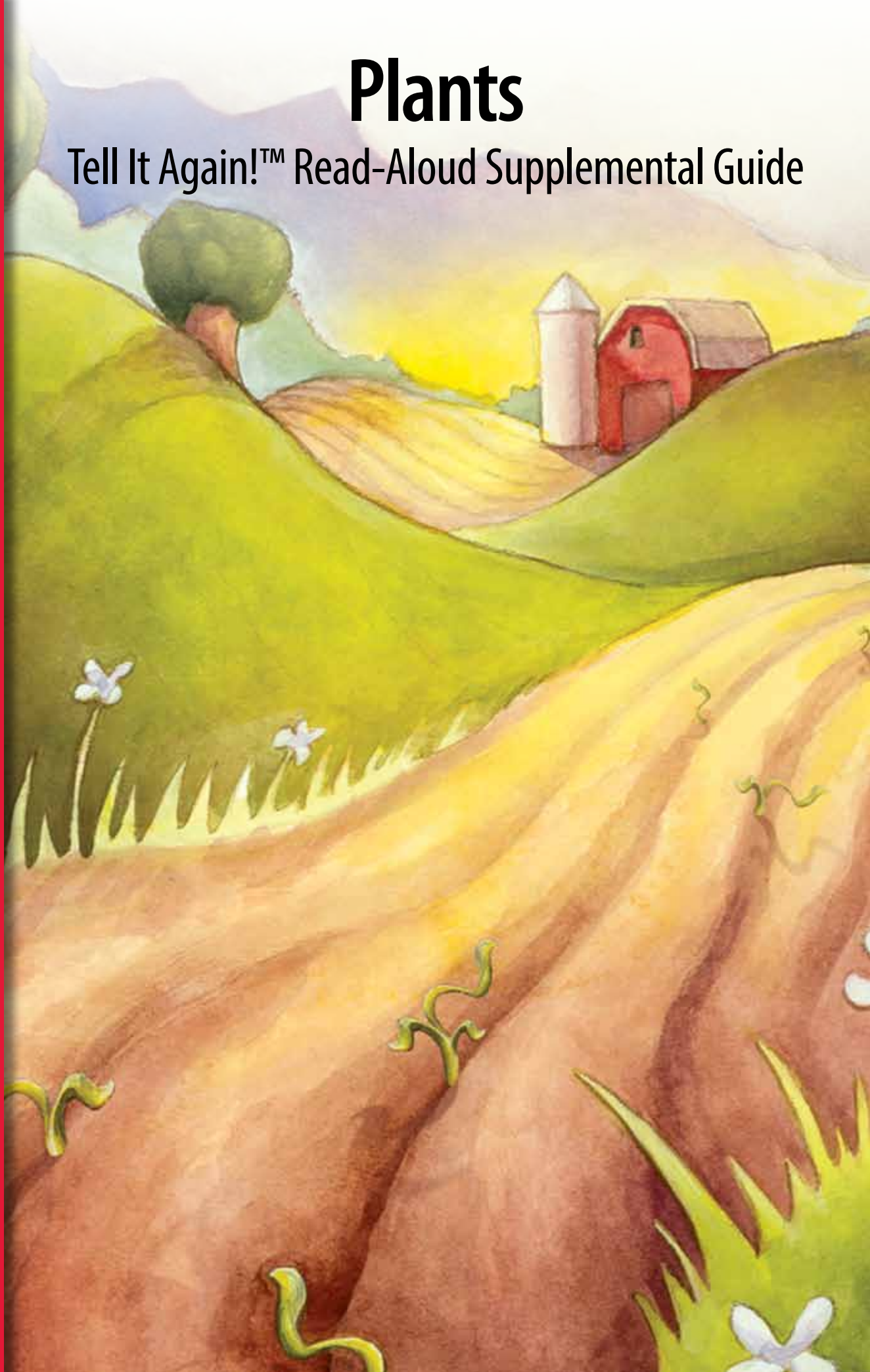
Plants

Tell It Again!™ Read-Aloud Supplemental Guide



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Supplemental Guide to the Tell It Again!™ Read-Aloud Anthology

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Supplemental Guide to the Tell It Again!™ Read-Aloud Anthology

Preface to the Supplemental Guide

Plants

The *Supplemental Guide* is designed as a companion to the Core Knowledge Language Arts *Tell It Again! Read-Aloud Anthologies,* of which there is one per domain. This preface to the *Supplemental Guide* provides information about the guide's purpose and target audience, describes how it can be used flexibly in various classroom settings, and summarizes the features of the guide that distinguish it from the *Tell It Again! Read-Aloud Anthologies.*

Intended Users and Uses

This guide is intended to be used by general education teachers, reading specialists, English as a Second Language (ESL) teachers, special education teachers, and teachers seeking an additional resource for classroom activities. The use of this guide is flexible and versatile and is to be determined by teachers to fit the unique circumstances and specific needs of other classrooms and individual students. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide for Listening & Learning. Teachers may also choose to begin a domain by using the *Supplemental Guide* as their primary guide before transitioning to the *Tell It Again! Read-Aloud Anthology*, or may choose individual activities from the *Supplemental Guide* to augment the content covered in the *Tell It Again! Read-Aloud Anthology*. Such teachers might use the Vocabulary Instructional Activities and some of the modified read-alouds during small-group instruction time. Reading specialists and ESL teachers may find that the tiered Vocabulary Charts are a useful starting point in addressing their students' vocabulary learning needs.

The *Supplemental Guide* is designed to allow flexibility with regard to lesson pacing and encourages education professionals to pause and review when necessary. A number of hands-on activities are included in the lessons, as are graphic organizers, to assist students with learning the content presented in the lessons.

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Supplemental Guide Contents

The *Supplemental Guide* contains modified read-alouds, tiered Vocabulary Charts, Multiple Meaning Word Activities, Syntactic Awareness Activities, and Vocabulary Instructional Activities. For each modified read-aloud, a variety of Multiple Meaning Word Activities, Syntactic Awareness Activities, and Vocabulary Instructional Activities are available for classroom use, affording students additional opportunities to use domain vocabulary. The activities integrated into the lessons of the *Supplemental Guide* create a purposeful and systematic setting for English language learning. The read-aloud of each story or nonfiction text builds upon previously taught vocabulary and ideas and introduces language and knowledge needed for the next more complex text. The *Supplemental Guide*'s focus on oral language in the earlier grades addresses the language learning needs of students with limited English language skills who may not be exposed to the kind of academic language found in written texts outside of a school setting.

Modified Read-Alouds

The modified read-alouds in the *Supplemental Guide,* like the read-alouds in the corresponding *Tell It Again! Read-Aloud Anthology,* are content-rich and designed to build students' listening comprehension, which is a crucial foundation for their reading comprehension abilities. You may notice that not all of the read-alouds in the *Tell It Again! Read-Aloud Anthology* appear in the corresponding *Supplemental Guide*. Some of the read-alouds were omitted to provide ample time for teachers to review read-aloud content and language and engage students in extended dialogue about the text. Nonetheless, students who listen to the *Supplemental Guide* read-alouds will learn the same core content as students who listen to read-alouds from the corresponding *Tell It Again! Read-Aloud Anthology.*

In the modified read-alouds, the teacher presents core content in a clear and scaffolded manner. Lessons are designed to be dialogic and interactive in nature. This allows students to use acquired content knowledge and vocabulary to communicate ideas and concepts with their peers and teachers in an accommodating and safe environment. Maximizing time for student conversation by structuring supportive situations where students can engage in meaningful, collaborative discussions with their teacher and peers is an important catalyst to oral language development.

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Tips and Tricks for Managing the Flip Book During the Read-Alouds

Please note that many modified read-alouds ask that you show Flip Book images in a non-sequential order that differs from the order in which the images are arranged in the Flip Book. Furthermore, some modified read-alouds make use of Flip Book images from two or more separate lessons.

It is highly recommended that you preview each modified read-aloud, with the Flip Book in hand, before teaching a lesson. It is critical that you be familiar with the order of the Flip Book images for a given read-aloud, so that you are able to confidently present the read-aloud text and the appropriate image, without fumbling through pages in the Flip Book.

We recommend that you consider using one or more of the following tips in preparing the Flip Book prior to the read-aloud to ensure a smooth transition in moving from one image to the next :

- Number the Flip Book thumbnails in each read-aloud lesson of the Supplemental Guide. Place correspondingly numbered sticky notes, staggered, and in the order Flip Book images will be shown, projecting from the side of the Flip Book (i.e., if the number "3" is written next to an image thumbnail in the read-aloud, write the number "3" on a sticky note and then place this on the appropriate image so it projects from the side of the Flip Book).
- Alternatively, write the Flip Book image numbers as they appear in the read-aloud lesson of the Supplemental Guide (e.g., 4A-3) on sticky notes that project out from the side of the Flip Book so that image numbers are clearly visible on the sides.
- If you need to show images from two separate, non-consecutive lessons, use different colored sticky notes for the different lessons. Be aware that images are printed on both sides of pages in the Flip Book. In some instances, you may need to be prepared to physically turn the Flip Book over to locate the next image and continue the read-aloud.

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Vocabulary Charts

Vocabulary Chart for [Title of Lesson]			
Core Vocabulary words are in **bold**. Multiple Meaning Word Activity word is underlined. Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in *italics*.			
Type of Words	**Tier 3** Domain-Specific Words	**Tier 2** General Academic Words	**Tier 1** Everyday-Speech Words
Understanding			
Multiple Meaning			
Phrases			
Cognates			

Vocabulary Charts at the beginning of each lesson categorize words into three tiers which are generally categorized as follows:

- Tier 1 words are those that are likely in the basic repertoire of native English speaking students—words such as *baby, climb,* and *jacket*.
- Tier 2 words are highly functional and frequently used general academic words that appear across various texts and content areas—words such as *analysis, create,* and *predict*.
- Tier 3 words are content-area specific and difficult words that are crucial for comprehending the facts and ideas related to a particular subject—words like *photosynthesis, alliteration,* and *democracy*.

  Note: In some instances, we have chosen to initially list domain specific vocabulary as Tier 3 words, but then move these same words to Tier 1 later in the domain once that word has been presented in multiple contexts. We do so only for those words that are identified by Biemiller (2010) as "Easy Words" using Dale and O'Rourke's *Living Word Vocabulary List.*

English Language Learners and students with limited oral language skills may not necessarily know the meanings of all Tier 1 words and may find Tier 2 and Tier 3 words confusing and difficult to learn. Thus, explicit explanation of, exposure to, and practice using Tier 1, 2, and 3 words are essential to successful mastery of content for these students (National Governors Association Center for Best Practices, Council of Chief State School Officers 2010 32–35).

In addition, the Vocabulary Chart indicates whether the chosen words are vital to understanding the lesson (labeled *Understanding*); have multiple meanings or senses (labeled *Multiple Meaning*); are clusters of words

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that often appear together (labeled *Phrases*); or have a Spanish word that sounds similar and has a similar meaning (labeled *Cognates*). Words in the Vocabulary Chart were selected because they appear frequently in the text of the read-aloud or because they are words and phrases that span multiple grade levels and content areas. Teachers should be aware of and model the use of these words as much as possible before, during, and after each individual lesson. The Vocabulary Chart is also a good starting point and reference for keeping track of students' oral language development and retention of domain-related and academic vocabulary. These lists are not meant to be exhaustive, and teachers are encouraged to include additional words they feel would best serve their students.

Multiple Meaning Word Activities

Multiple Meaning Word Activities help students determine and clarify the different meanings of individual words. This type of activity supports a deeper knowledge of content-related words and a realization that many content words have multiple meanings associated with them. Students with strong oral language skills may be able to navigate through different meanings of some words without much effort. However, students with limited English language proficiency and minimal vocabulary knowledge may be less likely to disambiguate the meanings of words. This is why it is important that teachers have a way to call students' attention to words in the lesson that have ambiguous meanings and that students have a chance to explore the nuances of words in contexts within and outside of the lessons.

Syntactic Awareness Activities

Syntactic Awareness Activities call students' attention to sentence structure. During the early elementary grades, students are not expected to read or write lengthy sentences, but might be able to produce complex sentences in spoken language when given adequate prompting and support. Syntactic Awareness Activities support students' awareness of the structure of written language, interrelations between words, and grammar. Developing students' oral language through syntactic awareness provides a solid foundation for written language development in the later elementary grades and beyond.

Vocabulary Instructional Activities

Vocabulary Instructional Activities are included to build students' general academic, or Tier 2, vocabulary. These words are salient because

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they appear across content areas and in complex written texts. These activities support students' learning of Tier 2 words and deepen their knowledge of academic words and the connections of these words to other words and concepts. The vocabulary knowledge students possess is intricately connected to reading comprehension, and the ability to access background knowledge, express ideas, communicate effectively, and learn about new concepts.

English Language Learners and Students with Disabilities

The *Supplemental Guide* assists education professionals who serve students with limited English language skills or students with limited home literacy experience, which may include English Language Learners (ELLs) and students with special needs. Although the use of this guide is not limited to teachers of ELLs and/or students with special needs, the following provides a brief explanation of these learners and the challenges they may face in the classroom, as well as teaching strategies that address those challenges.

English Language Learners

The *Supplemental Guide* is designed to facilitate the academic oral language development necessary for English Language Learners (ELLs) to fully participate in the read-alouds and activities in the *Tell It Again! Read-Aloud Anthology* and to strengthen ELLs' understanding of the core content presented in the Anthologies.

When teaching ELLs, it is important to keep in mind that they are a heterogeneous group from a variety of social backgrounds and at different stages in their language development. There may be some ELLs who do not speak any English and have little experience in a formal education setting. There may be some ELLs who seem fluent in conversational English, but do not have the academic language proficiency to participate in classroom discussions about academic content. The following is a chart showing the basic stages of second language acquisition; proper expectations for student behavior and performance; and accommodations and support strategies for each stage. Please note that ELLs may have extensive language skills in their first language and that they advance to the next stage at various rates depending on their acculturation, motivation, and prior experiences in an education setting.

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Language Acquisition Stage	Comprehension and Production	Accommodations and Support Strategies
Preproduction ("The Silent Period")	• Produces little or no English • May refuse to say or do anything • Responds in nonverbal ways • Has a minimal receptive vocabulary in English	• Use predictable phrases for set routines • Use manipulatives, visuals, realia, props • Use Total Physical Response (TPR) to indicate comprehension (point, nod, gestures) • Use lessons that build receptive vocabulary • Pair with another ELL who is slightly more advanced in oral language skills for activities and discussions focused on the English language • Pair with same-language peers for activities and discussions focused on content • Use simple questions that require simple nonverbal responses (e.g., "Show me . . . ," "Circle the . . . ") • Use a slow rate of speech and emphasize key words • Model oral language, but do not force student to produce oral language

Early Production	• Responds with one- or two-word phrases
	• Understands basic phrases and words
	• Uses abundant fillers, e.g., "er" and "um" when speaking
	• Includes frequent, long pauses when speaking
	• Has basic level of English vocabulary (common words and phrases)
		• Use repetition, gestures, and visual aids to facilitate comprehension and students' responses
		• Use small-group activities
		• Use charades and linguistic guessing games
		• Use role-playing activities
		• Use lessons that expand receptive and expressive vocabulary
		• Use increasingly more difficult question types as students' receptive and expressive language skills improve:
		  • Yes/no questions
		  • Either/or questions
		  • Questions that require short answers
		  • Open-ended questions to encourage expressive responses
		• Pair with another ELL who is slightly more advanced in oral language skills for activities and discussions focused on the English language
		• Pair with same-language peers for activities and discussions focused on content
		• Allow for longer processing time
		• Continue to allow participation to be voluntary

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Speech Emergence (Low Intermediate)	• Speaks in short phrases and simple sentences
	• Makes multiple grammatical errors
	• Begins to use context to infer the meanings of unknown words heard or read
	• Can produce some narratives and understand some details of a story
	• Uses many fillers, e.g., "um" and "like" when speaking
	• Repeats individual phrases multiple times
	• Has a much larger receptive than expressive vocabulary in English
		• Model correct language forms
		• Use more complex stories and books
		• Start to focus on Tier 2 vocabulary
		• Pair with high-level English speakers for activities and discussions focused on the English language
		• Provide some extra time to respond
		• Use increasingly difficult question types as students' receptive and expressive language skills improve:
		  • Questions that require short sentence answers
		  • *Why* and *how* questions
		  • Questions that check for literal and abstract comprehension
		• Engage students in producing language

Intermediate Fluency (High Intermediate)	• Engages in conversations • Produces connected narrative • Makes few grammatical errors • Uses some fillers when speaking • Shows good comprehension • Has and uses expanded vocabulary in English	• Model correct language forms • Introduce academic terms (e.g., making predictions and inferences, figurative language) • Use graphic organizers • Pair with native English speakers • Use questions that require opinion, judgment, and explanation
Advanced Fluency	• Uses English that nearly approximates the language of native speakers • Understands most conversations and can maintain a two-way conversation • Uses more complex grammatical structures, such as conditionals and complex sentences. • Has and uses an enriched vocabulary in English	• Continue to build background knowledge • Build high-level/academic language • Expand figurative language (e.g., by using metaphors and idioms) • Focus on high-level concepts • Pair with students who have a variety of skills and language proficiencies • Use questions that require inference and evaluation

(Adapted from Hirsch and Wiggins 2009, 362–364; Smyk et al. forthcoming)

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Students with Disabilities and Students with Special Needs

Students with disabilities (SWDs) have unique learning needs that require accommodations and modifications to the general education curriculum. When using the *Supplemental Guide* with SWDs and students with special needs, it is important to consider instructional accommodations, tools, strategies, and Universal Design for Learning (UDL) Principles, which promote learning for all students through the use of multiple forms of representation, expression, and engagement (Hall, Strangman, and Meyer 2003).

Pacing

Pacing is the purposeful increase or decrease in the speed of instruction. Educators can break lessons into manageable chunks depending on needs of the class and follow the section with a brief review or discussion. This format of instruction ensures that students are not inundated with information. Additionally, you may want to allow students to move around the room for brief periods during natural transition points. When waiting for students to respond, allow at least three seconds of uninterrupted wait time to increase correctness of responses, response rates, and level of thinking (Stahl 1994).

Goals and Expectations

Make sure students know the purpose and the desired outcome of each activity. Have students articulate their own learning goals for the lesson. Provide model examples of desired end-products. Use positive verbal praise, self-regulation charts, and redirection to reinforce appropriate ways for students to participate and behave.

Directions

Provide reminders about classroom rules and routines whenever appropriate. You may assign a partner to help clarify directions. When necessary, model each step of an activity's instructions. Offering explicit directions, procedures, and guidelines for completing tasks can enhance student understanding. For example, large assignments can be delivered in smaller segments to increase comprehension and completion (Franzone 2009).

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Instruction Format and Grouping

Use multiple instruction formats (e.g., small-group instruction, individual seatwork, collaborative learning, and hands-on instruction). Be sure to group students in logical and flexible ways that support learning.

Instructional Strategies

The following evidence-based strategies can assist students with disabilities in learning content (Scruggs et al. 2010):

- **Mnemonic strategies** are patterns of letters and sounds related to ideas that enhance retention and recall of information. They can be used as a tool to encode information.
- **Spatial organizers** assist student understanding and recall of information using charts, diagrams, graphs, and/or other graphic organizers.
- **Peer mediation,** such as peer tutoring and cooperative learning groups, can assist in assignment completion and enhance collaboration within the classroom.
- **Hands-on learning** offers students opportunities to gain understanding of material by completing experiments and activities that reinforce content.
- **Explicit instruction** utilizes clear and direct teaching using small steps, guided and independent practice, and explicit feedback.
- **Visual strategies** (e.g., picture/written schedules, storymaps, task analyses, etc.) represent content in a concrete manner to increase focus, communication, and expression (Rao and Gagie 2006).

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Alignment Chart for Plants: Supplemental Guide

The following chart contains core content objectives addressed in this domain. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

Alignment Chart for Plants: Supplemental Guide	**Lesson**							
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Core Content Objectives								
Distinguish between living and nonliving things	✓							
Explain that plants are living things	✓							
Describe what plants need to live and grow: food, water, air, and light	✓							
Explain that different kinds of plants grow in different environments	✓							
Identify the root, stem, leaf, flower, and seed of a plant		✓						
Explain that the roots anchor the plant to the soil and take in water and nutrients		✓						
Explain that stems support the plant and carry nutrients to the various parts of the plant		✓						
Explain that plants make their own food in their leaves		✓						
Explain that seeds are the beginning of new plants			✓	✓			✓	
Explain the basic life cycle of plants			✓			✓		
Explain that deciduous trees are one type of plant that loses its leaves in the fall and becomes dormant in the winter					✓			
Explain that evergreen trees are one type of plant that stays green all year and does not become dormant in the winter						✓		
Identify that plants provide oxygen and food to people							✓	
Explain that some plants produce fruit to hold seeds							✓	
Compare and contrast fruits and seeds of different plants							✓	
Demonstrate familiarity with the tall tale “Johnny Appleseed”				✓				
Describe the life and scientific achievements of George Washington Carver								✓

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Alignment Chart for Plants: Supplemental Guide

		Lesson							
		1	2	3	4	5	6	7	8
Reading Standards for Literature: Kindergarten									
Key Ideas and Details									
STD RL.K.1	With prompting and support, ask and answer questions about key details in a text.								
CKLA Goal(s)	With prompting and support, ask and answer questions (e.g., *who, what, where, when*) requiring literal recall and understanding of the details and/or facts of a fiction read-aloud				✓				
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a fiction read-aloud, including answering *why* questions that require recognizing cause/effect relationships				✓				
STD RL.K.2	With prompting and support, retell familiar stories, including key details.								
CKLA Goal(s)	With prompting and support, retell or dramatize fiction read-alouds, including characters, and beginning, middle, and end events of the story in proper sequence				✓				
Craft and Structure									
STD RL.K.5	Recognize common types of texts (e.g., storybooks, poems).								
CKLA Goal(s)	Listen to, understand, and recognize a variety of texts, including fictional stories, fairy tales, fables, nursery rhymes, and poems				✓				
STD RL.K.6	With prompting and support, name the author and illustrator of a story, and define the role of each in telling the story.								
CKLA Goal(s)	With prompting and support, describe the role of an author and illustrator in a fiction text				✓				
Range of Reading and Level of Text Complexity									
STD RL.K.10	Actively engage in group reading activities with purpose and understanding.								
CKLA Goal(s)	Actively engage in fiction read-alouds				✓				

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Alignment Chart for Plants: Supplemental Guide

		Lesson							
		1	2	3	4	5	6	7	8
Reading Standards for Informational Text: Kindergarten									
Key Ideas and Details									
STD RI.K.1	With prompting and support, ask and answer questions about key details in a text.								
CKLA Goal(s)	With prompting and support, ask and answer questions (e.g., *who, what, where, when*) requiring literal recall and understanding of the details and/or facts of a nonfiction/ informational read-aloud				✓				
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/ informational read-aloud, including answering *why* questions that require recognizing cause/ effect relationships				✓				
STD RI.K.2	With prompting and support, identify the main topic and retell key details of a text.								
CKLA Goal(s)	With prompting and support, identify the main topic and retell key details of a nonfiction/ informational read-aloud	✓	✓	✓		✓	✓		
STD RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.								
CKLA Goal(s)	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a nonfiction/ informational read-aloud	✓	✓	✓		✓	✓	✓	✓
Craft and Structure									
STD RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.								
CKLA Goal(s)	With prompting and support, ask and answer questions about unknown words in nonfiction/ informational read-alouds and discussions				✓				
STD RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.								
CKLA Goal(s)	With prompting and support, describe the role of an author and illustrator in a nonfiction/ informational text		✓				✓		
Integration of Knowledge and Ideas									
STD RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).								
CKLA Goal(s)	With prompting and support, describe illustrations from a nonfiction/informational read-aloud, using the illustrations to check and support comprehension of the read-aloud	✓	✓	✓		✓	✓	✓	

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Alignment Chart for Plants: Supplemental Guide		Lesson							
		1	**2**	**3**	**4**	**5**	**6**	**7**	**8**
STD RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.								
CKLA Goal(s)	With prompting and support, identify the reasons or facts an author gives to support points in a nonfiction/informational read-aloud	✓	✓	✓		✓	✓	✓	
STD RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).								
CKLA Goal(s)	With prompting and support, compare and contrast similarities and differences within a single nonfiction/informational read-aloud or between two or more nonfiction/informational read-alouds	✓		✓		✓	✓	✓	✓
Range of Reading and Level of Text Complexity									
STD RI.K.10	Actively engage in group reading activities with purpose and understanding.								
CKLA Goal(s)	Actively engage in nonfiction/informational read-alouds	✓	✓	✓		✓	✓	✓	✓
Writing Standards: Kindergarten									
Text Types and Purposes									
STD W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.								
CKLA Goal(s)	Use a combination of drawing, dictating, and writing to present information from a nonfiction/informational read-aloud, naming the topic and supplying some details	✓	✓	✓		✓	✓	✓	✓
Production and Distribution of Writing									
STD W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.								
CKLA Goal(s)	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed	✓	✓	✓		✓	✓	✓	✓
Research to Build and Present Knowledge									
STD W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.								
CKLA Goal(s)	With assistance, categorize and organize facts and information within a given domain to answer questions	✓		✓			✓		

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Alignment Chart for Plants: Supplemental Guide

		Lesson							
		1	2	3	4	5	6	7	8
Speaking and Listening Standards: Kindergarten									
Comprehension and Collaboration									
STD SL.K.1	Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and large groups.								
STD SL.K.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).								
CKLA Goal(s)	Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.				✓				
STD SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.								
CKLA Goal(s)	Ask and answer questions to clarify information in a fiction or nonfiction/informational read-aloud				✓				
Presentation of Knowledge and Ideas									
STD SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.								
CKLA Goal(s)	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail	✓	✓					✓	
STD SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.								
CKLA Goal(s)	Add drawings or other visual displays to descriptions as desired to provide additional detail	✓	✓	✓		✓	✓	✓	✓
Language Standards: Kindergarten									
Conventions of Standard English									
STD L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.								
STD L.K.1c	Form plural nouns.								
CKLA Goal(s)	Form plural nouns	✓	✓						
STD L.K.1f	Produce and expand complete sentences in shared language.								
CKLA Goal(s)	Answer questions orally in complete sentences				✓				
	Produce and expand complete sentences in shared language	✓	✓	✓		✓		✓	✓

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Alignment Chart for Plants: Supplemental Guide		Lesson							
		1	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Vocabulary Acquisition and Use									
STD L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.								
STD L.K.4a	Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).								
CKLA Goal(s)s	Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*)	✓	✓			✓	✓	✓	✓
STD L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.								
STD L.K.5a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.								
CKLA Goal(s)	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent	✓							
STD L.K.5b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).								
CKLA Goal(s)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)	✓	✓	✓					
STD L.K.5c	Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).								
CKLA Goal(s)	Identify real-life connections between words and their use (e.g., note places at school that are *colorful*)	☑							
STD L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.								
CKLA Goal(s)s	Use words and phrases acquired through conversations, being read to, and responding to texts	☑							
	Learn the meaning of common sayings and phrases	✓		✓					✓
Additional CKLA Goals									
Listen to a variety of texts, including informational texts		✓	✓	✓		✓	✓	✓	✓

☑ These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.

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Plants

Supplemental Guide Introduction

This introduction includes the necessary background information to be used in teaching the *Plants* domain. The *Supplemental Guide* for *Plants* contains eight lessons. The first three lessons are two instructional days each and the last five lessons are one instructional day each.

Lesson Structure

Lessons 1–3

First Instructional Day

On the first instructional day Parts A and B of the lesson (50 minutes total) are to be covered at different intervals during the day. Part A (35 minutes) includes:

- Introducing the Lesson
- Presenting the Read-Aloud
- Discussing the Read-Aloud

If necessary, Part A can be divided into two sessions with 15 minutes for Introducing the Read-Aloud up to Purpose for Listening and 20 minutes for Purpose for Listening, Presenting the Read-Aloud, and Discussing the Read-Aloud.

Later in the day, Part B (15 minutes) will be covered and includes the activities unique to the *Supplemental Guide*:

- Multiple Meaning Word Activity
- Syntactic Awareness Activity
- Vocabulary Instructional Activity

Each activity may take up to five minutes to complete. The Multiple Meaning Word Activity helps students to determine and clarify the different meanings of words. The Syntactic Awareness Activity calls students' attention to sentence structure, word order, and grammar. The Vocabulary Instructional Activity focuses on building students' general academic, or Tier 2, vocabulary. Part B concludes with an interim assessment opportunity called an End-of-Lesson Check-In. This is a

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dual opportunity for the teacher to focus on a select group of students to directly assess the students' language and content knowledge in a low-stress environment; moreover, the teacher can gauge which students may be in need of additional language or content support.

Second Instructional Day

On the second instructional day, Parts C and D of the lesson (50 minutes total) are to be covered at different intervals during the day. Part C (35 minutes) includes:

- *Reviewing the Read-Aloud*
- *Presenting the Interactive Read-Aloud*
- *Discussing the Read-Aloud*

If necessary, Part C can be divided into two sessions with ten minutes for *Reviewing the Read-Aloud* up to *Purpose for Listening* and 25 minutes for *Purpose for Listening, Presenting the Interactive Read-Aloud* and *Discussing the Read-Aloud.*

Later in the day, Part D (15 minutes) will be covered and includes similar extension activities of the related lesson in the *Tell It Again! Read-Aloud Anthology* for *Plants*.

Lessons 4–8

Please note that Lessons 4–8 are one instructional day each with Extension activities alternating between *Supplemental Guide* activities in Lessons 5, 7, and 8 and content-related activities in Lessons 4 and 6.

