

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Name five foods that come from plants (e.g., apple, blueberry, banana, carrot, lettuce, etc.)

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)
- ✓ 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)
- ✓ 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)
- ✓ 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)

Listening & Learning

Students will:

- ✓ Express personal needs and desires verbally in a comprehensible manner (SL.P.6)
- ✓ With prompting and support, use a combination of drawing, dictating, and/or writing to identify a favorite fruit or vegetable (W.P.1)
- ✓ Identify and express physical sensations, mental states, and emotional feelings (SL.P.6)
- ✓ Express a personal opinion (SL.P.6)
- ✓ Classify by other conceptual categories (L.P.5a)
- ✓ 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, reading and being read to, and responding to texts (L.P.6)
- ✓ Ask or answer increasingly detailed, elaborate questions (other than those beginning with *who*, *what*, *where*, *when*, or *why*) (SL.P.3)

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	Nursery Rhymes Review	Nursery Rhymes and Songs Posters 17, 26, 33, 37, 42, 49	
SKILLS				
<i>Small Group 1</i>	S	Pushing Blocks for Sounds	Transition Cards: Sound Pictures; Activity Page 17-1; small blocks (12 per student)	10
<i>Small Group 2</i>	S	Warm-Ups	Activity Page 17-2; writing utensils	10
		Write the Initial Sound Picture		
LISTENING & LEARNING				
<i>Hands-On Learning</i>	W	Tasting Fruits and Vegetables	Various produce for tasting (at least four choices), knife, individual bowls or plates for students; bar graph, stickers, marker; paper towels or wet wipes	25
<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

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 Activity Pages and tape the short ends together so that the pictures appear in a row of six with the empty boxes along the bottom margin of the page.

Hands-On Learning

Purchase or gather four types of produce (e.g., two fruits and two vegetables). Prepare a bar graph on chart paper or a whiteboard by making a list of the fruits and vegetables you will taste along the X axis.

Extension Activity

See **Day 15: Fruit Prints Advance Preparation** for details on how to prepare for this activity.

Starting the Day

	Exercise	Materials	Minutes
Routines	W Continue Established Routines		During morning circle
Nursery Rhymes	W Nursery Rhymes Review	Nursery Rhymes and Songs Posters 17, 26, 33, 37, 42, 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 Rhymes

Whole Group

Nursery Rhymes Review




Students will review the words and motions to some of the nursery rhymes they have learned during this domain. Choose two or three rhymes that had skills or lyrics that were especially challenging for students. See the chart below for an overview of which skills and content each nursery rhyme targeted. Additionally, review segmenting and blending initial sounds by selecting a few words from whichever rhymes you review.

- Show students the Nursery Rhymes and Songs Posters for the rhymes you want them to recite or sing.
- Allow students to choose which one they would like to recite or sing first.
- Review the songs with students focusing on difficult concepts, skills, or content.

- Practice segmenting and blending the initial sound of three to four words from each rhyme.

Nursery Rhyme Title	Poster #	Skills and Content Targeted
Here We Go Round the Mulberry Bush (Days 1–3)	17	<ul style="list-style-type: none"> • Syllable: clap mul—ber—ry • Content: mulberry bush • Invent motions to accompany verses • Invent new verses
One Potato, Two Potato (Days 4 and 5)	33	<ul style="list-style-type: none"> • Syllable: clap po—ta—to, other 3 syllable words • Content: potato
Oats, Peas, Beans, and Barley Grow (Days 6 and 7)	26	<ul style="list-style-type: none"> • Content: oats, barley • Invent motions to accompany song
Ring Around the Rosey (Days 11 and 12)	42	<ul style="list-style-type: none"> • Content: posies • Sound picture: ‘a’ for ashes
Peter Piper (Days 13 and 14)	37	<ul style="list-style-type: none"> • Content: peck • Initial Sound: /p/
Tippety, Tippety (Days 15 and 16)	49	<ul style="list-style-type: none"> • Syllable: clap tip—pe—ty • Sound picture: ‘t’ for tippety and toe

Skills

	Exercise	Materials	Minutes
Small Group 1	 Pushing Blocks for Sounds	Activity Page 17-1; small blocks (2 per student)	10
Small Group 2	 Warm Ups	Transition Cards: Sound Pictures; Activity Page 17-2; writing utensils	10
	 Write the Initial Sound Picture		

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

Pushing Blocks for Sounds

Students will push blocks to represent each sound in two-sound words.

- Give each student **Activity Page 17-1: Pushing Blocks for Sounds**.
- Remind students that they have already met the stuffed animal named ‘Robo’ who talks in robot talk. Reintroduce Robo using robot talk.
- Explain to students that Robo is going to name each of the pictures using robot talk. When they hear the first sound, they should put a block in the first square under the picture. When they hear the second sound, they should put another block in the second square under the picture.
- Model pushing blocks for students by pushing your own blocks as Robo says the sounds.

