



Plants

Teacher Guide



Core Knowledge Language Arts • New York Edition



Core Knowledge®

PRE
SCHOOL



Plants

Teacher Guide

PRESCHOOL

Core Knowledge Language Arts®
New York Edition



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Alignment Chart for Plants

The following chart contains both Core Content and Language Arts Objectives. While Common Core State Standards have yet to be proposed nationally, this chart demonstrates alignment between the New York State Common Core State Standards for preschool and corresponding Core Knowledge Language Arts-Preschool (CKLA-Preschool) goals.

Alignment Chart for Plants		Farm Stand Learning Center	Transition Cards		Day													
			Fruits and Veg.	Sound Pic./ Starting Sounds	1	2	3	4	5	6	7	11	12	13	14	15	16	17
Core Content Objectives																		
State that plants are alive					✓													
Name five plants (e.g., tree, grass, sunflower, cactus, carrot, etc.)			✓	✓														
Name the four parts of a plant (i.e., roots, stem, leaves, flowers)			✓			✓	✓	✓	✓									
State the function of the four parts of a plant (i.e., roots soak up water; stem holds the plant up; leaves collect sunlight and air; flowers make seeds)			✓				✓											
State that flowers grow from seeds			✓				✓											
Describe how a sunflower grows (i.e., seed in ground; small root grows down; seedling comes up out of ground; flower grows from stem)			✓							✓				✓				
State that trees are plants that grow for a long time														✓				
Name plants' four basic needs: sunlight, water, air, nutrients (from soil)			✓											✓				
State that flowers make seeds and fruits so that new plants can grow			✓													✓		
Use the word <i>petal</i> to label the colorful part of a flower			✓													✓		

Alignment Chart for Plants		Farm Stand Learning Center	Transition Cards		Day													
			Fruits and Veg.	Sound Pic./ Starting Sounds	1	2	3	4	5	6	7	11	12	13	14	15	16	17
State that fruits have seeds that grow into new plants		✓														✓		
Identify four types of fruit		✓														✓		
State three ways that plants are important to humans and animals (i.e., they provide oxygen, food, and shelter)																	✓	
Name five foods that come from plants (e.g., apple, blueberry, banana, carrot, lettuce, etc.)		✓																✓
Reading Standards for Literature: Prekindergarten																		
Key Ideas and Details																		
STD RL.P.1	With prompting and support, ask and answer about detail(s) in a text.																	
CKLA Goal(s)	With prompting and support, ask and answer <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , and <i>why</i> questions about a fiction read-aloud							✓										

Alignment Chart for Plants		Farm Stand Learning Center	Transition Cards		Day													
					Sound													
			Fruits and Veg.	Pic./ Starting Sounds	1	2	3	4	5	6	7	11	12	13	14	15	16	17
STD RL.P.2	With prompting and support, retell familiar stories.																	
CKLA Goal(s)	With prompting and support, retell, dramatize, or illustrate a story that has been read aloud, including characters, a beginning, and an ending				✓													
	With prompting and support, retell, dramatize, or illustrate a story that has been read aloud, including character(s), setting (time, place), the plot (central idea) of the story, the sequence of events, and an ending				✓													
	With prompting and support, sequence illustrations of three to five story events			✓														
	With prompting and support, “read”/ tell a story using a wordless picture book						✓			✓			✓					
STD RL.P.3	With prompting and support, ask and answer questions about characters and major events in a story.																	
CKLA Goal(s)	With prompting and support, retell, dramatize, or illustrate a story that has been read aloud, including characters, a beginning, and an ending				✓													
	With prompting and support, “retell,” dramatize or illustrate a story that has been read aloud, including character(s), setting (time, place), the plot (central idea) of the story, the sequence of events, and an ending				✓													
	With prompting and support, ask and answer <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , and <i>why</i> questions about a fiction read-aloud			✓														

Alignment Chart for Plants										Transition Cards		Day																
Farm Stand Learning Center										Fruits and Veg.	Sound Pic./ Starting Sounds																	
										1	2	3	4	5	6	7	11	12	13	14	15	16	17					
Craft and Structure																												
STD RL.P.4	Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).																											
CKLA Goal(s)	With prompting and support, ask and answer questions about unfamiliar core vocabulary in fiction read-alouds				✓																							
	Understand and use increasingly varied and complex vocabulary				✓						✓																	
STD RL.P.5	Students interact with a variety of common types of texts (e.g., storybooks, poems, songs).																											
CKLA Goal(s)	Memorize and recite with others a simple nursery rhyme, poem, or song				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓										
	Attend and listen to illustrated picture books with simple story lines					✓																						
Integration and Knowledge of Ideas																												
STD RL.P.7	With prompting and support, students will engage in a picture walk to make connections between self, illustration, and the story.																											
CKLA Goal(s)	With prompting and support, describe an illustration and make connections to the story and self				✓																							

Alignment Chart for Plants										Transition Cards		Day															
Farm Stand Learning Center												Fruits and Veg.	Sound Pic./ Starting Sounds	1	2	3	4	5	6	7	11	12	13	14	15	16	17
Range of Reading and Level of Text Complexity																											
STD RL.P.10		Actively engage in group reading activities with purpose and understanding.																									
CKLA Goal(s)	Actively engage in group reading activities with purpose and understanding								✓																		
	Predict events in a story, i.e., what will happen next								✓						✓					✓							
	Provide a story ending consistent with other given story events														✓					✓							
	With prompting and support, dictate as a group a retelling of a story that has been heard								✓																		
	Interpret and act out through pantomime a nursery rhyme, poem, or fingerplay, using one's own original gestures and movements																✓	✓									
Responding to Literature																											
STD RL.P.11		With prompting and support, make connections between self, text, and the world around them (text, media, social interaction).																									
CKLA Goal(s)	Describe an illustration or text in a fiction read-aloud and make connections to self and the world around them																✓										
Reading Standards for Informational Text: Prekindergarten																											
Prerequisite Skills																											
CKLA Goal(s)	Sit among other children during a group activity, remaining in own physical space																										
	Attend and listen while others speak during a group activity																										
	Wait turn to speak in a group																										

Alignment Chart for Plants		Farm Stand Learning Center	Transition Cards		Day												
					1	2	3	4	5	6	7	11	12	13	14	15	16
			Fruits and Veg.	Sound Pic./ Starting Sounds													
Key Ideas and Details																	
STD RI.P.1	With prompting and support, ask and answer questions about details in a text.																
CKLA Goal(s)	With prompting and support, ask and answer <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , and <i>why</i> questions about a nonfiction/informational read-aloud			✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓
STD RI.P.2	With prompting and support, retell detail(s) in a text.																
CKLA Goal(s)	With prompting and support, retell important facts and information from a nonfiction/informational read-aloud							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	With prompting and support, sequence three to five pictures depicting information from a nonfiction read-aloud								✓	✓		✓		✓			
STD RI.P.3	With prompting and support, describe the connection between two events or pieces of information in a text.																
CKLA Goal(s)	With prompting and support, sort, classify, and describe pictures according to concepts and/or categories explained in a nonfiction/informational read-aloud							✓	✓					✓	✓	✓	✓
	With prompting and support, identify outcomes described in a nonfiction/informational read-aloud (what happened) with possible causes								✓	✓			✓	✓	✓		
	With prompting and support, answer <i>what will happen if . . .</i> questions based on information provided in a nonfiction/informational read-aloud												✓				

Alignment Chart for Plants				Transition Cards		Day														
Farm Stand Learning Center				Cards		1	2	3	4	5	6	7	11	12	13	14	15	16	17	
				Fruits and Veg.	Sound Pic./ Starting Sounds															
Craft and Structure																				
STD RI.P.4				Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).																
CKLA Goal(s)				With prompting and support, ask and answer questions about unfamiliar core vocabulary words in nonfiction/informational read-alouds				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
STD.RI.P.5				Identify the front cover and back cover of book; displays correct orientation of book, page turning skills.																
CKLA Goal(s)				Point to the front cover, title, back cover of a book; the top, middle, or bottom of a page; the beginning of the book; where to start reading a book; the order that words are read on a page, the end of the book, a word, and a letter											✓					
Integration and Knowledge of Ideas																				
STD RI.P.7				With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).																
CKLA Goal(s)				Find the illustration, or object within the illustration, of a book that is being described					✓	✓			✓	✓	✓	✓	✓	✓	✓	
				Describe an illustration and how it relates to the text					✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
Range of Reading and Level of Text Complexity																				
STD RI.P.10				With prompting and support, actively engage in group reading activities with purpose and understanding.																
CKLA Goal(s)				With prompting and support, actively engage in group reading activities with purpose and understanding				✓	✓				✓	✓	✓	✓	✓	✓	✓	

Alignment Chart for Plants		Farm Stand Learning Center	Transition Cards		Day															
			Fruits and Veg.	Sound Pic./ Starting Sounds	1	2	3	4	5	6	7	11	12	13	14	15	16	17		
Reading Standards for Foundational Skills: Prekindergarten																				
NOTE: In Prekindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.																				
Print Concepts																				
STD RFP.1	Demonstrate understanding of the organization and basic features of print.																			
STD RFP.1a	Follow words from left to right, top to bottom, and page by page.																			
CKLA Goal(s)	Point to the front cover, title, and back cover of a book; the top, middle, or bottom of a page; the beginning of the book; where to start reading a book; the order that words are read on a page; the end of the book; a word; and a letter																			
STD RFP.1b	Recognize that spoken words are represented in written language by specific sequences of letters.																			
CKLA Goal(s)	Associate spoken and written language by matching written word labels with spoken words, such as the students' names																			
STD RFP.1d	Recognize and name some upper/lowercase letters of the alphabet, especially those in own name.																			
CKLA Goal(s)	Recognize the initial letter of one's first name																			
	Recognize the written form of one's first name																			
	Identify at least ten letters of the alphabet by name, especially those in child's first name																			

Alignment Chart for Plants			Transition Cards		Day																
			Farm Stand Learning Center	Fruits and Veg.	Sound Pic./ Starting Sounds	1	2	3	4	5	6	7	11	12	13	14	15	16	17		
STD RFP.1f	Differentiate letters from numerals.																				
CKLA Goal(s)	When asked, point to specific examples of letters and specific examples of numerals in the classroom environment and/or on a page														✓						
Phonological Awareness																					
STD RFP.2	Demonstrate an emerging understanding of spoken words, syllables and sounds (phonemes).																				
STD RFP.2a	Engage in language play (e.g., alliterative language, rhyming, sound patterns).																				
CKLA Goal(s)	Memorize and recite with others a simple nursery rhyme, poem, or song						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
	Segment a spoken word into separate, distinct syllables							✓		✓								✓			
	Blend two spoken syllables, saying the whole word							✓		✓											
STD RFP.2b	Recognize and match words that rhyme.																				
CKLA Goal(s)	Given a word, provide a rhyming word								✓												
STD RFP.2c	Demonstrate awareness of relationship between sounds and letters.																				
CKLA Goal(s)	With prompting and support, give the consonant sounds of at least three written letters, especially those in the child's own name			✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		

Alignment Chart for Plants		Farm Stand Learning Center	Transition Cards		Day													
			Fruits and Veg.	Sound Pic./ Starting Sounds	1	2	3	4	5	6	7	11	12	13	14	15	16	17
STD RFP.2d	With support and prompting, isolate and pronounce the initial sounds in words.																	
CKLA Goal(s)	With prompting and support, given a sound and a choice of two words, choose the word that begins with the given sound		✓				✓				✓	✓				✓	✓	
	With prompting and support, give the beginning sound of a spoken word		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Phonics and Word Recognition																		
STD RFP.3	Demonstrate emergent phonics and word analysis skills.																	
STD RFP.3a	With prompting and support, demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.																	
CKLA Goal(s)	Give the consonant sounds of at least three letters, especially those in the child's own name		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	With prompting and support, give the vowel sound of at least one letter		✓		✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	
	With prompting and support, blend simple CVC words												✓	✓			✓	
STD RFP.3b	Recognizes own name and common signs and labels in the environment.																	
CKLA Goal(s)	Recognize the written form of one's first name		✓															

Alignment Chart for Plants		Farm Stand Learning Center	Transition Cards		Day													
					1	2	3	4	5	6	7	11	12	13	14	15	16	17
Writing Standards: Prekindergarten																		
Text Types and Purposes																		
STD W.P.1	With prompting and support, use a combination of drawing, dictating, or writing to express an opinion about a book or topic (e.g., I like.... because...).																	
CKLA Goal(s)	With prompting and support, use a combination of drawing, dictating, and/or writing to identify a favorite read-aloud, book, place, or activity																	✓
STD W.P.2	With prompting and support, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.																	
CKLA Goal(s)	With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text about a domain topic studied, naming the topic and supplying some information about the topic													✓	✓	✓	✓	
	With prompting and support, use a combination of drawing, dictating, and/or writing to represent directions for a recipe or craft and/or record scientific observations of events or experiments																✓	

Alignment Chart for Plants										Transition Cards		Day																								
Farm Stand Learning Center										Fruits and Veg.		Sound Pic./ Starting Sounds		123456711121314151617																						
STD W.P.3	With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.																																			
CKLA Goal(s)	With prompting and support, use a combination of drawing, dictating, and/or writing to represent people and an event from one's personal experience, including a reaction to what happened														✓																					
	With prompting and support, use a combination of drawing, dictating, and/or writing to make up and tell a story														✓																					
Research to Build and Present Knowledge																																				
STD W.P.7	With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).																																			
CKLA Goal(s)	With prompting and support, dictate as a group a retelling of a story that has been heard																✓																			
STD W.P.8	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.																																			
CKLA Goal(s)	With assistance, categorize and organize facts and information within a given domain to answer questions																																			
	Use a combination of drawing, dictating, and/or writing to create an informative text about a domain topic studied, naming the topic and supplying some information about the topic										✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓			

Alignment Chart for Plants			Transition Cards		Day													
Farm Stand Learning Center			Fruits and Veg.	Sound Pic./ Starting Sounds	1	2	3	4	5	6	7	11	12	13	14	15	16	17
Responding to Literature																		
STD W.P.11	Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with prompting and support as needed.																	
CKLA Goal(s)	Retell, dramatize, or illustrate a story that has been read aloud, including characters, a beginning, and an ending							✓										
	Retell, dramatize, or illustrate a story that has been read aloud, including character(s), setting (time, place), the plot (central idea) of the story, the sequence of events, and an ending							✓										
Speaking and Listening Standards: Prekindergarten																		
Comprehension and Collaboration																		
STD SL.P.1	With guidance and support, participate in collaborative conversations with diverse partners about Prekindergarten topics and texts with peers and adults in small and large groups.																	
STD SL.P.1a	Engage in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).																	
CKLA Goal(s)	Attend and listen while others speak during a group activity								✓									
STD SL.P.1b	Engage in extended conversations.																	
CKLA Goal(s)	Carry on a dialogue or conversation with an adult or same aged peer, initiating comments or responding to partner's comments								✓									
STD SL.P.1c	Communicate with individuals from different cultural backgrounds.																	
CKLA Goal(s)	Recognize and call classmates and teacher by name																✓	

Alignment Chart for Plants										Transition Cards		Farm Stand Learning Center	Day																
										Fruits and Veg.		Sound Pic./ Starting Sounds	1	2	3	4	5	6	7	11	12	13	14	15	16	17			
STD SL.P.2	With guidance and support, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.																												
CKLA Goal(s)	Ask questions about oral directions or verbal explanations																												
	Restate oral directions or verbal explanations																												
	With prompting and support, ask and answer <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , and <i>why</i> questions																												
STD SL.P.3	With guidance and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood.																												
CKLA Goal(s)	With prompting and support, ask appropriately for the help of an adult when needed																												
	Ask or answer questions beginning with <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , or <i>why</i>																												
	Ask or answer increasingly detailed, elaborate questions (other than those beginning with <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , or <i>why</i>)																												
Presentation of Knowledge and Ideas																													
STD SL.P.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.																												
CKLA Goal(s)	Describe an event or task that one is in the process of completing																												
	Describe an event or task that has already taken place outside the immediate place and time																												
	Describe an event or task that one has just experienced in the immediate past																												

Alignment Chart for Plants			Farm Stand Learning Center	Transition Cards		Day											
				Fruits and Veg.	Sound Pic./ Starting Sounds	1	2	3	4	5	6	7	11	12	13	14	15
STD SL.P.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.																
CKLA Goal(s)	Add drawings or other visual displays to describe an event or task that has already taken place outside the immediate place and time			✓	✓						✓						
STD SL.P.6	Demonstrate an emergent ability to express thoughts, feelings, and ideas.																
CKLA Goal(s)	Express personal needs and desires verbally in a comprehensible manner			✓	✓												✓
	Identify and express physical sensations, mental states, and emotional feelings (happy, sad, angry, afraid, frustrated, confused)																✓
	Express a personal opinion				✓						✓						✓
	Assume a different role or perspective and express different possibilities, imaginary or realistic	✓															

Alignment Chart for Plants		Farm Stand Learning Center	Transition Cards		Day												
			Fruits and Veg.	Sound Pic./ Starting Sounds	1	2	3	4	5	6	7	11	12	13	14	15	16
Language Standards: Prekindergarten																	
Conventions of Standard English																	
STD L.P.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.																
STD L.P.1a	Print some upper- and lowercase letters. (e.g., letters in their name).																
CKLA Goal(s)	Perform activities requiring small muscle control			✓		✓		✓		✓		✓		✓		✓	✓
	Hold a writing instrument correctly between the thumb and index finger, resting against the middle finger			✓		✓											✓
	Draw and use as motifs: horizontal line, vertical line, diagonal line, zigzag line, circle, spiral, moon, cross, cane, hook, bowl, bridge, wave, x, star					✓											
	Write one's first name, using upper- and lowercase letters appropriately			✓		✓											
STD L.P.1b	Use frequently occurring nouns and verbs (orally).																
CKLA Goal(s)	Understand and use precise nouns and verbs related to the human body, families, communities, animals, plants, and habitats	✓		✓		✓		✓		✓		✓		✓		✓	✓
	Use present and past verb tense				✓									✓			
	Use future verb tense	✓															

Alignment Chart for Plants				Farm Stand Learning Center	Transition Cards		Day											
					Fruits and Veg.	Sound Pic./ Starting Sounds	1	2	3	4	5	6	7	11	12	13	14	15
STD L.P.2	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.																	
STD L.P.2a	Capitalize the first letter in their name.																	
CKLA Goal(s)	Write the first letter of one's first name using a capital letter							✓	✓		✓			✓				
	Write one's first name, using upper- and lowercase letters appropriately							✓	✓		✓			✓				
Vocabulary Acquisition and Use																		
STD L.P.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Prekindergarten reading and content.																	
STD L.P.4a	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).																	
CKLA Goal(s)	Demonstrate understanding and use words with multiple meanings appropriately (e.g., knowing that <i>sink</i> is a container into which water runs and learning the verb <i>to sink</i>)								✓							✓		
STD L.P.5	With guidance and support, explore word relationships and nuances in word meanings.																	
CKLA Goal(s)	Provide synonyms for common words recognizing nuances in meaning (e.g., knowing that <i>hot</i> and <i>warm</i> are similar but not identical in meaning)																✓	
STD L.P.5a	Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.																	
CKLA Goal(s)	Given a sample object/pictures and verbal description of the selection criteria, sort objects/pictures according to a single criterion: sort by function		✓															
	Classify by function		✓															
	Classify by other conceptual categories								✓	✓	✓						✓	✓

Alignment Chart for Plants		Farm Stand Learning Center	Transition Cards		Day															
					Fruits and Veg.	Sound Pic./ Starting Sounds	1	2	3	4	5	6	7	11	12	13	14	15	16	17
STD L.P.5c	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).																			
CKLA Goal(s)	Show understanding of temporal words (today-tomorrow-yesterday; always-never-sometimes; before-after; now-immediate; first-last; beginning-middle-end; then-next; already; soon)								✓		✓		✓		✓					
	Use temporal words appropriately in context (today-tomorrow-yesterday; always-never-sometimes; before-after; now-immediate; first-last; beginning-middle-end; then-next; already; soon)								✓		✓		✓		✓					
STD L.P.5d	Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.																			
CKLA Goal(s)	Understand increasingly precise verbs related to eating, movement, and the five senses		✓													✓		✓	✓	
	Use increasingly precise verbs related to eating, movement, the five senses		✓													✓		✓	✓	
STD L.P.6	With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts.																			
CKLA Goal(s)	With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts	✓	✓			✓		✓		✓		✓		✓		✓		✓	✓	

INTRODUCTION

Plants

Introduction

The Teacher Guide for *Plants* contains a total of twenty-one days of instruction. These twenty-one days are divided into fourteen days of Skills and Listening & Learning activities, six Pausing Point days, and one day for Domain Assessments (see **Domain Calendar**). Each day of instruction requires a total of approximately forty-five minutes—twenty minutes for small-group instruction and twenty-five minutes for whole-group instruction. Activities to be conducted during morning circle and Learning Center time are also included in the Teacher Guide, and are intended to be conducted during existing daily routines. Guidance for staging and facilitating a domain-related Learning Center is included, as are instructions for facilitating learning during transitions between activities.

The various activities included in this Teacher Guide are intended to be implemented in different contexts across the Preschool day, as indicated by the Domain Calendar. Teachers use their professional judgement, combined with the constraints of their day-to-day schedule, to decide when to conduct these activities. See the **General Overview** for suggestions for various ways to structure the Preschool day to incorporate CKLA-Preschool.

Plants		Day(s)							8-10
Starting the Day		1	2	3	4	5	6	7	
Routines	Attendance: Name Your Letters	--	--	--	--	--	--	--	
Nursery Rhyme	Here We Go Round the Mulberry Bush	Here We Go Round the Mulberry Bush	Here We Go Round the Mulberry Bush	One Potato, Two Potato	One Potato, Two Potato	Oats, Peas, Beans, and Barley Grow	Oats, Peas, Beans, and Barley Grow	Oats, Peas, Beans, and Barley Grow	
Skills									
Small Group 1	Same-Sound Pairs	Adding Initial Sounds	Adding Initial Sounds	Circle the Sound Picture	Draw the Sound Picture for /a/	Removing Initial Sounds	Removing Initial Sounds	Removing Initial Sounds	
Small Group 2	The Story of Tony's Day	Tracing with Primary Crayons	A Class Story	Writing with Primary Crayons	Tell a Story	Tracing with Primary Crayons	Writing with Primary Crayons	Writing with Primary Crayons	
Listening & Learning									
Read-Aloud/ Picture Talk	Read-Aloud: Plants Are All Around Us	Read-Aloud: Plants Have Different Parts	Read-Aloud: Plants Have Different Parts	Trade Book: <i>Sunflower House</i> by Eve Bunting	Trade Book Reread: <i>Sunflower House</i> by Eve Bunting	Read-Aloud: Plants Grow	Picture Talk: Plants Grow		
Deepening Understanding	--	--	soil	--	sow	--	trunk		
Extension Activity	Plant a Seed	Plant a Seed	Plant a Seed	Make Your Own Sunflower	Make Your Own Sunflower	Make Your Own Sunflower	Make Your Own Sunflower		
Take-Home Material									
Take-Home Material	Activity Page 1-1: Family Letter 1	Activity Page 2-1: "Plants Have Different Parts" Read-Aloud	--	Activity Page 4-1: Parts of a Plant	Bags of Seeds to Sow	--	Activity Page 7-1: Watch Seeds Sprout		
Pausing Point									

Pausing Point

Plants

Day(s)

Plants									
Starting the Day									
	11	12	13	14	15	16	17	18-20	21
Routines	Attendance: Naming Letters During Morning Circle	--	--	--	--	--	--	Pausing Point	
Nursery Rhyme	Ring Around the Rosey	Ring Around the Rosey	Peter Piper	Peter Piper	Tippety, Tippety	Tippety, Tippety	Tippety, Tippety		
Skills									
Small Group 1	Initial Sound Mystery Box	Initial Sound Matches	Initial Sound Matches	Robot Talk: Two-Sound Words	Two-Sound Word Hunt	Make a Match	Pushing Blocks for Sounds	Domain Assessment	
Small Group 2	Tell Your Own Story	Draw the Sound Picture for /t/	What Will Happen Next?	Circle the Sound Picture for /t/	Draw the Sound Picture for /d/	Retell the Ending	Write the Initial Sound		
Listening & Learning									
Read-Aloud/ Picture Talk	Read-Aloud: Plants Have Basic Needs	Picture Talk: Plants Have Basic Needs	Trade Book: Flowers by Vijaya Khisty Bodach	Trade Book Reread: Flowers by Vijaya Khisty Bodach	Trade Book: A Fruit Is a Suitcase for Seeds by Jean Richards and illustrated by Anca Hariton	Read-Aloud: Plants Are Important to Humans and Animals	Hands on Learning: Tasting Fruits and Vegetables		
Deepening Understanding	--	Hands on Learning: Plants Experiment	--	sip	--	--	--		
Extension Activity	Nature Walk	Nature Walk	Nature Walk	Nature Walk	Fruit Prints	Fruit Prints	Fruit Prints		
Take-Home Material									
Take-Home Material	Activity Page 11-1: Family Letter 2	--	Activity Page 13-1: Tasting Fruits and Vegetables Permission Form	Activity Page 14-1: Bunny Hop	--	Activity Page 16-1: "Plants Are Important to Humans and Animals" Read-Aloud	--		









Domain Components

The components needed to implement Core Knowledge Language Arts-Preschool are as follows:

- The *Plants* **Teacher Guide** outlines each day of instruction and contains all the information needed to teach the *Plants* domain.
- The *Plants* **Flip Book** contains a collection of images that accompany read-alouds found in the Teacher Guide.
- The *Plants* **Image Cards** contain additional images that are used in Skills and Listening & Learning instruction.
- The *Plants* **Transitional Learning Center Cards** are designed to be posted in classroom Learning Centers and provide information for students and teachers. *Plants* Transition Cards are content- and skills-related materials that are used to provide learning opportunities as students move between activities.
- The *Plants* **Activity Pages** contain various activities for students to complete in class or at home with their families. There should be a copy of each Activity Page for every student in the class.
- A set of **Nursery Rhymes and Songs Posters** are provided for use with every domain. The Teacher Guide provides guidance on how to teach a subset of these posters in each domain, but teachers may choose to teach additional rhymes at any time.
- The following **Trade Books** are required in order to teach the *Plants* domain:
 - *A Fruit Is A Suitcase For Seeds*, by Jean Richards and illustrated by Anca Hariton (First Avenue Editions, 2006) ISBN 978-0822559917
 - *Flowers*, by Vijaya Khisty Bodach (Capstone Press, 2007) ISBN 978-0736896191
 - *Sunflower House*, by Eve Bunting and illustrated by Kathryn Hewitt (Voyager Books, 1996) ISBN 978-0152019525

Domain Icons

The icons below are used throughout the domain to indicate the setting in which the activities are designed to occur.

		Whole Group
		Small Group
		Learning Center
		Take-Home

The Importance of Experiential Learning in the Plants Domain

The materials comprising the CKLA-Preschool *Plants* domain are designed to teach young children appropriate, nonfiction content about plants. In addition to the information provided in this curriculum, it is vital that students also have opportunities for hands-on learning about plants. Ideally, teachers would provide multiple opportunities for students to observe, interact with, plant, grow, and care for a variety of plants. When interacting with real plants, students should be given opportunities engage in the scientific reasoning cycle by asking questions, making predictions, making observations, and recording observations. See **Appendix B: What Teachers Need to Know about the Scientific Reasoning Cycle** for further information. For additional information regarding science and early childhood, see the article “Supporting the Scientific Thinking and Inquiry of Toddlers and Preschoolers through Play” in the National Association for the Education of Young Children’s publication *Young Children*, May 2012 issue: <http://www.naeyc.org/yc/article/supporting-scientific-thinking-and-inquiry>.

Below are several suggestions that we recommend teachers integrate into their teaching of the *Plants* domain.

Opportunities for Experiential Learning about Plants

Plant a Class Garden

Increasingly, schools are implementing gardening programs and providing green space for such endeavors. Many Preschool classes enjoy planting and caring for a class vegetable or flower garden. The class’s

Teaching Tip

The widespread availability of digital cameras provides an excellent opportunity to record scientific observations through the use of photographs. Teachers might take and print photographs of growing plants so that students can compare, sort, and sequence phases of plant growth and development.

garden might be planted in a flower bed in front of the school or in the windowsill of the classroom. Students might care for their own plant, or they might care for the garden collectively. Teachers can add a sign to the garden saying that it belongs to their class. Class projects might include making seed stakes, bird feeders, wind chimes, and decorations for the garden.

Add “Gardener” to Classroom Jobs Chart

Once a class garden has been established, students can take on the role of gardener and become responsible for its care. Teachers may need to train students in general outdoor safety practices and how much water is appropriate to give each plant. Students may need to wear protective clothing such as aprons, gloves, and hats.

Conduct Science Experiments

There are many interesting science experiments that can be conducted to help children learn about plants (see **Pausing Points 1** and **2** for suggestions). When conducting science experiments in Preschool, it is important that teachers help students begin to think like scientists by guiding them to formulate questions, make predictions, conduct observations, record observations, and share their findings. See **Appendix B: What Teachers Need to Know about the Scientific Reasoning Cycle** for more information.

Go on a Field Trip

Young children enjoy opportunities to learn outside the classroom. You might arrange for students to visit a farm, park, garden, orchard, arboretum, grocery store, plant nursery, greenhouse, nature preserve, or farmer’s market. Before leaving for the trip, make a plan as to how students will connect the experiences they have to the content they are learning in school.

Invite a Guest Speaker

There are many community members who may be able to come to talk with students about plants and even bring some plants for students to observe. You might invite a forester, master gardener, farmer, farm stand owner, produce manager of the grocery store, or chef who cooks with plants (to do a cooking demonstration).

Learning Centers and Transitions

Learning Centers and Transitions provide opportunities throughout the school day for teachers to reinforce and students to reencounter content taught in Skills and Listening & Learning instruction.

Learning Centers

The domain-specific Learning Center for the *Plants* domain is the Farm Stand Learning Center. As they learn about plants, students will have the opportunity to practice using the vocabulary that they are hearing in the read-alouds in the Farm Stand. They will have extended conversations with their teachers and peers as they plant gardens, harvest fruits and vegetables, and serve customers. Students will interact with print by reading gardening books, gardening magazines, grocery store flyers, and signs. Students will practice writing receipts, making seed stakes, developing signage for their products, making grocery lists, and writing cards to be delivered with flowers.

Transition Cards

In the *Plants* domain, there are three new sets of Transition Cards that provide teachers with meaningful ways to help students move between different activities during the school day. Teachers will find suggested ways to use these Transition Cards in the *Plants* Teacher Guide, and are also encouraged to think of other ways to use these cards.

The content-related set of Transition Cards provided in this domain is the **Transition Cards: Fruits and Vegetables** set. These cards depict various edible plants that are likely familiar to young children. The skills-related sets of Transition Cards provided in this domain are the **Transition Cards: Sound Pictures** and the **Transition Cards: Initial Sounds** sets. These cards depict sound pictures (i.e., letters) that students are learning and pictures of things that start with these sounds.

Starting the Day

Activities presented in the Starting the Day portion of the lessons provide opportunities to introduce and practice classroom routines and nursery rhymes.

Classroom Routines

Continue conducting the daily routines introduced during the *All About Me, Families and Communities*, and *Animals* domains. These include:

- Ordering the schedule using temporal words
- Learning Center labels and sign-in
- Materials labels
- Attendance: Copying your name
- Classroom jobs

By the start of the *Plants* domain, students are very familiar with classroom routines, and are even taking responsibility for conducting some of these routines themselves. In this domain, you will continue making slight modifications to the existing routines to further challenge students.

The routine modified in this domain is:

- **Taking Attendance: Name Your Letters** (modified on Day 1)
- **Taking Attendance: Naming Letters During Morning Circle** (modified on Day 11)

Objectives associated with each of these routines are listed *only* on the day the routine is modified. Though every routine should be conducted every day, the associated objective will not be listed every day.

Nursery Rhymes

During the *Plants* domain, students learn nursery rhymes and songs, some of which have accompanying motions. Each of these rhymes or songs has an accompanying Nursery Rhymes and Songs poster that shows the words of the rhyme and a related illustration. The nursery rhymes and songs included in the *Plants* domain include:

- “Here We Go Round The Mulberry Bush”
- “Oats, Peas, Beans, and Barley Grow”
- “One Potato, Two Potato”
- “Ring Around The Rosey”
- “Peter Piper”
- “Tippety, Tippety”

By this time in the year, students have spent significant time in Small Groups learning to identify and blend the starting sounds of words. In the latter part of the school year, it is appropriate that students add a daily review of specific Small Group skills to their morning routine. Thus, teachers are asked to lead students in exercises to identify initial sounds and blend them into words every day by using words from the nursery rhymes. Starting on **Day 2**, a list of words to blend is provided under the activity heading **Blend Initial Sounds** during the Nursery Rhyme portion of Starting the Day.

Skills Instruction

During Skills instruction, students gain experience with emergent literacy skills that develop during the preschool period and provide the foundation for skilled, fluent reading and writing in the elementary school grades.

Small Group Skills Instruction

In the *Plants* domain, students continue to learn sounds and letters as they practice a variety of emergent literacy skills through child-friendly activities such as playing games to practice phonological awareness, continuing to work in their **My First Strokes Books**, learning three new ‘sound pictures,’ and telling stories. Like in the previous domains, most Small Groups begin with a movement opportunity designed to help students transition into their group. Some activities are repeated across days so that students are increasingly able to participate in them. The particular Skills areas addressed in the *Plants* domain include:

- Initial Sound Identification
- Initial Sound Synthesis and Analysis
- Final Sound Identification
- Sound Pictures for /a/, /t/, and /d/
- Sequencing and Narrative Storytelling
- Handwriting Strokes
- Blending Two-Sound Words

Sounds, Letters, and Sound Pictures

Research on literacy development during the Preschool period and beyond indicates that knowledge of the alphabet (i.e., letter names and letter sounds) is strongly correlated with students' later success in learning to read. Therefore, CKLA-Preschool provides instruction in both letter names and letter sounds throughout the school day. In the *Plants* domain, students continue to learn the letters in their own names during the Taking Attendance, Starting the Day, and Transitions portions of the lessons.

During Small Group time in the *Plants* domain, teachers and students focus on letter sounds at the beginning of words and learn to write the sound pictures for /a/, /t/, and /d/. As in the *Animals* domain, teachers first draw students' attention to the way a particular sound is made using the mouth and voice, and then they ask students to identify whether or not words presented orally begin with that sound. Then, teachers show students that the sound they are hearing can be written down or drawn (i.e., sound pictures). Some students may also know the letter name that corresponds to the sound picture and sound that their teacher introduces. If a student points out the name of a letter, teachers are encouraged to confirm the student's correct identification of the letter's name and to clarify that letters have *both* names and sounds. When Small Group activities focus on letter sounds, suggestions are given as to how teachers might draw students' attention to the sounds that the letters represent, while at the same time acknowledging letter names. Note that CKLA-Preschool focuses on the lowercase letters as the 'sound pictures,' since most of the letters students will see in printed texts are lowercase. Thus, teachers are instructed to write the lowercase letter whenever writing sound pictures.

Importance of Phonemic Awareness in the *Plants* Domain

Teaching Tip

See **Appendix C: Representing Phonemes (Sounds) in CKLA-Preschool** for a guide to how individual sounds in words (phonemes) are spelled in the *Plants* domain.

It is important to note that students are expected to be able to detect and manipulate individual sounds in words at this point in the school year (i.e., have phonemic awareness). For example, students are asked to add and subtract initial sounds before Pausing Point 1 during the *Plants* domain. After Pausing Point 1, students continue listening for sounds in words and start to blend words with two sounds. These activities prepare students for scaffolded, supported blending of three-sound words by the end of the school year. **If some students are not yet able to detect and manipulate sounds in words, it is very important that these students spend extra time reviewing and practicing the**

Skills activities from the previous domains, particularly the *Animals* domain. Students who cannot detect and manipulate sounds will experience difficulty in many of the Skills activities in the *Plants* and *Habitats* domains. During Small Group time, teachers should be aware of and provide the level of additional support and scaffolding that these students may need. Furthermore, the teacher should ensure that these students receive additional instruction in the phonological awareness skills (e.g., word awareness, rhyme awareness and production, detecting and manipulating syllables) that lay the foundation for the awareness of individual sounds in words. *The understanding that words are made up of individual sounds is foundational to reading and spelling in Kindergarten, and students must be given ample instruction and opportunity to develop this knowledge.*

Skills Activities Summary

The table that follows shows the activities that students will participate in during Small Groups and the various skills that are covered in those activities. Many activities cover multiple skill areas (for a more detailed explanation of these skills areas, see the **General Overview**).

Skills Small Group Activities Summary

Day(s)	Skills Small Group	Activity	Phonological Awareness				Print		Handwriting		Shared Writing	Narrative	
			Initial Sound	Final Sound	Sounds in Words	Sound-Letter Correspondence	Name Recognition	Alphabet Knowledge	Strokes/ Writing Letters	Name Writing	Dictation	Sequencing Events	Verbal Retelling
1	1	Same-Sound Pairs	✓			✓							
	2	The Story of Tony's Day										✓	✓
2	1	Adding Initial Sounds	✓			✓							
	2	Tracing with Primary Crayons					✓	✓	✓	✓			
3	1	Adding Initial Sounds	✓			✓							
	2	A Class Story									✓		✓
4	1	Draw the Sound Picture for /a/	✓			✓							
	2	Writing with Primary Crayons					✓	✓	✓	✓			
5	1	Circle the Sound Picture	✓			✓							
	2	Tell a Story											✓
6	1	Removing Initial Sounds	✓			✓							
	2	Tracing with Primary Crayons					✓	✓	✓	✓			
7	1	Removing Initial Sounds	✓			✓							
	2	Writing with Primary Crayons					✓	✓	✓	✓			
8–10	Pausing Point 1												
11	1	Initial Sound Mystery Box	✓			✓							
	2	Tell Your Own Story											✓
12	1	Initial Sound Matches	✓			✓							
	2	Draw the Sound Picture for /t/	✓			✓			✓				
13	1	Initial Sound Matches	✓			✓							
	2	What Will Happen Next?										✓	✓
14	1	Robot Talk: Two-Sound Words	✓	✓	✓	✓							
	2	Circle the Sound Picture for /t/	✓			✓			✓				
15	1	Two-Sound Word Hunt	✓	✓	✓								
	2	Draw the Sound Picture for /d/	✓			✓			✓				
16	1	Make a Match	✓			✓							
	2	Retell the Ending										✓	✓
17	1	Pushing Blocks for Sounds	✓	✓	✓	✓							
	2	Write the Initial Sound	✓			✓			✓				
18–20	Pausing Point 2												
21	Domain Assessment												

Listening & Learning Instruction

Listening & Learning instruction is designed to provide students the experiences needed to develop domain-specific language and content knowledge. These experiences include participating in interactive read-alouds, read-aloud reviews, and explicit vocabulary instruction.

The *Plants* domain introduces many scientific concepts that may be new to preschoolers as well as teachers. Because preschoolers are naturally curious, they may ask questions beyond the information provided in the read-aloud or scripted language. Please refer to **Appendix A: What Teachers Need to Know about Plants** and **Appendix B: What Teachers Need to Know about the Scientific Reasoning Cycle** for general information regarding teaching scientific concepts to preschoolers. Furthermore, you may wish to read supplemental resources for teachers found at the end of this Introduction. You will find several articles that address teaching science to preschoolers as well as specific information explaining various plant facts taught throughout this domain.

Interactive Read-Alouds

The *Plants* domain includes five original read-alouds and three trade books that address the Core Content Objectives for this domain. The read-alouds in the *Plants* domain are intended to be conducted as interactive group readings, meaning that teachers encourage student contributions and participation throughout the reading of the text. The read-alouds for the *Plants* domain include:

- “Plants Are All Around Us”
- “Plants Have Different Parts”
- *Sunflower House* by Eve Bunting and illustrated by Kathryn Hewitt
- “Plants Grow”
- “Plants Have Basic Needs”
- *Flowers* by Vijaya Khisty Bodach
- *A Fruit Is a Suitcase for Seeds* by Jean Richards and illustrated by Anca Hariton
- “Plants Are Important to Humans and Animals”

Picture Talks

Like the interactive group read-alouds, it is imperative that teachers read the Picture Talk and become familiar with the prompts used to engage students before conducting the Picture Talk.

Picture Talks accompany the following read-alouds in the *Plants* domain:

- “Plants Have Different Parts”
- “Plants Grow”
- “Plants Have Basic Needs”
- *Flowers* by Vijaya Khisty Bodach

Hands-On Learning

As part of Listening & Learning instruction in the *Plants* domain, students are provided two opportunities for whole-group experiential learning. These activities take the place of a whole-group read-aloud or Picture Talk. During these two activities, students will have the opportunity to conduct experiments related to growing and tasting plants. See the specific days for materials and **Advance Preparation**.

The hands-on learning opportunities in the *Plants* domain include:

- Day 13: Plant Experiments
- Day 17: Tasting Fruits and Vegetables

Deepening Understanding

In the *Plants* domain, Deepening Understanding instruction is given for the following words:

- soil
- sow
- trunk
- sip

Core Vocabulary

Day 1: "Plants Are All Around Us"

buds
edible
harvested
vegetables

Day 2: "Plants Have Different Parts"

nourish
nutrients
roots
soil
stem

Day 4: *Sunflower House*, by Eve Bunting and illustrated by Kathryn Hewitt

guaranteed
mammoth
sow
weeds

Day 6: "Plants Grow"

deeper
emerges
larger
seedling
thick

trunk

Day 11: "Plants Have Basic Needs"

collect
garden
healthy
plant
soak

Day 13: *Flowers*, by Vijaya Khisty Bodach

bloom
nectar
petals
raw
sip

Day 15: *A Fruit Is A Suitcase For Seeds*, by Jean Richards and illustrated by Anca Hariton

crowded
fruit
pit
suitcase
travel

Day 16: "Plants Are Important to Our World"

important
oxygen
root vegetables
shade

Extension Activities

Extension activities provide opportunities for teachers to reinforce and for students to apply content knowledge presented in the read-alouds. These activities are designed to be conducted by the teacher or classroom aide during Learning Center time across a period of three to five days. Since these activities cover certain Core Content and Language Arts Objectives, it is important that every student have an opportunity to participate in each activity.

Teachers are active facilitators of extension activities in that they provide the appropriate materials and model and facilitate the language needed to complete an activity. Nevertheless, these activities are intended to be primarily child-led. That is, once the general instructions have been explained, the teacher strategically supports students' learning by a) following the students' lead, b) scaffolding their language, and c) providing content-related information.

The Extension Activities for the *Plants* domain are:

- Days 1–3: Plant A Seed
- Days 4–7: Make Your Own Sunflower
- Days 11–14: Nature Walk*
- Days 15–17: Fruit Prints

*Prior planning is required for this activity. Teachers will take students on a walk outside to observe plants growing in nature. The Nature Walk might occur during the regular Extension Activity time, or at another convenient time during the day. Locations where the Nature Walk might occur include: the playground, a park, a nature trail, or any of the suggested field trip locations where plants grow naturally. Teachers might plan to take students together as a class or in small groups. It could be helpful to plan the Nature Walk at a time when additional adults are in the classroom or to ask parent volunteers to be present for the activity.

