

☑ 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				
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	
SKILLS				
Small Group 1	S	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	S	Warm-Ups	Activity Page 4-2; My First Strokes Books; primary crayons	10
		Writing with Primary Crayons		
LISTENING & LEARNING				
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

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
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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.*

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➡ **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.*

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

Retell the Story

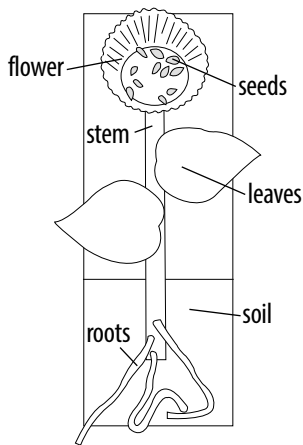
- Tell students that you want them to help you retell the story of the sunflower house.
- To begin, call on a student, show the cover, and ask him the title of the story.
- Show students the following pages, having them describe the events of the story by talking about the pictures.
 - p. 4
 - p. 6
 - 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.