

**✓ Lesson Objectives**

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**Core Content Objectives**

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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**

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***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

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**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
<b>Routines</b>	<b>W</b> Continue Established Routines		During morning circle
<b>Nursery Rhyme</b>	<b>W</b> 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.

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

- 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
<b>Small Group 1</b>	S	Warm-Ups	Transition Cards: Sound Picture: /m/ and Transition Cards: Initial Sound: /m/	10
		Adding Initial Sounds		
<b>Small Group 2</b>	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
<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 Have Different Parts	Potted plant	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; 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**

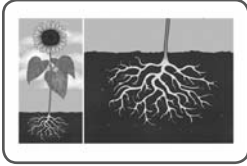
Did you know that plants have different parts, too? Just like your body parts, each plant part has a different job to do.

- 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***

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Learning  
Center

### **Plant a Seed**

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