as you call them out: wiggling, stretching, lifting, reaching, folding, unfolding, climbing, creeping, swaying, and skipping.

DIFFERENTIATION

- Try movements that require moving from one place to another, such as: bouncing, exploding, flinging, whirling, floating, gliding, skipping, and galloping. You can make a line on the floor using painter's tape to encourage students to keep a personal bubble.
- Create a dance that mimics the life cycle of a plant (repetition). Have students think of a movement for seed, germinate, sprout, and flower and repeat the movements to create a dance.

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GREENHOUSE

Play-Doh Worms

GH.19

V.A.1 Child knows that objects can be counted.
V.A.9 Child recognizes one-digit numerals, 0-9.
IX.B.2 Child shows increasing control of tasks that require eye-hand coordination.

Exploring Play-Doh increases fine motor strength and skills. Students squish, roll, sculpt, and mold Play-Doh to create worms to match the number of worms on an activity mat. As students are strengthening the small muscles in their fingers, they are making one-to-one associations.

DOING THE ACTIVITY

The worm mats and Play-Doh can be used in a center-based learning area. Introduce the materials, asking students to manipulate Play-Doh worms to match the corresponding worm mat. Encourage students to make shorter and longer worms, discussing the size difference between the worms.

DIFFERENTIATION

- Use the Play-Doh in dramatic play! Children can manipulate Play-Doh to create mud, grass, water, and structures for the farm animals.
- Create additional Play-Doh mats using farm-themed backdrops printed on cardstock or laminated paper. Encourage children to design farm animals out of Play-Doh.
- To focus on one-to-one associations rather than fine motor development, use pipe cleaners or yarn as worms.

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NON-FICTION



From Caterpillar to Butterfly



Insect Pollinators



Ladybugs



The Life Cycle of a Ladybug



Monarquita: La Mariposa Migratoria



Shadows and Reflection



Watching the Seasons



What's Sprouting in My trash?

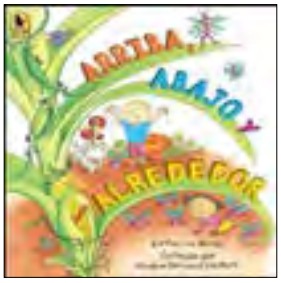
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FICTION



Are You a Ladybug?



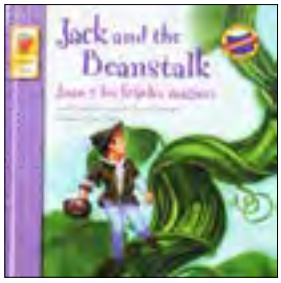
Arriba, Abajo y Alreded



Bea's Bees



Compost Stew: An a to Z Recipe for the Earth



Juan y los Frijoles Mágicos



Kaia y las Abejas



La Semilla



La Semillita de Zanahoria



Lola Planta un Jardin



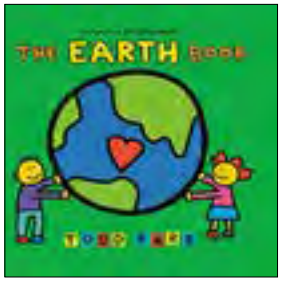
My Garden



Planting a Rainbow



Skip through the Seasons



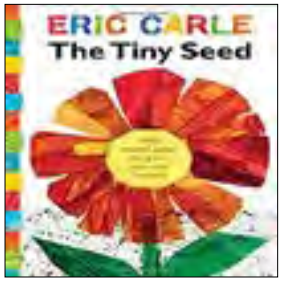
The EARTH Book



The Honeybee



The Little Gardener



The Tiny Seed



The Very Hungry Caterpillar



Tokyo Digs a Garden



We Dig Worms

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ASSESSMENT TOOLS



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GREENHOUSE

Activity Rubric Scale

Student:_____ Class:_____

Date:_____

Activity or Skill:_____

_____

4 **Achieved-** The student frequently demonstrates the ability to apply the knowledge or perform the skill accurately in several environments without support.

3 **Progressing-** The student demonstrates understanding or use of the knowledge or skill in one or more environments with some support.

2 **Emerging-** The student is beginning to show understanding or use of the knowledge or skill in one environment with extensive support. The student is unable to demonstrate the skill without assistance.

1 **Introduced-** The student has been exposed to the knowledge or skill as part of the educational curriculum but demonstrates no measurable understanding of the knowledge or skill at this time.

Notes:_____

_____

_____

_____

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Anecdotal Note Observation Form

Student:_____ Date:_____ Time:_____

Objective for this observation:

List of others in the context:

Context:

Notes:

Preliminary thoughts regarding observation:

Educator's Signature:_____

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GREENHOUSE

General Observations

DATE	TIME	SKILL	OBSERVATIONS

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Picture Portfolio

Student:_____

Date:_____

Learning Center:_____

(Include photo or sample of student's work)

