

✓ 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)
- ✓ With prompting and support, give the beginning sound of a spoken word (RF.P.2d)

Skills

Students will:

- ✓ With prompting and support, blend simple CVC words (RF.P.3a)
- ✓ With prompting and support, give the beginning sound of a spoken word (RF.P.2d)
- ✓ With prompting and support, give the consonant sounds of at least three written letters (RF.P.2c, RF.P.3a)

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)

- ✓ 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, identify outcomes described in a nonfiction/informational read-aloud (what happened) with possible causes (RI.P.3)
- ✓ 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)
- ✓ 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)
- ✓ Provide synonyms for the common words *sip*, *drink*, and *gulp* and recognize nuances in their meaning (L.P.5)
- ✓ With prompting and support, sort, classify, and describe pictures according to concepts explained in *Flowers* by Vijaya Khisty Bodach (RI.P.3)
- ✓ Understand and use increasingly precise verbs related to eating, movement, and the five senses (L.P.5d)
- ✓ With prompting and support, use words and phrases acquired through conversations, and reading and responding to *Flowers* by Vijaya Khisty Bodach (L.P.6)

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	Peter Piper	Nursery Rhymes and Songs Poster 37	
SKILLS				
<i>Small Group 1</i>	S	Warm-Ups	Stuffed animal	10
		Robot Talk: Two-Sound Words		
<i>Small Group 2</i>	S	Warm-Ups	Transition Cards: Sound Pictures; Activity Page 14-2; chart paper or whiteboard, marker; writing utensils	10
		Circle the Sound Picture for /t/		
LISTENING & LEARNING				
<i>Introducing the Read-Aloud</i>	W	What Do We Already Know?	<i>Flowers</i> by Vijaya Khisty Bodach	5
		Purpose for Listening		
<i>Presenting the Read-Aloud</i>	W	<i>Flowers</i> by Vijaya Khisty Bodach	<i>Flowers</i> by Vijaya Khisty Bodach; different kinds of flowers	10
<i>Deepening Understanding</i>	W	Deepening Understanding: <i>Sip</i>	<i>Flowers</i> by Vijaya Khisty Bodach	10
<i>Extension Activity</i>	L	Nature Walk		During Learning Centers

Take-Home Material

Bunny Hop

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

- **Activity Page 14-1: Bunny Hop**

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 Reread

Gather several different kinds of flowers to show students as you read. You might show real or imitation flowers. If possible, include a branch or flower with buds and flowers in full bloom, a flower that we eat (e.g., broccoli or cauliflower), and flowers with colorful petals (e.g., roses, daisies, wildflowers, etc.).

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

Practice the Rhyme

Students will sing “Peter Piper” while stomping in time to the nursery rhyme.

- Show students **Nursery Rhymes and Songs Poster 37: “Peter Piper”** and practice the nursery rhyme “Peter Piper” with students. Have students sing slowly at first and then as fast as they can.

Blend Initial Sounds

- Tell students you are going to talk about some of the words in the nursery rhyme.
- 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/—eater. 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.

Skills

	Exercise	Materials	Minutes
Small Group 1	Warm-Ups	Stuffed animal	10
	S Robot Talk: Two-Sound Words		
Small Group 2	Warm-Ups	Transition Cards: Sound Pictures; Activity Page 14-2; chart paper or whiteboard, marker; writing utensils	10
	S Circle 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—

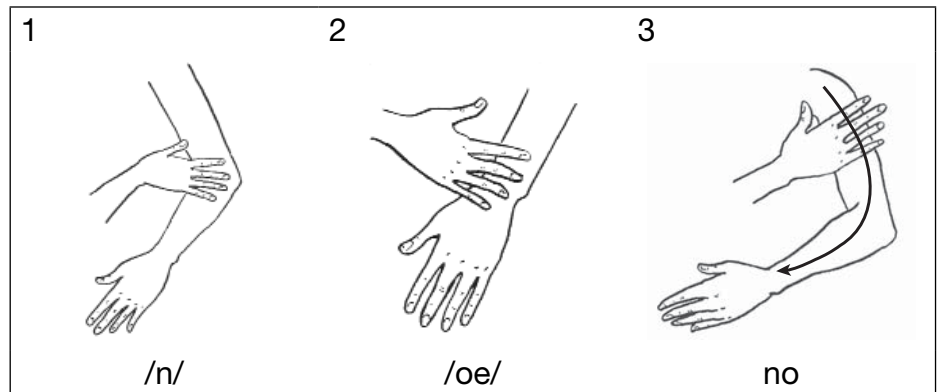
Raise your hand when you’re ready to play.

