Nature Match

Participant Name:	**Meagan McGrath**
District:	**Edwards-Knox Central School District**
Grade Level:	**K-1**
Subject/Course:	**Computer Science**
Cross-curricular Link:	**Math/Art**
Approximate Time (IN MINUTES):	**40m**

CONTENT AND SKILLS
Learning Objectives: ● SW look at pictures of nature and find color and shape 'matches'. ● SW brainstorm why some different objects have the same shapes. ● SW predict how the pattern will continue beyond the picture.
Essential Questions (optional): ● What do you see in the pictures that match each other? ● Why do you think different things use similar shapes and patterns? ● What do you think the picture looks like?
Students' I can statements . . . ● I can use a critical eye and find shapes, patterns and colors in pictures. ● I can match these details to other pictures. ● I can make predictions about these matching details.
How will you meet the needs of SWD and ELL/MLL students? ● Visual examples help with understanding for ELL. ● If students have visual impairments puff paint can be added to cards to provide more texture. ● Translations will be provided as needed.
NYS COMPUTER SCIENCE AND DIGITAL FLUENCY STANDARDS List all standards that authentically align (e.g., K-1.CT.4)
● K-1.CT.1 Identify one or more patterns found in nature and examine the pattern to identify similar patterns and make predictions.
OTHER SPECIFIC STANDARDS (e.g., Content, SEL Benchmarks) List all standards that authentically align https://www.p12.nysed.gov/sss/documents/SELBenchmarks2022.pdf
● 1st VA:Re7.2.1 a. Compare images that represent the same subject. ● NY-K.OA.6 Duplicate, extend, and create simple patterns using concrete objects. ● NY-K.G.1 Describe objects in the environment using names of shapes, and describe the

relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
- NY-K.G.2 Name shapes regardless of their orientation or overall size.
- NY-K.G.4 Analyze, compare, and sort two- and three- dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes.

INSTRUCTIONAL PLAN

List the steps of the lesson, including instructions for the students.
Add and highlight Standard Indicator next to activity that aligns

Students will sit in a circle on the floor with OUISI cards (or something similar) spread out all over the floor so everyone can easily see them. Students will be given time to freely wander and look at, and comment on, the cards (2-3 minutes). Ask students " what do they notice?" "What do they see?" Bring the class together and have students share out what they noticed, what they saw, did they recognize anything? (3-4 min).

The teacher will pick up two cards which have a matching connection between the cards (for example, a picture of a fern bud and snail shell). The teacher will ask students if they notice anything that looks the same or almost the same in both pictures. The students will be called on and respond with things they noticed, ask the students to raise their hand if anyone else noticed that too. Prompt the students by asking "did anyone notice something different?". Students can respond with matching colors, shapes, textures, and other things that 'match' (Since students learn patterns in kindergarten math, using the term 'pattern' as it can be confusing without carefully introducing it). (4-5 mins)

Students will then try to make 'matches' of cards themselves based on shapes, colors, etc. This can be done in partners or small groups (5 min) There is no wrong match as long as they can articulate why they put the cards together. When most of the cards are matched, and every student was able to match at least 1 pair (with or without support), the students can share a match they made. As a class, we will sit in a circle and talk about what shapes we saw repeatedly, one student or group will share a match they made and if anyone else has one that can go with it they can raise their hand and show theirs. A break to move around and get wiggles out may be needed if the group is large (6-7 mins). Do a final prompt to the group "Why do they think nature uses similar shapes?" (we can use an example of matches with eyes).

As a class we can pick a card and try to finish the shapes from the picture, the teacher will model it while students describe how to finish the picture beyond the card. If time allows the students can pick their own card to use to finish the picture by predicting how the picture will continue. (15min)

SPECIFIC NEEDS: MATERIALS / RESOURCES / TECHNOLOGY

Add additional resources needed for this lesson such as instructional technology templates, images, videos, etc.

- OUISI Game with cards (or something similar) https://shop.ouisi.co/products/ouisi-nature-set
- Large area rug or space for students to sit in a circle and spread the cards out
- Elmo or other projector if students need to see examples magnified
- Paper and pencil, crayons, to finish the pattern.

(I attached pictures of the game and 'matches' made by a 5 year old)


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NATURE
210 connecting photo cards, with games and activities to foster creativity and ignite natural wonder.















