

☑ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Describe how a sunflower grows (i.e., seed in ground; small root grows down; seedling comes up out of ground; flower grows from stem)
- ✓ State that trees are plants that grow for a long time

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)
- ✓ With prompting and support, give the beginning sound of a spoken word (RF.P.2d)
- ✓ Understand and use precise nouns and verbs related to plants (L.P.1b)

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: cane and hook (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, ask and answer *who*, *what*, *where*, *when*, and *why* questions about "Plants Grow" (RI.P.1, SL.P.2, SL.P.3)
- ✓ Find the illustration, or object within the illustration, that is being described in "Plants Grow" (RI.P.7)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ Understand and use precise nouns and verbs related to plants (L.P.1b)
- ✓ With prompting and support, ask and answer questions about unknown words in "Plants Grow" (RI.P.4)
- ✓ With prompting and support, retell important facts and information from "Plants Grow" (RI.P.2)
- ✓ Show understanding of and use the temporal words *first*, *next*, *then*, and *last* appropriately in context (L.P.5c)
- ✓ With prompting and support, use words and phrases acquired through conversations, and reading and responding to "Plants Grow" (L.P.6)
- ✓ With prompting and support, sequence three to five pictures depicting information from "Plants Grow" (RI.P.2)
- ✓ With prompting and support, identify outcomes described in "Plants Grow" (what happened) with possible causes (RI.P.3)
- ✓ Demonstrate understanding and use the multiple-meaning word *trunk* (L.P.4a)
- ✓ Interpret and act out through pantomime a nursery rhyme, poem, or fingerplay, using one's own original gestures and movements (RL.P.10)
- ✓ 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

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
<i>Routines</i>	W	Continue Established Routines		During morning circle
<i>Nursery Rhyme</i>	W	Oats, Peas, Beans, and Barley Grow	Nursery Rhymes and Songs Poster 26	
SKILLS				
<i>Small Group 1</i>	S	Warm-Ups	Transition Cards: Sound Pictures	10
		Removing Initial Sounds		
<i>Small Group 2</i>	S	Warm-Ups	Activity Page 7-2; My First Strokes Book; primary crayons	10
		Writing with Primary Crayons		
LISTENING & LEARNING				
<i>Picture Talk</i>	W	Plants Grow	Image Cards 6-2–6-5, chart paper or white board, marker	15
<i>Deepening Understanding</i>	W	Deepening Understanding: <i>Trunk</i>	Image Card 7-1A–7-1B	10
<i>Extension Activity</i>	L	Make Your Own Sunflower	Construction paper, muffin liners, sunflower seeds, straws, yarn, construction paper, glue	During learning centers

Take-Home Material

Watch Seeds Sprout

Give students the following material to take home to their family:

- **Activity Page 7-1: Watch Seeds Sprout**

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.

Starting the Day

		Exercise	Materials	Minutes
Routines	W	Continue Established Routines		During morning circle
Nursery Rhyme	W	Oats, Peas, Beans, and Barley Grow	Nursery Rhymes and Songs Poster 26	

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
- Writing Name to Make Choices

Nursery Rhyme

Whole Group

Oats, Peas, Beans, and Barley Grow

Practice the Rhyme

- Show students **Nursery Rhyme Poster 26: “Oats, Peas, Beans, and Barley Grow”** and practice the rhyme with students.
- Tell students “takes his ease” means the farmer was resting. Point to the illustration and tell students the farmer is “taking his ease” in the picture.
- Sing the song again but this time encourage students to interpret the song and make up his or her own actions during the second part of the rhyme (e.g., “sows seeds,” “stands and takes his ease,” etc.).

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 *seeds* starts with and model segmenting the word by saying /s/—eeds. Have students do the motions to segment and then blend the word *seeds*.
- Follow the same steps for the following words:
 - first: /f/—irst
 - seeds: /s/—eeds
 - beans: /b/—eens
 - turns: /t/—urns

Skills

	Exercise	Materials	Minutes
Small Group 1	Warm-Ups	Transition Cards: Sound Pictures: /m/ and /a/	10
	Removing Initial Sounds		
Small Group 2	Warm-Ups	Activity Page 7-2; My First Strokes Book; 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

Repeat the Warm-Up you conducted on Day 6 during Warm-Ups for Small Group 1. See **Day 6: Sound Picture Review** for detailed instructions on this Warm-Up.

Removing Initial Sounds

Continue this activity during Small Group 1. See **Day 6: Removing Initial Sounds** for detailed instructions on this Small Group Activity.

Note: Because this Skills activity can be difficult for some students, consider conducting this activity again during the *Pausing Point* or working one-on-one with students who need additional practice.