Take-Home Material

Take-home material is designed to give students repeated exposure to the domain-specific language and content knowledge in the *Plants* Domain. Some teachers might choose to use the take-home materials during the school day. In the *Plants* domain, we recommend that students take home the following:

- Day 1: *Plants* Family Letter 1
- Day 2: Read-Aloud “Plants Have Different Parts”
- Day 4: Parts of a Plant
- Day 5: Bags of Sunflower Seeds to Sow
- Day 7: Watch Seeds Sprout
- Day 11: *Plants* Family Letter 2
- Day 13: Tasting Fruits and Vegetables Permission Form
- Day 14: Bunny Hop
- Day 16: Read-Aloud “Plants Are Important to Humans and Animals”

Pausing Points

Pausing Points are opportunities to complete any activities from previous days or revisit material with which students are experiencing difficulty. Pausing Points do not follow the same daily structure (e.g., Starting the Day, Small Groups, whole-group read-aloud, etc.) as other days during the domain, but you could plan to do so if you wish. Each Pausing Point includes both a Skills and Listening & Learning Task Assessment that can be used to quickly evaluate students’ knowledge of important material taught up until that point. Teachers can use the Skills Activities Summary to find and repeat activities that target particular areas of difficulty for students. Additional ideas for activities that reinforce or extend material from both Skills and Listening & Learning are included in the Pausing Point as well.

Assessments

It is important to remember that while many objectives are taught in each domain, the expectation is not that students will master every objective taught in a single domain; the goal is mastery of all objectives by the

end of the school year. Therefore, some objectives that are taught in a given domain will not be assessed until subsequent domains. CKLA-Preschool assessments are designed to provide a “snapshot view” of whether or not each student is mastering specific Language Arts and Core Content Objectives. In addition to the specific assessments detailed here, teachers should continuously monitor students’ understanding of concepts and skill development by interacting with and observing students on a daily basis. By using the assessments provided with these daily observations, teachers can make informed day-to-day instructional decisions relevant to each student’s progress.

Portfolio Collection

During the *Plants* domain, students are beginning to produce more examples of written work during Small Group and Extension Activities. Teachers are able to collect a variety of examples of written work and artwork to be included as items in students’ portfolios. Students’ work in the *Plants* domain can be compared to that collected in the previous domain to gauge students’ progress. In this domain, students’ work from the following activities may be included in their portfolios:

- **Day 1:** Activity Pages 1 and 2: Watching Seeds Grow
- **Days 2, 4, 6, and 7:** Writing Strokes Activity Pages and students’ attempts at writing their names
- **Days 5 and 14:** Circle the Sound Picture
- **Day 17:** Writing the Initial Sound Pictures
- **Farm Stand Learning Center:** Students’ emergent writing samples, such as their efforts to make signs and flyers

Assessment Opportunity

In the *Plants* domain, the Farm Stand Learning Center provides an excellent Assessment Opportunity for observing students’ language skills in a naturalistic setting throughout the entire domain. Teachers should pay particular attention to observing the Core Content and Language Arts Objectives assigned to the Farm Stand and Vegetable Garden Learning Center. One way to record these observations is to take a pad of sticky notes to the Learning Center and date and record observations about individual students on each note. At the end of the day, these observations can be affixed to a page inserted into each individual

student's portfolio. As these observations are conducted over a period of time and across different settings, they collectively reflect students' progress across different areas of competency.

The *Plants* domain also includes routine activities that provide excellent opportunities for direct observation. For example, teachers might focus on observing students' daily participation in reciting and performing nursery rhymes during Starting the Day. Teachers might lead the activity while aides record students' levels of participation, or vice versa. There are numerous Assessment Opportunities during small-group and whole-group activities in the *Plants* domain.

Student Performance Task Assessments

During the *Plants* domain, students participate in Task Assessments during Pausing Point 1 and during the Domain Assessment. Pausing Point 1 Task Assessments are designed to give teachers a general idea of how students are performing relative to particular Core Content and Language Arts Objectives addressed in this domain. Students are asked to participate in tasks that demonstrate their competency in both Skills and Listening & Learning. These assessments are administered in either whole-group or small-group settings. The Task Assessments that students perform in the *Plants* Pausing Point 1 include:

- Skills: Adding Initial Sounds
- Listening & Learning: How Plants Grow

Task Assessments presented during the Domain Assessment are designed to record students' progress relative to objectives that one might reasonably expect students to master by the end of the *Plants* domain. The Task Assessments that students perform in the *Plants* Domain Assessment include:

- Skills: Handwriting Strokes
- Skills: Identifying Initial Sounds
- Listening & Learning: Plant Parts
- Listening & Learning: How Do Plants Grow?

Domain Materials

Lists of materials required to teach the *Plants* domain before and after the first Pausing Point are provided on the following pages. These lists do not include materials for Pausing Point activities (see **Pausing Points 1 and 2** for suggested materials). Use substitutions when necessary, as long as substitutions do not affect the Core Content and Language Arts Objectives for each Day.

Materials Required before Pausing Point 1

CKLA Materials

- Sign-In Cards 7-2
- ‘At Home’ and ‘At School’ containers
- Nursery Rhymes and Songs Posters 17, 26, 33
- Image Cards 1-1–1-3, 4-1, 6-1–6-5, 7-1
- Activity Pages 1-1, 1-2, 2-1–2-4, 4-1, 4-2, 5.1, 5-2, 6-1–6-3, 7-1,
- Transition Cards: Sound Pictures /m/ and /a/
- Transition Cards: Initial Sounds
- My First Strokes Book

Other Materials

- pairs of objects that start with the same sound
- seeds
- soil
- shovels
- plastic cups for planting
- markers
- writing utensils
- watering can or small pitcher
- large tray or tub
- chart paper or white board
- blank paper
- poster board or bulletin board
- scissors
- masking tape
- *Sunflower House* by Eve Bunting
- primary crayons
- construction paper
- yarn
- straws
- sunflower seeds
- muffin liners
- glue or tape
- small plastic bags (1 per student)
- acorn or other tree seed

Materials Required after Pausing Point 1

CKLA Materials

- Sign-In Cards
- 'At Home' and 'At School' containers
- Nursery Rhymes and Songs Posters 17, 26, 33, 37, 42, 49
- Transition Cards: Initial Sounds
- Transition Cards: Sound Pictures
- Activity Pages 11-1, 12-1, 13-1, 14-1, 14-2, 15-1, 16-1, 17-1, 17-2
- Image Cards 13-1–13-3, 13-4–13-11, 16-1–16-3

Other Materials

- box filled with objects
- chart paper or whiteboard
- colored markers
- wordless picture book
- digital camera (optional)
- placemats or trays (one per student)
- scissors
- seeds
- soil
- cups
- drawing utensils
- paper
- *Flowers* by Vijaya Khisty Bodach
- stuffed animal
- different kinds of flowers
- *A Fruit Is A Suitcase For Seeds* by Jean Richards and illustrated by Anca Hariton
- small blocks or counters (six per student)
- four fruits
- knife
- bowls
- fruits for printing (apple, pepper, orange, cucumber)
- permanent marker
- crayons
- various objects
- familiar fiction text
- small blocks or counters (twelve per student)
- various produce for tasting (at least four choices)
- individual bowls or plates
- bar graph
- stickers
- paper towels or wet wipes

Recommended Resources for Plants

Trade Books

We highly recommend the inclusion of any of the remaining books in your Library Center and/or for use as time permits throughout the year as additional whole-group read-alouds.

*Asterisk indicates that the text complexity or length of this trade book is likely above the comprehension level or attention span of preschoolers. Nevertheless, the pictures or themes in this book represent important opportunities for adults to facilitate conversations related to the content in this domain.

Suggested for Pausing Points and Library Center:

1. *A Tree Is A Plant*, by Clyde Robert Bulla and illustrated by Stacey Schuett (HarperCollins, 2001) ISBN 978-0064451963
2. *A Tree Is Nice*, by Janic May Udry and pictures by Marc Simont (HarperCollins Publishers, 1956) ISBN 978-0-64431477
3. *Alejandro's Gift*, by Richard E. Albert and illustrated by Sylvia Long (Chronicle Books, 1994) ISBN 978-0811813426
4. *Beatrix Potter: The Complete Tales*, by Beatrix Potter and edited by Frederick Warne (F. Warne and Company, 1989) ISBN 978-0723258049
5. *Chrysanthemum*, by Kevin Henkes (HarperCollins, 1991) ISBN 978-0688147327
6. *Corn Is Maize: The Gift of the Indians*, by Alikei (HarperCollins, 1976) ISBN 978-0064450263
7. *Eating the Alphabet: Fruits and Vegetables from A to Z*, by Lois Ehlert (Voyager Books, 1989) ISBN 978-0152010362
8. **Eyewitness Plant*, by David Burnie (DK Publishing, 2011) ISBN 978-0756660352
9. *Flower Garden*, by Eve Bunting and illustrated by Kathryn Hewitt (Voyager Books, 1994) ISBN 978-0152023720
10. *Fruits*, by Vijaya Khisty Bodach (Capstone Press, 2007) ISBN 978-0736896207

11. *From Seed to Plant*, by Allan Fowler (Children's Press, 2001)
ISBN 978-0823410255
12. *Growing Vegetable Soup*, by Lois Ehlert (Voyager Book, 1987)
ISBN 978-0152325800
13. *How a Plant Grows*, by Bobbie Kalman (Crabtree Publishing, 1997)
ISBN 978-0865057289
14. *Jack's Garden*, by Henry Cole (Greenwillow Books, 1995)
ISBN 978-0688152833
15. *Leaves*, by Vijaya Khisty Bodach (Capstone Press, 2007)
ISBN 978-0736896214
16. *Little Critter Jack And The Beanstalk*, by Mercer Mayer (Sterling, 1991)
ISBN 978-1402767937
17. *Our Community Garden*, by Barbara Pollak (Beyond Words Publishing, 2004) ISBN 978-1582701097)
18. **Plant Secrets*, by Emily Goodman and illustrated by Phyllis Limbacher Tildes (Charlesbridge, 2009) ISBN 978-1580892049
19. *Planting a Rainbow*, by Lois Ehlert (Harcourt, Inc., 1988)
ISBN 978-0152626105
20. *Roots*, by Vijaya Khisty Bodach (Capstone Press, 2007)
ISBN 978-0736896221
21. *Seeds*, by Vijaya Khisty Bodach (Capstone Press, 2007)
ISBN 978-0736896238
22. *This is the Sunflower*, by Lola M. Schaefer and pictures by Donald Crews (Greenwillow Books, 2000) ISBN 978-0688164133
23. *The Carrot Seed*, by Ruth Krauss and pictures by Crockett Johnson (HarperCollins, 1945) ISBN 978-0064432108
24. *The Tiny Seed*, by Eric Carle (Little Simon, 1987)
ISBN 978-1416979173
25. *The Ugly Vegetables*, by Grace Lin (Charlesbridge, 1999)
ISBN 978-0881063363
26. *Zinnia's Flower Garden*, by Monica Wellington (Puffin Books, 2005)
ISBN 978-0142407875

Online Resources for Teachers and Students

Online Resources for Teachers

1. Extensive list of resources for teaching science in the early childhood classroom
<http://www.naeyc.org/files/yc/file/200911/ClusterResourcesWeb1109.pdf>
2. Online article about teaching science to preschoolers
<http://www.naeyc.org/files/yc/file/200911/BosseWeb1109.pdf>
3. Online article about benefits of using science to teach preschoolers
<http://journal.naeyc.org/btj/200209/ScienceInThePreschoolClassroom.pdf>
4. Teaching science during the early childhood years
http://ngl.cengage.com/images/advertisements/marketing_downloads/PRO0000000028/SCL22-0429A_AM_Trundle.pdf
5. Using photographs to document student work
http://www.naeyc.org/files/tyc/file/V4N3/Using_Photos.pdf
6. Starting a school or classroom garden
<http://growing-minds.org/school-gardens>
7. Lesson Plans and Activities—Kid’s Gardening
<http://www.kidsgardening.org>
8. Michelle Obama “Let’s Move” campaign—school garden
<http://www.letsmove.gov/school-garden-checklist>

Online Resources for Students

9. Planting seeds for a garden with Michelle Obama Sesame Street clip
http://www.youtube.com/watch?v=tiXU_SDirRQ
10. “The Carrot Seed” online video clip
<http://www.youtube.com/watch?v=5q7iQhSCsj8>
11. “The Tiny Seed” online video clip
<http://www.youtube.com/watch?v=VSFNR777V0A>
12. Pumpkin circle project website
<http://www.informeddemocracy.com/pumpkin>
13. The garden song video clip
<http://www.youtube.com/watch?v=7Vu8zSCMQkY>
14. Sesame Street step-by-step planting seeds video clip
http://www.youtube.com/watch?v=6J_FaEtCivI

15. The Needs of a Plant video clip
<http://www.youtube.com/watch?v=OQT6piZOX7c>
16. Plants Video (Many Types of Plants)
<http://video.nationalgeographic.com/video/kids/green-kids/plants-kids>
17. The Great Plant Escape website
<http://urbanext.illinois.edu/gpe/case1/c1facts2b.html>
18. The Lady Bird Johnson Wildflower and Botanical Gardens
<http://www.wildflower.org>
19. Team Nutrition: Grow it, Plant it, Like it!
<http://teamnutrition.usda.gov/Resources/growit.html>
20. Online tour of Brooklyn botanical garden
<http://www.youtube.com/watch?v=aMidrXcnZcU>

Core Content Objectives

Students will:

- ✓ Name five plants (e.g., tree, grass, sunflower, cactus, carrot, etc.)
- ✓ Name the four parts of a plant (i.e., roots, stem, leaves, flowers)
- ✓ State the function of the four parts of a plant (i.e., roots soak up water, stem holds the plant up, leaves collect sunlight and air, flowers make seeds)
- ✓ State that flowers grow from seeds
- ✓ Describe how a sunflower grows (i.e., seed in ground, small root grows down, seedling comes up out of ground, flower grows)
- ✓ Name plants' four basic needs: sunlight, water, air, nutrients (from soil)
- ✓ State that flowers make seeds and fruits so that new plants can grow
- ✓ Use the word *petal* to label the colorful part of a flower
- ✓ State that fruits have seeds that grow into new plants
- ✓ Identify four types of fruit
- ✓ Name five foods that come from plants (e.g., apple, blueberry, banana, carrot, lettuce, etc.)

Language Arts Objectives

Students will:

- ✓ Describe an event or task that one is in the process of completing (SL.P.4)
- ✓ Describe an event or task that one has just experienced in the immediate past (SL.P.4)
- ✓ Use future verb tense (L.P.1b)
- ✓ Given sample objects/pictures and a verbal description of the selection criteria, sort objects/pictures according to a single criterion: sort by function (L.P.5a)

- ✓ Classify by function (L.P.5a)
- ✓ With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts (L.P.6)
- ✓ Understand and use precise nouns and verbs related to plants (L.P.1b)
- ✓ Assume a different role or perspective and express different possibilities, imaginary or realistic (SL.P.6)

Staging the Learning Center

Roles: gardener, farmer, cashier, customer, florist, delivery person

Play Props: market stand (made from cardboard boxes or puppet theater); cartons, bins, or baskets filled with plastic or felt fruits and vegetables; cash register with play money and credit cards; plastic container filled with beans or rocks for planting vegetables; striped beach towel to use as vegetable garden rows; seeds and seed packets with pictures on them; plastic or silk flowers; watering cans; plastic rakes and trowels; shopping cart and shopping baskets; scales to weigh fruits and vegetables; grocery bags; aprons with pockets; plastic vases for flowers

Reading Props: signs to label the farm stand and items for sale, labels for fruits and vegetables, gardening magazines or books, nonfiction books related to plants and seeds, flower or nature field guides, grocery store flyers

Writing Props: small notepads to write receipts and cards, paper on clipboards to write grocery or shopping lists, construction paper to label seeds planted in the garden, chalkboard to write announcements related to specials and news from the farm, blank cards for students to write notes to others (to accompany flower delivery)

Assessment Opportunity

Students' emergent writing from this Learning Center could be included in their portfolio and examined as part of ongoing assessment.

Facilitating the Farm Stand Learning Center

Teachers and aides play important roles as facilitators of Learning Centers, particularly when Learning Centers are first added to the classroom. Post the Center Cards for the Farm Stand Dramatic Play Learning Center so students can identify the center and so adults have a quick guide to facilitating language and play in the Learning Center.

Note: See the *Learning Center Card* for suggested language and vocabulary to model in this Learning Center.

Assessment Opportunity

The Learning Center provides excellent Assessment Opportunities throughout the entire domain. See the Domain Assessment for instructions for conducting naturalistic observations during Learning Centers.

Vocabulary: garden, gardener, farmer, cashier, shopper, list, vegetable, produce, fruit, flower, seed, sprout, harvest, grow, plant, pick, water, soil, air, sunlight, bouquet, recipe, stem, leaf, petals

Suggested Phrases:

Encourage students to describe what they are doing as they plant or harvest.

- I am **planting** my seeds in the soil.
- I am **planting** carrots, peppers, and flowers in the garden.
- I am **watering** the vegetables so they will grow bigger.

Encourage students to talk to customers about how they planted and harvested their goods.

- I **picked** the carrots from the garden just this morning!
- I **harvested** the corn this morning after it rained all week; the plants had grown very tall!
- I **planted** the flowers early this spring so they would grow for our farm stand.

Encourage students to plan what they are planting or using their purchases for.

- I **am going to make** soup tonight with the vegetables I bought at the Farm Stand
- I **am going to plant** some corn and then help shoppers at the Farm Stand today.
- I **am going to work** at the cash register counting money.
- I **am arranging flowers** that will be for sale today at the Farm Stand.

Encourage students to sort and classify goods within the Farm Stand.

- I am putting all of **the things we eat** from our garden into the bins so that customers can see them.
- I am putting all of the **things we use to dig** in this basket near the garden to find them later.

Before the Pausing Point

- Teacher or aide models the roles of farmer and gardener.
- Students play the role of customer, coming to the Farm Stand to purchase goods (fruits, vegetables, and flowers).
- Teacher or aide models the role of cashier.
- Students help at the Farm Stand, harvesting and sorting vegetables and fruits.
- Teacher or aide models discussing how to plant, care for, and harvest vegetables. Teacher or aide models labeling and pricing fruits and vegetables.
- Students participate in reading activities (e.g., reading signs to identify types of produce to buy or fliers about special Farm Stand events) modeled by teacher or aide.
- Teacher or aide models writing receipts, labels, and sale fliers.
- Teacher or aide models how to arrange flowers for purchase.

After the Pausing Point

- Students play the roles of farmer, gardener, and customer.
- With prompting and support from the teacher or aide, students play the role of cashier.
- Students plant and harvest the garden.
- Students write receipts and labels.
- Teacher or aide models planning the day at the Farm Stand (e.g., when coming to the center, students will discuss what job each will have in the Farm Stand and plan activities such as planting vegetables, picking vegetables, and then selling vegetables).
- Students shop at the Farm Stand and discuss what they will purchase as well as how they will use their purchases.
- Students discuss a plan for how to operate the Farm Stand before they engage in play.
- Students make grocery lists and shop at the Farm Stand.

TRANSITION CARDS: FRUITS AND VEGETABLES

Plants

Core Content Objectives

Students will:

- ✓ Name five plants (e.g., tree, grass, sunflower, cactus, carrots, etc.)

Language Arts Objectives

Students will:

- ✓ Ask or answer questions beginning with *who*, *what*, *where*, *when*, or *why* (SL.P.3)
- ✓ Ask or answer increasingly detailed, elaborate questions (other than those beginning with *who*, *what*, *where*, *when*, or *why*) (SL.P.3)
- ✓ Understand and use precise nouns and verbs related to plants (L.P.1b)
- ✓ Understand and use increasingly precise verbs related to eating, movement, and the five senses. (L.P.5d)
- ✓ With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts about plants (L.P.6)

Use the **Transition Cards: Fruits and Vegetables** throughout the *Plants* domain to help students move from one activity to the next. Ideas for ways to use the cards are presented below. These ideas progress from less to more difficult.

Find That Fruit or Vegetable

Place **Transition Cards: Fruits and Vegetables** in a pocket chart where all students can see them. Remind students that fruits and vegetables come from plants. Tell students that you are going to say the name of a fruit or vegetable and you want them to find that fruit or vegetable in the pocket chart. Say, “Can you find the _____?” Choose one student to come forward and point to the card. Then, transition that student to the next activity and continue until all students have had a chance to respond.

Review Tip

Ask students what color each vegetable or fruit is as they name it. Alternatively you could post

Transition Cards: Colors from the *Families and Communities* domain and have students match the fruits and vegetables to the color cards.

Name That Fruit or Vegetable

Tell students you are going to show them a picture of a fruit or vegetable and you want them to tell you its name. Remind students that fruits and vegetables come from plants. Show the first card and ask a student, “What fruit is this?” or “What vegetable is this?” Transition that student to the next activity and continue asking other students to identify fruits and vegetables until all students have had a chance to respond.

Solve the Riddle

Tell students that you are going to describe a fruit or a vegetable and you want them to guess the fruit or vegetable you are describing (do not show cards to students at this point). Tell students, “I am thinking of a green leafy vegetable that you use to make salad.” Call on one student to answer, then show all students the transition card depicting lettuce. Transition the student who responded to the next activity, then continue asking students to solve riddles until all students have had a chance to respond.

Transition Cards: Sound Pictures and Initial Sounds

Language Arts Objectives

Students will:

- ✓ With prompting and support, given a sound and a choice of two words, choose the word that begins with the given sound (RF.P.2d)
- ✓ With prompting and support, give the beginning sound of a spoken word (RF.P.2d)
- ✓ Give the consonant sounds of at least three written letters (RF.P.2c, RF.P.3a)
- ✓ With prompting and support, give the vowel sound of at least one letter (RF.P.3a)

Use the **Transition Cards: Initial Sounds** set in conjunction with the **Transition Cards: Sound Pictures** set throughout the *Plants* domain to help students move from one activity to the next. Ideas for ways to use these two sets of cards alone and together are presented below. These ideas progress from less to more difficult.

Starting Sounds

For this round, use only the **Transition Cards: Initial Sounds** set. Tell students that you are going to hold up a card and say a word. Their job is to figure out the sound at the beginning of the word. Hold up a card and say the word, emphasizing the beginning sound. Call on a student to say the word and its beginning sound. Transition the student who responded to the next activity, then continue asking students to identify initial sounds until all students have had a chance to respond.

Matching Initial Sound to Single Sound Pictures

Note: *Students will be introduced to and review Sound Pictures /m/, /a/, /t/, or /d/ over the course of this domain. At the beginning of the Plants domain, students only know /m/, which was introduced in the Animals domain. Throughout the domain, as students are introduced to new sound pictures (/a/, /t/, and /d/), begin using these in transition as well.*

Use the full set of **Transition Cards: Initial Sounds** in conjunction with any **Transition Cards: Sound Pictures** that students have learned (e.g., use only the words that start with /m/ at the beginning of the domain). Put one of the **Transition Cards: Sound Pictures** (/m/, /a/, /t/, or /d/) in a pocket chart. Give each student a card from the deck of **Transition Cards: Initial Sounds**. Have each student say the word that describes their picture and decide whether it starts with the same sound that is shown in the pocket chart. If it does, students place their cards in the chart. If it does not, student place their cards in a discard pile. Transition the student who responded to the next activity.

Matching Starting Sounds to Multiple Sound Pictures

Use the full set of **Transition Cards: Initial Sounds** in conjunction with any **Transition Cards: Sound Pictures** that students have learned. Put two or more of the **Transition Cards: Sound Pictures** (/m/, /a/, /t/, or /d/) that students have learned in a pocket chart. Give each student a card from the deck of **Transition Cards: Initial Sounds**. Have each student say the word that describes their picture and decide whether it starts with the same sound that is shown in the pocket chart. If it does, students place their cards in the chart beneath the correct sound picture. If it does not, student place their cards in a discard pile. Transition the student who responded to the next activity.

What Words Start with this Sound Picture?

Use the **Transition Cards: Sound Pictures** for this round. Show students a **Transition Card: Sound Picture** (/m/, /a/, /t/, or /d/) that they have learned. Ask students to think of a word that starts with the sound shown. Call on one student at a time say the sound that goes with the sound picture, then to share a word that starts with that sound. Repeat the student's word, emphasizing the initial sound to confirm or give corrective feedback. Transition the student who responded to the next activity.

☑ Lesson Objectives

Core Content Objectives

Students will:

- ✓ State that plants are alive
- ✓ Name five plants (e.g., tree, grass, sunflower, cactus, carrot, etc.)

Language Arts Objectives

Starting the Day

Students will:

- ✓ Recognize and call classmates and teacher by name (SL.P.1c)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the students' names (RF.P.1b)
- ✓ Recognize the initial letter of one's first name (RF.P.1d)
- ✓ Recognize the written form of one's first name (RF.P.1d, RF.P.3b)
- ✓ Identify some letters of the alphabet by name, especially those in child's first name (RF.P.1d)
- ✓ Perform activities requiring small muscle control (L.P.1a)
- ✓ Hold a writing instrument correctly between the thumb and index finger, resting against the middle finger (L.P.1a)
- ✓ Write one's first name, using upper- and lowercase letters appropriately (L.P.1a, L.P.2a)
- ✓ Write the first letter of one's first name using a capital letter (L.P.2a)
- ✓ Memorize and recite with others the nursery rhyme "Here We Go Round the Mulberry Bush" (RL.P.5, RF.P.2a)
- ✓ Interpret and act out through pantomime the nursery rhyme "Here We Go Round the Mulberry Bush" using one's own original gestures and movements (RL.P.10)

Skills

Students will:

- ✓ With prompting and support, give the consonant sounds of at least three written letters (RF.P.2c, RF.P.3a)
- ✓ With prompting and support, given a sound and a choice of two words, choose the word that begins with the given sound (RF.P.2d)
- ✓ With prompting and support, give the beginning sound of a spoken word (RF.P.2d)
- ✓ With prompting and support, sequence illustrations of three to five story events (RL.P.2)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, and *why* questions about a fiction read-aloud (RL.P.1, RL.P.3, SL.P.2, SL.P.3)
- ✓ Show understanding of and use the temporal words *first*, *next*, *then*, *after*, *later*, and *finally* in context (L.P.5c)
- ✓ Use present and past verb tense (L.P.1b)

Listening & Learning

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, and *why* questions about “Plants are All Around Us” (RI.P.1, SL.P.2, SL.P.3)
- ✓ With prompting and support, retell important facts and information from “Plants Are All Around Us” (RI.P.2)
- ✓ With prompting and support, ask and answer questions about unknown words in “Plants Are All Around Us” (RI.P.4)
- ✓ With prompting and support, use words and phrases acquired through reading and responding to “Plants Are All Around Us” (L.P.6)
- ✓ Understand and use precise nouns and verbs related to plants (L.P.1b)
- ✓ Classify by other conceptual categories (L.P.5a)

- ✓ With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text about planting a seed, naming the topic and supplying some information about the topic (W.P.2, W.P.8)
- ✓ Add drawings or other visual displays to describe an event or task that has already taken place outside the immediate place and time (SL.P.5)
- ✓ Ask questions about oral directions or verbal explanations (SL.P.2)
- ✓ Restate oral directions or verbal explanations (SL.P.2)
- ✓ With prompting and support, ask appropriately for the help of an adult when needed (SL.P.3)
- ✓ Describe an event or task that one is in the process of completing (SL.P.4)
- ✓ Express personal needs and desires verbally in a comprehensible manner (SL.P.6)

Core Vocabulary

buds, *n.* Curled up petals that open into flowers

Example: There are buds getting ready to bloom on our rose bush.

Variation(s): bud

edible, *adj.* Able to be eaten

Example: The flowers on my birthday cake were edible; they were made of icing!

Variation(s): none

harvested, *v.* Gathered or collected

Example: The farmer harvested her corn to sell at the farmer's market.

Variation(s): harvest, harvests, harvesting

vegetables, *n.* Parts of plants like carrots, peas, and corn that can be eaten

Example: Ariel likes to eat vegetables, especially carrots, peppers, and broccoli.

Variation(s): vegetable

At a Glance

		Exercise	Materials	Minutes
STARTING THE DAY				
Routines	W	Continue Established Routines	Sign-In Cards and 'At Home' and 'At School' containers from <i>Animals</i> domain	During morning circle
		Attendance: Name Your Letters		
Nursery Rhyme	W	Here We Go Round the Mulberry Bush	Nursery Rhymes and Songs Poster 17	
SKILLS				
Small Group 1	S	Warm-Ups	Pairs of objects that start with the same sound (see Advance Preparation)	10
		Same-Sound Pairs		
Small Group 2	S	The Story of Tony's Day	Image Cards 1-2-1-4	10
LISTENING & LEARNING				
Introducing the Read-Aloud	W	What Do We Already Know?		5
		Purpose for Listening		
Presenting the Read-Aloud	W	Plants Are All Around Us		10
Discussing the Read-Aloud	W	What's the Big Idea?		10
Extension Activity	L	Plant a Seed	Activity Page 1-2; seeds, soil, shovels, cup for planting, marker, watering can, writing utensils, watering can, large tray or tub, chart paper or whiteboard	During Learning Centers

Take-Home Material

Plants Family Letter 1

Give students the following material to take home to their family:

Activity Page 1-1: *Plants* Family Letter 1

Advance Preparation

Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small-group leader has a copy of the lesson for implementation.

Small Group 1

Collect a variety of objects to create ten pairs that start with the same consonant sound (e.g., pencil/paintbrush, bandana/book, sunglasses/sock, napkin/nut, cup/candle, mirror/mitten, etc.). Avoid words that start with blends, or two consonant sounds (e.g., blocks, trash, clock, etc.), as it will be difficult for students to hear the initial sound. Be sure to find objects that start with a variety of different sounds.

Listening & Learning

Practice delivering the read-aloud text while looking at the Flip Book, making notes as to how you plan to make the read-aloud interactive for students. Write your notes in the boxes provided.

Extension Activity

Note: *Remind students that, while some seeds are edible, the seeds you are using are not to be eaten. If you are concerned about younger students, use sunflower seeds or beans only.*

Purchase seeds that germinate quickly and are large enough for students to handle (e.g., bean, sunflower, marigold, zinnia, nasturtium). Alternatively, you could grow grass seed, which you may want to put in a shaker to help students evenly distribute them. See the following website for tips on how to successfully germinate seeds indoors:

<http://www.kidsgardening.org/node/3914#Q1>

Label cups with students' names and carefully poke holes in the bottom so that excess water will drain out. Use cups in which it is easy to poke holes (e.g., styrofoam or wax-coated paper cups). Place potting soil into a large bin with shovels for scooping. Fill a small watering can with water. Ensure that the watering can does not pour too quickly. If it does, you may want to have students use a water dropper instead. Place the tub or tray at students' eye level in a sunny spot where students can watch their planted seeds grow. Create an example drawing for Day 1 on **Activity Page 1-2: Watch Seeds Grow**. Draw the cup, soil, and planted seed.

Starting the Day

	Exercise	Materials	Minutes
Routines	W Continue Established Routines	Sign-In Cards and 'At Home' and 'At School' containers from <i>Animals</i> domain	During morning circle
	W Attendance: Name Your Letters		
Nursery Rhyme	W Here We Go Round the Mulberry Bush	Nursery Rhymes and Songs Poster 17	

Routines

Whole Group

Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me*, *Families and Communities*, and *Animals* domains. These include:

- Ordering the Schedule Using Temporal Words
- Learning Center labels and sign-in
- Materials labels
- Classroom jobs

Attendance: Name Your Letters

Note: Continue using these steps to take attendance every morning until the attendance routine is modified.

Students will continue to copy their name to sign in to school in the morning using the **Sign-In Cards** from the *Animals* domain. When they are finished copying their names, students will name some or all letters in their names, with the help of an adult.

- As students arrive at school, help them find their Sign-In Cards, a dry erase marker, and a seat where they can copy their name.
- Explain to students that you want them to write their names, making sure to write each letter. Say the name of each letter as you point to them from left to right.
- Tell each student to begin copying his/her name, starting with the first letter.
- For students who are unable to copy all letters accurately, focus on helping them correctly copy the first letter of their names. For

subsequent letters, expect students to make an attempt to write each individual letter. ***By the end of this domain, the majority of the letters should be clearly recognizable.***

- Once students have copied their names, ask students to say the name of each letter before they place their Sign-In Cards in the 'At School' container. ***By the end of the Plants domain, students should be able to point to and name the letters in their own name.***
- During morning circle, review who is present by counting the number of cards in the 'At School' container. Then review who is absent by counting the absent students' Sign-In Cards and placing them in the 'At Home' container.

Nursery Rhyme

Whole Group

Teaching Tip

The **echo technique** is a way of teaching students the words of a nursery rhyme by reading each line and having students repeat after you. Every time you introduce a new nursery rhyme, use the echo technique to teach students the words to the song.

Here We Go Round the Mulberry Bush

Note: *The Nursery Rhymes and Songs Poster for this song does not list all of the verses. The full text of the rhyme is written below. On subsequent days, only cues—not the full text—will be given for each verse.*

Teach students the song “Here We Go Round the Mulberry Bush” using the echo technique. Introduce the song by showing **Nursery Rhymes and Songs Poster 17: Here We Go Round the Mulberry Bush**. Then, have students repeat the words after you as you pause at natural stopping points. Finally, invite students to join in singing the entire song.

- Show **Nursery Rhymes and Songs Poster 17: Here We Go Round the Mulberry Bush**.
- Explain that a mulberry bush is a plant that has mulberries on it and that mulberries are a fruit that you can eat. Make sure students know they should never eat anything from a plant outside without checking with an adult to make sure it is okay to eat.

“Today we are going to learn the song ‘Here We Go Round the Mulberry Bush.’ A mulberry bush is a bush that grows little berries called mulberries; they are a fruit you can eat [point to bush and berries in poster’s illustration]. Remember, you shouldn’t ever eat anything from a plant outside without checking with an adult first to make sure it is okay to eat.”

- Sing the first two verses of the nursery rhyme, sliding your finger under each word as you sing.

“Now, I’m going to help you learn ‘Here We Go Round the Mulberry Bush.’ I’m going to say a part and then I will stop and give you a chance to echo the words. That means you will say the exact words that I said. When it is your turn to talk, I will point to you. We will keep doing this for each part of the nursery rhyme.”

- Teach students the first two verses of the nursery rhyme in parts using the echo technique.
- With students’ input, decide on a motion to do for the verse that shows “wash our clothes.”
- Then, tell students the first part of the remaining verses and allow them to sing along with you as you sing the verse.
- Help students decide what motions your class will do as it sings the verses.

1	Here we go round the mulberry bush, The mulberry bush, the mulberry bush. Here we go round the mulberry bush, So early in the morning.
2	This is the way we wash our clothes, Wash our clothes, wash our clothes. This is the way we wash our clothes, So early Monday morning.
3	This is the way we iron our clothes, iron our clothes, iron our clothes This is the way we iron our clothes, So early Tuesday morning.
4	This is the way we mend our clothes, Mend our clothes, mend our clothes This is the way we mend our clothes, So early Wednesday morning.
5	This is the way we scrub the floor, Scrub the floor, scrub the floor This is the way we scrub the floor, So early Thursday morning.

6	This is the way we sweep the house, Sweep the house, sweep the house, This is the way we sweep the house, So early Friday morning.
7	This is the way we bake the bread, Bake the bread, bake the bread This is the way we bake the bread, So early Saturday morning.
8	This is the way we water our garden, Water our garden, water our garden This is the way we water our garden, So early Sunday morning.

Skills

		Exercise	Materials	Minutes
Small Group 1	S	Warm-Ups	Pairs of objects that start with the same sound (see Advance Preparation)	10
		Same-Sound Pairs		
Small Group 2	S	The Story of Tony's Day	Image Cards 1-2-1-4	10

Note: At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move students between Small Groups.

Small Group 1

10 minutes

Small Group

Warm-Ups

Sound Picture Review

Students will review previously learned sound pictures.

- Start with all students standing.
- Show students **Transition Card: Sound Picture /m/**.
- Ask students what sound this sound picture shows. If students identify the name of the letter that spells the /m/ sound (i.e., 'm'), confirm that they have indeed correctly identified the name of the letter 'm.' Then, clarify that you would like them to identify the sound shown on the card, and that letters have both names and sounds.
- Hold up **Transition Card: Sound Picture /m/** with your left hand and trace the 'm,' describing each stroke as you trace. Then, as you write an /m/ in the air with your magic pencil (i.e., pointer finger), have students write an /m/ in the air, too.
- Give students three examples of words that start with /m/ (e.g., *monkey, mitten, muffin*, etc.).
- Have each student think of one word that starts with /m/. Use **Transition Cards: Initial Sounds /m/** to cue students who have difficulty thinking of their own words.
- When they have thought of their words, the students should sit down. Call on the seated students to say their words aloud.



1. short line down
2. hump
3. hump

Same-Sound Pairs

You will show two objects and students will indicate whether or not they start with the same sound. Show students the classroom objects you have collected (see **Advance Preparation**). Remember to focus on *sounds*, acknowledging students who respond with letter names by confirming that they have correctly identified the *letter name* but you are asking about the *letter sound*.

- Explain to students that you will show them two objects and say their names. If the words start with the same sound, they will show ‘thumbs up.’ If the words start with different sounds, they will show ‘thumbs down.’
- Show students pairs of objects, alternating between objects whose names start with the same sound and objects whose names start with different sounds.
- Ask students to isolate and say the sound at the beginning of each word.
- Allow students to choose pairs of objects and to ask the rest of the group whether their names start with the same sounds or different sounds.
- Ask students to isolate and say the sound at the beginning of each word.

Small Group 2

10 minutes

Small
Group

The Story of Tony’s Day

After listening to a short narrative story about a boy’s day, students will sequence pictures illustrating the narrative and then answer related questions.

- Read the story below to students. As you read each event, show students the accompanying **Image Card** by placing it sequentially in a pocket chart.

Image Card 1-1A	Tony woke up early. Today was the day he would meet his friend Gabriel at the park!
Image Card 1-1B	Tony and Gabriel had fun on the swings.
Image Card 1-2A	Then, for lunch, they ate peanut butter sandwiches together.
Image Card 1-2B	After that, Tony was tired, and so he took a nap in the hammock.
Image Card 1-3A	At dinnertime he talked about everything he and Gabriel did at the park.
Image Card 1-3B	Later in the evening, Tony's father read him a funny book. They laughed together and then Tony hugged his dad and said goodnight.

- Next, mix up **Image Cards 1-1–1-3: Tony's Day** and display them in the pocket chart. Read the story again and have students find the accompanying Image Card for each event and place it sequentially in the pocket chart.
- When you are finished reading the story a second time, ask students the following questions about story events:
 - Who are the three characters in this story? Who is this story about? (Tony, Gabriel, Tony's dad)
 - What happened first in the story? (Tony woke up.)
 - What happened next? (He met his friend Gabriel at the park, or they had fun on the swings.)
 - What did Tony and Gabriel do after they played on the swings? (They ate peanut butter sandwiches.)
 - Why did Tony take a nap in the hammock? (because he was tired)
 - What is the last thing that happened in the story? (Tony's father hugged him and said goodnight.)
- If time permits, ask students to tell their own stories about a fun day they recently experienced or a trip they took. Help students include the words *first*, *next*, *then*, *after*, *later*, and *finally* in their stories.

Listening & Learning

	Exercise	Materials	Minutes
Introducing the Read-Aloud	W What Do We Already Know?		5
	Purpose for Listening		
Presenting the Read-Aloud	W Plants Are All Around Us		10
Discussing the Read-Aloud	W What's the Big Idea?		10
Extension Activity	L Plant a Seed	Activity Page 1-2; seeds, soil, shovels, clear plastic cups, marker, watering can, writing utensils, large tray or tub; chartpaper or white board	During learning centers

Introducing the Read-Aloud

5 minutes

Whole Group

What Do We Already Know?

- Remind students that animals are living things and that there are all different kinds of animals.

"We have learned about all kinds of animals that live in our world. Animals are living things. They are alive."

◀ SHOW FLIP BOOK PAGE 1-2: King penguins, chameleon, bottle-nose dolphin, chimpanzee, elephant, and toucan

- Talk about the body parts of the animals that you see on the page and how animals use their body parts.

"There are many different animals on this page. They are all special and unique. Can you remember the names of the animals on this page? Can you tell me some animal body parts you see on this page? What do these animals use their body parts to do?"

- Call on a few students to respond.

Purpose for Listening

- Tell students to listen to the read-aloud to find out about other things that are alive and living in our world.

"Humans live in our world, and so do animals. Humans and animals are both alive. There is something else that is alive and lives in our world, too—plants. Listen to find out about all kinds of plants that live in our world."

Plants Are All Around Us

Note: Suggested language is provided for the entire read-aloud “Plants Are All Around Us.” After the first two read-alouds in the Plants domain, space is provided for you to plan how to make the read-aloud interactive, combining your own strategies with those demonstrated here.



◀ SHOW FLIP BOOK PAGE 1-1: Families around the world

There are many different humans in our world. Each human is special. Even though we look different from each other, we are all humans. Humans are living things that grow.

- Remind students that all humans are special and unique.

“The people in this picture are alike in some ways and different in some ways. They are all alike because they have the same body parts. They have eyes, noses, and mouths. They are also special in different ways. What are some ways these people are special?”

- Call on a few students to respond.

“Even though humans are special and unique, they are all living things that grow.”



◀ **SHOW FLIP BOOK PAGE 1-2: King penguins, chameleon, bottle-nose dolphin, chimpanzee, elephant, and toucan**

There are many different kinds of animals in our world. There are penguins, chameleons, and dolphins. There are chimpanzees, elephants, and toucans. Animals can look different from each other, but all animals are living things that grow.

"The animals in this picture are alike in some ways and different in some ways. Some of them are alike because they have the same body parts. Some of them have eyes, noses, and mouths. They are also different in many ways. What are some ways these animals are different?"

- *Call on a few students to respond.*

"Even though animals are different and unique, they are all living things that grow—just like human beings."



◀ **SHOW FLIP BOOK PAGE 1-3: tree, carrot, philodendron leaf, cactus, sunflower, potted flower**

There are many kinds of plants in the world, too. Plants can look different from one another. Some plants are tall trees, some plants are **edible** like carrots, and some plants have colorful flowers. Just like animals, plants are living things that grow.

- Point to the pictures on this page.

"The pictures on this page show different kinds of plants. Can anyone name one of the plants that they see on this page? Where might you see some of these plants?"

- Call on a few students to respond.

- Point to the picture of the tree on this page.

"This plant is called a tree. A tree starts out very small, but it grows for a long time and gets very tall. Usually, it takes many, many years for trees to grow that tall."

- Point to the picture of the flowers in the pot on this page.

"These flowers are plants that grow. Sometimes, people put them in pots and sometimes people put them in the ground. It doesn't take very long for flowers to grow. There are many different kinds of flowers. Many are very colorful like the ones in this picture. Who has seen flowers before? Where have you seen them?"

- Call on a few students to respond.

- Point to the remaining plants on the page and label them.

"These carrots are a vegetable. They are a plant that grows in the ground. This plant is called a cactus. This is a really big leaf from a big plant."



◀ **SHOW FLIP BOOK PAGE 1-4: Girl smelling rose**

Plants are living things that grow. Some plants grow **buds** that bloom into colorful flowers.

- *Point to the bud in this picture and define buds.*

"Buds are curled up petals that open into flowers."

- *Point to the picture of the rose in this picture.*

"The girl in this picture is using her sense of smell to sniff this flower. Many people like to sniff flowers because they smell wonderful. Can you show me how you would sniff a flower? What body part and sense do you use to sniff a flower?"



