

Note to Teacher

Pausing Point 2 is an opportunity to review, reinforce, and extend the material taught during the second half of the domain. Begin by identifying areas in which students may need extra practice by using Observational Assessments (see **General Overview**) and/or Task Assessment (see Domain Assessment). Then, use this information to decide which activities you wish to repeat and whether it is best to repeat them in a whole-group or small-group setting. If students are ready to extend their knowledge, suggestions for activities that draw on information presented across multiple days are provided below. During the Pausing Point, continue conducting Routines that have been introduced up until this point (e.g., attendance, daily schedule, classroom jobs, signing in to Learning Centers, etc.).

☑ Lesson Objectives

Core Content Objectives Up to This Pausing Point

Students will:

- ✓ Name plants' four basic needs: sunlight, water, air, nutrients (from soil)
- ✓ 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
- ✓ State that fruits have seeds that grow into new plants
- ✓ Identify four types of fruit
- ✓ State three ways that plants are important to humans and animals (i.e., they provide oxygen, food, and shelter)
- ✓ Name five foods that come from plants (e.g., apple, blueberry, banana, carrot, lettuce, etc.)

Skills Review

Skills Activities Summary

The chart below shows the small-group activities that students have completed up to Pausing Point 1 and the skill areas they address. If students need more practice in a particular area, revisit activities that address those skills.

Skills Small Group Activities Summary			Phonological Awareness				Print		Handwriting		Shared Writing	Narrative	
Day(s)	Skills Small Group	Activity	Initial Sound	Final Sound	Sounds in Words	Sound-Letter Correspondence	Name Recognition	Alphabet Knowledge	Strokes/ Writing Letters	Name Writing	Dictation	Sequencing Events	Verbal Retelling
11	1	Initial Sound Mystery Box	✓			✓							
	2	Tell Your Own Story											✓
12	1	Initial Sound Matches	✓			✓							
	2	Draw the Sound Picture for /t/	✓			✓			✓				
13	1	Initial Sound Matches	✓			✓							
	2	What Will Happen Next?										✓	✓
14	1	Robot Talk: Two-Sound Words	✓	✓	✓	✓							
	2	Circle the Sound Picture for /t/	✓			✓			✓				
15	1	Two-Sound Word Hunt	✓	✓	✓								
	2	Draw the Sound Picture for /d/	✓			✓			✓				
16	1	Make a Match	✓			✓							
	2	Retell the Ending										✓	✓
17	1	Pushing Blocks for Sounds	✓	✓	✓	✓							
	2	Write the Initial Sound	✓			✓			✓				
18–20	Pausing Point 2												
21	Domain Assessment												

Additional Skills Activities

Name Writing Activities

In addition to continuing fine motor activities suggested in previous domains, continue to encourage students to practice handwriting strokes and name writing. As students write their names, be sure to say the names of the letters they are forming. Suggestions for ways to encourage students to practice writing strokes and name writing include:

- Draw writing strokes or write a student's name in pen and have them trace over it with a highlighter.
- Cover a plastic plate or tray with a thin layer of play dough. Have students write their handwriting strokes or their names in the play dough with their fingers or a primary pencil.
- Have students form the letters of their names out of play dough, waxed yarn sticks, or pipe cleaners.
- Place paint thickened with cornstarch in a gallon-sized zip-top bag (squeeze out all of the air). Lay the bag flat on the table. Have students “paint” their handwriting strokes or name by making indentations in the paint through the bag.
- Put magnetic letters (upper- and lowercase) in the Writing Center or on a magnetic surface and have students spell their names using the magnets.
- Provide students with trays of sand and allow them to draw handwriting strokes and write their names in the sand.
- Take sidewalk chalk outside and allow students to write their name on the pavement.

Initial Sound Hunt

Materials: Transition Cards: Initial Sounds, rice or beans, container

Hide **Transition Cards: Initial Sounds** (one to two sets at a time) in a large container filled with rice or beans. Have students find a Transition Card by digging through the rice. When a student finds a card, have them say the word depicted on the card and its initial sound. Continue playing until all of the cards have been found.

Jump to Blend the Word

Materials: sidewalk chalk

Draw a large rectangle on the sidewalk and divide it in half to make two squares. Use robot talk to say two-sound words, pausing between each sound. Students should repeat the two sounds as they jump from box to box. Have students jump faster and faster, blending the sounds into words.

Story Walk

Materials: photocopies of pages from a familiar story book, bulletin board paper, markers

Tape a strip of bulletin board paper to the floor. Every few feet, tape down pages from a familiar storybook in the order they occur in the story. Have students walk along the paper, telling the story as they arrive at each page. You could also play this game using the pictures from your classroom's Daily Schedule, having students recount the events in a typical day at Preschool.

