

## Activity #1: Natures Patterns

1. Purpose of the activity: **The purpose of the activity is to engage children to think critically about the different types of patterns that nature has. Not only are children thinking critically but they are expanding on their language such as vocabulary and explanation. They are also familiarizing themselves with different patterns in which they can explore the specific names of each type of item that they select**
2. Learning Foundation or Common Core :

### **Connections to Nature of Science:**

Common Core Standard Scientific Knowledge is Based on Empirical Evidence

**Scientists look for patterns and order when making observations about the world. (1-LS1-2) The common core standard guides the activity by exploring nature and finding differences and similarities.**

3. Materials Used. Leaves, flowers, rocks in backyard
4. Your role.  
The way you would engage the child would be to ask an open ended question “Are all leaves the same size or shape?” and/or “Are all flowers the same size, shape or color?” and/or “Are all rock the same size, shape and texture?” when you get a response your next step would be to say “Lets go collect some leaves, flowers and rocks to see”  
Next you would have a list of questions that talk about patterns  
Ex. Rocks
  1. Which rocks are the same color? (the child would sort the rocks)
  2. Which rocks are smooth and which are rough? (expand on child’s vocabulary if they do not know the meaning of smooth and rough)
  3. Which rocks are similar and different in size? (the child would sort the

## Visual(s) of Activity #1



rocks) (expand on child's vocabulary if they do not know the definition of similar and different)

After it is important to ask an open ended question that states: What other patterns do you think we could sort?

4. [Child's Interaction](#). The child's main focus is to think critically about the different types of patterns such as textures, sizes, smell, color, and etc. And allows for the child to apply their own knowledge for what they believe a pattern could be.