◀ **SHOW FLIP BOOK PAGE 1-5: Girl climbing in tree**

Trees are plants that grow to be big and tall. Some trees' limbs grow strong enough for children to climb them. Trees are living things that grow.

- *Point to the girl climbing the tree in this picture.*

"The girl in this picture is using her arms and legs to climb a tree. Do you remember any other living thing that uses its arms or legs to climb a tree?"

- *Call on a few students to respond. (koala, chimpanzee)*

"Trees grow very tall and strong. It takes them a long time to get very, very big. It might take them twenty years to grow big enough to climb. They are plants that are alive and grow."



◀ **SHOW FLIP BOOK PAGE 1-6: Girl lying in grass**

Grass is a plant that covers the ground. Grass is a living thing that grows in all kinds of places.

- *Point to the grass in this picture.*

"The girl in this picture is lying in the soft, green grass. Grass can be found in many places like in the park, in yards, or even near playgrounds at schools. Where have you seen grass?"

- *Call on a few students to respond.*

"Have you ever felt grass on your hands or feet? What did it feel like?"

- *Call on a few students to respond. (tickly, soft, prickly)*



◀ **SHOW FLIP BOOK PAGE 1-7: Boy eating corn**

Even some of the food we eat comes from plants. **Vegetables** are parts of plants that are **harvested** for humans to eat. Corn is a vegetable that grows on a tall stalk. When we eat kernels of corn, we are eating the seeds of the corn plant.

"There are many other plants that people eat. Some people grow their own vegetables or fruits that they harvest for dinner. Other people may go to the store to get their fruits or vegetables. Can you tell me some plants that you have eaten before?"

- *Call on a few students to respond. (apples, potatoes, bananas, etc.)*



◀ **SHOW FLIP BOOK PAGE 1-8: Girl sitting on park bench with trees**

You are a living thing, and plants are living things, too. Next time you go outside, look for flowers and trees, look for grasses and vegetables. Look around at all the different kinds of living, growing plants that make our world so beautiful.

- *Point to plants in this picture.*

"There are many kinds of plants in the world. They all grow and are living things."

Discussing the Read-Aloud

10 minutes

Whole
Group

What's the Big Idea?

Is It a Plant?

- Have students show 'thumbs-up' or 'thumbs-down' to indicate whether or not the thing you name is a plant.

"I want us to play the same game we played before. Show me 'thumbs up' if the thing I say is a plant and show me 'thumbs-down' if it is not a plant."

- tree
- elephant
- train
- bird
- flower
- carrot
- preschooler
- grass
- door
- pencil

- corn
- chicken

Plant Mural

- First, review the different kinds of plants you learned about in the read-aloud by flipping through the pictures in the Flip Book.
- Show **Flip Book Page 1-8: Girl sitting on park bench with trees**
- Using the chart paper or whiteboard, and with the help of students, create a mural showing a few kinds of plants (e.g., tree, grass, flower, rose bush).
- Ask students to name a plant, then draw that plant or have each student who names a plant come forward and draw it.
- Label each plant by writing its name on or beside the drawing.

Extension Activity



Teaching Tip

The widespread availability of digital cameras provides an excellent opportunity to record scientific observations through the use of photographs. Teachers might take and print photographs of growing plants so that students can compare, sort, and sequence phases of plant growth and development.

Language Facilitation

Use the **labeling and describing strategy** to model the vocabulary students need to make meaningful observations. Use words to name and describe the things that students are doing, seeing, and drawing. There is no expectation that students respond; rather, the expectation is that students will build their vocabulary by listening to what you say and matching words to objects and situations.

Plant a Seed

Students will plant a seed and observe its growth throughout the *Plants* domain.

Note: *Throughout the Plants domain, use **Activity Page 1-2: Watching Seeds Grow** for students to record their observations. Have students observe their plant every few days, or at each stage of the plant's cycle. Encourage students to draw a picture of their observations and dictate a description of their drawing.*

- Tell students that they are going to follow your directions to plant a seed.

"Today we are going to follow directions to plant a seed into the soil. We are going to keep these plants in our classroom and care for them so that we can watch them grow and make observations. This seed will grow into a plant."

- Demonstrate how students will plant their own seeds.

"Today we are going to plant our very own seeds. I want you to watch me plant a seed in soil, and then I am going to help you plant your own seed in soil. First, I find the container that has my name on it. Next, I scoop some soil into the pot so that it is close to the top of

the container. Then, I dig a little hole with my finger for the seed and put the seed into the hole. Finally, I cover up the seed with a little bit of soil.”

- Use the **labeling and describing strategy** to describe how students are planting the seed in soil.
- Encourage students to repeat your directions as they plant their seeds to demonstrate understanding.
- Encourage students who need additional assistance planting and watering to ask for the help of a teacher or other adult or ask a question about the original directions.

“Tammy, I see you are trying to put some soil in your cup. Do you need some help? If you do, how could you ask me for help? John, I see that you need a cup. What can you do to get a cup? What can you ask me or another teacher?”

- Once students have planted their seeds, tell students that seeds need nutrients (from soil), water, and sunlight to grow. Draw a symbol for each of these on a whiteboard or chart paper. Tell students that you just put the seed in soil, and make a check mark under the soil symbol. Tell students that it still needs water and sunlight to grow.

“We are going to take care of our plants by giving them soil, water, and sunlight. We already planted our seeds in soil. Now we need to give them water and sunlight.”

- Assist students in watering their seeds using a small amount of water.
- Help students find a sunny spot in the room to keep their plants.
- Show students **Activity Page 1-2: Watch Seeds Grow**. Tell students that they are going to draw a picture of their plants every few days so they can keep track of how much they grow.
- Show students your example drawing for the first day on the Activity Page (see **Advance Preparation**).

“I observed my seed when I planted it. That means I looked at it and drew a picture so I can remember how it looks today. My drawing shows a seed in the soil. I also drew some water and a sun in my picture because I gave my seed some water and put it in the sunlight. [point to each of these elements in your drawing]

Underneath my drawing I wrote 'Day 1' because this is the first day I planted the seed. Under my picture I wrote, 'The seed is in the soil,' to describe what the seed looks like today."

- Give each student an Activity Page and invite them to draw a picture of what their plant currently looks like in the first box. Beneath the students' drawings write "Day 1" and have students dictate a sentence to describe what their seeds look like today.
- Ask students to predict how long it will take their plants to come out of the ground (e.g., an hour, a day, a week, etc.) and write each student's prediction at the top of their Activity Page.

☑ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Name the four parts of a plant (i.e., roots, stem, leaves, flowers)
- ✓ State the function of the four parts of a plant (i.e., roots soak up water; stem hold the plant up; leaves collect sunlight and air; flowers make seeds)

Language Arts Objectives

Starting the Day

Students will:

- ✓ Memorize and recite with others the nursery rhyme “Here We Go Round the Mulberry Bush” (RL.P.5, RF.P.2a)
- ✓ Interpret and act out through pantomime the nursery rhyme “Here We Go Round the Mulberry Bush” using one’s own original gestures and movements (RL.P.10)
- ✓ Segment a spoken word into separate, distinct syllables (RF.P.2a)
- ✓ Blend two spoken syllables, saying the whole word (RF.P.2a)
- ✓ With prompting and support, give the beginning sound of a spoken word (RF.P.2d)

Skills

Students will:

- ✓ With prompting and support, give the consonant sounds of at least three written letters (RF.P.2c, RF.P.3a)
- ✓ With prompting and support, give the beginning sound of a spoken word (RF.P.2d)
- ✓ Recognize the written form of one’s first name (RF.P.1d)

- ✓ Perform activities requiring small muscle control (L.P.1a)
- ✓ Hold a writing instrument correctly between the thumb and index finger, resting against the middle finger (L.P.1a)
- ✓ Draw and use as motifs: moon, wave (L.P.1a)
- ✓ Write one's first name, using upper- and lowercase letters appropriately (L.P.1a, L.P.2a)
- ✓ Write the first letter of one's first name using a capital letter (L.P.2a)

Listening & Learning

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, and *why* questions about “Plants are All Around Us” (RI.P.1, SL.P.2, SL.P.3)
- ✓ Find the illustration, or object within the illustration, that is being described from “Plants Have Different Parts” (RI.P.7)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, retell important facts and information from “Plants Have Different Parts” (RI.P.2)
- ✓ With prompting and support, ask and answer questions about unknown words in “Plants Have Different Parts” (RI.P.4)
- ✓ With prompting and support, use words and phrases acquired through reading and responding to “Plants Have Different Parts” (L.P.6)
- ✓ Understand and use precise nouns and verbs related to plants (L.P.1b)
- ✓ With prompting and support, sort, classify, and describe pictures according to concepts and/or categories explained in “Plants Have Different Parts” (RI.P.3)
- ✓ Classify by other conceptual categories (L.P.5a)
- ✓ With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text about planting a seed, naming the topic and supplying some information about the topic (W.P.2, W.P.8)

- ✓ Add drawings or other visual displays to describe an event or task that has already taken place outside the immediate place and time (SL.P.5)
- ✓ Ask questions about oral directions or verbal explanations (SL.P.2)
- ✓ Restate oral directions or verbal explanations (SL.P.2)
- ✓ With prompting and support, ask appropriately for the help of an adult when needed (SL.P.3)
- ✓ Describe an event or task that one is in the process of completing (SL.P.4)
- ✓ Express personal needs and desires verbally in a comprehensible manner (SL.P.6)

Core Vocabulary

nourish, v. To give something good food to keep it healthy

Example: It is important to eat vegetables that nourish our bodies.

Variation(s): nourished, nourishes, nourishing

nutrients, n. vitamins and other important things that living things need to stay healthy.

Example: Humans need to eat fruit and vegetables to get important nutrients in their bodies.

Variation(s): nutrient

roots, n. The underground part of a plant that holds it in place and helps it take in water and food from the soil.

Example: The roots of the pine tree were very large.

Variation(s): root

soil, n. Dirt that has nutrients plants need to grow

Example: We bought a bag of soil at the garden center in which to plant our pansies.

Variation(s): none

stem, n. The main part of the plant that grows out from the ground and has leaves and buds.

Example: The sunflower has a large, green stem growing out of the ground.

Variation(s): stems

At a Glance

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
<i>Routines</i>	W	Continue Established Routines		During morning circle
<i>Nursery Rhyme</i>	W	Here We Go Round the Mulberry Bush	Nursery Rhymes and Songs Poster 17	
SKILLS				
<i>Small Group 1</i>	S	Warm-Ups	Transition Cards: Sound Picture: /m/ and Transition Cards: Initial Sound: /m/	10
		Adding Initial Sounds		
<i>Small Group 2</i>	S	Warm-Ups	Activity Pages 2-2-2-4	10
		Tracing with Primary Crayons		
LISTENING & LEARNING				
<i>Introducing the Read-Aloud</i>	W	What Do We Already Know?		5
		Purpose for Listening		
<i>Presenting the Read-Aloud</i>	W	Plants Have Different Parts		10
<i>Discussing the Read-Aloud</i>	W	What's the Big Idea?		10
<i>Extension Activity</i>	L	Plant a Seed	Activity Page 1-2; seeds, soil, shovels, clear plastic cups, marker, watering can, writing utensils, large tray or tub; chart paper or whiteboard	During Learning Centers

Take-Home Material

"Plants Have Different Parts" Read-Aloud

Give students the following material to take home to their family:

Activity Page 2-1: "Plants Have Different Parts" Read-Aloud

Advance Preparation

Nursery Rhyme

Practice the hand motions for blending words until you can do them smoothly (see **Blend Initial Sounds**).

Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small-group leader has a copy of the lesson for implementation.

Small Group 2

Place **Activity Pages 2-2-2-3** in the next empty page protector of each student's **My First Strokes Book** following the strokes completed in the previous domain. At this point in the year, you might choose to remove the pages for handwriting strokes that all students have mastered.

Listening & Learning

Practice delivering the read-aloud text while looking at the Flip Book, and make notes as to how you plan to make the read-aloud interactive for your students. Write your notes in the boxes provided.

Introducing the Read-Aloud

Prepare a piece of chart paper with the title "All Kinds of Plants."

Starting the Day

	Exercise	Materials	Minutes
Routines	W Continue Established Routines		During morning circle
Nursery Rhyme	W Here We Go Round the Mulberry Bush	Nursery Rhymes and Songs Poster 17	

Routines

Whole Group

Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me*, *Families and Communities*, and *Animals* domains. These include:

- Ordering the Schedule Using Temporal Words
- Learning Center labels and sign-in
- Materials labels
- Attendance: Copying name and naming letters
- Classroom jobs

Nursery Rhyme

Whole Group

Here We Go Round the Mulberry Bush

Practice the Rhyme

- Show students **Nursery Rhymes and Songs Poster 17: “Here We Go Round the Mulberry Bush.”**
- Remind students that a mulberry is a berry you can eat that grows on a bush. [*point to illustration on poster*]
- Tell students to clap the syllables in the word *mulberry* as they say it with you: mul—ber—ry.
- Practice the song “Here We Go Round the Mulberry Bush” with students (see verse cues that follow).

- Encourage students to do motions to accompany each verse of the song.

1	...round the mulberry bush... ...so early in the morning.
2	...wash our clothes (Monday)
3	... iron our clothes (Tuesday)
4	... mend our clothes (Wednesday)
5	... scrub the floor (Thursday)
6	... sweep the house (Friday)
7	... bake the bread (Saturday)
8	...water our garden (Sunday)

Blend Initial Sounds

- Tell students you are going to talk about some sounds in the words in the song.
- Students will use hand motions (see below) to accompany initial sound blending for select words in the nursery rhyme.

Arm Motions	Say
1. Hold your arms at your side	1.
2. Say the initial sound as you lift your left arm out to the side with your palm facing up.	2. /b/
3. Say the rest of the word as you lift your right arm out to the side with your palm facing up.	3. -ush
4. Say the blended word as you wrap your arms around your body in a hug.	4. bush

- Ask students what sound the word *bush* starts with and model segmenting the word by saying /b/ —ush. Have students do the motions to segment and then blend the word *bush*.
- Follow the same steps for the following words:
 - morning: /m/ —orning
 - mend: /m/ —end
 - bake: /b/ —ake
 - water: /w/ —ater

Skills

		Exercise	Materials	Minutes
Small Group 1	S	Warm-Ups	Transition Cards: Sound Picture: /m/ and Transition Cards: Initial Sound: /m/	10
		Adding Initial Sounds		
Small Group 2	S	Warm-Ups	Activity Pages 2-2-2-4	10
		Tracing with Primary Crayons		

Note: At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move students between Small Groups.

Small Group 1

10 minutes

Small Group

Warm-Ups

Sound Picture Review

Students will review previously learned sound pictures.

- Start with all students standing.
- Show students **Transition Card: Sound Picture: /m/**.
- Ask students what sound this sound picture shows. If students identify the name of the letter that spells the /m/ sound (i.e., 'm'), confirm that they have indeed correctly identified the name of the letter 'm.' Then, clarify that you would like them to identify the sound shown on the card, and that letters have both names and sounds.
- Hold up **Transition Card: Sound Picture: /m/** with your left hand and trace the 'm,' describing each stroke as you trace. Then, as you write an /m/ in the air with your magic pencil (i.e., pointer finger), have students write an /m/ in the air too.
- Give students three examples of words that start with /m/ (e.g., monkey, mitten, muffin, etc.).
- Have each student think of one word that starts with /m/. Use **Transition Cards: Initial Sounds: /m/** to cue students who have difficulty thinking of their own words. When they have thought of their words, the students should sit down. Call on the seated students to say their words aloud.



1. short line down
2. hump
3. hump

Adding Initial Sounds

Students will make new words by adding an initial sound to an existing word.

Teaching Tip

Students must be able to detect and manipulate individual sounds in words in order to be able to play this game. If students are having difficulty identifying and blending initial sounds, model elongating the initial sound (e.g., mmmmeat). Then, have students join you in making the initial sound and blending it into the word.

- Explain to students that you are going to say a word and tell them a sound that you want them to add to the beginning of the word to make a new word. Give them an example of adding initial sounds using the words *eat* and *meat*.

“What new word do you make if you add /m/ to eat? (meat)”

- Have students use hand motions to blend the initial sound and the original word. They should use one hand to represent the initial sound, the other hand to represent the original word, and then wrap their arms around their bodies as they blend the two parts together to make the new word (see **Day 2: Starting the Day for instructions**).
- Give students a few more examples, as it may take a while for them to grasp how to play this game.
- As you play the game, talk about the meanings of the words so that students realize that they are making real words when they blend.

Adding Initial Sounds

“What new word do you make if you add /_/ to the beginning of _____?”

Teaching Tip

See **Appendix B: Representing Phonemes (Sounds) in CKLA-Preschool** for a guide to how individual sounds in words (phonemes) are spelled in the *Plants* domain.

	Sound	Base Word	New Word
1.	/m/	at	mat
2.	/r/	at	rat
3.	/s/	at	sat
4.	/s/	and	sand
5.	/l/	ate	late
6.	/h/	it	hit
7.	/f/	or	for
8.	/h/	at	hat
9.	/f/	arm	farm
10.	/f/	air	fair
11.	/k/	are	car
12.	/k/	art	cart
13.	/d/	ear	deer

14.	/ch/	air	chair
15.	/k/	air	care
16.	/b/	oat	boat
17.	/k/	ache	cake
18.	/k/	ape	cape
19.	/h/	eel	heel
20.	/b/	each	beach
21.	/p/	ant	pant
22.	/k/	old	cold
23.	/t/	owl	towel
24.	/b/	egg	beg

Small Group 2

10 minutes



Moon



Wave



Learning Centers

Continue to provide students with opportunities to practice writing strokes learned in the previous domain. Students will be assessed on these strokes at the end of the *Plants* domain. Include copies of writing strokes Activity Pages from the *Animals* domain in your **Writing Center**. In the **Art Center**, encourage students to practice their strokes using whiteboards, easels, blank paper and writing utensils, finger paints, or any other interesting material that encourages students to practice fine motor skills and copy strokes.

Warm-Ups

My First Strokes Book

Students will practice two handwriting strokes by tracing lines with their fingers in their **My First Strokes Books** (see **Advance Preparation**).

- Have each student find their own **My First Strokes Book** by looking for their name on the cover.
- Tell students to drag their finger from left to right under the title as you read, “**My First Strokes Book.**”
- Have students open to the first page of their books.
- Ask students to hold up their pointer fingers when they are ready to trace.
- Read the poem for each stroke. Have students trace the lines with their pointer fingers as you read each verse.
- Tell students when to begin a new page by saying “Please turn the page.”

Tracing with Primary Crayons

Students will practice tracing a moon and a wave using primary crayons.

- Give each student **Activity Page 2-4** and a primary crayon.
- Work with each student independently to help him/her establish a tripod grip. Students should be using the tripod grip consistently

throughout this activity, but may need help repositioning their fingers at various points.

- Have students practice their moon and wave strokes by tracing the lines on the front and back of the Activity Page.
- As students finish tracing each stroke on the front of the page, have them work on the back of the page.
- When students finish both strokes, give them a blank piece of paper and have them practice writing their names. As students write, ask them to say the name of each letter.

Teaching Tip

At this point in the school year, students should be able to write most of the letters in their names and say the names of most of the letters from memory. If students are unable to do so, find time throughout the day to work with them individually. See **Pausing Points** for suggestions for additional activities for students to practice writing their names.

Listening & Learning

	Exercise	Materials	Minutes
Introducing the Read-Aloud	W What Do We Already Know?		5
	Purpose for Listening		
Presenting the Read-Aloud	W Plants Have Different Parts	Potted plant	10
Discussing the Read-Aloud	W What's the Big Idea?		10
Extension Activity	L Plant a Seed	Activity Page 1-2; seeds, soil, shovels, clear plastic cups, marker, watering can, writing utensils, large tray or tub; chart paper or whiteboard	During learning centers

Introducing the Read-Aloud

5 minutes

Whole Group

What Do We Already Know?

- Show students the chart paper you prepared (see **Advance Preparation**).
- Have students name some plants that they already know. Either write the name of the plant and draw a small picture of it, or tape the **Transition Cards: Plants** on the chart paper.

"We have been talking about all different kinds of plants. Trees are plants. Grass is a plant. Fruits and vegetables come from plants. I want each of you to think of the name of a plant. I am going to write the name of the plant on this piece of poster paper or tape up its picture. The title of our poster is 'All Kinds of Plants.'"

- If a student names something that is not a plant, you might write it down in a different color marker on a different piece of paper. At the end, read the list back to students, emphasizing which things are plants and which are not plants.

Purpose for Listening

- Tell students to listen to the read-aloud to find out about all the different parts of a plant and how they help the plant stay healthy and grow.

"Did you know that plants have different parts, just like humans? We are going to talk about the different parts of plants. Listen to find out what the different parts of a plant are called and how each plant part helps the plant stay healthy and grow."

Plants Have Different Parts

Note: Suggested language is provided for the entire read-aloud “Plants Have Different Parts.” After the first two read-alouds in the Plants domain, space is provided for you to plan how to make the read-aloud interactive, combining your own strategies with those demonstrated here.



◀ **SHOW FLIP BOOK PAGE 2-1: Jumping boy, stretching girl, wondering boy**

Human beings have many different body parts. We have feet, arms, legs, and heads. Each of our body parts has an important job to do. We can walk, run, and jump with our feet and legs. We can touch our toes with our hands. We can think with the brains inside our heads.

- Review body parts with students.

“Who remembers some of our body parts that we learned about at the beginning of the school year? I want you to point to a body part, tell me its name, and something you can use it for. I’ll go first. These are my eyes [point to eyes] and I use them to see.”

- Call on a few students to respond.



◀ **SHOW FLIP BOOK PAGE 2-2: Sunflower**

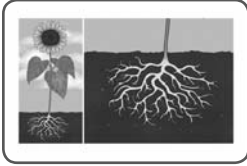
Did you know that plants have different parts, too? Just like your body parts, each plant part has a different job to do.

- Tell students that this is a picture of a sunflower. Ask students if they already know what some of the parts of a plant are called.

"This is a picture of a sunflower. We can see all of the sunflower's parts in this picture."

- Tell students to listen to find out the names of the sunflower's parts.

"Let's listen to the read-aloud to find out the names of the sunflower's parts. Also, I want you to listen to find out the job of each plant part."



◀ **SHOW FLIP BOOK PAGE 2-3: Roots**

A plant's **roots** grow down under the **soil** and help hold a plant firmly in place. Plants use their roots to soak up water and **nutrients** that help them grow.

- Explain the relationship between the two illustrations.

"In this picture [point to whole sunflower] you can see all of the parts of the sunflower, including the roots down under the soil. In this picture [point to roots diagram] you can really see just the roots of the sunflower up close. The rest of the sunflower is not shown."

- Review the job of the roots and define **NUTRIENTS**.

"The roots have an important job to do. They soak up water and nutrients from the soil. Nutrients are vitamins and other things found in the soil that plants need to stay healthy. You can't really see nutrients, but plants use them to make the food that helps them grow."

- Lift the potted plant out of its pot and show students its roots in the soil.

"I brought a real potted plant to show you. We are going to look at its parts. Our potted plant has roots growing down into the soil. I am going to lift it out of its pot so you can see its roots. The roots look like tiny white threads or strings in the soil."



◀ **SHOW FLIP BOOK PAGE 2-4: Stem and leaves**

The **stem** of a plant holds the plant up straight and tall—just like the spine in your back that holds your body up straight and tall. The stem also carries water and nutrients from the roots to other parts of the plant like the leaves. The leaves of a plant grow out of the stem. Leaves collect sunlight and air that **nourish** the plant and help it grow.

- *Point out the stem and the leaves in the picture of the whole sunflower.*

"Here are the stem and leaves in the picture of the whole sunflower [point to stem and leaves]. The stem grows out from the roots of the plants. The leaves grow out from the stem."

- *Review the job of the leaves.*

"A plant's leaves have two important jobs to do. They collect sunlight and collect air that the plant uses to make the food that helps it grow."

- *Show students the leaves and stems of the potted plant.*

"Our potted plant has leaves and a stem. Look how the stem is coming out of the roots. See how the leaves are coming out of the stem?"



◀ **SHOW FLIP BOOK PAGE 2-5: Flower**

Flowers help plants make seeds. New plants grow from these seeds. Some flowers also have beautiful petals that grow around the part of the flower that makes the seeds.

- *Point out the flower and petals in the picture of the whole sunflower.*
"Here is the flower and its petals." [Point to flower and petals.]
- *Explain that the flower makes seeds and plants grow from seeds.*
"The flower's job is to make seeds so that more plants can grow." [Point to flower and seeds in flower diagram.] "The seeds grow in the middle of the flower. This is what sunflower seeds look like." [Point to magnified view of seeds.]
- *Show students the flowers of the potted plant.*
"Our potted plant has flowers with beautiful petals. We can't see the seeds in the flower right now, but they are slowly growing inside of it."



◀ **SHOW FLIP BOOK PAGE 2-6: Boy holding potted plant**

Plants and humans are both living things that grow in our world. Plants and humans both have parts with different jobs to do. Plants have roots, stems, leaves, and flowers. Each of these parts helps the plant to grow and stay healthy.

- *Point to the parts of the potted plant and review the parts of plants and their jobs.*
[Point to roots] "Who remembers what these are called? What do they do?"
- *Call on a few students to respond. (roots, soak up water and nutrients from the soil)*
[Point to stem] "Who remembers what this part of the plant is called? What does it do?"
- *Call on a few students to respond. (stem, holds up the plant, carries water and nutrients to the leaves)*
[Point to leaves] "Who remembers what these are called? What do they do?"
- *Call on a few students to respond. (leaves, collect sunlight and air that the plant uses to make the food that helps it grow)*
[Point to flowers] "Who remembers what these are called? What do they do?"
- *Call on a few students to respond. (flowers, petals, make seeds)*

Whole Group

Teaching Tip

You may also want to play “What Plant Part Is This?” by pointing to the parts of the potted plant.

What’s the Big Idea?

What Plant Part is this?

- Tell students that you are going to play a game where you are going to show them a picture and say something about it. If what you say is right (i.e., matches the picture), they should show you ‘thumbs up.’ If what you say is wrong (i.e., does not match the picture), they should show you ‘thumbs down.’ Remember to correct students if they answer incorrectly.

“I’m going to show you some pictures and say some things about them. If what I say is true, put your thumbs up. If what I say is not true, put your thumbs down.”

- Show students **Image Card 2-1: Roots**

“This is a flower. This is a flower petal. These are roots. This is a leaf.”

- Show students **Image Card 2-2: Leaves and stem**

“These are roots. This is a stem. [point to stem] This is a flower. This is a flower petal. This is a leaf. [point to a leaf]”

- Show students **Image Card 2-3: Flower**

“This is a flower. [point to entire flower] This is a flower petal. [point to flower petals] These are roots. This is a leaf.”

Plant Part Riddles

- Show **Flip Book Page 2-2: Sunflower**

- Tell students that you are going to give them some clues about a plant part and you want them to tell you the name of that part of the plant.

“I want you to listen carefully to what I am going to say. I am going to describe one of the parts of a plant and I want you to raise your hand if you know what plant part I am talking about.”

- I am thinking of the part of a plant that grows under the ground. (roots)
- I am thinking of the part of the plant that holds it up tall and straight. (stem)

- I am thinking of a plant part that collects sunlight to help the plant make food. (leaves)
- I am thinking of a plant part that soaks up water from the soil. (roots)
- I am thinking of a part of a plant that is bright and colorful. (flower, petals)
- I am thinking of a part of a plant part that grows underground and holds it firmly in place. (roots)
- I am thinking of a part of a plant that collects air to nourish the plant. (leaves)
- I am thinking of a part of a plant that soaks up nutrients from the soil. (roots)

Extension Activity

Learning
Center

Plant a Seed

Continue this activity during Learning Centers. See **Day 1: Plant A Seed** for detailed instructions on this Extension Activity

☑ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Name the four parts of a plant (i.e., roots, stem, leaves, flowers)
- ✓ State the function of the four parts of a plant (i.e., roots soak up water; stem holds the plant up; leaves collect sunlight and air; flowers make seeds)

Language Arts Objectives

Starting the Day

Students will:

- ✓ Memorize and recite with others the nursery rhyme “Here We Go Round the Mulberry Bush” (RL.P.5, RF.P.2a)
- ✓ Interpret and act out through pantomime the nursery rhyme “Here We Go Round the Mulberry Bush” using one’s own original gestures and movements (RL.P.10)
- ✓ With prompting and support, give the beginning sound of a spoken word (RF.P.2d)

Skills

Students will:

- ✓ With prompting and support, give the beginning sound of a spoken word (RF.P.2d)
- ✓ With prompting and support, give the consonant sounds of at least three written letters (RF.P.2c, RF.P.3a)
- ✓ With prompting and support, use a combination of drawing, dictating, and/or writing to represent people and an event from one’s personal experience, including a reaction to what happened (W.P.3)

- ✓ With prompting and support, use a combination of drawing, dictating, and/or writing to make up and tell a story (W.P.3)
- ✓ Describe an event or task that has already taken place outside the immediate place and time (SL.P.4)
- ✓ Add drawings or other visual displays to describe an event or task that has already taken place outside the immediate place and time (SL.P.5)
- ✓ Express a personal opinion (SL.P.6)
- ✓ Use present and past verb tense (L.P.1b)
- ✓ Show understanding of and use the temporal words *first*, *next*, and *last*, and *beginning*, *middle*, and *end* appropriately in context (L.P.5c)

Listening & Learning

Students will:

- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, and *why* questions about “Plants are All Around Us” (RI.P.1, SL.P.2, SL.P.3)
- ✓ Find the illustration, or object within the illustration, that is being described from “Plants Have Different Parts” (RI.P.7)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, retell important facts and information from “Plants Have Different Parts” (RI.P.2)
- ✓ With prompting and support, ask and answer questions about unknown words in “Plants Have Different Parts” (RI.P.4)
- ✓ With prompting and support, use words and phrases acquired through reading and responding to “Plants Have Different Parts” (L.P.6)
- ✓ Understand and use precise nouns and verbs related to plants (L.P.1b)
- ✓ Demonstrate understanding and use the multiple-meaning word *soil* (L.P.4a)
- ✓ With prompting and support, sort, classify, and describe pictures according to concepts and/or categories explained in “Plants Have Different Parts” (RI.P.3)
- ✓ Classify by other conceptual categories (L.P.5a)

- ✓ With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text about planting a seed, naming the topic and supplying some information about the topic (W.P.2, W.P.8)
- ✓ Add drawings or other visual displays to describe an event or task that has already taken place outside the immediate place and time (SL.P.5)
- ✓ Ask questions about oral directions or verbal explanations (SL.P.2)
- ✓ Restate oral directions or verbal explanations (SL.P.2)
- ✓ With prompting and support, ask appropriately for the help of an adult when needed (SL.P.3)
- ✓ Describe an event or task that one is in the process of completing (SL.P.4)
- ✓ Express personal needs and desires verbally in a comprehensible manner (SL.P.6)

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
<i>Routines</i>	W	Continue Established Routines		During morning circle
<i>Nursery Rhyme</i>	W	Here We Go Round the Mulberry Bush	Nursery Rhymes and Songs Poster 17	
SKILLS				
<i>Small Group 1</i>	S	Warm-Ups	Transition Cards: Sound	10
		Adding Initial Sounds	Picture: /m/; Transition Cards: Initial Sounds: /m/	
<i>Small Group 2</i>	S	A Class Story	Chart paper, marker, paper, drawing utensils	10
LISTENING & LEARNING				
<i>Picture Talk</i>	W	Plants Have Different Parts	Poster board or bulletin board paper, scissors, marker, masking tape	15
<i>Deepening Understanding</i>	W	Deepening Understanding: <i>Soil</i>		10
<i>Extension Activity</i>	L	Plant a Seed	Activity Page 1-2; seeds, soil, clear cups, water, watering can or jar and dropper, writing utensils, large tray or tub; chart paper or whiteboard	During Learning Centers

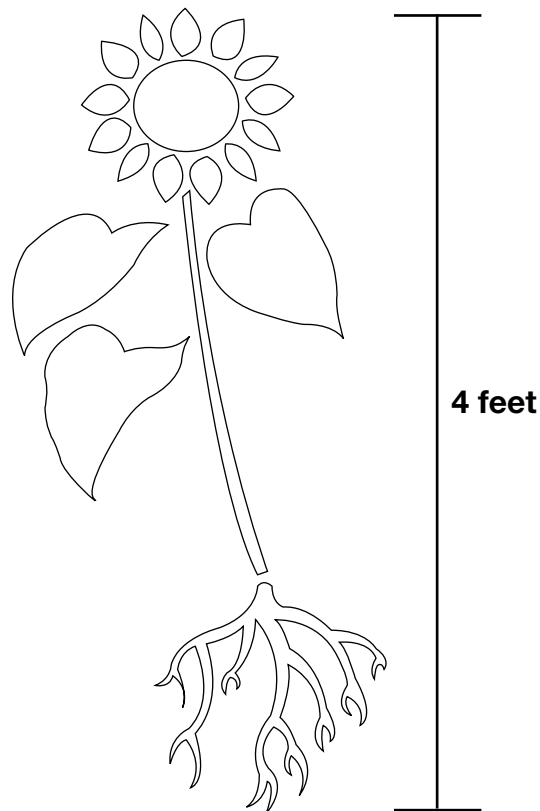
Advance Preparation

Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small-group leader has a copy of the lesson for implementation.

Picture Talk

Use poster board or bulletin board paper to make pieces for giant sunflower “puzzle.” Using the outlines below, draw and then cut out a large stem, multiple leaves, and a large flower so that, when assembled, the entire flower is about four feet tall. Draw the roots on a piece of brown paper with white crayon or white paint so they look like they are in the soil.



Extension Activity

See **Day 1: Plant a Seed Advance Preparation** for details on how to prepare for this activity.

Starting the Day

	Exercise	Materials	Minutes
Routines	W Continue Established Routines		During morning circle
Nursery Rhyme	W Here We Go Round the Mulberry Bush	Nursery Rhymes and Songs Poster 17	

Routines

Whole Group

Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me*, *Families*, and *Animals* domains. These include:

- Ordering the Schedule Using Temporal Words
- Learning Center labels and sign-in
- Materials labels
- Attendance: Copying name and naming letters
- Classroom jobs

Nursery Rhyme

Whole Group

Here We Go Round the Mulberry Bush

Practice the Rhyme

- Show students **Nursery Rhymes and Songs Poster 17: “Here We Go Round the Mulberry Bush.”**
- Practice the song “Here We Go Round the Mulberry Bush” with students (see verse cues below).
- Encourage students to do motions to accompany each verse of the song
- Then, invite students to make up their own chores/actions and add verses to the song. You might sing about chores related to gardening, planting, or cooking (e.g., “This is the way we plant a seed...”)

1	...round the mulberry bush... ...so early in the morning.
2	...wash our clothes (Monday)
3	... iron our clothes (Tuesday)
4	... mend our clothes (Wednesday)
5	... scrub the floor (Thursday)
6	... sweep the house (Friday)
7	... bake the bread (Saturday)
8	...water our garden (Sunday)

Blend Initial Sounds

- Tell students you are going to talk about some of the sounds of the words in the song.
- Students will use the hand motions they learned on Day 2 to accompany initial sound blending for select words in the nursery rhyme (see **Day 2: Nursery Rhyme** for detailed instructions on how to blend sounds with hand motions).
- Ask students what sound the word *bush* starts with and model segmenting the word by saying /b/—ush. Have students do the motions to segment and then blend the word *bush*.
- Follow the same steps for the following words:
 - morning: /m/—orning
 - mend: /m/—end
 - bake: /b/—ake
 - water: /w/—ater

Skills

		Exercise	Materials	Minutes
Small Group 1	S	Warm-Ups	Transition Cards: Sound Picture: /m/; Transition Cards: Initial Sounds: /m/	10
		Adding Initial Sounds		
Small Group 2	S	A Class Story	Chart paper, marker, paper, drawing utensils	10

Note: At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move students between Small Groups.

Small Group 1

10 minutes

Small Group

Warm-Ups

Sound Picture Review

Repeat the Warm-Up you conducted on Day 2 during Warm Ups for Small Group 1. See **Day 2: Sound Picture Review** for detailed instructions on this Warm Up.

Adding Initial Sounds

Repeat the activity you conducted on Day 2 during Small Group 1. See **Day 2: Adding Initial Sounds** for detailed instructions on this Small Group Activity.

Small Group 2

10 minutes

Small Group

A Class Story

Students will dictate a story about a recent class event. Teachers will facilitate, making sure the story has a beginning, middle, and end.

- Think of a special event that you have experienced recently with your class (e.g., a field trip, a classroom visitor, a particularly interesting activity, etc.).
- Tell students that they are going to help you write a story about what happened at that event.
- Have students dictate the story as you write what they say on the chart paper.

Teaching Tip

You might post the chart paper and illustrations (along with photographs or other memorabilia from the event) on a bulletin board for students and families to enjoy.

- Help students decide on a title for the story and the names of the characters that are in the story.
- Use words like *first*, *next*, and *last*, and *beginning*, *middle*, and *end* to help students tell a complete story with a beginning, middle, and ending.
- When your story is complete, ask students to voice their opinions of the event.
- If time allows, have students draw a picture to illustrate a part of the story.

Listening & Learning

	Exercise	Materials	Minutes
Picture Talk	W Plants Have Different Parts	Poster board or bulletin board; paper, scissors, marker, masking tape	15
Deepening Understanding	W Deepening Understanding: Soil		10
Extension Activity	L Plant a Seed	Activity Page 1-2; seeds, soil, clear cups, water, watering can or jar and dropper, writing utensils, large tray or tub; chart paper or white board	During learning centers

Picture Talk

15 minutes

Whole Group

Plants Have Different Parts

Note: Not every Flip Book page is shown during the Picture Talk. You might find it helpful to use sticky notes to flag the pages of the Flip Book that are shown.

The Picture Talk is an opportunity for students to remember and practice using the language and vocabulary they heard during the previous read-aloud. As you show the Flip Book pages and read the prompts below, encourage students to talk about the pictures and share information. Remember the following Language Support Techniques (see **General Overview**) as you support students in participating in the Picture Talk: Comments, Self-Talk, Labels and Object Descriptions, Open Questions, Parallel Talk, Expansion, and Expansion Plus.



◀ SHOW FLIP BOOK PAGE 2-2: Sunflower

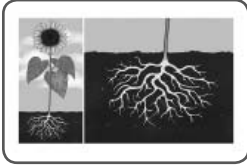
Teaching Tip

You might introduce the Picture Talk by asking students what they remember from the read-aloud. Help students stay on-topic by expanding their contributions to tie them back to the Core Content Objectives. If students stray too far from the content taught in the read-aloud, refocus them by beginning the Picture Talk using the suggested language.

- Remind students that they heard all about the parts of a plant. Ask students to point to and name the four parts of plant.

“We learned that plants have four different parts and each part has a special job to do. We talked all about this plant, which is called a sunflower. Who can come up and point to one of the four parts of this sunflower and tell us its name?”

- Call on a few students to respond. (roots, stem, leaves, flower)



◀ SHOW FLIP BOOK PAGE 2-3: Roots

- Tell students that the whole class is going to make a giant sunflower on the wall of the classroom. Explain that you have cut out each of the different parts and you want them to help you put the giant sunflower together (see **Advance Preparation**).

“Today we are going to make our own giant sunflower right on the wall of our classroom. I have cut all the parts of the sunflower out of paper, and I want you to help me tape them to the wall.”

- Explain that you are going to build the sunflower starting at the bottom in the ground. Ask students which plant part is in the ground.

“We are going to start building our sunflower from the bottom near the ground. Who remembers the part of the plant that is in the ground?”

- Call on a few students to respond. (roots)

“Remember, each plant part has a special job to do. What is the roots’ special job?”

- Call on a few students to respond. (soak up water and nutrients from the soil)
- Define *nutrients*.

“Nutrients are chemicals found in the soil that plants need to stay healthy. You can’t really see nutrients, but plants use them to make the food that helps them grow.”

- Choose a student to tape the roots to the wall.



◀ SHOW FLIP BOOK PAGE 2-4: Stem and leaves

- Tell students that the next part of the plant grows tall and straight out of the roots. Ask if they know the name of that part of the plant

“Our next plant part grows tall and straight out of the roots. Who remembers the part of the plant that grows out of the roots?”

- Call on a few students to respond. (stem)

“Remember, each plant part has a special job to do. What is the stem’s special job?”

- Call on a few students to respond. (hold the plant up straight and tall, carry water and nutrients to other parts of the plant)
- Choose a student to tape the stem to the wall.
- Ask students if they remember the part of the plant that grows out of the stem.

“Our next plant part grows out of the stem. Who remembers the part of the plant that grows out of the stem?”

- Call on a few students to respond. (leaves)

“Remember, each plant part has a special job to do. What are leaves’ special job?”

- Call on a few students to respond. (collect sunlight and air that the plant uses to make the food that helps it grow)
- Choose a student to tape the leaves to the wall.



◀ **SHOW FLIP BOOK PAGE 2-5: Flower**

- Tell students that the next part of the plant is very colorful. Ask if they know the name of that part of the plant.

“Our next plant part grows out of the stem and is very colorful. Who remembers the part of the plant that grows out of the stem?”

- Call on a few students to respond. (flower)

“Remember, each plant part has a special job to do. What is the flower’s special job?”

- Call on a few students to respond. (make seeds)
- Choose a student to tape the flower to the wall.



◀ **SHOW FLIP BOOK PAGE 2-6: Boy holding potted plant**

- Read the last page of the text to bring closure of the Picture Talk.

“Plants and humans are both living things that grow in our world. Plants and humans both have parts with different jobs to do. Plants have roots, stems, leaves, and flowers. Each of these parts helps the plant to grow and stay healthy.”

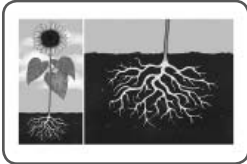
Whole Group

Deepening Understanding: soil

Defining Soil

- Reread the part of the read-aloud text that contains the word *soil*.

“Remember, in our read-aloud, we heard the word soil. Listen for the word soil while I read part of the read-aloud you heard before.”



◀ SHOW FLIP BOOK PAGE 2-3: Roots

“A plant’s roots grow down under the soil and help hold a plant firmly in place. Plants use their roots to soak up water and nutrients that help them grow.”

- Define the word *soil*.

“Soil is another word for dirt. Soil holds nutrients and water that plants need.”

Reviewing Soil

- Tell students that you are going to play a game where you are going to say some things about the soil. If what you say is right, they should show you ‘thumbs up.’ If what you say is wrong, they should show you ‘thumbs down.’
 - *Dirt* is another word for *soil*.
 - Plants’ roots grow down deep into the soil.
 - A plant’s flower grows deep down in the soil.
 - Soil is blue.
 - The sky is made out of soil.
 - The ground is made out of soil.
 - Soil helps plants grow.

Expanding Soil

- Tell students that *soil* can also mean “to get something dirty.”

“We just learned that soil means dirt. The word soil can also mean to ‘get something dirty.’ You could say, ‘I soiled my hands when I fell in the mud,’ or, ‘My shirt got soiled when I dropped my bowl of

spaghetti.’ Can anyone in this class think of something that they have gotten dirty, that they have soiled?”

- Call on a few students to respond, recasting their responses to include the verb *soil*.

