

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Name plants' four basic needs: sunlight, water, air, nutrients (from soil)

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)
- ✓ Interpret and act out through pantomime a nursery rhyme, poem, or fingerplay, 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 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)

Listening & Learning

Students will:

- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, and *why* questions about "Plants Have Basic Needs" (RI.P.1, SL.P.2, SL.P.3)

- ✓ Express a personal opinion (SL.P.6)
- ✓ Understand and use precise nouns and verbs related to plants (L.P.1b)
- ✓ Classify by other conceptual categories (L.P.5a)
- ✓ With prompting and support, use words and phrases acquired through conversations and reading and responding to “Plants Have Basic Needs” (L.P.6)
- ✓ With prompting and support, retell important facts and information from “Plants Have Basic Needs” (RI.P.2)
- ✓ With prompting and support, identify outcomes described in “Plants Have Basic Needs” (what happened) with possible causes (RI.P.3)
- ✓ With prompting and support, answer *what will happen if . . .* questions based on information provided in “Plants Have Basic Needs” (RI.P.3)
- ✓ With prompting and support, ask and answer questions about unknown words in “Plants Have Basic Needs” (RI.P.4)
- ✓ Find the illustration, or object within the illustration, that is being described in “Plants Have Basic Needs” (RI.P.7)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ With prompting and support, use a combination of drawing, dictating, and/or writing to record scientific observation of events in an experiment (W.P.2, W.P.8)

At a Glance

At a Glance		Exercise		Materials		Minutes	
STARTING THE DAY							
Routines		W	Continue Established Routines			During morning circle	
Nursery Rhyme		W	Ring Around the Rosey	Nursery Rhymes and Songs Poster 42			
SKILLS							
Small Group 1		S	Warm-Ups	Transition Cards: Initial Sounds; Activity Page 12-1; placemats or trays (1 per student), scissors		10	
			Match Initial Sounds				
Small Group 2		S	Warm Ups	Transition Cards: Sound Picture: /t/; Transition Cards: Initial Sound: /t/; chart paper or whiteboard, marker; drawing utensils, paper		10	
			Draw the Sound Picture for /t/				
LISTENING & LEARNING							
Picture Talk		W	Plants Have Basic Needs			15	
Hands-On Learning		W	Plants Experiment	Seeds, soil, cups; chart paper, marker		10	
Extension Activity		L	Nature Walk			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.

Small Group 1

Cut apart the initial sound pictures from **Activity Page 12-1: Match Initial Sounds** and use a paper clip to hold each set together. Make one set per student. Sort the **Transition Cards: Initial Sounds** into groups based on initial sound.

Hands-On Learning

Use the same seeds you used for the Extension Activity “Plant a Seed” from Day 1. Fill four cups with dirt. Using the marker and chart paper,

prepare a two charts titled “Will the Plant Grow?” and draw the tables below. In addition to the words, use colors (e.g., green=yes, red= no) and simple drawings (e.g., sunshine, sunshine with X drawn on top, etc.) to indicate the meaning of the columns and rows.

	Yes	No
Sun 		
No Sun 		

	Yes	No
Water 		
No Water 		

Starting the Day

		Exercise	Materials	Minutes
Routines	W	Continue Established Routines		During morning circle
Nursery Rhyme	W	Ring Around the Rosey	Nursery Rhymes and Songs Poster 42	

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: Naming Letters During Morning Circle
- Classroom jobs

Nursery Rhyme

Whole Group

Ring Around the Rosey

Practice the Rhyme

Show students **Nursery Rhyme Poster 42: “Ring Around the Rosey”** and practice the song, allowing students to do accompanying motions when appropriate.

Blend Initial Sounds

Students will use the hand motions they learned on Day 2 to accompany initial sound blending for the word *ashes* (see **Day 2: Nursery Rhyme** for detailed instructions on how to blend sounds with hand motions).

- Ask students with what sound the word *ashes* starts. (/a/) Model segmenting the word *ashes* by saying “/a/—shes”. Have students do the motions to segment and then blend the word *ashes*.
- Remind students that they learned the sound picture for the sound /a/. Write the sound picture /a/ on a whiteboard or piece of chart paper so all students can see your motions.

- Then, turn so your back is to students and model drawing an 'a' in the air with your magic pencil (i.e., pointer finger). Have students draw an /a/ with you in the air with their magic pencils.
- Tells students that each time they sing the word *ashes* in the song, they should draw a big /a/ in the air because the word *ashes* starts with the /a/ sound. Practice singing the song with students, drawing an /a/ each time you say *ashes*.

Skills

		Exercise	Materials	Minutes
Small Group 1	S	Warm-Ups	Transition Cards: Initial Sounds; Activity Page 12-1; placemats or trays (1 per student), scissors	10
		Match Initial Sounds		
Small Group 2	S	Warm Ups	Transition Cards: Sound Picture: /t/; Transition Cards: Initial Sounds: /t/; chart paper or whiteboard, marker; paper, drawing utensils	10
		Draw the Sound Picture for /t/		

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

Initial Sound Lists

Students will identify the first sound shared by a group of words.