This domain contains a Pausing Point following Lesson 3, after plant parts and the life cycle of a plant have been covered. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. **You should spend no more than 15 days total on this domain.**

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Week One: Read-Aloud Anthology				
Day 1 #	**Day 2** ⑩#	**Day 3** #	**Day 4** ⑩#	**Day 5** ⑩#
Lesson 1A: "Introduction to Plants" (35 min.)	Lesson 2A: "Plant Parts" (35 min.)	Lesson 3A: "The Life Cycle of a Plant" (35 min.)	Lesson 4A: "The Gigantic Turnip" (35 min.)	Pausing Point (50 min.)
Lesson 1B: Extensions (15 min.)	Lesson 2B: Extensions (15 min.)	Lesson 3B: Extensions (15 min.)	Lesson 4B: Extensions (15 min.)	
(50 min.)	(50 min.)	(50 min.)	(50 min.)	(50 min.)
Week One: Supplemental Guide				
Day 1 ⑩#	**Day 2** #	**Day 3** ⑩#	**Day 4** ⑩#	**Day 5** ⑩#
Lesson 1A: "Introduction to Plants" (Day 1 of 2) (35 min.)	Lesson 1C:"Introduction to Plants" (Day 2 of 2) (35 min.)	Lesson 2A: "Plant Parts" (Day 1 of 2) (35 min.)	Lesson 2C: "Plant Parts" (Day 2 of 2) (35 min.)	Lesson 3A:"The Life Cycle of a Plant" (Day 1 of 2) (35 min.)
Lesson 1B: SG Activities (15 min.)	Lesson 1D: Extensions (15 min.)	Lesson 2B: SG Activities (15 min.)	Lesson 2D: Extensions (15 min.)	Lesson 3B: SG Activities (15 min.)
(50 min.)	(50 min.)	(50 min.)	(50 min.)	(50 min.)

Week Two: Read-Aloud Anthology				
Day 6 #	**Day 7** #	**Day 8**	**Day 9**	**Day 10**
Lesson 5A: "Polly the Honeybee's Flower Tour" (35 min.)	Lesson 6A: "The Fruits of Polly's Labor" (35 min.)	Lesson 7A: "Johnny Appleseed" (35 min.)	Lesson 8A: "Deciduous Trees" (35 min.)	Lesson 9A: "Evergreen Trees" (35 min.)
Lesson 5B: Extensions (15 min.)	Lesson 6B: Extensions (15 min.)	Lesson 7B: Extensions (15 min.)	Lesson 8B: Extensions (15 min.)	Lesson 9B: Extensions (15 min.)
(50 min.)	(50 min.)	(50 min.)	(50 min.)	(50 min.)
Week Two: Supplemental Guide				
Day 6 ⑩	**Day 7** ⑩#	**Day 8** #	**Day 9** ⑩#	**Day 10** ⑩#
Lesson 3C: "The Life Cycle of a Plant" (Day 2 of 2) (35 min.)	Pausing Point (50 min.)	Lesson 4A: "Johnny Appleseed" (35 min.)	Lesson 5A: "Deciduous Trees" (35 min.)	Lesson 6A: "Evergreen Trees" (35 min.)
Lesson 3D: Extensions (15 min.)		Lesson 4B: Extensions (15 min.)	Lesson 5B: SG Activities (15 min.)	Lesson 6B: Extensions (15 min.)
(50 min.)	(50 min.)	(50 min.)	(50 min.)	(50 min.)

Week Three: Read-Aloud Anthology				
Day 11	**Day 12**	**Day 13**	**Day 14** ⑩	**Day 15** #
Lesson 10A: "Plants and People" (35 min.)	Lesson 11A: "George Washington Carver" (35 min.)	Domain Review (50 min.)	Domain Assessment (50 min.)	Culminating Activities (50 min.)
Lesson 10B: Extensions (15 min.)	Lesson 11B: Extensions (15 min.)			
(50 min.)	(50 min.)	(50 min.)	(50 min.)	(50 min.)
Week Three: Supplemental Guide				
Day 11 ⑩#	**Day 12**	**Day 13**	**Day 14** ⑩	**Day 15** #
Lesson 7A: "Plants and People" (35 min.)	Lesson 8A: "George Washington Carver" (35 min.)	Domain Review (50 min.)	Domain Assessment (50 min.)	Culminating Activities (50 min.)
Lesson 7B: SG Activities (15 min.)	Lesson 8B: SG Activities (15 min.)			
(50 min.)	(50 min.)	(50 min.)	(50 min.)	(50 min.)

⑩ Lessons include Student Performance Task Assessments

Lessons require advance preparation and/or additional materials; please plan ahead

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Note: Not all lessons from the *Tell It Again! Read-Aloud Anthology* for *Plants* are included in this *Supplemental Guide*; use this chart to see how the lessons correlate.

Lesson Match-Up for Plants	
Anthology	**Supplemental Guide**
Lesson 1: Introduction to Plants	Lesson 1: Introduction to Plants
Lesson 2: Plant Parts	Lesson 2: Plant Parts
Lesson 3: The Life Cycle of a Plant	Lesson 3: The Life Cycle of a Plant
Lesson 4: The Gigantic Turnip	Pausing Point
Lesson 5: Polly the Honeybee's Flower Tour	n/a
Lesson 6: The Fruits of Polly's Labor	Lesson 7: Plants and People
Lesson 7: Johnny Appleseed	Lesson 4: Johnny Appleseed
Lesson 8: Deciduous Trees	Lesson 5: Deciduous Trees
Lesson 9: Evergreen Trees	Lesson 6: Evergreen Trees
Lesson 10: Plants and People	Lesson 7: Plants and People
Lesson 11: George Washington Carver	Lesson 8: George Washington Carver

Lesson Implementation

It is important to note a major instructional shift between Part A and Part C, especially in *Presenting the Read-Aloud.* In Part A, the teacher takes on the central role as the guide—or the "ideal reader"—to lead discussion and model proper language use, whereas in Part C the teacher serves more as a guide to facilitate interactions among student partners.

Student Grouping

Teachers are encouraged to assign partner pairs prior to beginning a domain and partners should remain together for the duration of the domain. If possible, English Language Learners should be paired with native English speakers, and students who have limited English oral language skills should be paired with students who have strong English language skills. Keep in mind that in some instances a group of three would benefit beginning ELLs and an older student or adult volunteer may be a better arrangement for some students with disabilities. Partnering in this way promotes a social environment where all students engage in collaborative talk and learn from one another.

In addition, there are various opportunities where students of the same home language work together, fostering their first-language use and existing knowledge to construct deeper meanings about new information.

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Graphic Organizers and Domain-Wide Activities

Several different organizers and domain-wide activities are included to aid students in their learning of the content in the *Plants* domain.

- Songs and Chants for *Plants* can be used to help students remember content covered in Lessons 1 through 3. You are encouraged to help students come up with hand and body motions to go along with the songs. Some suggestions for motions are provided within the lessons. The songs can be sung to the familiar tune of "I'm a Little Teapot."
- Response Cards for *Plants* are included to help students remember and review basic plant parts (Instructional Master 2A-1) and to help students visualize and explain the life cycle of a plant (Instructional Master 3A-1).
- *My Plants Pages* booklet (Instructional Master 1C-1) is an informational text project that students will be working on throughout this domain. Students will show their understanding of a lesson on a designated Plant Page and will present their Plant Pages to their partner, small group, and/or home language peers. (See Lesson 1C for details about how to make the booklet.)
- "See Through" Planter—At the end of Lesson 2, you may wish to have students make their own "See Through" Planter and observe their seeds sprout. Help students keep a daily record of what goes on within their planter, e.g., Day 1: # of seeds that sprouted.

Above and Beyond: Plant Experiment—You may wish to lead the class in a plant experiment where seeds are planted in four different containers. Each group or container of seeds will grow under different conditions: no sunlight/no water; sunlight/no water; no sunlight/water; sunlight/water. Keep a class record of what goes on within the different containers. (For a detailed explanation of this activity, see Culminating Activities.)

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Anchor Focus in Plants

This chart highlights several Common Core State Standards as well as relevant academic language associated with the activities in this domain.

Anchor Focus	CCSS	Description of Focus and Relevant Academic Language
Writing	W.K.2	*Plants Pages* booklet: Informative/explanatory text
		Turn to page _____, draw, dictate, label, share
	W.K.5	Revise Plant Page based on teacher comments or the comments of peers
		comment on . . . , I can see . . . , _____ is not clear, I like . . . , revise
Speaking and Listening	SL.K.2	Ask questions to clarify information about the read-aloud
		I have a question about . . . , I do not understand . . . , What does _____ mean?
	SL.K.5	Add drawing or other visual displays to *Plants Pages* booklet
Language	L.K.1c	Plural *–s*
	L.K.1f	Making and expanding simple sentences Making compound sentences using *and*

Domain Components

Along with this *Supplemental Guide*, you will need:

- *Tell It Again! Media Disk* or *Tell It Again! Flip Book** for *Plants*
- *Tell It Again! Image Cards* for *Plants*
- *Tell It Again! Read-Aloud Anthology* for *Plants* for reference

*The *Tell It Again! Multiple Meaning Word Posters* for *Plants* are found at the back of the *Tell It Again! Flip Book.*

Recommended Resources:

- *Core Knowledge Kindergarten Teacher Handbook*, edited by E. D. Hirsch, Jr. and Souzanne A. Wright (Core Knowledge Foundation, 2004) ISBN: 978-1890517694

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Why Plants Are Important

There are millions of living things on earth. Scientists classify living things into groups called kingdoms. Plants make up one kingdom in this classification system. Over 350,000 species of highly diverse plants are found on almost every part of the earth. By listening to the read-alouds in this domain, students will acquire a fundamental understanding of the parts of plants and how they grow. They will learn what plants need in order to stay alive, the basic parts of plants, and that plants provide oxygen and food. They will also be introduced to the concepts of the life cycle of plants and photosynthesis. This basic knowledge about plants will lay the foundation for a broader understanding of ecology and the interdependence of all living things, topics that will be addressed in other Kindergarten domains (*Farms* and *Taking Care of the Earth*), as well as in subsequent grades.

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Core Vocabulary for Plants

The following list contains the core vocabulary words in *Plants* in the form in which they appear in the read-alouds, or, in some instances, in the "Introducing the Read-Aloud" section at the beginning of the lesson. All instances where core vocabulary is used are boldfaced to make apparent the context in which core vocabulary appears and to provide a quick way for teachers to identify these words. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson 1

nutrients
plants, n.
plant, v.
soil

Lesson 2

flowers
leaves
photosynthesis
roots
seeds
stems
survival

Lesson 3

germinate
life cycle
mature
sapling
seedlings

Lesson 4

eventually
hero
orchards

Lesson 5

bare
deciduous
dormant
habitat
sheds

Lesson 6

cones
conifers
evergreen
needles

Lesson 7

blossoms
core
fruit
oxygen
produce
provide
scrumptious

Lesson 8

botanist
botany
canvas
crops

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In addition to this core vocabulary list, every lesson includes its own tiered Vocabulary Chart categorized according to the model for conceptualizing words presented by Beck, McKeown, and Kucan (2008). Words in this chart either appear several times in the read-aloud or are words and phrases that support broader language growth, which is crucial to the English language development of young students. Most words on the chart are part of the *General Service List of English Words* (West 1953) or part of the Dale-Chall (1995) list of 3000 familiar words known by fourth grade. Moreover, a conscious effort has been made to include words from the *Primary Priority Words* according to Biemiller's (2010) *Words Worth Teaching*. The words on the Vocabulary Chart are not meant to be exhaustive, and teachers are encouraged to add additional words they feel would best serve their group of students.

Vocabulary Chart for Introduction to Plants

Core Vocabulary words are in **bold**.
Multiple Meaning Word Activity word is underlined.
Vocabulary Instructional Activity words have an asterisk (*).
Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	cactus dandelion forest indoors underwater	alive different/alike environment* living/nonliving **nutrients** plenty*	air food largest/tiniest tallest sun
Multiple Meaning	park ***plant (n/v)***	crack ***soil*** type	light water
Phrases		from the... to the...	different kinds
Cognates	cacto parque		aire ligero

References

1. Beck, Isabel L., Margaret G. McKeown, and Linda Kucan. 2008. *Creating robust vocabulary: Frequently Asked Questions and Extended Examples*. New York: Guilford.
2. Biemiller, Andrew. 2010. *Words Worth Teaching*. Columbus: SRA/McGrawHill.
3. Dale, Edgar, and Jeanne Chall. 1995. *Readability Revisited: The New Dale-Chall Readability Formula*.

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4. West, Michael. 1953. *A General Service List of English Words*. London: Longman, Green and Co.

Comprehension Questions

In the *Supplemental Guide* for *Plants*, there are three types of comprehension questions.

Literal questions assess students' recall of key details from the read-aloud; these questions are text dependent, requiring students to paraphrase and/or refer back to the portion of the read-aloud in which the specific answer to the question is provided. These questions generally address Reading Standards for Literature 1 (RL.K.1) and Reading Standards for Informational Text 1 (RI.K.1).

Inferential questions ask students to infer information from the text and think critically; these questions are also text dependent, but require students to paraphrase and/or refer back to the different portions of the read-aloud that provide information leading to and supporting the inference they are making. These questions generally address Reading Standards for Literature 2–4 (RL.K.2–RL.K.4) and Reading Standards for Informational Text 2–4 (RI.K.2–RI.K.4).

Evaluative questions ask students to build upon what they have learned from the text using analytical and application skills; these questions are also text dependent, but require students to paraphrase and/or refer back to the portion(s) of the read-aloud that substantiate the argument they are making or the opinion they are offering. *Evaluative* questions might ask students to describe how reasons or facts support specific points in a read-aloud, which addresses Reading Standards for Informational Text 8 (RI.K.8). *Evaluative* questions might also ask students to compare and contrast information presented within a read-aloud or between two or more read-alouds, addressing Reading Standards for Literature 9 (RL.K.9) and Reading Standards for Informational Text 9 (RI.K.9).

The *Supplemental Guides* include complex texts, thus preparing students in these early years for the increased vocabulary and syntax demands aligned texts will present in later grades. As all of the readings incorporate a variety of illustrations, Reading Standards for Literature 7 (RL.K.7) and Reading Standards for Informational Text 7 (RI.K.7) are addressed as well.

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Student Performance Task Assessments

In the *Supplemental Guide* for *Plants*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observation opportunities, like the End-of-Lesson Check-In and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified with this icon: ⑩. There is also an end-of-domain summative assessment. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each SPTA into a Tens score. On the same page you will also find the rubric for recording observational Tens scores.

Above and Beyond

In the *Supplemental Guide* for *Plants*, there are numerous opportunities to challenge students who are ready to attempt activities that are above grade level. These activities are labeled "Above and Beyond" and are identified with this icon: ➶.

Supplemental Guide Activities

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and accompanying Multiple Meaning Word Posters; Syntactic Awareness Activities; and Vocabulary Instructional Activities. Several multiple-meaning words in the read-alouds are underlined to indicate that there is a Multiple Meaning Word Activity associated with them. These activities afford all students additional opportunities to acquire a richer understanding of the English language. *Supplemental Guide* activities are identified with this icon: ⇆.

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Recommended Resources for Plants

Trade Book List

The *Supplemental Guide* includes a number of opportunities in Extensions, the Pausing Point, and Culminating Activities for teachers to select trade books from this list to reinforce domain concepts through the use of authentic literature. In addition, teachers should consider other times throughout the day when they might infuse authentic domain-related literature.

If you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

1. *The Boy Who Didn't Believe in Spring,* by Lucille Clifton and illustrated by Brinton Turkle (Puffin, 1992) ISBN 978-0140547399
2. *The Carrot Seed,* by Ruth Krauss and Crockett Johnson (HarperTrophy, 2004) ISBN 978-0064432108
3. *City Green,* by DyAnne DiSalvo-Ryan (HarperCollins, 1994) ISBN 978-0688127862
4. *Daisy (Looking at Life Cycles),* by Victoria Huseby (Smart Apple Media, 2009) ISBN 978-1599201795
5. *Eating the Alphabet: Fruits & Vegetables from A to Z,* by Lois Ehlert (Voyager Books, 1993) ISBN 978-0152244361
6. *The Empty Pot,* by Demi (Henry Holt, 2007) ISBN 978-0805082272
7. *Eyewitness Plant (DK Eyewitness Books),* by David Burnie (DK Publishing, 2011) ISBN 978-0756660352
8. *Flower Garden,* by Eve Bunting and illustrated by Kathryn Hewitt (Voyager Books, 2000) ISBN 978-0152023720
9. *From Bud to Blossom (Apples)*, by Gail Saunders-Smith (Capstone Press, 2006) ISBN 978-1560659518
10. *From Seed to Plant,* by Gail Gibbons (Live Oak Media, 2012) ISBN 978-1430110798
11. *The Great Kapok Tree: A Tale of the Amazon Rainforest,* by Lynne Cherry (Sandpiper, 2000) ISBN 978-0152026141

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12. *Growing Vegetable Soup,* by Lois Ehlert (Voyager Books, 1990) ISBN 978-152325800
13. *The Honey Makers,* by Gail Gibbons (HarperTrophy, 2000) ISBN 978-0688175313
14. *How a Seed Grows (Let's-Read-and-Find-Out Science 1),* by Helene J. Jordan and illustrated by Loretta Krupinski (Collins, 1992) ISBN 978-0064451079
15. *I Am a Leaf (Hello Reader! Science, Level 1),* by Jean Marzollo and Judith Moffatt (Cartwheel, 1999) ISBN 978-0590641203
16. *I Am an Apple (Hello Reader! Science, Level 1),* by Jean Marzollo and Judith Moffatt (Scholastic, 1997) ISBN 978-0590372237
17. *I'm a Seed (Hello Reader! Science, Level 1),* by Jean Marzollo and Judith Moffatt (Cartwheel, 1996) ISBN 978-0590265867
18. *Jack's Garden,* by Henry Cole (HarperTrophy, 1997) ISBN 978-0688152833
19. *Johnny Appleseed,* by Reeve Lindbergh and illustrated by Kathy Jakobsen Hallquist (Little, Brown Young Readers, 1993) ISBN 978-0316526340
20. *Johnny Appleseed (Rookie Biographies),* by Christin Ditchfield (Children's Press, 2003) ISBN 978-0516278162
21. *The Life and Times of the Honeybee,* by Charles Micucci (Houghton Mifflin, 1997) ISBN 978-0395861394
22. *The Life and Times of a Peanut,* by Charles Micucci (Houghton Mifflin, 2000) ISBN 978-0618033140
23. *Mama Miti: Wangari Maathai and the Trees of Kenya,* Donna Jo Napoli and illustrated by Kadir Nelson (Simon & Schuster, 2010) ISBN 978-1416935056
24. *Maple Syrup Season,* by Ann Purmell and illustrated by Jill Weber (Holiday House, 2008) ISBN 978-0823418916
25. *Oak Tree (Looking at Life Cycles),* by Victoria Huseby (Smart Apple Media, 2009) ISBN 978-1599201788
26. *OLIVIA Plants a Garden (Olivia Ready-to-Read),* by Emily Sollinger and illustrated by Jared Osterhold (Simon Spotlight, 2011) ISBN 978-1442416758

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27. *One Bean,* by Anne Rockwell and pictures by Megan Halsey (Walker Publishing Company, Inc., 1998) ISBN 978-0802775726
28. *Plant a Little Seed,* by Bonnie Christensen (Roaring Brook Press, 2012) ISBN 978-1596435506
29. *Planting a Rainbow,* by Lois Ehlert (Voyager Books, 1992) ISBN 978-0152626105
30. *The Reason for a Flower (Ruth Heller's World of Nature),* by Ruth Heller (Topeka Bindery, 1999) ISBN 978-0833590008
31. *The Seasons of Arnold's Apple Tree,* by Gail Gibbons (Sandpiper, 1988) ISBN 978-0152712457
32. *Seed, Soil, Sun,* by Cris Peterson and photographs by David R. Lundquist (Boyds Mills Press, 2010) ISBN 978-1590787137
33. *Soil Basics/Lo Básico de la Tierra,* by Carol Lindeen (Capstone, 2010) ISBN 978-1429653473
34. *The Tiny Seed (The World of Eric Carle),* by Eric Carle (Aladdin, 2001) ISBN 978-0689842443
35. *Wangari's Trees of Peace: A True Story from Africa,* by Jeanette Winter (Harcourt, 2008) ISBN 978-0152065454
36. *Why Do Leaves Change Color? (Let's-Read-and-Find-Out Science, Stage 2),* by Betsy Maestro and illustrated by Loretta Krupinski (HarperCollins, 1994) ISBN 978-0064451260

    Note: This book is more appropriate for individualized reading.

Websites and Other Resources

Student Resources

1. Parts of Plant Game
   http://www.softschools.com/science/plants/plant_parts/
2. Plant Games
   http://www.cookie.com/kids/games/grow-plant.html
3. "Groovy Garden" Game
   http://pbskids.org/arthur/games/groovygarden/groovygarden.html

Teacher Resources

4. George Washington Carver
   http://www.ideafinder.com/history/inventors/carver.htm
5. "Biology of Plants"
   http://www.mbgnet.net/bioplants/main.html

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Introduction to Plants

1

☑ *Lesson Objectives*

Core Content Objectives

Students will:

- ✓ Distinguish between living and nonliving things
- ✓ Explain that plants are living things
- ✓ Describe what plants need to live and grow: food, water, air, and light
- ✓ Explain that different kinds of plants grow in different environments

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, identify the main topic and retell key details from "Introduction to Plants" (RI.K.2)
- ✓ With prompting and support, describe the connection between living things and their needs, and describe the connections between different plants and the environment in which they live (RI.K.3)
- ✓ With prompting and support, describe illustrations about living things and different plants in "Introduction to Plants," to check and support comprehension of the read-aloud (RI.K.7)
- ✓ With prompting and support, identify the reasons or facts given in the read-aloud to show that living things and plants have needs and that different plants survive in different environments (RI.K.8)
- ✓ With prompting and support, compare and contrast similarities and differences between cactus and houseplants and between people, animals, and plants based on the information heard in "Introduction to Plants" (RI.K.9)

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- ✓ Use a combination of drawing and dictating or labeling to present information learned from "Introduction to Plants" (W.K.2)
- ✓ With guidance and support from adults, respond to comments and suggestions from peers to revise Plant Page #1 as needed (W.K.5)
- ✓ With assistance, categorize and organize living vs. nonliving things or plants vs. non-plants on a two-column chart (W.K.8)
- ✓ Describe familiar things, such as plants, animals, and insects (SL.K.4)
- ✓ Add drawings to *Plants Pages* booklet to show information learned from "Introduction to Plants" (SL.K.5)
- ✓ Form regular plural nouns by adding /s/, /z/, or /es/ in a shared language activity (L.K.1c)
- ✓ Produce simple sentences in a shared language activity (L.K.1f)
- ✓ Identify new meanings for the word *plant* and apply them accurately (L.K.4a)
- ✓ Sort common objects into living and nonliving or plant and non-plant to gain a sense of the concepts the categories represent (L.K.5)
- ✓ Categorize examples and non-examples of *plenty* to gain a sense of the concept *plenty* (L.K.5a)
- ✓ Demonstrate understanding of *plenty* by relating it to its opposite—*few* (L.K.5b)
- ✓ Identify real-life connections between words—*plant, soil, plenty,* and *environment*—and their use (L.K.5c)
- ✓ Learn and use the phrase "from the . . . to the . . . ," e.g., "from the tallest tree to the smallest flower" (L.K.6)
- ✓ Listen to a variety of texts, including informational text such as "Introduction to Plants"

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Core Vocabulary

nutrients, *n.* Things that help plants or animals grow and be healthy in the same way that food and vitamins help children grow and be healthy
Example: The nutrients in the ground helped the sunflower plant grow to be strong and tall.
Variation(s): nutrient

plants, *n.* Living things that grow in the ground or water
Example: The plants in our classroom need to be watered twice a week.
Variation(s): plant

plant, *v.* To put a seed or plant in soil and cover it with additional soil so it will grow
Example: My mom and I will plant the flower seeds in front of our house.
Variation(s): plants, planted, planting

soil, *n.* The top layer of dirt where seeds or plants are planted
Example: I used a shovel to dig into the soil to plant my flower.
Variation(s): soils

Vocabulary Chart for Introduction to Plants

Core Vocabulary words are in **bold**.
Multiple Meaning Word Activity word is underlined.
Vocabulary Instructional Activity words have an asterisk (*).
Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	cactus dandelion forest indoors underwater	alive different/alike environment* living/nonliving **nutrients** plenty*	air food largest/tiniest tallest sun
Multiple Meaning	park ***plants (n/v)***	crack ***soil*** type	light water
Phrases		from the . . . to the . . .	different kinds
Cognates	cacto parque		aire ligero

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Image Sequence

This is the order Flip Book images will be shown for this read-aloud. This order is the same as the corresponding read-aloud in the *Tell It Again! Read-Aloud Anthology.*

1. 1A-1: Living things
2. 1A-2: Dandelion in the sidewalk
3. 1A-3: Hardwood forest
4. 1A-4: Pine forest
5. 1A-5: Desert cactus
6. 1A-6: Underwater plants
7. 1A-7: City park
8. 1A-8: House plant

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Introduction to Plants

1A
Day 1 of 2

At a Glance (Parts A & B)	Exercise	Materials	Minutes
Introducing the Read-Aloud	**Domain Introduction**	pictures/realia of living and nonliving things	15
	Introducing Plants	example of completed *My Plants Pages* booklet; pictures/realia of different kinds of plants	
	Vocabulary Preview: Plant, Soil	potted plants	
	Purpose for Listening		
Presenting the Read-Aloud	**Introduction to Plants**		10
Discussing the Read-Aloud	**Comprehension Questions**		10
Complete Remainder of the Lesson Later in the Day			
Extensions	**Multiple Meaning Word Activity: Plant**	Poster 1M (Plants)	15
	Syntactic Awareness Activity: Simple Sentences with the Plural /s/, /z/, or /es/	pictures/realia of different kinds of plants	
	Vocabulary Instructional Activity: Plenty	pictures showing *few* and *plenty*; chart paper; glue or tape	
	End-of-Lesson Check-In		
Take-Home Material	**Family Letter**	Instructional Masters 1B-1, 1B-2	

Advance Preparation

For Domain Introduction, bring in several pictures and/or realia of living and nonliving things to help students gain an understanding of the concept *living* and to help them notice differences between living and nonliving things. You may wish to use these items during the first few days to reinforce the concept of living things.

For Introducing Plants, have a completed *My Plants Pages* booklet for students to see. Explain that they will be making one of their own. In addition, bring in several pictures/realia of different kinds of plants, e.g., flowers, house plants, vegetables, fruits. You can refer to and use these

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items throughout this domain to help make domain concepts more concrete.

For Vocabulary Preview, bring in several different kinds of potted plants, preferably a few that have flowers, so that students can examine the soil while learning about the word *soil*. You may wish to use the potted plants throughout this domain to provide visual and hands-on opportunity to solidify domain concepts.

For Vocabulary Instructional Activity, prepare pictures showing a few of the same thing and pictures showing many (plenty) of the same thing to help students understand the concepts *few* and *plenty*. You may wish to gather common items such as paper clips, crayons, or clothespins to show *few* and *plenty*.

Note to Teacher

Help students gain an understanding of living vs. nonliving things and a realization that all living things need food, air, and water. There are several opportunities in the lessons to reinforce the domain concepts of living and nonliving. There are also many opportunities to review plants and their needs.

In this lesson students will learn that different plants thrive in different environments. Be sure that students can identify the names of the different environments portrayed in this lesson: forest, desert, underwater, park, and home/indoors. You may wish to use the song in Lesson 1C to review these different environments and to reinforce the domain concept that all plants have similar needs even though they live in different places.

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Introducing the Read-Aloud — *15 minutes*

Domain Introduction

- Tell students that for the next few weeks they will learn about plants. Tell them that plants are living things that they can see all around them.
- Ask students: "Have you seen a plant on the way to school today?" Call on a few students to answer.

Show image 1A-1: Living things

- Say to students: "This is a picture of many different kinds of things. They are all living. Say the word *living* with me. With your partner, name as many of the living things you see in this picture as you can." Allow thirty seconds for students to talk. Then call on a few partner pairs to identify and, with your help, to name, the different living things in the picture.
- Explain to students that all living things need food, water, and air. People, animals, and plants are living things because they all need food, water, and air.
- Ask students: "What would happen if you did not drink water for a day?" and "What would happen if you did not breathe air for thirty seconds?" Call on two students to answer.
- Point out that plants are also living things and have the same needs as people and animals—food, water, and air.
- Mention also that plants reproduce to make other plants like themselves. For instance, the seed of a sunflower will make another sunflower and an acorn will eventually grow into an oak tree. This is similar to people and animals that reproduce, or make babies, that are like themselves. Reinforce this with the fact that nonliving things, such as rocks or buildings, do not reproduce or have babies, and that nonliving things do not need food, water, or air because they are not alive.

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- Read the following list to students. Have students identify whether what you say is living or nonliving. Be sure to provide feedback and, when necessary, correct student responses by helping them use and apply the criteria for living things—the need for food, water, and air and the ability to reproduce.

  Note: Please use pictures/realia of living and nonliving things you have prepared for this activity.

1. ant
   - An ant is living.
2. tree
   - A tree is living.
3. pencil
   - A pencil is nonliving.
4. cat
   - A cat is living.
5. desk
   - A desk is nonliving.
6. crayon
   - A crayon is nonliving.
7. teacher
   - A teacher is living.
8. bowl
   - A bowl is nonliving.
9. flower
   - A flower is living.

Introducing Plants

- Tell students that in today's lesson, they will see many different types of plants that live in different places—or environments—around the world.
- Show students the pictures or realia of different types of plants you have prepared. See if they can name some of the plants.
- Show students a completed *My Plants Pages* booklet. Tell them that they will draw a picture of what they learned or something interesting they remember for each lesson. They may also dictate or label what they have drawn.