Extension Activity

Learning
Center

Plant a Seed

Continue this activity during Learning Centers. See **Day 1: Plant A Seed** for detailed instructions on this Extension Activity

☑ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Name the four parts of a plant (i.e., roots, stem, leaves, flowers)
- ✓ State that flowers grow from seeds

Language Arts Objectives

Starting the Day

Students will:

- ✓ Memorize and recite with others a simple nursery rhyme, poem, or song (RL.P.5, RF.P.2a)
- ✓ Segment a spoken word into separate, distinct syllables (RF.P.2a)
- ✓ Blend two spoken syllables, saying the whole word (RF.P.2a)
- ✓ Given a word, provide a rhyming word (RF.P.2b)
- ✓ With prompting and support, give the beginning sound of a spoken word (RF.P.2d)

Skills

Students will:

- ✓ With prompting and support, give the consonant sounds of at least three written letters (RF.P.2c, RF.P.3a)
- ✓ With prompting and support, give the vowel sound of at least one letter (RF.P.3a)
- ✓ With prompting and support, given a sound and a choice of two words, choose the word that begins with the given sound (RF.P.2d)
- ✓ With prompting and support, give the beginning sound of a spoken word (RF.P.2d)

- ✓ Recognize the written form of one's first name (RF.P.1d)
- ✓ Perform activities requiring small muscle control (L.P.1a)
- ✓ Hold a writing instrument correctly between the thumb and index finger, resting against the middle finger (L.P.1a)
- ✓ Draw and use as motifs: wave and moon (L.P.1a)
- ✓ Write one's first name, using upper- and lowercase letters appropriately (L.P.1a, L.P.2a)
- ✓ Write the first letter of one's first name using a capital letter (L.P.2a)

Listening & Learning

Students will:

- ✓ Attend and listen to illustrated picture books with simple story lines (RL.P.5)
- ✓ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✓ Predict events in a story (i.e., what will happen next) (RL.P.10)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, and *why* questions about *Sunflower House*, by Eve Bunting (RL.P.1, RL.P.3, SL.P.2, SL.P.3)
- ✓ Describe an illustration or text in a fiction read-aloud and make connections to the story, self, and the world around them (RL.P.7, RLP.11)
- ✓ With prompting and support, ask and answer questions about unfamiliar core vocabulary in *Sunflower House*, by Eve Bunting (RL.P.4)
- ✓ Understand and use precise nouns and verbs related to plants (L.P.1b)
- ✓ With prompting and support, use words and phrases acquired through conversations, and reading and responding to *Sunflower House* by Eve Bunting (L.P.6)
- ✓ With prompting and support, retell, dramatize or illustrate *Sunflower House* by Eve Bunting including character(s), setting (time, place), the plot (central idea) of the story, the sequence of events, and an ending (RL.P.2, RL.P.3, W.P.11)
- ✓ With prompting and support, dictate as a group a retelling of a story that has been heard (RL.P.10, W.P.7)

- ✓ Perform activities requiring small muscle control (L.P.1a)
- ✓ With prompting and support, use a combination of drawing and dictating to create an informative text about sunflowers, naming the topic and supplying some information about the topic (W.P.2, W.P.8)

Core Vocabulary

guaranteed, *adj.* Certain or for sure; definitely going to work

Example: If you work hard in Preschool, you are guaranteed to learn a lot by the end of the year.

Variation(s): none

mammoth, *adj.* Huge; gigantic

Example: Mammoth sunflowers are the largest sunflowers you can grow.

Variation(s): none

sow, *v.* To scatter or plant seeds in the soil

Example: I am going to sow cucumber seeds and pumpkin seeds in my garden this spring.

Variation(s): sowed, sows, sowing

weeds, *n.* Plants that grow where people don't want them to grow

Example: We must pull the weeds out of our pumpkin patch so that the pumpkins have room to grow.

Variation(s): weed

At a Glance

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
<i>Routines</i>	W	Continue Established Routines		During morning circle
<i>Nursery Rhyme</i>	W	One Potato, Two Potato	Nursery Rhymes and Songs Poster 33; Image Card 4-1	
SKILLS				
<i>Small Group 1</i>	S	Warm-Ups	Transition Cards: Initial Sounds; chart paper or whiteboard, marker; blank paper, drawing utensils	10
		Draw the Sound Picture for /a/		
<i>Small Group 2</i>	S	Warm-Ups	Activity Page 4-2; My First Strokes Books; primary crayons	10
		Writing with Primary Crayons		
LISTENING & LEARNING				
<i>Introducing the Read-Aloud</i>	W	What Have We Already Learned?	<i>Sunflower House</i> by Eve Bunting; giant sunflower created on Day 3	5
		Purpose for Listening		
<i>Presenting the Read-Aloud</i>	W	<i>Sunflower House</i> by Eve Bunting	<i>Sunflower House</i> by Eve Bunting	10
<i>Discussing the Read-Aloud</i>	W	What’s the Big Idea?	<i>Sunflower House</i> by Eve Bunting	10
<i>Extension Activity</i>	L	Make Your Own Sunflower	Construction paper, muffin liners, sunflower seeds, straws, yarn, construction paper, glue	During Learning Centers

Take-Home Material

Parts of a Plant

Give students the following material to take home to their family:

Activity Page 4-1: Parts of a Plant

Advance Preparation

Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small group-leader has a copy of the lesson for implementation.

Listening & Learning

Number the pages of the book *Sunflower House* by Eve Bunting and illustrated by Kathryn Hewitt. Begin numbering from the front of the book; page 1 is the page facing the inside of the front cover. Continue by numbering every single page until you reach the end of the book. Mark the pages you will show during the first What's the Big Idea? activity.

Practice delivering the trade book text while looking at the pictures in the trade book, making notes as to how you plan to make the trade book reread interactive for students. Write your notes in the boxes provided.

Discussing the Read-Aloud

Flag the following pages in *Sunflower House* by Eve Bunting using small sticky notes so you can easily reference them during the student retelling: 4, 6, 10, 14, 16, 24, 26, 28, 32.

Extension Activity

Prepare an example sunflower to show students. Be sure to label each plant part. Make backgrounds with dirt and sky for students' plants by gluing a three-inch-wide strip of brown construction paper to the bottom of a whole piece of blue construction paper. Use a straw for the stem. Cut yarn into three-inch pieces for roots. Cut leaves out of construction paper.

Starting the Day

	Exercise	Materials	Minutes
Routines	W Continue Established Routines		During morning circle
Nursery Rhyme	W One Potato, Two Potato	Nursery Rhymes and Songs Poster 33; Image Card 4-1	

Routines

Whole Group

Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me, Families and Communities, Animals, and Plants* domains. These include:

- Ordering the Schedule Using Temporal Words
- Learning Center labels and sign-in
- Materials labels
- Attendance: Copying name and naming letters
- Classroom jobs

Nursery Rhyme

Whole Group

One Potato, Two Potato

Learn the Rhyme

- Teach students the song “One Potato, Two Potato” using the echo technique using **Nursery Rhymes and Song Poster 33**. For an example of the echo technique see **Day 1: Here We Go Round the Mulberry Bush**.
- Show students **Image Card 4-1: Potatoes**. Tell students that a potato is a vegetable that grows underground. That means, when you want to eat a potato, you have to dig it out of the ground. Ask students if they have ever eaten or dug up a potato.
- Tell students to clap the syllables in the word *potato* as they say it with you—po-ta-to.
- Ask students if they can think of another food that comes from plants that rhymes with *potato*. (tomato)

Blend Initial Sounds

- Tell students you are going to talk about some of the words in the song.
- Students will use the hand motions they learned on Day 2 to accompany initial sound blending for select words in the nursery rhyme (see **Day 2: Nursery Rhyme** for detailed instructions on how to blend sounds with hand motions).
- Ask students what sound the word *two* starts with and model segmenting the word by saying /t/—(oo). Have students do the motions to segment and then blend the word two.
- Follow the same steps for the following words:
 - four: /f/—or
 - six: /s/—ix
 - more: /m/—ore

Skills

	Exercise	Materials	Minutes
Small Group 1	Warm-Ups	Transition Cards: Initial Sounds; chart paper or whiteboard, marker; blank paper, drawing utensils	10
	§ Draw the Sound Picture for /a/		
Small Group 2	Warm-Ups	Activity Page 4-2; My First Strokes Books; primary crayons	10
	§ Writing with Primary Crayons		

Note: At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move students between Small Groups.

Small Group 1

10 minutes

Small Group

Warm-Ups

Sound Picture Review

Students will review previously learned sound pictures.

- Start with all students standing.
- Show students **Transition Card: Sound Picture: /m/**.
- Ask students what sound this sound picture shows. If students identify the name of the letter that spells the /m/ sound (i.e., 'm'), confirm that they have indeed correctly identified the name of the letter 'm'. Then, clarify that you would like them to identify the sound shown on the card, and that letters have both names and sounds.
- Hold up **Transition Card: Sound Picture: /m/** with your left hand and trace the 'm', describing each stroke as you trace. Then, as you write an /m/ in the air with your magic pencil (i.e., pointer finger), have students write an /m/ in the air, too.
- Give students three examples of words that start with /m/ (e.g., *monkey, mitten, muffin*, etc.).
- Have each student think of one word that starts with /m/. Use **Transition Cards: Initial Sounds: /m/** to cue students who have difficulty thinking of their own words.
- When they have thought of their word, students should sit down. Call on the seated students to say their words aloud.



1. short line down
2. hump
3. hump

Draw the Sound Picture for /a/

Students will observe you as you show them the sound picture for the /a/ sound. Remember to try to avoid using the letter name 'a' during this activity. Instead, say the sound /a/ as in *apple*.

- Draw a picture of a flower on the board, and ask students to identify it.
- Once students have identified the picture, remind them that we can draw pictures of sounds just as we can draw a picture of a flower or the sun.
- Tell students you are going to show them a new sound picture. You are going to show them how to draw the sound picture for /a/. Say a few words that start with /a/, elongating the first sound (*aaapple*, *aaask*, *aaacrobat*).
- Tell students that when you make the /a/ sound, you open your mouth wide and keep your tongue low in the front of the mouth. Have students look in the mirror and at their friends to see how their mouths are open when they make the /a/ sound. Have students alternate between making the /m/ and /a/ sounds, observing that their mouth is open for /a/ and closed for /m/.
- Draw a large lowercase 'a' on the board and describe what you are doing using the phrases to the left. Repeat several times, using the phrases or describing the strokes as you create the letter.
- Tell students you are going to use your entire arm to draw the sound picture in the air. Model the sound picture /a/ with your back to students, encouraging them to copy the motions and repeat the phrases for forming 'a' with you.
- Give students paper and drawing utensils. Have them draw a picture of something that starts with /a/. Use **Transition Cards: Initial Sounds: /a/** to help them think of something if necessary.
- As students complete their pictures, go around and write the sound picture 'a' on their papers for them, reminding them that this is a picture of the sound /a/.
- If students are ready, they might try copying the sound picture 'a' that you drew.



1. circle to the left
2. short line down

Learning Center

Write the sound picture students have learned at the tops of blank paper and place them in the Writing Center. Encourage students to practice writing sound pictures by copying the one from the top of the page.



Warm Ups

My First Strokes Book

Students will practice handwriting strokes by tracing lines with their fingers in their **My First Strokes Book**.

- Have each student find their own **My First Strokes Book** by looking for their name on the cover.
- Tell students to drag their finger from left to right under the title as you read **My First Strokes Book**.
- Have students open to the first page of their books.
- Ask students to hold up their pointer fingers when they are ready to trace.
- Read the poem for each stroke. Have students trace the lines with their pointer fingers as you read each verse.
- Tell students when to begin a new page by saying “Please turn the page.”

Writing with Primary Crayons

Students will practice writing a moon and wave using primary crayons.

- Give each student **Activity Page 4-2:** and a primary crayon.
- Work with each student independently to help him/her establish a tripod grip. Students should be using the tripod grip consistently throughout this activity, but may need help repositioning their fingers at various points.
- Have students practice their moon and wave strokes by drawing lines on the Activity Page starting at the triangle and ending at the dot.
- Encourage students to reference their **My First Strokes Books** if they cannot remember a specific stroke.
- When students finish both strokes, give them a blank piece of paper and have them practice writing their names. As students write, ask them to say the name of each letter.

Listening & Learning

	Exercise	Materials	Minutes
Introducing the Read-Aloud	W What Have We Already Learned?	<i>Sunflower House</i> by Eve Bunting, giant sunflower created on Day 3	5
	Purpose for Listening		
Presenting the Read-Aloud	W <i>Sunflower House</i> by Eve Bunting	<i>Sunflower House</i> by Eve Bunting	10
Discussing the Read-Aloud	W What's the Big Idea?	<i>Sunflower House</i> by Eve Bunting	10
Extension Activity	L Make Your Own Sunflower	Construction paper, muffin liners, sunflower seeds, straws, yarn, construction paper, glue	During Learning Centers

Introducing the Read-Aloud

5 minutes

Whole Group

What Have We Already Learned?

- Remind students that they learned all about the different parts of a sunflower.
- Review the parts of the large sunflower you taped to your classroom wall (see **Day 3**). (roots, stem, leaves, flower)

Purpose for listening

- Tell students to listen to hear a story about a little boy who grows sunflowers.
- Explain that they are going to see all of the parts of the sunflower in the pictures of the book. If they see a part of the sunflower that they recognize, they should raise their hand.

***Sunflower House* by Eve Bunting**

➔ **COVER . . .** Illustrated by Kathryn Hewitt.

- Reread the title of the book and have students predict what the story might be about. (a boy who makes a house out of sunflowers)
- Show students the cover and ask them who they think the main character (i.e., the person the book is about) in the book will be. (the boy in the red shirt)

➔ **PAGE 4 . . .** but dad says round and round is fine.

- Define the word *sow* as meaning "plant in the ground."

➔ **PAGE 7 . . . belong to me."**

- *Ask students if they recognize any plant parts on the page. (roots)*

➔ **PAGE 9 . . . mammoth flower grows from each seed."**

- *Define the word MAMMOTH as meaning "really, really huge."*
- *Point out the picture of the seed packet and explain that it is an envelope that holds seeds. Encourage students to make seed packets to sell in the Farm Stand Learning Center.*
- *Ask students to predict what the boy in the story might do with the mammoth sunflower seeds.*

➔ **PAGE 14 . . . big and wide and tall.**

➡ PAGE 22 . . . it's not a house at all.

.....

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➡ PAGE 28 . . . all the seeds we can.

- *Discuss with students how the boy is harvesting the sunflower seeds out of the flower.*
- *Explain that he decided to use the seeds to plant another sunflower house next spring so that he can play in it again.*

.....

.....

.....

➡ PAGE 28 . . . they'll be everywhere.

- *Ask students why the book says that sunflowers will be everywhere next summer. (because they will grow from the seeds that fell out of the flower)*
- *Ask students to predict what the little boy will do next summer. (grow another sunflower house)*
- *Revisit the meaning of the title SUNFLOWER HOUSE by asking students if they now know why the author chose that title for the book.*

**Whole
Group****What's the Big Idea?**

Retell the Story

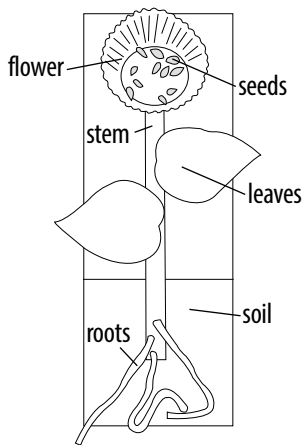
- Tell students that you want them to help you retell the story of the sunflower house.
- To begin, call on a student, show the cover, and ask him the title of the story.
- Show students the following pages, having them describe the events of the story by talking about the pictures.
 - p. 4
 - p. 6
 - p. 10
 - p. 14
 - p. 16
 - p. 24
 - p. 26
 - p. 28
 - p. 32
- Have students continue retelling story events, using the pictures in the book to support their retelling as needed.
- Model the use of temporal words like *first*, *next*, *then*, and *last* as you retell the story.
- Encourage students to name specific plant parts learned on **Days 2** and **3** as you retell the story (flower, leaves, stem, and roots).

Extension Activity



Language Facilitation

Use the **parallel talk strategy** to describe what students are doing. Model language and vocabulary that go with specific actions and activities by narrating what students are doing. There is no expectation that students respond; rather, the expectation is that students will build their vocabulary by listening to what you say.



Teaching Tip

At this point in the school year, students should be able to write most of the letters in their names and say the names of the letters from memory. If students are unable to do so, find time throughout the day to work with them individually. See **Pausing Points** for suggestions for additional activities students might do to practice writing their names.

Teaching Tip

Make a bulletin board or display wall by surrounding the large sunflower you made on **Day 3** with students' own sunflowers.

Make Your Own Sunflower

Students will use a variety of craft materials to make a sunflower that has roots, a stem, leaves, a flower, and seeds. The students will dictate and teachers will write labels for each of these plant parts.

- Show students the example sunflower you made (see **Advance Preparation**).
- Provide each student with the following materials:
 - construction paper background
 - six pieces of yarn for roots
 - one stem (made from a straw)
 - two leaves
 - one muffin-tin liner for a flower
 - a handful of seeds
 - glue
- Alternatively, you may want to hand out materials gradually as students build their flowers to increase their focus on working with any one particular supply.
- Explain to students that they are going to make their own sunflower that shows all the parts of a plant.
- Allow students to glue down the craft materials on the backgrounds you provided, using the parallel talk strategy to comment on their work.

“Rashan, you are reaching for the glue. I think you are about to glue your roots to the page. Devon, I see that you are carefully putting glue on the back of your stem. Regina, you seem frustrated that your leaf fell on the floor.”
- As students glue down their materials, circulate among them and ask them to label each part of the plant.
- Draw a line to each plant part and write down the label the child provides.
- Ask students to write their names on the blue part of the paper or on the back.

☑ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Name the four parts of a plant (i.e., roots, stem, leaves, flowers)
- ✓ State that flowers grow from seeds

Language Arts Objectives

Starting the Day

Students will:

- ✓ Memorize and recite with others a simple nursery rhyme, poem, or song (RL.P.5, RF.P.2a)
- ✓ Segment a spoken word into separate, distinct syllables (RF.P.2a)
- ✓ Blend two spoken syllables, saying the whole word (RF.P.2a)
- ✓ With prompting and support, give the beginning sound of a spoken word (RF.P.2d)

Skills

Students will:

- ✓ With prompting and support, give the consonant sounds of at least three written letters (RF.P.2c, RF.P.3a)
- ✓ With prompting and support, given a sound and a choice of two words, choose the word that begins with the given sound (RF.P.2d)
- ✓ With prompting and support, give the beginning sound of a spoken word (RF.P.2d)
- ✓ With prompting and support, give the vowel sound of at least one letter (RF.P.3a)
- ✓ Attend and listen while others speak during a group activity (SL.P.1a)

- ✓ Carry on a dialogue or conversation with an adult or same-aged peer, initiating comments or responding to partner's comments (SL.P.1b)
- ✓ Show understanding of and use the temporal words *before, during, after, first, next, then, last, finally, beginning, middle, and end* appropriately in context (L.P.5c)
- ✓ Predict events in a story (i.e., what will happen next) (RL.P.10)
- ✓ Provide a story ending consistent with other given story events (RL.P.10)
- ✓ With prompting and support, "read"/ tell a story using a wordless picture book (RL.P.2)

Listening & Learning

Students will:

- ✓ Attend and listen to illustrated picture books with simple story lines (RL.P.5)
- ✓ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✓ Point to the front cover, title, a word, and a letter (RF.P.1a)
- ✓ With prompting and support, ask and answer questions about unfamiliar core vocabulary in *Sunflower House* by Eve Bunting (RL.P.4)
- ✓ Understand and use increasingly varied and complex vocabulary (RL.P.4)
- ✓ With prompting and support, give the consonant sounds of at least three written letters (RF.P.2c)
- ✓ With prompting and support, give the beginning sound of a spoken word (RF.P.2d)
- ✓ With prompting and support, give the vowel sound of at least one letter (RF.P.3a)
- ✓ Understand and use precise nouns and verbs related to plants (L.P.1b)
- ✓ With prompting and support, use words and phrases acquired through conversations, and reading and responding to *Sunflower House* by Eve Bunting (L.P.6)
- ✓ Perform activities requiring small muscle control (L.P.1a)

- ✓ With prompting and support, use a combination of drawing and dictating to create an informative text about sunflowers, naming the topic and supplying some information about the topic (W.P.2, W.P.8)

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
Routines	W	Continue Established Routines		During morning circle
Nursery Rhyme	W	One Potato, Two Potato	Nursery Rhymes and Songs Poster 33	
SKILLS				
Small Group 1	S	Warm-Ups	Activity Page 5-1; Transition Cards: Sound Pictures and Initial Sounds; writing utensils	10
		Circle the Sound Picture		
Small Group 2	S	Tell a Story	Activity Page 5-2	10
LISTENING & LEARNING				
Introducing the Read-Aloud	W	Print and Sound Awareness	<i>Sunflower House</i> by Eve Bunting	5
		Purpose for Listening		
Presenting the Read-Aloud	W	<i>Sunflower House</i> by Eve Bunting	<i>Sunflower House</i> by Eve Bunting	10
Deepening Understanding	W	Deepening Understanding: Sow	Sunflower seeds, small plastic bags (1 per student), pencil, paper	10
Extension Activity	L	Make Your Own Sunflower	Construction paper, muffin liners, sunflower seeds, straws, yarn, construction paper, glue	During Learning Centers

Take-Home Material

Bags of Seeds to Sow

Give students bags of sunflower seeds to sow at home with their parents (see **Advance Preparation**).

Advance Preparation

Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small-group leader has a copy of the lesson for implementation.

Presenting the Read

Underline the /s/ words in *Sunflower House* by Eve Bunting so that you can spot them easily as you read.

Deepening Understanding

Put a few sunflower seeds in a plastic bag for each student. Include a note that says, “We are learning about sunflowers in school. We are also learning the word *sow*, which means ‘to plant.’ Sow these seeds with your child outside in the ground or in a cup of soil.”

You might also make copies of **Activity Page 1-2: Watching Seeds Grow** to send home with the seeds.

Starting the Day

	Exercise	Materials	Minutes
Routines	W Continue Established Routines		During morning circle
Nursery Rhyme	W One Potato, Two Potato	Nursery Rhymes and Songs Poster 33	

Routines

Whole Group

Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me*, *Families and Communities*, and *Animals* domains. These include:

- Ordering the Schedule Using Temporal Words
- Learning Center labels and sign-in
- Materials labels
- Attendance: Copying name and naming letters
- Classroom jobs
- Writing Name to Make Choices

Nursery Rhyme

Whole Group

One Potato, Two Potato

Practice the Rhyme

Students will sing “One Potato, Two Potato” substituting other three-syllable words for *potato*.

- Show students **Nursery Rhymes and Songs Poster 33: “One Potato, Two Potato.”**
- Practice the song “One Potato, Two Potato” with students (see verse cues below).
- Tell students to clap the syllables in the word *potato* as they say it with you to find out how many syllables are in the word. (po—ta—to—three syllables)
- Help students think of other fruits and vegetables and decide whether they are three syllables. If a word is three syllables, then sing the rhyme

using that word instead of *potato* (e.g., *tomato, banana, strawberry, pineapple*).

Blend Initial Sounds

- Tell students you are going to talk about some of the words in the song.
- Students will use the hand motions they learned on Day 2 to accompany initial sound blending for select words in the nursery rhyme (See **Day 2: Nursery Rhyme** for detailed instructions on how to blend sounds with hand motions).
- Ask students what sound the word *two* starts with and model segmenting the word by saying /t/—(oo). Have students do the motions to segment and then blend the word *two*.
- Follow the same steps for the following words:
 - four: /f/—our
 - six: /s/—ix
 - more: /m/—ore

Skills

	Exercise	Materials	Minutes
Small Group 1	Warm-Ups	Activity Page 5-1; Transition Cards: Sound Pictures and Initial Sounds; writing utensils	10
	Circle the Sound Picture		
Small Group 2	Tell a Story	Activity Page 5-2	10

Note: At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move students between Small Groups.

Small Group 1

10 minutes

Small Group

Warm-Ups

Sound Picture Review

Students will review previously learned sound pictures.

- Start with all students standing.
- Show students **Transition Card: Sound Picture: /m/** and **Transition Card: Sound Picture: /a/**.
- Ask students what sound this sound picture shows. If students identify the name of the letter that spells the /m/ sound (i.e., 'm'), confirm that they have indeed correctly identified the name of the letter 'm'. Then, clarify that you would like them to identify the sound shown on the card, and that some letters have both names and sounds.
- Hold up **Transition Card: Sound Picture: /m/** with your left hand and trace the 'm', describing each stroke as you trace. Then, as you write an /m/ in the air with your magic pencil (i.e., pointer finger), have students write an /m/ in the air, too.
- Repeat for /a/.
- Call on a few students to share words that start with /a/.
- Have each student think of one word that starts with /a/. When they have thought of their word, students should sit down. Call on the seated students to share their words.



1. short line down
2. hump
3. hump



1. circle to the left
2. short line down

Circle the Sound Picture

Students will identify initial sounds and circle the corresponding sound picture.

- Give each student **Activity Page 5-1: Circle the Sound Picture**
- Point to the first picture and help students label it. Repeat the label, elongating the first sound (e.g., mmmmmmonkey).
- Ask students to isolate and say the first sound (e.g., /m/—onkey).
- Have students circle the sound picture beneath the picture that shows the sound at the beginning of the word (/m/ or /a/). Alternatively, you could give students light-colored markers to highlight the sound pictures.
- Continue naming the pictures, isolating the first sound, and circling or highlighting the sound pictures.

Small Group 2

10 minutes

Small
Group

Tell a Story

Note: *At this point in the school year, students should be telling their own stories that have a beginning, middle, and end. One way for students to practice telling stories is to tell a story to a partner. If students are not yet ready to work with partners, they might work one-on-one with you or another adult, or you might conduct this activity as a group, inviting different students to tell different parts of the story. Another option would be to have students tell bedtime stories to their dolls or stuffed animals as you listen.*

Students will tell a story that accompanies a set of pictures to a peer. You will prompt students to use temporal words as they tell their stories. Temporal words include: *before, during, after, first, next, then, last, finally, beginning, middle, and end.*

- Divide students into pairs and give them **Activity Page 5-2: Tell a Story.**
- Assign one student in each pair to go first as the “storyteller” and one student to listen first as the “listener.” Remind students what each role requires.
- Explain to students that you want them to tell a story about the pictures they see. First, each student should tell a story about the cat. Then, each student should tell a story about the artist.

- You might provide additional guidance by walking students through each story picture-by-picture.

“I want the first partner to look at the first picture of the cat with its mouth open. Tell your partner what is happening in this picture. Now look at the next picture. Tell your partner what happens next in the story. What is happening in the next picture? etc.”

- Remind students to use words like *first*, *next*, and *last* to help everyone understand their story. They should also remember to name the characters in their stories.
- As you listen to students tell their stories, prompt them to use temporal words or recast their sentences using temporal words.

Listening & Learning

	Exercise	Materials	Minutes
Introducing the Read-Aloud	W Print and Sound Awareness	<i>Sunflower House</i> by Eve Bunting	5
	Purpose for Listening		
Presenting the Read-Aloud	W <i>Sunflower House</i> by Eve Bunting	<i>Sunflower House</i> by Eve Bunting	10
Deepening Understanding	W Deepening Understanding: <i>Sow</i>	Sunflower seeds, small plastic bags (1 per student), pencil, paper	10
Extension Activity	L Make Your Own Sunflower	Construction paper, muffin liners, sunflower seeds, straws, yarn, construction paper, glue	During Learning Centers

Introducing the Read-Aloud

5 minutes

Whole Group

Print and Sound Awareness

Note: *Sunflower House* by Eve Bunting lends itself well to highlighting /s/ as a beginning sound during reading. Since students are already familiar with the book's storyline, use this reread to help them focus on the beginning sound /s/. As you read other trade books throughout the school day, consider pausing to ask students to identify initial sounds, particularly those sounds (sound pictures) that students have learned in *Small Group*.

- Show students the cover of the book and read the title.
- Have students come forward and point to the title, a word on the cover, and a letter on the cover.
- Read the word *sunflower* again and ask student what sound they hear at the beginning of *sunflower*. (/s/)

Purpose for Listening

- Tell students to listen for other words in the book that start with the /s/ sound.
- Explain that when students hear a /s/ word, they should raise their hand and you will write it on the board.
- /s/ words listed are on the page where they first appear. Elongate the /s/ sounds at the beginning of these words so students have a chance to hear the sound.

- Congratulate students who hear a /s/ word, even if it is one you have already written on the board. You might make tally marks next to the word to show how many times it appears and validate students' responses.

***Sunflower House* by Eve Bunting**

➔ PAGE 4 . . . but dad says round and round is fine.

- /s/ words: sow, sunflower, seeds

➔ PAGE 10 . . . green circle in the ground.

- /s/ word: stem

➔ PAGE 14 . . . big and wide and tall.

- /s/ word: *see*

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➔ PAGE 17 . . . that roar and rage.

- /s/ word: *summer*

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➔ PAGE 18 . . . whisper all around.

- /s/ word: *sleep*

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➔ PAGE 21 . . . that can't come true.

- /s/ words: *songs, secret*

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➔ PAGE 24 . . . impossible to fix.

- /s/ words: *string, sticks*

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➔ PAGE 28 . . . seeds we can.

- /s/ words: *start, spring, something, super*

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- /s/ words: sparrows, still

Deepening Understanding

10 minutes

Whole
Group

Deepening Understanding: sow

Defining Sow

- Reread the part of the read-aloud text that contains the word sow.

➔ PAGE 4 . . . sow my sunflower seeds.

- Define the word sow.

“Sow means to plant seeds by scattering or planting them in soil.”

Reviewing Sow

- Have students retell how they sowed their seeds on **Day 1, Extension Activity: Plant a Seed.**

“We sowed our own seeds in this class a few days ago. I want you to tell me how we did it. What did we do first when we were sowing our seeds?”

- Call on a few students to recount their experiences sowing seeds.

Expanding Sow

- Give each student a bag of sunflower seeds, telling them not to open them so they won't lose them. They can look at the seeds through the bag.
- Read the note inside and explain that they can sow the seeds at home with their families.

- Ask students to repeat your directions about what they should do with the seeds, being sure that they use the word **sow** in their responses.

Extension Activity

Learning
Center

Make Your Own Sunflower

Continue this activity during Learning Centers. See **Day 4: Make Your Own Sunflower** for detailed instructions on this Extension Activity.

☑ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Describe how a sunflower grows (i.e., seed in ground; small root grows down; seedling comes up out of ground; flower grows from stem)
- ✓ State that trees are plants that grow for a long time

Language Arts Objectives

Starting the Day

Students will:

- ✓ Memorize and recite with others a simple nursery rhyme, poem, or song (RL.P.5, RF.P.2a)
- ✓ With prompting and support, give the beginning sound of a spoken word (RF.P.2d)
- ✓ Understand and use precise nouns and verbs related to plants (L.P.1b)

Skills

Students will:

- ✓ With prompting and support, give the consonant sounds of at least three written letters (RF.P.2c, RF.P.3a)
- ✓ With prompting and support, give the beginning sound of a spoken word (RF.P.2d)
- ✓ With prompting and support, give the vowel sound of at least one letter (RF.P.3a)
- ✓ Recognize the written form of one's first name (RF.P.1d)
- ✓ Perform activities requiring small muscle control (L.P.1a)
- ✓ Hold a writing instrument correctly between the thumb and index finger, resting against the middle finger (L.P.1a)

- ✓ Draw and use as motifs: cane and hook (L.P.1a)
- ✓ Write one's first name, using upper- and lowercase letters appropriately (L.P.1a, L.P.2a)
- ✓ Write the first letter of one's first name using a capital letter (L.P.2a)

Listening & Learning

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, and *why* questions about "Plants Grow" (RI.P.1, SL.P.2, SL.P.3)
- ✓ Find the illustration, or object within the illustration, that is being described in "Plants Grow" (RI.P.7)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ Understand and use precise nouns and verbs related to plants (L.P.1b)
- ✓ With prompting and support, ask and answer questions about unknown words in "Plants Grow" (RI.P.4)
- ✓ With prompting and support, retell important facts and information from "Plants Grow" (RI.P.2)
- ✓ Show understanding of and use the temporal words *first*, *next*, *then*, and *last* appropriately in context (L.P.5c)
- ✓ With prompting and support, use words and phrases acquired through conversations, and reading and responding to "Plants Grow" (L.P.6)
- ✓ With prompting and support, sequence three to five pictures depicting information from "Plants Grow" (RI.P.2)
- ✓ With prompting and support, identify outcomes described in "Plants Grow" (what happened) with possible causes (RI.P.3)
- ✓ With prompting and support, use a combination of drawing and dictating to create an informative text about sunflowers, naming the topic and supplying some information about the topic (W.P.2, W.P.8)

Core Vocabulary

deeper, *adj.* Farther down inside

Example: Samson pushed the stick deeper into the sand so that it would stand up straight.

Variation(s): deep, deepest

emerges, *v.* Comes out of

Example: When a plant emerges from the soil, it starts to grow a stem and leaves above the ground.

Variation(s): emerge, emerging, emerged

larger, *adj.* Bigger

Example: I want to get a larger backpack so I can fit more library books in it.

Variation(s): large, largest

seedling, *n.* A small young plant

Example: Chantal is going to plant seedlings in her front yard so that will one day grow into tall trees that she can climb.

Variation(s): seedlings

thick, *adj.* Wide

Example: I walked across a big, thick log to get to the other side of the stream.

Variation(s): thicker, thickest

trunk, *n.* The stem of a tree that holds up the branches

Example: A caterpillar crawled up the trunk of the tree to get to the tasty leaves.

Variation(s): trunks

At a Glance

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
<i>Routines</i>	W	Continue Established Routines		During morning circle
<i>Nursery Rhyme</i>	W	Oats, Peas, Beans, and Barley Grow	Nursery Rhymes and Songs Poster 26; Image Card 6-1	
SKILLS				
<i>Small Group 1</i>	S	Warm-Ups	Transition Cards: Sound Pictures and Initial Sounds	10
		Removing Initial Sounds		
<i>Small Group 2</i>	S	Warm-Ups	Activity Pages 6-1–6-3	10
		Tracing with Primary Crayons		
LISTENING & LEARNING				
<i>Introducing the Read-Aloud</i>	W	What Do We Already Know?	<i>Sunflower House</i> by Eve Bunting	5
		Purpose for Listening		
<i>Presenting the Read-Aloud</i>	W	Plants Grow	Acorn or other tree seed	10
<i>Discussing the Read-Aloud</i>	W	What’s the Big Idea?	Image Cards 6-2–6-5	10
<i>Extension Activity</i>	L	Make Your Own Sunflower	Construction paper, muffin liners, sunflower seeds, straws, yarn, construction paper, glue	During Learning Centers

Advance Preparation

Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small-group leader has a copy of the lesson for implementation.

Small Group 2

Place **Activity Pages 6-1–6-2** in the next empty page protectors of each student's **My First Strokes Book** following the strokes completed in the previous domain. At this point in the year, you might choose to remove the pages for handwriting strokes that all students have mastered.

Listening & Learning

Practice delivering the read-aloud text while looking at the Flip Book, making notes as to how you plan to make the read-aloud interactive for students. Write your notes in the boxes provided.

Gather real examples of seeds to show students. You might use lemon seeds, avocado or peach pits, acorns, etc.

Starting the Day

	Exercise	Materials	Minutes
Routines	W Continue Established Routines		During morning circle
Nursery Rhyme	W Oats, Peas, Beans, and Barley Grow	Nursery Rhymes and Songs Poster 26; Image Card 6-1	

Routines

Whole Group

Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me, Families and Communities, Animals, and Plants* domains. These include:

- Ordering the Schedule Using Temporal Words
- Learning Center labels and sign-in
- Materials labels
- Attendance: Copying name and naming letters
- Classroom jobs

Nursery Rhyme

Whole Group

Oats, Peas, Beans, and Barley Grow

Learn the Rhyme

- Teach students the song “Oats, Peas, Beans, and Barley Grow” using the echo technique using **Nursery Rhymes and Songs Poster 26** for reference. For an example of the echo technique see **Day 1: Here We Go Round the Mulberry Bush**.
- Point to each plant in the illustration on the poster: oats, beans, peas, and barley.
- Define *oats* and *barley* and show students **Image Cards 6-1A: Oats and 6-1B: Barley**
 - Oats are seeds that humans and animals eat. Oatmeal is made of oats. Some people feed oats to horses.

- Barley is a kind of grass that humans and animals can eat, too. Some people put barley in soup and cook it to eat.
- Ask students if they have ever eaten oats or barley.

Blend Initial Sounds

- Tell students you are going to talk about some of the words in the song.
- Students will use the hand motions they learned on **Day 2** to accompany initial sound blending for select words in the nursery rhyme (see **Day 2: Nursery Rhyme** for detailed instructions on how to blend sounds with hand motions).
- Ask students what sound the word *seeds* starts with and model segmenting the word by saying /s/—eeds. Have students do the motions to segment and then blend the word *seeds*.
- Follow the same steps for the following words:
 - first: /f/—irst
 - seeds: /s/—eeds
 - beans: /b/—eans
 - turns: /t/—urns

Skills

	Exercise	Materials	Minutes
Small Group 1	Warm-Ups	Transition Cards: Sound Pictures and Initial Sounds	10
	Removing Initial Sounds		
Small Group 2	Warm-Ups	Activity Pages 6-1–6-3	10
	Tracing with Primary Crayons		

Note: At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move students between Small Groups.

Small Group 1

10 minutes

Small Group

Warm-Ups

Sound Picture Review

Students will review previously learned sound pictures.

- Start with all students standing.
- Show students **Transition Card: Sound Picture: /m/** and **Transition Card: Sound Picture: /a/**.
- Ask students what sound this sound picture shows. If students identify the name of the letter that spells the /m/ sound (i.e., 'm'), confirm that they have indeed correctly identified the name of the letter 'm'. Then, clarify that you would like them to identify the sound shown on the card, and that some letters have both names and sounds.
- Hold up **Transition Card: Sound Picture /m/** with your left hand and trace the 'm', describing each stroke as you trace. Then, as you write an /m/ in the air with your magic pencil (i.e., pointer finger), have students write an /m/ in the air too.
- Repeat for /a/.
- Call on a few students to share words that start with /a/.
- Have each student think of one word that starts with /a/. When they have thought of their word, students should sit down. Call on the seated students to share their words.



1. short line down
2. hump
3. hump



1. circle to the left
2. short line down

Removing Initial Sounds

Note: *In order to do this activity, students must be able to detect and manipulate sounds in words. If some students are not yet able to detect sounds in words, spend extra time reviewing and practicing Skills activities from Days 1-5 of the Habitats domain and/or Skills activities from the Animals domain. Additional scaffolding tips can be found in the sidebars to the left.*

Students will make new words by removing an initial sound from an existing word.

Teaching Tip

Students must be able to detect and manipulate individual sounds in words in order to be able to play this game. If students are having difficulty identifying and segmenting initial sounds, model elongating the initial sound (e.g., mmmmeat). Have students repeat after you. Then, segment the word and have students repeat after you (e.g., /m/—eat). Finally, tell students you are going to use your magic scissors to cut off the beginning sound. Barely whisper the initial sound (e.g., /m/), then make a snipping motion with your fingers, and then say the rest of the word (e.g., eat). Have students repeat this process with you.

Teaching Tip

See **Appendix B: Representing Phonemes (Sounds) in CKLA-Preschool** for a guide to how individual sounds in words (phonemes) are spelled in the *Plants* domain.

- Explain to students that you are going to say a word and you want them to say the word *without* saying the first sound. Give them an example using the words *meat* and *eat*.

“Say the word meat, but don’t say /m/. (eat)”

- Give students a few more examples, as it may take a while for them to realize how to play this game.
- As you play the game, talk about the meanings of the words so students realize that they are making real words before and after they remove sounds.

“Say the word — — —, but don’t say /_/. ”

- You may choose to play the game with some or all of the words on this list. You may also wish to repeat words to help students practice isolating initial sounds.

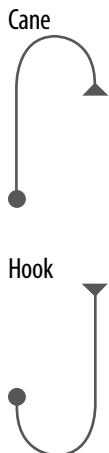
	Word	Sound	Base Word
1.	mat	/m/	at
2.	rat	/r/	at
3.	sat	/s/	at
4.	sand	/s/	and
5.	late	/l/	ate
6.	hit	/h/	it
7.	for	/f/	or
8.	hat	/h/	at
9.	farm	/f/	arm
10.	fair	/f/	air
11.	car	/k/	are

12.	cart	/k/	art
13.	deer	/d/	ear
14.	chair	/ch/	air
15.	care	/k/	air
16.	boat	/b/	oat
17.	cake	/k/	ache
18.	cape	/k/	ape
19.	heel	/h/	eel
20.	beach	/b/	each
21.	pant	/p/	ant
22.	cold	/k/	old
23.	towel	/t/	owl
24.	beg	/b/	egg

Small Group 2

10 minutes

Small Group



Warm-Ups

My First Strokes Book

Students will practice two handwriting strokes by tracing lines with their fingers in their **My First Strokes Books** (see **Advance Preparation**).

- Have each student find their own **My First Strokes Book** by looking for their name on the cover.
- Tell students to drag their finger from left to right under the title as you read, “**My First Strokes Book.**”
- Have students open to the first page of their books.
- Ask students to hold up their pointer fingers when they are ready to trace.
- Read the poem for each stroke. Have students trace the lines with their pointer fingers as you read each verse.
- Tell students when to begin a new page by saying, “Please turn the page.”

Tracing with Primary Crayons

Students will practice tracing a cane and a hook using primary crayons.

- Give each student **Activity Page 6-3** and a primary crayon.

Teaching Tip

At this point in the school year, students should be able to write most of the letters in their names and say the names of the letters from memory. If students are unable to do so, find time throughout the day to work with them individually. See **Pausing Points** for suggestions for additional activities students might do to practice writing their names.

- Work with each student independently to help him/her establish a tripod grip. Students should be using the tripod grip consistently throughout this activity, but may need help repositioning their fingers at various points.
- Have students practice their cane and hook strokes by tracing the lines on the front and back of the Activity Page.
- As students finish tracing each stroke on the front of the page, have them work on the back of the page.
- When students finish both strokes, give them a blank piece of paper and have them practice writing their names. As students write, ask them to say the name of each letter.

Listening & Learning

	Exercise	Materials	Minutes
Introducing the Read-Aloud	W What Do We Already Know?	<i>Sunflower House</i> by Eve Bunting	5
	Purpose for Listening		
Presenting the Read-Aloud	W Plants Grow	Acorn or other tree seed	10
Discussing the Read-Aloud	W What's the Big Idea?	Image Cards 6-2-6-5	10
Extension Activity	L Make Your Own Sunflower	Construction paper, muffin liners, sunflower seeds, straws, yarn, construction paper, glue	During Learning Centers

Introducing the Read-Aloud

5 minutes

Whole Group

What Do We Already Know?

- Remind students that they read the book *Sunflower House* by Eve Bunting.
- Show students page 9 in *Sunflower House* by Eve Bunting. Ask students to identify the sunflower seed in the illustration. Remind students that the boy planted seeds from a packet.

"Who can point to the seed on this page? Remember, this boy planted a bunch of sunflower seeds from this seed packet. He sowed them in the soil."

- Then, ask students what happened to the seeds that the boy in the story planted.

"In this story, the boy planted many seeds. What happened to the seeds in the story?"

