

☑ Lesson Objectives

Core Content Objectives

Students will:

- ✓ State that flowers make seeds and fruits so that new plants can grow
- ✓ Use the word *petal* to label the colorful part of a flower

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)
- ✓ Understand and use increasingly varied and complex vocabulary (RL.P.4)
- ✓ With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts (L.P.6)
- ✓ With prompting and support, give the beginning sound of a spoken word (RF.P.2d)

Skills

Students will:

- ✓ 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, “read”/tell a story using a wordless picture book (RL.P.2)
- ✓ 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)

- ✓ Show understanding of and use the temporal words *first*, *next*, and *last* (L.P.5c)
- ✓ Use present and past verb tense (L.P.1b)

Listening & Learning

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ Point to the title and the table of contents (RI.P.5, RF.P.1a)
- ✓ When asked, point to specific examples of letters and specific examples of numerals on a page (RF.P.1f)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, and *why* questions about *Flowers* by Vijaya Khisty Bodach (RI.P.1, SL.P.2, SL.P.3)
- ✓ With prompting and support, retell important facts and information from *Flowers* by Vijaya Khisty Bodach (RI.P.2)
- ✓ 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 *Flowers* by Vijaya Khisty Bodach (RI.P.4)
- ✓ Find the illustration, or object within the illustration, being described in *Flowers* by Vijaya Khisty Bodach (RI.P.7)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ Use present and past verb tense (L.P.1b)
- ✓ With prompting and support, use words and phrases acquired through conversations, and reading and responding to *Flowers* by Vijaya Khisty Bodach (L.P.6)
- ✓ With prompting and support, sort, classify, and describe pictures according to concepts explained in *Flowers* by Vijaya Khisty Bodach (RI.P.3)
- ✓ With prompting and support, sequence three to five pictures depicting information from *Flowers* by Vijaya Khisty Bodach (RI.P.2)

Core Vocabulary

bloom, v. To flower

Example: The buds on the bushes in my yard have started to bloom into pink and yellow flowers.

Variation(s): blooms, bloomed, blooming

nectar, n. Liquid made by flowers that is sweet

Example: A hungry hummingbird drank the flower's nectar.

Variation(s): nectars

petals, n. The colorful parts of a flower that unfold when it blooms

Example: My mom gave me some daisies with bright yellow petals.

Variation(s): petal

raw, adj. Not cooked

Example: I like to eat raw carrot sticks for snack.

Variation(s): none

sip, v. To drink a small amount or a little bit at a time

Example: I took a small sip of water before I went to bed last night.

Variation(s): sipped, sipping, sips

At a Glance

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
Routines	W	Continue Established Routines		During morning circle
Nursery Rhyme	W	Peter Piper	Nursery Rhymes and Songs Poster 37	
SKILLS				
Small Group 1	S	Warm-Ups	Transition Cards: Initial Sounds; Activity Page 12-1; placemats or trays (1 per student), scissors, paper, and glue or tape (optional)	10
		Match Initial Sounds		
Small Group 2	S	What Will Happen Next?	Image Cards 13-1–13-3; drawing utensils and paper (optional)	10
LISTENING & LEARNING				
Introducing the Read-Aloud	W	What Do We Already Know?	Flowers by Vijaya Khisty Bodach	5
		Purpose for Listening		
Presenting the Read-Aloud	W	Flowers by Vijaya Khisty Bodach	Flowers by Vijaya Khisty Bodach	10
Discussing the Read-Aloud	W	What’s the Big Idea?	Image Cards 13-4–13-11; Flowers by Vijaya Khisty Bodach	10
Extension Activity	L	Nature Walk		During Learning Centers

Take-Home Material

Tasting Fruits and Vegetables Permission Form

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

Activity Page 13-1: Tasting Fruits and Vegetables Permission Form

You might wish to modify the permission form to allow families to indicate which fruits and vegetables their child is allowed to taste.

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

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 interactive for students. Write your notes in the boxes provided.

Starting the Day

	Exercise	Materials	Minutes
Routines	W Continue Established Routines		During morning circle
Nursery Rhyme	W Peter Piper	Nursery Rhymes and Songs Poster 37	

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

Peter Piper

Learn the Rhyme

- Teach students the song “Peter Piper” using the echo technique. Use **Nursery Rhymes and Songs Poster 37** for reference if needed. For an example of the echo technique see **Day 1: Here We Go Round the Mulberry Bush**.
- Point to the illustration on the poster and ask students who they think the man in the picture is. (Peter Piper) Ask students what he is doing. (He is picking peppers.)
- Define *peck*. Tell students that he is picking a whole peck of peppers. Peppers are vegetables that grow on plants. A peck is a big barrel full of peppers. It’s a lot of peppers!