- /h/: hat, hot, help, head
- /ch/: change, chip, chair, chick
- /f/: fire, fast, phone, fox
- /n/: no, nice, nail, near
- /sh/: ship, shine, shallow, shore”

Robot Talk: Two-Sound Words

Using an arm gesture, students will blend words that have two sounds after listening to the stuffed animal named 'Robo.' Instead of speaking in syllables like before, Robo will now talk sound by sound.

- Remind students that they have already met the stuffed animal named 'Robo' who talks in robot talk. Reintroduce Robo using robot talk.
 - The students' job is to help figure out what Robo is trying to say.
 - Have students use blending arm gestures to blend Robo's answers into words.
1. Say the sound /n/ as you touch the inside of your elbow with your opposite hand.
 2. Say the sound /oe/ as you touch your wrist with your opposite hand.
 3. Say the word *no* as you slide your hand from your opposite shoulder down to your wrist.



- Ask Robo a question, then have Robo give the following answers, sound by sound.
- Have students blend Robo's answer using the arm blending gestures.

Questions to ask Robo, answers Robo should give in robot talk, and the final blended word:

Teaching Tip

See Appendix B: Representing Phonemes (Sounds) in CKLA-Preschool for a guide to how individual sounds in words (phonemes) are spelled in the *Plants* domain.

Ask Robo	Robo's Answer	Students Blend
Would you like to have pizza for lunch today?	/n/—/oe/	no
What would you like to drink?	/t/—/ee/	tea
What could we put in your tea to keep it cold?	/ie/—/s/	ice
Would you like pickles for dessert today?	/i/—/k/	ick
What would you like for dessert today?	/p/—/ie/	pie
What do horses like to eat for lunch?	/h/—/ae/	hay
It looks like you're hurt. What part of your leg hurts?	/n/—/ee/	knee
And what part of your foot hurts?	/t/—/oe/	toe
What can you wear on your foot to protect it?	/sh/—/ue/	shoe
Where can we go to see all kinds of animals?	/z/—/oo/	zoo
Do you want to go to the zoo or stay home?	/g/—/oe/	go
What animal do you want to see at the zoo?	/ae/—/p/	ape
What does a cow say?	/m/—/oo/	moo

Small Group 2

10 minutes

Small Group

Warm-Ups

Sound Picture Review

Students will review previously learned sound pictures.

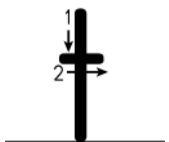
- Start with all students standing.
- Show students **Transition Card: Sound Pictures: /m/, /a/, and /t/**.



1. short line down
2. hump
3. hump



1. circle to the left
2. short line down



1. long line down (lift)
2. short line across

- Ask students what sound each 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.
- Repeat for /a/ and /t/.
- Call on a few students to share words that start with /a/.
- Have each student think of one word that starts with /t/. When they have thought of their word, students should sit down. Call on the seated students to share their words.

Circle the Sound Picture for /t/

Students will circle the sound picture for /t/ and mark out the pictures that are not /t/.

- Review the sound picture for /t/.
- Draw a large lowercase 't' on the board and describe what you are doing as you draw. Repeat several times, describing how you are writing the letter as you write each stroke.

"First I draw a line from top to bottom, straight down. Then, I draw a shorter line across from left to right."

- Give students **Activity Page 14-2: Circle the Sound Picture: t**.
- Explain to students that they are supposed to look at all the pictures and find the sound picture for /t/.
- They should circle /t/ and cross out the other pictures.

When they are finished, they can turn the paper over and practice writing 't' or draw a picture of something that starts with /t/.

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; different kinds of flowers	10
Deepening Understanding	W Deepening Understanding: <i>Sip</i>	<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?

- Point to the flower on the cover of the book.

“Remember, we read this book and learned all about flowers. [Point to the petals of the flower on the cover.] What is this part of the flower called?”

- Call on a few students to respond. (petals)
- Ask students to name the important jobs that flowers do.

“We have learned that each part of a plant has an important job to do. The roots hold the plant in the ground and soak up water and the stem carries water up the plant. What important job do flowers do?”

