



<b><i>Spring Flowers</i></b>	
<b>AGE RANGE</b>	5-6 y.o.
<b>Activity for...</b>	Group with robot
<b>Author</b>	Panevezio r. Naujamiescio kindergarten "Bitute", Lithuania
<b>DURATION / TIMING:</b>	35-40 min.
<b>REQUIRED MATERIALS:</b>	Robot and mat (Photos with a plant ring, whole plant (roots, stem, leaves, flowers), cards with the name of the plant in capital letters), dice, set of 4 different colored arrows.
<b>PREPARATION OF THE ENVIRONMENT:</b>	Made a mat consisting of 20 squares (each of them is 15x15 cm). The mat boxes show photos with a plant ring, the whole plant (roots, stem, leaves, flowers), cards with the plant name in capital letters, plant pictures arranged in random order, a game dice.
<b>DETAILED DESCRIPTION:</b> How the activity is implemented?	<p>The children watch the movie "Spring Flowers" and answer the following questions: What flowers did you see? Where do they grow? What colour are their rings? What are the names of plants that grow in the meadow? What are the plants whose tea we treat sick?</p> <p>Children independently choose one card with a photo of the plant. Named the plant. Go to the nursery yard to look for the same plant. When he finds it, he picks its ring or leaflet. With the find, he returns to the kindergarten terrace. Tells how they managed to see where they found the plant, how it looks.</p> <p>Inspect the mat. Tells what kind of plant photos you see in it; what else do you see besides plant photos? Lists the letters you see, tries to read the word. Wonders which plant's picture fits the name he read (if he can't read, he will try to decide which plant the name fits by saying the name of the plant and the first letter of the word)</p> <p>The teacher suggests using a robot to find a photo of the same plant found in the nursery meadow on the mat, and later its name. The child decides for</p>



himself from which take-off point the robot's journey will begin.

The teacher suggests using a robot to find a photo of the same plant found in the nursery meadow on the mat, and later its name. The kids have to agree on who will start first. A dice will help them decide. Kids, we have the dice that will throw the most points, which starts first, which is less-second and so on—the first player to start the game from the empty box in the corner. The children will discuss which picture on the carpet corresponds to the plant the child was looking for in the nursery yard. The first child programs the robot to walk on a photo of the plant he found. Then comes the next and so on. Constantly discuss together what action to take. During the action, the child tries to program the robot himself, failing, asking friends for help. With the use of a robot, following the required picture, the children are offered to go to the word meaning the plant's name. Now consult, on your own, who will first look for the name of your plant. When she finds it, she tries to read or words familiar letters and asks the teacher to read them.

After the activity, it is discussed how the children felt independently when they looked for plants in the kindergarten yard and how they managed to cooperate and solve problems.



**ROLES of the CHILDREN**

Negotiates the actions to be taken in the game.  
It is your turn to take action.  
Solves problems.  
Collaborate to achieve a goal.

**ROLE of the TEACHER:**

The teacher turns on the video, asks questions, explains the rules of the game. Monitors children's activities, when children face difficulties, fail to solve a problem independently or with the help of friends, helps, explains together with children where the error occurred.

**EXTRA RESOURCES**

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<b>Other remarks / Hints for the implementation</b>	This activity can be done by introducing fruits, vegetables, mushrooms, trees. Pictures, name cards will change.
<b>References, if any</b>	-