

**☑ Lesson Objectives**

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**Core Content Objectives**

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Students will:

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

**Language Arts Objectives**

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***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

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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

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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

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**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
<b>STARTING THE DAY</b>				
<b>Routines</b>	<b>W</b>	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		
<b>Nursery Rhyme</b>	<b>W</b>	Here We Go Round the Mulberry Bush	Nursery Rhymes and Songs Poster 17	
<b>SKILLS</b>				
<b>Small Group 1</b>	<b>S</b>	Warm-Ups	Pairs of objects that start with the same sound (see Advance Preparation)	10
		Same-Sound Pairs		
<b>Small Group 2</b>	<b>S</b>	The Story of Tony's Day	Image Cards 1-2-1-4	10
<b>LISTENING &amp; LEARNING</b>				
<b>Introducing the Read-Aloud</b>	<b>W</b>	What Do We Already Know?		5
		Purpose for Listening		
<b>Presenting the Read-Aloud</b>	<b>W</b>	Plants Are All Around Us		10
<b>Discussing the Read-Aloud</b>	<b>W</b>	What's the Big Idea?		10
<b>Extension Activity</b>	<b>L</b>	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
<b>Routines</b>	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		
<b>Nursery Rhyme</b>	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
<b>Small Group 1</b>	§	Warm-Ups	Pairs of objects that start with the same sound (see Advance Preparation)	10
		Same-Sound Pairs		
<b>Small Group 2</b>	§	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

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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

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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.

<b>Image Card 1-1A</b>	Tony woke up early. Today was the day he would meet his friend Gabriel at the park!
<b>Image Card 1-1B</b>	Tony and Gabriel had fun on the swings.
<b>Image Card 1-2A</b>	Then, for lunch, they ate peanut butter sandwiches together.
<b>Image Card 1-2B</b>	After that, Tony was tired, and so he took a nap in the hammock.
<b>Image Card 1-3A</b>	At dinnertime he talked about everything he and Gabriel did at the park.
<b>Image Card 1-3B</b>	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
<b>Introducing the Read-Aloud</b>	<b>W</b> What Do We Already Know?		5
	Purpose for Listening		
<b>Presenting the Read-Aloud</b>	<b>W</b> Plants Are All Around Us		10
<b>Discussing the Read-Aloud</b>	<b>W</b> What's the Big Idea?		10
<b>Extension Activity</b>	<b>L</b> 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.