

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ State three ways that plants are important to humans and animals (i.e., they provide oxygen, food, and shelter)

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)
- ✓ With prompting and support, give the consonant sounds of at least three written letters (RF.P.2c, RF.P.3a)

Skills

Students will:

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

- ✓ Ask or answer increasingly detailed, elaborate questions (other than those beginning with *who*, *what*, *where*, *when*, or *why*) (SL.P.3)

Listening & Learning

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, and *why* questions about “Plants Are Important to Humans and Animals” (RI.P.1, SL.P.2, SL.P.3)
- ✓ With prompting and support, retell important facts and information from “Plants Are Important to Humans and Animals” (RI.P.2)
- ✓ With prompting and support, ask and answer questions about unknown words in “Plants Are Important to Humans and Animals” (RI.P.4)
- ✓ Find the illustration, or object within the illustration, that is being described in “Plants Are Important to Humans and Animals” (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 the human body, animals, and plants (L.P.1b)
- ✓ With prompting and support, use words and phrases acquired through conversations, and reading and responding to “Plants Are Important to Humans and Animals” (L.P.6)
- ✓ With prompting and support, sort, classify, and describe pictures according to concepts explained in “Plants Are Important to Humans and Animals” (RI.P.3)

Core Vocabulary

important, *adj.* Really needed

Example: Water is important to plants because plants need water to grow.

Variation(s): none

oxygen, *n.* An important part of the air humans and animals breathe

Example: Oxygen is in the air you breathe in when you take a deep breath.

Variation(s): none

root vegetables, *n.* Parts of a plant that grow underground and that you can eat like potatoes and carrots

Example: When I harvest root vegetables, I have to dig out the dirt around the plant to pull it out of the ground.

Variation(s): root vegetable

shade, *n.* A cool place where the sun is blocked

Example: During the summer when it is hot, my dog likes to cool off in the shade of the big tree in our front yard.

Variation(s): none

At a Glance

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
<i>Routines</i>	W	Continue Established Routines		During morning circle
<i>Nursery Rhymes</i>	W	Tippety, Tippety	Nursery Rhymes and Songs Poster 49	
SKILLS				
<i>Small Group 1</i>	S	Warm-Ups	Transition Cards: Sound Pictures; various objects (see Advance Preparation)	10
		Make a Match		
<i>Small Group 2</i>	S	Retell the Ending	Familiar fictional text	10
LISTENING & LEARNING				
<i>Introducing the Read-Aloud</i>	W	Background Information and Terms		5
		Purpose for Listening		
<i>Presenting the Read-Aloud</i>	W	Plants Are Important to Humans and Animals		10
<i>Discussing the Read-Aloud</i>	W	What’s the Big Idea?	Image Cards 16-1–16-3	10
<i>Extension Activity</i>	L	Fruit Prints	<i>A Fruit Is A Suitcase For Seeds</i> by Jean Richards and illustrated by Anca Hariton; paper, paint, fruits for printing (apple, pepper, orange, cucumber), knife; permanent markers or crayons	During Learning Centers

Take-Home Material

“Plants Are Important to Humans and Animals” Read-Aloud

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

Activity Page 16-1: “Plants Are Important to Humans and Animals” Read-Aloud

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

Gather a variety of objects that start with /m/, /a/, /t/ and /d/ (e.g., markers, apple, teddy, doll, etc.). Avoid objects that start with consonant blends. Make one sound picture card for each object by writing the initial sound of each object on an index card (e.g., if you have four objects that start with /m/, make four index cards with the letter ‘m’ on them).

Small Group 2

Select a familiar fictional text that has a clear beginning, middle, and end.

Hands-On Learning

Check to be sure that all students have returned permission forms, and make alternate arrangements for those who have not (e.g., they eat snack at this time). Prepare fruits and vegetables for tasting by washing them. Do not cut the food in advance. Allow students to watch you cut it up, showing them what the fruit looks like whole and where the seeds are located. If possible, print or find pictures of the fruits and vegetables growing on plants.

Prepare a piece of chart paper for students to use to make a bar graph. Title the graph “Our Favorite Fruits and Vegetables.” Draw pictures of the four fruits and vegetables students will taste at the bottom of the chart paper and label them.

Starting the Day

	Exercise	Materials	Minutes
Routines	W Continue Established Routines		During morning circle
Nursery Rhyme	W Tippety, Tippety	Nursery Rhymes and Songs Poster 49	

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

Tippety, Tippety

Practice the Rhyme

Show students **Nursery Rhymes and Songs Poster 49: “Tippety, Tippety”** 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 (See **Day 2: Nursery Rhyme** for detailed instructions on how to blend sounds with hand motions). Then students will practice drawing the sound picture ‘t’ in the air.

- Ask students with what sound the word *tippety* starts. (/t/) Model segmenting the word tippety by saying /t/—ippety. Have students do the motions to segment and then blend the word *tippety*.
- Do the same for the word *toe* blending and segmenting the word.