- Review pages 10, 11, and 15 to remind students how in the story the seeds grew into large sunflowers with stems and leaves and flowers.

Purpose for Listening

- Tell students to listen to the read-aloud to find out more about how plants start out as seeds and grow.

Plants Grow



← SHOW FLIP BOOK PAGE 6-1: Humans grow

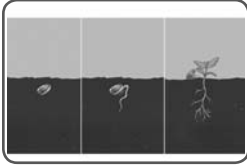
Human beings are living things that grow and change. Everyone starts out as a baby, then grows into a child, and then becomes an adult.



← SHOW FLIP BOOK PAGE 6-2: Oak seedling and oak tree

Plants are living things that grow and change, too. Just like babies, plants start out very small and then grow **larger**. Even large, tall trees start out as small plants.

- *Ask students which plant is little, like a baby.*
- *Ask students if they have ever seen or played under a big, huge tree.*
- *Remind students that those big, huge trees started out as tiny little plants like the one in the picture.*



◀ **SHOW FLIP BOOK PAGE 6-3: Seed, seed with root, seedling**

Many plants, including sunflowers, grow from seeds. For a sunflower to grow, first a seed is planted or falls into the soil. After a seed is planted in the soil, the seed cracks open and a small root **emerges**. Then, a **seedling** pushes up out of the ground. The seedling is a tiny plant. Larger roots start to grow down into the soil.

Note: Students may be curious about the seed casing shown in the third illustration. Often when a seedling sprouts from the ground, it pushes the seed casing up to the surface as it sprouts. The third illustration shows the seed casing resting on top of the soil after being shed and then pushed up by the seedling.

- Summarize the text by pointing to each picture and describing what is happening.

[Point to seed.] "Here the sunflower seed is planted in the soil. Sometimes people plant seeds in the soil and sometimes they fall into the soil all by themselves. [Point to seed with root] Then, a small root emerges. That means it comes out of the seed. Look at this little root going down into the soil. [Point to tiny plant] Then, a seedling pushes up out of the ground and the roots grow down into the soil. Little leaves start to grow."



← **SHOW FLIP BOOK PAGE 6-4: Sunflower**

The seedling gets bigger and bigger. It is no longer a seedling; it is a plant with leaves and flowers. It is a sunflower! The roots of the plant keep growing **deeper** down into the soil. The stem stands straight and tall, holding up the flower. The plant has grown from a tiny seed into a sunflower!

- *Point out how much larger the roots and leaves are in this picture compared to the previous Flip Book page. Tell students the roots get bigger and bigger because they hold the big plant above the ground in place. They also soak up water and nutrients for the plant above ground so it can grow.*
- *Flip back and forth between the current page and Flip Book Page 6-3. Ask students what new part the plant grew. (a flower)*



◀ **SHOW FLIP BOOK PAGE 6-5: Acorn, oak seedling, oak tree**

Trees are large plants that have been growing for a long time. Trees start out as tiny seeds, just like sunflowers. Then, a tree grows into a seedling. The seedling gets bigger and bigger, growing longer and longer branches and more and more leaves. Finally, it becomes a big tree. This tree has grown so large that it has a strong, **thick trunk** and many long branches.

- Define **TRUNK** and point to the trunk in the picture

"A trunk is the thick part of a tree that holds it up. It is the stem of the tree. It connects to the roots in the ground and the branches and leaves above the ground."

- Ask students if they have ever put their arms around the trunk of a tree.
- Point to the acorn and tell students that trees are plants that start out as seeds, just like sunflowers. The seed then grows into a seedling, and eventually becomes a big tree with a trunk, branches, and leaves.
- *SUGGESTION: Show students a real acorn or other tree seed (e.g., avocado pit, walnut, any nut with a shell on it) and pass it around, reminding students that it is a seed that could grow into a tree.*



◀ **SHOW FLIP BOOK PAGE 6-6: Girl holding seedling**

If you planted a seedling, how long do you think it would take to grow into a tree?

- Ask students to make predictions about how long it takes for a seedling to grow into a large tree.

"How long do you think it would take for this seedling to grow into a tree? A day? A week? Many, many years?"

- Have students pretend they are hugging a tree trunk with their arms.
- Tell students that for a tree trunk to be that big, the tree would have to grow for many, many years.

"If you planted a seedling now, it wouldn't be a big tree until long after everyone in our class had become adults!"

Discussing the Read-Aloud

10 minutes

Whole
Group

What's the Big Idea?

Is It a Living Thing?

- Have students show 'thumbs-up' and 'thumbs-down' to indicate whether the thing you say is a living thing or a nonliving thing.
- Define *living things* as things that grow and change. Remind students that humans, animals, and plants are all living things that grow and change. They are alive. Plants start out as seeds and then grow bigger and bigger.

"I want you to show me 'thumbs up' if the thing I say is a living thing and show me 'thumbs-down' if it is not a living thing."

- Provide feedback to students by reminding them that all humans, animals, and plants are living things that grow and change.
 - tree

- chair
- you
- elephant
- table
- flower
- grass
- door
- pencil
- dog
- sunflower
- cat
- humans

Describe How Plants Grow

- Tell students you are going to tell the story of how a sunflower grows from a seed into a plant.
- Show students **Image Cards 6-2-6-5: Sunflower Lifecycle** and ask students to describe each step in the process.
- Recast students' answers to include the temporal words *first, next, then, and last* and the plant-related words *seed, roots, seedling, soil, leaves, stem, and flower*.

"First, a seed is planted in the soil. Next, a little root comes out of the seed and grows down into the soil. Then, a stem shoots up out of the ground and leaves start growing. The plant is now called a seedling. Last, the leaves grow bigger and a big flower grows at the end of the stem."

- Reread **Flip Book Pages 6-3-6-4** to correct and confirm students' description of how plants grow.

"Many plants grow from seeds. A seed is planted or falls into the soil. After a seed is planted in the soil, the seed cracks open and a small root emerges. Then, a seedling pushes up out of the ground. The seedling is a tiny plant. Larger roots start to grow down into the soil.

The seedling gets bigger and bigger. It is no longer a seedling; it is a plant with leaves and flowers. It is a sunflower! The roots of the plant keep growing deeper down into the soil. The stem stands straight and tall, holding up the flower. The plant has grown from a tiny seed into a sunflower!"

Describe How Trees Grow

- Show students **Flip Book Page 6-5: Acorn, seedling, tree** and have students describe how trees grow from a seed or nut into a seedling and then into a big tree with a trunk, branches, and many leaves.
- Remind students that all plants start out as seeds or nuts and then grow into bigger plants. Some grow into trees, like this picture; others grow into plants with flowers like a sunflower.

Extension Activity

Learning
Center

Make Your Own Sunflower

Continue this activity during Learning Centers. See **Day 4: Make Your Own Sunflower** for detailed instructions on this Extension Activity.

☑ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Describe how a sunflower grows (i.e., seed in ground; small root grows down; seedling comes up out of ground; flower grows from stem)
- ✓ State that trees are plants that grow for a long time

Language Arts Objectives

Starting the Day

Students will:

- ✓ Memorize and recite with others a simple nursery rhyme, poem, or song (RL.P.5, RF.P.2a)
- ✓ With prompting and support, give the beginning sound of a spoken word (RF.P.2d)
- ✓ Understand and use precise nouns and verbs related to plants (L.P.1b)

Skills

Students will:

- ✓ With prompting and support, give the consonant sounds of at least three written letters (RF.P.2c, RF.P.3a)
- ✓ With prompting and support, give the beginning sound of a spoken word (RF.P.2d)
- ✓ Recognize the written form of one's first name (RF.P.1d)
- ✓ Perform activities requiring small muscle control (L.P.1a)
- ✓ Hold a writing instrument correctly between the thumb and index finger, resting against the middle finger (L.P.1a)
- ✓ Draw and use as motifs: cane and hook (L.P.1a)

- ✓ Write one's first name, using upper- and lowercase letters appropriately (L.P.1a, L.P.2a)
- ✓ Write the first letter of one's first name using a capital letter (L.P.2a)

Listening & Learning

Students will:

- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, and *why* questions about "Plants Grow" (RI.P.1, SL.P.2, SL.P.3)
- ✓ Find the illustration, or object within the illustration, that is being described in "Plants Grow" (RI.P.7)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ Understand and use precise nouns and verbs related to plants (L.P.1b)
- ✓ With prompting and support, ask and answer questions about unknown words in "Plants Grow" (RI.P.4)
- ✓ With prompting and support, retell important facts and information from "Plants Grow" (RI.P.2)
- ✓ Show understanding of and use the temporal words *first*, *next*, *then*, and *last* appropriately in context (L.P.5c)
- ✓ With prompting and support, use words and phrases acquired through conversations, and reading and responding to "Plants Grow" (L.P.6)
- ✓ With prompting and support, sequence three to five pictures depicting information from "Plants Grow" (RI.P.2)
- ✓ With prompting and support, identify outcomes described in "Plants Grow" (what happened) with possible causes (RI.P.3)
- ✓ Demonstrate understanding and use the multiple-meaning word *trunk* (L.P.4a)
- ✓ Interpret and act out through pantomime a nursery rhyme, poem, or fingerplay, using one's own original gestures and movements (RL.P.10)
- ✓ Perform activities requiring small muscle control (L.P.1a)
- ✓ With prompting and support, use a combination of drawing and dictating to create an informative text about sunflowers, naming the topic and supplying some information about the topic (W.P.2, W.P.8)

At a Glance

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
Routines	W	Continue Established Routines		During morning circle
Nursery Rhyme	W	Oats, Peas, Beans, and Barley Grow	Nursery Rhymes and Songs Poster 26	
SKILLS				
Small Group 1	S	Warm-Ups	Transition Cards: Sound Pictures	10
		Removing Initial Sounds		
Small Group 2	S	Warm-Ups	Activity Page 7-2; My First Strokes Book; primary crayons	10
		Writing with Primary Crayons		
LISTENING & LEARNING				
Picture Talk	W	Plants Grow	Image Cards 6-2–6-5, chart paper or white board, marker	15
Deepening Understanding	W	Deepening Understanding: <i>Trunk</i>	Image Card 7-1A–7-1B	10
Extension Activity	L	Make Your Own Sunflower	Construction paper, muffin liners, sunflower seeds, straws, yarn, construction paper, glue	During learning centers

Take-Home Material

Watch Seeds Sprout

Give students the following material to take home to their family:

- **Activity Page 7-1: Watch Seeds Sprout**

Advance Preparation

Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small-group leader has a copy of the lesson for implementation.

Starting the Day

	Exercise	Materials	Minutes
Routines	W Continue Established Routines		During morning circle
Nursery Rhyme	W Oats, Peas, Beans, and Barley Grow	Nursery Rhymes and Songs Poster 26	

Routines

Whole Group

Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me, Families and Communities, Animals, and Plants* domains. These include:

- Ordering the Schedule Using Temporal Words
- Learning Center labels and sign-in
- Materials labels
- Attendance: Copying name and naming letters
- Classroom jobs
- Writing Name to Make Choices

Nursery Rhyme

Whole Group

Oats, Peas, Beans, and Barley Grow

Practice the Rhyme

- Show students **Nursery Rhyme Poster 26: “Oats, Peas, Beans, and Barley Grow”** and practice the rhyme with students.
- Tell students “takes his ease” means the farmer was resting. Point to the illustration and tell students the farmer is “taking his ease” in the picture.
- Sing the song again but this time encourage students to interpret the song and make up his or her own actions during the second part of the rhyme (e.g., “sows seeds,” “stands and takes his ease,” etc.).

Blend Initial Sounds

- Tell students you are going to talk about some of the words in the song.
- Students will use the hand motions they learned on Day 2 to accompany initial sound blending for select words in the nursery rhyme (see **Day 2: Nursery Rhyme** for detailed instructions on how to blend sounds with hand motions).
- Ask students what sound the word *seeds* starts with and model segmenting the word by saying /s/—eeds. Have students do the motions to segment and then blend the word *seeds*.
- Follow the same steps for the following words:
 - first: /f/—irst
 - seeds: /s/—eeds
 - beans: /b/—eens
 - turns: /t/—urns

Skills

	Exercise	Materials	Minutes
Small Group 1	Warm-Ups	Transition Cards: Sound Pictures: /m/ and /a/	10
	Removing Initial Sounds		
Small Group 2	Warm-Ups	Activity Page 7-2; My First Strokes Book; primary crayons	10
	Writing with Primary Crayons		

Note: At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move students between Small Groups.

Small Group 1

10 minutes

Small Group

Warm-Ups

Sound Picture Review

Repeat the Warm-Up you conducted on Day 6 during Warm-Ups for Small Group 1. See **Day 6: Sound Picture Review** for detailed instructions on this Warm-Up.

Removing Initial Sounds

Continue this activity during Small Group 1. See **Day 6: Removing Initial Sounds** for detailed instructions on this Small Group Activity.

Note: Because this Skills activity can be difficult for some students, consider conducting this activity again during the *Pausing Point* or working one-on-one with students who need additional practice.

Small Group 2

10 minutes

Small Group

Warm-Ups

My First Strokes Book

Students will practice handwriting strokes by tracing lines with their fingers in their **My First Strokes Book**.

- Have each student find their own **My First Strokes Book** by looking for their name on the cover.

- Tell students to drag their finger from left to right under the title as you read **My First Strokes Book**.
- Have students open to the first page of their books.
- Ask students to hold up their magic pencils (i.e., pointer fingers) when they are ready to trace.
- Read the poem for each stroke. Have students trace the lines with their pointer fingers as you read each verse.
- Tell students when to begin a new page by saying, “Please turn the page.”

Writing with Primary Crayons

Students will practice writing a cane and hook using primary crayons.

- Give each student **Activity Page 7-2** and a primary crayon.
- Work with each student independently to help him/her establish a tripod grip. Students should be using the tripod grip consistently throughout this activity, but may need help repositioning their fingers at various points.
- Have students practice their moon and wave strokes by drawing lines on the Activity Pages starting at the triangle and ending at the dot.
- Encourage students to reference their **My First Strokes Books** if they cannot remember a specific stroke.
- When students finish both strokes, give them a blank piece of paper and have them practice writing their names. As students write, ask them to say the name of each letter.

Teaching Tip

At this point in the school year, students should be able to write most of the letters in their names and say the names of the letters from memory. If students are unable to do so, find time throughout the day to work with them individually. See **Pausing Points** for suggestions for additional activities students might do to practice writing their names.

Listening & Learning

	Exercise	Materials	Minutes
Picture Talk	W Plants Grow	Image Cards 6-2–6-5; chart paper or whiteboard, marker	15
Deepening Understanding	W Deepening Understanding: <i>Trunk</i>	Image Cards 7-1A and 7-1B	10
Extension Activity	L Make Your Own Sunflower	Construction paper, muffin liners, sunflower seeds, straws, yarn, construction paper, glue	During Learning Centers

Picture Talk

15 minutes

Whole Group

Plants Grow

Note: Rather than review the *Flip Book* during this *Picture Talk*, you will use *Image Cards* to give students the opportunity to manipulate and sequence pictures showing the life cycle of a sunflower and a tree. Then, students will act out the life cycle of a sunflower.

The *Picture Talk* is an opportunity for students to remember and practice using the language and vocabulary they heard during the previous read-aloud. As you show the *Image Cards* and read the prompts below, encourage students to talk about the pictures and share information. Remember the following Language Support Techniques (see **General Overview**) as you support students in participating in the *Picture Talk*: Comments, Self-Talk, Labels and Object Descriptions, Open Questions, Parallel Talk, Expansion, and Expansion Plus.

Sequencing the Sunflower Life Cycle

- Tell students you are going to talk about how sunflowers grow. Place a piece of chart paper horizontally where all students can see it. Write “Sunflowers Grow” at the top of the chart paper. Then, read the words back to students after you write them, sliding your finger under the words as you read.
- Show students **Image Cards 6-2–6-5: Sunflower life cycle**. Tell students that you are going to put these pictures in order, as a class, from beginning to end to show how a sunflower grows.
- Ask students what happens first when a plant is getting ready to grow by finding the picture and describing what is happening.

Teaching Tip

You might introduce the *Picture Talk* by asking students what they remember from the read-aloud. Help students stay on topic by expanding their contributions to tie them back to the Core Content Objectives. If students stray too far from the content taught in the read-aloud, refocus them by beginning the *Picture Talk* using the suggested language.

“What happens first when the plant is getting ready to grow? Who can come find the picture that shows what happens first?”

- As students identify the correct Image Card, have a student help you tape it to your chart paper in the first box. Below the Image Card, have students dictate a sentence describing the step in the plant’s life cycle. Use the temporal words *first*, *next*, *then*, and *last*.

“First, a seed goes into the ground. I want Jenna to put the picture over here and I’m going to write down what Jenna said happens first.”

- Complete your chart showing the four stages of a sunflower’s life cycle.

Acting out the Sunflower Life Cycle

- Once the chart is finished, tell students you are going to sing them a song about a sunflower growing. Sing the song once all the way through and point to the Image Cards on the chart that apply to each verse.
- Next, tell students you are going to sing the song again and you want them to act out the song as you sing. Have students spread out so they have room to move.
- Tell students to act out each stage as you sing the song below to the tune of “Mary Had a Little Lamb.”
- Below are suggestions for ways students might act out each step. You could model this for students or allow them to act it out in their own way.
- Encourage students to sing along as they begin to learn parts of the song.

A seed is planted in the ground, in the ground, the ground—

A seed is planted in the ground; it’s small and round and tiny.

- Students curl up in a ball on the floor.

A root comes out and grows on down, grows on down, grows on down—

A root comes out and grows on down, deep down in the soil.

- Students stick out one leg

A stem grows up above the ground, above the ground, above the ground—

A stem grows up above the ground, with little leaves all over.

- Students begin to stand up with hands on top of head as leaves

The leaves grow big, the stem grows tall, stem grows tall, stem grows tall—

The leaves grow big, the stem grows tall, and then there is a flower!

- Students stretch their arms out wide and lift their face up like a flower reaching toward the sun.

Whole Group

Deepening Understanding: *Trunk*

Defining Trunk

- Reread the part of the read-aloud text that contains the word *trunk*.

“Remember, in our read-aloud, we heard the word trunk. Listen for the word trunk while I read part of the read-aloud you heard before.”



◀ SHOW FLIP BOOK PAGE 6-5: Acorn, oak seedling, oak tree

“Trees start out as tiny seeds, just like sunflowers. Then, a tree grows into a seedling. The seedling gets bigger and bigger, growing longer and longer branches and more and more leaves, until it becomes a big tree. This tree has grown so large that it has a strong, thick trunk.”

- Define the word *trunk*.

“A trunk is the main stem of a tree. The trunk is attached to the roots and holds up the tree’s branches and leaves.”

Reviewing Trunk

- Have students point to the trunk in the picture.
- Explain to students that the trunk started out as a small stem.

“The trunk of this tree started out as a small stem while this tree was still a seedling. It grew bigger and wider and stronger and became a trunk.”

Expanding Trunk

- Remind students that they learned about two different kinds of trunks earlier in the year. Ask students what animal has a trunk. (elephant)

“We learned the word trunk earlier this year. It is also an animal’s body part. What animal has a trunk?”

- Show students **Image Card 7-1A: Elephant with trunk** and ask a student to come up and point to the elephant’s trunk.
- Show students **Image Card 7-1B: Car trunk** and remind students that cars also have a trunk. It is a place in the back of the car where you can store things. Explain to students that sometimes one word can mean different things.

Extension Activity

Learning
Center

Make Your Own Sunflower

Continue this activity during Learning Centers. See **Day 4: Make Your Own Sunflower** for detailed instructions on this Extension Activity.

Note to Teacher

Pausing Point 1 is an opportunity to review, reinforce, and extend the material taught during the first half of the domain. Begin by identifying areas in which students may need extra practice by using Observational Assessments (see **General Overview**) and/or Task Assessments (see below). Then, use this information to decide which activities you wish to repeat and whether it is best to repeat them in a whole-group or small-group setting. If students are ready to extend their knowledge, suggestions for activities that draw on information presented across multiple days are provided below. During the Pausing Point, continue conducting routines that have been introduced up until this point (e.g., attendance, daily schedule, classroom jobs, signing in to Learning Centers, etc.).

☑ Lesson Objectives

Core Content Objectives Up to This Pausing Point

Students will:

- ✓ State that plants are alive
- ✓ Name five plants (e.g., tree, grass, sunflower, cactus, carrot, etc.)
- ✓ Name the four parts of a plant (i.e., roots, stem, leaves, flowers)
- ✓ State the function of the four parts of a plant (i.e., roots soak up water; stem holds the plant up; leaves collect sunlight and air; flowers make seeds)
- ✓ State that flowers grow from seeds
- ✓ Describe how a sunflower grows (i.e., seed in ground; small root grows down; seedling comes up out of ground; flower grows from stem)
- ✓ State that trees are plants that grow for a long time

Student Performance Task Assessment

Skills Task Assessment

Adding Initial Sounds

Assess which students have learned to blend initial sounds by giving them directions to do different actions, pausing between the first sound and the rest of the word. Watch carefully to see which students respond correctly. You might do this exercise as a whole group with students standing in a circle and facing outward so that they cannot easily see the motions other students are making. Some examples of directions include:

- Touch your n...ose.
- Put your hands on your kn...ees.
- Touch your sh...oe.
- Wiggle your f...oot.
- Raise your h...and.
- Lift one l...eg.

Listening & Learning Task Assessment

How a Plant Grows

Assess which students are able to describe the growth of a plant by showing them **Image Cards 6-2-6-5: Sunflower Life Cycle**. Put the cards face-up in order from left to right in front of the student. Have each student describe how a plant grows. Prompt the students to name the parts of the plant as s/he describes the Image Cards. Observe and record whether the student has begun to use domain-related vocabulary in his/her description (e.g., *roots*, *sprout*, *stem*, *leaves*, *seed*, etc.).

Skills Review

Skills Activities Summary

The chart below shows the Small Group activities that students have completed up to Pausing Point 1 and the skill areas they address. If students need more practice in a particular area, revisit activities that address those skills.

Skills Small Group Activities Summary

Day(s)	Skills Small Group	Activity	Phonological Awareness				Print		Handwriting		Shared Writing	Narrative	
			Initial Sound	Final Sound	Sounds in Words	Sound-Letter Correspondence	Name Recognition	Alphabet Knowledge	Strokes/ Writing Letters	Name Writing	Dictation	Sequencing Events	Verbal Retelling
1	1	Same Sound Pairs	✓			✓							
	2	The Story of Tony's Day										✓	✓
2	1	Adding Initial Sounds	✓			✓							
	2	Tracing with Primary Crayons					✓	✓	✓	✓			
3	1	Adding Initial Sounds	✓			✓							
	2	A Class Story									✓		✓
4	1	Draw the Sound Picture for /a/	✓			✓							
	2	Writing with Primary Crayons					✓	✓	✓	✓			
5	1	Circle the Sound Picture	✓			✓							
	2	Tell a Story											✓
6	1	Removing Initial Sounds	✓			✓							
	2	Tracing with Primary Crayons					✓	✓	✓	✓			
7	1	Removing Initial Sounds	✓			✓							
	2	Writing with Primary Crayons					✓	✓	✓	✓			

Additional Skills Activities

Name Writing Activities

In addition to continuing fine motor activities suggested in previous domains, continue to encourage students to practice handwriting strokes and name writing. As students write their names, be sure to say the names of the letters they are forming. Suggestions for ways to encourage students to practice writing strokes and name writing include:

- Draw writing strokes or write a student's name in pen and have them trace over it with a highlighter.
- Cover a plastic plate or tray with a thin layer of play dough. Have students write their handwriting strokes or their names in the play dough with their fingers or a primary pencil.

- Have students form the letters of their names out of play dough, waxed yarn sticks, or pipe cleaners.
- Place paint thickened with cornstarch in a gallon-sized zip-top bag (squeeze out all of the air). Lay the bag flat on the table. Have students “paint” their handwriting strokes or name by making indentations in the paint through the bag.
- Put magnetic letters (upper- and lowercase) in the Writing Center or on a magnetic surface and have students spell their names using the magnets.
- Provide students with trays of sand and allow them to draw handwriting strokes and write their names in the sand.
- Take sidewalk chalk outside and allow students to write their name on the pavement.
- Place shaving cream on a tray or on the table and have students draw their names, as well as the sound pictures they know (e.g., /m/ and /a/).

Journals

Materials: paper, drawing tools and writing utensils, stapler, various craft supplies like stickers and stencils

Have students create their own journals to keep in the Writing Center. Students can use drawing tools and writing utensils to write their name on the cover. Allow students to decorate the cover of their journal any way they would like. When students are in the Writing Center, they can make entries in their journals. Date each entry so that you can keep a record of students’ progress over time.

Autograph Books

Materials: paper, drawing tools and writing utensils, stapler

Have students create an autograph book where they can collect other students’ signatures. Keep the autograph books in the Writing Center, and have students sign their names and draw in each other’s books. Include a class list at the front of each book so that students can cross off the names of those who have signed.

Storytelling Cards

Materials: small pictures, cardboard squares, glue or tape

Glue or tape small pictures (from magazines or clip art) onto cardboard squares. Put cards face down in front of students. Have students choose three cards and make up a story about the pictures shown on the cards. A few printable sequencing cards available for download can be found [here](http://www.mydeliciousambiguity.com/2010/11/free-printable-sequencing-cards.html): <http://www.mydeliciousambiguity.com/2010/11/free-printable-sequencing-cards.html>

Initial Sound and Sound Picture Shaker

Materials: large, clear plastic water bottle, white rice, small objects, letter beads or letter magnets (/m/ and /a/ only)

Place small objects, letter beads, and rice inside the bottle. Close and seal the bottle using glue or tape. Have students shake the bottle until they find one of the objects or letters. If students find an object, have students say the name of the object and identify its initial sound. If students find a sound picture, have them say the sound that goes along with the letter and think of a word that begins with that sound.

Listening & Learning Review

Read-Aloud and Picture Talk Reviews

If students need repeated exposure to particular content, choose a read-aloud to be heard again. You could also let students choose their favorite read-aloud to hear or retell. Picture Talks provide an excellent opportunity to practice Core Vocabulary, and can be repeated in a whole-group or small-group setting. You may also choose to do a Picture Talk of pages not presented in the lesson, facilitating a discussion using questions and comments similar to those given in the lesson.

Domain-related Trade Books

Read nonfiction trade books that are related to the Core Content Objectives addressed up to Pausing Point 1. See the **Introduction** for suggestions. You might also choose to read a fiction trade book that complements the content presented in this domain. You may have your own favorites, or you could use the following fictional stories:

Little Critter Jack And The Beanstalk, by Mercer Mayer (Sterling, 2010)
ISBN 978-1-4027-6793-7

- Connection to content from “Plants Grow”:

This book is a take on the classic tale that has been made more appropriate for preschoolers. Talk with students about Jack and his beanstalk and how it grew so tall. Discuss how plants grow and think about planting your own beanstalk.

The Tiny Seed, by Eric Carle (Little Simon Books, 1987)
ISBN 978-1-4169-7917-3

- Connection to content from *Sunflower House*:

This book is about the life stages of a plant, starting with a tiny seed. Talk with students about how seeds grow, specifically focusing on how this seed grows from a tiny seed into a beautiful flower.

A Tree Is Nice, by Janice May Udry and pictures by Marc Simont
(HarperCollins, 1956) ISBN 978-0-06-443147-7

- Connection to content from “Plants Have Different Parts”:

This book talks about the many uses for a tree. Discuss the parts of a tree and what they are used for in this text. Compare parts of a tree to the parts of a sunflower by discussing whether they are the same or different.

Activities

Teaching Tip

The widespread availability of digital cameras provides an excellent opportunity to record scientific observations through the use of photographs. Teachers might take and print photographs of growing plants so that students can compare, sort, and sequence phases of plant growth and development.

Watching Plants Grow Roots

Materials: clear plastic bottle, paper towels, lima beans

Soak a few beans in water overnight. Cut the top off the water bottle and fill it with damp paper towels, placing the beans about a third way down in the bottle. Keep the paper towels moist and watch as the beans sprout and grow roots. Make observations of the beans’ growth over the next two to four weeks as they sprout and grow. You might also grow the lima beans in a ziplock bag that can be tacked to a bulletin board or taped to the wall.

Plant Collage

Materials: plant material (e.g., nuts, seeds, needles, leaves, twigs, bits of bark, flower petals, etc.), construction paper, glue or tape

Students will make a plant collage using various materials provided in the Art Center or Science Center. If practical, have students collect plant

materials from outside (only nonliving materials that have fallen on the ground). Talk with students about which plants the materials came from and which part of the plant they represent (e.g., leaves, seeds, stems, etc.). Allow students to create collages using the plant materials. Have students dictate labels for the materials; write these labels on their collage.

Seed Sorting

Materials: various seeds (i.e., sunflower seeds, lima beans, kidney beans, peas, apple seeds, cherry pits), small plates, small jars or containers

Students will sort seeds by their appearance. Place one seed of each type into a jar. Provide each child with a small pile of seeds and direct them to sort the seeds by matching them to the seeds in the jars. Talk with students about how seeds are planted in the ground and then grow into new plants.

Observing Plants

Materials: three to five different kinds of potted plants, magnifying glasses, writing utensils, blank pieces of paper or journals

Have students make observations of different plants using their senses of touch, sight, and smell. Encourage students to compare the appearances of the plants. Discuss the different parts of each plant and have students draw them on the paper. Label the plant parts for students.

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Name plants' four basic needs: sunlight, water, air, nutrients (from soil)

Language Arts Objectives

Starting the Day

Students will:

- ✓ Memorize and recite with others a simple nursery rhyme, poem, or song (RL.P.5, RF.P.2a)
- ✓ Interpret and act out through pantomime a nursery rhyme, poem, or fingerplay, using one's own original gestures and movements (RL.P.10)
- ✓ With prompting and support, give the beginning sound of a spoken word (RF.P.2d)

Skills

Students will:

- ✓ With prompting and support, give the consonant sounds of at least three written letters (RF.P.2c, RF.P.3a)
- ✓ With prompting and support, given a sound and a choice of two words, choose the word that begins with the given sound (RF.P.2d)
- ✓ With prompting and support, give the beginning sound of a spoken word (RF.P.2d)
- ✓ With prompting and support, give the vowel sound of at least one letter (RF.P.3a)
- ✓ With prompting and support, "read"/tell a story using a wordless picture book (RL.P.2)
- ✓ Show understanding of and use the temporal words *first*, *next*, and *last* (L.P.5c)

Listening & Learning

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, and *why* questions about “Plants Have Basic Needs” (RI.P.1, SL.P.2, SL.P.3)
- ✓ Ask or answer increasingly detailed, elaborate questions (SL.P.3)
- ✓ With prompting and support, retell important facts and information from “Plants Have Basic Needs” (RI.P.2)
- ✓ With prompting and support, sort, classify, and describe pictures according to concepts and categories explained in “Plants Have Basic Needs” (RI.P.3)
- ✓ With prompting and support, ask and answer questions about unknown words in “Plants Have Basic Needs” (RI.P.4)
- ✓ Find the illustration, or object within the illustration, being described in “Plants Have Basic Needs” (RI.P.7)
- ✓ With prompting and support, use words and phrases acquired through conversations, and reading and responding to “Plants Have Basic Needs” (L.P.6)
- ✓ Understand and use precise nouns and verbs related to plants (L.P.1b)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text about plants’ basic needs, naming the topic and supplying some information about the topic (W.P.2, W.P.8)
- ✓ Add drawings or other visual displays to describe an event or task that has already taken place outside the immediate place and time (SL.P.5)

Core Vocabulary

collect, v. To gather or bring together

Example: My teacher will collect our lunch money so that we won't lose it before lunch time.

Variation(s): collects, collected, collecting

garden, n. A special place where people grow certain kinds of plants

Example: Jamilla planted a vegetable garden so that she can grow fresh cucumbers to eat.

Variation(s): gardens

healthy, adj. Well; not sick; in good shape

Example: Eating fruits and vegetables keeps Jonathon's body healthy.

Variation(s): none

plant, v. To sow a seed or put a seedling or plant in the soil so it can grow

Example: I want to plant a sunflower so I can eat its seeds.

Variation(s): plants, planted, planting

soak, v. To get wet by taking in or sopping up water

Example: Esther used a paper towel to soak up the water she spilled on the floor.

Variation(s): soaks, soaked, soaking

At a Glance

		Exercise	Materials	Minutes
STARTING THE DAY				
Routines	W	Continue Established Routines	Sign-In Cards and 'At Home' and 'At School' containers from <i>Animals</i> domain	During morning circle
		Attendance: Naming Letters During Morning Circle		
Nursery Rhyme	W	Ring Around the Rosey	Nursery Rhymes and Songs Poster 42	
SKILLS				
Small Group 1	S	Warm-Ups	Transition Cards: Sound Pictures; box filled with objects, chart paper or white board, marker	10
		Initial Sound Mystery Box		
Small Group 2	S	Tell Your Own Story	Wordless picture book	10
LISTENING & LEARNING				
Introducing the Read-Aloud	W	What Have We Already Learned?		5
		Purpose for Listening		
Presenting the Read-Aloud	W	Plants Have Basic Needs		10
Discussing the Read-Aloud	W	What's the Big Idea?	Chart paper or whiteboard, colored markers	10
Extension Activity	L	Nature Walk	Digital camera (optional)	During Learning Centers

Take-Home Material

Plants Family Letter 2

Give students the following material to take home to their family:

Activity Page 11-1: *Plants Family Letter 2*

Advance Preparation

Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small group leader has a copy of the lesson for implementation.

Small Group 1

Gather a variety of objects and place them in a cardboard box. Be sure to include objects with names that start with different consonant sounds (e.g., tape, scissors, paint, doll, etc.). Avoid objects that start with consonant blends (e.g., crayons, glue, bracelet, stapler, blocks, etc.).

Small Group 2

Locate a wordless picture book in your classroom or in your library. Popular wordless picture books for preschoolers include:

- *A Boy, A Dog, And A Frog*, by Mercer Mayer (Dial, 2003)
ISBN 978-0803728806
- *Chalk*, by Bill Thomson (Two Lions, 2010) ISBN 978-0761455264
- *Good Night Gorilla*, by Peggy Rathmann (Putnam Juvenile, 1996)
ISBN 978-0399230035
- *Hug*, by Jez Alborough (Candlewick Press, 2001)
ISBN 978-0763615765

Listening and Learning

Practice delivering the read-aloud text while looking at the Flip Book, making notes as to how you plan to make the read-aloud interactive for students. Write your notes in the boxes provided.

Extension Activity

Decide when to conduct the Nature Walk, how many students will go at a time, and whether you need extra adults to accompany students. Consider at least three domain-related topics you will discuss with students while on the walk, and how they might experience these topics in nature. Write your plan for teaching this content in the blue box provided in the Extension Activity section of this day.

Starting the Day

		Exercise	Materials	Minutes
Routines	W	Continue Established Routines	Sign-In Cards and 'At Home' and 'At School' containers from <i>Animals</i> domain	During morning circle
		Attendance: Naming Letters During Morning Circle		
Nursery Rhyme	W	Ring Around the Rosey	Nursery Rhymes and Songs Poster 42	

Routines

Whole Group

Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me*, *Families and Communities*, and *Animals* domains. These include:

- Ordering the Schedule Using Temporal Words
- Learning Center labels and sign-in
- Materials labels
- Attendance: Naming Letters During Morning Circle
- Classroom jobs

Attendance: Naming Letters During Morning Circle

Note: Continue using these steps to take attendance routinely every morning until a new attendance routine is introduced.

Students will continue signing into school using the **Sign-In Cards** from the *Animals* domain by copying their name and the placing their card in the correct container. During morning circle, students will begin to recognize letters in other students' names, as well as continuing to identify letters in their own names.

- As students arrive at school, help them sign in using their **Sign-In Cards** from the *Animals* domain. If adults are present during the sign-in process, ask students to name the letters in their names. Then, have students place their **Sign-In Cards** in the correct container.
- During morning circle, review who is present and who is absent. Point to one of the letters in each student's name and ask the student to identify the letter.

Teaching Tip

At this point in the school year, students should know the names of the letters in their own first names. Other students in the class may also know the letter names, and it is fine to call on those students. If one of the letters in a student's name is a 'sound picture' that students know, have students say the sound that goes along with that letter.

- Be sure to point to the letters you wrote on the student's Sign-In Card, not the student's writing.
- When a student properly identifies a letter, have the rest of the class echo the letter name as you point to it on the **Sign-In Card**.

Nursery Rhyme

Whole
Group

Ring Around the Rosey

Learn the Rhyme

- Teach students the song “Ring Around the Rosey” using the echo technique. Use **Nursery Rhymes and Songs Poster 42** as reference if needed. For an example of the echo technique, see **Day 1: Here We Go Round the Mulberry Bush**.
- Tell students that posies are bunches of flowers, like a bouquet. When the song says “pocket full of posies,” it means pocket full of flowers.
- When students are comfortable reciting the rhyme, have them act it out by holding hands and walking in a circle and then crouching down. If you have a large class, consider having students do this in smaller groups to prevent accidents.

Blend Initial Sounds

- Tell students you are going to talk about some of the words in the song.
- Students will use the hand motions they learned on Day 2 to accompany initial sound blending for select words in the nursery rhyme (See **Day 2: Nursery Rhyme** for detailed instructions on how to blend sounds with hand motions).
- Tell students the word *ashes* starts with a sound they have been learning—/a/. Model segmenting the word *ashes* by saying /a/—shes. Have students do the motions to segment and then blend the word *ashes*.
- Follow the same steps for the following words:
 - rosey: /r/—osey
 - fall: /f/—all
 - down: /d/—own

Skills

		Exercise	Materials	Minutes
Small Group 1	S	Warm-Ups	Transition Cards: Sound Pictures; box filled with objects, chart paper or whiteboard, marker	10
		Initial Sound Mystery Box		
Small Group 2	S	Tell Your Own Story	Wordless picture book	10

Note: At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move students between Small Groups.

Small Group 1

10 minutes

Small Group

Warm-Ups

Sound Picture Review

Students will review previously learned sound pictures.

- Start with all students standing.
- Show students **Transition Card: Sound Picture: /m/** and **Transition Card: Sound Picture: /a/**.
- Ask students what sound this sound picture shows. If students identify the name of the letter that spells the /m/ sound (i.e., 'm'), confirm that they have indeed correctly identified the name of the letter 'm.' Then, clarify that you would like them to identify the sound shown on the card, and that letters have both names and sounds.
- Hold up **Transition Card: Sound Picture: /m/** with your left hand and trace the 'm', describing each stroke as you trace. Then, as you write an /m/ in the air with your magic pencil (i.e., pointer finger), have students write an /m/ in the air too.
- Call on a few students to share words that start with /m/.
- Repeat for /a/.
- Have each student think of one word that starts with /a/. When they have thought of their word, the students should sit down. Call on the seated students to share their words.



1. short line down
2. hump
3. hump



1. circle to the left
2. short line down

Initial Sound Mystery Box

Teachers will give clues based on the initial sound of objects in a box. Students will find the objects using the initial sound cues. Students will then give their own clues based on initial sounds.

- Show students the box you filled with objects (see **Advance Preparation**).
- Review the name of each object with the students, focusing on and repeating the initial sound of each word.
- Tell them you are going to say the first sound of the one of the objects and you want them to find that object.

“I want Katie to find something in the box that starts with the /s/ sound. Katie, can you find something that starts with /s/?”

- Allow the student to explore the objects in the box, perhaps having the student say each object's name until s/he lands on an object that starts with the specified sound.
- If one of the objects starts with a sound picture students know, write the sound picture on chart paper or the whiteboard. If students are ready, allow them to copy or write the sound pictures themselves.
- Return the objects to the box.
- Have students give clues about objects in the box to their peers, making sure that students say the initial sounds of the objects. You may need to have them secretly show you the object they are thinking of, then whisper the sound in their ear for them to repeat to the other students.



Tell Your Own Story

Note: *If wordless picture books are unavailable, choose a fictional book in your classroom that has words and explain to students that they are going to tell their own story about pictures in the book.*

Students will make up a story to go along with the pictures in a wordless picture book. They will work as a group, each adding different parts of the story.

- Show students the wordless picture book you have chosen and tell them that they are going to tell their own story to go along with the pictures.
- Allow students to preview the book by flipping slowly through the pages, telling students to look at each page carefully.
- Prompt students to begin the story by deciding on the title, the names of the characters, and the setting.
- Begin the story by describing the picture on the first page for students.
- Go around to each student, allowing each student to add to the story by describing a picture.
- Help students to use words such as *first*, *next*, and *last* as they tell the story.
- If there is time remaining, students could continue the story by talking about what might happen after the book ends.
- Tell students you are going to put the book in the Library Center so they can each have a chance to look at the pictures to tell their own story.

Learning Centers

Include many wordless picture books in your **Library Center** to encourage students to tell their own stories.

Listening & Learning

	Exercise	Materials	Minutes
Introducing the Read-Aloud	W What Have We Already Learned?		5
	Purpose for Listening		
Presenting the Read-Aloud	W Plants Have Basic Needs		10
Discussing the Read-Aloud	W What's the Big Idea?	Chart paper or whiteboard, colored markers	10
Extension Activity	L Nature Walk	Digital camera (optional)	During learning centers

Introducing the Read-Aloud

5 minutes

Whole Group

What Have We Already Learned?



◀ **SHOW FLIP BOOK PAGE 11-1: Drinking water, eating sandwich, house**

- Remind students that they have already learned about the three things that human beings need to stay alive.
- Ask students if they can remember humans' three basic needs (water, food, shelter)
- If students are unable to remember any basic needs, give them some clues (e.g., What do you need when you get thirsty? What do you need when you get hungry? What do you need to protect yourself from temperature and weather?).

Purpose for Listening

- Tell students to listen to find out about plants' four basic needs.

Plants Have Basic Needs



◀ **SHOW FLIP BOOK PAGE 11-1: Drinking water, eating sandwich, brick house**

To stay alive and grow, humans need water, food, and shelter. These are humans' basic needs.



◀ **SHOW FLIP BOOK PAGE 11-2: Field of daisies**

Plants have basic needs, too. Plants need certain things to stay alive and grow.

- *Have students predict what plants might need to stay alive and grow.*

"What do you think plants need to stay alive and grow? Do plants need water like humans? Do plants need to eat food like humans? Do plants need a safe home to live in?"



◀ **SHOW FLIP BOOK PAGE 11-3: Sunlight streaming through leaves**

Plants need sunlight. Plants **collect** sunlight with their leaves. They use the sunlight to make the food that helps them grow.

- *Tell students that sunlight is one of plants' basic needs.*

.....

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◀ **SHOW FLIP BOOK PAGE 11-4: Gentle rain**

Plants need water. Plants **soak** up rain water from the ground with their roots. They use the water to help grow **healthy** stems and leaves.

- *Tell students that water is one of plants' basic needs.*
- *Remind students that this plant has roots growing down under the soil that help it soak up water.*

.....

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.....



← **SHOW FLIP BOOK PAGE 11-5: Cross-section of bean seedling**

Plants need nutrients. Soil holds the water and nutrients that plants need to grow. Plants grow roots to soak up the water and nutrients in the soil.

- *Tell students that nutrients found in soil are one of plants' basic needs.*
- *Point to the roots in the photo and explain that they soak up water and nutrients from the soil.*



← **SHOW FLIP BOOK PAGE 11-6: Leaves against sky**

Plants need air. You use your lungs to take air into your body. Plants use their leaves to take in the air they need. They use air, along with sunlight, to make the food that helps them grow.