- Explain that you are going to say four words and you want students to tell you what sound is at the beginning of all the words.
- Begin by saying the following poem and use it throughout the Warm-Up to reorient students to the game:

Listen closely with your ear—

Tell me what sound you hear.

Remember the first sound that I say—

Raise your hand when you're ready to play.

- /m/: mouse, mess, muffin, mister
- /z/: zebra, xylophone, zoo, zipper
- /l/: laugh, lettuce, lace, listen
- /s/: sandwich, silly, say, soap
- /r/: rabbit, race, radio, raccoon

Review Tip

Review the names of animals and their basic needs (i.e., food, water, shelter) with students as they sort the pictures of the cat, cow, and monkey. Review body parts of the face with students using the picture of the boy with the open mouth.

Teaching Tip

Use this time for students to practice writing their name. After they have finished gluing their matches to paper, allow students to label their own paper with their name. If students need assistance, give them a chance to copy their name after you write it. However, if they are ready, encourage them to write their name on their own.

Small Group 2

10 minutes

Small
Group

Match Initial Sounds

Students will sort pictures and make matches based on initial sounds.

- Review the pictures shown on **Transition Cards: Initial Sounds**. As a group, show students how to make matches with the cards based on their initial sounds (e.g., moon and man).
- Give each student a set of pictures to match from **Activity Page 12-1: Match Initial Sounds** (see **Advance Preparation**) and a placemat or tray to contain their own pictures. Students should work within the boundaries of their own placemats or trays so that their pictures will not get mixed up with other students' pictures.
- Review what is depicted in each picture, focusing on and repeating the initial sound of each word.
- Tell students to make matches based on the initial sound of each word.
- Collect students' cut-out pictures, and trays for reuse on Day 13.

Warm-Ups

Sound Picture Review

Students will review previously learned sound pictures.

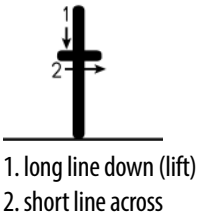
- Start with all students standing.
- Show students **Transition Card: Sound Picture: /m/** and **Transition Card: Sound Picture: /a/**.
- Ask students what sound this sound picture shows. If students identify the name of the letter that spells the /m/ sound (i.e., 'm'), confirm that they have indeed 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 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.
- Call on a few students to share words that start with /m/.

- Repeat for /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.

Draw the Sound Picture for /t/

Students will observe as you show them the sound picture for the /t/ sound. Remember to try to avoid using the letter name 't' during this activity. Instead, say the sound /t/.

- 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 /t/. Say a few words that start with /t/, saying the /t/ sound many times very quickly. Try to avoid adding an 'uh' to the /t/ sound; that is, do not say "tuh tuh tuh." You can avoid this by not leaving your mouth open too long after making the /t/ sound.
- Tell students that when you make the /t/ sound, you tap the tip of your tongue right behind your top teeth. Lips are a little bit open, and a bit of air 'pops' out every time you say /t/. Have students look in the mirror and at their friends to see where their tongues are when they make the /t/ sound. Have students alternate between making the /m/, /a/, and /t/ sounds.
- Draw a large lowercase 't' on the board and describe what you are doing using the phrases on 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 /t/ with your back to students, encouraging them to copy the motions and repeat the phrases for forming 't' with you.
- Give students paper and drawing utensils. Have them draw a picture of something that starts with /t/. Use **Transition Cards: Initial Sounds: /t/** to help them think of something if necessary.
- As students complete their pictures, go around and write the sound picture 't' on their papers for them, reminding them that it is a picture of the sound /t/.
- If students are ready, they might try copying the sound picture for /t/ that you drew.



Listening & Learning

	Exercise	Materials	Minutes
Picture Talk	W Plants Have Basic Needs		15
Hands-On Learning	W Plants Experiment	Seeds, soil, cups; chart paper, marker	10
Extension Activity	L Nature Walk		During learning centers

Picture Talk

15 minutes

Whole Group

Plants Have Basic Needs

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 11-3: Sunlight streaming through leaves

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 read-aloud. Refocus students by beginning the Picture Talk using the suggested language.

- Remind students that they heard all about the things plants need to grow. Ask them which ones they can recall.

“We talked all about the things that plants need to grow healthy and strong. Who remembers some of those things?”

- Call on a few students to respond. (sunlight, water, air, nutrients from soil)
- Remind students that this is a picture of sunlight and ask them what part of a plant collects sunlight.

“This is a picture of sunlight shining on a plant. Sunlight is one of plants’ basic needs. Who remembers what part of the plant collects sunlight?”

- Call on a few students to respond. (leaves)
- Ask students why plants need sunlight.

“Who remembers why plants need sunlight? What do they do with it?”

- Call on a few students to respond. (Plants use the sunlight to make the food that helps them grow.)
- Ask students to predict what might happen to a plant if it did not get any sunlight.