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 *Peter* starts with and model segmenting the word by saying /P/—eter. Have students do the motions to segment and then blend the word *Peter*.
- Follow the same steps for the following words:
 - picked: /p/—icked
 - peck: /p/—eck
 - peppers: /p/—eppers
- Ask students what sound starts all of those words. (/p/) Tell students to pay attention to their lips as they make the /p/ sound. First, tell students to put their lips together, and then as they make the /p/ sound, feel their lips come apart and air bursts through.

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, paper, and glue or tape (optional)	10
		Match Initial Sounds		
Small Group 2	S	What Will Happen Next?	Image Cards 13-1–13-3; drawing utensils and paper (optional)	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

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.

- /p/: peanut, pencil, paint, pillow
- /t/: table, tissue, tape, tub
- /d/: dog, duck, down, day
- /k/: kick, candy, kid, kangaroo
- /v/: van, very, vehicle, vacation

Match Initial Sounds

Repeat the activity you conducted on Day 12 during Small Group 1. See **Day 12: Match Initial Sounds** for detailed instructions on this Small Group Activity. Once students have made matches for a second day, they could glue or tape their matches to a piece of paper, if time permits. You might write the sound picture for /m/ beside their /m/ match (i.e., monkey/mouse).

Small Group 2

10 minutes

Small
Group

What Will Happen Next?

Students will tell stories to accompany pictures, providing their own plausible ending to the story. There are three stories; make sure each student gets to tell the ending of at least one story.

- Show students **Image Cards 13-1A** and **13-1B: What Will Happen Next? Story 1** and tell them that they are going to help you make up the ending to the story shown in the pictures.
- Point to the first picture in the first set of drawings and ask, “What is happening in this picture?” Do the same for the second picture.
- Then, tell students there is one picture missing. Ask them what they think will happen next in the story.
- Call on students to provide varying answers. Allow students to form their own answers to tell the story. Accept any plausible answer, and encourage students to elaborate and explain how the first two pictures helped them decide what would happen next.
- Repeat this process for the next two sets of drawings (**Image Cards 13-2A–13-2B: What Will Happen Next? Story 2** and **13-3A–13-3B: What Will Happen Next? Story 3**)
- Encourage students to use temporal words in their story such as *first*, *next*, and *last*.

Listening & Learning

	Exercise	Materials	Minutes
Introducing the Read-Aloud	W What Do We Already Know?	<i>Flowers</i> by Vijaya Khisty Bodach	5
	Purpose for Listening		
Presenting the Read-Aloud	W <i>Flowers</i> by Vijaya Khisty Bodach	<i>Flowers</i> by Vijaya Khisty Bodach	10
Discussing the Read-Aloud	W What's the Big Idea?	Image Cards 13-4–13-11; <i>Flowers</i> by Vijaya Khisty Bodach	10
Extension Activity	L Nature Walk		During Learning Centers

Introducing the Read-Aloud

5 minutes

Whole Group

What Do We Already Know?

- Review content from “Plants Have Different Parts” by referring students to the large sunflower you made on your classroom wall (see **Day 3: Picture Talk**).
- Remind students that they learned about the four parts of a plant. Ask students to name the four parts. (roots, stem, leaves, flowers)
- Tell students that you are going to give them some clues about a plant part and you want them to tell you the name of that part of the plant.

“I want you to listen carefully to what I am going to say. I am going to describe one of the parts of a plant and I want you to raise your hand if you know what plant part I am talking about.”

*I am thinking of the part of a plant that grows under the ground.
(roots)*

*I am thinking of the part of the plant that holds it up tall and straight.
(stem)*

I am thinking of a plant part that collects sunlight to help the plant make food. (leaves)

I am thinking of a plant part that soaks up water from the soil. (roots)

I am thinking of a part of a plant that is bright and colorful. (flower, petals)

*I am thinking of a part of a plant that collects air to nourish the plant.
(leaves)*

*I am thinking of a part of a plant that soaks up nutrients from the soil.
(roots)*

*Plants have roots, stems, leaves, and flowers. Today we are going to
learn all about the part of the plant called flowers.”*

Purpose for Listening

- Tell students to listen to the read-aloud to find out about all the different kinds of flowers and what job they do.

*“Listen to find out about all different kinds of flowers and to find out
what job flowers do.”*

Flowers by Vijaya Khisty Bodach➔ **TITLE PAGE . . . by Vijaya Kisty Bodach**

- Ask students the purpose of the title.

