

## Growing Things

Kit contains: The Virginia Foundation Blocks for Learning, 14 sets of letter rods, 14 sets of picture rods, story roll up felt mat, foam geometric shapes, counting 10 sorting cartons and sorting mat, giant manipulative sorting circles, City Steps Growing Things Math Bag (fruit counters, snapshot cards, chatter block, activity card, math mats), dramatic play area materials (apron, clip board, baskets, fruits and vegetables), science model from seed to plant, science model on roots and a talking photo card.

Activity	Environmental Support	Material Adaptations	Simplify the Activity	Child Preferences	Special Equipment/AT	Peer Support	Adult Support
<p><b>Oral Expression:</b> Sing plant songs (Attachment 1 A)</p> <p>Make predictions of seed growth.</p>	Visual and Gesture Cues (gestures from song/finger play and pictures)	Voice output device programmed with some or all parts of the song(e.g., Big Mack, Cheap Talk)	Limit number of gestures Simplify by using repetitive pictures for visual cues	Let students choose what verse comes next.	Voice output device (not included in the kit) programmed with parts of the song.	Peer would assist the child to activate the device.	Modeling and visual cues
<p><b>Vocabulary:</b> Pocket chart for vocabulary words that represent plants, planting process, and other “growing things” that has a picture to represent each word glued to a sentence strip. Students will match pictures and words.</p>	Visuals (Picture This software)  Pocket chart	Real object based pictures (not included in kit)	Duplicate pictures (student can match picture to picture).	Students can choose partner for activity.	Use voice output device (randomizer) to let child help pick groups. Device should be programmed with various classmates’ names.	Use peers to assist those who need help.	Modeling and visual cues
<p><b>Phonological Awareness:</b> Identify rhyming words by singing a rhyming song emphasizing rhyming words and initial sounds in words</p>	Visual cues placed under written rhyming words.	Voice output device to include a nonverbal child.	Have students identify the type of “growing thing” as its entire name is pronounced (emphasis should still	Choice of plants to match.	Voice output device and tactile/visual cues.	Hand-over-hand. Peer would assist student in activating the device if	Multiple repetitions, visuals of rhyming words

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(Attachment 1 B).  Match plants and other “growing things with initial letter and sound.			include sounds in the name)			necessary.	
<b>Letter Knowledge:</b> Use sponge letter stamps for students to produce the letter(s) that represent a plant of their choice.	Choice board Visuals of different plants.	Picture cues for words	Extending activity over several days to allow for more instruction	Choose the letter they want to use; choose color of the letter.	Voice output device programmed with various phrases such as “f is for flower,” t is for tomato plant,” etc....	Work as teams using colors.	Modeling correct sound; assigning materials.
<b>Print/Book Awareness:</b> <i>Growing Things</i> book; address illustrator, author, etc.	<i>Growing Things</i> big book.	Make an interactive book by using Velcro and pictures to adapt the <i>Growing Things</i> book.  Make page turners.	Use a big book version of <i>Growing Things</i> book.	Child chooses pictures from interactive story book.	Interactive story book.  Voice output device programmed with comments related to the story.	Partner activities. Peer would assist student with activating the device if necessary.	Tell story using interactive book and manipulatives; conduct a retelling of the story.
<b>Written Expression:</b> Writing a how to grow a plant book.	Interactive books to be used as example of how you	Provide a pre-made book for student to color/paint	Provide cutouts of steps to growing a plant for students to	Students choose materials such as paper, writing media, etc....	Voice output device programmed with various	Peer assist for students to activate the	Pre-write name for student or provide