- Remind students that they learned the sound picture for the sound /t/. Write the sound picture 't' 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 't' in the air with your magic pencil (i.e., pointer finger). Have students draw /t/ with you in the air with their magic pencils.

Skills

	Exercise	Materials	Minutes
Small Group 1	Warm-Ups	Transition Cards: Sound Pictures; various objects (see Advance Preparation)	10
	Make a Match		
Small Group 2	Retell the Ending	Familiar fictional text	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.

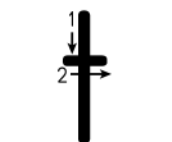
- Start with all students standing.
- Show students **Transition Card: Sound Pictures: /m/, /a/, /t/ and /d/**.
- Ask students what sound this sound picture shows. If students identify the name of the letter that spells the /m/ sound (i.e., 'm'), confirm that they have indeed correctly identified the 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/, /t/, and /d/.
- Call on a few students to share words that start with /t/.
- Have each student think of one word that starts with /d/. When they have thought of their word, students should sit down. Call on the seated students to share their words.



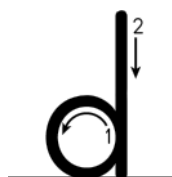
1. short line down
2. hump
3. hump



1. circle to the left
2. short line down



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



1. circle to the left
2. long line down

Make a Match

Students will match sound pictures to objects that start with the sound depicted.

- Show students the box of classroom objects you collected and the sound picture cards you made (see **Advance Preparation**).
- Review the sound pictures on the cards and name each of the objects, focusing on the initial sound.
- Show students how you can match a sound picture to an object by listening to the initial sound in the word and finding the matching sound picture (e.g., *marker* starts with /m/, so put the sound picture /m/ next to the marker). Have students help you finish matching sound pictures and objects.
- Put the objects back in the box. Shuffle the sound picture cards, laying them face down on the table.
- Have a student draw a sound picture card, then find an object that starts with that same initial sound.
- Continue the game until all students have had a turn.
- Play the game again, having students first turn over a sound picture card, then find an object that starts with that sound.

Small Group 2

10 minutes

Small
Group

Retell the Ending

Students will make a new ending to a favorite fictional text.

- Tell students that they are going to get the chance to make up their own ending to a familiar story.
- Read or summarize the book with a quick picture walk, stopping just before the end of the story. The ending to a story usually solves a problem that occurs in the middle of the story.
- Allow each student an opportunity to tell their own ending to the story.
- Encourage students to explain their ending by asking them questions beginning with why or how (e.g., “Why did the boy go back home at the end of the story?” or “How do you know the boy wanted to go home at the end of the story?”).

Learning Center

Place the book used for this activity in the **Library Center** so students can continue this activity. Provide other fictional texts students have heard that have a clear beginning, middle, and end.

- Tell students that you are going to put the book in the Library Center so that they can each have a chance to make up as many different endings as they would like.

Listening & Learning

		Exercise	Materials	Minutes
Introducing the Read-Aloud	W	Background Information and Terms		5
		Purpose for Listening		
Presenting the Read-Aloud	W	Plants Are Important to Humans and Animals		10
Discussing the Read-Aloud	W	What's the Big Idea?	Image Cards 16-1–16-3	10
Extension Activity	L	Fruit Prints	<i>A Fruit Is A Suitcase For Seeds</i> by Jean Richards and illustrated by Anca Hariton; paper, paint, fruits for printing (apple, pepper, orange, cucumber), knife; permanent markers or crayons	During Learning Centers

Introducing the Read-Aloud

5 minutes

Whole Group

Background Information and Terms

- Tell students that you will be reading about how plants are important.
"Today we are going to read about how plants are important."
- Define the word *important*.
"Important means something that is really needed or something you have to have."
- Show **Flip Book Page 11-1: Three basic needs**.
- Help students list the three basic needs, stating that each basic need is important to humans.
"We have talked about humans' three basic needs a lot this year. Each of these things is important to humans. What are three things that are important to humans that you see in this picture? Yes, water, food, and shelter are important to humans."

Purpose for listening

- Tell students to listen to the read-aloud to find out about how plants are important to humans and animals.
"Listen to the read-aloud to find out how plants are important to humans and animals."

Plants Are Important to Humans and Animals



← SHOW FLIP BOOK PAGE 16-1: Girl in cornfield

Plants are all around us. Plants are very **important** to people.

- Ask a few students to come point to plants they see in the picture.
- Help students identify the plants in the picture. Point to the trees and the corn stalks in the picture and label them. (trees, corn)
- Remind students that we can find plants all around us outside.



◀ **SHOW FLIP BOOK PAGE 16-2: Girl with dandelion**

Plants make **oxygen**. Oxygen is an important part of the air that humans and animals breathe.