- Call on a few students to respond. Show students **Image Card 13-11: Pumpkin Growing: Seeds** to help them remember that flowers help the plant make fruit and seeds.

Purpose for Listening

- Tell students to listen to the book again to remember that flowers make seeds.

*“Today we are going to listen again to the book called *Flowers*. Listen to remember some things about the important job flowers do.”*

Flowers by Vijaya Khisty Bodach➔ **PAGE 3 . . . Table of Contents**

- *Review the function of the table of contents with students.*

➔ **PAGE 4 . . . colors, shapes, and sizes.**

➔ PAGE 6 . . . and flowers bloom.

- Show real-life example of the plant with buds and ask students to identify the buds.
"What is this tiny part of the plant called? It is the part of the plant with tightly curled flower petals."
- Call on a few students to respond. (bud)
- Ask students what happens to the bud. Have them tell you in words or show you with their hands.
"What happens to the bud as the plant grows? Show me with your hands what happens to the bud."
- Call on a few students to respond. (The buds bloom or open up and become flowers.)
"This page shows buds growing on the stem of the plant. Buds open and flowers bloom. That means the petals open up so we can see all of them."
- Point to a flower in bloom on your real-life example.
- Ask students to identify the petals on the real flower.
"Where are the petals on this flower? Where are the petals in the picture?"
- Call on a student to come up and point to the petals on the real flower.
- Call on another student to come up and point to the petals in the picture.

➔ PAGE 8 . . . flowers make seeds.

- Point to the yellow portion of this flower and remind students that it is pollen. Pollen is made up of tiny yellow grains that come from the inside of flowers that look like yellow dust in the air.

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

- *Point to the picture of the flower turning into a piece of fruit and discuss how the flower goes away and a fruit forms in its place.*
- *Tell students that inside the fruit are seeds. The fruit falls into the soil and the seeds inside grow into new plants.*

➔ PAGE 14 . . . Roses grow on bushes.

"This page show us colorful flower petals. These petals are purple. Many flowers have colorful petals that birds like. What color are the petals on our flower?"

- *Call on a student to respond.*
- *Show the real-life example of your flower with petals and discuss what the petals on your example look like.*

➡ PAGE 16 . . . raw or cooked.

- Show real-life example of a flower that you eat (cauliflower or broccoli) and ask students to identify it and to state whether humans can eat flowers.

"What is this? Is it a flower? Can you eat flowers?"

- Call on a few students to respond. (cauliflower or broccoli; yes)
- Confirm students' answers by referencing the book.

"Let's check our book to see if we are right."

➡ PAGE 16 . . . raw or cooked.

"Are we right? Can we eat some flowers?"

- Call on a few students to respond. (yes)

- Discuss the different types of flowers you see in this picture noting that there are all sizes and shapes of flowers in the world.
- Ask students what special job flowers do. (Flowers make fruit and seeds, which grow into new plants.)

Deepening Understanding

10 minutes

Whole
Group

Deepening Understanding: Sip

Defining Sip

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

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

- **Show Pages 12 and 13** from *Flowers* by Vijaya Khisty Bodach and reread the text on page 12.

- Define the word *sip*.

“Sip means take a small drink of something, or taking lots of little small drinks. Sometimes, when you try a new drink and you aren’t sure if you are going to like it, you just take a little sip to find out how it tastes.”

- Say this word with me, *sip*.

Reviewing Sip

- Have students act out taking a sip of a drink.

“Let’s pretend like we are going to drink a glass of water. Get your glass out. Pour in some water. Now, let’s sip the water in our cups. Remember, when you sip you only drink a very small amount. Show me how you take a sip of your water. Now take a few little sips in a row.”

Expanding Sip: Drink, Gulp

- Define the word *drink*.

“Sometimes you are a little bit thirstier and, instead of sipping a drink, you just drink it normally, like when you drink milk at lunch. Show me how you drink milk at lunch.”

- Define the word *gulp*.

“Sometimes people gulp a drink if they are very, very thirsty. When you gulp, you drink something in large amounts very fast. After you have been playing outside and are hot, you gulp water really fast to quench your thirst.”

- Have students act out *sip*, *drink*, and *gulp*.

“Let’s act out these words now. Get out your cups. Pour some water into them. Show me how you sip your water. Now, show me how you drink your water. Show me how you gulp your water.”

Extension Activity

Learning
Center

Nature Walk

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