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Vocabulary Preview

Plant

1. We will learn about *plants* for the next few weeks.
2. Say the word *plant* with me three times.
3. Plants are living things that grow in the ground or under the water.
4. Juan helps his mother water the plants in their house twice a week.
5. Tell your partner whether or not you have plants inside your house. Use the word *plant* when you tell about it. I will call on a few of you to share.

Soil

1. Most plants grow in *soil*.
2. Say the word *soil* with me three times.
3. Soil is the top layer of dirt where seeds or plants are planted.

[Have students find the soil in the potted plants. Ask a few students to describe how it looks and to tell whether they like the smell of soil.]

4. Benita and Selene used a shovel to dig a hole in the soil to plant their seeds.
5. Tell your partner about things that grow from the soil. For example, you could say, "Grass grows from the soil." Use the word *soil* when you tell about it. Each person gets three turns.

Purpose for Listening

Tell students that they are going to listen to a read-aloud about plants. Ask them to look and listen carefully to find out where plants live and what plants need to survive.

By the end of the lesson, students should be able to:

- ✓ Explain that plants are living things
- ✓ Describe what plants need to live and grow: food, water, air, and light
- ✓ Explain that different kinds of plants grow in different environments

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Presenting the Read-Aloud — *10 minutes*

Introduction to Plants

Show image 1A-1: Living things

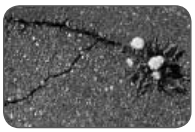
There are many different kinds of people, animals, and **plants** that live in our world. You probably know the names of many of the living things in this picture.

[Invite a few students to point to and name a person, an animal, and a plant.]

In some ways, people, animals, and **plants** are alike—or the same—they are all alive, or living. They need food, water, and air to grow and stay alive.

[Have students repeat the three things living things need to stay alive—*food*, *water*, and *air*.]

But people, animals, and **plants** are different—or not the same—in many other ways. **Plants** are different from people and animals because **plants** do not make sounds, and they cannot move from one place to another.



Show image 1A-2: Dandelion in the sidewalk

Plants need food, water, air—and one more thing, light—in order to live and grow.

Where do you think **plants** get their light from?

[Call on two volunteers to answer.]

- Plants get their light from the sun.

If a **plant** has these four things—food, water, air, and light—it can live. It can live even in a little crack in the sidewalk.

[Have a student point out the dandelion growing in the crack in the sidewalk.]

The **plant** with yellow flowers in this picture is called a dandelion. A few weeks ago, a tiny dandelion seed floated through the air and landed in this crack.

[Have a student point to the crack.]

Inside this crack, there was just enough **soil**—or layer of dirt—for it to begin to grow.

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[Have students tell their partner whether they think there is a lot of soil in the crack of the sidewalk. Call on a partner pair to share.]

Within the **soil**, there are some things the **plant** needs to grow: water and **nutrients**. **Nutrients** in the **soil** are the **plants'** food. Here in the sidewalk, this dandelion gets plenty—or a lot—of sun, and it also gets plenty of air. Even in this little crack, the dandelion gets food, water, air, and sunlight, so it can grow.

Show image 1A-3: Hardwood forest

This shady forest is home to plenty of different types of **plants**, from the tallest tree to the tiniest flower. A forest is a large area of land where many, many trees grow close together.

[Have students say *forest* with you.]

Forests are home to not only different kinds of **plants**, but also to plenty of different kinds of animals and insects, from the largest bear to the tiniest ant.

Show image 1A-4: Pine forest

This is another type of forest. Do you notice something different about the trees?

[Call on two volunteers to answer.]

The trees in this forest are different from the trees in the other forest. Next week, you will learn about two different types of trees.

Show image 1A-5: Desert cactus

Is this a picture of a forest?

[Have students choral response, "No."]

Not every place in the world has the same amount of food, water, air, or light. This is a desert, where it is hot and dry with plenty of sunshine all year round, or every day.

[Have students say *desert* with you.]

Most **plants** on earth could not live in this hot and dry desert. But the cactus can!

[Have students say *cactus* with you.]

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When there is one, you say *cactus*. When there are more than one, you say *cacti*. Cacti can grow in very hot and dry places because they save water inside themselves. Cacti are known for their prickles or pointy spines.

Cacti are able to live in the desert beneath the blazing hot sun where there is very little rainfall. However, the little dandelion in the crack and the trees in the forest would not be able to live in the desert. They would wither—or dry up—and die if you tried to **plant** them in the desert. And the cactus in this desert would not be able to live in the sidewalk crack or the forest. Different types of **plants** grow in different environments or places.

Show image 1A-6: Underwater plants

Here is another environment—under the water. Fish may be the first things that come to mind when you think about underwater life, but there are **plants** down there, too. Underwater **plants** need the same things other **plants** need—food, water, air, and light.

Show image 1A-7: City park

This environment is not a forest, not a desert, and definitely not underwater. What environment do you think this is?

[Call on two volunteers to answer.]

This is a city park. The **plants** in this park did not get there by themselves. Some people gathered seeds and **planted** them in the ground. People **plant** grass seeds in parks so there are nice places to play and relax. People **plant** flowers and trees to make their neighborhoods a prettier place.

Show image 1A-8: House plant

This is a **plant** in a different environment—inside a home, or indoors. Some **plants** can be grown indoors. Do we have a **plant** in our classroom?

If so, someone needs to water it from time to time so it stays healthy and green.

Remember, all **plants** need food, water, air, and light. But not all **plants** can grow in the same places or environments. A dandelion cannot grow in the desert, and a cactus cannot grow underwater. Over the next several days, we will learn more about different types of **plants** and **plant** parts.

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Discussing the Read-Aloud — *10 minutes*

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Inferential* What is today's lesson about?
   - Today's lesson is about plants.
2. *Literal* What three things do all living things need to grow and stay alive?
   - All living things need food, water, and air to grow and stay alive.
3. *Inferential* Are plants living or nonliving?
   - Plants are living.

   What did you learn about in this lesson that makes you think plants are living things?
   - Plants need food, water, and air. And plants produce young plants like themselves.
4. *Literal* Plants need four things to live. What four things do plants need?
   - Plants need food, water, air, and light to live.

Show image 1A-3: Hardwood forest

Show image 1A-5: Desert cactus

Show image 1A-7: City park

5. *Literal* Name the place or environment shown in each picture.
   - The first picture shows a forest; the second picture shows a desert; and the third picture shows a park.

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6. *Evaluative* Do all these environments have the same kinds of plants?
   - No, those environments do not have the same kinds of plants.

   Why not?
   - The trees in the forest and the flowers in a park cannot live in the desert. The cactus cannot live in the forest. Different plants grow in different environments.

Complete Remainder of the Lesson Later in the Day

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Introduction to Plants

1B
Day 1 of 2

Extensions

***15** minutes*

Multiple Meaning Word Activity

Sentence in Context: Plant

Note: You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described or have a student walk up to the poster and point to the image being described.

1. [Show Poster 1M (Plants).] In the read-aloud you heard, "There are many different kinds of people, animals, and *plants* that live in our world." Here *plant* means a living thing that has leaves and roots. Which picture shows this?
   - one
2. *Plant* can also mean other things. *Plant* means to put seeds into the ground. Which picture shows this?
   - two
3. *Plant* can also mean a place or factory where people make things. Which picture shows this?
   - three
4. Now with your partner, make a sentence for each meaning of *plant*. Try to use complete sentences. I will call on some of you to share your sentences.

Syntactic Awareness Activity

Simple Sentences with the Plural /s/, /z/, or /es/

Materials: Pictures or realia of different kinds of plants

Directions: When we want to show that there is more than one thing, we will use an /s/ at the end of most nouns. Remember, nouns can be people, places, animals, or things.

[If necessary, review what nouns are before continuing this activity.]

I will show you several things related to plants. If I show only one plant, hold up one finger and name that plant, for example, "one dandelion." If

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I show more than one plant, hold up the number of plants you see and name the plant, for example, "four dandelions." Finally, we will make a simple sentence using the number and name of the plant.

Note: There may be variations in the sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatical. If necessary, have students repeat the sentence.

1. [Show a single item of something you have prepared and place it on the table.]

   One _____.

   One _____ is on the table.

2. [Show multiple items of something you have prepared and place them on the table.]

   [Number] _____s.

   [Number] _____s are on the table.

3. [Show a single item of something you have prepared and place it on the floor.]

   One _____.

   One _____ is on the floor.

4. [Show multiple items of something you have prepared and place them on the floor.]

   [Number] _____s.

   [Number] _____s are on the floor.

Vocabulary Instructional Activity

Word Chart: Plenty

Materials: Different pictures showing *plenty* and *few;* chart paper; glue or tape

Optional materials: Magazines; scissors

[Draw a line down the middle of the chart paper. Place a picture of *plenty* in the left column and a picture of *few* in the right column.]

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Show image 1A-3: Hardwood forest

1. In the read-aloud you heard, "This shady forest is home to *plenty* of different types of plants."
2. Say *plenty* with me three times.
3. *Plenty* is used to show that there are many things. If there is plenty of something, that means there is a lot of that thing. You can use *plenty* to show that there is more than you need, like, "I have plenty of cookies. I cannot eat them all, so I will share my cookies with everybody."
4. Let's make a two-column chart for the word *plenty*.

   [Show a picture depicting *plenty*.]

   Does this picture show *plenty* or *few*?

   [Invite a student to put the picture in the correct column.]

   [Show students the different types of pictures you have prepared. Ask them if it shows *plenty* or *few*. Invite different students to put the pictures in the correct column.]
5. Talk with your partner, using the word *plenty* and what you have learned about the word *plenty* from the chart. Try to use complete sentences.

⑩ End-of-Lesson Check-In

Introduction to Plants

Choose four students to focus on and record their scores on the Tens Recording Chart. For this kind of informal observation, you should give a score of zero, five, or ten based on your evaluation of students' understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

- Remind students that they have learned new words and information about plants, their needs, and the environments they live in.
- Ask them to talk to their partner about what they have learned today using as many new words and as much new information as they can.

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- Students may use this time to ask their partner about unknown words from the read-aloud.

Items to listen for:

- The words *living/nonliving, plant, soil*
- The word *plenty*
- Living things need food, water, and air.
- Plants need food, water, air, and light.
- Different plants live in different environments.

Take-Home Material

Family Letter

Send home Instructional Masters 1B-1 and 1B-2.

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Introduction to Plants

1C
Day 2 of 2

At a Glance (Parts C & D)	Exercise	Materials	Minutes
Reviewing the Read-Aloud	**What Have We Learned?**	pictures/realia of different types of plants	10
	My Plants Pages	Instructional Master 1C-1; example of completed Plant Page	
	Vocabulary Review: Plant, Soil		
	Purpose for Listening		
Presenting the Interactive Read-Aloud	**Introduction to Plants**		15
Discussing the Read-Aloud	**Comprehension Questions**		10
	Word Work: Environment		
	Complete Remainder of the Lesson Later in the Day		
Extensions	**Nature Walk: Living or Nonliving?**	Instructional Master 1D-1; Optional: magazines; scissors; glue or tape; paper	15

Advance Preparation

Prepare a *My Plants Pages* booklet for each student. Make copies of Instructional Master 1C-1 (cover page) so there is a front cover page for each students. Students will paste their cover page onto their booklet. To make the booklet, fold a piece of colored construction paper in half. Then fold four blank pieces of paper in half and insert into the folded construction paper. Staple at the seam to hold the booklet together.

For every Plant Page that students are asked to make, prepare a completed Plant Page as an example. Have an example of a complete Plant Page for Lesson 1 available for students to reference.

For the Nature Walk, students will need to be in groups of three or four with a supervising adult for each group. Be sure that students understand the task and your expectations for working outdoors and working in groups. If circumstances or weather do not permit your class to go on a nature walk, have some nature-related magazines prepared so

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students can cut out pictures from the magazine and categorize them as living or nonliving and glue or tape them onto a chart.

Reviewing the Read-Aloud **10** *minutes*

What Have We Learned?

Show image 1A-1: Living things

- Invite students to come up one at a time and identify which of the living things are plants and which are not plants.
- Ask students: "How do you know that plants are living?
  - Plants are living because they need food, water, and air. Plants also reproduce or make more of themselves.
- Review the names of the different kinds of plants you have prepared.

Songs and Chants

- Remind students that they heard about plants and the different environments plants live in. Remind them that not all plants live in the same environment.
- Use the Songs and Chants for *Plants in Different Environments* to review the different types of plants and the environments they live in. This song also reviews the needs of every plant—food, water, air, and light. These songs can be sung to the tune of "I'm a Little Teapot."

  Note: As much as possible, add motions to the song. For example, when you sing "I'm a very tall tree," you could have students stand up and stretch their hands up as high as they can.

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Plants in Different Environments

Show image 1A-7: City park

I'm a little flower

with petals bright.

I grow in gardens,

I'm such a sight.

Although I may be different,

My needs are the same:

food, air, sunshine, and the rain.

Show image 1A-3: Hardwood forest

I'm a very tall tree,

I grow so high.

I live in forests

where bluebirds fly.

Although I may be different,

My needs are the same:

food, air, sunshine, and the rain.

Show image 1A-5: Desert cactus

I'm a prickly cactus,

with many spines.

I live in deserts

where the sun shines.

Although I may be different,

My needs are the same:

food, air, sunshine, and the rain.

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Show image 1A-6: Underwater plants

I'm a silky sea plant

with leaves like fins.

I'm underwater

where fish do swim.

Although I may be different,

My needs are the same:

food, air, sunshine, and the rain.

Show image 1A-8: House plant

I'm a pretty houseplant,

Always there.

I live in your house,

I need your care.

Although I may be different,

My needs are the same:

food, air, sunshine, and the rain.

My Plants Pages (Instructional Master 1C-1)

- Distribute an assembled *My Plants Pages* booklet and front cover to each student. Have them write their name on the front cover. Help students paste the front cover onto their booklet.
- Show students an example of completed Plants Page for Lesson 1.
- Have them turn to the first blank page and write the number "1" on the bottom corner. Tell students to draw something they learned about plants so far. You could suggest that students draw a type of plant they learned about, a plant in its environment, or a comparison between living and nonliving things.
- Choose a few students to dictate what they have drawn. Be sure to repeat back to them what you have written on their paper.

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↗ Above and Beyond: If they are able, students may label their drawing.

- Have students share their Plant Page with their partner, in small groups, or with home language peers. Encourage them to comment on each other's picture. Then direct students to go back to their picture and revise it based on your comments or the comments of their peers.

Vocabulary Review

Plant

1. You have heard the word *plant* before, like in this sentence, "The shady forest is home to plenty of different types of *plants*."
2. Plants are living things that grow in the ground or under the water.
3. Taking turns with your partner, tell each other the names of different kinds of plants. Use the word *plant* when you tell about them. For example, you could say, "A sunflower is a plant." Each person gets three turns.

Soil

1. You have heard the word *soil* before, like in this sentence, "Within the *soil* are some things plants need to grow—nutrients and water."
2. Soil is the top layer of dirt where seeds or plants are planted.
3. Discuss with your partner what would happen if the soil does not have nutrients or water in it. Use the word *soil* when you tell about it.

Purpose for Listening

Tell students that this is the second time they will hear this read-aloud, but it is different from the first time because they will do most of the talking about what they have learned so far about plants.

By the end of the lesson, student should be able to:

✓ Distinguish between living and nonliving things

✓ Explain that plants are living things

✓ Describe what plants need to live and grow: food, water, air, and light

✓ Explain that different kinds of plants grow in different environments

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Presenting the Interactive Read-Aloud — *15 minutes*

The dialogic factors and instructional conversations within the lesson can be altered based on the needs of the class and professional judgment. When making changes, please keep in mind the Core Content Objectives for this lesson.

Introduction to Plants

Show image 1A-1: Living things

Talk to your partner about what you see in this image. Use the words *living* and ***plants***.

[Allow thirty seconds for students to talk.]

There are many different kinds of people, animals, and **plants** that live in our world. You probably know the names of many of the living things in this picture.

[Invite a few students to point to and name a person, an animal, and a plant.]

In some ways, people, animals, and **plants** are alike—or the same.

How are people, animals, and **plants** alike?

[Call on two students to answer.]

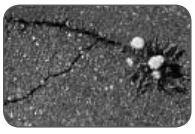
- People, animals, and plants are all alive, or living. They need food, water, and air to grow and stay alive.

[Have students repeat the three things living things need to stay alive—*food*, *water*, and *air*.]

But **plants**, people, and animals are different—they are not the same—in many other ways.

With your partner, think of three ways **plants** are different from people and animals.

[Allow thirty seconds for students to talk. Call on a few partner pairs to share their answers.]



Show image 1A-2: Dandelion in the sidewalk

Plants need food, water, air—and one more thing, light—in order to live and grow.

If a **plant** has these four things—food, water, air, and light—it can live. It can live even in a little crack in the sidewalk.

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The **plant** with yellow flowers in this picture is called a dandelion. A few weeks ago, a tiny dandelion seed floated through the air and landed in this crack.

Tell your partner how this dandelion is able to grow in just a little crack. Use the words *food, water, air,* and *light* when you tell about it.

[Allow thirty seconds for students to talk. Call on a volunteer partner pair to answer.]

Inside this crack, there was just enough **soil** for it to begin to grow. Within the **soil**, there are some things the **plant** needs to grow: water and **nutrients**. The **nutrients** in the **soil** are the **plant's** food. This dandelion gets plenty of sun here in the sidewalk, and it also gets plenty of air. So even in this little crack, the dandelion gets food, water, air, and sunlight.

Show image 1A-3: Hardwood forest

This shady forest is home to plenty of different types of **plants**.

Describe this forest environment to your partner.

[Allow students to talk for fifteen seconds. Call on students to share.]

The forest is home to many **plants,** from the tallest tree to the tiniest flower.

Can you think of a name of a tall tree?

[Suggested answers: pine, spruce, cypress, sycamore, oak]

Can you think the name of a tiny flower?

[Suggested answers: dandelion, daisy, rose]

[Practice using the phrase "from the . . . to the . . . " You can say, "The forest is home to many plants, from the tallest pine tree to the tiniest dandelion."

Show image 1A-4: Pine forest

This is another type of forest. Forests are home to not only different kinds of **plants**, but also to plenty of different kinds of animals and insects, from the largest bear to the tiniest ant.

Can you think of a name of a large animal?

[Suggested answers: bear, mountain lion, deer]

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Can you think of a name of a tiny insect?

[Suggested answers: ant, bee, beetle, ladybug]

[Practice using the phrase "from the . . . to the . . . " You can say, "The forest is home to many animals and insects, from the largest lion to the tiniest beetle."

Show image 1A-5: Desert cactus

What type of environment is this?

- This is a desert environment.

Describe this desert environment to your partner.

[Allow students to talk for fifteen seconds. Call on two students to share.]

Most **plants** on earth could not live in this hot and dry desert. But the cactus can!

Do you think the little dandelion in the crack and the trees in the forest would be able to live in the desert?

[Call on two students to answer.]

What would happen to them if they were in a desert environment?

[Call on a volunteer to answer.]

- They would wither, or dry up, and die if they lived in a desert environment.

Do you think the cactus would be able to live in the sidewalk crack or in the forest?

[Call on two students to answer.]

Different types of **plants** grow in different environments or places.

Show image 1A-6: Underwater plants

Here is another environment—an underwater environment.

Describe this underwater environment to your partner.

[Allow students to talk for fifteen seconds. Call on two students to share.]

Underwater **plants** need the same things other **plants** need, including food, water, air, and light.

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Show image 1A-7: City park

This environment is not a forest, not a desert, and definitely not underwater. What is this environment?

- This is a city park.

Describe this city park environment to your partner.

[Allow students to talk for fifteen seconds. Call on two students to share.]

Why do you think people **plant** grass, trees, and flowers in city parks?

[Call on four students to share.]

Show image 1A-8: House plant

This is a **plant** in a different environment—inside a home, or indoors.

Describe this indoor environment to your partner.

[Allow students to talk for fifteen seconds. Call on two students to share.]

[If you have indoor plants in the classroom, talk about their need for food, water, air, and light.]

Tell your partner what all **plants** need to live.

- All plants need food, water, air, and light to live.

Do all **plants** grow in the same environments?

- Not all plants grow in the same places or environments.

A dandelion cannot grow in the desert, and a cactus cannot grow underwater. In the next lesson we will learn about different parts of **plants**.

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Discussing the Read-Aloud — *10 minutes*

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Literal* What do plants need to live?
   - Plants need food, water, air, and light.
2. *Inferential* What do you think would happen if plants didn't have food, water, air, and light?
   - If plants did not have food, water, air, and light, they would wither and die.
3. *Literal* What are some different environments, or places, where plants live?
   - Plants live in the forest, desert, underwater, etc.

Show image 1A-5: Desert cactus

Show image 1A-8: House plant

4. *Inferential* How are these plants alike and how are they different?
   - These plants are alike because they both need food, water, air, and light. They are different because they live in different environments.

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask two questions. I will give you a minute to think about the questions, and then I will ask you to turn to your partner and discuss the questions. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames:

Do you think plants make the world a prettier place? (Yes/No)

I would like to plant . . .

I would plant _____ because . . .

5. *Evaluative* *Think Pair Share:* What kind of plant would you like to plant? Why would you plant plants?
   - Answers may vary.

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6. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Environment

1. In the read-aloud you heard, "Different types of plants grow in different *environments* or places."
2. Say the word *environment* with me three times.
3. The environment is the place where living things live, like in the air, on the land, or in the water.
4. Turtles can live in two different environments, in the water and on land.
5. Talk to your partner about the environment you live in, like the road you live on, your home, your room, etc. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "The environment I live in is . . . "]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I will name a living thing. Then I will describe an environment. If the living thing can live in that environment, say, "[Name of environment] is a good environment for _____." If the living thing cannot live in that environment, say, "[Name of environment] is not a good environment for _____."

1. cows: a rocky mountain with no grass.
   - A rocky mountain with no grass is not a good environment for cows.
2. bluebirds: inside a garage
   - Inside a garage is not a good environment for bluebirds.
3. dolphins: the sea
   - The sea is a good environment for dolphins.
4. ladybugs: a shoebox with the lid on
   - A shoebox with the lid on is not a good environment for ladybugs.
5. squirrels: a park with many trees
   - A park with many trees is a good environment for squirrels.

Complete Remainder of the Lesson Later in the Day

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Introduction to Plants

1D
Day 2 of 2

Extensions

***15** minutes*

Nature Walk: Living or Nonliving (Instructional Master 1D-1)

Note: This activity requires advance preparation and coordination. Placing students into groups of three or four with one adult supervising each group is advised. Remind students of your expectations for proper outdoor conduct and proper conduct for working in groups.

- Give each student a copy of Instructional Master 1D-1. Tell them that they will go outside with their group to look for different things. Identify each category for students:
  - Person—teacher, friend, classmate
  - Rock—stone, pebble, tanbark, mulch
  - Plant—grass, tree, flower
  - School supplies—pencils, crayons, ruler, erasers, notebook
  - Car—school bus, van, car
  - Bug—ant, fly, worm, bee, butterfly, spider
  - Animal—bird, squirrel, dog, mouse
  - Clothing—shoe, T-shirt, jacket
- Tell students that once they find something in a category, they can put a check, draw a simple picture, or color in the box for that category.
- Have students discuss in small groups or with home language peers the types of living and nonliving things they found.
- You may wish to have students cut out the boxes and sort them into the categories *living* and *nonliving*. Alternatively, you can have students draw on small pieces of paper two pictures of living things and two pictures of nonliving things they found on their walk and have the small group sort them into the categories *living* and *nonliving*.

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Plant Parts

2

☑ *Lesson Objectives*

Core Content Objectives

Students will:

- ✓ Identify the root, stem, leaf, flower, and seed of a plant
- ✓ Explain that roots anchor the plant to the soil and take in water and nutrients
- ✓ Explain that stems support the plant and carry water and nutrients to the various parts of the plant
- ✓ Explain that the plant makes its own food in its leaves

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, identify the main topic and retell key details from "Plant Parts" (RI.K.2)
- ✓ With prompting and support, describe the connection between characteristics that make people similar and different, characteristics that make plants similar and different, and characteristics of a real potted plant and a picture of a plant (RI.K.3)
- ✓ With prompting and support, describe the role of an author and illustrator in a nonfiction/informational text (RI.K.6)
- ✓ With prompting and support, describe illustrations, such as an illustration of a sunflower and a picture of an apple tree, to check and support comprehension (RI.K.7)
- ✓ With prompting and support, identify the reasons or facts given in the read-aloud to show that plants are living and that plants need roots and stems for survival (RI.K.8)

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- ✓ Use a combination of drawing and dictating or labeling to present information learned from "Plant Parts" (W.K.2)
- ✓ With guidance and support from adults, respond to comments and suggestions from peers to revise Plant Page #2 as needed (W.K.5)
- ✓ With guidance and support from adults, compare chart from the nature walk with peers and make changes to chart as needed (W.K.5)
- ✓ Describe familiar healthful foods and, with prompting and support, provide additional detail (SL.K.4)
- ✓ Add drawings to the *Plant Pages* booklet to show information learned from "Plant Parts" (SL.K.5)
- ✓ Add drawings to accompany an oral description of how the student and his/her partner are similar and different (SL.K.5)
- ✓ Form regular plural nouns by adding /s/, /z/, or /es/ in a shared language activity (L.K.1c)
- ✓ Produce simple sentences in a shared language activity (L.K.1f)
- ✓ Identify new meanings for the word *leaves* and apply them accurately (L.K.4a)
- ✓ Demonstrate understanding of *similar* by relating it to its opposite—*different* (L.K.5b)
- ✓ Identify real-life connections between words—*leaves, similar, different, roots, stem,* and *survival*—and their use (L.K.5c)
- ✓ Listen to a variety of texts, including informational text such as "Plant Parts"

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Core Vocabulary

flowers, *n.* Parts of the plant where seeds are; blossoms
Example: On my mom's birthday, I gave her flowers with pink petals.
Variation(s): flower

leaves, *n.* The parts of the plant that make the food for the plant
Example: My sister has a leaf collection with leaves of many different sizes, shapes, and colors.
Variation(s): leaf

photosynthesis, *n.* The process in green plants that uses light to turn water and air into food
Example: Plants can make their own food through the process of photosynthesis.
Variation(s): none

roots, *n.* The parts of the plant that keep it in the ground and take up food and water
Example: I made sure that the roots of the plant were covered with soil when I planted it.
Variation(s): root

seeds, *n.* The small, protected parts of a plant that are able to grow into a new plant
Example: Carlos saved sunflower seeds to plant in his garden.
Variation(s): seed

stems, *n.* The parts of the plant that support the plant and through which water and nutrients travel to the rest of the plant
Example: After Mrs. Bryant cut the stems of the flowers, she put the flowers in a vase of water.
Variation(s): stem

survival, *n.* The act of staying alive
Example: A plant needs food for its survival.
Variation(s): none

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Vocabulary Chart for Plant Parts			
Core Vocabulary words are in **bold**. Multiple Meaning Word Activity word is <u>underlined</u>. Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in *italics*.			
Type of Words	**Tier 3** **Domain-Specific Words**	**Tier 2** **General Academic Words**	**Tier 1** **Everyday-Speech Words**
Understanding	branches **flowers** **photosynthesis** petals ***roots*** **seeds** ***stems***	absorb healthy nutrients similar/different* **survival***	food sunflower themselves tree
Multiple Meaning	blossom **<u>leaves</u>** trunk	center soil	light part water
Phrases		the **survival** of	take up turn into
Cognates	**flor** **fotosíntesis** pétalo tronco	absorber nutritivas diferente centro	parte

Image Sequence

This is the order Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this lesson. Please note that it differs from the sequence used in the *Tell It Again! Read-Aloud Anthology*.

1. 2A-8: Boy watering plant
2. 2A-3: Apple tree
3. 2A-5: Leaves
4. 2A-6: Leaves in the sunlight
5. 2A-7: Leaf close-up
6. 2A-1: Sunflower

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Plant Parts

2A
Day 1 of 2

At a Glance (Parts A & B)	Exercise	Materials	Minutes
Introducing the Read-Aloud	**What Have We Learned?**	Instructional Master 1D-1	15
	Introducing "Plant Parts"	potted plants	
	Vocabulary Preview: Roots, Stems		
	Purpose for Listening		
Presenting the Read-Aloud	**Plant Parts**	potted plants; examples of different leaves	10
Discussing the Read-Aloud	**Comprehension Questions**	Instructional Master 2A-1	10
	Complete Remainder of the Lesson Later in the Day		
Extensions	**Multiple Meaning Word Activity: Leaves**	Poster 2M (Leaves)	15
	Syntactic Awareness Activity: Simple Sentences with the Plural /s/, /z/, or /es/	pictures/realia of plant parts	
	Vocabulary Instructional Activity: Similar/Different	paper, drawing tools; magazines (optional)	
	End of Lesson Check-In		

Advance Preparation

For Introducing Plant Parts, use the potted plants you brought in for Lesson 1. Use these potted plants for students to observe and point out the different plant parts and to notice that they cannot see the roots of the plants. You may wish to invite different students to help take care of the potted plants by watering them and making sure they have the right amount of sunlight.

For Presenting the Read-Aloud, bring in examples of different kinds of leaves. You may wish to have students sort them by shape, size, and color.

Prepare a copy of Instructional Master 2A-1 for each student. Refer to this as Response Card 1 (Plant Parts). Students can use this Response Card for discussion, review, and to answer questions.

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For Syntactic Awareness Activity, prepare pictures and/or realia of plant parts, such as seeds, leaves, stems, and flowers, to help students gain an understanding of singular/one and plural/many.

Introducing the Read-Aloud **15** *minutes*

What Have We Learned?

- Ask students: "Are plants living or nonliving?"
  - Plants are living.
- Ask students: "How do you know that plants are living?"
  - Plants are living because they need food, water, and air. Plants also reproduce or make more of themselves.
- Tell students: "I am going to read a list of things—some are living and some are nonliving. If what I say is alive, like a dog, say, 'A dog is living.' If what I say is not alive, like a rock, say, 'A rock is nonliving.'" If students answer incorrectly, provide feedback and correct their responses by helping them use and apply the criteria for living things—the need for food, water, and air and the ability to reproduce.