- *Tell students that air is one of plants' basic needs.*
- *Explain that air is all around them, even though they can't see it.*
- *Have students take a deep breath and tell them they are filling their lungs with air.*
- *Explain that plants don't have lungs—they use their leaves to take in air.*



← **SHOW FLIP BOOK PAGE 11-7: Family garden**

Plants can find all the things they need to stay alive and grow right outside. Would you like to **plant a garden** and watch the plants grow healthy and tall?

- Call on a few students to respond.
- Ask students what they might plant in their gardens.
- Have students discuss what things their plants would need to stay alive and grow. (sunlight, water, air, and nutrients from soil)

Discussing the Read-Aloud

10 minutes

Whole
Group

What's the Big Idea?

Is It a Basic Need?

- Ask students to use their thumbs to show you whether something is or isn't a plant's basic.

"I am going to name some different things. Plants need some of these things to stay alive, but not all of them. I want you to show me 'thumbs up' if the thing is something a plant needs to stay alive and 'thumbs down' if a plant does not need that thing."

- paint brushes
- lollipops
- air (yes)
- popcorn
- water (yes)
- shelter
- blocks
- sunlight (yes)
- sweaters
- nutrients in soil (yes)
- books

Basic Needs Riddles

- Describe a basic need and ask students to figure out which basic need you are describing.

“I am going to talk about one of the things plants need to stay alive. I want you to try to guess which basic need I am talking about, but I’m not going to say the name of the basic need. I’m just going to give you some clues. This is called a riddle. Listen to these riddles about plants’ basic needs and raise your hand if you think you know the answer.

- *I’m thinking of something that plants need that shines down out of the sky and is very bright. What is it? (sunlight)*
- *I’m thinking of something that plants need that falls out of the sky when it rains. What is it? (water)*
- *I’m thinking of something that plants need that they can get from the soil in which they grow. What are they? (nutrients)*
- *I’m thinking of something that plants need that you can’t see, but is all around us. What is it? (air)”*

Drawing Basic Needs

- Draw a plant with its four basic parts on the chart paper.
- Call students forward to draw the plant’s basic needs: soil (nutrients), water, and sunlight. Give one student a “magic invisible marker” to draw air all around the plant.
- As students draw each basic need, label it and read the label to them, sliding your finger under the word as you read.

Extension Activity



Nature Walk

Teaching Tip

Use a digital camera to record observations on your Nature Walk. Print these photographs and display them in the classroom. Encourage students to tell narratives about their experiences and findings by talking about the pictures. You might take pictures of both plants and animals and have students sort the pictures into those categories. You might take pictures of plant parts and have students dictate a label for each of the parts.

Language Facilitation

Use the **open questions strategy** to ask questions that have a variety of possible answers (e.g., *where*, *what*, *how*, and *why* questions). Open questions allow students to construct their own answers and provide students a sense of autonomy because they allow students to use their own words to respond.

Teaching Tip

Have students collect plants or plant parts (e.g., leaves, branches, nuts) to share with the class during **Pausing Point 2**.

Teachers will take students on a walk outside to observe plants growing in nature. The Nature Walk might occur during the regular Extension Activity time, during a field trip (see **Introduction**), or at another convenient time during the day. Locations where the Nature Walk might occur include: the playground, a park, a nature trail, or any of the suggested field trip locations where plants grow naturally (see **Introduction**). Teachers might plan to take students together as a class or in small groups. It could be helpful to plan the Nature Walk at a time when additional adults are available or to ask parent volunteers to be present for the activity.

- Plan how you will teach domain-related content during your Nature Walk. A box is provided for you to plan the activity.
- Use the open questions strategy to facilitate student engagement and elicit observations in nature.

“What do you think will happen to this acorn? Where did it come from? What do you remember about trees?”

- Suggestions for ways to teach domain-related content during the Nature Walk include:
 - Identify at least three different kinds of plants (e.g., grass, oak tree, dandelion, etc.) and use a field guide or nonfiction book to find out more about them.
 - Have students collect nonliving plant parts (e.g., leaves, stems, flowers, etc.) for display in the Nature Learning Center.
 - Find plants that are at different stages of growth (e.g., seed, seedling, flower, small plant, large plant, tree) and discuss what they might look like in the future and what they looked like in the past.
 - Discuss plants’ basic needs and draw pictures showing how these needs are met in nature. [sunlight, water, soil (nutrients), air]
 - Collect dead leaves or plants that have fallen on the ground and have students make rubbings or drawings of the collected plants.

- Keep a photo journal of your walk by taking photographs of the plants you observe.
- Look for animals that might eat the plants you are observing in the environment (e.g., squirrels eating nuts, insects drinking nectar, etc.).



✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Name plants' four basic needs: sunlight, water, air, nutrients (from soil)

Language Arts Objectives

Starting the Day

Students will:

- ✓ Memorize and recite with others a simple nursery rhyme, poem, or song (RL.P.5, RF.P.2a)
- ✓ Interpret and act out through pantomime a nursery rhyme, poem, or fingerplay, using one's own original gestures and movements (RL.P.10)
- ✓ With prompting and support, give the beginning sound of a spoken word (RF.P.2d)

Skills

Students will:

- ✓ With prompting and support, give the consonant sounds of at least three written letters (RF.P.2c, RF.P.3a)
- ✓ With prompting and support, given a sound and a choice of two words, choose the word that begins with the given sound (RF.P.2d)
- ✓ With prompting and support, give the beginning sound of a spoken word (RF.P.2d)

Listening & Learning

Students will:

- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, and *why* questions about "Plants Have Basic Needs" (RI.P.1, SL.P.2, SL.P.3)

- ✓ Express a personal opinion (SL.P.6)
- ✓ Understand and use precise nouns and verbs related to plants (L.P.1b)
- ✓ Classify by other conceptual categories (L.P.5a)
- ✓ With prompting and support, use words and phrases acquired through conversations and reading and responding to “Plants Have Basic Needs” (L.P.6)
- ✓ With prompting and support, retell important facts and information from “Plants Have Basic Needs” (RI.P.2)
- ✓ With prompting and support, identify outcomes described in “Plants Have Basic Needs” (what happened) with possible causes (RI.P.3)
- ✓ With prompting and support, answer *what will happen if . . .* questions based on information provided in “Plants Have Basic Needs” (RI.P.3)
- ✓ With prompting and support, ask and answer questions about unknown words in “Plants Have Basic Needs” (RI.P.4)
- ✓ Find the illustration, or object within the illustration, that is being described in “Plants Have Basic Needs” (RI.P.7)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ With prompting and support, use a combination of drawing, dictating, and/or writing to record scientific observation of events in an experiment (W.P.2, W.P.8)

At a Glance

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
<i>Routines</i>	W	Continue Established Routines		During morning circle
<i>Nursery Rhyme</i>	W	Ring Around the Rosey	Nursery Rhymes and Songs Poster 42	
SKILLS				
<i>Small Group 1</i>	S	Warm-Ups	Transition Cards: Initial Sounds; Activity Page 12-1; placemats or trays (1 per student), scissors	10
		Match Initial Sounds		
<i>Small Group 2</i>	S	Warm Ups	Transition Cards: Sound Picture: /t/; Transition Cards: Initial Sound: /t/; chart paper or whiteboard, marker; drawing utensils, paper	10
		Draw the Sound Picture for /t/		
LISTENING & LEARNING				
<i>Picture Talk</i>	W	Plants Have Basic Needs		15
<i>Hands-On Learning</i>	W	Plants Experiment	Seeds, soil, cups; chart paper, marker	10
<i>Extension Activity</i>	L	Nature Walk		During Learning Centers

Advance Preparation

Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small-group leader has a copy of the lesson for implementation.

Small Group 1

Cut apart the initial sound pictures from **Activity Page 12-1: Match Initial Sounds** and use a paper clip to hold each set together. Make one set per student. Sort the **Transition Cards: Initial Sounds** into groups based on initial sound.

Hands-On Learning

Use the same seeds you used for the Extension Activity “Plant a Seed” from Day 1. Fill four cups with dirt. Using the marker and chart paper,

prepare a two charts titled “Will the Plant Grow?” and draw the tables below. In addition to the words, use colors (e.g., green=yes, red= no) and simple drawings (e.g., sunshine, sunshine with X drawn on top, etc.) to indicate the meaning of the columns and rows.

	Yes	No
Sun 		
No Sun 		

	Yes	No
Water 		
No Water 		

Starting the Day

	Exercise	Materials	Minutes
Routines	W Continue Established Routines		During morning circle
Nursery Rhyme	W Ring Around the Rosey	Nursery Rhymes and Songs Poster 42	

Routines

Whole Group

Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me*, *Families and Communities*, and *Animals* domains. These include:

- Ordering the Schedule Using Temporal Words
- Learning Center labels and sign-in
- Materials labels
- Attendance: Naming Letters During Morning Circle
- Classroom jobs

Nursery Rhyme

Whole Group

Ring Around the Rosey

Practice the Rhyme

Show students **Nursery Rhyme Poster 42: “Ring Around the Rosey”** and practice the song, allowing students to do accompanying motions when appropriate.

Blend Initial Sounds

Students will use the hand motions they learned on Day 2 to accompany initial sound blending for the word *ashes* (see **Day 2: Nursery Rhyme** for detailed instructions on how to blend sounds with hand motions).

- Ask students with what sound the word *ashes* starts. (/a/) Model segmenting the word *ashes* by saying “/a/—shes”. Have students do the motions to segment and then blend the word *ashes*.
- Remind students that they learned the sound picture for the sound /a/. Write the sound picture /a/ on a whiteboard or piece of chart paper so all students can see your motions.

- Then, turn so your back is to students and model drawing an 'a' in the air with your magic pencil (i.e., pointer finger). Have students draw an /a/ with you in the air with their magic pencils.
- Tells students that each time they sing the word *ashes* in the song, they should draw a big /a/ in the air because the word *ashes* starts with the /a/ sound. Practice singing the song with students, drawing an /a/ each time you say *ashes*.

Skills

		Exercise	Materials	Minutes
Small Group 1	S	Warm-Ups	Transition Cards: Initial Sounds; Activity Page 12-1; placemats or trays (1 per student), scissors	10
		Match Initial Sounds		
Small Group 2	S	Warm Ups	Transition Cards: Sound Picture: /t/; Transition Cards: Initial Sounds: /t/; chart paper or whiteboard, marker; paper, drawing utensils	10
		Draw the Sound Picture for /t/		

Note: At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move students between Small Groups.

Small Group 1

10 minutes

Small Group

Warm-Ups

Initial Sound Lists

Students will identify the first sound shared by a group of words.

- Explain that you are going to say four words and you want students to tell you what sound is at the beginning of all the words.
- Begin by saying the following poem and use it throughout the Warm-Up to reorient students to the game:

Listen closely with your ear—

Tell me what sound you hear.

Remember the first sound that I say—

Raise your hand when you're ready to play.

- /m/: mouse, mess, muffin, mister
- /z/: zebra, xylophone, zoo, zipper
- /l/: laugh, lettuce, lace, listen
- /s/: sandwich, silly, say, soap
- /r/: rabbit, race, radio, raccoon

Review Tip

Review the names of animals and their basic needs (i.e., food, water, shelter) with students as they sort the pictures of the cat, cow, and monkey. Review body parts of the face with students using the picture of the boy with the open mouth.

Teaching Tip

Use this time for students to practice writing their name. After they have finished gluing their matches to paper, allow students to label their own paper with their name. If students need assistance, give them a chance to copy their name after you write it. However, if they are ready, encourage them to write their name on their own.

Small Group 2

10 minutes

Small
Group

Match Initial Sounds

Students will sort pictures and make matches based on initial sounds.

- Review the pictures shown on **Transition Cards: Initial Sounds**. As a group, show students how to make matches with the cards based on their initial sounds (e.g., moon and man).
- Give each student a set of pictures to match from **Activity Page 12-1: Match Initial Sounds** (see **Advance Preparation**) and a placemat or tray to contain their own pictures. Students should work within the boundaries of their own placemats or trays so that their pictures will not get mixed up with other students' pictures.
- Review what is depicted in each picture, focusing on and repeating the initial sound of each word.
- Tell students to make matches based on the initial sound of each word.
- Collect students' cut-out pictures, and trays for reuse on Day 13.

Warm-Ups

Sound Picture Review

Students will review previously learned sound pictures.

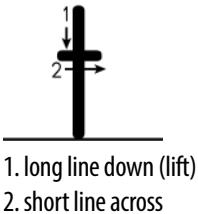
- Start with all students standing.
- Show students **Transition Card: Sound Picture: /m/** and **Transition Card: Sound Picture: /a/**.
- Ask students what sound this sound picture shows. If students identify the name of the letter that spells the /m/ sound (i.e., 'm'), confirm that they have indeed correctly identified the name of the letter 'm'. Then, clarify that you would like them to identify the sound shown on the card, and that letters have both names and sounds.
- Hold up **Transition Card: Sound Picture: /m/** with your left hand and trace the 'm', describing each stroke as you trace. Then, as you write an /m/ in the air with your magic pencil (i.e., pointer finger), have students write an /m/ in the air, too.
- Call on a few students to share words that start with /m/.

- Repeat for /a/.
- Have each student think of one word that starts with /a/. When they have thought of their word, students should sit down. Call on the seated students to share their words.

Draw the Sound Picture for /t/

Students will observe as you show them the sound picture for the /t/ sound. Remember to try to avoid using the letter name 't' during this activity. Instead, say the sound /t/.

- Tell students you are going to show them a new sound picture. You are going to show them how to draw the sound picture for /t/. Say a few words that start with /t/, saying the /t/ sound many times very quickly. Try to avoid adding an 'uh' to the /t/ sound; that is, do not say "tuh tuh tuh." You can avoid this by not leaving your mouth open too long after making the /t/ sound.
- Tell students that when you make the /t/ sound, you tap the tip of your tongue right behind your top teeth. Lips are a little bit open, and a bit of air 'pops' out every time you say /t/. Have students look in the mirror and at their friends to see where their tongues are when they make the /t/ sound. Have students alternate between making the /m/, /a/, and /t/ sounds.
- Draw a large lowercase 't' on the board and describe what you are doing using the phrases on the left. Repeat several times, using the phrases or describing the strokes as you create the letter.
- Tell students you are going to use your entire arm to draw the sound picture in the air. Model the sound picture /t/ with your back to students, encouraging them to copy the motions and repeat the phrases for forming 't' with you.
- Give students paper and drawing utensils. Have them draw a picture of something that starts with /t/. Use **Transition Cards: Initial Sounds: /t/** to help them think of something if necessary.
- As students complete their pictures, go around and write the sound picture 't' on their papers for them, reminding them that it is a picture of the sound /t/.
- If students are ready, they might try copying the sound picture for /t/ that you drew.



Listening & Learning

	Exercise	Materials	Minutes
Picture Talk	W Plants Have Basic Needs		15
Hands-On Learning	W Plants Experiment	Seeds, soil, cups; chart paper, marker	10
Extension Activity	L Nature Walk		During learning centers

Picture Talk

15 minutes

Whole Group

Plants Have Basic Needs

Note: Not every Flip Book page is shown during the Picture Talk. You might find it helpful to use sticky notes to flag the pages of the Flip Book that are shown.

The Picture Talk is an opportunity for students to remember and practice using the language and vocabulary they heard during the previous read-aloud. As you show the Flip Book pages and read the prompts below, encourage students to talk about the pictures and share information. Remember the following Language Support Techniques (see **General Overview**) as you support students in participating in the Picture Talk: Comments, Self-Talk, Labels and Object Descriptions, Open Questions, Parallel Talk, Expansion, and Expansion Plus.



← SHOW FLIP BOOK PAGE 11-3: Sunlight streaming through leaves

Teaching Tip

You might introduce the Picture Talk by asking students what they remember from the read-aloud. Help students stay on-topic by expanding their contributions to tie them back to the read-aloud. Refocus students by beginning the Picture Talk using the suggested language.

- Remind students that they heard all about the things plants need to grow. Ask them which ones they can recall.

“We talked all about the things that plants need to grow healthy and strong. Who remembers some of those things?”

- Call on a few students to respond. (sunlight, water, air, nutrients from soil)
- Remind students that this is a picture of sunlight and ask them what part of a plant collects sunlight.

“This is a picture of sunlight shining on a plant. Sunlight is one of plants’ basic needs. Who remembers what part of the plant collects sunlight?”

- Call on a few students to respond. (leaves)
- Ask students why plants need sunlight.

“Who remembers why plants need sunlight? What do they do with it?”

- Call on a few students to respond. (Plants use the sunlight to make the food that helps them grow.)
- Ask students to predict what might happen to a plant if it did not get any sunlight.

“What do you think might happen if a plant did not get the sunlight it needs to grow? What do you think might happen if a plant was kept in a really dark place, like a closet? What do you think might happen if a plant got the sunlight it needed?”



◀ **SHOW FLIP BOOK PAGE 11-4: Gentle rain**

- Remind students that this is a picture of rain and ask them what part of the plant soaks up water.

“This is a picture of rain falling on a plant. Rain is water that falls from the sky. Water is one of plants’ basic needs. Who remembers what part of the plant soaks up water?”

- Call on a few students to respond. (roots)
- Ask students why plants need water.
- Ask students to predict what might happen to a plant if it did not get any water.

“What do you think might happen if a plant did not get the water it needs to grow? What do you think might happen if it did not rain for a long, long time? What do you think might happen if a plant got the water it needed?”



◀ **SHOW FLIP BOOK PAGE 11-5: Cross-section of bean seedling**

- Remind students that this is a picture of a sprout in soil and ask them what part of a plant is in soil.

“This is a picture of a sprout growing down in the soil. Nutrients are one of plants’ basic needs. Many plants get the nutrients they need from soil. Who remembers what part of the plant grows down into the soil?”

- Call on a few students to respond. (roots)
- Ask students to predict what might happen to a plant if it did not get planted in soil.

“What do you think might happen if a plant was not able to find any soil? What do you think might happen if a plant tried to grow somewhere where there wasn’t any soil, like on the sidewalk? What do you think might happen if a seed was planted in soil? Would it get what it needs to survive?”



◀ **SHOW FLIP BOOK PAGE 11-6: Leaves against sky**

- Remind students that this is a picture of plants with air all around them and ask them what part of the plant takes in air.

“This is a picture of plants with air all around them. You can’t see air, but it is everywhere—even around these plants. Air is one of plants’ basic needs. Who remembers what part of the plant takes in air?”

- Call on a few students to respond. (leaves)
- Ask students why plants need air.

“Who remembers why plants need air? What do they do with it?”

- Call on a few students to respond. (They use air, along with sunlight, to make the food that helps them grow.)
- Ask students to predict what might happen to a plant if it did not get any air.

“What do you think might happen if a plant did not get the air it needs to grow? What do you think might happen if a plant tried to grow somewhere where there wasn’t any air, like inside a plastic bag? What do you think might happen if a plant got the air it needed?”

- Tell students that they are going to do an experiment to find out what happens if plants do not get all the things they need to grow.

“We are all going to do an experiment where we are going to see what happens when plants do not get some of the things they need to grow.”

Plants Experiments

Growing Plants With and Without Sunlight

- Show students two of the cups of dirt you prepared (see **Advance Preparation**).
 - Allow students to watch you put a seed in each cup.
1. Explain that you are going to try to grow one seed without any sunlight.
 - Ask students where you could put the seed to make sure that it is entirely in the dark and where it can't get any sunlight (in the closet, in a drawer, in a dark plastic bag, etc.). Place the plant in that location and water it appropriately.
 2. Explain that you are going to try to grow the other seed with plenty of sunlight.
 - Ask students where you could put the seed to make sure that it gets a lot of sunlight (in the windowsill, outside, under a grow light, etc.). Place the seed in that location and water it appropriately.
 - Ask students to predict whether each seed will grow. Have students raise their hands to indicate whether or not they think each seed will grow, then record the number of students with raised hands in the table you created on chart paper (see **Advance Preparation**).

Growing Plants With and Without Water

- Show students two of the cups of dirt you prepared (see **Advance Preparation**).
 - Allow students to watch you put a seed in each cup.
1. Explain that you are going to try to grow one seed without any water.
 - Tell students that you are going to put the plant where it can get sun, but it can't get any water. Ask students to help you think of a place where you can put the seed where it can get light. Place the seed in that location and do not water it.
 2. Explain that you are going to try to grow the other seed with just the right amount of water.

- Place the plant in the same location as the first cup and water it appropriately.
- Ask students to predict whether each seed will grow. Have students raise their hands to indicate whether or not they think each seed will grow, then record the number of students with raised hands in the table you created on chart paper (see **Advance Preparation**).

Observing and Recording Plant Growth

Note: *Seeds that are given water but no sunlight may initially sprout, but they will not thrive. You may need to have students continue observing the plants after they sprout as they begin to grow in order to notice a difference between them.*

- Over the next few days and weeks, have students observe the growth of each seed.
- As the seeds change into sprouts, have students draw what each seed looks like, being careful to label whether the plant had sunlight or no sunlight, or had water or no water.
- After the seeds have sprouted, have students revisit their predictions about whether the seeds would grow and check whether or not they were correct.

Teaching Tip

While you are observing plants throughout this experiment, you may find it helpful to create a card for your Daily Schedule that tells students when they will be observing the plants and recording their observations.

Extension Activity

Learning
Center

Nature Walk

Continue this activity during Learning Centers. See **Day 11: Nature Walk** for detailed instructions on this Extension Activity

Lesson Objectives

Core Content Objectives

Students will:

- ✓ State that flowers make seeds and fruits so that new plants can grow
- ✓ Use the word *petal* to label the colorful part of a flower

Language Arts Objectives

Starting the Day

Students will:

- ✓ Memorize and recite with others a simple nursery rhyme, poem, or song (RL.P.5, RF.P.2a)
- ✓ Understand and use increasingly varied and complex vocabulary (RL.P.4)
- ✓ With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts (L.P.6)
- ✓ With prompting and support, give the beginning sound of a spoken word (RF.P.2d)

Skills

Students will:

- ✓ With prompting and support, given a sound and a choice of two words, choose the word that begins with the given sound (RF.P.2d)
- ✓ With prompting and support, “read”/tell a story using a wordless picture book (RL.P.2)
- ✓ Predict events in a story (i.e., what will happen next) (RL.P.10)
- ✓ Provide a story ending consistent with other given story events (RL.P.10)

- ✓ Show understanding of and use the temporal words *first*, *next*, and *last* (L.P.5c)
- ✓ Use present and past verb tense (L.P.1b)

Listening & Learning

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ Point to the title and the table of contents (RI.P.5, RF.P.1a)
- ✓ When asked, point to specific examples of letters and specific examples of numerals on a page (RF.P.1f)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, and *why* questions about *Flowers* by Vijaya Khisty Bodach (RI.P.1, SL.P.2, SL.P.3)
- ✓ With prompting and support, retell important facts and information from *Flowers* by Vijaya Khisty Bodach (RI.P.2)
- ✓ Understand and use precise nouns and verbs related to plants (L.P.1b)
- ✓ With prompting and support, ask and answer questions about unknown words in *Flowers* by Vijaya Khisty Bodach (RI.P.4)
- ✓ Find the illustration, or object within the illustration, being described in *Flowers* by Vijaya Khisty Bodach (RI.P.7)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ Use present and past verb tense (L.P.1b)
- ✓ With prompting and support, use words and phrases acquired through conversations, and reading and responding to *Flowers* by Vijaya Khisty Bodach (L.P.6)
- ✓ With prompting and support, sort, classify, and describe pictures according to concepts explained in *Flowers* by Vijaya Khisty Bodach (RI.P.3)
- ✓ With prompting and support, sequence three to five pictures depicting information from *Flowers* by Vijaya Khisty Bodach (RI.P.2)

Core Vocabulary

bloom, v. To flower

Example: The buds on the bushes in my yard have started to bloom into pink and yellow flowers.

Variation(s): blooms, bloomed, blooming

nectar, n. Liquid made by flowers that is sweet

Example: A hungry hummingbird drank the flower's nectar.

Variation(s): nectars

petals, n. The colorful parts of a flower that unfold when it blooms

Example: My mom gave me some daisies with bright yellow petals.

Variation(s): petal

raw, adj. Not cooked

Example: I like to eat raw carrot sticks for snack.

Variation(s): none

sip, v. To drink a small amount or a little bit at a time

Example: I took a small sip of water before I went to bed last night.

Variation(s): sipped, sipping, sips

At a Glance

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
Routines	W	Continue Established Routines		During morning circle
Nursery Rhyme	W	Peter Piper	Nursery Rhymes and Songs Poster 37	
SKILLS				
Small Group 1	S	Warm-Ups	Transition Cards: Initial Sounds; Activity Page 12-1; placemats or trays (1 per student), scissors, paper, and glue or tape (optional)	10
		Match Initial Sounds		
Small Group 2	S	What Will Happen Next?	Image Cards 13-1–13-3; drawing utensils and paper (optional)	10
LISTENING & LEARNING				
Introducing the Read-Aloud	W	What Do We Already Know?	Flowers by Vijaya Khisty Bodach	5
		Purpose for Listening		
Presenting the Read-Aloud	W	Flowers by Vijaya Khisty Bodach	Flowers by Vijaya Khisty Bodach	10
Discussing the Read-Aloud	W	What’s the Big Idea?	Image Cards 13-4–13-11; Flowers by Vijaya Khisty Bodach	10
Extension Activity	L	Nature Walk		During Learning Centers

Take-Home Material

Tasting Fruits and Vegetables Permission Form

Give students the following material to take home to their family:

Activity Page 13-1: Tasting Fruits and Vegetables Permission Form

You might wish to modify the permission form to allow families to indicate which fruits and vegetables their child is allowed to taste.

Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small-group leader has a copy of the lesson for implementation.

Listening & Learning

Practice delivering the trade book text while looking at the pictures in the trade book, making notes as to how you plan to make the trade book interactive for students. Write your notes in the boxes provided.

Starting the Day

	Exercise	Materials	Minutes
Routines	W Continue Established Routines		During morning circle
Nursery Rhyme	W Peter Piper	Nursery Rhymes and Songs Poster 37	

Routines

Whole Group

Continue Established Routines

- Continue conducting the daily routines introduced during the *All About Me, Families and Communities*, and *Animals* domains. These include:
- Ordering the Schedule Using Temporal Words
- Learning Center labels and sign-in
- Materials labels
- Attendance: Naming Letters During Morning Circle
- Classroom jobs

Nursery Rhyme

Whole Group

Peter Piper

Learn the Rhyme

- Teach students the song “Peter Piper” using the echo technique. Use **Nursery Rhymes and Songs Poster 37** for reference if needed. For an example of the echo technique see **Day 1: Here We Go Round the Mulberry Bush**.
- Point to the illustration on the poster and ask students who they think the man in the picture is. (Peter Piper) Ask students what he is doing. (He is picking peppers.)
- Define *peck*. Tell students that he is picking a whole peck of peppers. Peppers are vegetables that grow on plants. A peck is a big barrel full of peppers. It’s a lot of peppers!

Blend Initial Sounds

- Tell students you are going to talk about some of the words in the song.

- Students will use the hand motions they learned on Day 2 to accompany initial sound blending for select words in the nursery rhyme (see **Day 2: Nursery Rhyme** for detailed instructions on how to blend sounds with hand motions).
- Ask students what sound the word *Peter* starts with and model segmenting the word by saying /P/—eter. Have students do the motions to segment and then blend the word *Peter*.
- Follow the same steps for the following words:
 - picked: /p/—icked
 - peck: /p/—eck
 - peppers: /p/—eppers
- Ask students what sound starts all of those words. (/p/) Tell students to pay attention to their lips as they make the /p/ sound. First, tell students to put their lips together, and then as they make the /p/ sound, feel their lips come apart and air bursts through.

Skills

		Exercise	Materials	Minutes
Small Group 1	S	Warm-Ups	Transition Cards: Initial Sounds; Activity Page 12-1; placemats or trays (1 per student), scissors, paper, and glue or tape (optional)	10
		Match Initial Sounds		
Small Group 2	S	What Will Happen Next?	Image Cards 13-1–13-3; drawing utensils and paper (optional)	10

Note: At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move students between Small Groups.

Small Group 1

10 minutes

Small Group

Warm-Ups

Initial Sound Lists

Students will identify the first sound shared by a group of words.

- Explain that you are going to say four words and you want students to tell you what sound is at the beginning of all the words.
- Begin by saying the following poem and use it throughout the warm-up to reorient students to the game:

Listen closely with your ear—

Tell me what sound you hear.

Remember the first sound that I say—

Raise your hand when you're ready to play.

- /p/: peanut, pencil, paint, pillow
- /t/: table, tissue, tape, tub
- /d/: dog, duck, down, day
- /k/: kick, candy, kid, kangaroo
- /v/: van, very, vehicle, vacation

Match Initial Sounds

Repeat the activity you conducted on Day 12 during Small Group 1. See **Day 12: Match Initial Sounds** for detailed instructions on this Small Group Activity. Once students have made matches for a second day, they could glue or tape their matches to a piece of paper, if time permits. You might write the sound picture for /m/ beside their /m/ match (i.e., monkey/mouse).

Small Group 2

10 minutes

Small
Group

What Will Happen Next?

Students will tell stories to accompany pictures, providing their own plausible ending to the story. There are three stories; make sure each student gets to tell the ending of at least one story.

- Show students **Image Cards 13-1A** and **13-1B: What Will Happen Next? Story 1** and tell them that they are going to help you make up the ending to the story shown in the pictures.
- Point to the first picture in the first set of drawings and ask, “What is happening in this picture?” Do the same for the second picture.
- Then, tell students there is one picture missing. Ask them what they think will happen next in the story.
- Call on students to provide varying answers. Allow students to form their own answers to tell the story. Accept any plausible answer, and encourage students to elaborate and explain how the first two pictures helped them decide what would happen next.
- Repeat this process for the next two sets of drawings (**Image Cards 13-2A–13-2B: What Will Happen Next? Story 2** and **13-3A–13-3B: What Will Happen Next? Story 3**)
- Encourage students to use temporal words in their story such as *first*, *next*, and *last*.

Listening & Learning

	Exercise	Materials	Minutes
Introducing the Read-Aloud	W What Do We Already Know?	<i>Flowers</i> by Vijaya Khisty Bodach	5
	Purpose for Listening		
Presenting the Read-Aloud	W <i>Flowers</i> by Vijaya Khisty Bodach	<i>Flowers</i> by Vijaya Khisty Bodach	10
Discussing the Read-Aloud	W What's the Big Idea?	Image Cards 13-4–13-11; <i>Flowers</i> by Vijaya Khisty Bodach	10
Extension Activity	L Nature Walk		During Learning Centers

Introducing the Read-Aloud

5 minutes

Whole Group

What Do We Already Know?

- Review content from “Plants Have Different Parts” by referring students to the large sunflower you made on your classroom wall (see **Day 3: Picture Talk**).
- Remind students that they learned about the four parts of a plant. Ask students to name the four parts. (roots, stem, leaves, flowers)
- Tell students that you are going to give them some clues about a plant part and you want them to tell you the name of that part of the plant.

“I want you to listen carefully to what I am going to say. I am going to describe one of the parts of a plant and I want you to raise your hand if you know what plant part I am talking about.”

*I am thinking of the part of a plant that grows under the ground.
(roots)*

*I am thinking of the part of the plant that holds it up tall and straight.
(stem)*

I am thinking of a plant part that collects sunlight to help the plant make food. (leaves)

I am thinking of a plant part that soaks up water from the soil. (roots)

I am thinking of a part of a plant that is bright and colorful. (flower, petals)

*I am thinking of a part of a plant that collects air to nourish the plant.
(leaves)*

*I am thinking of a part of a plant that soaks up nutrients from the soil.
(roots)*

*Plants have roots, stems, leaves, and flowers. Today we are going to
learn all about the part of the plant called flowers.”*

Purpose for Listening

- Tell students to listen to the read-aloud to find out about all the different kinds of flowers and what job they do.

*“Listen to find out about all different kinds of flowers and to find out
what job flowers do.”*

Flowers by Vijaya Khisty Bodach➔ **TITLE PAGE . . . by Vijaya Kisty Bodach**

- Ask students the purpose of the title.

.....
"What does the title of the book tell us?"
.....

- Call on a few students to respond. (what the book is about)

.....
"What do you think the book is going to be about?"
.....

- Call on a few students to respond. (flowers)

.....
.....

➡ TABLE OF CONTENTS

- Explain the function of the table of contents.

"This page is called the table of contents. The contents are the things in the book, so this page tells us what the contents of our book are—it tells us what's in our book. These words tell us what is on a certain page of the book. The numbers on the other side tell us the page where we can find things."

- Point to and read the words that say "Parts of a Sunflower, page 22."

"These words tell us that if you want to know more about the parts of a sunflower, you go to page 22. That's how you use a table of contents. Let's turn to page 22 and see what's there. What do you think is going to be on page 22?"

- Call on a few students to respond.

- Show students page 22 and show them that it shows the parts of a sunflower, just like the table of contents said it would.

"What do you see on this page? It's the parts of a sunflower! It's exactly what the table of contents told us would be on page 22. Now let's read our book so we can find out more about flowers."

➡ PAGE 4 . . . colors, shapes, and sizes.

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➡ **PAGE 6 . . . and flowers bloom.**

- Define *BUDS* and *BLOOMED* as you point to a bud in the picture. You may need to hold the book closer to students so they can see the buds in the picture.

"Buds are tightly curled up flowers. When the bud opens and we can see the flower, we say that the flower has bloomed. When a flower blooms, the bud opens up and we can see all of its parts."

➡ **PAGE 8 . . . flowers make seeds.**

- Point to the yellow part of the flowers in the picture and define *POLLEN*.

"Inside this flower, you can find pollen. Pollen is made up of tiny yellow grains that come from the inside of flowers that look like yellow dust in the air. Have you ever seen pollen dust on your window or on a car windshield?"

➡ **PAGE 10 . . . New plants grow from seeds.**

- Point to the growing fruit in the picture and tell students it is fruit growing where the flower used to be.

"Look at this flower. This used to be a big flower, but it's starting die and a piece of fruit is growing where the flower used to be. Look at this tiny piece of fruit growing."

➔ PAGE 12 . . . nectar inside the flowers.

- Define nectar.

"This bird is drinking NECTAR from a flower. Nectar is liquid that flowers make that is sweet so that birds and insects like to drink it."

➔ PAGE 14 . . . Roses grow on bushes.

➔ PAGE 16 . . . We eat it raw or cooked.

"Some flowers, like cauliflower, can be eaten. Some people like to cook cauliflower and eat it. Raise your hand if you have ever eaten cauliflower. Broccoli is another flower that we eat. Raise your hand if you have ever eaten broccoli."

➡ PAGE 18 . . . dips and sauces.

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➡ PAGE 20 . . . help plants make fruit and seeds.

- *Remind students that plants have different parts and that the flower is a plant part that helps the plant make seeds.*

.....

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.....

Discussing the Read-Aloud

10 minutes

Whole
Group

What's the Big Idea?

Growing Zucchini

- Remind students that flowers help produce seeds, fruits, and vegetables so that new plants can grow.

“Remember, we just learned that flowers make seeds, which make new plants. Sometimes, parts of a flower turn into a fruit or vegetable with the seeds inside.”

- Review the page in the book that shows a fruit forming from a flower.

- Show **Page 10**...New plants grow from seeds.

“This picture shows us a picture of a flower. There is a fruit forming where the flower used to be. Vegetables also form from flowers.”

- Have students sequence the Image Cards showing the formation of a zucchini.
- Show **Image Card 13-4–13-7: Growing Zucchini**.

“These pictures show how a zucchini grows. First, a bud grows on the end of the stem. Then, the bud blooms into a flower. Next the flower grows into a zucchini. The zucchini have seeds inside that can then grow into new plants. Let’s look at these pictures together and put them in order to show how a zucchini grows from a flower.”

- Demonstrate putting the zucchini pictures in order to show the formation of the zucchini.

“This picture shows a flower bud on a zucchini plant. Now, we can see the flower opening up. Then, the next picture shows us a flower dying off and a zucchini that is starting to grow. Finally, this picture shows a whole zucchini that has formed from the flower.”

- Have students help you put **Image Cards 13-8–13-11: Growing Pumpkin** in order to show the formation of a pumpkin from a flower. Describe each step from bud to pumpkin.

Learning Center

Place these cards in the **Games Center** or **Science Center** and allow students to sequence them independently. You might write numbers on the back so students can check themselves when they have finished.

Extension Activity



Nature Walk

Continue this activity during Learning Centers. See **Day 11: Nature Walk** for detailed instructions on this Extension Activity.

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ State that flowers make seeds and fruits so that new plants can grow
- ✓ Use the word *petal* to label the colorful part of a flower

Language Arts Objectives

Starting the Day

Students will:

- ✓ Memorize and recite with others a simple nursery rhyme, poem, or song (RL.P.5, RF.P.2a)
- ✓ With prompting and support, give the beginning sound of a spoken word (RF.P.2d)

Skills

Students will:

- ✓ With prompting and support, blend simple CVC words (RF.P.3a)
- ✓ With prompting and support, give the beginning sound of a spoken word (RF.P.2d)
- ✓ With prompting and support, give the consonant sounds of at least three written letters (RF.P.2c, RF.P.3a)

Listening & Learning

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ Point to the title and the table of contents (RI.P.5, RF.P.1a)

- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, and *why* questions about *Flowers* by Vijaya Khisty Bodach (RI.P.1, SL.P.2, SL.P.3)
- ✓ With prompting and support, identify outcomes described in a nonfiction/informational read-aloud (what happened) with possible causes (RI.P.3)
- ✓ With prompting and support, ask and answer questions about unknown words in *Flowers* by Vijaya Khisty Bodach (RI.P.4)
- ✓ Find the illustration, or object within the illustration, being described in *Flowers* by Vijaya Khisty Bodach (RI.P.7)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, retell important facts and information from *Flowers* by Vijaya Khisty Bodach (RI.P.2)
- ✓ Understand and use precise nouns and verbs related to plants (L.P.1b)
- ✓ Provide synonyms for the common words *sip*, *drink*, and *gulp* and recognize nuances in their meaning (L.P.5)
- ✓ With prompting and support, sort, classify, and describe pictures according to concepts explained in *Flowers* by Vijaya Khisty Bodach (RI.P.3)
- ✓ Understand and use increasingly precise verbs related to eating, movement, and the five senses (L.P.5d)
- ✓ With prompting and support, use words and phrases acquired through conversations, and reading and responding to *Flowers* by Vijaya Khisty Bodach (L.P.6)

At a Glance

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
<i>Routines</i>	W	Continue Established Routines		During morning circle
<i>Nursery Rhyme</i>	W	Peter Piper	Nursery Rhymes and Songs Poster 37	
SKILLS				
<i>Small Group 1</i>	S	Warm-Ups	Stuffed animal	10
		Robot Talk: Two-Sound Words		
<i>Small Group 2</i>	S	Warm-Ups	Transition Cards: Sound Pictures; Activity Page 14-2; chart paper or whiteboard, marker; writing utensils	10
		Circle the Sound Picture for /t/		
LISTENING & LEARNING				
<i>Introducing the Read-Aloud</i>	W	What Do We Already Know?	<i>Flowers</i> by Vijaya Khisty Bodach	5
		Purpose for Listening		
<i>Presenting the Read-Aloud</i>	W	<i>Flowers</i> by Vijaya Khisty Bodach	<i>Flowers</i> by Vijaya Khisty Bodach; different kinds of flowers	10
<i>Deepening Understanding</i>	W	Deepening Understanding: <i>Sip</i>	<i>Flowers</i> by Vijaya Khisty Bodach	10
<i>Extension Activity</i>	L	Nature Walk		During Learning Centers

Take-Home Material

Bunny Hop

Give students the following material to take home to their family:

- **Activity Page 14-1: Bunny Hop**

Advance Preparation

Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small-group leader has a copy of the lesson for implementation.

Presenting the Reread

Gather several different kinds of flowers to show students as you read. You might show real or imitation flowers. If possible, include a branch or flower with buds and flowers in full bloom, a flower that we eat (e.g., broccoli or cauliflower), and flowers with colorful petals (e.g., roses, daisies, wildflowers, etc.).

Starting the Day

		Exercise	Materials	Minutes
Routines	W	Continue Established Routines		During morning circle
Nursery Rhyme	W	Peter Piper	Nursery Rhymes and Songs Poster 37	

Routines

Whole Group

Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me*, *Families and Communities*, and *Animals* domains. These include:

- Ordering the Schedule Using Temporal Words
- Learning Center labels and sign-in
- Materials labels
- Attendance: Naming Letters During Morning Circle
- Classroom jobs

Nursery Rhyme

Whole Group

Peter Piper

Practice the Rhyme

Students will sing “Peter Piper” while stomping in time to the nursery rhyme.

- Show students **Nursery Rhymes and Songs Poster 37: “Peter Piper”** and practice the nursery rhyme “Peter Piper” with students. Have students sing slowly at first and then as fast as they can.

Blend Initial Sounds

- Tell students you are going to talk about some of the words in the nursery rhyme.
- Students will use the hand motions they learned on Day 2 to accompany initial sound blending for select words in the nursery rhyme (see **Day 2: Nursery Rhyme** for detailed instructions on how to blend sounds with hand motions).

- Ask students what sound the word *Peter* starts with and model segmenting the word by saying /P/—eater. Have students do the motions to segment and then blend the word *Peter*.
- Follow the same steps for the following words:
 - picked: /p/—icked
 - peck: /p/—eck
 - peppers: /p/—eppers
- Ask students what sound starts all of those words. (/p/) Tell students to pay attention to their lips as they make the /p/ sound. First, tell students to put their lips together, and then as they make the /p/ sound, feel their lips come apart.

Skills

	Exercise	Materials	Minutes
Small Group 1	Warm-Ups	Stuffed animal	10
	S Robot Talk: Two-Sound Words		
Small Group 2	Warm-Ups	Transition Cards: Sound Pictures; Activity Page 14-2; chart paper or whiteboard, marker; writing utensils	10
	S Circle the Sound Picture for /t/		

Note: At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move students between Small Groups.

Small Group 1

10 minutes

Small Group

Warm-Ups

Initial Sound Lists

Students will identify the first sound shared by a group of words.

- Explain that you are going to say four words and you want students to tell you what sound is at the beginning of all the words.
- Begin by saying the following poem and use it throughout the warm-up to reorient students to the game:

“Listen closely with your ear—

Tell me what sound you hear.

Remember the first sound that I say—

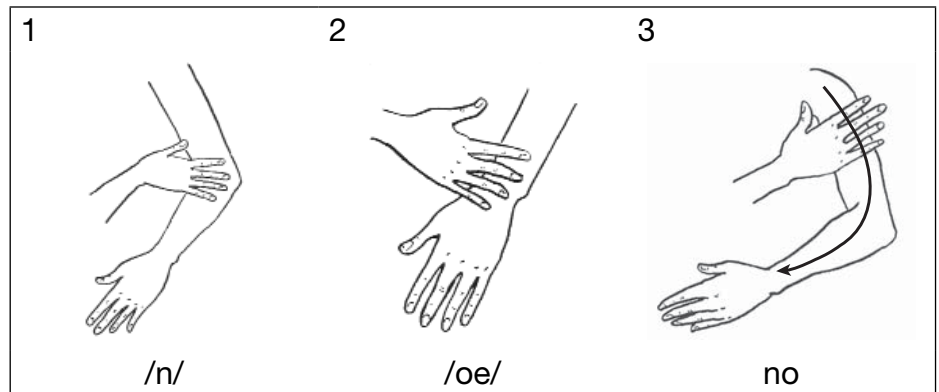
Raise your hand when you’re ready to play.