Initial Phoneme Sorts

Materials: collection of small objects, large and small plastic containers

Gather classroom objects that start with /m/, /a/, /t/, and /d/ and place them in a container. Label the smaller containers with the four sound pictures. Show students how to sort the objects into bins based on the initial sound in each word.

Listening & Learning Review

Read-Aloud and Picture Talk Reviews

If students need repeated exposure to particular content, choose a read-aloud to be heard again. You could also let students choose their favorite read-aloud to hear or retell. Picture Talks provide an excellent opportunity to practice core vocabulary, and can be repeated in a whole-group or small-group setting. You may also choose to do a Picture Talk of pages not presented in the lesson, facilitating a discussion using questions and comments similar to those given in the lesson.

Domain-related Trade Books

Read nonfiction trade books that are related to the Core Content Objectives addressed up to Pausing Point 2. See the **Introduction** for suggestions. You might also choose to read a fiction trade book that complements the content presented in this domain. You may have your own favorites, or you could use the following fictional stories:

Blueberries For Sal, by Robert McCloskey (Puffin Books, 1976)
ISBN 978-0142416433

- Connection to content from “Plants Are Important In Our World”:

Sal goes blueberry picking with her mother. Along the way, she sees a bear that is also picking blueberries. After reading this story, talk with students about how plants are important foods for humans and animals. Discuss other types of plants that humans and animals both eat.

Our Community Garden, by Barbara Pollak (Beyond Words Publishing, 2004) ISBN 978-1582701097

- Connection to content from *A Fruit Is A Suitcase For Seeds*:

Friends decide to come together to plant a garden. They talk about their favorite foods and the plants that they must grow in order to make these foods. Talk about the foods that the children in this book are growing and the seeds that grow inside of them. Discuss other fruits or vegetables that you can grow that have seeds inside of them.

Flower Garden, by Eve Bunting (Voyager Books, 1994)
ISBN 0-15-202372-0

- Connection to content from *Flowers*

A little girl plans to plant flowers with her father. They plant flowers in a box in her window because they live in the city. Talk with the students about places they have seen flowers, noting that flowers and plants can be planted in many places, not just in gardens, parks, or yards. Remind students that flowers have an important job of creating more seeds or fruits that will make new plants.

Activities

Leaf Rubbings

Materials: leaves, white paper, crayons

Allow students to collect leaves from around your school yard or during your Nature Walk. Help students make rubbings by placing their leaves under a white piece of paper and rubbing crayons over the leaves. Talk about what students see as the leaf rubbing appears. Also, talk about how leaves look different and have different textures.

Colorful Carnations and Cabbage

Materials: white carnations or white cabbage (Chinese cabbage), food coloring, three clear jars, water

Fill three jars with water. Invite students to choose what color or dye they would like to put in two of the three glasses. Leave one glass with clear water only. Have students place the white flowers or cabbage into all three glasses. Explain that the plants are going to soak up the water through their stems. Ask students to predict what might happen to the color of the plant in each glass. Have student observe the plants for a few days, noting any changes they see.

Flower Prints

Materials: plastic bottles, tempera paints, paper, yellow sand, drawing tools

Using plastic bottles that have raised dimples on the bottom, show students how to make flower prints by dipping the bottom of the bottles into the paint and pressing them on the paper. Help students glue sand to represent pollen onto the middle of the flowers. Students should then draw leaves and stems on their flowers. Help students label the leaves, stems, pollen, and petals of the flowers.

Handprint Flowers

Materials: tempera paints, white paper

Paint each student's hand in a color of their choosing and press it onto the white paper. Have students add a stem and leaves to the bottom of their handprint, which serves as the flower. Discuss plant parts with them and have them add each part according to what they have learned. Allow students to make multiple flowers on their paper using different colors.

Cooking with Plants

Materials: various edible plants, access to cooking supplies and a kitchen, microwave, or toaster oven

Help students cook various dishes using plant parts. You might cook tacos with beans (seeds), brew herbal tea or make salad (leaves), cook applesauce (fruit), cut up broccoli (flower) with dip, or make homemade French fries with ketchup (vegetables). Talk with students about how plants are important food for people.

Plant Show and Tell

Materials: students bring in plants or plant parts or collect them from in and around the school (e.g., leaves, twigs, nuts, flowers)

Have students bring in plants or plant parts for show and tell. They might bring house plants they have been growing in their homes or plants found near their homes. Students might also collect a plant or plant part during the **Nature Walk** on **Days 11–14** to share. Encourage students to take turns sharing, identifying, and discussing their plants with peers.