1. crayon
   - A crayon is nonliving.
2. tree
   - A tree is living.
3. bumblebee
   - A bumblebee is living.
4. rosebush
   - A rosebush is living.
5. mouse
   - A mouse is living.
6. paper
   - Paper is nonliving.

- Have students tell their partner about their experience on the Nature Walk. Have them compare and share information about the living and nonliving things they encountered, using their completed Instructional Master 1D-1. Allow two minutes for students to share. Call on two partner pairs to briefly talk about their experience.

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Introducing "Plant Parts"

- Tell students that today's lesson is about the basic parts of plants.

Making Connections

- Ask three students to stand up.
- Have partner pairs discuss the ways the students are different (e.g., they have different names; live in different places; are different sizes; have different eye color, etc.).
- Now have partner pairs discuss ways in which the standing students are similar. Point out they are all human beings and that they all have similar body parts (e.g., two eyes, two ears, a neck, two feet). Ask them to point to their arms, their feet, and their nose as examples.
- Tell students that even though there are many different plants, all plants have similar parts.

Hands-On Activity

- Gather the students into small groups and have them observe and describe a potted plant.
- Have students talk about the parts of the plant they can see. Introduce them to some of the different plant parts in this lesson: *stem, leaves, flowers*. Point to each part as you introduce it and have students repeat its name after you.

Vocabulary Preview

Roots

1. Today you will learn about the parts of plants. One important part is called the *roots*.
2. Say the word *roots* with me three times.
3. Roots are the parts of the plant that keep it in the ground and take up food and water from the soil.
4. Qin and Sabrina made sure the roots of the plant were covered with soil when they planted it.
5. Tell your partner whether or not you can see the roots of the potted plant. Why can't you see the roots? Use the word *root* when you tell about it.

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Stems

1. We can see many *stems* on a tree.
2. Say the word *stems* with me three times.
3. Stems are the parts of a plant that support—or hold up—the plant. Water and nutrients travel through the stems to the rest of the plant.
4. Ms. Martinez, the neighborhood florist, cut the stems of the flowers before putting them in a vase.
5. Tell your partner whether or not you can see the stems of the potted plant. Can you count how many stems there are? Use the word *stems* when you tell about it.

Purpose for Listening

Tell students that the main topic, or main idea, in this lesson is plant parts. Tell them to listen carefully to hear about the different parts of plants and how each part is important to the plant.

By the end of the lesson, students should be able to:

- ✓ Identify the root, stem, leaf, flower, and seed of a plant
- ✓ Explain that roots anchor the plant and take in water and nutrients
- ✓ Explain that stems support the plant and carry water and nutrients to the various parts of the plant

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Presenting the Read-Aloud — *10 minutes*

Plant Parts

Show image 2A-8: Boy watering plant

Take a look at this boy watering his sunflowers.

[Hold up a potted plant. Ask students if they see something in the picture that they do not see in the potted plant. Point out that in the picture they can see the sunflower's roots, but they cannot see the roots of the potted plant.]

The parts of the plant you see down here at the bottom of the sunflower are the **roots**.

[Point to the roots in the picture.]

The **roots** of the plant are covered with soil. So, when we see the plants that are around us, we cannot see the **roots**.

Even though we cannot see the **roots**, they are important to plants. **Roots** help to hold the plant in place in the soil, so when the wind blows, the plant does not get blown away.

But most important, the **roots** take up water and nutrients that are in the soil. Nutrients in the soil help plants grow and stay healthy just like healthy food helps us grow and stay healthy. The water and nutrients in the soil are important to the **survival** of plants. Water and nutrients help plants to stay alive.

The water and nutrients move through the **roots** up into the **stem** of the plant. The stem holds the plant up tall, toward the light.

[Move your fingers from the roots to the stem. Have a student point to the stem in the picture.]

As the water and nutrients travel up the stem, they reach the **leaves. Leaves** are usually green, but they can be other colors, too.

[Have a student point to the leaves.]

Many plants have **flowers,** which are also called blossoms. This sunflower has three **flowers** with bright yellow petals.

[Have a student point to the three flowers.]

In the center part of the **flower**, or blossom, are many small **seeds**.

[Point to the seeds at the center of the blossoms.]

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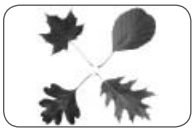
Show image 2A-3: Apple tree

This is an apple tree with many blossoms. This picture was taken in the spring when the apple blossoms bloom. In the summer, apples will start to grow and they will be ready to be picked in the fall.

You cannot see the **roots** of the apple tree because they are growing underground, but we can see many other parts. We can see the many **stems** on the tree. The smaller **stems** are called branches and the largest **stem** of the tree is called the trunk.

[Point to the stems, branches, and trunk of the tree as students repeat *stems, branches,* and *trunk* with you.]

Stems are important to the **survival** of the tree because they hold up the tree and carry water and nutrients to different parts of the tree, like the **leaves** and blossoms.



Show image 2A-5: Leaves

Here are some **leaves** from different kinds of trees**.** Take a close look, and you will notice that the **leaves** have different shapes. You can tell what kind of tree you are looking at by looking closely at its **leaves.**

[If available, pass around different kinds of leaves and name the type of tree they came from.]

Remember, many plants—not just trees—have **leaves.**

[Point out the leaves on the potted plant.]

Leaves are also very important to the **survival** of all plants. **Leaves** are very important in making sure that plants stay alive.

Show image 2A-6: Leaves in sunlight

When light shines on the green **leaves** of plants, the **leaves** absorb energy from the light. This means that the **leaves** take in or soak up the sunlight. The **leaves** use the light to turn the nutrients, water, and air inside the plant into food. This amazing process is called **photosynthesis.**

[Have students say *photosynthesis* with you several times using a different tone of voice each time and saying it slowly first and then saying it faster and faster.]

You and I are not able to absorb light and make food for ourselves. **Photosynthesis** is something special that plants can do but humans and animals cannot do.

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Show image 2A-7: Leaf close-up

During **photosynthesis**, water, nutrients, air, and light come together in the plant's **leaves**. **Photosynthesis** is the way plants make food for themselves. **Photosynthesis** is a good thing for plants because plants cannot move around like animals or people to get their food. Plants have to make food for themselves.

Show image 2A-1: Sunflower

There are many, many different kinds of plants living in our world. And all plants need nutrients, water, air, and light, so they can make food for themselves through **photosynthesis.** And most plants also have similar parts—**roots, stems, leaves, flowers,** and **seeds.**

Let's review the parts of this plant.

[Point to each part as you talk about them.]

The plant's **roots** reach down into the soil and grow underground. The **roots** take up water and nutrients that are in the soil.

The **stem** holds the plant up tall and grows toward the light. Water and nutrients travel up the **stem** to other parts of the plant.

Leaves grow out from the **stem.** The **roots, stems,** and **leaves** work together to make food for the plant through **photosynthesis. Photosynthesis** happens in the **leaves.**

Many plants have **flowers,** which are also called blossoms. Look at the **flower** of this sunflower plant. Around the outside are many yellow petals. In the center or middle of the sunflower blossom are many small **seeds.**

If the **seeds** of the sunflower are planted into the soil, they can grow into new sunflower plants! We will learn about how a plant grows from a seed in the next lesson.

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Discussing the Read-Aloud — *10 minutes*

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Inferential* What is today's lesson about?
   - Today's lesson is about plant parts.

Show image 2A-1: Sunflower

2. *Literal* Point to the roots, stem, flower, leaves, and seeds.

[You may wish to have students point to the plant parts on Response Card 1.]

- Have different students point to the different parts of the plant.

3. *Evaluative* Trace the path of water and nutrients from the soil to the roots, through the stems, and finally to the leaves and flower.

[Encourage students to use core vocabulary—*roots, stems, leaves*, and *flower*, as well as temporal words—*first, next*, and *finally*. Call on student volunteers to show the path of water and nutrients through the plant, or have students use Response Card 1 to explain the path to their partner.]

4. *Literal* What part of the plant keeps it in the ground and takes up nutrients and water for the plant?
   - The roots keep the plant in the ground and take up nutrients and water for the plant.

5. *Inferential* What would happen if a plant didn't have roots?
   - If the plant didn't have roots, it could get blown away and it wouldn't be able to get water and nutrients.

6. *Literal* What part of the plant supports the plant and moves water and nutrients to the rest of the plant?
   - The stem supports the plant and moves water and nutrients to the rest of the plant.

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7. *Inferential* What would happen if a plant did not have a stem?
    - If the plant didn't have a stem, it would fall over and it wouldn't be able to move water and nutrients to the rest of the plant.

Complete Remainder of the Lesson Later in the Day

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Plant Parts

2B
Day 1 of 2

Extensions

***15** minutes*

Multiple Meaning Word Activity

Multiple Choice: Leaves

Note: You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described or have a student walk up to the poster and point to the image being described.

1. [Show Poster 2M (Leaves).] In the read-aloud you heard: "*[L]eaves* are usually green, but they can be other colors too." Which picture shows the leaves of a plant?
   - one
2. *Leaves* also mean other things. *To leave* means to go away from a place. Which picture shows a girl leaving her home?
   - two
3. *Leaves* also has another meaning. To leave something means to put it somewhere and forget about it. Which picture shows someone leaving her keys on the table?
   - three
4. Now that we have learned the different meanings for *leaves*, quiz your partner on these different meanings. Use the word *leaves* when you tell about it. For example, you could say, "Weishen leaves her artwork at the table instead of putting it on the drying rack." And your partner would respond, "That's number three."

Syntactic Awareness Activity

Simple Sentences with the Plural /s/, /z/, or /es/

Materials: Pictures or realia of plant parts: seeds, leaves, stems, and flowers

Directions: When we want to show that there is more than one thing, we will use /s/ at the end of most nouns. Remember, nouns can be people, places, animals, or things.

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I will show you several things related to plant parts. If I show only one item, hold up one finger and name that plant part, for example, "one leaf." If I show more than one item, hold up the number of plant parts you see and name the plant part, for example, "five leaves." Finally, we will make a simple sentence using the number and name of the plant part.

Note: There may be variations in the sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatical. If necessary, have students repeat the sentence.

1. [Show a single leaf.]

   One leaf.

   Ms./Mr. [teacher's name] is holding one leaf.

2. [Show several leaves on the potted plant.]

   [Number] *leaves*.

   There are many leaves on the plant.

3. What sound did we add to show that there is more than one leaf?
   - We added a /z/.

4. [Continue to show a single item and then multiple items of different plant parts—stem/stems, seed/seeds, and flower/flowers.]

Vocabulary Instructional Activity

Word Work: Similar/Different

1. In the read-aloud you heard, "Most plants also have *similar* parts—roots, stems, leaves, flowers, and seeds." You also saw *different* leaves from *different* types of trees.

2. Say the word *similar* with me three times.
   Say the word *different* with me three times.

3. *Similar* means almost the same as something else. If one thing is similar to another, they both have some features that are the same. *Different* means not the same.

4. Rashid's jacket is similar to Jordan's; they are both blue, and they both have a hood.
   Rashid's jacket is different from Jordan's because Rashid's jacket has pockets but Jordan's jacket does not have pockets.

5. How are you and your partner similar? How are you and your partner different? Talk about your clothes, your interests, your favorite foods,

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etc., and find out how both of you are similar and different. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "_____ and I are similar because we both . . ." and "_____ and I are different because I . . . , but _____ . . . "]

6. What are the words we've been talking about?

Use a *Drawing* activity for follow-up. Directions: Draw a picture of the ways you and your partner are similar and different.

Variation

- Have students make a collage of items that are similar (e.g., items that have the same color, are about the same topic, are in the same category).
- Then have students share their collage in small groups or with home language peers and see if others can guess what is similar about the items in their collage.

⑩ End-of-Lesson Check-In

Plant Parts

Choose four students to focus on and record their scores on the Tens Recording Chart. For this kind of informal observation, you should give a score of zero, five, or ten based on your evaluation of students' understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

- Remind students that they have learned new words and information about plant parts and how plants make food for themselves.
- Ask them to talk with their partner about what they have learned today using as many new words and as much new information as they can.
- Students may use this time to ask their partner about unknown words from the read-aloud.

Items to listen for:

- The words *seeds, roots, stems, leaves, flowers*
- The word *photosynthesis*
- The words *similar* and *different*
- The functions of different plant parts

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Plant Parts

2C
Day 2 of 2

At a Glance (Parts C & D)	Exercise	Materials	Minutes
Reviewing the Read-Aloud	**What Have We Learned?**	Response Card 1; potted plants	10
	My Plants Pages	Example of a completed Plants Page	
	Vocabulary Review: roots, stems		
	Purpose for Listening		
Presenting the Interactive Read-Aloud	**Plant Parts**	Potted plants; flashlight	15
Discussing the Read-Aloud	**Comprehension Questions**	Response Card 1	10
	Word Work: Survival		
	Complete Remainder of the Lesson Later in the Day		
Extensions	**Plant Parts**	Instructional Master 2D-1; drawing tools	15
	Domain-Related Trade Book		
	"See Through" Planter	Package of bean seeds; paper towels; plastic zip-top bags	

Advance Preparation

Have an example of a completed Plant Page for Lesson 2 available for students to reference.

For "See Through" Planter, prepare materials for each student to make their own "See Through" Planter. This can be made into a domain-wide activity. Assist students in making daily observations of the seeds in their planter and have them record/draw what is happening within their planters each day. The best seeds to use for this activity are dry bean seeds, e.g., mung beans, lima beans, adzuki/red beans, lentils, alfalfa seeds, cabbage seeds. When the seeds have sprouted and some roots have grown, they can be planted in soil.

Note: This activity can also be done during the Pausing Point.

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Reviewing the Read-Aloud **10** *minutes*

What Have We Learned?

- Remind students that they heard about plant parts. Using a potted plant, point out the basic parts of plants—seeds, stems, leaves, and flowers. Remind students that some parts are underground, or under the soil, like the seeds when they are planted and the roots.
- Have students use Response Card 1 to tell their partner about the parts of a sunflower.

Songs and Chants

- Use the Songs and Chants for *Plant Parts* to review plant parts. These songs can be sung to the tune of "I'm a Little Teapot."

  Note: Prior to singing, you may choose to have students identify different parts of their bodies as plant parts. For example, their legs can be the roots, their torso can be the stem, their arms can be the leaves, and their head can be the flower. Students can move their corresponding body part when they sing about that plant part.

Plant Parts

Show image 2A-1: Sunflower

Let's review our plant parts,

We'll start with the seed,

Its roots grow in soil,

Its stems have leaves.

At the very top a

flower blooms.

I know plant parts, and so do you!

My Plants Pages

- Give students their *My Plants Pages* booklet.
- Show students an example of completed Plants Page for Lesson 2.
- Have them turn to next blank page and write the number "2" on the bottom corner. Tell students to draw something they learned about

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plant parts. Alternatively, you may choose to have students go outside and find examples of different plant parts and tape them to their Plants Page.

- Choose a few students to dictate what they have drawn. Be sure to repeat back to them what you have written on their paper.

Above and Beyond: If they are able, students may label their drawing.

- Have students share their Plant Page with their partner, in small groups, or with home language peers. Encourage them to comment on each other's picture. Then direct students to go back to their picture and revise it based on your comments or the comments of their peers.

Vocabulary Review

Roots

1. You have heard the word *roots* before, like in this sentence, "The *roots* of the plant are covered with soil."
2. Roots are parts of the plant that keep it in the ground and take up food and water.
3. Tell your partner why the roots of a plant are important to the survival of the plant. Use the word *roots* when you explain. Try to use complete sentences. I will call on a few students to share their explanation.

Stems

1. You have heard the word *stems* before, like in this sentence, "*Stems* are important to the survival of the tree . . . "
2. Stems are the parts of a plant that support the plant. Water and nutrients travel through the stems to the rest of the plant.
3. Discuss with your partner what would happen if a plant did not have stems. Use the word *stems* when you tell about it. Try to use complete sentences. I will call on a few students to share.

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Purpose for Listening

Tell students that this is the second time they will hear this read-aloud, but it is different from the first time because they will do most of the talking about plant parts and what each part does.

By the end of the lesson, student should be able to:

- ✓ Identify the root, stem, leaf, flower, and seed of a plant
- ✓ Explain that roots anchor the plant and take in water and nutrients
- ✓ Explain that stems support the plant and carry water and nutrients to the various parts of the plant
- ✓ Explain that the plant makes its own food in its leaves

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Presenting the Interactive Read-Aloud — *15 minutes*

The dialogic factors and instructional conversations within the lesson can be altered based on the needs of the class and professional judgment. When making changes, keep in mind the Core Content Objectives for this lesson.

Plant Parts

Show image 2A-8: Boy watering plant

Take a look at this boy watering his sunflowers.

[Hold up a potted plant.]

Tell your partner about the plant parts you can see on the potted plant and compare it to the plant parts you can see in the picture.

[Allow students to talk for fifteen seconds. Call on two partner pairs to share their answer.]

The parts of the plant you see down here at the bottom of the sunflower are its _____. (**roots**)

[Point to the roots in the picture.]

The **roots** of the plant are covered with _____. (soil)

[Point to the soil in the pot.]

Can you see the **roots** of this potted plant?

[Call on a student to answer.]

Even though we cannot see the **roots,** they are important to plants.

What are two ways **roots** are important to the **survival** of plants?

- Roots help to hold the plant in place in the soil, so when the wind blows, the plant does not get blown away. But most important, the roots take up water and nutrients that are in the soil.

Water and nutrients in the soil are important to the **survival** of plants. Nutrients help plants grow and stay healthy just like healthy foods help us grow and stay healthy.

Discuss with your partner the kinds of food that keep you healthy, the kinds of food that have a lot of nutrients in them. Each person may ask one question to get more information about the healthy foods mentioned by their partner.

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[Allow thirty seconds for students to talk. You may need to prompt students to ask and answer questions. Call on a few students to share what their partner said.]

Now we will trace the path of water and nutrients in a plant.

[Use your finger to trace the path of water and nutrients through the plant. Pause at the blanks and wait for student responses.]

The water and nutrients move through the _____ (**roots**) up into the _____ (**stem**) of the plant, which holds the plant up tall, and grows toward the light.

As the water and nutrients travel up the stem, they reach the _____ (**leaves**).

Leaves are usually green, but they can be other colors, too.

At the end of the stem are _____ (**flowers**). Another name for flowers is *blossoms*.

In the center part of the **flower,** or blossom, are many small _____ (**seeds**). These **seeds** can grow into new sunflower plants!

Show image 2A-3: Apple tree

This is an apple tree with many blossoms.

Why can't we see the **roots** of the apple tree?

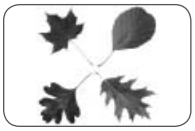
- We cannot see the roots of the apple tree because they are growing underground.

Talk to your partner about the parts of the apple tree that are visible, or can be seen.

[Allow fifteen seconds for students to talk. Call on a partner pair to point out the visible parts of the tree.]

We can see the many **stems** on the tree. The smaller **stems** are called branches and the largest **stem** of the tree is called the trunk.

[Point to the stems, branches, and trunk of the tree. Have students repeat *stems*, *branches,* and *trunk* with you.]



Show image 2A-5: Leaves

Here are some **leaves** from different kinds of trees**.** Take a close look, and you will notice that the **leaves** have different shapes. You can tell what kind of tree you are looking at by looking closely at its **leaves**.

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The leaf on the top left is from the sugar maple tree. The leaf below is from the white oak tree. The leaf on the top right is from a witch hazel tree, and the leaf below is from the black oak tree.

Leaves are very important to the **survival** of all plants**.**

Show image 2A-6: Leaves in sunlight

When light shines on the green **leaves** of plants, the **leaves** absorb—or soak up— energy from the light. The **leaves** use the light to turn the nutrients, water, and air inside the plant into food.

This amazing process is called _____ (**photosynthesis**).

Show image 2A-7: Leaf close-up

During **photosynthesis,** water, nutrients, air, and light come together in the plant's **leaves.**

Tell your partner why **photosynthesis** is important to plants.

[Allow fifteen seconds for students to talk. Call on a volunteer partner pair to share.]

Photosynthesis is important for plants because plants cannot move around like animals or people to get their food. Plants have to make food for themselves. Plants make food for themselves through **photosynthesis.**

Photosynthesis uses light.

[Shine the flashlight onto the leaf.]

The light turns the _____, _____, and _____ (nutrients, water, and air) into food for the plant.

Let's say **photosynthesis** together three more times.

Show image 2A-1: Sunflower

Let's review the parts of plants. Use this picture to review the parts of plants with your partner. Use the words ***seeds, roots, stems, leaves,*** and ***flowers.***

[Allow thirty seconds for students to talk. Call on a volunteer to identify the plant parts.]

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Discussing the Read-Aloud — **10** *minutes*

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

Show image 2A-1: Sunflower

1. *Literal* Point to the roots, stem, flower, leaves, and seeds.

[You may wish to have students point to the plant parts on Response Card 1. Have different students point to the different parts of the plant.]

2. *Inferential* Trace the path of water and nutrients from the soil to the roots, through the stems, and finally to the leaves and flower.

[Call on student volunteers to show the path of water and nutrients through the plant, or have students use Response Card 1 to explain the path to their partner. Encourage students to use core vocabulary—*roots, stems, leaves,* and *flower*, as well as temporal words—*first, next,* and *finally*.]

3. *Literal* What part of the plant does the plant use to make its food?
   - The plant uses its leaves to make food.

4. *Inferential* What would happen if a plant didn't have leaves?
   - If the plant didn't have leaves, it might not be able to make food for itself.

Show image 2A-6: Leaves in sunlight

5. *Inferential* Use this image to tell what happens during photosynthesis. Talk about the part of the plant where photosynthesis takes place and what the plant uses to make food.

[You may wish to have students explain to their partner and then call on a volunteer to answer.]

- During photosynthesis, water, nutrients, air, and light come together in the plant's leaves to help the plant make food for itself.

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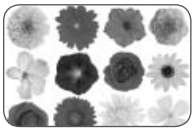

Show image 2A-2: Flowers

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames

Do you think these flowers are beautiful? (Yes/No)

These flowers are similar because . . .

These flowers are different because . . .

6. *Evaluative* *Think Pair Share:* These beautiful flowers are from many different types of plants. What do you notice are similar and different about these flowers?
   - Answers may vary.
7. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Survival

1. In the read-aloud you heard, "[L]eaves are especially important to the *survival* of all plants."
2. Say the word *survival* with me three times.
3. Survival is the act of staying alive.
4. A wild animal's sense of smell is important to its survival.
5. What kinds of things are important to a plant's survival? Try to use the word *survival* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "_____ is important to a plant's survival because . . . "]
6. What's the word we've been talking about?

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Use a *Making Choices* activity for follow-up. Directions: I will name a person or animal. Then I will say something that may or may not be important to the survival of that person or animal. If what I say is important to survival, say, "[Name of item] is important to _____'s survival," e.g., "Water is important to a plant's survival." If what I say is not important to survival, say, "[Name of item] is not important to _____'s survival," e.g., "Candy is not important to a plant's survival."

1. [name of student]: clean water to drink
   - Clean water to drink is important to [student]'s survival.
2. whale: unpolluted or clean water to live in
   - Clean water to live in is important to a whale's survival.
3. pine tree: sunshine
   - Sunshine is important to a pine tree's survival.
4. [name of student]: television
   - Television is not important to [student]'s survival.
5. [name of student]: clean air
   - Clean air is important to [student]'s survival.
6. [name of student]: healthy food
   - Healthy food is important to [student]'s survival.
7. [name of student]: fun toys to play with
   - Fun toys to play with are not important to [student]'s survival.

Complete Remainder of the Lesson Later in the Day

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Plant Parts

2D
Day 2 of 2

Extensions

***15** minutes*

⑩ Plant Parts (Instructional Master 2D-1)

Note: You will need crayons for each student in the following colors: dark brown, dark green, light green, light brown, and yellow. If certain colors are not available in your classroom, replace colors with the colors you have in the classroom. Identify each color for the students.

Directions: Color the part of the plant I name with the color I say.

1. [Hold up the dark brown crayon.] Color the roots of the plant dark brown.

- Remind students that the roots of the plant keep it in the ground and soak up nutrients and water.

2. [Hold up the dark green crayon.] Color the stem of the plant dark green.
    - Remind students that the stem of the plant supports it and carries water and nutrients to the other parts of the plant.
3. [Hold up the light green crayon.] Color the leaves of the plant light green.
    - Remind students that leaves make the food for the plant during photosynthesis.
4. [Hold up the yellow crayon.] Color the petals of the flower yellow.
    - Remind students that the flower makes the seeds.
5. [Hold up the light brown crayon.] Color the seeds of the plant light brown.
    - Remind students that seeds of the plant can grow into a new plant.

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Domain-Related Trade Book

- Refer to the list of recommended trade books in the Introduction, and choose one informational text related to plants to read aloud to the class.
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called the illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.

"See Through" Planter

- Help students create their own "See Through" planter. Wet the paper towels and "plant" beans in them. Place the paper towels and bean seeds in sealed, clear, plastic bags.
- Remind or ask students what plants need to grow.
  - Plants need food, water, air, and light.
- Observe the roots as they form during the next few days. Help students create a daily record of what is happening in their planters.

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The Life Cycle of a Plant 3

☑ *Lesson Objectives*

Core Content Objectives

Students will:

- ✓ Explain that seeds are the beginning of new plants
- ✓ Explain the basic life cycle of plants

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, identify the main topic and retell key details from "The Life Cycle of Plants" (RI.K.2)
- ✓ With prompting and support, describe the connection between the parts of a plant and their development in the life cycle of a plant (RI.K.3)
- ✓ With prompting and support, describe illustrations, such as a picture of different seeds, the phases of germination, and the life cycle of a sunflower, to check and support comprehension (RI.K.7)
- ✓ With prompting and support, identify the reasons or facts given in "Plant Parts" to show the importance of basic plant parts; that state the conditions plants need to germinate; and that show why decayed plants are good for the soil (RI.K.8)
- ✓ With prompting and support, compare and contrast similarities and differences between a seedling and a sunflower (RI.K.9)
- ✓ Use a combination of drawing and dictating or labeling to present information learned from "The Life Cycle of a Plant" (W.K.2)

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- ✓ With guidance and support from adults, respond to comments and suggestions from peers to revise Plant Page #3 as needed (W.K.5)
- ✓ With assistance, organize facts from the read-aloud to put images of different stages of the life cycle of a sunflower in the correct order (W.K.8)
- ✓ Add drawings to the *Plant Pages* booklet to show information learned from "The Life Cycle of a Plant" (SL.K.5)
- ✓ Add drawings to accompany an oral description of what a seed needs in order to germinate (SL.K.5)
- ✓ Add body motions to accompany a description of the life cycle of a plant (SL.K.5)
- ✓ Produce and expand simple sentences in a shared language activity (L.K.1f)
- ✓ Demonstrate understanding of *mature* by relating it to its opposite—*young* (L.K.5b)
- ✓ Identify real-life connections between words—*cycle, seeds, mature, sprout,* and *germinate*—and their use (L.K.5c)
- ✓ Learn the meaning of "great oaks from little acorns grow" and use in appropriate contexts (L.K.6)
- ✓ Listen to a variety of texts, including informational text such as "The Life Cycle of a Plant"

Core Vocabulary

germinate, *v.* To start to grow
Example: The rain will help the seeds in the garden germinate.
Variation(s): germinates, germinated, germinating

life cycle, *n.* The stages and changes that happen in living things, like plants and animals
Example: The life cycle of a tree begins with a seed and ends as the tree decomposes in the soil and another seed starts to germinate.
Variation(s): life cycles

mature, *v.* To develop fully; to grow into an adult or full-grown animal or plant
Example: It takes time for a seedling to mature into a full-grown, adult plant.
Variation(s): matures, matured, maturing

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sapling, *n.* A young tree

Example: Every day I check the sapling we planted to see how much it has grown.

Variation(s): saplings

seedlings, *n.* Young or baby plants that have grown from a seed

Example: At the apple orchard, we saw many small seedlings that will one day grow into apple trees.

Variation(s): seedling

Vocabulary Chart for The Life Cycle of a Plant

Core Vocabulary words are in **bold**.
Multiple Meaning Word Activity word is underlined.
Vocabulary Instructional Activity words have an asterisk (*).
Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	dandelion decay lifetime **germinate*** roots **sapling** **seedlings**	adult eventually **mature*** rot *seed*	acorn beginning branches squirrel tree
Multiple Meaning	*sprout*	**cycle*** soil trunk	plant
Phrases	**life cycle**	better chance full-grown	the beginning of several days sooner or later
Cognates	**germinar***	adulto(a) eventualmente **maduro(a)*** **ciclo*** tronco	

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Image Sequence

This is the order Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this lesson. Please note that it differs from the sequence used in the *Tell It Again! Read-Aloud Anthology*.

1. 3A-2: Seeds
2. 3A-3: Phases of germination
3. 3A-4: Seedling
4. 3A-1: Sunflower
5. 3A-5: Acorn and oak
6. 3A-7: Young oak
7. 3A-8: Mature oak
8. 3A-9: Dead tree
9. 3A-10: Decomposition
10. 3A-11: Life cycle of a sunflower

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The Life Cycle of a Plant

3A
Day 1 of 2

At a Glance (Parts A & B)	Exercise	Materials	Minutes
Introducing the Read-Aloud	**What Have We Learned?**	Response Card 1	15
	Introducing "The Life Cycle of a Plant"		
	Vocabulary Preview: seed, sprout		
	Purpose for Listening		
Presenting the Read-Aloud	**The Life Cycle of a Plant**	Different kinds of seeds; ruler or yardstick	10
Discussing the Read-Aloud	**Comprehension Questions**	Instructional Master 3A-1	10
	Complete Remainder of the Lesson Later in the Day		
Extensions	**Syntactic Awareness Activity: Expanding Simple Sentences**		15
	Vocabulary Instructional Activity: Cycle		
	Vocabulary Instructional Activity: Mature		
	End-of-Lesson Check-In		

Advance Preparation

For Presenting the Read-Aloud, bring in several different kinds of seeds to show students and to help them understand that different seeds grow into different plants, something they will learn in Lesson 7.