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	incorporate a picture as a word or thought.	rather than create.	use to make their book.		phrases on “how to grow a plant.”	device.	hand-over-hand assistance.
<b>Number and Number Sense:</b> How many fruits?” Students explore the City Steps Growing Things Math Bag.	Pictures with numerals that represent different numbers.	Real fruit to count rather than counters.	Tell them how many and they count that amount.	Students choose which type of manipulatives they want to use for this activity.	Voice output device with numbers on it.	Use peers to assist those who need help.	Prompting and hand-over-hand for counting.
<b>Computation:</b> Grouping and counting using the sorting cartons and sorting mats.	Real “growing things” such as fruit, vegetables, etc... as well as pictures.	Three-dimensional manipulatives.	Use fewer manipulatives and pictures.	Let students choose the set of items they will use to sort.	Voice output device with numbers on it.	Peer would assist student in activating device if necessary. Work in small groups	Modeling and verbal cues
<b>Measurement:</b> Sort different “growing things” manipulatives by size (big/little) .	Growing things manipulatives and pictures.	Visual, tactile cue on rulers.	Limit to comparison of big/little only.	Measure their choice of manipulaives.	Voice output device with big/little response.	Work in small groups. Peer assist to those who need help.	Model which items are big and little.
<b>Geometry:</b>	Various pictures	Give students	Limit the	Choose	Voice output	Peer assist	Show

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Shape Flowers: Use a bright color square for the flower and a green rectangle for the stem; Add three green ovals for the leaves; Circles can be added for the sun, etc...	of flowers (Picture This software).	some preassembled parts to the flower.	number of different shapes used and number of pieces to the flower.	additional decorations for their flower.	device for choices.	to students to activate device and participate fully in activity if necessary.	examples of completed activity.
<b>Data Collection:</b> Favorite flower graph	Flower pictures and student names.	Choice board or voice output device.	Fewer choices of flowers.	Child chooses their favorite flower and place on graph with their name.	Voice output device programmed with student's favorite flower.	Peer assist to students to activate device and place flower on the graph if necessary.	Verbal and Visual prompting.
<b>Patterns and Relationships:</b> Make patterns with the different types of plants (i.e. flower, corn, tomato, etc...) and have students repeat those patterns.	Three-dimensional manipulatives and pictures of different types of plants.	Go Talk button with "Which comes next?" recorded.	AB pattern vs. ABCD pattern	Choosing which pattern they want to repeat.	Voice output device programmed with various phrases such as "this pattern starts with a flower."	Peer assist to those students who may need it.	Modeling and presenting sample patterns.
<b>Scientific Investigation:</b> Students will use various sizes of	Various flowers of different heights.	Use various different sized flowers for measuring.	Limit the number of flowers to measure.	Let students choose which flower to measure.	Voice output device (not included in the kit)	Peer would assist the child to activate the	Modeling and visual cue

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flowers made out of construction/cardstock to measure and compare heights.	Rulers				programmed with “this one is taller,” “this one is shorter.”	device. Hand over hand assistance.	
<b>Force, Motion, Energy:</b> Have students touch magnets to various gardening tools in a container and describe what happened.	Verbal Cues	Use a larger magnet on a stick for easier manipulation.  Velcro a magnet on a stick to student’s wrist.	Limit the number of items tested.	Let students work in small groups of 2-3.	Use voice output device (not included in the kit) programmed with “this one sticks to the magnet” and this one doesn’t stick to the magnet.”	Use peers to assist those who need help	Modeling and visual cues
<b>Matter:</b> Using manipulatives (fruit, vegetables, etc...) students will describe physical properties such as their color, shape, texture, size, weight, and position.	<i>Growing Things</i> book.  Easel  Pointer	Voice output device to include a nonverbal child.	Provide choice board of words (pictures) that can help students with the vocabulary to describe their item.	Students can choose their manipulative to describe.	Voice output device. (program with descriptive words related to the activity.)	Hand-over-hand. Peer would assist student in activating the device if necessary.	Modeling and providing visuals.
<b>Life Processes:</b> Plant flowers in the classroom and have students discuss changes over time to	Use science model of seed to plant and science model on roots.	Provide pictures of the growth process of plants.	Take pictures of the plant at different times for visual support for	Students have opportunity to participate and lead discussion.	Voice output device programmed with questions so that student	Peer assist with activating voice output	Verbal prompting.