Notes:_____

_____

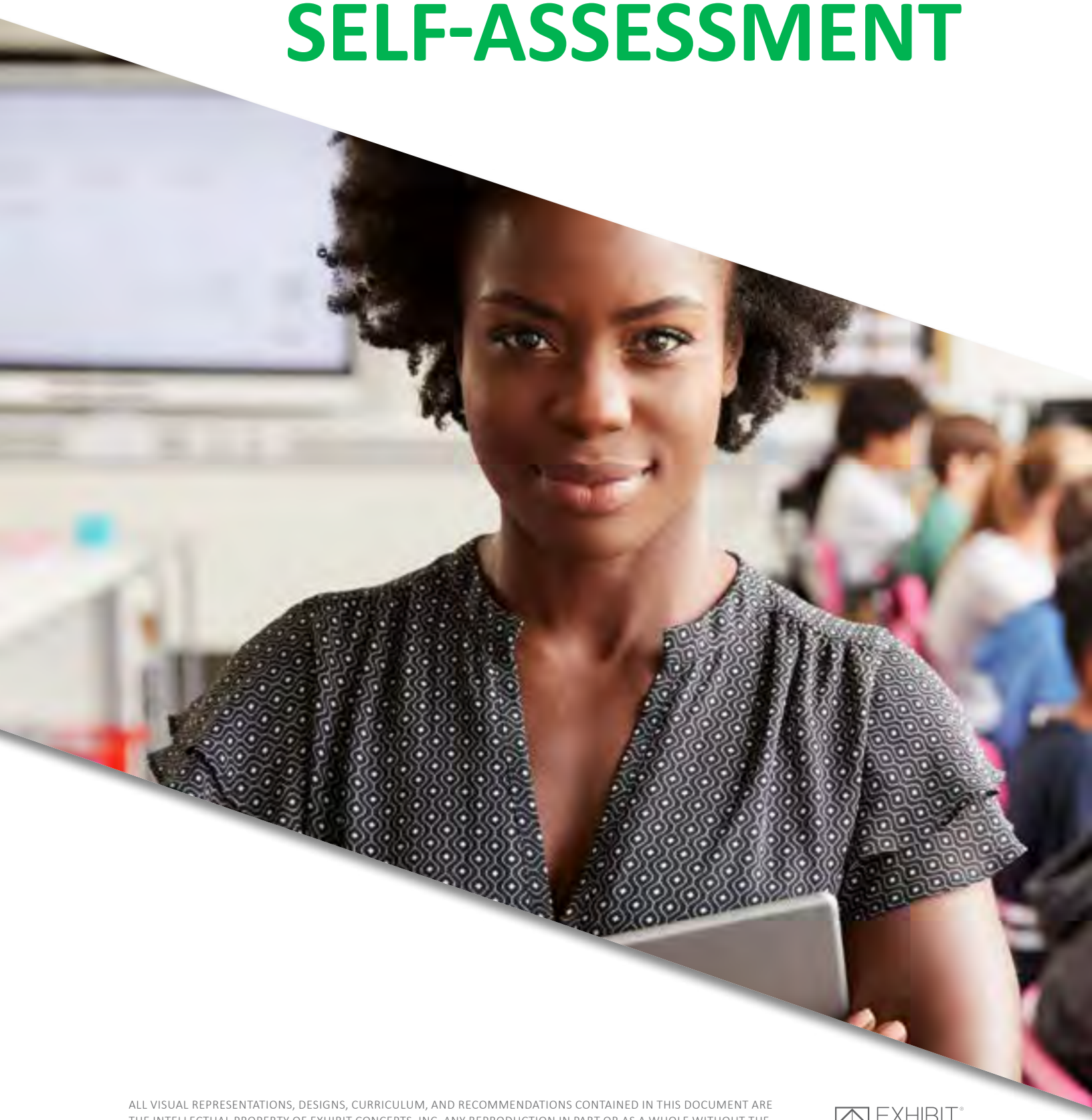
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TEACHER SELF-ASSESSMENT



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GREENHOUSE

Self-Assessment of Benchmarks of Experiential Education Implementation

Name:_____ School:_____ Date:_____

WHEN I PLAN...	LACKING	EMERGING	PRACTICING
I plan activities and experiences that follow the interests of my students.	☐☐☐☐	☐☐☐☐	☐☐☐☐
I consider multiple learning modalities.	☐☐☐☐	☐☐☐☐	☐☐☐☐
I consider new and novel items to engage students.	☐☐☐☐	☐☐☐☐	☐☐☐☐
WHEN I TEACH...	**LACKING**	**EMERGING**	**PRACTICING**
I give students choices.	☐☐☐☐	☐☐☐☐	☐☐☐☐
I ask open-ended questions that help students think creatively and critically.	☐☐☐☐	☐☐☐☐	☐☐☐☐
I observe my students.	☐☐☐☐	☐☐☐☐	☐☐☐☐
I identify and respond to the existing knowledge and skills each student brings to an activity or experience.	☐☐☐☐	☐☐☐☐	☐☐☐☐
I help students make connections between existing and new knowledge.	☐☐☐☐	☐☐☐☐	☐☐☐☐
I use developmentally appropriate concepts and vocabulary to introduce new content.	☐☐☐☐	☐☐☐☐	☐☐☐☐
I individually reflect on how to continuously improve my instruction.	☐☐☐☐	☐☐☐☐	☐☐☐☐
IN MY CLASSROOM...	**LACKING**	**EMERGING**	**PRACTICING**
My students are active in the learning process by:			
• choosing items to engage with and participating in activities that interest them.	☐☐☐☐	☐☐☐☐	☐☐☐☐
• working through problems and activities in real-life situations.	☐☐☐☐	☐☐☐☐	☐☐☐☐
• collaborating with peers, as developmentally appropriate.	☐☐☐☐	☐☐☐☐	☐☐☐☐
• initiating their own investigations.	☐☐☐☐	☐☐☐☐	☐☐☐☐
• asking questions.	☐☐☐☐	☐☐☐☐	☐☐☐☐
• making observations.	☐☐☐☐	☐☐☐☐	☐☐☐☐
My students recognize and use developmentally appropriate vocabulary and concepts.	☐☐☐☐	☐☐☐☐	☐☐☐☐
My students are intrinsically motivated.	☐☐☐☐	☐☐☐☐	☐☐☐☐

My definition of experiential education is:

I'd like to know more about the following in regard to experiential education:

My strengths:

Areas I'd like to improve upon:

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