“What do you think might happen if a plant did not get the sunlight it needs to grow? What do you think might happen if a plant was kept in a really dark place, like a closet? What do you think might happen if a plant got the sunlight it needed?”



◀ **SHOW FLIP BOOK PAGE 11-4: Gentle rain**

- Remind students that this is a picture of rain and ask them what part of the plant soaks up water.

“This is a picture of rain falling on a plant. Rain is water that falls from the sky. Water is one of plants’ basic needs. Who remembers what part of the plant soaks up water?”

- Call on a few students to respond. (roots)
- Ask students why plants need water.
- Ask students to predict what might happen to a plant if it did not get any water.

“What do you think might happen if a plant did not get the water it needs to grow? What do you think might happen if it did not rain for a long, long time? What do you think might happen if a plant got the water it needed?”



◀ **SHOW FLIP BOOK PAGE 11-5: Cross-section of bean seedling**

- Remind students that this is a picture of a sprout in soil and ask them what part of a plant is in soil.

“This is a picture of a sprout growing down in the soil. Nutrients are one of plants’ basic needs. Many plants get the nutrients they need from soil. Who remembers what part of the plant grows down into the soil?”

- Call on a few students to respond. (roots)
- Ask students to predict what might happen to a plant if it did not get planted in soil.

“What do you think might happen if a plant was not able to find any soil? What do you think might happen if a plant tried to grow somewhere where there wasn’t any soil, like on the sidewalk? What do you think might happen if a seed was planted in soil? Would it get what it needs to survive?”



◀ **SHOW FLIP BOOK PAGE 11-6: Leaves against sky**

- Remind students that this is a picture of plants with air all around them and ask them what part of the plant takes in air.

“This is a picture of plants with air all around them. You can’t see air, but it is everywhere—even around these plants. Air is one of plants’ basic needs. Who remembers what part of the plant takes in air?”

- Call on a few students to respond. (leaves)
- Ask students why plants need air.

“Who remembers why plants need air? What do they do with it?”

- Call on a few students to respond. (They use air, along with sunlight, to make the food that helps them grow.)
- Ask students to predict what might happen to a plant if it did not get any air.

“What do you think might happen if a plant did not get the air it needs to grow? What do you think might happen if a plant tried to grow somewhere where there wasn’t any air, like inside a plastic bag? What do you think might happen if a plant got the air it needed?”

- Tell students that they are going to do an experiment to find out what happens if plants do not get all the things they need to grow.

“We are all going to do an experiment where we are going to see what happens when plants do not get some of the things they need to grow.”

Plants Experiments

Growing Plants With and Without Sunlight

- Show students two of the cups of dirt you prepared (see **Advance Preparation**).
- Allow students to watch you put a seed in each cup.
- 1. Explain that you are going to try to grow one seed without any sunlight.
- Ask students where you could put the seed to make sure that it is entirely in the dark and where it can't get any sunlight (in the closet, in a drawer, in a dark plastic bag, etc.). Place the plant in that location and water it appropriately.
- 2. Explain that you are going to try to grow the other seed with plenty of sunlight.
- Ask students where you could put the seed to make sure that it gets a lot of sunlight (in the windowsill, outside, under a grow light, etc.). Place the seed in that location and water it appropriately.
- Ask students to predict whether each seed will grow. Have students raise their hands to indicate whether or not they think each seed will grow, then record the number of students with raised hands in the table you created on chart paper (see **Advance Preparation**).

Growing Plants With and Without Water

- Show students two of the cups of dirt you prepared (see **Advance Preparation**).
- Allow students to watch you put a seed in each cup.
- 1. Explain that you are going to try to grow one seed without any water.
- Tell students that you are going to put the plant where it can get sun, but it can't get any water. Ask students to help you think of a place where you can put the seed where it can get light. Place the seed in that location and do not water it.
- 2. Explain that you are going to try to grow the other seed with just the right amount of water.

- Place the plant in the same location as the first cup and water it appropriately.
- Ask students to predict whether each seed will grow. Have students raise their hands to indicate whether or not they think each seed will grow, then record the number of students with raised hands in the table you created on chart paper (see **Advance Preparation**).

Observing and Recording Plant Growth

Note: *Seeds that are given water but no sunlight may initially sprout, but they will not thrive. You may need to have students continue observing the plants after they sprout as they begin to grow in order to notice a difference between them.*

- Over the next few days and weeks, have students observe the growth of each seed.
- As the seeds change into sprouts, have students draw what each seed looks like, being careful to label whether the plant had sunlight or no sunlight, or had water or no water.
- After the seeds have sprouted, have students revisit their predictions about whether the seeds would grow and check whether or not they were correct.

Teaching Tip

While you are observing plants throughout this experiment, you may find it helpful to create a card for your Daily Schedule that tells students when they will be observing the plants and recording their observations.

Extension Activity

Learning
Center

Nature Walk

Continue this activity during Learning Centers. See **Day 11: Nature Walk** for detailed instructions on this Extension Activity