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the plant. What has changed? What is the same?			students to remember what the plant looked like before.		can assist teacher in discussion. Example: “what changes do you see in our plant?”	device if necessary.	
<b>Space Systems:</b> Shadow screen Suspend a sheet between two tables. Place a strong light source behind the screen. Create several cardboard cutouts of various “growing things” items. Cast shadows on the screen by holding the cardboard in front of the light source. Ask children to identify the items.	Manipulatives such as various fruits, vegetables, gardening tools, etc...	Use larger manipulatives for easier viewing and identification.	Limit number of manipulatives used.	Child identifies which item they see.	Voice output device for the child to identify the items.	Peer would assist student with activating the device if necessary.	Verbal prompting and modeling.
<b>Earth Patterns, Cycles, and Change:</b> Use science model from seed to plant and the science	Pictures that represent various stages of the plant growth process.	Provide pictures of this process so that students with limited expressive	Limit the number of pictures used.	Students help to choose what pictures they want to use for discussion.	Pictures can be placed on a key ring for easy access during this unit.	Peer assist with pictures.	Modeling and verbal prompting.

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model on roots to discuss change over time in the plant.		language skills can participate in discussion.					
<b>Resources:</b> Teach students to recycle.	Recycling bin in the classroom.	Pictures of things that can be recycled.	Limit the number of different recycling bins.	Let students choose which recycling bin items belong in.	Pictures that can be placed on the recycling bins indicating which items belong in that bin.	Use peers to assist those who need help sorting the items in the right bins.	Modeling.
<b>History Similarities and Differences:</b> Have children discuss various types of fruit/vegetables and their similarities and differences.  Students will retell the story using manipulatives.	Pictures of fruit/vegetables.	Pictures and visual boundaries for students to place manipulatives in similar / different categories for visual representation.	Use fewer manipulatives.	Let students choose manipulative to retell the story.	Voice output device programmed with a specific section (line) from the story so that the student can participate in the retelling.	Peer would assist student in activating device if necessary.	Modeling and verbal cues

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<b>History Change over Time:</b> Students sequence events of the stories using pictures.	Manipulatives and pictures of characters, settings, objects, etc...	Utilize the book and Velcro for student to sequence by placing the pictures on the proper pages.	Limit number of pictures and steps to complete sequence.	Child can choose to use the interactive book to sequence or just sequence from memory and some visual prompts.	Voice output device programmed with pictures and phrases in sequence of the story.	Work in small groups. Peer assist to those who need help.	Modeling and verbal prompting.
<b>Geography:</b> Involve children in creating simple representations of different types of plants through drawings or block construction. Have the students discuss these and the environment in the story.	Realistic pictures of different types of plants from books, magazines, etc...	Pictures (cutouts) that can be used to help create drawing.	Allow student to bring in a photograph that represents their choice of a type of plant.	Choose their drawing or block construction.	Pictures and voice output device programmed with choices such as "I want to make a flower."	Students assist those who need support in participating in this activity.	Modeling and redirection if needed.
<b>Geography Descriptive Words:</b> While reading the story note location, descriptive, direction and attribute words.	Books  Easel and pointer.	Choice board or voice output device.	Utilize the pictures in the book and manipulatives for verbal prompting.	Student participates in discussion.	Voice output device with choices of descriptive words.	Student assists with voice output device.	Models and samples
<b>Economics:</b> Discuss with students different jobs and	Pictures and props for workers and	Realistic pictures of jobs and workers.	Limit number of jobs discussed.	Students can choose props and pictures to match	Voice output device with pictures of	Peer assist to those students	Modeling and verbal prompting.

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workers surrounding “growing things.” (i.e. farmers, gardeners, cooks etc...)	worker tools.			workers to their job/tools.	different jobs and how it relates to “growing things” and the story. Example: “farmers grow many different types of plants.”	who may need it.	
<b>Economics Making Choices:</b> Provide choice board for daily center / work time activities.	Chart board Pictures representing centers and work time.	Choice board and voice output device.	Fewer choices of centers and work time.	Child chooses their center and/or work time.	Voice output device with choices.	Peer assist to those students who may need it.	Modeling.
<b>Civics / Citizenship:</b> Establish class rules and expectations.  Start the day with a share time where each child may contribute to the class discussion.	Pictures that represent class rules and expectations.	Provide smaller version of class rules and expectations using pictures for individual student use and reference.	Limit pictures and wording to describe rules and expectations. (Keep it simple)	Students choose whether to follow rules and expectations or not 😊	Voice output device used during sharing time. Device could be sent home daily for parent to program about the student’s weekend, evening, trip, etc...	Peer assist to those students who may need it.	Modeling and verbal prompting.
<b>Skilled Movement:</b> Planting song with	Pictures that represent	Choice board or voice output	Fewer choices of movements.	Non-ambulatory child can lead	Randomizer to be used to		Modeling.