Prepare a copy of Instructional Master 3A-1 for each student. Refer to it as Response Card 2 (Life Cycle of a Plant). Students can use this Response Card for discussion, review, and to answer questions.

Note to Teacher

The concept of *cycle* is presented in Introducing the Read-Aloud using the daily cycle of familiar routines (e.g., wake, wash, eat breakfast, go to school, etc.). It is important to help students understand that a cycle is something that happens over and over again. Having a good understanding of what a cycle is will help them understand the life cycle

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of a plant. Students will have an opportunity to act out the life cycle of a plant during the Vocabulary Instructional Activity.

Introducing the Read-Aloud — *15 minutes*

What Have We Learned?

- Review the content from the previous lessons by asking students the following questions:
  - Are plants living or nonliving?
  - Plants are living.
  - What do plants need to live and grow?
  - Plants need food, water, air, and light.
  - How do plants make food for themselves?
  - Plants make food for themselves through a process called photosynthesis. During photosynthesis, light turns nutrients, water, and air that are inside the plant into food.

Show image 3A-1: Sunflower

- Say to students: "Tell your partner the name of each part of the plant. Then tell your partner why that part is important to the survival of the plant." Students may wish to use Response Card 1 during their explanation. Alternatively, you may choose to have one student at a time come up to the image and explain a different plant part.
- Be sure that the following information about plant parts has been reviewed:
  - The plant's roots reach down into the soil and grow underground. The roots take up water and nutrients that are in the soil.
  - The stem holds the plant up tall and toward the light. Water and nutrients travel up the stem to other parts of the plant.
  - Leaves grow out from the stem. Photosynthesis happens at the leaves.
  - Many plants have flowers, which are also called blossoms. In the center or middle of a blossom are many small seeds.
  - Seeds can grow into new plants.

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Introducing "The Life Cycle of a Plant"

- Tell students that in today's lesson, they will learn about the life cycle of a plant.
- Explain that when something happens in a cycle, it happens over and over again.

Making Connections

- Ask students to think about what they do every day. Have them consider what they do in the morning, afternoon, evening, and nighttime.
- A sample student's daily cycle may be to wake up, eat breakfast, go to school, come home, eat dinner, take a bath, and sleep.
- To make the concept of *cycle* more concrete, have different students stand in a line and act out each part of the daily cycle. After they sleep, they wake up in the morning and start the cycle again. Have the last student in the cycle loop back to the first student, forming a circle. Have students repeat the cycle with you. Be sure to emphasize that a cycle is something that happens over and over again.

Vocabulary Preview

Seed

1. You have heard that *seeds* can be found in the center of a flower.
2. Say the word *seed* with me three times.
3. A seed is the part of a plant from which a new plant can grow.
4. Antonio and Kai planted sunflower seeds in the soil and waited for new sunflower plants to grow.
5. Tell your partner whether you have eaten seeds before (e.g., sunflower seeds, pumpkin seeds, corn, rice, beans). Use the word *seeds* when you tell about it.

Sprout

Show image 3A-3: Phases of germination

1. In this picture, you see a seed that is just beginning to *sprout*.
2. Say the word *sprout* with me three times.
3. When something sprouts, it begins to grow. *Sprout* can also mean a young plant, like the one in the picture.

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4. After a few days, we might be able to see the seeds in our "See Through" planter sprout!
5. Tell your partner what you think of when you hear the word *sprout*. Use the word *sprout* when you tell about it. I will call on a few of you to share.

Purpose for Listening

Tell students that the main topic, or main idea, of today's lesson is the life cycle of the plant. Tell them to listen carefully to find out more about how the plant grows and changes during its lifetime.

By the end of the lesson, students should be able to:

- ✓ Explain that seeds are the beginning of new plants
- ✓ Explain the basic life cycle of plants

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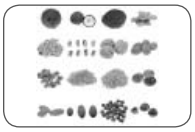
Presenting the Read-Aloud — *10 minutes*



The Life Cycle of a Plant

Show image 3A-2: Seeds

You have already learned about the different parts of a plant. One of those parts is the seed. Many plants begin with a seed. Seeds come in all shapes and sizes, and the seeds from different plants look different.

[Show students the different examples of seeds you have prepared. Ask if they can identify what type of plant they will grow into. Point out that it is hard to tell what type of plant the seeds will grow into just by looking at the seeds.]

Only a sunflower plant can grow from a sunflower seed, and only an apple tree can grow from an apple seed.

What type of plant do you think would grow if you planted a watermelon seed?

How about a pumpkin seed?

[Call on different students to answer.]

Each seed is a plant waiting to sprout—or grow.

Seeds are the beginning of new plants. And like all living things, plants have a **life cycle**. A **life cycle** is the stages and changes that happen over and over in living things. Let's explore the **life cycle** of plants. We'll start with a sunflower.

Show image 3A-3: Phases of germination

The sunflower's **life cycle** begins as a seed. Most seeds have nutrients inside them so that new plants can survive—or live on their own—for a little while. But in order to **germinate**—or start to grow—seeds must have air, water, and warmth from the sun, and nutrients from the soil.

[Review the four things plants need to grow: food, water, air, and light.]

When a plant first starts to grow from a seed, it looks very different from a **mature**—or full grown, adult—plant. Baby plants are called **seedlings.** This image shows a plant's growth into a **seedling.**

[Have students say *seedling* with you three times.]

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The very first picture shows a seed that is just beginning to sprout. If you look very carefully, you can see that it is just starting to grow its first root.

[Point to the first picture and the plant's first root.]

The next several pictures show the same plant several days later. As the plant grows, more thin roots grow deeper into the soil. The roots absorb water and nutrients and push them up through the plant's stem, which grows above ground.

[Point to the thin roots growing deeper into the soil. Point to the stem beginning to grow above the ground.]

Show image 3A-4: Seedling

It takes time for a **seedling** to grow into a full-grown, **mature,** adult plant. How long does it take for a **seedling** to grow into a **mature** plant?

[Call on three students to answer.]

- Answers may vary.

The time it takes for a **seeding** to grow into a **mature** plant is different for different types of plants. If you plant a sunflower seed, it will take about a month for the plant to look like a **mature** sunflower plant. If you plant an apple seed, it will take several years for the **seedling** to grow into a full-grown, **mature** tree!

Seedlings need the right amount of nutrients, water, air, and light for them to continue to grow.

Show image 3A-1: Sunflower

Sooner or later, the **seeding** will grow into an adult sunflower plant. The adult plant will make more seeds. New plants can grow from the seeds.

When the sunflower dies and decays, it breaks down into little pieces and goes back into the ground to become nutrients in the soil so that seeds might **germinate** into new plants. A new **life cycle** of a plant begins!

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Show image 3A-5: Acorn and oak

Now let's explore the **life cycle** of another plant—an oak tree.

Here's an acorn that contains the seed of an oak tree. You may have seen acorns before, lying next to full-grown trees or being carried away in the mouths of squirrels.

Show image 3A-6: Squirrel eating an acorn

Squirrels spend all day running around looking for food. They also spend a lot of time hiding food. Squirrels bury so many acorns that they forget where they put some of them. An acorn that the squirrel forgets stays in the soil, giving the oak seed a better chance to **germinate** underground.

Once the seed sprouts, it will quickly grow into a **seedling,** but the young tree will grow only a foot or two in its first year.

[Show students what one or two feet look like by using a ruler or yardstick.]

Show image 3A-7: Young oak

After a few years, it will turn into a **sapling**—a young tree. A **sapling** can grow to be over ten feet, but it is still considered a young tree. This tree will still be called a **sapling** for many years.

[Have students say *sapling* with you three times. Estimate how tall ten feet can be for students. Emphasize that even though a tree may be tall, it might still be considered a young tree.]

Show image 3A-8: Mature oak

Oak trees take a long time to **mature**—or grow into adult or full-grown trees. In fact, it takes about fifty years for an oak tree to **mature** and be able to make a lot of acorns. An oak tree can produce over ten thousand acorns in its lifetime. But only a few of those acorns will **germinate** and grow into new oak trees.

Show image 3A-9: Dead tree

Some oak trees can live for two hundred years. But eventually, like the sunflower, the oak tree will die. The oak tree does not die suddenly but slowly over many years. It will produce fewer and fewer leaves each year, its branches will drop off one by one, and gradually its wood will become softer and softer.

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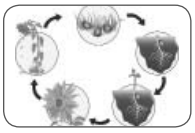
Show image 3A-10: Decomposition

Finally, the roots will die and the tree will fall down with a big crash on the forest floor. The tree's branches will be the first to rot and decay and disappear into the soil. But it will take many years for the woody trunk to completely decay.

All of the nutrients in the wood will decay and become part of the soil once again. The more decayed plants there are in the soil, the more nutrients that soil will have. And, the more nutrients there are, the easier it will be for new seeds, like the acorns, to **germinate** and grow. And a new **life cycle** of an oak tree begins!



Show image 3A-11: Life cycle of a sunflower

As we have seen, all plants have a **life cycle.** This diagram shows you the **life cycle** of a sunflower.

Follow along with me:

A new plant begins when the sunflower seed **germinates** and sprouts to become a **seedling.**

If the **seedling** receives the right amount of water, nutrients, and light, the plant will continue to grow.

Eventually, the plant will become **mature** and make seeds. New plants can grow from those seeds.

And as you learned, when the sunflower dies and decays, it becomes the nutrients in the soil so that seeds can **germinate** and grow into new plants.

And a new **life cycle** of a plant begins!

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Discussing the Read-Aloud — *10 minutes*

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Inferential* What is the main topic, or main idea, of today's lesson?
   - Today's lesson is about the life cycle of plants.
2. *Literal* A plant's life cycle begins with what part of the plant?

   [Have students point to this stage on Response Card 2.]
   - The life cycle of a plant begins with the seed.
3. *Literal* What happens to a seed when it germinates?

   [Have students point to this stage on Response Card 2.]
   - When a seed germinates, it begins to grow into a new plant.
4. *Literal* What does a seed need to germinate?
   - A seed needs water, warmth, and nutrients to germinate.
5. *Literal* What is a seedling?
   - A seedling is a young or baby plant.
6. *Literal* What parts of a plant does a seedling have?

   [Have students point to the parts of the seedling on Response Card 2.]
   - A seedling has roots, stem, and leaves.
7. *Inferential* Which plant takes longer to grow into an adult plant, a tulip or a cherry tree?
   - A cherry tree takes longer to grow into an adult plant.

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8. *Literal* Explain the life cycle of a plant.

   [Have students use Response Card 2 while they tell about the life cycle of a plant. Encourage students to use core vocabulary words: *germinate, seedling, mature plant, decay,* etc., as well as temporal words: *first, next, then, finally*.]

   - First, the seed germinates. Next, it sprouts into a seedling. Then, the seedling grows into an adult or mature plant. The mature plant will make more seeds from which new plants will grow. Finally, the mature plant dies and decays and becomes nutrients in the soil.

Complete Remainder of the Lesson Later in the Day

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The Life Cycle of a Plant

3B
Day 1 of 2

Extensions

***15** minutes*

Syntactic Awareness Activity

Expanding Simple Sentences

Directions: I will show you a picture. Then I will ask one question at a time. Each time a question is answered, we will add it to our sentence to make our sentence expand.

Note: There may be variations in the sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatical. Repeat each sentence for the students. If necessary, ask students to repeat your sentence.

Show image 3A-8: Mature oak

1. What do you see in this picture? (a tree)

   I see a tree.

2. Is the tree tall or short? (tall)

   I see a tall tree.

   I see a tree that is tall.

3. What is on the tree? (leaves)

   I see a tall tree with leaves.

   The tall tree has leaves.

   Leaves are on the tall tree.

4. What color are the leaves on the tree? (green)

   I see a tall tree with green leaves.

   The tall tree has green leaves.

   The leaves on the tall tree are green.

Extending the Activity

Choose another image from this lesson and ask questions to prompt the class to produce and expand a simple sentence.

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Vocabulary Instructional Activity

Word Work: Cycle

1. In the read-aloud you heard, "All plants live according a life *cycle*."
2. Say the word *cycle* with me three times.
3. A cycle is a repeated series of events or something that happens over and over again in the same order.
4. Our daily cycle begins with waking up in the morning.
5. Can you think of other things that happen in cycles? (e.g., days of the week; seasons of the year; routines during the school day; activities during the week; shows on TV) Try to use the word *cycle* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: " _____ happens in cycles."]
6. What's the word we've been talking about?

Use an *Acting* activity for follow-up.

> **Note:** Prior to doing this activity, you may choose to have students identify different parts of their bodies as plant parts. For example, their legs can be the roots, their torso can be the stem, their arms can be the leaves, and their head can be the flower. Students can move their corresponding body part when a particular plant part is being mentioned.

Directions: I would like you to pretend that you are a plant going through its life cycle.

Let's start with a seed in the soil.

[Have students crouch down like a ball.]

Remember the seed has some nutrients in it already, but it needs water, warmth, and air to germinate.

Now the seed is germinating.

[Have students slowly lift themselves up at the legs but keep their knees bent.]

The plant needs water, warmth, air and also nutrients from the soil to continue to grow into a seedling that has stems and leaves.

[Have students continue to lift themselves up and unfold their arms.]

After some time, the seedling will grow into an adult plant with flowers.

[Have students stand up straight with head tilted upwards.]

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An adult plant can make seeds.

Eventually the plant will die and decay.

[Have students slowly slouch and fall gently to the ground.]

The decayed plant becomes nutrients in the soil.

The seeds of the plant might become new plants.

[Have students crouch down into a ball.]

A new life cycle of a plant begins!

Vocabulary Instructional Activity

Word Work: Mature

1. In the read-aloud you heard, "It takes time for a seedling to grow into a full-grown, *mature*, adult."
2. Say the word *mature* with me three times.
3. *Mature* means to become an adult or a full-grown animal or plant. We also use *mature* to describe someone who acts like an adult or acts older than they really are.
4. A mature animal looks different from a baby animal or a young animal.
5. Can you think of ways that someone or something that is mature is different from someone or something that is young or a baby? Use the words *mature* and *young* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "A mature _____ is different from a young _____ because . . . "]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I will name several things. If what I name is mature, say, "_____ is mature." If what I name is not mature, but is still young, say, "_____ is young."

1. A seventy-year-old oak tree
   - A seventy-year-old oak tree is mature.
2. A sapling
   - A sapling is young.
3. A seedling
   - A seedling is young.

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4. A dandelion with flowers
    - A dandelion with flowers is mature.
5. A third-grader
    - A third-grader is young.
6. A grandparent
    - A grandparent is mature.
7. A kid (a baby goat)
    - A kid is young.
8. A mother goat
    - A mother goat is mature.

⑩ End-of-Lesson Check-In

The Life Cycle of a Plant

Choose four students to focus on and record their scores on the Tens Recording Chart. For this kind of informal observation, you should give a score of zero, five, or ten based on your evaluation of students' understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

- Remind students that they have learned new words and information about the life cycle of plants.
- Ask them to talk to their partner about what they have learned today using as many new words and as much new information as they can.
- Students may use this time to ask their partner about unknown words from the read-aloud.

Items to listen for:

- The words *germinate, sprout, seedling, sapling, decay*
- The word *mature*
- The word *cycle*
- Any item related to the life cycle of a plant

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The Life Cycle of a Plant

3c
Day 2 of 2

At a Glance (Parts C & D)	Exercise	Materials	Minutes
Reviewing the Read-Aloud	**What Have We Learned?**		10
	My Plants Pages	example of a completed Plant Page	
	Vocabulary Review: Seed, Sprout		
	Purpose for Listening		
Presenting the Interactive Read-Aloud	**The Life Cycle of a Plant**	Response Card 2	15
Discussing the Read-Aloud	**Comprehension Questions**	Response Card 2	10
	Word Work: Germinate	drawing paper, drawing tools	
	Complete Remainder of the Lesson Later in the Day		
Extensions	**Sayings and Phrases: Great Oaks from Little Acorns Grow**		15
	The Life Cycle of a Plant	Instructional Masters 3D-1, 3D-2; scissors; paper; glue or tape	

Advance Preparation

Have an example of a completed Plant Page for Lesson 3 available for students to reference.

For Life Cycle of a Plant, you may wish to adjust this activity so that students work in small groups to complete one worksheet together. You may also wish to enlarge the images and give each student one enlarged image of a stage in the life cycle. Help students to come together to form a complete life cycle of a plant.

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Reviewing the Read-Aloud — 10 minutes

What Have We Learned?

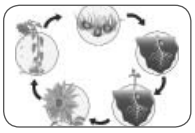
- Ask students the following questions to review content from the lesson:
  - What are the beginning of new plants?
  - Seeds are the beginning of new plants.
  - Which plant has a longer life cycle, a sunflower or an oak tree?
  - An oak tree has a longer life cycle.

Songs and Chants

- Remind students that they heard about the life cycle of two types of plants—a sunflower and an oak tree.
- Use the Songs and Chants for *The Life Cycle of a Plant* to review the life cycles of a sunflower and a tree. This song can be sung to the tune of "I'm a Little Teapot."

  Note: Prior to singing, you may choose to have students come up with motions to represent the different stages in the life cycle of a plant.

Life Cycle of a Plant



Show image 3A-11: Life cycle of a sunflower

Here's a plant's life cycle,

First is the seed.

Out germinates a seedling,

More nutrients it needs

To grow to an adult plant

That makes more seeds,

So new plants grow eventually.

Show image 3A-5: Acorn and oak

Here's a tree's life cycle,

First is the seed.

Out germinates a seedling,

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More nutrients it needs

To become a sapling

Then a tree

And when it dies, the soil it'll be.

My Plants Pages

- Give students their *My Plants Pages* booklet.
- Show students an example of a completed Plants Page for Lesson 3.
- Have them turn to the next blank page and write the number "3" on the bottom corner. Tell students to draw something they learned about from the life cycle of plants.
- Choose a few students to dictate what they have drawn. Be sure to repeat back to them what you have written on their paper.

↗ Above and Beyond: If they are able, students may label their drawing.

- Have students share their Plant Page with their partner, in small groups, or with home language peers. Encourage them to comment on each other's picture. Then direct students to go back to their picture and revise it based on your comments or the comments of their peers.

Vocabulary Review

Seed

1. You have heard the word *seed* before, like in this sentence, "The adult plant will make more *seed*. New plants can grow from the seeds."
2. A seed is the part of a plant from which a new plant can grow.
3. Tell your partner why seeds are important to the survival of the plant. Use the word *seeds* when you explain. Try to use complete sentences. I will call on a few students to share their explanation.

Sprout

1. You have heard the word *sprout* before, like in this sentence, "Once the seed *sprouts*, it will quickly grow into a seedling."
2. When something sprouts, it begins to grow. *Sprout* can also mean a young plant.

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3. Tell your partner what a seed needs in order to sprout. Complete this sentence, "In order to sprout, seeds need . . . "
    - air, water, warmth, and nutrients

Purpose for Listening

Tell students that this is the second time they will hear this read-aloud, but it is different from the first time because they will do most of the talking about the life cycle of a plant.

By the end of the lesson, students should be able to:

- ✓ Explain that seeds are the beginning of new plants
- ✓ Explain the basic life cycle of plants

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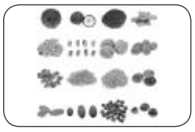
Presenting the Interactive Read-Aloud *15 minutes*

The dialogic factors and instructional conversations within the lesson can be altered based on the needs of the class and professional judgment. When making changes, keep in mind the Core Content Objectives for this lesson.



The Life Cycle of a Plant

Show image 3A-2: Seeds

What does the **life cycle** of a plant begin with?

- The life cycle of a plant begins with a seed.

Many plants begin with a seed. Seeds come in all shapes and sizes, and the seeds from different plants look different.

Tell your partner if you know the names of any of the seeds in this picture.

[Allow fifteen seconds for students to talk. Call on a few to share their answers.]

Some seeds in this picture include peanuts, pistachios, walnuts, and pine nuts.

Each seed is a plant waiting to sprout—or to grow.

Seeds are the beginning of new plants. And like all living things, plants live according to a **life cycle**.

Show image 3A-3: Phases of germination

The **life cycle** of plants begins with the seed. Most seeds have nutrients inside them so that new plants can survive for a little while.

Tell your partner what seeds need to **germinate**.

[Allow fifteen seconds for students to talk. Call on two partner pairs to share their answer.]

- In order to germinate**,** seeds must have air, water, and warmth from the sun, and nutrients from the soil.

When a plant first starts to grow from a seed, it looks very different from a **mature**—or adult—plant. Baby plants are called **seedlings**. This image shows a plant's growth into a **seedling.**

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What is happening in the first picture?

- The seed is just beginning to sprout.

Can you identify—or find—this plant's first root?

[Have a student point to the plant's first root.]

The next several pictures show the same plant several days later. As the plant grows, more thin roots grow deeper into the soil. The roots absorb water and nutrients and push them up through the plant's stem, which grows above ground.

[Have a student point to the thin roots growing deeper into the soil. Have another student point to the stem beginning to grow above the ground.]

Show image 3A-4: Seedling

It takes time for a **seedling** to grow into a full-grown, **mature**, adult plant.

Do all **seedlings** take the same amount of time to grow into a **mature** plant?

- The time it takes for a seedling to grow into a mature plant is different for different types of plants.

If the **seedling** receives the right amount of water, nutrients, and light, it will continue to grow.

Show image 3A-1: Sunflower

Sooner or later, the **seedling** will grow into an adult sunflower plant. The adult plant will make seeds. What can grow from these seeds?

- New sunflower plants can grow from the seeds.

Compare the picture of the **seedling** to the picture of a sunflower. Tell your partner how they are alike and different.

[Allow thirty seconds for students to talk. Call on a few volunteers to answer.]

Eventually, what happens to all plants?

- Eventually, all plants die.

When the plant dies and decays, the old plant becomes part of the soil where seeds might **germinate** into new plants. A new **life cycle** of a plant begins!

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Show image 3A-5: Acorn and oak

Now let's explore the **life cycle** of another plant—an oak tree.

Here's an acorn that contains the seed of an oak tree.

Have you seen acorns before? Where did you see them?

[Call on two students to share.]

Show image 3A-6: Squirrel eating an acorn

Tell your partner how you think squirrels help acorn trees to reproduce—or make new acorn trees.

[Allow fifteen seconds for students to talk. Call on two partner pairs to share their answer.]

Squirrels spend all day running around looking for food. They also spend a lot of time hiding food. Squirrels bury so many acorns that they forget where they put some of them. An acorn that the squirrel forgets stays in the soil, giving the oak seed inside a better chance to **germinate** underground.

Once the seed sprouts, it will quickly grow into a **seedling,** but the young tree will grow only a foot or two in its first year.

[Have students show you what they think a foot or two looks like.]

Show image 3A-7: Young oak

After a few years, it will turn into a **sapling.** A **sapling** is a young tree. A **sapling** can grow to be over ten feet, but it is still considered a young tree.

[Have students show or tell you what they think ten feet looks like.]

This tree will still be called a **sapling** for several years to come.

Show image 3A-8: Mature oak

Oak trees take a long time to **mature** and become adult trees. In fact, it takes about fifty years for an oak tree to **mature** and be able to make a lot of acorns. An oak tree can produce over ten thousand acorns in its lifetime. Only a few of those acorns will **germinate** and grow into new oak trees.

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Show image 3A-9: Dead tree

Some oak trees can live for two hundred years. But eventually, like all living things, the oak tree will die. The oak tree does not die suddenly but slowly over the course of several years.

Show image 3A-10: Decomposition

Tell your partner about the last part of an oak tree's **life cycle**. Use the words *decay*, *soil,* and *nutrients* while you tell about it.

[Allow thirty seconds for students to talk. Call on a volunteer to explain.]

The tree will produce fewer and fewer leaves each year, its branches will drop off one by one, and gradually its wood will become softer and softer.

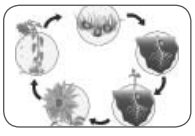
Finally, the roots will die and the tree will fall down with a big crash on the forest floor. The tree's branches will be the first to rot and disappear into the soil. But it will take many years for the woody trunk to completely decay and break down into little pieces and go back into the soil.

All of the nutrients in the wood will become part of the soil once again.

Why are decayed plants good for the soil?

- The more decayed plants there are in the soil, the more nutrients that soil will have.

The more nutrients there are, the easier it will be for new seeds, like the acorn seeds, to **germinate** and grow. And a new **life cycle** of an oak tree begins!



Show image 3A-11: Life cycle of a sunflower

As we have seen, all plants live according to a **life cycle.** This diagram shows you the **life cycle** of a sunflower.

Explain the **life cycle** of a sunflower to your partner.

[Allow one minute for students to talk. Students may use Response Card 2. Call on a different student to talk about each stage in the life cycle.]

- A new plant begins when the sunflower seed germinates and sprouts to become a seedling. If the seedling receives the right amount of water, nutrients, and light, the plant will continue to grow. Eventually, the plant

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will become mature and make more seeds from which new plants can grow. Finally, the sunflower will die and decay, and it will become nutrients in the soil so that seeds can germinate and grow into new plants. And a new life cycle of a plant begins!

Discussing the Read-Aloud — *10 minutes*

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Literal* Explain the life cycle of a plant.

   [Have students use Response Card 2 while they tell about the life cycle of a plant. Encourage students to use core vocabulary words: *germinate, seedling, mature plant, decay,* etc., as well as temporal words: *first, next, then, finally*.]

2. *Inferential* Would a seedling have a flower?
   - No, a seedling would not have a flower.

3. *Evaluative* Why not?
   - A seedling would not have a flower because a flower would be on a mature plant, not a young plant.

4. *Inferential* Which plant would take longer to grow into an adult or mature plant, a dandelion or an apple tree?
   - An apple tree will take longer to grow into a mature plant.

5. *Inferential* Can all the acorns on an oak tree grow into an oak tree?
   - Yes, all the acorns can grow into an oak tree.

   Will all the acorns on an oak tree eventually grow into an oak tree?
   - No, not all acorns on an oak tree will eventually grow into an oak tree.

6. *Inferential* What kind of plant will grow from a grass seed? How about tomato seeds?
   - Grass grows from grass seed. Tomatoes grow from tomato seeds.

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[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask two questions. I will give you a minute to think about the questions, and then I will ask you to turn to your partner and discuss the questions. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames

Do humans also have a life cycle? (Yes/No)

Both plants and humans . . .

The life cycle of plants and humans are similar/different because . . .

7. *Evaluative* *Think Pair Share:* Think about the life cycle of a human.

   [You may want to briefly talk about the human life cycle—from a baby to an elderly person.]

   Compare the life cycle of a plant to the life cycle of a human. How are they similar? How are they different?
   - Answers may vary, but could include that both plants and humans start off small and grow to be big. Plants grow from seeds in the soil. Humans do not grow from seeds in the soil.

8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Germinate

1. In the read-aloud you heard, "In order to *germinate*—or begin growing into new plants—seeds must have water, light from the sun, and nutrients from the soil."
2. Say the word *germinate* with me three times.
3. *Germinate* means to sprout from a seed and begin growing into a new plant.
4. My bean plant has started to germinate, and I can see it sprouting out from the ground!
5. Tell about the things a seed needs to germinate. Try to use the word *germinate* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "A seed needs to germinate."]
6. What's the word we've been talking about?

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Use an *Drawing* activity for follow-up. Directions: Draw what it looks like when a seed germinates. Also draw what is needed for a seed to germinate: sunshine, air, water, nutrients. When you have finished drawing, compare your picture of germination with the pictures of others.

- You may wish to show students an example of what real germination looks like using their "See Through" planters.
- You may choose to have students work with their partner, in small groups, or with home language peers.

Complete Remainder of the Lesson Later in the Day

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The Life Cycle of a Plant

3D
Day 2 of 2

Extensions

***15** minutes*

Sayings and Phrases: Great Oaks from Little Acorns Grow

Note: Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. Although some proverbs do have literal meanings—that is, they mean exactly what they say—many proverbs have a richer meaning beyond the literal level. It is important to help students understand the difference between the literal meanings of the words and their implied or figurative meanings.

- Read students the saying "great oaks from little acorns grow." Have students repeat this saying with you.
- Remind students that they heard about acorns and how the seed inside an acorn can grow into an oak tree.

Show image 3A-5: Acorn and oak

- Have students describe the acorn. Point out that the acorn is much smaller than the oak tree.
- Explain to students that this saying means even though an acorn may be small, it can grow into a big and tall oak tree. This saying also means that something that starts out small or not really important can turn out big or really important.
- Provide an example from your own experience of "great oaks from little acorns grow."

  You could give the example of Momotaro from the *Stories* domain: even though Momotaro was very small, he did a very brave and courageous deed for his village.

Above and Beyond: Ask students to share or give examples of other individuals who grew to be very important and made a difference, who would be examples of "great oaks from little acorns grow."

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⑩ The Life Cycle of a Plant (Instructional Masters 3D-1 and 3D-2)

Note: You may wish to adjust this activity as mentioned in Advance Preparation.

Directions: Think about what each picture shows and the stage it represents in the life cycle of a plant. Cut the pictures out and put them in the correct order. Finally, glue or tape the pictures onto the life cycle chart.

- As students finish their worksheet, have them describe the life cycle of a plant to their partner, in small groups, or with home language peers, using their worksheet as a guide.

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Pausing Point

PP

Note to Teacher

Your students have now learned about the parts of plants and the life cycle of plants. You should pause here and spend one day reviewing, reinforcing, or extending the material taught thus far.

