

☑ Lesson Objectives

Core Content Objectives

Students will:

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

Language Arts Objectives

Starting the Day

Students will:

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

Skills

Students will:

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

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

Listening & Learning

Students will:

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

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

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

Take-Home Material

Bags of Seeds to Sow

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

Advance Preparation

Small Groups

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

Presenting the Read

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

Deepening Understanding

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

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

Starting the Day

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

Routines

Whole Group

Continue Established Routines

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

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

Nursery Rhyme

Whole Group

One Potato, Two Potato

Practice the Rhyme

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

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

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

Blend Initial Sounds

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

Skills

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

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

Small Group 1

10 minutes

Small Group

Warm-Ups

Sound Picture Review

Students will review previously learned sound pictures.

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



1. short line down
2. hump
3. hump



1. circle to the left
2. short line down

Circle the Sound Picture

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

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

Small Group 2

10 minutes

Small
Group

Tell a Story

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

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

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

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

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

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

Listening & Learning

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

Introducing the Read-Aloud

5 minutes

Whole Group

Print and Sound Awareness

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

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

Purpose for Listening

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

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

***Sunflower House* by Eve Bunting**

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

- /s/ words: sow, sunflower, seeds

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

- /s/ word: stem

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

- /s/ word: *see*

.....

.....

.....

.....

.....

➔ PAGE 17 . . . that roar and rage.

- /s/ word: *summer*

.....

.....

.....

.....

.....

➔ PAGE 18 . . . whisper all around.

- /s/ word: *sleep*

.....

.....

.....

.....

.....

➡ PAGE 21 . . . that can't come true.

- /s/ words: *songs, secret*

.....

.....

.....

.....

.....

➡ PAGE 24 . . . impossible to fix.

- /s/ words: *string, sticks*

.....

.....

.....

.....

.....

➡ PAGE 28 . . . seeds we can.

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

.....

.....

.....

.....

.....

- /s/ words: sparrows, still

Deepening Understanding

10 minutes

Whole
Group

Deepening Understanding: sow

Defining Sow

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

➔ PAGE 4 . . . sow my sunflower seeds.

- Define the word sow.

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

Reviewing Sow

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

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

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

Expanding Sow

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

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

Extension Activity

Learning
Center

Make Your Own Sunflower

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