- Tell students to take a big breath of air. Tell them that they are breathing oxygen that plants made into their lungs and into their inside body parts. Humans need oxygen to breathe. Other animals need oxygen, too. Plants make oxygen.
- Have students say the word oxygen with you.
- Tell students that plants help put oxygen in our air. Point to the dandelions and grass in the picture and tell students the dandelions and grass are putting oxygen in the air and then the girl is breathing the oxygen.
- If you have a plant you can see in or outside of your classroom, explain how the plant is giving off oxygen and that when you take a deep breath, you are breathing in that oxygen.



◀ **SHOW FLIP BOOK PAGE 16-3: Girl harvesting carrots and boy with apple**

People eat fruits and vegetables that grow on plants. Some people grow **root vegetables**, like carrots, in the ground. Some people grow fruit tree orchards. Fruits and vegetables are healthy plants that people eat.

- Define **ROOT VEGETABLES** and point to the carrots as an example.

"Root vegetables are a special plant we eat. They grow like other plants but we eat the part that grows underground, the roots. When carrots are growing in the ground, all you can see are the green leafy top parts." [Point to green tops of carrots in picture.] "Then, when you pull them out of the ground, you are pulling up the roots, which are carrots that we eat." [Point to orange part of the carrots in the picture.]

- Give another example of a root vegetable.

"Potatoes are another kind of root vegetable. The part we eat, the potato, grows underground like carrots."

- Ask students what kind of fruit the boy is about to eat and tell students apples are a fruit that grows on trees.

"What kind of plant is this boy about to bite? (apple) Apples are fruit that grow on trees."



◀ **SHOW FLIP BOOK PAGE 16-4: Giraffe, monarch butterfly, chickadee bird with berries on branch**

Just like humans, other animals eat plants, too. Some animals eat the leaves from trees. Some animals, like a monarch butterfly, drink the nectar from flowers. Some animals eat the berries from trees. Some plants are food, so they are important to all kinds of animals.



◀ **SHOW FLIP BOOK PAGE 16-5: Chimpanzee and girl eating orange**

Sometimes people and animals like to eat the same kinds of plants!



◀ **SHOW FLIP BOOK PAGE 16-6: Bird on tree trunk, children at picnic**

Plants provide shelter for people and animals. Birds and other animals build nests in trees to stay warm and dry and to shelter their eggs. People like to cool off in the **shade** of trees.

- Define *SHADE* and explain how trees make shade that shelters humans from the sun.

"Shade means a cool place where the sun is blocked. In this picture the big branches and leaves of the tree are blocking the sun so it is cool and shady underneath. These children are sitting in the shade made by this tree. It is sheltering them from the bright, hot sun."

- Ask students if they have ever sat or stood in the shade to cool off.



◀ **SHOW FLIP BOOK PAGE 16-7: Girl in sunflower field**

Plants provide oxygen, food, and shelter for people and animals. We must remember to take good care of the plants in our world, so they can take care of us, too.

What's the Big Idea?

Find the Picture I'm Describing

- Tell students that you are going to describe why plants are important to humans and that you want students to point to the picture that shows what you are saying.
- Holding them far apart, show students **Image Card 16-1: Plants provide food** and **Image Card 16-2: Plants provide shelter** and state that plants are important to humans because they give us food. Have students point to the card on the right or on the left to designate which card matches your statement.

"Plants are important to people because they provide us with food to eat."

- Confirm students' answer by explaining how the picture demonstrates what you just said.

"This picture shows a boy with an apple tree. He is going to eat the apple. It shows that plants are important to people because they provide people with food."

- Continue making statements and giving students two cards as options until you have reviewed the three ways plants are important to humans.

Why Are Plants Important to People and Animals?

- Tell students that, as a class, you are going to explain why plants are important to humans. Spread out **Image Cards 16-1–16-3: Plants are important** where all students can see them.

"Let's remember why plants are important to us. We will use these pictures to give us a hint. Who sees something that shows how plants are important to humans?"

- Call on a student to come up and choose an image for the class to describe. Help the student explain to what the picture shows by asking the student leading questions.
- Show **Image Card 16-1: Plants provide food**.

“Plants are important to people. How are plants important to this boy? What can humans do with an apple tree? How are apple trees important to humans? Plants, like apple trees, are important to people because they give us food.”

- Continue the activity until you have discussed **Image Cards 16-2: Plants provide shelter** and **16-3: Plants produce oxygen that people breathe** showing that plants give humans food, shelter, and oxygen.

Taking Care of Plants

- Show **Flip Book Page 16-7: Girl with sunflowers** and reread the final page of the read-aloud.
- Discuss how you can take care of plants using the prompts listed below:
 - Plant new plants, like trees, flowers, grass, and bushes.
 - Take care of the plants you have by giving them water and sunlight.
 - Don't hurt plants by picking their flowers.

Extension Activity

Learning
Center

Fruit Prints

Continue this activity during Learning Centers. See **Day 15: Fruit Prints** for detailed instructions on this Extension Activity