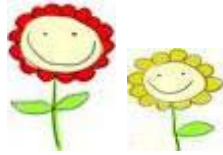


# Flower Power



## Suggested Group Size

Small Group

## Objective

The children will use measurement vocabulary and comparative terminology, with teacher support and multiple experiences over time.

## Activity

Children will use measurement vocabulary and comparative terminology (e.g., shorter and taller) as they compare flowers of varying heights, with teacher support.

## Targeted Florida Early Learning and Developmental Standards for Four-Year-Olds

- **V. Cognitive Development and General Knowledge**
  - **A. Mathematical Thinking**
    - **A.f. Measurement**
      - **A.f.2.** Compares continuous quantities using length, weight, and height
        - **A.f.2.d.** Child uses measurement vocabulary (e.g., length, weight, height) and comparative terminology (e.g., more, less, shorter, longer, heaviest, lightest), with teacher support and multiple experiences over time.

## Materials

- Flowers (real or artificial), at least two per child
- An upright container to hold the flowers (e.g., flower pot, bucket, oatmeal container)

## Procedures

### Before You Begin the Lesson

1. Use the *Florida Early Learning and Developmental Standards for Four-Year-Olds* to review the Targeted and Related Standards for Four-Year-Olds included in this lesson.
2. Review the following vocabulary terms or concepts:
  - **Height** – refers to how tall something is. Usually the terms tall (taller, tallest) and short (shorter, shortest) are used when discussing and measuring height. Note: The term long (longer, longest) should only be used when comparing the length of an object.
  - **Tall** – reaching or growing to an above average height.
  - **Short** – not tall; having little or relatively little height.
3. Cut the stems of the flowers so that there are flowers of different heights.

## **Procedures (continued)**

### **Flower Power (Small Group)**

1. Choose a tall flower and short flower to use as you explain the concepts of tall and short to the children (e.g., As you show the children the tall flower, you might say, "This flower is tall." As you show the children the short flower, you might say, "This flower is short.>").
2. Choose two flowers with different heights and place them side by side in front of the children. As you point to the tall flower then to the short flower, you might say, "This flower is taller than this flower." As you point to the short flower then to the tall flower, you might say, "This flower is shorter than this flower."
3. Then, using the same two flowers, ask, "Which flower is taller?" Children can respond individually or in unison.
4. Then, using the same two flowers, ask, "Which flower is shorter?" Children can respond individually or in unison.
5. Ask each child to choose two flowers with varying heights from the upright container. Allow children to handle and explore their two flowers for a few minutes.
6. Go around the table and ask each child, "Which flower is taller?" and "Which flower is shorter?"
7. Give the children multiple opportunities to compare two flowers and use the terms taller and shorter. Encourage the children to state, "This flower is taller than this flower." and "This flower is shorter than this flower."
8. Ask the children to compare one of their flowers with one of their friends' flowers to determine which one is taller and which one is shorter.

### **Adaptations**

- Put flowers cut to at least three different heights, in order (seriate) from tallest to shortest, using measurement vocabulary and comparative terminology (e.g., tall, taller, tallest and short, shorter, shortest).
- Have two children stand next to each other and discuss who is taller and who is shorter. Compare various pairs of children. Please be aware some children maybe sensitive to comparisons regarding their height.
- Remove the petals from several different types of flowers (real or artificial). Compare the length of two petals and determine which petal is longer and which petal is shorter.

### **Extensions**

- Add related materials to classroom centers:
  - **Art:** Glue two pieces of yarn (e.g., one short and one tall) vertically on a piece of easel paper. As the children paint, encourage them to use the yarn as stems for two flowers of different heights. Ask the children which flower is taller and which flower is shorter. Write or help the child write "taller" under the flower that is taller and "shorter" under the flower that is shorter.

## **Extensions (continued)**

- **Science/Discovery:** Provide seeds, dirt, and containers (e.g., flower pots, small cups or milk cartons) the children may use to plant and grow their own flowers. Once their flowers bloom, encourage the children to compare the height of their flower to the height of a friend's flower using measurement vocabulary and comparative terminology (e.g., taller or shorter).

## **Checking for Understanding**

Children will demonstrate their understanding of the lesson by:

- identifying and naming which flower is taller and which flower is shorter
- comparing two flowers to determine which is tall(er) and which is short(er).

## **Related Standards for Four-Year-Olds**

- **II. Approaches to Learning**
  - **A. Eagerness and Curiosity**
    - **A.1.** Shows curiosity and is eager to learn new things and have new experiences
- **V. Cognitive Development and General Knowledge**
  - **A. Mathematical Thinking**
    - **A.c. Patterns and Seriation**
      - **A.c.2.** Sorts, orders, compares, and describes objects according characteristics or attribute(s) (seriation)
        - **A.c.2.a.** Child places objects in increasing order of size where the increasing unit is constant (e.g., unit blocks).
        - **A.c.2.b.** Child verbalizes why objects were placed in order (e.g., describes process of how and why), with teacher support and multiple experiences over time.