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movements.	different movements.	device.		class in movements using a randomizer.	identify the order of movements.		
<b>Movement Principles and Concepts:</b> Sing different ‘growing’ songs / fingerplays. (Attachment 1 A )	Visual and Gesture Cues (gestures from song/finger play and pictures)	Voice output device programmed with some or all parts of the song(e.g., Big Mack, Cheap Talk)	Limit number of gestures Simplify by using repetitive pictures for visual cues.	Let students choose which song/fingerplay to start with.	Voice output device (not included in the kit) programmed with parts of the song. Example: Big Mack, Cheap Talk, Tech Talk, etc...	Peer would assist the child to activate the device	Modeling and visual cue
<b>Personal Fitness:</b> Discussion of “healthy foods” and have students sort into healthy and non healthy categories.	Pictures of different foods and manipulatives	Choice board or voice output device for choosing food and deciding which category it belongs in.	Fewer choices	Child chooses the manipulative and/or picture for sorting and discussion.	Voice output device with choices.	Peer assist with voice output devices if necessary.	Monitoring and support.
<b>Responsible Behaviors:</b> Discussion of responsibilities in the cafeteria during and after eating. Have	Discussion of responsibilities in the cafeteria during and after eating.	Cutouts that can be used for students to create their pictures.	Provide craft materials.	Students choose the color paper they want to use, craft materials, etc...	Visual support and voice output device programmed with various responsible	Peer assist to those students who may need it.	Modeling.

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students draw a picture of their responsibilities in the cafeteria during and after eating.					behaviors.		
<b>Physically Active Lifestyle:</b> Encourage students to walk, run, jump, hop or gallop around the outdoor recreational area. During this time children should have access to large open spaces and be able to be active on large appropriate recreational equipment as well as being able to play with balls and other manipulative objects.	Adult monitoring and support.	Choice board or voice output device for choosing outdoor activities.	Fewer choices of outdoor activities.	Child chooses their outdoor activity.	Voice output device with choices.	Peer assist to those students with motor difficulties.	Monitoring, support, and modeling of good physical activity.
<b>Self Concept:</b> Provide daily opportunities for students to	Choice board and pictures that represent choices for	Provide individualized, smaller choice board.	Limit number of choices for students.	Students choose activities and plans and how to carry out those	Voice output device to identify choices.	Peer assist to those students who may	Modeling and verbal prompting

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choose an activity, make a plan, and carry out the plan.	students.			plans.		need it.	
<b>Self Control:</b> Model for children what to do when they finish an activity. Have child-size cleaning materials available and teach children how to use them. Teach students a simple song to sing when it is time to transition from one activity to another.	Child size cleaning materials  Visual timer for transitions.	Pictures to represent steps of what to do when students are finished with an activity. Visual timer.	Simple song for transitions.  Simple instructions for what to do when students are finished with an activity.	Child chooses to follow the instructions for clean up and transition 😊	Visual timer.	Peer assist to those students who may need it.	Modeling and verbal prompting.
<b>Approaches to Learning:</b> Students should participate daily in small group planning and discussion.	Structured planning time.	Chart that represents order of students turn for sharing their plans, thoughts, and ideas.	Provide opportunity for smaller group planning and discussion time.	Students choose their plan and discussion.	Pictures and chart for planning time.	Peer assist to those students who may need it.	Modeling.
<b>Interaction with Others:</b> Model appropriate styles of	Photographs of classroom activities.	Alternative pictures of appropriate interaction	Identify through positive reinforcement models of	Child chooses appropriate interaction strategies or not	Voice output device for interaction from a child	Peer assist with device to those	Modeling and role playing.

