

☑ 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 Picture: /m/; Transition Cards: Initial Sounds: /m/	10
		Adding Initial Sounds		
<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

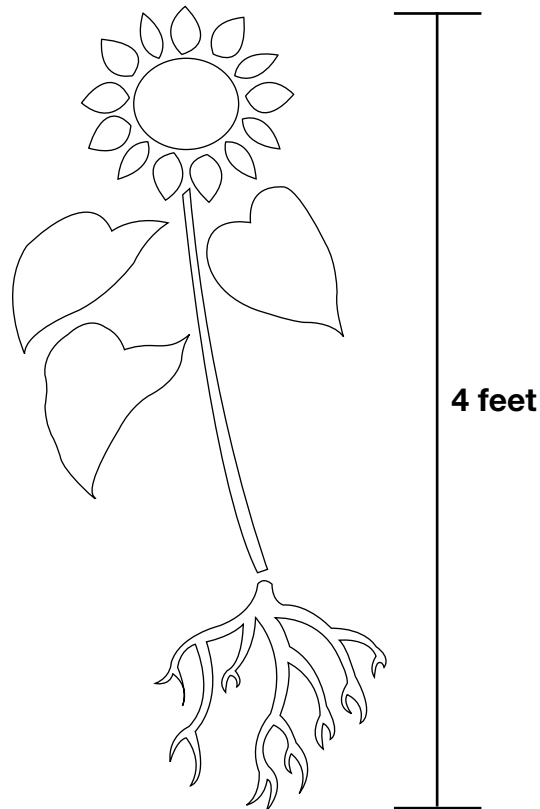
Advance Preparation

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

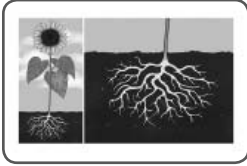
Teaching Tip

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.”

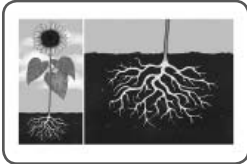
Whole Group

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