Small Group 2

10 minutes

Small Group

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 magic pencils (i.e., 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 cane and hook using primary crayons.

- Give each student **Activity Page 7-2** 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 Pages 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.

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.

Listening & Learning

	Exercise	Materials	Minutes
Picture Talk	W Plants Grow	Image Cards 6-2–6-5; chart paper or whiteboard, marker	15
Deepening Understanding	W Deepening Understanding: <i>Trunk</i>	Image Cards 7-1A and 7-1B	10
Extension Activity	L Make Your Own Sunflower	Construction paper, muffin liners, sunflower seeds, straws, yarn, construction paper, glue	During Learning Centers

Picture Talk

15 minutes

Whole Group

Plants Grow

Note: *Rather than review the Flip Book during this Picture Talk, you will use Image Cards to give students the opportunity to manipulate and sequence pictures showing the life cycle of a sunflower and a tree. Then, students will act out the life cycle of a sunflower.*

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 Image Cards 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.

Sequencing the Sunflower Life Cycle

- Tell students you are going to talk about how sunflowers grow. Place a piece of chart paper horizontally where all students can see it. Write “Sunflowers Grow” at the top of the chart paper. Then, read the words back to students after you write them, sliding your finger under the words as you read.
- Show students **Image Cards 6-2–6-5: Sunflower life cycle**. Tell students that you are going to put these pictures in order, as a class, from beginning to end to show how a sunflower grows.
- Ask students what happens first when a plant is getting ready to grow by finding the picture and describing what is happening.

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.

“What happens first when the plant is getting ready to grow? Who can come find the picture that shows what happens first?”

- As students identify the correct Image Card, have a student help you tape it to your chart paper in the first box. Below the Image Card, have students dictate a sentence describing the step in the plant’s life cycle. Use the temporal words *first*, *next*, *then*, and *last*.

“First, a seed goes into the ground. I want Jenna to put the picture over here and I’m going to write down what Jenna said happens first.”

- Complete your chart showing the four stages of a sunflower’s life cycle.

Acting out the Sunflower Life Cycle

- Once the chart is finished, tell students you are going to sing them a song about a sunflower growing. Sing the song once all the way through and point to the Image Cards on the chart that apply to each verse.
- Next, tell students you are going to sing the song again and you want them to act out the song as you sing. Have students spread out so they have room to move.
- Tell students to act out each stage as you sing the song below to the tune of “Mary Had a Little Lamb.”
- Below are suggestions for ways students might act out each step. You could model this for students or allow them to act it out in their own way.
- Encourage students to sing along as they begin to learn parts of the song.

A seed is planted in the ground, in the ground, the ground—

A seed is planted in the ground; it’s small and round and tiny.

- Students curl up in a ball on the floor.

A root comes out and grows on down, grows on down, grows on down—

A root comes out and grows on down, deep down in the soil.

- Students stick out one leg

A stem grows up above the ground, above the ground, above the ground—

A stem grows up above the ground, with little leaves all over.

- Students begin to stand up with hands on top of head as leaves

The leaves grow big, the stem grows tall, stem grows tall, stem grows tall—

The leaves grow big, the stem grows tall, and then there is a flower!

- Students stretch their arms out wide and lift their face up like a flower reaching toward the sun.

Whole Group

Deepening Understanding: *Trunk*

Defining Trunk

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

“Remember, in our read-aloud, we heard the word trunk. Listen for the word trunk while I read part of the read-aloud you heard before.”



◀ SHOW FLIP BOOK PAGE 6-5: Acorn, oak seedling, oak tree

“Trees start out as tiny seeds, just like sunflowers. Then, a tree grows into a seedling. The seedling gets bigger and bigger, growing longer and longer branches and more and more leaves, until it becomes a big tree. This tree has grown so large that it has a strong, thick trunk.”

- Define the word *trunk*.

“A trunk is the main stem of a tree. The trunk is attached to the roots and holds up the tree’s branches and leaves.”

Reviewing Trunk

- Have students point to the trunk in the picture.
- Explain to students that the trunk started out as a small stem.

“The trunk of this tree started out as a small stem while this tree was still a seedling. It grew bigger and wider and stronger and became a trunk.”

Expanding Trunk

- Remind students that they learned about two different kinds of trunks earlier in the year. Ask students what animal has a trunk. (elephant)

“We learned the word trunk earlier this year. It is also an animal’s body part. What animal has a trunk?”

- Show students **Image Card 7-1A: Elephant with trunk** and ask a student to come up and point to the elephant’s trunk.
- Show students **Image Card 7-1B: Car trunk** and remind students that cars also have a trunk. It is a place in the back of the car where you can store things. Explain to students that sometimes one word can mean different things.

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.