You may have students do any combination of the activities listed below, but it is highly recommended you use the Mid-Domain Student Performance Task Assessment to assess students' knowledge of plants' parts. The other activities may be done in any order. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

Core Content Objectives Up to This Pausing Point

Students will:

- ✓ Distinguish between living and nonliving things
- ✓ Explain that plants are living things
- ✓ Explain that different kinds of plants grow in different environments
- ✓ Describe what plants need to live and grow: food, water, air, and light
- ✓ Identify the root, stem, leaf, flower, and seed of a plant
- ✓ Explain that roots anchor the plant and take in water and nutrients
- ✓ Explain that stems support the plant and carry water and nutrients to the various parts of the plant
- ✓ Explain that the plant makes its food in its leaves
- ✓ Explain that seeds are the beginnings of new plants
- ✓ Explain the basic life cycle of plants

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Student Performance Task Assessment

⑩ Plant Parts (Instructional Master PP-1)

Using Instructional Master PP-1, have students add to the drawing of the plant stem. Check to ensure they include roots, leaves, and flowers. Walk around and talk with students about each plant part as they complete the worksheet.

Activities

The Giant Turnip

Materials: *Tell It Again! Read-Aloud Anthology* for *Plants*

Read "The Giant Turnip" (Lesson 4 from the *Tell It Again! Read-Aloud Anthology* for *Plants)*.

You may choose to have students act out this story.

To review the life cycle of a turnip, you may choose to have students complete Instructional Master 4B-1 from the *Tell It Again! Read-Aloud Anthology* for *Plants*.

Plant Parts Review

Materials: Various plants; drawing paper, drawing tools

Bring in different plants and ask students to identify the parts.

After talking about plants, have students design and illustrate their own plant on a piece of paper, instructing them to include all parts of a plant (root, stem, branch, and leaf). Have students share their drawings and identify the parts of their plant while sharing. Their classmates may also want to guess where the parts of that particular plant are located on the drawing.

Humans vs. Plants

Compare and contrast human beings and plants. Questions students may wish to explore: How are plants and humans the same and how are they different? What do we need to keep our bodies healthy that plants also need to stay healthy? Record student answers on a Venn diagram.

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Domain-Related Trade Book or Student Choice

Materials: Trade book

Read an additional trade book to review a particular concept; refer to the books listed in the Introduction. You may also choose to have students select a read-aloud to be heard again.

Exploring Student Resources

Materials: Domain-related student websites

Pick appropriate websites from the Internet or from the websites listed in the Introduction for further exploration of topics already covered in plants: living vs. nonliving, plants in different environments, plant parts, life cycle of plants.

Videos of Plants

Materials: Videos of plants

Carefully peruse the Internet for short (five minutes or less) videos related to topics already covered in this domain.

Prepare some questions related to the videos.

Discuss how watching a video is the same as and different from listening to a story book or read-aloud.

Have students ask and answer questions using question words *who, where,* and *what* regarding what they see in the videos.

Songs and Chants for Plants

Sing the songs from Lessons 1–3 to review content covered in those lessons.

Plant Dramatization

Have students crouch down and pretend that they are a seed.

Have students use their bodies to stretch upward and "grow" into a plant. Make sure that students talk about what they are doing as they are doing it. Encourage students to use core vocabulary words like *seed, seedling, roots, flowers, leaves,* and *stems.*

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Johnny Appleseed

4

☑ *Lesson Objectives*

Core Content Objectives

Students will:

- ✓ Explain that seeds are the beginning of new plants
- ✓ Demonstrate familiarity with the tall tale "Johnny Appleseed"

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, ask and answer questions such as *who, what, where, when,* requiring literal recall and understanding of the details of "Johnny Appleseed" (RL.K.1)
- ✓ Answer questions that require making judgments and giving opinions about what is heard in "Johnny Appleseed" (RL.K.1)
- ✓ With prompting and support, retell "Johnny Appleseed," including characters and beginning, middle, and end of the story in proper sequence (RL.K.2)
- ✓ Listen to a variety of texts, including fictional stories such as the tall tale "Johnny Appleseed" (RL.K.5)
- ✓ With prompting and support, describe the role of an author or illustrator in a fiction text (RL.K.6)
- ✓ Identify real-life connections between words—*orchard, wander,* and *hero/heroine*—and their use (L.K.5c)

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Core Vocabulary

eventually, *adv.* At some later time; in the end
Example: After weeks of practice, the boy eventually mastered his piano piece.
Variation(s): none

hero, *n.* A very brave person
Example: The fireman who saved the people stuck in the house was a hero.
Variation(s): heroes

orchards, *n.* Areas of land where fruit trees are grown
Example: They were picking apples in the orchards.
Variation(s): orchard

Vocabulary Chart for Johnny Appleseed

Core Vocabulary words are in **bold**.
Multiple Meaning Word Activity word is underlined.
Vocabulary Instructional Activity words have an asterisk (*).
Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	barefoot **hero*** ***orchards*** saplings violin	**eventually** extraordinary hopeful loneliness *wander*	apples seeds towns
Multiple Meaning		poor	
Phrases	across the country	prosperous future	grew up cared about
Cognates	**héroe*** violín	**eventualmente** extraordinario(a) pobre futuro próspero	

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Image Sequence

This is the order Flip Book images will be shown for this read-aloud. It is the same as the corresponding read-aloud in the *Tell It Again! Read-Aloud Anthology.*

1. 7A-1: Johnny Appleseed
2. 7A-2: Johnny Appleseed in the woods
3. 7A-3: Johnny Appleseed playing violin
4. 7A-4: Johnny Appleseed planting apple seeds
5. 7A-5: Apple trees dotting the landscape
6. 7A-6: Farmhouses dotting the landscape
7. 7A-7: Kids playing around an apple tree

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	**What Have We Learned?**	Response Cards 1, 2	15
	Introducing "Johnny Appleseed"		
	Vocabulary Preview: Orchard, Wander		
	Purpose for Listening		
Presenting the Read-Aloud	**Johnny Appleseed**	U.S. Map; examples of apple seeds; music from a violin	10
Discussing the Read-Aloud	**Comprehension Questions**		10
	Word Work: Hero		
	Stop! Complete Remainder of the Lesson Later in the Day		
Extensions	**Image Review**		15
	Domain-Related Trade Book		
Take-Home Material	**Family Letter**	Instructional Masters 4B-1, 4B-2	

Advance Preparation

For Presenting the Read-Aloud, bring in apple seeds for students to see and hold. Prepare a sample of music from a violin so that students can hear what a violin sounds like.

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Johnny Appleseed

4A

Introducing the Read-Aloud — *15 minutes*

What Have We Learned?

- Choose one of the Response Cards to review, or have small groups review different Response Cards. Allow one minute for students to talk. Call on volunteers to share.
- You may also wish to review domain content with the Songs and Chants for *Plants* from Lessons 1 through 3.

Introducing "Johnny Appleseed"

- Tell students that they are about to hear a tall tale, or story, about a famous man named Johnny Appleseed.
- Define a tall tale as a funny story that exaggerates the truth, so some parts of the story are unbelievable. For example, an exaggeration would be Johnny Appleseed is very tall man; he is as tall as a tree!
- Remind students that they learned about different kinds of stories like folktales, fairy tales, and trickster tales in the *Stories* domain.
- Tell students that the main character in this story is Johnny Appleseed.
- Ask students: "Today's tall tale is about a man named Johnny Appleseed. Can you guess what Johnny's favorite food is?" Call on two students to answer.

Vocabulary Preview

Orchard

1. Johnny Appleseed hoped that one day *orchards* would grow from the seeds he planted.
2. Say the word *orchard* with me three times.
3. An orchard is a place where fruit trees are grown.
4. In the fall, Isaac and Nyla's family go to the orchard to pick apples.

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5. Have you been to or seen an orchard before? Tell your partner about it. Or, tell your partner what kind of fruit orchard you would like to visit one day. Use the word *orchard* when you tell about it.

Wander

1. Johnny Appleseed did not have a home; instead he *wandered* across the country.
2. Say the word *wander* with me three times.
3. To wander means to move around from place to place.
4. Jonah likes to wander around the playground during recess. Christine's mother warned Christine not to wander off at the store but to stay close to her.
5. Have you ever wandered off and lost your way? Tell your partner about a time this has happened to you. Use the word *wandered* when you tell about it. I will call on a few students to share.

Purpose for Listening

Tell students that they will hear a tall tale about Johnny Appleseed. Tell them to listen carefully to find out what was the special thing Johnny Appleseed did that made him famous—or well-known and popular.

By the end of the lesson, students should be able to:

- ✓ Explain that seeds are the beginning of new plants
- ✓ Demonstrate familiarity with the tall tale "Johnny Appleseed"

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Presenting the Read-Aloud — *10 minutes*

Johnny Appleseed

Show image 7A-1: Johnny Appleseed

A long time ago in the rolling hills, there lived a man called Johnny Appleseed. Johnny Appleseed did not have a home, but instead wandered—or traveled from place to place—across the country from Massachusetts to Pennsylvania to Ohio to Indiana to Illinois.

[On a map of the United States, trace the path Johnny Appleseed wandered.]

Johnny wasn't born with the name Johnny Appleseed, but he got that name as he moved from one small town to the next. Listen to hear how Johnny got that name and why he became a **hero** that people love and remember.

Show image 7A-2: Johnny Appleseed in the woods

Johnny Appleseed was born in Massachusetts with the name John Chapman. When Johnny grew up, he decided to wander across the country. People could tell from Johnny's clothing that he was really very poor. His clothes were shabby—they were old and torn—and he walked around barefoot—with no shoes on his feet—even in the winter.

But despite his loneliness and poverty, Johnny had a brave heart. Even though Johnny was alone and very poor, he was happy and brave. He believed in the power of love. He loved all the people, and he loved all the animals he met as he wandered across the country. In fact, Johnny often thought to himself that he loved all the people and all the animals in the world even though he had never met them.

[Ask students: "How can you tell that Johnny Appleseed was kind to animals?" Invite them to use the picture to answer the question. Call on two volunteers to share.]

Show image 7A-3: Johnny Appleseed playing violin

The people Johnny met along the way enjoyed his company. They would often invite him to share in a simple meal. Johnny would accept the invitation with a smile. After the meal he would take out the one possession he owned that was worth anything—his violin. Then he would play for the people who had been kind to him.

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[Point to his violin. Ask if students have ever heard someone play the violin. You may wish to play a short portion of the music you have prepared.]

Sometimes his music was happy, and sometimes it was sad. People loved to hear Johnny play. Whether his music was happy or sad, they said it soothed their soul and made them feel happier.

Show image 7A-4: Johnny Appleseed planting apple seeds

Johnny lived most of his adult life this way. He wandered from place to place and survived as best he could. You might think that Johnny was not an important person and that people would forget about him. After all, he was just a poor man who wandered from place to place.

But Johnny left something of himself behind: Something quite extraordinary—and amazing—something that would give him the name Johnny Appleseed.

You see, as he traveled across the country from town to town, and from farm to farm, he collected apple seeds. The apple seeds came from the apples kind strangers gave him to eat along the way. Johnny saved the seeds and planted them in the rich earth.

[Pass around the apple seeds that you have prepared.]

He planted them here, there, and everywhere.

[Pretend that you are planting the apple seeds. Have students pretend they are planting apple seeds while saying, "Johnny Appleseed planted apple seeds here, there, and everywhere!"]

Show image 7A-5: Apple trees dotting the landscape

When wintertime came, and the earth was frozen, he saved the seeds in his pockets as if they were precious diamonds. Then, when springtime came again, he planted the seeds as he moved from place to place. Johnny hoped that one day **orchards**—or places where fruit trees grow—would **eventually**—after some time has passed—grow up from the rich soil and feed all the people and animals he loved so much.

Johnny did this until his tired old body could plant no more.

However, what Johnny hoped for came to pass. The apple seeds took root and young saplings began to grow. As the years went by, beautiful apple trees dotted the landscape. Apple **orchards** appeared

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like an oasis—a nice and comfortable place—on the wide open prairies. The apple trees added beauty to the land and attracted people to live there.

Show image 7A-6: Farmhouses dotting the landscape

Eventually—as time passed—more and more people began to move west.

[Show on the map what it means to move west.]

Wagons full of hopeful people rolled across the land. Later, the railroad brought even more hopeful people. All of these people were searching for new places to make a home.

Many people chose to build their homes near the apple trees and **orchards** that Johnny had planted. The sight of the trees gave people hope of a fruitful and prosperous—and successful—future. Farm houses, then towns were built near the trees that Johnny had planted. He became a **hero** to all those who loved the apple trees as much as Johnny did, and they began to call John Chapman, "Johnny Appleseed."

Show image 7A-7: Kids playing around an apple tree

As the years went by, people harvested the apples from the trees Johnny had planted, and they stored them away for the winter months. They made pies, apple butter, and jam. Children played beneath the branches of the apple trees or sat in the cooling shade. These things happened because Johnny Appleseed had cared about all the people of the world, whether he knew them or not.

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Discussing the Read-Aloud **10** *minutes*

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Literal* Who is the main character of this tall tale?
   - Johnny Appleseed is the main character of this tall tale.
2. *Literal* How did Johnny Appleseed live most of his adult life?
   - Johnny Appleseed wandered across the country.
3. *Literal* Where did Johnny Appleseed get apple seeds for planting?
   - He got the apple seeds from the apples that strangers gave him to eat as he wandered around.
4. *Inferential* What was the beginning of the life cycle of the trees planted by Johnny Appleseed?
   - The beginning of the life cycle of the trees planted by Johnny Appleseed is the apple seed.
5. *Inferential* How did John Chapman get the name Johnny Appleseed?
   - John Chapman got the name Johnny Appleseed because he loved apple trees and planted apple seeds everywhere.
6. *Inferential* Why did people decide to build their homes near the apple trees that Johnny had planted?
   - The people liked the way the apple trees looked and felt like the apple trees gave them hope for a fruitful and prosperous future.

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask you a question. I will give you a minute to think about the question, and then I will ask you to turn to your partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

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Sentence Frames

Were the apple seeds that Johnny planted helpful? (Yes/No)

The apple seeds became . . .

The apple seeds are helpful to people because . . .

7. *Evaluative* *Think Pair Share:* How did the apple seeds that Johnny planted help people?
8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Hero

1. In the read-aloud you heard how Johnny got [his] name and why he became a *hero* to many people.
2. Say the word *hero* with me three times.
3. A hero is a very brave person who does important things. The word *hero* is used for boys or men, and the word *heroine* is used for girls or women.
4. A person can be a hero or heroine to one person, like yourself, to a small group of people, like your family or neighborhood, or to a larger group of people, like a whole country or the whole world.
5. Tell your partner what you think of when you hear the word *hero* or *heroine*. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "When I hear the word hero/heroine, I think of . . . "]
6. What's the word we've been talking about?

Use a *Sharing* activity for follow-up. Directions: Tell your partner about someone who is a hero or heroine to you, your family, or your community. How was he or she brave? What important things did he or she do?

- If necessary, prompt students with some ideas like family members, school staff, public figures, etc.
- Call on a few volunteers to share about their hero or heroine.

Complete Remainder of the Lesson Later in the Day

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Johnny Appleseed

4B

Extensions

15 minutes

Image Review

- Show images 7A-1 through 7A-7. Ask students to explain what is happening in each picture. You may choose to have partners or small groups discuss what is happening in each picture and have a representative tell about what they discussed.
- Help them to create a continuous narrative that follows the life and adventures of Johnny Appleseed through encouraging the use of temporal words: *first, then, next, later, finally*.

Domain-Related Trade Book

- Refer to the list of recommended trade books in the Introduction and choose a fiction text or story related to plants to read aloud to the class.
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called the illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.

Take-Home Material

Family Letter

Send home Instructional Masters 4B-1 and 4B-2.

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Deciduous Trees

5

☑ *Lesson Objectives*

Core Content Objectives

Students will:

- ✓ Explain that deciduous trees are one type of plant that loses its leaves in the fall and becomes dormant in the winter

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, identify the main topic and retell key details from "Deciduous Trees" (RI.K.2)
- ✓ With prompting and support, describe the connection between the season of the year and the appearance of an apple tree (RI.K.3)
- ✓ With prompting and support, describe illustrations, such as an apple tree in different seasons, to check and support comprehension (RI.K.7)
- ✓ With prompting and support, identify reasons given in the read-aloud to prove that an apple tree is a deciduous tree (RI.K.8)
- ✓ With prompting and support, compare and contrast similarities and differences between an apple in different seasons (RI.K.9)
- ✓ Use a combination of drawing and dictating or labeling to present information learned from "Johnny Appleseed" (W.K.2)
- ✓ With guidance and support from adults, respond to comments and suggestions from peers to revise Plant Page #4 as needed (W.K.5)
- ✓ Add drawings to the Plants Pages booklet to show information learned from "Johnny Appleseed" (SL.K.5)
- ✓ Produce and expand simple sentences in a shared language activity (L.K.1f)

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- ✓ Identify new meanings for the word *sheds* and apply them accurately (L.K.4a)
- ✓ Identify real-life connections between words—*deciduous, habitat, sheds,* and *bare*—and their use (L.K.5c)
- ✓ Listen to a variety of texts, including informational text such as "Deciduous Trees"

Core Vocabulary

bare, *adj.* Without any covering
Example: He walked around the house in bare feet.
Variation(s): barer, barest

deciduous, *adj.* Losing leaves every year
Example: A deciduous tree starts losing its leaves in autumn.
Variation(s): none

dormant, *adj.* Not active; asleep
Example: The tree was dormant during the long winter.
Variation(s): none

habitat, *n.* A place where an animal or plant lives that has food, water, and shelter
Example: A plant that needs a lot of water lives in a habitat where there is a lot of rain.
Variation(s): habitats

sheds, *v.* Drops, loses, or separates from something
Example: Our dog sheds hair from his coat wherever he lies.
Variation(s): shed, shedding

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Vocabulary Chart for Deciduous Trees			
Core Vocabulary words are in **bold**. Multiple Meaning Word Activity word is underlined. Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in *italics*.			
Type of Words	**Tier 3** Domain-Specific Words	**Tier 2** General Academic Words	**Tier 1** Everyday-Speech Words
Understanding	***deciduous*** **dormant** evergreen ***habitat*** summer winter	**bare***	apple
Multiple Meaning	fall season spring **sheds**	cycle	change leaves
Phrases	**deciduous tree** **evergreen**	either . . . or	the beginning of several days sooner or later
Cognates	**hábitat**	ciclo	

Image Sequence

This is the order Flip Book images will be shown for this read-aloud. It is the same as the corresponding read-aloud in the *Tell It Again! Read-Aloud Anthology*.

1. 8A-1: Winter forest
2. 8A-2: Apple tree in winter
3. 8A-3: Apple tree in spring
4. 8A-4: Apple tree in summer
5. 8A-5: Apple tree in fall
6. 8A-6: Apple tree in winter
7. 8A-7: Apple tree in the four seasons

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At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	**What Have We Learned?**		15
	My Plants Pages	example of a completed Plant Page	
	Introducing "Deciduous Trees"		
	Vocabulary Preview: Deciduous, Habitat		
	Purpose for Listening		
Presenting the Read-Aloud	**Deciduous Trees**	examples of leaves from deciduous trees	10
Discussing the Read-Aloud	**Comprehension Questions**		10
	Complete Remainder of the Lesson Later in the Day		
Extensions	**Multiple Meaning Word Activity: Sheds**	Poster 4M (Sheds)	15
	Syntactic Awareness Activity: Expanding Simple Sentences		
	Vocabulary Instructional Activity: Bare		
	End-of-Lesson Check-In		

Advance Preparation

Have an example of a completed Plant Page for Lesson 4 available for students to reference.

For Presenting the Read-Aloud, bring in examples of leaves from deciduous trees to show students what the leaves of various deciduous trees look like.

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Deciduous Trees

5A

Introducing the Read-Aloud

***15** minutes*

What Have We Learned?

Show image 7A-1: Johnny Appleseed

- Review with students domain concepts about what plants need to grow in the context of what they heard about Johnny Appleseed. Say to students: "Tell your partner what the apple seeds that Johnny Appleseed planted would need in order to grow."
  - The apple seed needs air, food, water, and light to grow.
- Then encourage students to share *where* they think the apple seed could get those things.
  - The apple gets air from the air around it.
  - The apple seed gets food from the nutrients in the seed, in the soil, and through photosynthesis.
  - The apple seed gets water from the water in the soil, from the rain, and if someone waters it.
  - The apple seed gets light from the sun.

My Plants Pages

- Give students their *My Plants Pages* booklet.
- Show students an example of completed Plants Page for Lesson 4.
- Have them turn to next blank page and write the number "4" on the bottom corner. Tell students to draw a picture related to Johnny Appleseed.
- Choose a few students to dictate what they have drawn. Be sure to repeat back to them what you have written on their paper.

Above and Beyond: If they are able, students may label their drawing.

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- Have students share their Plant Page with their partner, in small groups, or with home language peers. Encourage them to comment on each other's picture. Then direct students to go back to their picture and revise it based on your comments or the comments of their peers.

Introducing "Deciduous Trees"

Show image 8A-1: Winter forest

- Tell students that this is a picture of a forest in the wintertime.
- Remind students that forests are made up of many trees and other plants.
- Ask students: "How do you know it is wintertime?" Call on two students to answer.
- Ask students: "Do you see two different kinds of trees?" Call on two students to answer.
- Explain that there are two types of trees in this picture: deciduous (dih-*SIJ*-oo-uhs) and evergreen. Point to each type of tree as you describe it.
- Have students repeat *deciduous* and *evergreen* as you point to them in the picture.
- Point to the deciduous tree. Ask students what they notice about this tree. Tell students that the deciduous trees lose their leaves for part of the year, usually during the winter.
- Point to the evergreen tree. Ask students what they notice about this tree. Tell students that the evergreen trees in this picture still have their leaves, even in the winter. A good way to remember these trees is by the word *ever* in their name. *Ever* means *always*. So an evergreen tree is always green.
- Have students observe the leaves on the trees outside the window. If it is fall, the leaves on the deciduous trees should be changing color. If it is close to wintertime, the leaves on the deciduous trees should be falling.

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Vocabulary Preview

Deciduous

Show image 8A-7: Apple tree in the four seasons

1. Today's lesson is on *deciduous* trees.
2. Say the word *deciduous* with me three times.
3. A deciduous plant loses its leaves every year.
4. Byron and Shirley like to see the leaves on the deciduous trees change color in the fall.
5. Tell your partner whether or not you have seen the leaves of a deciduous tree change color. What color did you see them change to? Use the word *deciduous* when you tell about it.

Habitat

Show image 8A-6: Apple tree in winter

1. This tree is in a *habitat* with many other trees.
2. Say the word *habitat* with me three times.
3. A habitat is a place where animals or plants live that has food, water, and shelter.
4. A plant that needs a lot of water will survive in a habitat where there is a lot of rain. But it will not survive in a desert habitat.
5. Name a plant or animal and its habitat. For example, a bear's habitat is a forest. Use the word *habitat* when you tell about it. I will call on a few of you to share.

Purpose for Listening

Tell students that the main topic, or main idea, of today's lesson is deciduous trees. Tell them to listen carefully to find out what happens to deciduous trees throughout the year.

By the end of the lesson, students should be able to:

- ✓ Explain that deciduous trees are one type of plant that loses its leaves in the fall and becomes dormant in the winter

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Presenting the Read-Aloud — *10 minutes*

Deciduous Trees

Show image 8A-1: Winter forest

Do you see any plants in this picture?

What kind of plants do you see?

[Call on two volunteers to answer.]

Most plants that you see around you are either **deciduous** or evergreen.

Show image 8A-2: Apple tree in winter

Can you guess what time of year it is in this picture?

[Call on a student to answer.]

This is a picture of an apple tree in the winter. An apple tree **sheds,** or loses, its leaves every year. An apple tree is a **deciduous** tree. During the wintertime, **deciduous** trees have **bare** branches. That means the branches have no leaves on them.

Deciduous is a tricky word to say because it has four parts. Let's say the word together.

[Clap out the four syllables of *dih*-SIJ-*oo*-*uhs* as you say them. Have students clap as they say the word with you.]

The four parts of the word ***deciduous*** can actually help you remember that **deciduous** trees change every four seasons: winter, spring, summer, and fall.

[Clap out the four syllables of *dih*-SIJ-*oo*-*uhs* as you say them. Have students clap as they say the word with you. Then say each season with a clap: winter, spring, summer, fall.]

Seasons happen in a cycle, they happen in the same order, over and over again: winter, spring, summer, and fall. Now that we've seen what an apple tree looks like in the winter, let's see what it looks like in the spring.

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Show image 8A-3: Apple tree in spring

In the spring, the apple tree produces new leaves and apple blossoms, or flowers.

Does this **deciduous** tree look different in the springtime than it did in the wintertime? How is it different?

[Call on two students to answer.]

Show image 8A-4: Apple tree in summer

In the summer, the apple tree grows many more green leaves.

Apples begin to grow out of the blossoms.

Does this **deciduous** tree look different in the summertime than it did in the springtime? How is it different?

[Call on two students to answer.]

Show image 8A-5: Apple tree in fall

In the fall, the apples of the apple tree are fully grown and ready to pick.

Also in the fall, the leaves on the apple tree start to change to red and yellow, and then they fall off onto the ground.

Tell your partner how this **deciduous** tree looks different from the way it looked in the summertime.

[Allow fifteen seconds for students to talk. Call on two volunteers to answer.]

Show image 8A-6: Apple tree in winter

Remember, the seasons repeat in a cycle, over and over again, every year. Now we are back at the apple tree in the winter. This apple tree has **bare** branches again—the tree's branches do not have any leaves. This apple tree is **bare** because where it lives—its **habitat**—becomes very cold in the winter.

Also during the winter, there is less light from the sun, so the apple tree cannot make its own food through photosynthesis. In a **habitat** that is very cold and does not get enough light, the apple tree becomes **dormant**. A **dormant** apple tree is like a sleeping apple tree. Just like when we are asleep, we are not able to do anything, when the apple tree is **dormant**, it stops making leaves, blossoms, and apples, and its branches become **bare**.

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Show image 8A-7: Apple tree in the four seasons

Here is an apple tree in four seasons.

[Have students clap out the four syllables of *dih-SIJ-oo-uhs* as you say them. Then say each season with a clap: winter, spring, summer, fall.]

[Invite a student to point to the apple tree in the winter.]

In the winter, you can play in the snow under its **bare** branches.

[Invite a student to point to the apple tree in the spring.]

In the spring, you can see its white blossoms.

[Invite a student to point to the apple tree in the summer.]

In the summer, you can climb its branches, sit under the shade of its large green leaves, and see the apples as they grow out of the blossoms.

[Invite a student to point to the apple tree in the fall.]

In the fall, you can pick the apple tree's fruit and watch its leaves change colors before falling off.

Tell your partner what the apple tree looks like in each season.

[This can also be done with home language peers. Allow one minute for students to talk.]

Discussing the Read-Aloud — *10 minutes*

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Inferential* What is the main topic, or main idea, of today's lesson?
   - The main topic of today's lesson is deciduous trees.
2. *Literal* What are deciduous trees?
   - Deciduous trees lose their leaves for part of the year.

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3. *Literal* When do deciduous trees lose their leaves?
   - Deciduous trees lose their leaves in the fall.
4. *Literal* When do deciduous trees become dormant?
   - Deciduous trees become dormant in the winter.
5. *Inferential* What kind of tree is the apple tree?
   - The apple tree is a deciduous tree.

   How do you know?
   - Apple trees lose their leaves in the fall and are bare in the winter.

Show image 8A-6: Apple tree in winter

6. *Evaluative* Describe the habitat of this apple tree.
   - This apple tree lives in a place where there are many trees, like an orchard. This apple tree lives in a place where it is very cold in the winter.

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

Show image 8A-7: Apple tree in the four seasons

7. *Evaluative* *Think Pair Share:* What can you do with an apple tree during different seasons?
   - Answers may vary but should reflect an understanding of the different seasons of the apple tree. For example, they can play under the shade of the apple tree in the summer, or they can pick apples from the apple tree in the fall.
8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Sentence Frames

Point to the apple tree you like the best.

I can . . . in the [name of season].

During the [name of season], I can . . .

Complete Remainder of the Lesson Later in the Day

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Deciduous Trees

5B

Extensions

***15** minutes*

Multiple Meaning Word Activity

Sentence in Context: Sheds

Note: You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described or have a student walk up to the poster and point to the image being described.

1. [Show Poster 4M (Sheds).] In the read-aloud you heard, "An apple tree sheds its leaves every year." Which picture shows this?
   - one
2. *Sheds* can also mean other things. To *shed* can mean to come out in small drops, like shedding a tear. Which picture shows this?
   - three
3. *Sheds* can mean small buildings used for keeping things. Usually they are in the backyard. Which picture shows this?
   - two
4. Now with your partner, make a sentence for each meaning of *sheds*. Try to use complete sentences. I will call on some of you to share your sentences.

Syntactic Awareness Activity

Expanding Simple Sentences

Directions: I will show you a picture. Then I will ask one question at a time. Each time a question is answered, we will add it to our sentence to make our sentence expand.

Note: There may be variations in the sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatical. Repeat each sentence for the students. If necessary, ask students to repeat your sentence.

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Show image 8A-3: Apple tree in spring

1. What do you see in this picture? (a tree)
   - I see a tree.
2. What kind of tree is it? (apple)
   - I see an apple tree.
3. What is on the tree? (blossoms)
   - I see an apple tree with blossoms.
   - The apple tree has blossoms.
4. What color are the blossoms? (white)
   - I see an apple tree with white blossoms.
   - The apple tree has white blossoms.
5. In which season do apple trees have white blossoms? (spring)
   - The apple tree has white blossoms in the spring.

Extending the Activity

Choose another image from this lesson and ask questions to prompt the class to produce and expand a simple sentence.

