**Crayons in the Garden? Betty Darleen Horton**

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**NGSS: Inheritance and Variation of Traits**

**LS3.B: Variation of Traits: Different organisms vary in how they look and function because they have different inherited information.**

**Pre Assessment: What colors are in the garden are the same colors as crayons?**

**Materials: large variety of crayons (be sure lots of nature colors are included)**

**On the way into the garden, ask students to see how many colors they can see in the garden.**

* **In a gathering place in the center of the gardens, ask students if they can imagine where the crayon companies get ideas for the colors in the crayon box. (allow time for a couple of ideas)**
* **Instruct students to select one crayon from the container. (I recommend using a large flat container so children can see and choose a color easily.)**
* **Tell students to check out the sundial. When the shadow touches the string, it will be time to come back to the gathering place. Depending on the age of students and of course, the weather, it is a good idea to have another time signal as well.**
* **Send students into the gardens to see if they can find a match in color for their crayon. Remind them to look at everything in and around the garden as well as above (sky colors).**
* **When students come back, give them an opportunity to say what they found that matches their crayon.**

**Post assessment: This is an enlightening activity for any age. Remind students to carefully observe art to see the colors from nature.**

* **How do the crayon colors compare to the colors from the garden?**

**Science, Art, Listening and Speaking**