

# Flower Power



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

## Objective

Children will use measurement vocabulary and comparative terminology with teacher support and multiple experiences over time.

## V. Mathematical Thinking

V.F.2. Identifies measurable attributes such as length and weight and solves problems by making direct comparisons of objects.

[http://www.floel.org/standardsresource/standards.html#d=V&a=four\\_year\\_olds](http://www.floel.org/standardsresource/standards.html#d=V&a=four_year_olds)

## 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.

Cut the stems of the flowers so that there are flowers of different heights.

## Lesson

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.”)

## Materials Needed

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

## 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).

## Scaffolding

-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).

-Provide additional support to children by following up with other objects to compare (e.g., pencils, crayons, blocks, people in pictures, etc.)

# Flower Power



**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 Standards

### V. Mathematical Thinking

V.F.2. Identifies measurable attributes such as length and weight and solves problems by making direct comparisons of objects.

[http://www.floel.org/standardsresource/standards.html#d=V&a=four\\_year\\_olds](http://www.floel.org/standardsresource/standards.html#d=V&a=four_year_olds)

## Procedures –Continued

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.”