Vocabulary Instructional Activity

Word Work: Bare

1. In the read-aloud you heard, "During the wintertime, deciduous trees have *bare* branches."
2. Say the word *bare* with me three times.
3. When something is bare, it is not covered. When something is bare, it is empty, nothing is in it.
4. A desk that is bare has nothing in it or on it.
   If you are not wearing socks and shoes, your feet are bare.
   A bear without any fur is a bare bear.
5. Tell your partner what you think of when you hear the word *bare*.
   [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "When I hear the word *bare* I think of . . . "]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to read some sentences. If I say something that is bare, say, "_____ is bare." If I say something that is not bare, say, "_____ is not bare." Remember to answer in complete sentences.

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1. The branches of the tree are covered with leaves.
   - The branches of the tree are not bare.
2. My hands are cold because they are not covered.
   - My hands are bare.
3. There is nothing on my desk.
   - My desk is bare.
4. The ground is covered with acorns.
   - The ground is not bare.
5. My grandfather has no hat on his head.
   - My grandfather's head is bare.

10 End-of-Lesson Check-In

Deciduous Trees

Choose four students to focus on and record their scores on the Tens Recording Chart. For this kind of informal observation, you should give a score of zero, five, or ten based on your evaluation of students' understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

- Remind students that they have learned new words and information about deciduous trees.
- Ask them to talk to their partner about what they have learned today using as many new words and as much new information as they can.
- Students may use this time to ask their partner about unknown words from the read-aloud.

Items to listen for:

- The word *deciduous*
- The word *habitat*
- The words *seasons, bare, dormant, sheds*
- Any item related to the life cycle of an apple tree

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Evergreen Trees

6

☑ *Lesson Objectives*

Core Content Objectives

Students will:

- ✓ Explain that evergreen trees are one type of plant that stays green all year and does not become dormant in the winter
- ✓ Compare and contrast deciduous and evergreen trees
- ✓ Explain the basic life cycle of plants

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, identify the main topic and retell key details from "Evergreen Trees" (RI.K.2)
- ✓ With prompting and support, describe the connection between all evergreen trees and between different leaves and the type of tree to which they belong (RI.K.3)
- ✓ With prompting and support, describe the role of an author and illustrator in a nonfiction/informational text (RI.K.6)
- ✓ With prompting and support, describe illustrations, such as images related to deciduous trees and evergreen trees, to check and support comprehension (RI.K.7)
- ✓ With prompting and support, identify facts given in the read-aloud that show how a seed can grow into a tree (RI.K.8)
- ✓ With prompting and support, compare and contrast similarities and differences between deciduous trees and evergreen trees (RI.K.9)

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- ✓ Use a combination of drawing and dictating or labeling to present information learned from "Deciduous Trees" (W.K.2)
- ✓ Color a picture of deciduous trees in different seasons and a picture of an evergreen tree that reflects different seasons or weather (W.K.2)
- ✓ With guidance and support from adults, respond to comments and suggestions from peers to revise Plant Page #5 as needed (W.K.5)
- ✓ With assistance, organize facts from two different read-alouds to draw pictures of deciduous trees and evergreen trees (W.K.8)
- ✓ Add drawings to the *Plants Pages* booklet to show information learned from "Deciduous Trees" (SL.K.5)
- ✓ Add drawings to accompany an oral description of what a deciduous tree and evergreen tree look like in different seasons (SL.K.5)
- ✓ Identify new meanings for the word *cones* and apply them accurately (L.K.4a)
- ✓ Identify real-life connections between words—*needle, layer, deciduous, evergreen,* and *cones*—and their use (L.K.5c)
- ✓ Listen to a variety of texts, including informational text such as "Evergreen Trees"

Core Vocabulary

cones, *n.* The parts of some evergreen plants that contain the seeds
Example: Evan picked up the cones from under the evergreen tree.
Variation(s): cone

conifers, *n.* Evergreen trees that have needle-like leaves
Example: Evelyn tried not to prick her finger on the sharp needles of the conifers.
Variation(s): conifer

evergreen, *adj.* Having green leaves all year round
Example: The evergreen tree still looked green in the winter.
Variation(s): none

needles, *n.* Very thin leaves
Example: The needles on the pine tree were prickly.
Variation(s): needle

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Vocabulary Chart for Evergreen Trees			
Core Vocabulary words are in **bold**. Multiple Meaning Word Activity word is underlined. Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in *italics*.			
Type of Words	**Tier 3** **Domain-Specific Words**	**Tier 2** **General Academic Words**	**Tier 1** **Everyday-Speech Words**
Understanding	**conifers** deciduous* **evergreen*** photosynthesis sapling	*layer* like/unlike	green seeds
Multiple Meaning	**cones** ***needles***	soil	leaves
Phrases	evergreen trees growth ring pine cone pine trees	have in common	all year around
Cognates	fotosíntesis		

Image Sequence

This is the order Flip Book images will be shown for this read-aloud. Please note that it is the same sequence used in the *Tell It Again! Read-Aloud Anthology*.

1. 9A-2: Evergreen trees
2. 9A-3: Christmas tree
3. 9A-4: Pine needles
4. 9A-5: Pine cones on ground
5. 9A-6: Pine sapling
6. 9A-7: Tree rings
7. 9A-8: Pine branch and oak branch

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At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	**My Plants Pages**	example of a completed Plant Page	15
	Introducing "Evergreen Trees"		
	Vocabulary Preview: Needle, Layer	needles from evergreen trees	
	Purpose for Listening		
Presenting the Read-Aloud	**Evergreen Trees**	leaves, needles	10
Discussing the Read-Aloud	**Comprehension Questions**		10
	Word Work: Deciduous and Evergreen		
	Stop! Complete Remainder of the Lesson Later in the Day		
Extensions	**Multiple Meaning Word Activity: Cones**	Poster 5M (Cones)	15
	Drawing the Read-Aloud	Instructional Masters 6B-1, 6B-2: drawing tools	
	Domain-Related Trade Book		

Advance Preparation

Have an example of a completed Plant Page for Lesson 5 available for students to reference.

For Vocabulary Preview, if available in your region, bring in needles from evergreen trees for students to see, smell, and touch.

For Presenting the Read-Aloud, if available in your region, bring in examples of leaves from deciduous trees and needles from evergreen trees for students to make comparisons between these two kinds of trees.

Note to Teacher

You may wish to split the Drawing the Read-Aloud into two separate sessions so students can have more time to focus on their drawings.

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Evergreen Trees

6A

Introducing the Read-Aloud — *15 minutes*

My Plants Pages

- Give students their *My Plants Pages* booklet.
- Show students an example of a completed Plants Page for Lesson 5.
- Have them turn to the next blank page and write the number "5" on the bottom corner. Tell students to draw something they learned about deciduous trees. Alternatively, you may choose to have students go outdoors and find leaves from deciduous trees and tape them onto their Plant Page.
- Choose a few students to dictate what they have drawn. Be sure to repeat back to them what you have written on their paper.
- Above and Beyond: If they are able, students may label their drawing.
- Have students share their Plant Page with their partner, in small groups, or with home language peers. Encourage them to comment on each other's picture. Then direct students to go back to their picture and revise it based on your comments or the comments of their peers.

Introducing "Evergreen Trees"

Show image 9A-1: Winter forest

- Ask students: "What are the two main types of trees?"
  - The two main types of trees are evergreen and deciduous trees.
- Point to each type of tree in the picture and have students identify whether it is an evergreen or deciduous tree.
- Say to students: "Tell your partner how evergreen trees and deciduous trees are different." Allow fifteen seconds for students to talk. Call on two volunteers to share their answers.
- Remind students that deciduous trees lose their leaves for part of the year.

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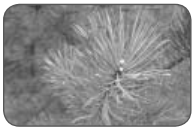
- Remind students that evergreen trees keep their leaves, even in the winter.
- Ask students: "Which word in *evergreen* helps you know that they are *always* green?"

Vocabulary Preview

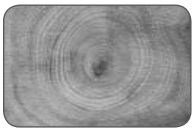
Needle



Show image 9A-4: Pine needles

1. The leaves of most evergreen trees are called *needles*.
2. Say the word *needles* with me three times.
3. Needles are very thin leaves.
   [If available, pass around the examples of needles.]
4. Explain that the needles on an evergreen tree are different from a needle used for sewing, even though they may have similar characteristics, such as both are long and pointed.
5. Describe what the needles of an evergreen tree are like to your partner. Use the word *needles* when you tell about them.

Layer



Show image 9A-7: Tree rings

1. Every year, a tree adds a new *layer* of wood.
2. Say the word *layer* with me three times.
3. A layer is something that is on top of something else.
   [Point out the thin layers of wood in the image. Use your hands or pieces of paper to show them layered on each other.]
4. Tirzah's aunt gave her another layer of clothes to put on because it was cold outside.
   Benji likes to add a layer of chocolate to his pancakes for breakfast.
5. Do you see any layers around the classroom? Use the word *layer* when you tell about it.
   [Provide some suggestions, e.g., layer of books, layer of papers, layer of pillows.]

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Purpose for Listening

Tell students that the main topic, or main idea, of today's lesson is evergreen trees. Tell them to listen carefully to find out what special things grow on evergreen tress.

By the end of this lesson, students should be able to:

- ✓ Explain that evergreen trees are one type of plant that stays green all year and does not become dormant in the winter
- ✓ Compare and contrast deciduous and evergreen trees
- ✓ Explain the basic life cycles of plants

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Presenting the Read-Aloud — *10 minutes*

Evergreen Trees

Show image 9A-2: Evergreen trees

What type of tree is surrounding the lake?

- Evergreen trees are surrounding the lake.

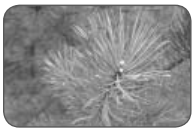
We use the word **evergreen** to describe plants that have green leaves all year around. **Evergreens** come in a variety of shapes and sizes, but they all have at least one thing in common.

Can you guess what all **evergreen** trees have in common? The answer is part of its name.

- They are always green.

Show image 9A-3: Christmas tree

One type of **evergreen** tree is called a pine tree. Pine trees have a pleasant smell, which many people like to have in their homes during the winter months.



Show image 9A-4: Pine needles

The leaves of most **evergreen** trees are called **needles. Needles** are very thin leaves. This picture shows the **needles** of a pine tree. Wherever you find pine trees, you can find a layer of brown pine **needles** on the ground. **Evergreen** trees lose their **needles** and grow new ones, but they do not shed their leaves all at once like deciduous trees do.

Evergreen trees are like deciduous trees because both of them make food through photosynthesis. For deciduous trees, photosynthesis happens in their leaves. During the end of fall, deciduous trees lose their leaves and photosynthesis stops.

The **needles** of an **evergreen** tree are much smaller than the leaves of a deciduous tree, so it is easier for the **evergreen** tree to make enough food to keep most of its leaves alive and on the branches. So the **evergreen** tree does not become bare in the winter.

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Show image 9A-5: Pine cones on ground

Wherever you find **evergreen** trees, you can find these things scattered around on the ground. If you look up while standing under an **evergreen** tree, you might see some of these growing on the tree's branches. They are called **cones.**

Most **evergreen** trees are called **conifers. Conifers** are trees that have needle-like leaves. Unlike deciduous trees which grow flowers and fruit, **conifer** trees do not have flowers and they do not grow fruit. Instead, **conifers** make **cones** and seeds grow inside their **cones**.

When a **cone** opens on the ground, the seeds fall out. If the seed falls into the soil and has the right amounts of food, water, air, and light, it might grow into a seedling and then into a sapling.

Show image 9A-6: Pine sapling

Can you find the sapling in this picture?

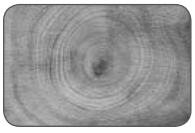
[Have one student come up and point out the sapling.]

This sapling will continue growing until it is big enough to produce its own pine **cones** one day. Remember the seeds are inside the **cone.**

Tell your partner what might happen if the seeds fall into the soil and have the right amounts of food, water, air, and light.

[Allow fifteen seconds for students to talk. Call on a volunteer to answer.]

The seeds might germinate and sprout into seedlings and grow into saplings. Eventually, they may grow to become mature trees that produce their own **cones** with seeds inside.



Show image 9A-7: Tree rings

Did you know that a tree adds a new layer of wood each year? This new layer forms a growth ring. You can tell exactly how old a tree is by counting the rings.

Can you estimate—or guess—how old this tree is?

[Count the layers to give students an idea of how old the tree is.]

This tree was a little more than fifty years old, which is actually pretty young for a tree. If it hadn't been cut down, this tree might have lived to have a hundred or more growth rings!

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Show image 9A-8: Pine branch and oak branch

Remember, most trees are either **evergreen** trees or deciduous trees. Next time you see a tree, try to figure out whether it is an **evergreen** or a deciduous tree. The leaves may give you your first clue.

[Hold up the leaves and needles you have prepared one at a time.]

Is this leaf from a deciduous tree or **evergreen** tree?

[You may choose to have students stand up if it is leaf from a deciduous tree and stay seated if it is leaf from an evergreen tree.]

Discussing the Read-Aloud — *10 minutes*

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Inferential* What is the main topic, or main idea, of today's lesson?
   - The main topic of today's lesson is evergreen trees.
2. *Literal* What are evergreen trees?
   - Evergreen trees are trees that stay green all year around.
3. *Literal* What are the leaves of an evergreen tree called?
   - Leaves of an evergreen tree are called needles.
4. *Inferential* Why are the needles of an evergreen tree important?
   - The needles are important because photosynthesis takes place in the needles.
5. *Literal* What do evergreen trees produce that contain the seeds?
   - Evergreen trees produce cones.
6. *Evaluative* Tell your partner about the life cycle of an evergreen tree. Use the words *seed, seedling, sapling, mature tree,* and *cones*.

[If necessary, guide the class through the life cycle of a pine tree. You may have students crouch down and pretend that they are a seed, then have them slowly stand up straight as they become a seedling, sapling, and mature tree.]

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

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I am going to ask you two questions. I will give you a minute to think about the questions, and then I will ask you to turn to your partner and discuss the questions. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames

Are deciduous trees and evergreen trees the same? (Yes/No)

Deciduous trees and evergreen trees are alike/different because . . .

Deciduous trees and evergreen trees . . .

Deciduous trees . . . , but evergreen trees . . .

Show image 9A-8: Pine branch and oak branch

7. *Evaluative* *Think Pair Share:* How are deciduous trees and evergreen trees alike? How are deciduous trees and evergreen trees different?
   - They are alike because they are both trees. They both have roots, a trunk, branches, and leaves. They both need air, food, water, and light to grow.
   - They are different because deciduous trees have leaves that change color in the fall, but evergreen trees have green needles all year around. Deciduous trees produce blossoms and fruit, but evergreen trees produce cones. Deciduous trees become bare and dormant in the winter, but evergreen trees keep their leaves all year around.
8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Deciduous and Evergreen

1. In the read-aloud you heard, "*Evergreen* trees are like *deciduous* trees because both of them make food through photosynthesis."
2. Say the word *evergreen* with me three times.

   Say the word *deciduous* with me three times.
3. If a plant is deciduous, it loses all of its leaves. If a plant is evergreen, it keeps some green leaves or needles all year long.
4. We can look at most trees and identify them as deciduous or evergreen.
5. How do you know if a tree is deciduous or evergreen? Try to use the words *deciduous* and/or *evergreen* when you tell about them. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I know it is a deciduous tree because . . . " and "I know it is an evergreen tree because . . . "]
6. What are the words we've been talking about?

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Use a *Terms* activity for follow-up. Directions: I am going to read a sentence. If it describes a deciduous tree, say, "That is a deciduous tree." If it describes an evergreen tree, say, "That is an evergreen tree."

1. The tree in the park has red and yellow leaves in the fall.
   - That is a deciduous tree.
2. The ground is covered with pine cones that have fallen from the tree.
   - That is an evergreen tree.
3. In winter, the branches of the tree are bare.
   - That is a deciduous tree.
4. The tree in our backyard stays green all year long.
   - That is an evergreen tree.
5. The tree has needles.
   - That is an evergreen tree.

Complete Remainder of the Lesson Later in the Day

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Evergreen Trees

6B

Extensions

***15** minutes*

Multiple Meaning Word Activity

Definition Detective: Cones

Note: You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described or have a student walk up to the poster and point to the image being described.

1. In the read-aloud you heard the word *cones*.
2. With your partner, think of as many meanings for *cones* as you can or discuss ways you can use the word *cones*.
3. [Show Poster 5M (Cones).] How is the word *cones* used in this lesson? Which picture shows this?
   - one
4. Cones are also a kind of shape with a circular base and sides that come together at a point. Which picture shows this?
   - two
5. Cones are something that can be used to hold ice cream. Which picture shows this?
   - three
6. Did you or your partner think of any of these definitions?
7. Now quiz your partner on the different meanings of *cones*. For example you could say, "Beatrice likes to eat her ice cream on a cone. Which *cone* am I?" And your partner would point to the ice cream cone to show that you meant that kind of cone.

10 Drawing the Read-Aloud (Instructional Masters 6B-1 and 6B-2)

- Give each student Instructional Master 6B-1. Ask them to think about how a deciduous tree looks in each season: winter, spring, summer, and fall. You may wish to show Flip Book image 8A-7 (Apple tree in the four seasons) for students to reference.

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- Have students color the trees to show the seasons. You may wish to guide them through this activity season by season.
- Then, give each student Instructional Master 6B-2. [You may wish to do this at a later time.]
- Have them draw an evergreen tree in a season of their choice. Remind them to include cones and needles.
- Have students share their drawings with their partner, in small groups, or with home language peers. Remember to repeat and expand upon students' responses using richer and more complex language, including read-aloud vocabulary.

Domain-Related Trade Book

- Refer to the list of recommended trade books in the Introduction and choose one informational text about trees to read aloud to the class.
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called the illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.

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Plants and People

7

☑ *Lesson Objectives*

Core Content Objectives

Students will:

- ✓ Identify that plants provide oxygen and food to people
- ✓ Explain that seeds are the beginning of new plants
- ✓ Explain that some plants produce fruit to hold seeds
- ✓ Compare and contrast fruits and seeds of different plants

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, describe the connection between seeds and the plants they can grow into, e.g., apple seeds can grow into apple trees; and the connection between different seeds and the fruit from which they come (RI.K.3)
- ✓ With prompting and support, describe illustrations, such as a collage of fruits and vegetables, and real edible plants, to check and support comprehension (RI.K.7)
- ✓ With prompting and support, identify reasons given in the read-aloud that state why seeds are the most important parts of plants (RI.K.8)
- ✓ With prompting and support, compare and contrast similarities and differences between the seeds of an apple and a cherry to the seeds of a strawberry (RI.K.9)
- ✓ Use a combination of drawing and dictating or labeling to present information learned from "Evergreen Trees" (W.K.2)

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- ✓ With guidance and support from adults, respond to comments and suggestions from peers to revise Plant Page #6 as needed (W.K.5)
- ✓ With assistance, organize facts from various read-alouds to identify the plant parts that are edible in a student-created picture (W.K.8)
- ✓ Describe favorite fruit and, with prompting and support, provide additional detail (SL.K.4)
- ✓ Add drawings to the Plant Pages booklet to show information learned from "Evergreen Trees" (SL.K.5)
- ✓ Add drawings or pictures to accompany an oral description of a scrumptious meal (SL.K.5)
- ✓ Produce compound sentences using *and* in a shared language activity (L.K.1f)
- ✓ Identify new meanings for the word *pit* and apply them accurately (L.K.4a)
- ✓ Identify real-life connections between words—*oxygen, provide, pit,* and *scrumptious*—and their use (L.K.5c)
- ✓ Listen to a variety of texts, including informational text such as "Plants and People"

Core Vocabulary

blossoms, *n.* The flowers on a plant or tree
Example: The blossoms on the apple tree were beautiful and white.
Variation(s): blossom

core, *n.* The center or middle part of something
Example: Juan ate his apple all the way to the core.
Variation(s): cores

fruit, *n.* The part of the plant that contains the seed
Example: Apples are Abigail's favorite fruit.
Variation(s): fruits

oxygen, *n.* A gas found in air and water
Example: We breathe in oxygen and breathe out carbon dioxide.
Variation(s): none

produce, *v.* To make
Example: Apple trees produce apples.
Variation(s): produces, produced, producing

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provide, *v.* To supply or give something

Example: Your teacher will provide the paper, but you must bring a pencil.

Variation(s): provides, provided, providing

scrumptious, *adj.* Something that tastes very good

Example: The dinner that night was so scrumptious that I wish we could eat it every night.

Variation(s): none

Vocabulary Chart for Plants and People

Core Vocabulary words are in **bold**.
Multiple Meaning Word Activity word is underlined.
Vocabulary Instructional Activity words have an asterisk (*).
Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	honeybee nectar ***oxygen*** seed	breathe guest **produce** ***provide*** ripe **scrumptious***	apple cherry corn **fruit** rice strawberry watermelon wheat
Multiple Meaning	**blossoms** pit	**core**	slice
Phrases	fresh air	Have you . . . before? Have you . . . lately?	the most important warm welcome
Cognates	néctar aire fresco	**corazón** **producer** ***oxígeno***	cereza **fruta** (on plant) **fruto** (for eating) el más importante

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Image Sequence

This is the order Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching the read-aloud. Please note that it contains images from two separate read-alouds and differs from the sequence used in the *Tell It Again! Read-Aloud Anthology.*

1. 10A-2: Fruits and vegetables collage
2. 6A-1: Apple tree
3. 6A-2: Sliced apple
4. 6A-3: Cherry tree
5. 6A-4: Cherries
6. 6A-5: Strawberry plant
7. 6A-6: Strawberry
8. 6A-7: Watermelon
9. 6A-8: Watermelon slice
10. 10A-3: Corn
11. 10A-4: Wheat and wheat products
12. 10A-5: Rice
13. 10A-14: Child and trees

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At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	**My Plant Pages**	example of a completed Plant Page	15
	Introducing "Plants and People"	pictures/realia of living and nonliving things; edible plant parts (see chart below)	
	Vocabulary Preview: Oxygen, Provide		
	Purpose for Listening		
Presenting the Read-Aloud	**Plants and People**	Response Card 1	10
Discussing the Read-Aloud	**Comprehension Questions**	Image Cards 2–12	10
	Stop! Complete Remainder of the Lesson Later in the Day		
Extensions	**Multiple Meaning Word Activity: Pit**	Poster 3M (Pit)	15
	Syntactic Awareness Activity: Making Compound Sentences Using *and*		
	Vocabulary Instructional Activity: Scrumptious	drawing paper, drawing tools; pictures of food; glue or tape; scissors (optional)	
	End-of-Lesson Check-In		

Chart of Common Edible Plant Parts					
Roots	**Stems**	**Leaves**	**Seeds**	**Flowers**	**Fruits**
potato carrot beet radish turnip	celery sugar cane asparagus	lettuce cabbage spinach parsley basil	wheat corn rice beans oats barley	cauliflower broccoli	apple tomato orange

Advance Preparation

Have an example of a completed Plant Page for Lesson 6 available for students to reference.

For Introducing "Plants and People," prepare images and/or realia of different edible plant parts. Refer to the chart above for ideas of various items you may choose to share with your students. You may wish to let students sample some of these plant parts.

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Note: Be sure to follow your school's policy regarding food distribution and allergies.

For Vocabulary Instructional Activity, provide pictures of food or food magazines from which students can cut and paste onto their picture of a scrumptious meal.

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Plants and People

7A

Introducing the Read-Aloud *15 minutes*

My Plants Pages

- Give students their *My Plants Pages* booklet.
- Show students an example of completed Plants Page for Lesson 6.
- Have them turn to the next blank page and write the number "6" on the bottom corner. Tell students to draw something they learned about evergreen trees. Alternatively, you may choose to have students go outdoors and find needles from evergreen trees and glue or tape them onto their Plant Page.
- Choose a few students to dictate what they have drawn. Be sure to repeat back to them what you have written on their paper.
- Above and Beyond: If they are able, students may label their drawing.
- Have students share their Plant Page with their partner, in small groups, or with home language peers. Encourage them to comment on each other's picture. Then direct students to go back to their picture and revise it based on your comments or the comments of their peers.

Introducing "Plants and People"

- Remind students that they learned about living and nonliving things at the beginning of this domain. You may wish to refer to the living and nonliving examples you have in the classroom.
- Ask students: "Do you remember what all living things need to survive?"
  - All living things need food, water, and air.
- Tell students that in today's lesson, they will learn that plants provide, or give, two very important things for animals and humans to survive: oxygen and food.
- Distribute examples of edible plant parts you have prepared for students to examine. Have them guess what the food is and which plant part it comes from.

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Vocabulary Preview

Oxygen

1. When you breathe in, *oxygen* goes into your body.
2. Say the word *oxygen* with me three times.
3. Oxygen is something that is in the air we breathe. We cannot see it, smell it, or taste it, but it is very important to our survival. [Have students take a deep breath with you. Tell them that when they breathe in, oxygen from the air is going into their bodies.]
4. If animals do not get enough oxygen, they cannot survive.
   If you do not breathe, your body cannot get the oxygen it needs.
5. Taking turns with your partner, tell each other three things that need oxygen to survive (e.g., humans, plants, ants, bears, apple trees). Use the word *oxygen* when you tell about them.

Provide

1. One reason plants are important is that they *provide* food.
2. Say the word *provide* with me three times.
3. To provide means to give something.
4. Plants provide us with oxygen.
   Kiara's soccer coach provides the team with snacks after soccer practice.
5. Has someone ever provided you with something you needed? Tell your partner about a time someone provided you with something you needed, like a coat, a meal, or a pencil. Use the word *provided* when you tell about it.

Purpose for Listening

Tell students that they will hear about how plants are useful to humans because they provide humans with oxygen and food. Tell them to listen carefully to find out about the parts of plants they can eat.

By the end of the lesson, students should be able to:

- ✓ Identify that plants provide oxygen and food to people
- ✓ Explain that seeds are the beginning of new plants
- ✓ Explain that some plants produce fruit to hold seeds
- ✓ Compare and contrast fruits and seeds of different plants

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Presenting the Read-Aloud — *10 minutes*

Plants and People

Show image 10A-2: Fruits and vegetables collage

What **fruits** and vegetables do you see in this picture?

[Call on several students to share.]

Each **fruit** and vegetable you see in this picture comes from some part of a plant.

[Take a moment to review the basic parts of a plant: root, stem, leaves, flower, and seed. You may choose to have students identify the plant parts using Response Card 1.]

Do you have a favorite **fruit** you like to eat? Tell your partner about it. Each person may ask one question to get more information about the favorite **fruit** mentioned by their partner.

[Allow thirty seconds for students to talk. You may need to prompt students to ask and answer questions. Call on a few students to share what their partner's favorite fruit is.]

Today we have a special guest who will be joining us for this read-aloud. Her name is Polly the Honeybee. Polly has come to tell us about different plants that **produce,** or make, **fruits.**

Maybe Polly will talk about your favorite **fruit** today!

Show image 6A-1: Apple tree

Here she is! Let's give our guest a warm welcome by waving hello.

[Have students wave to Polly.]

Buzz, buzz! Do you see me next to an apple tree? I just love to drink the sweet nectar—or sweet juice—that is inside the apple **blossoms.** The nectar of those **blossoms** are **scrumptious**! It is so delicious!

These apples were small at first, but then they got bigger and bigger. Now they are almost ripe—they are almost ready to be picked and eaten. When the apples are ripe, they will drop off the tree.

Or, someone like you may come and pick the apple from the tree and eat it.

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Show image 6A-2: Sliced apple

Here's an apple that has been picked off the tree and sliced, or cut, in half. There is something special in the **core**—or center part—of the apple. Do you know what that is?

[Pause for answers.]

- seeds

That's right, the seeds! Lots of plants, like this apple tree, **produce,** or make, a special part to hold the seeds called the **fruit.** The **fruit** of this apple tree are called apples. Inside each apple are apple seeds.

What do you think the seeds inside the apple can grow up to become?

[Call on a student to answer.]

- The seeds inside the apple can grow into new apple trees.

Show image 6A-3: Cherry tree branch with cherries

Buzz, buzz! Here I am again. I'm next to a cherry tree. In the spring, cherry trees **produce** lovely pink **blossoms.** Cherry **blossoms** have **scrumptious** nectar. But now the **blossoms** are gone. This tree has begun to make **fruit.**

Show image 6A-4: Cherries

Have you ever bitten into a fresh cherry? If you have, your teeth probably bumped into something hard at its **core.** That hard thing is the cherry pit, and the seed of the cherry is actually inside the cherry pit.

The tasty part of the cherry that people eat is the soft **fruit** around the pit. To people, the **fruit** seems like the important part of a cherry. But, to the cherry tree, the most important part is the seed that is inside the cherry pit.

Tell your partner why the seed the most important part of the plant.

[Allow fifteen seconds for students to talk. Call on a partner pair to answer.]

- The seed is the most important part of the plant because the seed can grow into a new plant.

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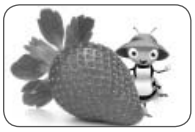
Show image 6A-5: Strawberry plant

Buzz, buzz! Over here! Can you tell which plant I am buzzing next to?

This is a strawberry plant. This strawberry plant has both **blossoms** and **fruit.** Some of the **fruit** is ripe enough to eat. Yum!

[Have students identify the blossoms and fruit.]



Show image 6A-6: Strawberry

Look at this ripe strawberry. You can see the seeds all over the outside of the strawberry. The seeds in this strawberry are so small that people can eat them along with the **fruit.**

Tell your partner about how the seeds of the apple tree and cherry tree are different from the seeds of a strawberry plant. Then tell your partner about how the seeds are the same.

[Allow thirty seconds for students to talk. Call on two partner pairs to share their answer.]

Show image 6A-7: Watermelon

Buzz, buzz! Here's one last plant. I love to drink the **scrumptious** nectar of this plant's **blossom,** too. Do you know what the **fruit** of this plant is called?

[Pause for answers.]

It's called a watermelon.