- /h/: hat, hot, help, head
- /ch/: change, chip, chair, chick
- /f/: fire, fast, phone, fox
- /n/: no, nice, nail, near
- /sh/: ship, shine, shallow, shore”

Robot Talk: Two-Sound Words

Using an arm gesture, students will blend words that have two sounds after listening to the stuffed animal named 'Robo.' Instead of speaking in syllables like before, Robo will now talk sound by sound.

- Remind students that they have already met the stuffed animal named 'Robo' who talks in robot talk. Reintroduce Robo using robot talk.
 - The students' job is to help figure out what Robo is trying to say.
 - Have students use blending arm gestures to blend Robo's answers into words.
1. Say the sound /n/ as you touch the inside of your elbow with your opposite hand.
 2. Say the sound /oe/ as you touch your wrist with your opposite hand.
 3. Say the word *no* as you slide your hand from your opposite shoulder down to your wrist.



- Ask Robo a question, then have Robo give the following answers, sound by sound.
- Have students blend Robo's answer using the arm blending gestures.

Questions to ask Robo, answers Robo should give in robot talk, and the final blended word:

Teaching Tip

See Appendix B: Representing Phonemes (Sounds) in CKLA-Preschool for a guide to how individual sounds in words (phonemes) are spelled in the *Plants* domain.

Ask Robo	Robo's Answer	Students Blend
Would you like to have pizza for lunch today?	/n/—/oe/	no
What would you like to drink?	/t/—/ee/	tea
What could we put in your tea to keep it cold?	/ie/—/s/	ice
Would you like pickles for dessert today?	/i/—/k/	ick
What would you like for dessert today?	/p/—/ie/	pie
What do horses like to eat for lunch?	/h/—/ae/	hay
It looks like you're hurt. What part of your leg hurts?	/n/—/ee/	knee
And what part of your foot hurts?	/t/—/oe/	toe
What can you wear on your foot to protect it?	/sh/—/ue/	shoe
Where can we go to see all kinds of animals?	/z/—/oo/	zoo
Do you want to go to the zoo or stay home?	/g/—/oe/	go
What animal do you want to see at the zoo?	/ae/—/p/	ape
What does a cow say?	/m/—/oo/	moo

Small Group 2

10 minutes

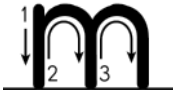
Small Group

Warm-Ups

Sound Picture Review

Students will review previously learned sound pictures.

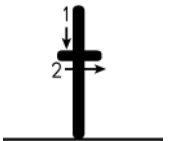
- Start with all students standing.
- Show students **Transition Card: Sound Pictures: /m/, /a/, and /t/**.



1. short line down
2. hump
3. hump



1. circle to the left
2. short line down



1. long line down (lift)
2. short line across

- Ask students what sound each sound picture shows. If students identify the name of the letter that spells the /m/ sound (i.e., 'm'), confirm that they have indeed correctly identified the name of the letter 'm'. Then, clarify that you would like them to identify the sound shown on the card, and that letters have both names and sounds.
- Hold up **Transition Card: Sound Picture: /m/** with your left hand and trace the 'm', describing each stroke as you trace. Then, as you write an /m/ in the air with your magic pencil (i.e., pointer finger), have students write an /m/ in the air too.
- Repeat for /a/ and /t/.
- Call on a few students to share words that start with /a/.
- Have each student think of one word that starts with /t/. When they have thought of their word, students should sit down. Call on the seated students to share their words.

Circle the Sound Picture for /t/

Students will circle the sound picture for /t/ and mark out the pictures that are not /t/.

- Review the sound picture for /t/.
- Draw a large lowercase 't' on the board and describe what you are doing as you draw. Repeat several times, describing how you are writing the letter as you write each stroke.

"First I draw a line from top to bottom, straight down. Then, I draw a shorter line across from left to right."

- Give students **Activity Page 14-2: Circle the Sound Picture: t**.
- Explain to students that they are supposed to look at all the pictures and find the sound picture for /t/.
- They should circle /t/ and cross out the other pictures.

When they are finished, they can turn the paper over and practice writing 't' or draw a picture of something that starts with /t/.

Listening & Learning

	Exercise	Materials	Minutes
Introducing the Read-Aloud	W What Do We Already Know?	<i>Flowers</i> by Vijaya Khisty Bodach	5
	Purpose for Listening		
Presenting the Read-Aloud	W <i>Flowers</i> by Vijaya Khisty Bodach	<i>Flowers</i> by Vijaya Khisty Bodach; different kinds of flowers	10
Deepening Understanding	W Deepening Understanding: <i>Sip</i>	<i>Flowers</i> by Vijaya Khisty Bodach	10
Extension Activity	L Nature Walk		During Learning Centers

Introducing the Read-Aloud

5 minutes

Whole Group

What Do We Already Know?

- Point to the flower on the cover of the book.

“Remember, we read this book and learned all about flowers. [Point to the petals of the flower on the cover.] What is this part of the flower called?”

- Call on a few students to respond. (petals)
- Ask students to name the important jobs that flowers do.

“We have learned that each part of a plant has an important job to do. The roots hold the plant in the ground and soak up water and the stem carries water up the plant. What important job do flowers do?”

- Call on a few students to respond. Show students **Image Card 13-11: Pumpkin Growing: Seeds** to help them remember that flowers help the plant make fruit and seeds.

Purpose for Listening

- Tell students to listen to the book again to remember that flowers make seeds.

*“Today we are going to listen again to the book called *Flowers*. Listen to remember some things about the important job flowers do.”*

Flowers by Vijaya Khisty Bodach➔ **PAGE 3 . . . Table of Contents**

- *Review the function of the table of contents with students.*

➔ **PAGE 4 . . . colors, shapes, and sizes.**

➔ PAGE 6 . . . and flowers bloom.

- Show real-life example of the plant with buds and ask students to identify the buds.
"What is this tiny part of the plant called? It is the part of the plant with tightly curled flower petals."
- Call on a few students to respond. (bud)
- Ask students what happens to the bud. Have them tell you in words or show you with their hands.
"What happens to the bud as the plant grows? Show me with your hands what happens to the bud."
- Call on a few students to respond. (The buds bloom or open up and become flowers.)
"This page shows buds growing on the stem of the plant. Buds open and flowers bloom. That means the petals open up so we can see all of them."
- Point to a flower in bloom on your real-life example.
- Ask students to identify the petals on the real flower.
"Where are the petals on this flower? Where are the petals in the picture?"
- Call on a student to come up and point to the petals on the real flower.
- Call on another student to come up and point to the petals in the picture.

➔ PAGE 8 . . . flowers make seeds.

- Point to the yellow portion of this flower and remind students that it is pollen. Pollen is made up of tiny yellow grains that come from the inside of flowers that look like yellow dust in the air.

➔ PAGE 10 . . . New plants grow from seeds.

- *Point to the picture of the flower turning into a piece of fruit and discuss how the flower goes away and a fruit forms in its place.*
- *Tell students that inside the fruit are seeds. The fruit falls into the soil and the seeds inside grow into new plants.*

➔ PAGE 14 . . . Roses grow on bushes.

"This page show us colorful flower petals. These petals are purple. Many flowers have colorful petals that birds like. What color are the petals on our flower?"

- *Call on a student to respond.*
- *Show the real-life example of your flower with petals and discuss what the petals on your example look like.*

➡ PAGE 16 . . . raw or cooked.

- Show real-life example of a flower that you eat (cauliflower or broccoli) and ask students to identify it and to state whether humans can eat flowers.

"What is this? Is it a flower? Can you eat flowers?"

- Call on a few students to respond. (cauliflower or broccoli; yes)
- Confirm students' answers by referencing the book.

"Let's check our book to see if we are right."

➡ PAGE 16 . . . raw or cooked.

"Are we right? Can we eat some flowers?"

- Call on a few students to respond. (yes)

- Discuss the different types of flowers you see in this picture noting that there are all sizes and shapes of flowers in the world.
- Ask students what special job flowers do. (Flowers make fruit and seeds, which grow into new plants.)

Deepening Understanding

10 minutes

Whole
Group

Deepening Understanding: Sip

Defining Sip

- Reread the part of the read-aloud text that contains the word *sip*.

“Remember, in our read-aloud, we heard the word sip. Listen for the word sip while I read part of the read-aloud you heard before.”

- **Show Pages 12 and 13** from *Flowers* by Vijaya Khisty Bodach and reread the text on page 12.
- Define the word *sip*.

“Sip means take a small drink of something, or taking lots of little small drinks. Sometimes, when you try a new drink and you aren’t sure if you are going to like it, you just take a little sip to find out how it tastes.”

- Say this word with me, *sip*.

Reviewing Sip

- Have students act out taking a sip of a drink.

“Let’s pretend like we are going to drink a glass of water. Get your glass out. Pour in some water. Now, let’s sip the water in our cups. Remember, when you sip you only drink a very small amount. Show me how you take a sip of your water. Now take a few little sips in a row.”

Expanding Sip: Drink, Gulp

- Define the word *drink*.

“Sometimes you are a little bit thirstier and, instead of sipping a drink, you just drink it normally, like when you drink milk at lunch. Show me how you drink milk at lunch.”

- Define the word *gulp*.

“Sometimes people gulp a drink if they are very, very thirsty. When you gulp, you drink something in large amounts very fast. After you have been playing outside and are hot, you gulp water really fast to quench your thirst.”

- Have students act out *sip*, *drink*, and *gulp*.

“Let’s act out these words now. Get out your cups. Pour some water into them. Show me how you sip your water. Now, show me how you drink your water. Show me how you gulp your water.”

Extension Activity

Learning
Center

Nature Walk

Continue this activity during Learning Centers. See **Day 11: Nature Walk** for detailed instructions on this Extension Activity.

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ State that fruits have seeds that grow into new plants
- ✓ Identify four types of fruit

Language Arts Objectives

Starting the Day

Students will:

- ✓ Memorize and recite with others a simple nursery rhyme, poem, or song (RL.P.5, RF.P.2a)
- ✓ Segment a spoken word into separate, distinct syllables (RF.P.2a)
- ✓ With prompting and support, give the beginning sound of a spoken word (RF.P.2d)

Skills

Students will:

- ✓ With prompting and support, blend simple CVC words (RF.P.3a)
- ✓ With prompting and support, give the beginning sound of a spoken word (RF.P.2d)
- ✓ With prompting and support, give the consonant sounds of at least three written letters (RF.P.2c, RF.P.3a)

Listening & Learning

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)

- ✓ With prompting and support, ask and answer *who, what, where, when, and why* questions about *A Fruit Is a Suitcase for Seeds* by Jean Richards (RI.P.1, SL.P.2, SL.P.3)
- ✓ With prompting and support, ask and answer questions about unknown words in *A Fruit Is a Suitcase for Seeds* by Jean Richards (RI.P.4)
- ✓ Find the illustration, or object within the illustration, that is being described in *A Fruit Is a Suitcase for Seeds* by Jean Richards (RI.P.7)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, retell important facts and information from *A Fruit Is a Suitcase for Seeds* by Jean Richards (RI.P.2)
- ✓ With prompting and support, sequence three to five pictures depicting information from *A Fruit Is a Suitcase for Seeds* by Jean Richards (RI.P.2)
- ✓ With prompting and support, sort, classify, and describe pictures according to concepts and/or categories explained in *A Fruit Is a Suitcase for Seeds* by Jean Richards (RI.P.3)
- ✓ With prompting and support, identify outcomes described in *A Fruit Is a Suitcase for Seeds* by Jean Richards (what happened) with possible causes (RI.P.3)
- ✓ Understand and use precise nouns and verbs related to plants (L.P.1b)
- ✓ Understand and use increasingly precise verbs related to eating, movement, and the five senses. (L.P.5d)
- ✓ With prompting and support, use words and phrases acquired through conversations, and reading and responding to *A Fruit Is a Suitcase for Seeds* by Jean Richards (L.P.6)
- ✓ Classify by other conceptual categories (L.P.5a)
- ✓ With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text about seeds, naming the topic and supplying some information about the topic (W.P.2, W.P.8)

Core Vocabulary

crowded, adj. Close together

Example: The cafeteria was crowded with many students yesterday.

Variation(s): none

fruit, n. Part of a plant that holds seeds and can sometimes be eaten

Example: I like to eat fruit on my cereal for breakfast, especially bananas and strawberries.

Variation(s): fruits

pit, n. Large seed in the middle of some fruits

Example: The peach I ate had a large pit in the middle that I planted to see if it would grow.

Variation(s): pits

suitcase, n. Bag or container used to carry things on trips

Example: I brought a suitcase full of clothes and toys when I went to spend the night at my grandma's house.

Variation(s): suitcases

travel, v. Go on a trip

Example: My uncle is going to travel from another state to see us this weekend.

Variation(s): travels, traveled, traveling

At a Glance

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
Routines	W	Continue Established Routines		During morning circle
Nursery Rhyme	W	Tippety, Tippety	Nursery Rhymes and Songs Poster 49	
SKILLS				
Small Group 1	S	Warm-Ups	Activity Page 15-1; stuffed animal; small blocks or counters (6 per student)	10
		Two-Sound Word Hunt		
Small Group 2	S	Warm-Ups	Transition Cards: Sound Pictures; Transition Cards: Initial Sounds; whiteboard with marker; blank paper, writing utensils	10
		Draw the Sound Picture for /d/		
LISTENING & LEARNING				
Introducing the Read-Aloud	W	What Do We Already Know?	Image Cards 13-4–13-11; <i>A Fruit Is A Suitcase For Seeds</i> by Jean Richards and illustrated by Anca Hariton; chart paper, markers	5
		Purpose for Listening		
Presenting the Read-Aloud	W	<i>A Fruit Is a Suitcase for Seeds</i>	<i>A Fruit Is A Suitcase For Seeds</i> by Jean Richards and illustrated by Anca Hariton	10
Discussing the Read-Aloud	W	What’s the Big Idea?	<i>A Fruit Is A Suitcase For Seeds</i> by Jean Richards and illustrated by Anca Hariton; chart paper, markers; four fruits, knife, bowls	10
Extension Activity	L	Fruit Prints	<i>A Fruit Is A Suitcase For Seeds</i> by Jean Richards and illustrated by Anca Hariton; paper, paint, fruits for printing (apple, pepper, orange, cucumber), knife; permanent markers or crayons	During Learning Centers

Advance Preparation

Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small-group leader has a copy of the lesson for implementation.

Listening & Learning

Number the pages of the book *A Fruit Is a Suitcase for Seeds* by Jean Richards and illustrated by Anca Hariton. Begin numbering from the front of the book; page 1 is the page facing the inside of the front cover. Continue by numbering every single page until you reach the end of the book.

Practice delivering the trade book text while looking at the pictures in the trade book, making notes as to how you plan to make the trade book interactive for students. Write your notes in the boxes provided. In addition, read pages 30 and 31 in the trade book to learn more about fruits presented in the read-aloud. Incorporate any interesting facts you would like to share with students into your read-aloud plan.

Make notes about the types of fruits that you are going to provide for the exploration portion of this read-aloud as well as your taste test that will occur on Day 17. Make notes about these fruits on the pages that address that type of seed so you remember to talk about them during the read-aloud

Discussing the Read-Aloud

Gather four types of fruit along with a knife and bowls. Do not cut the fruit until the activity following the read-aloud.

Extension Activity

Gather the four suggested fruits for this activity along with a knife and bowls. Make a few fruit prints so students are able to see the finished product.

Starting the Day

	Exercise	Materials	Minutes
Routines	W Continue Established Routines		During morning circle
Nursery Rhyme	W Tippety, Tippety	Nursery Rhymes and Songs Poster 49	

Routines

Whole Group

Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me, Families and Communities, Animals, and Plants* domains. These include:

- Ordering the Schedule Using Temporal Words
- Learning Center labels and sign-in
- Materials labels
- Attendance: Copying Your Name and Naming Letters During Morning Circle
- Classroom jobs

Nursery Rhyme

Whole Group

Tippety, Tippety

Learn the Rhyme

- Teach students the song “Tippety, Tippety” using the echo technique. Use **Nursery Rhymes and Songs Poster 49** for reference if needed. For an example of the echo technique see **Day 1: Here We Go Round the Mulberry Bush**.
- Tell students that *tippety* is a made-up word. Ask students to tiptoe around the circle. Tell them that *tippety toe* means the same as *tiptoe*.
- Have students clap the syllables in *tippety*. (tip—pe—ty)

Blend Initial Sounds

- Tell students you are going to talk about some of the words in the song.

- Students will use the hand motions they learned on Day 2 to accompany initial sound blending for select words in the nursery rhyme (See **Day 2: Nursery Rhyme** for detailed instructions on how to blend sounds with hand motions).
- Ask students what sound the word *tippety* starts with and model segmenting the word by saying /t/—ippety. Have students do the motions to segment and then blend the word *tippety*.
- Follow the same steps for the following words:
 - pancake: /p/—ancake
 - will: /w/—ill
 - toe: /t/—oe

Skills

	Exercise	Materials	Minutes
Small Group 1	Warm-Ups	Activity Page 15-1; stuffed animal; small blocks or counters (6 per student)	10
	Two-Sound Word Hunt		
Small Group 2	Warm-Ups	Transition Cards: Sound Pictures; Transition Cards: Initial Sounds; whiteboard with marker; blank paper, writing utensils	10
	Draw the Sound Picture for /d/		

Note: At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move students between Small Groups.

Small Group 1

10 minutes

Small Group

Warm-Ups

Initial Sound Lists

Students will identify the first sound shared by a group of words.

- Explain that you are going to say four words and you want students to tell you what sound is at the beginning of all the words.
- Begin by saying the following poem and use it throughout the warm-up to reorient students to the game:

“Listen closely with your ear—

Tell me what sound you hear.

Remember the first sound that I say—

Raise your hand when you’re ready to play.

- /a/: apple, axe, acrobat, Adam
- /k/: can, car, castle, cap
- /w/: winter, water, was, wind
- /s/: sail, sand, center, send
- /d/: down, dig, dip, sit”







Two-Sound Word Hunt

Students will locate pictures of two-sound words and then place a block below the picture.

- Give each student **Activity Page 15-1: Two-Sound Word Hunt**.
- Remind students that they have already met the stuffed animal named 'Robo' who talks in robot talk. Reintroduce Robo using robot talk.
- Explain to students that Robo is going to name some of the pictures using robot talk. When they see the picture Robo is describing, they should place a block or counter on top of the picture.
- Encourage students to use the arm blending technique they learned on **Day 14 in Skills Small Group 1** to blend Robo's word before finding the picture on the Activity Page.
- Name each of the pictures in random order, being sure to pause between each sound. When students have put counter or block on top of each picture, have them clear their Activity Pages.
- Next, allow students to speak in robot talk and name the pictures while the rest of the group searches for and covers up the correct picture.

Teaching Tip

See **Appendix B: Representing Phonemes (Sounds) in CKLA-Preschool** for a guide to how individual sounds in words (phonemes) are spelled in the *Plants* domain.

Activity Page Picture	Robo Talk	Blended Word
	/b/—/oe/	bow
	/p/—/ie/	pie
	/sh/—/ue/	shoe
	/h/—/ae/	hay
	/t/—/oe/	toe
	/b/—/ee	bee

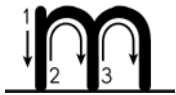
Small Group

Warm-Ups

Sound Picture Review

Students will review previously learned sound pictures.

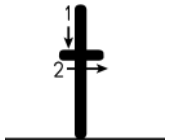
- Start with all students standing.
- Show students **Transition Card: Sound Pictures: /m/, /a/, and /t/**.
- Ask students what sound this sound picture shows. If students identify the name of the letter that spells the /m/ sound (i.e., 'm'), confirm that they have indeed correctly identified the name of the letter 'm'. Then, clarify that you would like them to identify the sound shown on the card, and that some letters have both names and sounds.
- **Hold up Transition Card: Sound Picture: /m/** with your left hand and trace the 'm', describing each stroke as you trace. Then, as you write an /m/ in the air with your magic pencil (i.e., pointer finger), have students write an /m/ in the air, too.
- Repeat for /a/ and /t/.
- Call on a few students to share words that start with /a/.
- Have each student think of one word that starts with /t/. When they have thought of their word, students should sit down. Call on the seated students to share their words.



1. short line down
2. hump
3. hump



1. circle to the left
2. short line down

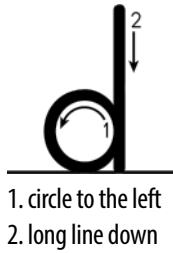


1. long line down (lift)
2. short line across

Draw the Sound Picture for /d/

Students will observe as you show them the sound picture for the /d/ sound. Remember to try to avoid using the letter name 'd' during this activity. Instead, say the sound /d/.

- Tell students you are going to show them a new sound picture. You are going to show them how to draw the sound picture for /d/. Say a few words that start with /d/, saying the /d/ sound many times very quickly. Try to avoid adding an 'uh' to the /d/ sound; that is, do not say "duh, duh, duh."
- Tell students that when you make the /d/ sound, you tap the tip of your tongue right behind your top teeth. Lips are a little bit open, and a bit of air 'pops' out every time you say /d/, just like /t/. Explain that /d/ is different from /t/ because you have to use your voice to make /d/.



Have students look in the mirror and at their friends to see where their tongues are when they make the /d/ sound. Have students alternate between making the /t/ and /d/ sounds, putting their fingers on their throats to feel the sound they make when they say /d/.

- Draw a large lowercase 'd' on the board and describe what you are doing using the phrases on the left. Repeat several times, using the phrases or describing the strokes as you create the letter.
- Tell students you are going to use your entire arm to draw the sound picture in the air. Model the sound picture /d/ with your back to students, encouraging them to copy the motions and repeat the phrases for forming 'd' with you.
- Give students paper and drawing utensils. Have them draw a picture of something that starts with /d/. Use **Transition Cards: Initial Sounds: /d/** to help them think of something if necessary.
- As students complete their pictures, go around and write the sound picture 'd' on their papers for them, reminding them that it is a picture of the sound /d/.
- If students are ready, they might try copying the sound picture 'd' that you drew.

Listening & Learning

	Exercise	Materials	Minutes
Introducing the Read-Aloud	W What Do We Already Know?	Image Cards 13-4--13-11; <i>A Fruit Is A Suitcase For Seeds</i> by Jean Richards and illustrated by Anca Hariton, chart paper, markers	5
	W Purpose for Listening		
Presenting the Read-Aloud	W <i>A Fruit Is a Suitcase for Seeds</i>	<i>A Fruit Is A Suitcase For Seeds</i> by Jean Richards and illustrated by Anca Hariton	10
Discussing the Read-Aloud	W What's the Big Idea?	<i>A Fruit Is A Suitcase For Seeds</i> by Jean Richards and illustrated by Anca Hariton; chart paper, markers; four fruits, knife, bowls	10
Extension Activity	L Fruit Prints	<i>A Fruit Is A Suitcase For Seeds</i> by Jean Richards and illustrated by Anca Hariton; paper, paint, fruits for printing (apple, pepper, orange, cucumber), knife; permanent markers or crayons	During Learning Centers

Introducing the Read-Aloud

5 minutes

Whole Group

What Do We Already Know?

List of Fruits

- Tell students that you are going to make a list of the fruits that they already know.

"We are going to make a list of all of the fruits that you may already know about. Raise your hand if you can think of something that you eat that is a fruit."

- Call on a few students to respond, writing their answers on chart paper.

Reviewing Flowers and Fruits

- Remind students that they learned about flowers yesterday.
- Show **Image Cards 13-4–13-11** and discuss the process of a plant growing from a flower into a fruit.

"Yesterday we looked at these cards and talked about how a zucchini and pumpkin grow. Let's look at them again today to remember how they grow from a flower to a piece of fruit."

- Have students put them in order with you.

Purpose for listening

- Tell students to listen to find out about plants that they eat that are called fruit.

“Today we are going to listen to find out how fruits protect seeds and help them grow.”

A Fruit Is a Suitcase for Seeds

by Jean Richards and illustrated by Anca Hariton

➔ COVER . . . is a suitcase for seeds

- Have students predict what kind of fruit is shown on the cover.

“What kind of fruit do you think this is on the cover? What do you think it looks like on the inside?”

- Show students the back of the book.

“This fruit is called an apple. The inside of an apple looks like this. Does anybody know what is inside of the apple? Has anyone ever bitten into an apple and found something inside?”

- Call on a few students to respond. (seeds)

➔ PAGE 1 (TITLE PAGE) . . . Jean Richards and illustrated by Anca Hariton

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➡ **PAGE 5 . . . a new plant grows from it.**

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➡ **PAGE 9 . . . Some seeds travel in the water.**

- *Point to the little boy blowing a dandelion.*

- *Show Flip Book Page 16-2: Girl with dandelion*

"Both of these books show us pictures of dandelions. Have you ever seen a dandelion? When you blow on it, the tiny little seeds catch the wind and go everywhere. This is how this kind of seed travels."

- *Point to the birds standing by the water.*

- *Discuss how birds move seeds into the water and how those seeds travel.*

➡ **PAGE 11 . . . It protects them on their trip.**

- *Point to the picture of the pomegranate.*

"This fruit is called a pomegranate. When you cut it open, you can see many seeds on the inside. The seeds of the pomegranate are protected by the skin on the outside. The author of this book calls that a suitcase. A suitcase is a case used for travel. Have you ever used a suitcase?"

- *Call on a few students to respond*
- *Remind students that the fruit protects seeds like a suitcase protects your things while you travel.*

➡ **PAGE 13 . . . and drop the seeds in different places.**

➡ **PAGE 15 . . . A cherry is one of these fruits.**

- *Point to the pit in the cherry.*

- *Discuss what a pit looks like.*

"A pit is a large seed in the middle of some fruits. They are hard, and you can't eat them."

⬅ **PAGE 17 . . . An apple is one of these fruits.**

➡ **PAGE 19 . . . A kiwi is one of these fruits.**

➡ PAGE 23 . . . Peas are seeds.

- *Point to the peas in the picture.*

- *Discuss that vegetables have seeds, too.*

"Vegetables are also plants with seeds. Not all vegetables have seeds, just a few. Some people call them fruit, and some people call them vegetables. They are still a suitcase for the seeds that they carry. What vegetables do you recognize on these pages?"

- *Call on a few students to respond.*

➡ . . . a suitcase for seeds!

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Discussing the Read-Aloud

10 minutes

Whole
Group

What's the Big Idea?

Note: Teachers may choose the same fruits for this activity that they chose for the Extension Activity to reduce food waste.

What Did We Learn?

Students will review the fruits that they have learned in the book after hearing the read-aloud.

- Remind students that they made a list before they heard the read-aloud about fruits that they knew.

“We made this list before we listened to our book about fruits. This is a list of fruits we may have eaten before.”

- Read the list of fruits that students compiled prior to the read-aloud.
- Ask students if they can add to the list after hearing the read-aloud.

“Now that we have heard our story, can you think of a new fruit you have learned about? Raise your hand if you can tell me a new fruit.”

- Call on a few students to respond and add to the list.
- When you are finished, review the whole list with the students by pointing to the words and reading as you go along.

Exploring Fruit

Students will explore real fruits after hearing the read-aloud.

Note: *When offering food to students to touch, be sure to follow procedures your school has in place for handling food (e.g., students wash hands, you wear gloves, students brush teeth, etc.). Remember that some students may be allergic to certain foods.*

- Present several types of fruit to students in small group.
- Suggestions for fruit to present include:
 - banana
 - avocado
 - apple
 - lemon
 - strawberries
 - kiwi
 - pomegranate
- Invite students to watch as you cut open each piece of fruit.
- Pass around each piece of fruit (in a bowl, if needed) separately.
- Allow students to touch, smell, and hold the fruit, if appropriate.
- Talk with students about what each piece of fruit looks like.
- Discuss the seeds that are in each piece, relating it back to the text.

“This is a seed on a strawberry. They are small, green dots found on the outside of the fruit. When I cut into this avocado, there is one big seed called a pit. Let’s look at this pepper. The skin on the outside

protects the seeds on the inside. The seeds are little and small on the inside. The skin on the pepper is a suitcase for seeds.”

- Reread portions of the text that deal with the fruit selections you have made.
- Finish activity by reminding students that all fruits have seeds.

“All fruits have seeds. Fruit is a suitcase that carries around seeds, protecting them.”

Extension Activity

Learning
Center

Fruit Prints

Note: *When offering food to students to taste, be sure to follow whatever procedures your school has in place for mealtimes and snack times (e.g., students wash hands, you wear gloves, students brush teeth, etc.). Remember that some students may be allergic to certain foods.*

Teacher will reread the book *A Fruit Is a Suitcase for Seeds* by Jean Richards and illustrated by Anca Hariton. Students will make prints using fruits and vegetables. When their prints dry, students will draw seeds and teachers will label seeds.

- Re-read the book *A Fruit Is a Suitcase for Seeds* by Jean Richards and illustrated by Anca Hariton.
- Tell students that they are going to get to use real fruits and vegetables and paint to make prints. Later, they will draw and label the seeds on their fruits and vegetables.
- Show students the fruits and vegetables you selected, labeling each one and allowing students time to explore them.
- Allow students to watch you cut the fruits and vegetables in half, showing them the seeds in each one. Save half of the fruit for later in this activity, cutting only one half of it at this time.
- Instruct students to study the fruit(s) as you cut them so that they can see where the seeds are located inside each piece of fruit.
- Have students who are willing touch and collect the seeds place them in plastic bags with pictures and words labeling each kind of produce.

Teaching Tip

When cutting the vegetables for this activity, save the seeds from the fruits and vegetables in plastic bags. You will use them later to display on a bulletin board for students to examine.

Teaching Tip

Make a bulletin board to display student's fruit prints. Hang the bags of dried seeds that are labeled with photos of the actual fruits on the bulletin board for students to see throughout the domain.

Review Tip

Talk about colors with students as they dip the produce into various paints. You may say things such as “you are dipping your apple into red paint” or “what color paint will you choose to dip the pepper into?”

- Show students how to dip a piece of produce into the paint, blot off excess paint, and press the produce gently onto their paper.
- Allow students to explore the cut produce as they make their own prints.
- Once students’ prints dry, have them draw seeds onto the fruit in the appropriate location (inside or on the surface of the fruit).
- Help students label their seeds. You could write the word ‘seed’ beside each print and have students draw a line to the seed they have drawn.
- Give students their Name Cards and have them copy their names onto their paper or write them from memory.

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ State three ways that plants are important to humans and animals (i.e., they provide oxygen, food, and shelter)

Language Arts Objectives

Starting the Day

Students will:

- ✓ Memorize and recite with others a simple nursery rhyme, poem, or song (RL.P.5, RF.P.2a)
- ✓ With prompting and support, give the beginning sound of a spoken word (RF.P.2d)
- ✓ With prompting and support, give the consonant sounds of at least three written letters (RF.P.2c, RF.P.3a)

Skills

Students will:

- ✓ With prompting and support, give the beginning sound of a spoken word (RF.P.2d)
- ✓ With prompting and support, given a sound and a choice of two words, choose the word that begins with the given sound (RF.P.2d)
- ✓ With prompting and support, give the vowel sound of at least one letter (RF.P.3a)
- ✓ With prompting and support, give the consonant sounds of at least three written letters (RF.P.2c, RF.P.3a)
- ✓ Predict events in a story (i.e., what will happen next) (RL.P.10)
- ✓ Provide a story ending consistent with other given story events (RL.P.10)

- ✓ Ask or answer increasingly detailed, elaborate questions (other than those beginning with *who*, *what*, *where*, *when*, or *why*) (SL.P.3)

Listening & Learning

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, and *why* questions about “Plants Are Important to Humans and Animals” (RI.P.1, SL.P.2, SL.P.3)
- ✓ With prompting and support, retell important facts and information from “Plants Are Important to Humans and Animals” (RI.P.2)
- ✓ With prompting and support, ask and answer questions about unknown words in “Plants Are Important to Humans and Animals” (RI.P.4)
- ✓ Find the illustration, or object within the illustration, that is being described in “Plants Are Important to Humans and Animals” (RI.P.7)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ Understand and use precise nouns and verbs related to the human body, animals, and plants (L.P.1b)
- ✓ With prompting and support, use words and phrases acquired through conversations, and reading and responding to “Plants Are Important to Humans and Animals” (L.P.6)
- ✓ With prompting and support, sort, classify, and describe pictures according to concepts explained in “Plants Are Important to Humans and Animals” (RI.P.3)

Core Vocabulary

important, *adj.* Really needed

Example: Water is important to plants because plants need water to grow.

Variation(s): none

oxygen, *n.* An important part of the air humans and animals breathe

Example: Oxygen is in the air you breathe in when you take a deep breath.

Variation(s): none

root vegetables, *n.* Parts of a plant that grow underground and that you can eat like potatoes and carrots

Example: When I harvest root vegetables, I have to dig out the dirt around the plant to pull it out of the ground.

Variation(s): root vegetable

shade, *n.* A cool place where the sun is blocked

Example: During the summer when it is hot, my dog likes to cool off in the shade of the big tree in our front yard.

Variation(s): none

At a Glance

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
<i>Routines</i>	W	Continue Established Routines		During morning circle
<i>Nursery Rhymes</i>	W	Tippety, Tippety	Nursery Rhymes and Songs Poster 49	
SKILLS				
<i>Small Group 1</i>	S	Warm-Ups	Transition Cards: Sound Pictures; various objects (see Advance Preparation)	10
		Make a Match		
<i>Small Group 2</i>	S	Retell the Ending	Familiar fictional text	10
LISTENING & LEARNING				
<i>Introducing the Read-Aloud</i>	W	Background Information and Terms		5
		Purpose for Listening		
<i>Presenting the Read-Aloud</i>	W	Plants Are Important to Humans and Animals		10
<i>Discussing the Read-Aloud</i>	W	What’s the Big Idea?	Image Cards 16-1–16-3	10
<i>Extension Activity</i>	L	Fruit Prints	<i>A Fruit Is A Suitcase For Seeds</i> by Jean Richards and illustrated by Anca Hariton; paper, paint, fruits for printing (apple, pepper, orange, cucumber), knife; permanent markers or crayons	During Learning Centers

Take-Home Material

“Plants Are Important to Humans and Animals” Read-Aloud

Give students the following material to take home to their family:

Activity Page 16-1: “Plants Are Important to Humans and Animals” Read-Aloud

Advance Preparation

Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small-group leader has a copy of the lesson for implementation.

Small Group 1

Gather a variety of objects that start with /m/, /a/, /t/ and /d/ (e.g., markers, apple, teddy, doll, etc.). Avoid objects that start with consonant blends. Make one sound picture card for each object by writing the initial sound of each object on an index card (e.g., if you have four objects that start with /m/, make four index cards with the letter ‘m’ on them).

Small Group 2

Select a familiar fictional text that has a clear beginning, middle, and end.

Hands-On Learning

Check to be sure that all students have returned permission forms, and make alternate arrangements for those who have not (e.g., they eat snack at this time). Prepare fruits and vegetables for tasting by washing them. Do not cut the food in advance. Allow students to watch you cut it up, showing them what the fruit looks like whole and where the seeds are located. If possible, print or find pictures of the fruits and vegetables growing on plants.

Prepare a piece of chart paper for students to use to make a bar graph. Title the graph “Our Favorite Fruits and Vegetables.” Draw pictures of the four fruits and vegetables students will taste at the bottom of the chart paper and label them.

Starting the Day

	Exercise	Materials	Minutes
Routines	W Continue Established Routines		During morning circle
Nursery Rhyme	W Tippetty, Tippetty	Nursery Rhymes and Songs Poster 49	

Routines

Whole Group

Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me, Families and Communities*, and *Animals* domains. These include:

- Ordering the Schedule Using Temporal Words
- Learning Center labels and sign-in
- Materials labels
- Attendance: Naming Letters During Morning Circle
- Classroom jobs

Nursery Rhyme

Whole Group

Tippetty, Tippetty

Practice the Rhyme

Show students **Nursery Rhymes and Songs Poster 49: “Tippetty, Tippetty”** and practice the song, allowing students to do accompanying motions when appropriate.

Blend Initial Sounds

Students will use the hand motions they learned on Day 2 to accompany initial sound blending (See **Day 2: Nursery Rhyme** for detailed instructions on how to blend sounds with hand motions). Then students will practice drawing the sound picture ‘t’ in the air.

- Ask students with what sound the word *tippetty* starts. (/t/) Model segmenting the word *tippetty* by saying /t/—ippetty. Have students do the motions to segment and then blend the word *tippetty*.
- Do the same for the word *toe* blending and segmenting the word.

- Remind students that they learned the sound picture for the sound /t/. Write the sound picture 't' on a whiteboard or piece of chart paper so all students can see your motions.
- Then, turn so your back is to students and model drawing an 't' in the air with your magic pencil (i.e., pointer finger). Have students draw /t/ with you in the air with their magic pencils.

Skills

	Exercise	Materials	Minutes
Small Group 1	Warm-Ups	Transition Cards: Sound Pictures; various objects (see Advance Preparation)	10
	Make a Match		
Small Group 2	Retell the Ending	Familiar fictional text	10

Note: At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move students between Small Groups.

Small Group 1

10 minutes

Small Group

Warm-Ups

Sound Picture Review

Students will review previously learned sound pictures.

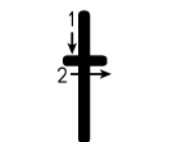
- Start with all students standing.
- Show students **Transition Card: Sound Pictures: /m/, /a/, /t/ and /d/**.
- Ask students what sound this sound picture shows. If students identify the name of the letter that spells the /m/ sound (i.e., 'm'), confirm that they have indeed correctly identified the name of the letter 'm.' Then, clarify that you would like them to identify the sound shown on the card, and that some letters have both names and sounds.
- Hold up **Transition Card: Sound Picture: /m/** with your left hand and trace the 'm', describing each stroke as you trace. Then, as you write an /m/ in the air with your magic pencil (i.e., pointer finger), have students write an /m/ in the air, too.
- Repeat for /a/, /t/, and /d/.
- Call on a few students to share words that start with /t/.
- Have each student think of one word that starts with /d/. When they have thought of their word, students should sit down. Call on the seated students to share their words.



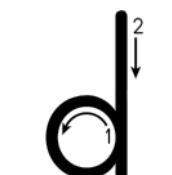
1. short line down
2. hump
3. hump



1. circle to the left
2. short line down



1. long line down (lift)
2. short line across



1. circle to the left
2. long line down

Make a Match

Students will match sound pictures to objects that start with the sound depicted.

- Show students the box of classroom objects you collected and the sound picture cards you made (see **Advance Preparation**).
- Review the sound pictures on the cards and name each of the objects, focusing on the initial sound.
- Show students how you can match a sound picture to an object by listening to the initial sound in the word and finding the matching sound picture (e.g., *marker* starts with /m/, so put the sound picture /m/ next to the marker). Have students help you finish matching sound pictures and objects.
- Put the objects back in the box. Shuffle the sound picture cards, laying them face down on the table.
- Have a student draw a sound picture card, then find an object that starts with that same initial sound.
- Continue the game until all students have had a turn.
- Play the game again, having students first turn over a sound picture card, then find an object that starts with that sound.

Small Group 2

10 minutes

Small
Group

Retell the Ending

Students will make a new ending to a favorite fictional text.

- Tell students that they are going to get the chance to make up their own ending to a familiar story.
- Read or summarize the book with a quick picture walk, stopping just before the end of the story. The ending to a story usually solves a problem that occurs in the middle of the story.
- Allow each student an opportunity to tell their own ending to the story.
- Encourage students to explain their ending by asking them questions beginning with why or how (e.g., “Why did the boy go back home at the end of the story?” or “How do you know the boy wanted to go home at the end of the story?”).

Learning Center

Place the book used for this activity in the **Library Center** so students can continue this activity. Provide other fictional texts students have heard that have a clear beginning, middle, and end.

- Tell students that you are going to put the book in the Library Center so that they can each have a chance to make up as many different endings as they would like.

Listening & Learning

		Exercise	Materials	Minutes
Introducing the Read-Aloud	W	Background Information and Terms		5
		Purpose for Listening		
Presenting the Read-Aloud	W	Plants Are Important to Humans and Animals		10
Discussing the Read-Aloud	W	What's the Big Idea?	Image Cards 16-1–16-3	10
Extension Activity	L	Fruit Prints	<i>A Fruit Is A Suitcase For Seeds</i> by Jean Richards and illustrated by Anca Hariton; paper, paint, fruits for printing (apple, pepper, orange, cucumber), knife; permanent markers or crayons	During Learning Centers

Introducing the Read-Aloud

5 minutes

Whole Group

Background Information and Terms

- Tell students that you will be reading about how plants are important.
"Today we are going to read about how plants are important."
- Define the word *important*.
"Important means something that is really needed or something you have to have."
- Show **Flip Book Page 11-1: Three basic needs**.
- Help students list the three basic needs, stating that each basic need is important to humans.
"We have talked about humans' three basic needs a lot this year. Each of these things is important to humans. What are three things that are important to humans that you see in this picture? Yes, water, food, and shelter are important to humans."

Purpose for listening

- Tell students to listen to the read-aloud to find out about how plants are important to humans and animals.
"Listen to the read-aloud to find out how plants are important to humans and animals."

Plants Are Important to Humans and Animals



← SHOW FLIP BOOK PAGE 16-1: Girl in cornfield

Plants are all around us. Plants are very **important** to people.

- Ask a few students to come point to plants they see in the picture.
- Help students identify the plants in the picture. Point to the trees and the corn stalks in the picture and label them. (trees, corn)
- Remind students that we can find plants all around us outside.



◀ **SHOW FLIP BOOK PAGE 16-2: Girl with dandelion**

Plants make **oxygen**. Oxygen is an important part of the air that humans and animals breathe.

- Tell students to take a big breath of air. Tell them that they are breathing oxygen that plants made into their lungs and into their inside body parts. Humans need oxygen to breathe. Other animals need oxygen, too. Plants make oxygen.
- Have students say the word oxygen with you.
- Tell students that plants help put oxygen in our air. Point to the dandelions and grass in the picture and tell students the dandelions and grass are putting oxygen in the air and then the girl is breathing the oxygen.
- If you have a plant you can see in or outside of your classroom, explain how the plant is giving off oxygen and that when you take a deep breath, you are breathing in that oxygen.



◀ **SHOW FLIP BOOK PAGE 16-3: Girl harvesting carrots and boy with apple**

People eat fruits and vegetables that grow on plants. Some people grow **root vegetables**, like carrots, in the ground. Some people grow fruit tree orchards. Fruits and vegetables are healthy plants that people eat.

- Define **ROOT VEGETABLES** and point to the carrots as an example.

"Root vegetables are a special plant we eat. They grow like other plants but we eat the part that grows underground, the roots. When carrots are growing in the ground, all you can see are the green leafy top parts." [Point to green tops of carrots in picture.] "Then, when you pull them out of the ground, you are pulling up the roots, which are carrots that we eat." [Point to orange part of the carrots in the picture.]

- Give another example of a root vegetable.

"Potatoes are another kind of root vegetable. The part we eat, the potato, grows underground like carrots."

- Ask students what kind of fruit the boy is about to eat and tell students apples are a fruit that grows on trees.

"What kind of plant is this boy about to bite? (apple) Apples are fruit that grow on trees."