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"What does the title of the book tell us?"
.....

- Call on a few students to respond. (what the book is about)

.....
"What do you think the book is going to be about?"
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- Call on a few students to respond. (flowers)

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➡ TABLE OF CONTENTS

- Explain the function of the table of contents.

"This page is called the table of contents. The contents are the things in the book, so this page tells us what the contents of our book are—it tells us what's in our book. These words tell us what is on a certain page of the book. The numbers on the other side tell us the page where we can find things."

- Point to and read the words that say "Parts of a Sunflower, page 22."

"These words tell us that if you want to know more about the parts of a sunflower, you go to page 22. That's how you use a table of contents. Let's turn to page 22 and see what's there. What do you think is going to be on page 22?"

- Call on a few students to respond.

- Show students page 22 and show them that it shows the parts of a sunflower, just like the table of contents said it would.

"What do you see on this page? It's the parts of a sunflower! It's exactly what the table of contents told us would be on page 22. Now let's read our book so we can find out more about flowers."

➡ PAGE 4 . . . colors, shapes, and sizes.

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➔ **PAGE 6 . . . and flowers bloom.**

- Define *BUDS* and *BLOOMED* as you point to a bud in the picture. You may need to hold the book closer to students so they can see the buds in the picture.

"Buds are tightly curled up flowers. When the bud opens and we can see the flower, we say that the flower has bloomed. When a flower blooms, the bud opens up and we can see all of its parts."

➔ **PAGE 8 . . . flowers make seeds.**

- Point to the yellow part of the flowers in the picture and define *POLLEN*.

"Inside this flower, you can find pollen. Pollen is made up of tiny yellow grains that come from the inside of flowers that look like yellow dust in the air. Have you ever seen pollen dust on your window or on a car windshield?"

➔ **PAGE 10 . . . New plants grow from seeds.**

- Point to the growing fruit in the picture and tell students it is fruit growing where the flower used to be.

"Look at this flower. This used to be a big flower, but it's starting die and a piece of fruit is growing where the flower used to be. Look at this tiny piece of fruit growing."

➔ PAGE 12 . . . nectar inside the flowers.

- Define nectar.

"This bird is drinking NECTAR from a flower. Nectar is liquid that flowers make that is sweet so that birds and insects like to drink it."

➔ PAGE 14 . . . Roses grow on bushes.

➔ PAGE 16 . . . We eat it raw or cooked.

"Some flowers, like cauliflower, can be eaten. Some people like to cook cauliflower and eat it. Raise your hand if you have ever eaten cauliflower. Broccoli is another flower that we eat. Raise your hand if you have ever eaten broccoli."

➡ PAGE 18 . . . dips and sauces.

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➡ PAGE 20 . . . help plants make fruit and seeds.

- *Remind students that plants have different parts and that the flower is a plant part that helps the plant make seeds.*

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Discussing the Read-Aloud

10 minutes

Whole
Group

What's the Big Idea?

Growing Zucchini

- Remind students that flowers help produce seeds, fruits, and vegetables so that new plants can grow.

“Remember, we just learned that flowers make seeds, which make new plants. Sometimes, parts of a flower turn into a fruit or vegetable with the seeds inside.”

- Review the page in the book that shows a fruit forming from a flower.

- Show **Page 10**...New plants grow from seeds.

“This picture shows us a picture of a flower. There is a fruit forming where the flower used to be. Vegetables also form from flowers.”

- Have students sequence the Image Cards showing the formation of a zucchini.
- Show **Image Card 13-4–13-7: Growing Zucchini**.

“These pictures show how a zucchini grows. First, a bud grows on the end of the stem. Then, the bud blooms into a flower. Next the flower grows into a zucchini. The zucchini have seeds inside that can then grow into new plants. Let’s look at these pictures together and put them in order to show how a zucchini grows from a flower.”

- Demonstrate putting the zucchini pictures in order to show the formation of the zucchini.

“This picture shows a flower bud on a zucchini plant. Now, we can see the flower opening up. Then, the next picture shows us a flower dying off and a zucchini that is starting to grow. Finally, this picture shows a whole zucchini that has formed from the flower.”

- Have students help you put **Image Cards 13-8–13-11: Growing Pumpkin** in order to show the formation of a pumpkin from a flower. Describe each step from bud to pumpkin.

Learning Center

Place these cards in the **Games Center** or **Science Center** and allow students to sequence them independently. You might write numbers on the back so students can check themselves when they have finished.

Extension Activity



Nature Walk

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