“Bow. /b/ — /oe/. Now I’m going to push a block for each sound I hear. /b/ [Push a block]. /oe/ [Push a block]. Now you try with me.”







- Say the name of a picture without pausing (i.e., do not use robot talk).
- Using robot talk, say each sound of the word, pausing between sounds.
- Have students place a block in one of the squares below the picture of the word you are blending every time they hear a sound.
- Have students point to each block and say each sound of the word. Do this faster and faster until students are blending the two sounds into a word.

Review Tip

You might have students use the arm blending gesture taught on **Day 14** in **Skills Small Group 1** prior to using the blocks to represent sounds.

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.

Activity Page Picture	Robo Talk	Blended Word
	/b/ — /oe/	bow
	/p/ — /ie/	pie
	/sh/ — /ue/	shoe
	/h/ — /ae/	hay
	/t/ — /oe/	toe
	/b/ — /ee/	bee

Small Group 2

10 minutes

Small
Group

Warm-Ups

Sound Picture Review

Students will review previously learned sound pictures.

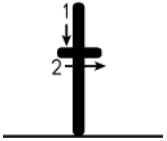
- Start with all students standing.
- Show students **Transition Card: Sound Pictures: /m/, /a/, /t/ and /d/**.
- Ask students what sound this sound picture shows. If students identify the name of the letter that spells the /m/ sound (i.e., 'm'), confirm that they have indeed correctly identified the 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.



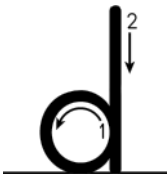
1. short line down
2. hump
3. hump



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

Teaching Tip

Continue to prompt students to look at the sound pictures that appear at the top of this Activity Page as reminders of what the sound pictures look like. You might also draw your own examples on a piece of chart paper or on a whiteboard so that students can see you write the sound picture and/or invite students to draw the sound picture in the air with you.

- 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.

Write the Initial Sound Picture

Students will identify initial sounds and draw corresponding sound pictures.

- Give each student **Activity Page 17-2: Writing Sound Pictures**.
- Point to the first picture and help students label it. Repeat the label, elongating or repeating the first sound.
- Ask students to isolate and say the first sound.
- Help students write the sound picture below the object in the box provided.
- Continue naming the pictures, isolating the first sound, and writing the sound pictures.

Listening & Learning

		Exercise	Materials	Minutes
Hands-On Learning	W	Tasting Fruits and Vegetables	Various produce for tasting (at least four choices), knife, individual bowls or plates for students; bar graph, stickers, marker; paper towels or wet wipes	25
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

Hands-On Learning

25 minutes

Whole Group

Tasting Fruits and Vegetables

Taste Test

Note: When offering food to students to taste, be sure to follow procedures your school has in place for mealtimes and snack times (e.g., students wash hands, you wear gloves, students brush teeth, etc.). Remember that some students may be allergic to certain foods.

Teaching Tip

Encourage students to use adjectives and other descriptive words to describe the food they are tasting (e.g., *juicy, sweet, sour*, etc.).

Students will have the opportunity to taste four fruits and vegetables.

- Show students the fruits and vegetables they will be tasting.
- Explain that each of these foods came from a plant. Show students pictures of the plants on which these plants grew, explaining whether they grow on bushes, trees, vines, etc.
- Allow students to watch you cut up each fruit or vegetable, showing them where its seeds are located.
- Tell students that you want them to find out which fruit or vegetable they like the best.
- Distribute bowls and paper towels and allow students to taste the first fruit or vegetable. Continue distributing the produce one type at a time so that students remember the name of the fruit or vegetable they are eating.

Teaching Tip

For students who are reluctant to taste unfamiliar foods, you might encourage them to first kiss and then lick the food.

- Encourage students to taste each fruit or vegetable, but do not require them to do so.

Bar Graph

Students will make a bar graph to indicate which fruit or vegetable they liked the best.

- Show students the bar graph you made on chart paper (see **Advance Preparation**).
- Tell them they are going to get to vote for their favorite fruit or vegetable they just tasted. Explain that they can only vote once and that once they have voted, you will give them a sticker.
- Allow students to vote for their favorite food. Count the number of students who like each food and draw a box to represent the number of students who like the food above the drawing on the chart paper. Write numbers in each box (i.e., the bottom box is one, the next box up is two, etc.).
- At the end of the activity, have students help you count to see which food students liked most and which food students liked least.

Extension Activity

Learning
Center

Fruit Prints

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