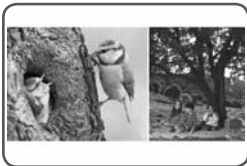
◀ **SHOW FLIP BOOK PAGE 16-4: Giraffe, monarch butterfly, chickadee bird with berries on branch**

Just like humans, other animals eat plants, too. Some animals eat the leaves from trees. Some animals, like a monarch butterfly, drink the nectar from flowers. Some animals eat the berries from trees. Some plants are food, so they are important to all kinds of animals.



◀ **SHOW FLIP BOOK PAGE 16-5: Chimpanzee and girl eating orange**

Sometimes people and animals like to eat the same kinds of plants!



◀ **SHOW FLIP BOOK PAGE 16-6: Bird on tree trunk, children at picnic**

Plants provide shelter for people and animals. Birds and other animals build nests in trees to stay warm and dry and to shelter their eggs. People like to cool off in the **shade** of trees.

- Define *SHADE* and explain how trees make shade that shelters humans from the sun.

"Shade means a cool place where the sun is blocked. In this picture the big branches and leaves of the tree are blocking the sun so it is cool and shady underneath. These children are sitting in the shade made by this tree. It is sheltering them from the bright, hot sun."

- Ask students if they have ever sat or stood in the shade to cool off.



◀ **SHOW FLIP BOOK PAGE 16-7: Girl in sunflower field**

Plants provide oxygen, food, and shelter for people and animals. We must remember to take good care of the plants in our world, so they can take care of us, too.

What's the Big Idea?

Find the Picture I'm Describing

- Tell students that you are going to describe why plants are important to humans and that you want students to point to the picture that shows what you are saying.
- Holding them far apart, show students **Image Card 16-1: Plants provide food** and **Image Card 16-2: Plants provide shelter** and state that plants are important to humans because they give us food. Have students point to the card on the right or on the left to designate which card matches your statement.

"Plants are important to people because they provide us with food to eat."

- Confirm students' answer by explaining how the picture demonstrates what you just said.

"This picture shows a boy with an apple tree. He is going to eat the apple. It shows that plants are important to people because they provide people with food."

- Continue making statements and giving students two cards as options until you have reviewed the three ways plants are important to humans.

Why Are Plants Important to People and Animals?

- Tell students that, as a class, you are going to explain why plants are important to humans. Spread out **Image Cards 16-1–16-3: Plants are important** where all students can see them.

"Let's remember why plants are important to us. We will use these pictures to give us a hint. Who sees something that shows how plants are important to humans?"

- Call on a student to come up and choose an image for the class to describe. Help the student explain to what the picture shows by asking the student leading questions.
- Show **Image Card 16-1: Plants provide food**.

“Plants are important to people. How are plants important to this boy? What can humans do with an apple tree? How are apple trees important to humans? Plants, like apple trees, are important to people because they give us food.”

- Continue the activity until you have discussed **Image Cards 16-2: Plants provide shelter** and **16-3: Plants produce oxygen that people breathe** showing that plants give humans food, shelter, and oxygen.

Taking Care of Plants

- Show **Flip Book Page 16-7: Girl with sunflowers** and reread the final page of the read-aloud.
- Discuss how you can take care of plants using the prompts listed below:
 - Plant new plants, like trees, flowers, grass, and bushes.
 - Take care of the plants you have by giving them water and sunlight.
 - Don't hurt plants by picking their flowers.

Extension Activity

Learning
Center

Fruit Prints

Continue this activity during Learning Centers. See **Day 15: Fruit Prints** for detailed instructions on this Extension Activity

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Name five foods that come from plants (e.g., apple, blueberry, banana, carrot, lettuce, etc.)

Language Arts Objectives

Starting the Day

Students will:

- ✓ Memorize and recite with others a simple nursery rhyme, poem, or song (RL.P.5, RF.P.2a)
- ✓ With prompting and support, give the beginning sound of a spoken word (RF.P.2d)

Skills

Students will:

- ✓ With prompting and support, blend simple CVC words (RF.P.3a)
- ✓ Perform activities requiring small muscle control (L.P.1a)
- ✓ Hold a writing instrument correctly between the thumb and index finger, resting against the middle finger (L.P.1a)
- ✓ With prompting and support, given a sound and a choice of two words, choose the word that begins with the given sound (RF.P.2d)
- ✓ With prompting and support, give the beginning sound of a spoken word (RF.P.2d)
- ✓ With prompting and support, give the vowel sound of at least one letter (RF.P.3a)
- ✓ With prompting and support, give the consonant sounds of at least three written letters (RF.P.2c, RF.P.3a)

Listening & Learning

Students will:

- ✓ Express personal needs and desires verbally in a comprehensible manner (SL.P.6)
- ✓ With prompting and support, use a combination of drawing, dictating, and/or writing to identify a favorite fruit or vegetable (W.P.1)
- ✓ Identify and express physical sensations, mental states, and emotional feelings (SL.P.6)
- ✓ Express a personal opinion (SL.P.6)
- ✓ Classify by other conceptual categories (L.P.5a)
- ✓ Understand and use increasingly precise verbs related to eating, movement, and the five senses. (L.P.5d)
- ✓ With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts (L.P.6)
- ✓ Ask or answer increasingly detailed, elaborate questions (other than those beginning with *who*, *what*, *where*, *when*, or *why*) (SL.P.3)

At a Glance

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
<i>Routines</i>	W	Continue Established Routines		During morning circle
<i>Nursery Rhymes</i>	W	Nursery Rhymes Review	Nursery Rhymes and Songs Posters 17, 26, 33, 37, 42, 49	
SKILLS				
<i>Small Group 1</i>	S	Pushing Blocks for Sounds	Transition Cards: Sound Pictures; Activity Page 17-1; small blocks (12 per student)	10
<i>Small Group 2</i>	S	Warm-Ups	Activity Page 17-2; writing utensils	10
		Write the Initial Sound Picture		
LISTENING & LEARNING				
<i>Hands-On Learning</i>	W	Tasting Fruits and Vegetables	Various produce for tasting (at least four choices), knife, individual bowls or plates for students; bar graph, stickers, marker; paper towels or wet wipes	25
<i>Extension Activity</i>	L	Fruit Prints	<i>A Fruit Is A Suitcase For Seeds</i> by Jean Richards and illustrated by Anca Hariton; paper, paint, fruits for printing (apple, pepper, orange, cucumber), knife, permanent markers or crayons	During Learning Centers

Advance Preparation

Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small-group leader has a copy of the lesson for implementation.

Small Group 1

Cut apart the Activity Pages and tape the short ends together so that the pictures appear in a row of six with the empty boxes along the bottom margin of the page.

Hands-On Learning

Purchase or gather four types of produce (e.g., two fruits and two vegetables). Prepare a bar graph on chart paper or a whiteboard by making a list of the fruits and vegetables you will taste along the X axis.

Extension Activity

See **Day 15: Fruit Prints Advance Preparation** for details on how to prepare for this activity.

Starting the Day

	Exercise	Materials	Minutes
Routines	W Continue Established Routines		During morning circle
Nursery Rhymes	W Nursery Rhymes Review	Nursery Rhymes and Songs Posters 17, 26, 33, 37, 42, 49	

Routines

Whole Group

Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me*, *Families and Communities*, and *Animals* domains. These include:

- Ordering the Schedule Using Temporal Words
- Learning Center labels and sign-in
- Materials labels
- Attendance: Naming Letters During Morning Circle
- Classroom jobs

Nursery Rhymes

Whole Group

Nursery Rhymes Review




Students will review the words and motions to some of the nursery rhymes they have learned during this domain. Choose two or three rhymes that had skills or lyrics that were especially challenging for students. See the chart below for an overview of which skills and content each nursery rhyme targeted. Additionally, review segmenting and blending initial sounds by selecting a few words from whichever rhymes you review.

- Show students the Nursery Rhymes and Songs Posters for the rhymes you want them to recite or sing.
- Allow students to choose which one they would like to recite or sing first.
- Review the songs with students focusing on difficult concepts, skills, or content.

- Practice segmenting and blending the initial sound of three to four words from each rhyme.

Nursery Rhyme Title	Poster #	Skills and Content Targeted
Here We Go Round the Mulberry Bush (Days 1–3)	17	<ul style="list-style-type: none"> • Syllable: clap mul—ber—ry • Content: mulberry bush • Invent motions to accompany verses • Invent new verses
One Potato, Two Potato (Days 4 and 5)	33	<ul style="list-style-type: none"> • Syllable: clap po—ta—to, other 3 syllable words • Content: potato
Oats, Peas, Beans, and Barley Grow (Days 6 and 7)	26	<ul style="list-style-type: none"> • Content: oats, barley • Invent motions to accompany song
Ring Around the Rosey (Days 11 and 12)	42	<ul style="list-style-type: none"> • Content: posies • Sound picture: ‘a’ for ashes
Peter Piper (Days 13 and 14)	37	<ul style="list-style-type: none"> • Content: peck • Initial Sound: /p/
Tippety, Tippety (Days 15 and 16)	49	<ul style="list-style-type: none"> • Syllable: clap tip—pe—ty • Sound picture: ‘t’ for tippety and toe

Skills

	Exercise	Materials	Minutes
Small Group 1	 Pushing Blocks for Sounds	Activity Page 17-1; small blocks (2 per student)	10
Small Group 2	 Warm Ups	Transition Cards: Sound Pictures; Activity Page 17-2; writing utensils	10
	 Write the Initial Sound Picture		

Note: At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move students between Small Groups.

Small Group 1

10 minutes

Small Group

Pushing Blocks for Sounds

Students will push blocks to represent each sound in two-sound words.

- Give each student **Activity Page 17-1: Pushing Blocks for Sounds**.
- Remind students that they have already met the stuffed animal named 'Robo' who talks in robot talk. Reintroduce Robo using robot talk.
- Explain to students that Robo is going to name each of the pictures using robot talk. When they hear the first sound, they should put a block in the first square under the picture. When they hear the second sound, they should put another block in the second square under the picture.
- Model pushing blocks for students by pushing your own blocks as Robo says the sounds.

"Bow. /b/ — /oe/. Now I'm going to push a block for each sound I hear. /b/ [Push a block]. /oe/ [Push a block]. Now you try with me."







- Say the name of a picture without pausing (i.e., do not use robot talk).
- Using robot talk, say each sound of the word, pausing between sounds.
- Have students place a block in one of the squares below the picture of the word you are blending every time they hear a sound.
- Have students point to each block and say each sound of the word. Do this faster and faster until students are blending the two sounds into a word.

Review Tip

You might have students use the arm blending gesture taught on **Day 14** in **Skills Small Group 1** prior to using the blocks to represent sounds.

Teaching Tip

See **Appendix B: Representing Phonemes (Sounds) in CKLA-Preschool** for a guide to how individual sounds in words (phonemes) are spelled in the *Plants* domain.

Activity Page Picture	Robo Talk	Blended Word
	/b/ — /oe/	bow
	/p/ — /ie/	pie
	/sh/ — /ue/	shoe
	/h/ — /ae/	hay
	/t/ — /oe/	toe
	/b/ — /ee	bee

Small Group 2

10 minutes

Small
Group

Warm-Ups

Sound Picture Review

Students will review previously learned sound pictures.

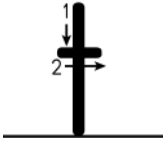
- Start with all students standing.
- Show students **Transition Card: Sound Pictures: /m/, /a/, /t/ and /d/**.
- Ask students what sound this sound picture shows. If students identify the name of the letter that spells the /m/ sound (i.e., 'm'), confirm that they have indeed correctly identified the name of the letter 'm'. Then, clarify that you would like them to identify the sound shown on the card, and that some letters have both names and sounds.
- Hold up **Transition Card: Sound Picture: /m/** with your left hand and trace the 'm', describing each stroke as you trace. Then, as you write an /m/ in the air with your magic pencil (i.e., pointer finger), have students write an /m/ in the air, too.



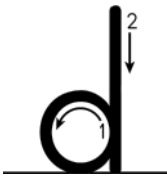
1. short line down
2. hump
3. hump



1. circle to the left
2. short line down



1. long line down (lift)
2. short line across



1. circle to the left
2. long line down

Teaching Tip

Continue to prompt students to look at the sound pictures that appear at the top of this Activity Page as reminders of what the sound pictures look like. You might also draw your own examples on a piece of chart paper or on a whiteboard so that students can see you write the sound picture and/or invite students to draw the sound picture in the air with you.

- Repeat for /a/, /t/, and /d/.
- Call on a few students to share words that start with /t/.
- Have each student think of one word that starts with /d/. When they have thought of their word, students should sit down. Call on the seated students to share their words.

Write the Initial Sound Picture

Students will identify initial sounds and draw corresponding sound pictures.

- Give each student **Activity Page 17-2: Writing Sound Pictures**.
- Point to the first picture and help students label it. Repeat the label, elongating or repeating the first sound.
- Ask students to isolate and say the first sound.
- Help students write the sound picture below the object in the box provided.
- Continue naming the pictures, isolating the first sound, and writing the sound pictures.

Listening & Learning

	Exercise	Materials	Minutes
Hands-On Learning	W Tasting Fruits and Vegetables	Various produce for tasting (at least four choices), knife, individual bowls or plates for students; bar graph, stickers, marker; paper towels or wet wipes	25
Extension Activity	L Fruit Prints	<i>A Fruit Is A Suitcase For Seeds</i> by Jean Richards and illustrated by Anca Hariton; paper, paint, fruits for printing (apple, pepper, orange, cucumber), knife, permanent markers or crayons	During Learning Centers

Hands-On Learning

25 minutes

Whole Group

Tasting Fruits and Vegetables

Taste Test

Note: When offering food to students to taste, be sure to follow procedures your school has in place for mealtimes and snack times (e.g., students wash hands, you wear gloves, students brush teeth, etc.). Remember that some students may be allergic to certain foods.

Teaching Tip

Encourage students to use adjectives and other descriptive words to describe the food they are tasting (e.g., *juicy, sweet, sour*, etc.).

Students will have the opportunity to taste four fruits and vegetables.

- Show students the fruits and vegetables they will be tasting.
- Explain that each of these foods came from a plant. Show students pictures of the plants on which these plants grew, explaining whether they grow on bushes, trees, vines, etc.
- Allow students to watch you cut up each fruit or vegetable, showing them where its seeds are located.
- Tell students that you want them to find out which fruit or vegetable they like the best.
- Distribute bowls and paper towels and allow students to taste the first fruit or vegetable. Continue distributing the produce one type at a time so that students remember the name of the fruit or vegetable they are eating.

Teaching Tip

For students who are reluctant to taste unfamiliar foods, you might encourage them to first kiss and then lick the food.

- Encourage students to taste each fruit or vegetable, but do not require them to do so.

Bar Graph

Students will make a bar graph to indicate which fruit or vegetable they liked the best.

- Show students the bar graph you made on chart paper (see **Advance Preparation**).
- Tell them they are going to get to vote for their favorite fruit or vegetable they just tasted. Explain that they can only vote once and that once they have voted, you will give them a sticker.
- Allow students to vote for their favorite food. Count the number of students who like each food and draw a box to represent the number of students who like the food above the drawing on the chart paper. Write numbers in each box (i.e., the bottom box is one, the next box up is two, etc.).
- At the end of the activity, have students help you count to see which food students liked most and which food students liked least.

Extension Activity

Learning
Center

Fruit Prints

Continue this activity during Learning Centers. See **Day 15: Fruit Prints** for detailed instructions on this Extension Activity.

Note to Teacher

Pausing Point 2 is an opportunity to review, reinforce, and extend the material taught during the second half of the domain. Begin by identifying areas in which students may need extra practice by using Observational Assessments (see **General Overview**) and/or Task Assessment (see Domain Assessment). Then, use this information to decide which activities you wish to repeat and whether it is best to repeat them in a whole-group or small-group setting. If students are ready to extend their knowledge, suggestions for activities that draw on information presented across multiple days are provided below. During the Pausing Point, continue conducting Routines that have been introduced up until this point (e.g., attendance, daily schedule, classroom jobs, signing in to Learning Centers, etc.).

☑ Lesson Objectives

Core Content Objectives Up to This Pausing Point

Students will:

- ✓ Name plants' four basic needs: sunlight, water, air, nutrients (from soil)
- ✓ State that flowers make seeds and fruits so that new plants can grow
- ✓ Use the word *petal* to label the colorful part of a flower
- ✓ State that fruits have seeds that grow into new plants
- ✓ Identify four types of fruit
- ✓ State three ways that plants are important to humans and animals (i.e., they provide oxygen, food, and shelter)
- ✓ Name five foods that come from plants (e.g., apple, blueberry, banana, carrot, lettuce, etc.)

Skills Review

Skills Activities Summary

The chart below shows the small-group activities that students have completed up to Pausing Point 1 and the skill areas they address. If students need more practice in a particular area, revisit activities that address those skills.

Skills Small Group Activities Summary

Day(s)	Skills Small Group	Activity	Phonological Awareness				Print		Handwriting		Shared Writing	Narrative	
			Initial Sound	Final Sound	Sounds in Words	Sound-Letter Correspondence	Name Recognition	Alphabet Knowledge	Strokes/ Writing Letters	Name Writing	Dictation	Sequencing Events	Verbal Retelling
11	1	Initial Sound Mystery Box	✓			✓							
	2	Tell Your Own Story											✓
12	1	Initial Sound Matches	✓			✓							
	2	Draw the Sound Picture for /t/	✓			✓			✓				
13	1	Initial Sound Matches	✓			✓							
	2	What Will Happen Next?										✓	✓
14	1	Robot Talk: Two-Sound Words	✓	✓	✓	✓							
	2	Circle the Sound Picture for /t/	✓			✓			✓				
15	1	Two-Sound Word Hunt	✓	✓	✓								
	2	Draw the Sound Picture for /d/	✓			✓			✓				
16	1	Make a Match	✓			✓							
	2	Retell the Ending										✓	✓
17	1	Pushing Blocks for Sounds	✓	✓	✓	✓							
	2	Write the Initial Sound	✓			✓			✓				
18–20	Pausing Point 2												
21	Domain Assessment												

Additional Skills Activities

Name Writing Activities

In addition to continuing fine motor activities suggested in previous domains, continue to encourage students to practice handwriting strokes and name writing. As students write their names, be sure to say the names of the letters they are forming. Suggestions for ways to encourage students to practice writing strokes and name writing include:

- Draw writing strokes or write a student's name in pen and have them trace over it with a highlighter.
- Cover a plastic plate or tray with a thin layer of play dough. Have students write their handwriting strokes or their names in the play dough with their fingers or a primary pencil.
- Have students form the letters of their names out of play dough, waxed yarn sticks, or pipe cleaners.
- Place paint thickened with cornstarch in a gallon-sized zip-top bag (squeeze out all of the air). Lay the bag flat on the table. Have students “paint” their handwriting strokes or name by making indentations in the paint through the bag.
- Put magnetic letters (upper- and lowercase) in the Writing Center or on a magnetic surface and have students spell their names using the magnets.
- Provide students with trays of sand and allow them to draw handwriting strokes and write their names in the sand.
- Take sidewalk chalk outside and allow students to write their name on the pavement.

Initial Sound Hunt

Materials: Transition Cards: Initial Sounds, rice or beans, container

Hide **Transition Cards: Initial Sounds** (one to two sets at a time) in a large container filled with rice or beans. Have students find a Transition Card by digging through the rice. When a student finds a card, have them say the word depicted on the card and its initial sound. Continue playing until all of the cards have been found.

Jump to Blend the Word

Materials: sidewalk chalk

Draw a large rectangle on the sidewalk and divide it in half to make two squares. Use robot talk to say two-sound words, pausing between each sound. Students should repeat the two sounds as they jump from box to box. Have students jump faster and faster, blending the sounds into words.

Story Walk

Materials: photocopies of pages from a familiar story book, bulletin board paper, markers

Tape a strip of bulletin board paper to the floor. Every few feet, tape down pages from a familiar storybook in the order they occur in the story. Have students walk along the paper, telling the story as they arrive at each page. You could also play this game using the pictures from your classroom's Daily Schedule, having students recount the events in a typical day at Preschool.

Initial Phoneme Sorts

Materials: collection of small objects, large and small plastic containers

Gather classroom objects that start with /m/, /a/, /t/, and /d/ and place them in a container. Label the smaller containers with the four sound pictures. Show students how to sort the objects into bins based on the initial sound in each word.

Listening & Learning Review

Read-Aloud and Picture Talk Reviews

If students need repeated exposure to particular content, choose a read-aloud to be heard again. You could also let students choose their favorite read-aloud to hear or retell. Picture Talks provide an excellent opportunity to practice core vocabulary, and can be repeated in a whole-group or small-group setting. You may also choose to do a Picture Talk of pages not presented in the lesson, facilitating a discussion using questions and comments similar to those given in the lesson.

Domain-related Trade Books

Read nonfiction trade books that are related to the Core Content Objectives addressed up to Pausing Point 2. See the **Introduction** for suggestions. You might also choose to read a fiction trade book that complements the content presented in this domain. You may have your own favorites, or you could use the following fictional stories:

Blueberries For Sal, by Robert McCloskey (Puffin Books, 1976)
ISBN 978-0142416433

- Connection to content from “Plants Are Important In Our World”:

Sal goes blueberry picking with her mother. Along the way, she sees a bear that is also picking blueberries. After reading this story, talk with students about how plants are important foods for humans and animals. Discuss other types of plants that humans and animals both eat.

Our Community Garden, by Barbara Pollak (Beyond Words Publishing, 2004) ISBN 978-1582701097

- Connection to content from *A Fruit Is A Suitcase For Seeds*:

Friends decide to come together to plant a garden. They talk about their favorite foods and the plants that they must grow in order to make these foods. Talk about the foods that the children in this book are growing and the seeds that grow inside of them. Discuss other fruits or vegetables that you can grow that have seeds inside of them.

Flower Garden, by Eve Bunting (Voyager Books, 1994)
ISBN 0-15-202372-0

- Connection to content from *Flowers*

A little girl plans to plant flowers with her father. They plant flowers in a box in her window because they live in the city. Talk with the students about places they have seen flowers, noting that flowers and plants can be planted in many places, not just in gardens, parks, or yards. Remind students that flowers have an important job of creating more seeds or fruits that will make new plants.

Activities

Leaf Rubbings

Materials: leaves, white paper, crayons

Allow students to collect leaves from around your school yard or during your Nature Walk. Help students make rubbings by placing their leaves under a white piece of paper and rubbing crayons over the leaves. Talk about what students see as the leaf rubbing appears. Also, talk about how leaves look different and have different textures.

Colorful Carnations and Cabbage

Materials: white carnations or white cabbage (Chinese cabbage), food coloring, three clear jars, water

Fill three jars with water. Invite students to choose what color or dye they would like to put in two of the three glasses. Leave one glass with clear water only. Have students place the white flowers or cabbage into all three glasses. Explain that the plants are going to soak up the water through their stems. Ask students to predict what might happen to the color of the plant in each glass. Have student observe the plants for a few days, noting any changes they see.

Flower Prints

Materials: plastic bottles, tempera paints, paper, yellow sand, drawing tools

Using plastic bottles that have raised dimples on the bottom, show students how to make flower prints by dipping the bottom of the bottles into the paint and pressing them on the paper. Help students glue sand to represent pollen onto the middle of the flowers. Students should then draw leaves and stems on their flowers. Help students label the leaves, stems, pollen, and petals of the flowers.

Handprint Flowers

Materials: tempera paints, white paper

Paint each student's hand in a color of their choosing and press it onto the white paper. Have students add a stem and leaves to the bottom of their handprint, which serves as the flower. Discuss plant parts with them and have them add each part according to what they have learned. Allow students to make multiple flowers on their paper using different colors.

Cooking with Plants

Materials: various edible plants, access to cooking supplies and a kitchen, microwave, or toaster oven

Help students cook various dishes using plant parts. You might cook tacos with beans (seeds), brew herbal tea or make salad (leaves), cook applesauce (fruit), cut up broccoli (flower) with dip, or make homemade French fries with ketchup (vegetables). Talk with students about how plants are important food for people.

Plant Show and Tell

Materials: students bring in plants or plant parts or collect them from in and around the school (e.g., leaves, twigs, nuts, flowers)

Have students bring in plants or plant parts for show and tell. They might bring house plants they have been growing in their homes or plants found near their homes. Students might also collect a plant or plant part during the **Nature Walk** on **Days 11–14** to share. Encourage students to take turns sharing, identifying, and discussing their plants with peers.

This Domain Assessment evaluates each student's knowledge relative to Core Content and Language Arts Objectives addressed in the Plants domain. Portfolio Collection and Assessment Opportunities can occur throughout the domain; the Task Assessment is designed to be administered to each student at the end of the domain (i.e., during Pausing Point 2 and the Domain Assessment, Day 21). In order to conduct individual Task Assessments, teachers may find it convenient to pull individual students into a quiet corner of the classroom, perhaps during Learning Center or snack time. Because skills and vocabulary are meant to develop across the entire year, teachers may readminister certain assessments from the *All About Me*, *Families and Communities*, and *Animals* domains if students scored poorly at the end of the previous domains.

Portfolio Collection

Work Samples

Note: *Be sure to date each piece of student work as it is added to the portfolio.*

In this domain, students' work from the following activities may be included in their portfolios:

- Farm Stand Learning Center: Students' emergent writing samples, such as their efforts to make signs and flyers
- Days 1–3: Plant a Seed Observations
- Days 4–7: Make Your Own Sunflower
- Days 15–17: Fruit Prints
- Day 4: Draw the Sound Picture for /a/
- Day 5: Activity Page 5-1: Circle the Sound Picture
- Day 12: Draw the Sound Picture for /t/
- Day 14: Activity Page 14-2: Circle the Sound Picture for /t/

- Day 15: Draw the Sound Picture for /d/
- Day 17: Activity Page 17-2: Writing Sound Pictures
- Days 2, 4, 6, and 7: Writing Strokes Activity Pages and students' attempts at writing their names

Assessment Opportunities

Observing Learning Centers

Language Arts Objectives Assessed

- Describe an event or task that one is in the process of completing (SL.P.4)
- Describe an event or task that one has just experienced in the immediate past (SL.P.4)
- Use future verb tense (L.P.1b)

Materials

Various colored sticky notes

Pen

Farm Stand Learning Center

As you observe the Farm Stand Learning Center, keep the above Language Arts Objectives with you. When you see a student demonstrating a behavior or using language that is related to an objective, write that student's name and a brief description of what occurred on a sticky note. You might use different colored notes for each objective. At the end of the day, reflect on these notes and distribute them to student's portfolios, sticking them inside the manila folder or on a separate piece of paper. At the end of the domain, review notes collected in each student's portfolio, perhaps writing a sentence or two reflecting on each student's progress across the domain and current performance relative to the Language Arts Objectives.

Assessment Tasks

Skills Assessments

Materials

Blank paper cut in half

Primary crayons

Stapler

Pen

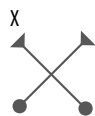
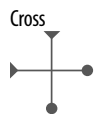
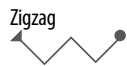
Handwriting Strokes

Individually assess students' progress in mastering the writing strokes taught in the *Animals* domain. These strokes include: zigzag, dot, bridge, cross, X, bowl, moon, wave, cane and hook. Place a blank piece of paper in front of the student. Tell the student that you will show them one of the writing strokes and you want them to copy exactly what you draw. Demonstrate how to draw the first writing stroke and have the student copy you. Give the student a clean piece of paper and demonstrate the next stroke. Staple all of the pieces together and have the student write his/her name on the back. Label the front of the packet with the student's first and last name. Score students' writing strokes according to the **Writing Strokes Scoring Guide**.

Identifying Initial Sounds

Explain that you are going to say four words and you want students to tell you what sound is at the beginning of all the words. Say the following lists of words, pausing after each list for students to say the initial sound.

- /m/: mouse, mess, muffin, mister
- /z/: zebra, xylophone, zoo, zipper
- /l/: laugh, lettuce, lace, listen
- /s/: sandwich, silly, say, soap
- /r/: rabbit, race, radio, raccoon
- /n/: no, nice, nail, near



Listening & Learning Task Assessments

Core Content Objectives Assessed

- Name the four parts of a plant (i.e., roots, stem, leaves, flower)
- Describe how a sunflower grows (i.e., seed in ground, small root grows down, seedling comes up out of the ground, flower grows)

Materials

Plants Flip Book

Image Cards 6-2-6-5: Sunflower Lifecycle

Plant Parts

Show Flip Book Page 2-2: Sunflower










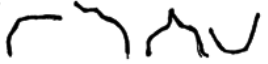

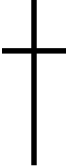
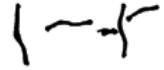

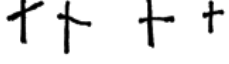
Point to each part of the sunflower and ask students to name it. Point to the roots, stem, leaves, and flower.

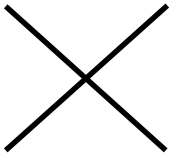
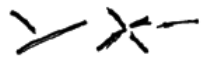
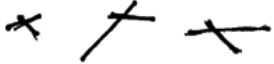
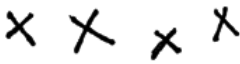




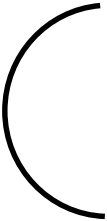










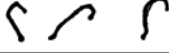


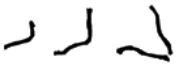

How Do Plants Grow?

Place **Image Cards 6-2-6-5: Sunflower Lifecycle** face-up on the table in random order.

Ask student to put the cards in order to show how a plant grows. (seed, seed with root, sprout, sunflower)

Key to Domain Assessment Record Form**Skills: Handwriting Strokes**

	<p>NY : </p> <p>P: </p> <p>R: </p>
	<p>P: </p> <p>R: </p>
	<p>NY : </p> <p>P: </p> <p>R: </p>
	<p>NY : </p> <p>P: </p> <p>R: </p>

	<p>NY : </p> <p>P: </p> <p>R: </p>
	<p>NY : </p> <p>P: </p> <p>R: </p>
	<p>NY : </p> <p>P: </p> <p>R: </p>
	<p>NY : </p> <p>P: </p> <p>R: </p>
	<p>NY : </p> <p>P: </p> <p>R: </p>
	<p>NY : </p> <p>P: </p> <p>R: </p>

Skills: Identifying Initial Sounds

Not Yet (NY)

Student does not yet demonstrate this skill, knowledge or behavior.

- Does not identify any initial sounds

Progressing (P)

Student sometimes demonstrates this skill, knowledge or behavior, but not on a consistent basis.

- Identifies one to four initial sounds

Ready (R)

Student consistently and independently demonstrates this skill, knowledge or behavior.

- Identifies five to six initial sounds

Listening & Learning: Plant Parts

Not Yet (NY)

Student does not yet demonstrate this skill, knowledge or behavior.

- Does not label any plant parts

Progressing (P)

Student sometimes demonstrates this skill, knowledge or behavior, but not on a consistent basis.

- Correctly labels one to three plant parts

Ready (R)

Student consistently and independently demonstrates this skill, knowledge or behavior.

- Correctly labels all four plant parts

Listening & Learning: How Do Plants Grow?

Not Yet (NY)

Student does not yet demonstrate this skill, knowledge or behavior.

- Does not put any cards in order showing how plants grow or puts only two cards in correct order

Progressing (P)

Student sometimes demonstrates this skill, knowledge or behavior, but not on a consistent basis.

- Puts three cards in correct order showing how plants grow

Ready (R)

Student consistently and independently demonstrates this skill, knowledge or behavior.

- Puts all four cards in correct order showing how plants grow

Date	Student	Handwriting Strokes			Identifying Initial Sounds		
		Not Yet	Progressing	Ready	Not Yet	Progressing	Ready

Date	Student	Plant Parts			How Do Plants Grow?		
		Not Yet	Progressing	Ready	Not Yet	Progressing	Ready

APPENDIX A

What Teachers Need to Know About Plants

Plant Characteristics, Needs, and Growth

Often, young children don't recognize plants as living things. Effective teachers help children make connections between plants and other living things. Like animals, plants need food and water. Like animals, plants grow. They start small and get bigger as they age. Unlike animals, plants do not walk, swim, or fly. Plants may grow to take up more space, but they stay in the same place where they were planted.

Plants Are Living Things

Plants are living things. They don't move around like other living things, but they need food and water. Like animals, plants start small and grow bigger. Eventually, plants make more little plants.

There Are Many Different Kinds of Plants

Just as there are many different kinds of animals, there are many different kinds of plants, such as trees, bushes, vines, weeds, flowers, and grasses. Plants grow all around the world. Just like animals, plants thrive in different habitats. Some plants live in the rainforest. These plants like a warm, moist environment. Plants that like a hot, dry environment may live in the desert. There are even plants that live in the oceans and ponds of the world.

Plants Have Different Parts

Just like animals, plants have different parts. Green plants like trees, bushes, and grasses are called vascular plants. Vascular plants have five basic parts. The roots of most plants grow underground. They anchor the plant so the plant doesn't fall over. The roots absorb water and nutrients from the soil to help the plant make food. The stem of a plant grows up from the roots. The stem brings water and nutrients from the roots to the leaves and flowers of the plant. The stem stands up tall toward the light or sun. The leaves of a plant grow out from the stem. The green leaves of a plant use water, nutrients, light, and air to make food for the plant. Flowers grow on plants. They come in many different shapes and sizes. Some flowers smell sweet. Some flowers are brightly colored. Seeds are created after a plant blooms, or flowers. New plants can grow from the

seeds. Sometimes, seeds fall to the ground and begin to grow on their own. Other times, people collect seeds to plant in places where they want plants to grow.

Plants Grow From Seeds

The seeds from different plants look different and grow in different ways. Some seeds, like sunflower seeds, grow on the outside part of the flower. Other seeds grow inside fruit. Apples and oranges are fruits that have seeds in them. Some seeds grow inside cones like the pinecone. Nuts are also seeds. They usually grow inside a hard shell or husk. Peanuts, walnuts, and almonds are all seeds that are nuts. All of these seeds can grow into new plants.

Plants Need Certain Conditions to Grow

In order for seeds to grow into plants, they need to have certain things. Plants need water, sunlight, air, and other nutrients, usually found in soil, to grow. Plants use these things to make their food.

Plants Go Through Stages as They Grow

Plants go through different stages as they grow. A seed begins to grow under the soil. A sprout grows up from the seed, and roots grow down from the seed. As the sprout gets bigger, leaves and a stem begin to grow. Once the stem and leaves are strong, the plant grows flowers. Sometimes, fruits, vegetables, or nuts containing more seeds grow from the flower. Other times, the flower contains the seeds. These seeds can grow and sprout, repeating the cycle.

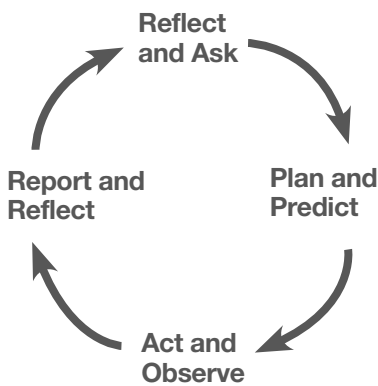
Plants Are Important

Plants are important to people and animals. Many plants are food for people and animals. People eat the leaves of some plants, like spinach and lettuce. People eat the fruits of other plants, like grapes and bananas. People also eat the seeds of some plants, like corn, peanuts, and peas. Plants are also very important to people and animals because they make oxygen. Oxygen is an important part of the air we breathe. Animals, including humans, need plants to live and stay healthy.

APPENDIX B

What Teachers Need to Know the Scientific Reasoning Cycle

The Scientific Reasoning Cycle



Students learn about the world around them through their own observations. As they observe the world, students form tentative theories or explanations about the way the world works. To refine their understanding of the world, students need multiple opportunities for hands-on exploration in different situations. The content of and activities in CKLA-Preschool promote understanding of scientific concepts and a systematic approach to investigation. This systematic approach may be summarized as (1) reflect and ask; (2) plan and predict; (3) act and observe; and (4) report and reflect. The approach is cyclical because “reporting and reflecting” may generate new questions to be asked, acted upon, and observed.

Reflect and Ask

The goal of reflecting and asking is to activate students’ relevant prior knowledge by helping them to consider what they already know about a topic. We learn or comprehend new information by relating it to what we already know. It is important to help young students explicitly make connections between their existing knowledge and new information. Through the reflecting and asking process, students will begin to make connections between science topics and their own worlds. Strategies to generate reflection and discussion about a topic include reading a book about the topic or showing students objects related to the topic. When sufficient time is spent addressing the same broad topic, students build their knowledge base and generate a variety of questions related to the scientific topic of study. When a domain is carried out over several weeks, students can ask questions one day and participate in some activities to address these questions on subsequent days. It is important that students’ questions be the starting point for investigations; however, students won’t always have questions or their questions may be poorly formed. Effective teachers scaffold and clarify students’ expression of their ideas. When teachers pose questions inspired by students’ questions or attempts at questions, other students are likely to pose similar questions. Activities do not have to be planned for every question

generated by every student; however, it is very important that students feel their questions are taken seriously and become the source of investigations. When students ask questions about the world, teachers do not always have the answer. Rather than guessing or making up an answer, effective teachers encourage research and investigation to reinforce the idea that theories can be made and tested.

Plan and Predict

The purpose of joint planning is to allow students to see the adult thought process at work and to learn how to plan for themselves. Deciding which science activities to conduct with students and how to carry out these activities involves planning. During the planning and predicting portion of the scientific reasoning cycle, activities are planned to address the questions generated in the reflecting and asking portion of the scientific reasoning cycle. Most adults plan frequently, but their planning efforts are invisible to students. Planning often takes place in our minds. Sometimes, we combine steps in our plan to save time or because we know what will happen and therefore don't need to complete each step. In order for students to learn to plan, adults must slow down and make their planning visible. Each step in the plan needs to be apparent to students. With exposure to other people's planning processes, and with opportunities to participate jointly in the planning process, students will begin to make plans of their own. Initially, Preschool students may have difficulty generating questions and predictions. Effective teachers scaffold students' completion of these tasks by providing cues and models. During the planning process, effective teachers model their thoughts out loud for students as they are making a plan. Effective teachers also model how to make predictions. An effective teacher may make a comment that provides a model of a good prediction, followed by a yes/no question or "raise your hand if..." response to encourage students to make similar predictions. For example, "I don't think we'll be able to blow bubbles with the block. It doesn't have any holes in it. How about this magnifying glass? Raise your hand if you think we'll be able to blow bubbles with the magnifying glass."

Act and Observe

An investigation involves carrying out the planned action and observing the results. Students will have a heightened interest in the activity if sufficient reflecting, questioning, and planning have preceded the activity. Students are eager to see what happens, eager to see which prediction

is correct. As a plan is carried out, students are engaged in the acting portion of the scientific reasoning cycle. Occasionally, the teacher will carry out the plan as students observe. However, it is important that students have multiple and meaningful opportunities to carry out, on their own, the plans that they have made. Science activities should be structured in a manner that provides students with the opportunity to act. The teacher's primary goal is to help students to make observations that deal with the key transformations of the experience. Teachers can help students observe by making comments and asking questions. Talking about what is happening, as it happens, draws students' attention to the activity and helps them focus on the key aspects of the experience. Additionally, the use of rich, descriptive language that includes the language of instruction supports students' growing oral language skills.

Report and Reflect

Once students have acted and observed the results of their activity, it is time to report their results. Reporting confirms students' observations and findings provides students with the opportunity to represent the results in another format. In doing so, they identify and "capture" what was learned in the activity. They create a work product that can be referenced in the future, as well as a means of communicating their findings to others. Creating reports also offers students an opportunity to practice symbolic representation (one thing standing for something else). Symbolic representation is the key to spoken and written language, and an important intellectual skill needed for later academic success. Some activities lend themselves to creating charts and graphs. Others are well suited to photographs, and others may require a verbal explanation (effective teachers model the writing of this explanation). Keep in mind that, at the Preschool level, a "picture is worth a thousand words." Reporting observations may often be more readily accomplished through drawings completed by students, or selection and display of objects or photographs, in addition to verbal explanations. This representational step will also enhance young students' appreciation of science as "telling the story about how nature works." It is important to note that during the reporting and reflecting step, reflection may generate new questions that can be addressed using the cycle again with new activities and more questions.

APPENDIX C

Representing Phonemes (Sounds) in CKLA-Preschool

How are Sounds Represented in CKLA-Preschool?

In the *Plants* domain, in addition to giving the spelling of words students will be blending and segmenting, the Teacher Guide also uses a standard convention for representing the phonemes in words. The reason for using this convention is that spellings do not always correspond to pronunciation (e.g., *tough*, *bough*, *cough*, *dough*), and the number of letters in a word does not always correspond to the number of sounds (consider the same list). In order to be clear regarding how words are to be segmented, the following conventions are used to represent sounds in words in this domain.

What is a Phoneme?

Linguists refer to single sounds in words as phonemes. Phonemes are the smallest sound parts into which a word can be broken. This is a term we use occasionally in the instructional materials. With students, however, you may prefer to use the word *sound* to refer to sounds in words.

The Core Knowledge Language Arts program uses a forty-four-phoneme classification scheme. In these materials, phonemes are written with two slash marks as follows: /a/. /a/ stands for the sound at the beginning of the word *apple*. English phonemes are divided into two categories, vowel sounds and consonant sounds. The /a/ sound in *at* is a vowel sound; the /t/ sound is a consonant sound. Vowel sounds are made with an open mouth and an unobstructed flow of air. By contrast, consonant sounds are made by closing parts of the mouth together, which causes either a partial or a complete blockage of the air flow. Some consonant sounds can be stretched out, but many others are quick sounds that last only a split second and cannot be stretched out.

The charts that follow list all forty-four phonemes used in the Core Knowledge Language Arts classification scheme. In the left hand column, the phoneme is shown as it is written in the Teacher Guide. Beside the phoneme (in the middle column) is the basic spelling of that sound (i.e., the letter or letters that represent the sound in a given word). In the furthest right column is an example word that contains the phoneme. The chart reads: “The /a/ sound is spelled ‘a’ as in the word *at*.”

These charts are provided for teacher reference only. The example words are simply that; they should not be used as “key words” for students.

Consonant Sounds		
Phoneme	Basic Spelling	Example Word
/b/	‘b’	bib
/ch/	‘ch’	chip
/d/	‘d’	dad
/f/	‘f’	fish
/g/	‘g’	gig
/h/	‘h’	hip
/j/	‘j’	jam
/k/	‘c’ ‘k’ (can be spelled both ways)	cab,kit
/l/	‘l’	lip
/m/	‘m’	mom
/n/	‘n’	nun
/ng/	‘ng’	sing
/p/	‘p’	pop
/qu/	‘qu’	quit
/r/	‘r’	red
/s/	‘s’	sis
/sh/	‘sh’	shush
/t/	‘t’	tot
/th/	‘th’	thin
/th/	‘th’	them
/v/	‘v’	vet
/w/	‘w’	win
/x/	‘x’	box
/y/	‘y’	yes
/z/	‘z’	zip
/zh/	varies	treasure

Vowel Sounds		
Phoneme	Basic Spelling	Example Word
/a/	‘a’	at
/ae/	‘a_e’	ate
/ar/	‘ar’	car
/aw/	‘aw’	paw
/e/	‘e’	bet
/ee/	‘ee’	teen
/er/	‘er’	her
/i/	‘i’	big
/ie/	‘i_e’	time
/o/	‘o’	cot
/oe/	‘o_e’	note
/oi/	‘oi’	coin
/oo/	‘oo’	book
/oo/	‘oo’	soon
/or/	‘or’	for
/ou/	‘ou’	out
/u/	‘u’	bun
/ue/	‘u_e’	cute

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Teacher Guide

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