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<p>communication with children and adults. Demonstrate interaction strategies through role-play. Use photographs of classroom activities as an opportunity for children to share their thoughts and ideas. Make a class record or graph of their thoughts and ideas.</p>	<p>Graph of students thoughts and ideas.</p>	<p>strategies.  Use solution kit pictures.</p>	<p>appropriate communication and interaction in addition to role-play identification.</p>	<p>☺</p>	<p>with limit expressive language skills.  Solution kit pictures.</p>	<p>students who may need it.</p>	
<p><b>Social Problem Solving:</b> Student social story. Provide a social story for students to discuss, read (by pictures) and color.</p>	<p>Different examples of social stories.</p>	<p>Solution kit and additional pictures that represent social problem solving.</p>	<p>Utilize a simple short social story.</p>	<p>Students choose social story.</p>	<p>Voice output device programmed with various phrases representing the social story.</p>	<p>Peer assist to those students who may need it.</p>	<p>Modeling and verbal prompting. Lead discussion about the different social stories.</p>

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### ATTACHMENT 1A

#### **Plants**

Sung to: "The Farmer In The Dell"

The farmer plants the seeds  
The farmer plants the seeds  
Hi, Ho and Cherry O  
The farmer plants the seeds  
The rain begins to fall  
The sun begins to shine  
The plants begin to grow  
The buds all open up  
The flowers smile at me

#### **I'll Plant A Little Seed**

Sung to: "I'm A Little Teapot"

I'll plant a little seed in the dark, dark ground.  
Out comes the yellow sun, big and round.  
Down comes the cool rain, soft and slow.  
Up comes the little seed, grow, grow, grow!

#### **A song of Flowers**

Sung to: "Sing a Song of Sixpence"

Sing a song of flowers, flowers all around.  
Flowers that are growing, growing in the ground  
Flowers of each color make a pretty view.

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Red and orange and yellow.  
And blue and purple, too.

### **Spring Song**

Sung to: "London Bridge"

Leaves are growing on the trees, on the trees, on the trees  
Leaves are growing on the trees, It is springtime.  
All the grass is turning green  
See the birdies build their nest  
Watch the flowers start to grow

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### ATTACHMENT 1B

**Real Garden:** Plant a garden outdoors near your classroom that children can care for (in the ground or in a container). Watch for various stages of growth: seeds, stems, leaves, flowers.

**Digging:** If you're unable to have a real garden, children can still practice "hole digging" in dirt or even in the sandbox.

**Jack and the Beanstalk Day/Project:** Read the fairy tale then act it out. During outdoor play, children can pretend they are climbing the beanstalk by climbing up the slide ladder, dome climber, or a rope ladder if available. Eat beans for snack. Then, as a follow-up to the story, let children help plant 5 beans. Allow the beans to grow as tall as possible over the next few weeks adding small stakes when necessary to keep them climbing. Let the children "tear" white paper clouds to attach to the top of the beanstalk. When the "stalks" have grown substantially, display the beanstalk, storybook, class pictures, and a decorative "write-up" of the entire little project in a place where parents can enjoy it

**Creative Drama Activity: Sand Table Garden:** Put small gardening gloves, small garden tools, plastic flower pots, artificial flowers, a small watering can, and spray water bottles of water in the sand table (just a small one with a very fine spray mist). (Sand was in the table too.) What a blast!! The kids had so much fun planting, watering and digging in their "flower garden." It was really a hit -- definitely the busiest spot in the classroom!

Extension: You could also concentrate on various stages of growth by placing seeds, plastic stems, plastic stems with leaves, and plastic stems with leaves and flowers in the sand table. Later, line the pots up in sequential order of growth stages and discuss them -- language activity.

**Creative Drama: Flower Shop:** Clear out all the toy dishes and foods and turn it into a "Flower Shop." Use silk flowers, plastic vases, cellophane wrap, etc. Use a toy cash register and play money.

**Growing Plants and Children:** In conjunction with discussing/comparing various stages of plant growth, send a note home for

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parents to send a baby picture of their child to school so we can talk about how children grow too. Also bring pictures of yourself as a baby.

**Planting Yams:** During the early spring you can sprout a sweet potato. Poke toothpicks into the sides of the sweet potato and then suspended it in the opening of a clear jar filled with water. The children could watch the yam grow roots and leaves.