Show image 6A-8: Watermelon slice

Here's a watermelon that has been sliced open. Can you see the black seeds inside? The seeds of the watermelon are on the inside of the watermelon with the red, juicy **fruit** that people like to eat. People spit out the seeds when they are eating the red, squishy part of the watermelon.

What do you think the watermelon seeds can grow into?

- The watermelon seeds can grow into watermelon plants.

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Well, that about concludes—or ends—my little talk about plants, **fruit** and seeds. Now you know that **fruits** like apples and strawberries come from plants. And you also know that **fruits** contain the seeds from which new plants can grow. **Fruits** are healthy and tasty, so you should eat them every day. Did I talk about one of your favorite **fruits** today?

[Pause for answers.]

Now your teacher will tell you about three more plants that you probably eat every day.

Show image 10A-3: Corn

This is a picture of one of the most important plants in the world—corn. Believe it or not, corn is the seed of a special type of grass.

Do you think corn on the cob is **scrumptious**—or very yummy?

[Pause for answers.]

Show image 10A-4: Wheat and wheat products

Have you eaten bread, cookies, or crackers lately? If so, you probably have eaten wheat. Wheat also is a seed that comes from a type of grass. Its seeds are crushed and used to make flour, which is used in many kinds of breads, cereals, and cakes.

What kinds of food made from wheat do you think are **scrumptious**?

[Pause for answers.]

Show image 10A-5: Rice

This is a picture of rice. Rice is another important food that comes from a seed. People all over the world eat rice. Rice is used to feed billions of people every day!

Tell your partner what you like to eat with rice. Or tell your partner about a plant you have eaten recently.

[Allow fifteen seconds for students to talk. Call on several students to share.]

You have just learned about the three most important food plants in the world: corn, wheat, and rice. They are all seeds that come from different types of grasses.

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Show image 10A-14: Child and trees

Plants do not only **provide** us with food. Here is another important thing plants **provide** us with: clean and fresh air.

When plants make their own food through photosynthesis, they release **oxygen** into the air. When you breathe in, **oxygen** travels into your body. **Oxygen** keeps you alive. You need **oxygen** all day, every day.

Trees are the biggest and best clean-air makers. Trees help keep the air clean and safe to breathe. So, next time you see a big tree, wrap your arms around it and give it a big hug, just to show you understand how important it is.

Discussing the Read-Aloud — *10 minutes*

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Literal* What are two important things plants provide for humans?
   - Plants provide food and oxygen for humans.
2. *Literal* What do some plants produce to hold their seeds?
   - Some plants produce fruit to hold their seeds.
3. *Literal* What part of the strawberry plant has the seeds?
   - The outside of the strawberry has the seeds.
4. *Literal* What are some fruits that Polly talked about? What do their seeds look like? Where can you find the seeds?
   - Apples have small, dark brown seeds inside the core.
   - Cherries have hard, light brown pits inside the cherry.
   - Strawberries have tiny seeds on the outside.
   - Watermelon has many black or white seeds inside the watermelon.
5. *Evaluative* [Hold up Image Cards 2–12 and have students identify the fruits and their seeds.] What fruit is this? Do you think this fruit is scrumptious?
   - Answer may vary.

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6. *Literal* What are three important food plants that we eat very often?
   - Three important food plants that we eat often are corn, wheat, and rice.
7. *Inferential* How do plants help people to breathe?
   - Plants help people breathe by producing oxygen.

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask you a question. I will give you a minute to think about the question, and then I will ask you to turn to your partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames

Are plants important to people? (Yes/No)

Plants are important because . . .

Plants provide me with . . .

8. *Evaluative* *Think Pair Share:* How are plants important to you?
   - Answers may vary.
9. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Complete Remainder of the Lesson Later in the Day

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Plants and People

7B

Extensions

***15** minutes*

Multiple Meaning Word Activity

Multiple Choice: Pit

Note: You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described or have a student walk up to the poster and point to the image being described.

1. [Show Poster 3M (Pit).] In the read-aloud you heard that "[t]he seed of the cherry is inside the cherry pit." Which picture shows a cherry pit?
   - one
2. *Pit* also means to compete against each other, like having a race. Which picture shows children pitted against each other?
   - three
3. *Pit* can also be a hole. Which picture shows a hole in the ground?
   - two
4. Now that we have gone over the different meanings for *pit*, quiz your partner on these different meanings. Try to use complete sentences. For example you could say, "Valencia and Chien were pitted against each other to see who could finish their watermelon slice first." And your partner would respond, "That's number three."

Syntactic Awareness Activity

***Making Compound Sentences Using* and**

Directions: I will show you a picture. Then I will ask one question at a time. Each time a question is answered, we will add it to our sentence to make our sentence expand using a special little word, *and*.

Note: There may be variations in the sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatical. Repeat each sentence for the students. If necessary, ask students to repeat your sentence.

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Show image 10A-2: Fruits and vegetables collage

1. Name one thing you see in this picture. (a kiwi)
   - I see a kiwi.
2. Name something else you see in this picture (corn)
   - I see corn.
3. Now let's put these two sentences together using *and*. We use *and* to show that there is something more or to add more information.
   - I see kiwi, and I see corn.

Show image 6A-5: Strawberry plant

4. What is Polly the Honeybee doing? (buzzing next to a strawberry plant)
   - Polly the Honeybee is buzzing next to a strawberry plant.
5. What else is Polly doing? (telling us about strawberries)
   - Polly is telling us about strawberries.
6. Now let's put these sentences together using *and*. We use *and* to show that there is something more or to add more information.
   - Polly the Honeybee is buzzing next to a strawberry plant, and Polly is telling us about strawberries.
7. Using the word *and*, tell your partner two things you will do after school today. For example, you could say, "I will eat a healthy snack, and I will play with my little brother."

Vocabulary Instructional Activity

Word Work: Scrumptious

1. In the read-aloud you heard Polly the Honeybee say, "I love to drink the *scrumptious* nectar of plant blossoms."
2. Say the word *scrumptious* with me three times.
3. When you say that something is scrumptious, that means you think it tastes great.
4. Amir thought his dinner was so scrumptious that he wishes he could eat it every night.
5. Tell your partner other words you could use that mean *scrumptious*.
   - *Delicious, very good, yummy, tastes good*

[You may wish to ask students how they say *scrumptious* in their home language.]

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6. What's the word we've been talking about?

Use a *Drawing* activity for follow-up. Directions: Think about some foods that you think are scrumptious. Then draw a picture of the most scrumptious meal ever.

- You may choose to provide several pictures of food or food magazines for students to cut and paste.
- Have students identify whether some of the food they have in their picture is from plants.
- Have students share their picture of the most scrumptious meal ever with their partner, in small groups, or with home language peers.

⑩ End-of Lesson Check-In

Plants and People

Choose four students to focus on and record their scores on the Tens Recording Chart. For this kind of informal observation, you should give a score of zero, five, or ten based on your evaluation of students' understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

- Remind students that they have learned new words and information about plants and how plants are important to people.
- Ask them to talk to their partner about what they have learned today using as many new words and as much new information as they can.
- Students may use this time to ask their partner about unknown words from the read-aloud.

Items to listen for:

- The words *fruit* and *seeds*
- The word *oxygen*
- The words *provide, pit,* and *scrumptious*
- Any item related to the things plants provide to people

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George Washington Carver

8

☑ *Lesson Objectives*

Core Content Objectives

Students will:

- ✓ Describe the life and scientific achievements of George Washington Carver

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, describe the connection between items that seeds need to grow and where those items come from (RI.K.3)
- ✓ With prompting and support, compare and contrast similarities and differences between Johnny Appleseed and George Washington Carver (RI.K.9)
- ✓ Use a combination of drawing and dictating or labeling to present information learned from "Plants and People" (W.K.2)
- ✓ With guidance and support from adults, respond to comments and suggestions from peers to revise Plant Page #7 as needed (W.K.5)
- ✓ Add drawings to the *Plants Pages* booklet to show information learned from "Plants and People" (SL.K.5)
- ✓ Produce compound sentences using *and* in a shared language activity (L.K.1f)
- ✓ Identify new meanings for the word *garden* and apply them accurately (L.K.4a)
- ✓ Identify real-life connections between words—*botany/botanist, interest, garden,* and *experiment*—and their use (L.K.5c)

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- ✓ Explain the meaning of "great oaks from little acorns grow" and use in appropriate contexts (L.K.6)
- ✓ Listen to a variety of texts, including a biography of "George Washington Carver"

Core Vocabulary

botanist, *n.* Someone who studies plants
Example: The botanist studied the strange plants.
Variation(s): botanists

botany, *n.* The study of plants; plant life
Example: Jan wants to study botany when she grows up.
Variation(s): none

canvas, *n.* A piece of material on which one can paint
Example: The artist painted a rose on the canvas.
Variation(s): canvases

crops, *n.* Vegetables or plants that are grown on a farm for food
Example: The farmer planted three different crops: corn, soybeans, and wheat.
Variation(s): crop

Vocabulary Chart for George Washington Carver

Core Vocabulary words are in **bold**.
Multiple Meaning Word Activity word is underlined.
Vocabulary Instructional Activity words have an asterisk (*).
Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	**botanist** ***botany*** **canvas** professor	collect discoveries explore experiment* improvise *interest* observing remove talent	famous peanut study forests/woods
Multiple Meaning	**crops** garden		paint plants
Phrases	floral beauties	caught his eye	free time
Cognates	**botánico(a)** **botánica** bellezas florales improviser profesor(ora)	descubrimiento explorer experimento* *interés* observador talento	famoso(a) estudiar pintar jardín

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Image Sequence

This is the order Flip Book images will be shown for this read-aloud. It is the same as the corresponding read-aloud in the *Tell It Again! Read-Aloud Anthology.*

1. 11A-2: George Washington Carver
2. 11A-3: Young George
3. 11A-4: Young George planting a new plant in his garden
4. 11A-5: Plant doctor
5. 11A-6: George painting
6. 11A-7: Photo of George as an adult
7. 11A-8: Collage of products

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	**What Have We Learned?**	Image Cards 2–12	15
	My Plants Pages	example of a completed Plant Page	
	Introducing "George Washington Carver"		
	Vocabulary Preview: botany, interest		
	Purpose for Listening		
Presenting the Read-Aloud	**George Washington Carver**	U.S. Map; potted plant with roots	10
Discussing the Read-Aloud	**Comprehension Questions**		10
	Sayings and Phrases: Great Oaks from Little Acorns Grow		
	Complete Remainder of the Lesson Later in the Day		
Extensions	**Multiple Meaning Word Activity: Garden**	Poster 6M (Garden)	15
	Syntactic Awareness Activity: Making Compound Sentences Using *and*		
	Vocabulary Instructional Activity: Experiment		
	End-of-Lesson Check-In		

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Advance Preparation

Have an example of a completed Plant Page for Lesson 7 available for students to reference.

For Presenting the Read-Aloud, you may wish to gently lift the plant from the pot so that some of its roots are exposed for students to get an idea of how George transplanted the plants he found into his garden.

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George Washington Carver

8A

Introducing the Read-Aloud — *15 minutes*

What Have We Learned?

- Ask students: "Who did we meet in yesterday's read-aloud? What did she tell us about?"
  - We met Polly the Honeybee. She told us about fruit and seeds.
- Using Image Cards 2 through 12, review the different types of fruit and their seeds. You may wish to have students visualize in their minds what the seeds look like and then show them the picture of the seed in the fruit.
- Reinforce the fact that some plants produce fruit to hold their seeds.

My Plants Pages

- Give students their *My Plants Pages* booklet.
- Show students an example of completed Plants Page for Lesson 7.
- Have them turn to next blank page and write the number "7" on the bottom corner. Tell students to draw something that plants provide to humans.
- Choose a few students to dictate what they have drawn. Be sure to repeat back to them what you have written on their paper.
- Above and Beyond: If they are able, students may label their drawing.
- Have students share their Plant Page with their partner, in small groups, or with home language peers. Encourage them to comment on each other's picture. Then direct students to go back to their picture and revise it based on your comments or the comments of their peers.

Introducing "George Washington Carver"

Show image 11A-2: George Washington Carver

- Tell students that they are about to hear a true story about a famous man who lived over a hundred years ago named George Washington Carver.

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- Tell students that this story is different from a tall tale, like "Johnny Appleseed," because it is a true story about a real person. This story does not exaggerate the truth like a tall tale exaggerates the truth.
- Ask students to guess what George Washington Carver loved and what he was famous for.

Vocabulary Preview

Botany/Botanist

1. George Washington Carver studied *botany* in college and became an expert *botanist*.
2. Say the word *botany* with me three times.
   Say the word *botanist* with me three times.
3. Botany is the study of plants and the life of plants. What do you think *botanist* means?
   - A botanist is someone who studies plants.
4. An expert in botany knows a lot about all kinds of plants. Someone who studies plants is called a botanist.
5. If you were to study botany, which plant would you like to know about first? Tell your partner about it. Use the word *botany* or *botanist* when you tell about it.

Interest

1. George Washington Carver had an *interest* in plants since he was a young child.
2. Say the word *interest* with me three times.
3. When you have an interest in something, that means it gets your attention and you are curious about it.
4. Jayden has an interest in cooking. Every evening he helps his father cook dinner.
5. What do you have an interest in? What do you do about your interest? Tell your partner about your interest and what you do related to it. For example, you can say, "I have an interest in _____, and I . . . " I will call on a few students to share.

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Purpose for Listening

Tell students that they will learn about a person who loved plants—George Washington Carver. Tell them to listen carefully to find out what he did with plants and the discoveries he made with plants.

By the end of the lesson, students should be able to:

- ✓ Describe the life and scientific achievements of George Washington Carver

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Presenting the Read-Aloud — *10 minutes*

George Washington Carver

Show image 11A-2: George Washington Carver

Today you are going to hear about another man who, like Johnny Appleseed, became famous because of his love for plants.

Do you remember what Johnny Appleseed did to make him famous?

- He planted apple seeds everywhere.

He, too, lived many years ago, though not quite as long ago as Johnny Appleseed. His name was George Washington Carver. He became famous throughout the United States as a **botanist**—which is a scientist who studies plants. George first developed his interest in plants as a young boy.

Show image 11A-3: Young George

As a child, George used his free time to explore the forests surrounding his home on a farm in Missouri.

[Point to the state you live in, then point to Missouri on a U.S. map.]

George liked to collect things that caught his eye.

[Ask students what George has in his hand.]

He spent many hours roaming the woods discovering all sorts of wonderful things.

George was especially curious about the different kinds of plants that he noticed during his explorations outdoors. He wanted to study these plants further, but he knew that if he pulled them out of the ground and took them back to the cabin, they would die.

[Ask students: "Why would the plants die if he pulled them out from the soil?"]

Show image 11A-4: Young George planting a new plant in his garden

So when George found an interesting plant, he would carefully dig it up and remove it from the place it was growing, roots and all, so that he could plant it in a special garden close to the cabin.

[If you have a potted plant, show students how George removed the plant with its roots.]

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George moved plant after plant to this special garden, where he looked after each and every plant, watering and caring for them all to make sure that they continued to grow. As an adult, George later wrote, "I literally lived in the woods. I wanted to know every strange stone, flower, insect, bird, or beast. Day after day I spent time in the woods alone in order to collect my floral beauties and put them in my little garden I had hidden in the brush not far from the house . . ." The plants George collected were his floral beauties.

Show image 11A-5: Plant doctor

Fascinated by the plants in his garden, George spent hours tending, observing, and studying them. In time, he came to learn about the special needs of each plant—how much water each needed, whether it grew best in full sunlight or with some shade. George also took a special interest in caring for plants that were not growing well. He became so skillful at caring for these sick plants that people throughout the neighborhood began to call him the "plant doctor."

Show image 11A-6: George painting

George's passion for plants led him to develop another talent, that of an artist. Of course, his favorite subjects to paint were his beloved plants! Though he did not have a proper **canvas**—or something to paint on—or paints, he improvised with what he could find. He used whatever he could find to use as paint and to paint with. George made his first paints from different plant parts. He mashed bark, roots, and wild berries, and used them to paint on old boards or even flat rocks. George painted throughout his entire life.

Show image 11A-7: Photo of George as an adult

George was truly a remarkable and talented person. He was very good at what he did. He was an excellent student who learned quickly. He went on to study at college, eventually becoming an expert in **botany**—the study of plants. After he finished college, George became a professor at a famous university in Alabama.

[Point to the state you live in, then point to Alabama on a U.S. map.]

There, he spent the rest of his life continuing to study plants and experiment with ways to make them grow better.

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Show image 11A-8: Collage of products

He discovered many ways to help farmers improve how they grew plants and **crops** on their farms.

[Define crops as plants that farmers grow. Farmers usually grow a lot of one kind of crop like wheat or corn.]

George encouraged farmers to grow new kinds of **crops**—especially peanuts and sweet potatoes.

[Point to the peanuts and sweet potatoes. Ask if any of the students have eaten these plants before.]

He also found many ways to use peanuts in all different types of products like dyes, oils, and makeup.

[Point to these products.]

He even came up with a number of recipes for foods that used peanuts.

[Ask students: "Have you eaten foods made from peanuts?" Call on three students to share.]

George Washington Carver is remembered today as a great botanist with a great love for plants. His discoveries—what he learned—about plants are still useful today.

Discussing the Read-Aloud *10 minutes*

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Literal* Who is this true story about?
   - This true story is about George Washington Carver.
2. *Literal* What kind of scientist was George Washington Carver?
   - George Washington Carver was a botanist.
3. *Literal* What did George Washington Carver do with the plants he thought were interesting?
   - He would remove them with their roots and plant them in a special garden near his home.

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4. *Inferential* Why was George Washington Carver called the "Plant Doctor"?
   - George Washington Carver was called the "Plant Doctor" because he was good at taking care of and healing sick plants.
5. *Inferential* How did George Washington Carver help farmers?
   - George Washington Carver helped farmers by improving the way they grew crops and encouraged them to grow peanuts and sweet potatoes.

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask you a question. I will give you a minute to think about the question, and then I will ask you to turn to your partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames

Do you want to be an expert at something one day? (Yes/No)

I want to study . . .

I want to be an expert in/at _____ because . . .

6. *Evaluative* *Think Pair Share*: George Washington Carver studied botany and eventually become an expert in plants. Tell your partner something you are interested in studying. Maybe one day you will be an expert in it!
   - Answers may vary.
7. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Sayings and Phrases

Show image 3A-5: Acorn and oak

- Remind students of the saying, "Great oaks from little acorns grow."
- Have students explain the meaning of the saying. If students have trouble, remind them that this saying means that just as a small acorn can grow into a towering oak tree, something that starts out small or not really important can become big or really important.
- Ask students: "Do you think George Washington Carver's life was an example of the saying 'great oaks from little acorns grow.' Why or why not?"

Complete Remainder of the Lesson Later in the Day

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George Washington Carver

8B

Extensions

***15** minutes*

Multiple Meaning Word Activity

Multiple Choice: Garden

Note: You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described or have a student walk up to the poster and point to the image being described.

1. [Show Poster 6M (Garden).] In the read-aloud you heard that "when George found an interesting plant, he would carefully dig it up and remove it from the place it was growing, roots and all, so that he could plant it in a special *garden*. Which picture shows George's garden?
   - one
2. *Garden* also means to work in the garden. You can say that you are gardening when you work in the garden doing such things as planting seeds, watering plants, and collecting plants. Which picture shows a girl gardening?
   - three
3. A garden is also a place where you can see beautiful flowers. Which picture shows this kind of garden?
   - two
4. Now that we have gone over the different meanings for *garden,* quiz your partner on these different meanings. Try to use complete sentences. For example you could say, "Javier and his family likes to go visit the public rose garden on Saturdays." And your partner would respond, "That's number two."

Syntactic Awareness Activity

***Making Compound Sentences Using* and**

Directions: I will show you a picture. Then I will ask one question at a time. Each time a question is answered, we will add it to our sentence to make our sentence expand using a special little word, *and*.

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Note: There may be variations in the sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatical. Repeat each sentence for the students. If necessary, ask students to repeat your sentence.

Show image 11A-8: Collage of products

1. Name one thing you see in this picture. (peanuts)
   - I see peanuts.

   Name something else you see in this picture (peanut butter)
   - I see peanut butter.

   Now let's put these two sentences together using *and*. We use *and* to show that there is something more or to add more information.
   - I see peanuts, and I see peanut butter.

Show image 11A-3: Young George

2. What is George doing? (sitting next to a stream)
   - George is sitting next to a stream.

   What else is George doing? (holding a seedling in his hand)
   - George is holding a seedling in his hand.

   What word can we use to put these two sentences together?
   - *and*

   We use *and* to show that there is something more or to add more information.
   - George is sitting next to a stream, and George is holding a seedling in his hand.

3. Using the word *and*, tell your partner two things that interest you. For example, you could say, "I have an interest in animals, and I have an interest in math."

Vocabulary Instructional Activity

Word Work: Experiment

1. In the read-aloud you heard that "[George Washington Carver] spent the rest of his life continuing to study plants and *experiment* with ways to make them grow better."
2. Say the word *experiment* with me three times.
3. When you do an experiment, you are testing something to see what will happen or trying out different things to see what they are like.

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4. Banshim likes to experiment with ways to make his sunflower plant grow taller.
5. Tell your partner about a time you did an experiment. What were you trying to find out? What happened? Or, tell your partner about something you are curious about and would like to experiment. [You may wish to remind students of experiments the class has done together, e.g., "See Through" planter.]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: You usually do an experiment when you want to find out more about something. I will tell you several situations. If what I say is an experiment, say, "That is an experiment." If what I say is not an experiment, say, "That is not an experiment."

1. George Washington Carver trying to find out which flowers need more sunlight.
   - That's an experiment.
2. Mixing different colors together to see what color they make.
   - That's an experiment.
3. Petting a horse.
   - That is not an experiment.
4. Using different-shaped bubble wands to see what kind of bubbles they make.
   - That is an experiment.
5. Eating your favorite food for lunch.
   - That is not an experiment.

⑩ End-of-Lesson Check-In

Johnny Appleseed and George Washington Carver

Choose four students to focus on and record their scores on the Tens Recording Chart. For this kind of informal observation, you should give a score of zero, five, or ten based on your evaluation of students' understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

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Show image 7A-1: Johnny Appleseed

Show image 11A-2: George Washington Carver

- Say to students: "Tell your partner how the lives of Johnny Appleseed and George Washington Carver were similar and how they were different."
  - Johnny Appleseed and George Washington Carver were similar because both of them loved plants and planted plants. Johnny Appleseed and George Washington Carver were different because Johnny wandered from place to place, but George lived on a farm; Johnny planted apple seeds, but George planted a garden; Johnny played the violin, but George painted.

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Domain Review

DR

Note to Teacher

You should spend one day reviewing and reinforcing the material in this domain. You may have students do any combination of the activities provided, in either whole-group or small-group settings.

Core Content Objectives Addressed in This Domain

Students will:

- ✓ Distinguish between living and nonliving things
- ✓ Explain that plants are living things
- ✓ Explain that different kinds of plants grow in different environments
- ✓ Describe what plants need to live and grow: food, water, air, and light
- ✓ Identify the root, stem, leaf, flower, and seed of a plant
- ✓ Explain that roots anchor the plant and take in water and nutrients
- ✓ Explain that stems support the plant and carry water and nutrients to the various parts of the plant
- ✓ Explain that the plant makes its food in its leaves
- ✓ Explain that seeds are the beginnings of new plants
- ✓ Explain the basic life cycle of plants
- ✓ Explain that deciduous trees are a type of plant that loses its leaves in the fall and becomes dormant in the winter
- ✓ Explain that evergreen trees are a type of plant that stays green all year and does not become dormant in the winter
- ✓ Compare and contrast deciduous and evergreen trees
- ✓ Identify that plants provide oxygen and food to people
- ✓ Explain that some plants produce fruit to hold seeds
- ✓ Compare and contrast fruits and seeds of different plants
- ✓ Demonstrate familiarity with the tall tale “Johnny Appleseed”

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- ✓ Describe the life and scientific achievements of George Washington Carver

Activities

Parts of a Plant (Instructional Master DR-1)

Materials: scissors; glue or tape (optional)

Have students cut out and glue or tape the plant parts onto a separate sheet of paper to make a whole plant. Alternatively, you can place students into groups of four and have them put the plant parts together, like a puzzle. Instead of using the images provided, you may wish that each student draw one of the plant parts—roots, stem, leaf, or flower—and have the small group put their parts together to make a whole plant. Check to ensure students' understanding of the function of each plant part.

Image Card Review

Materials: Image Cards 1–14

In your hand, hold Image Cards 1–14 fanned out like a deck of cards. Ask a student to choose a card but to not show it to anyone else in the class. The student must then perform an action or give a clue about the picture s/he is holding. For example, for the evergreen plant, a student may give the clue, "This type of plant stays green all year long." The rest of the class will guess what is being described. Proceed to another card when the correct answer has been given.

Teacher's Choice

Reread a particular read-aloud to students in order to review important domain concepts.

Videos of Plants

Materials: Videos of deciduous trees, evergreen trees, Johnny Appleseed, and/or George Washington Carver

Carefully peruse the Internet for short (five minutes or less) videos related to the lesson in the second part of this domain.

Prepare some questions related to the videos.

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Discuss how watching a video is the same as and different from listening to a story book or a read-aloud.

Have students ask and answer questions using question words *who, where,* and *what* regarding what they see in the videos.

Nature Walk

Note: This activity requires advance preparation and coordination. Placing students into groups of three or four with an adult supervising each group is advised.

Walk around the school yard and have students identify whether a tree is deciduous or evergreen.

Discuss whether there are more deciduous or evergreen trees near the school.

Deciduous vs. Evergreen

Materials: Chart paper, chalkboard, or whiteboard

Compare and contrast deciduous trees and evergreen trees. What do these plants have in common? How are they different? Record student answers on a Venn diagram.

On Stage: Johnny Appleseed

Divide the class into small groups to act out the tall tale, "Johnny Appleseed." Make sure that students talk about what they are doing and encourage them to use key vocabulary words like *seed* or *fruit*.

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Domain Assessment

DA

This domain assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in *Plants*. The results should guide review and remediation the following day.

There are three parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary and the second assesses academic vocabulary. Parts II and III of the assessment address the core content targeted in *Plants*.

⑩ Part I (Instructional Master DA-1)

Directions: I am going to say a sentence using a word you have heard in the read-alouds and the domain. First I will say the word and then use it in a sentence. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times. Let's do number one together.

1. **Plant:** Some people like to plant flowers in their garden.
   - smiling face
2. **Soil:** Soil is the part of the ground where plants are planted.
   - smiling face
3. **Deciduous:** Deciduous trees do not have any leaves on them in the winter.
   - smiling face
4. **Stem:** The stem of a plant grows under the ground where you cannot see it.
   - frowning face
5. **Fruit:** Fruits hold the seeds of plants.
   - smiling face
6. **Evergreen:** The leaves of evergreen trees change colors.
   - frowning face

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7. **Photosynthesis:** Photosynthesis is how plants use light to make food for themselves.
   - smiling face
8. **Roots:** The roots of a plant keep the plant in the soil.
   - smiling face
9. **Sapling:** A sapling is a full-grown tree.
   - frowning face
10. **Oxygen:** Plants produce oxygen in the air we breathe.
    - smiling face

Directions: I am going to read more sentences using other words you have heard in the read-alouds. First, I will say the word and then use it in a sentence. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times.

11. **Environment:** The environment is the place where living things live.
    - smiling face
12. **Survival:** Plants do not need water and light for survival.
    - frowning face
13. **Plenty:** Plenty means only one of something.
    - frowning face
14. **Cycle:** A cycle is something that happens over and over again.
    - smiling face
15. **Similar:** Similar means almost the same.
    - smiling face

⑩ Part II (Instructional Master DA-2)

Note: You will need crayons for each student in the following colors: dark brown, light brown, dark green, light green, red, blue, and yellow. If not all colors are available in the classroom, use five different colors that are available. If necessary, identify each color for the students.

Directions: Color the part of the plant I describe with the color I tell you to use.

1. Color dark brown the part of the plant that keeps it in the ground and soaks up nutrients and water.
   - roots

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2. Color light brown the part of the plant that is the beginning of a life cycle of a new plant.
   - seed
3. Color dark green the part of the plant that supports it and carries water and nutrients to the other parts of the plant.
   - stem
4. Color light green the part of the plant that makes the food during photosynthesis.
   - leaves
5. Color red the part of the plant where you can find the seeds.
   - flower
6. Color blue to show one way a plant can get water.
   - rain
7. Color yellow to show how a plant gets light.
   - sun

⑩ Part III (Instructional Master DA-3)

Directions: I am going to read some sentences to you one at a time. If what I say is real or true, circle the smiling face. If what I say is false or not true, circle the frowning face. I will say each sentence two times.

1. Plants are all exactly the same.
   - frowning face
2. Plants make their own food.
   - smiling face
3. Deciduous and evergreen trees *both* shed, or lose, all of their leaves in the fall.
   - frowning face
4. Plants provide us with oxygen in the air and food to eat.
   - smiling face
5. George Washington Carver was known as the "Plant Doctor."
   - smiling face

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Culminating Activities CA

Note to Teacher

Please use this final day to address class results of the Domain Assessment. Based on the results of the Domain Assessment and students' Tens scores, you may wish to use this class time to provide remediation opportunities that target specific areas of weakness for individual students, small groups, or the whole class.

Alternatively, you may also choose to use this class time to extend or enrich students' experience with domain knowledge. A number of enrichment activities are provided below in order to provide students with opportunities to enliven their experiences with domain concepts.

Remediation

You may choose to regroup students according to particular area of weakness, as indicated from Domain Assessment results and students' Tens scores.

Remediation opportunities include:

- targeting Review Activities
- revisiting lesson Extensions
- rereading and discussing select read-alouds

Enrichment

Domain-Related Trade Book or Student Choice

Materials: Trade book

Read an additional trade book to review a particular concept; refer to the books listed in the Introduction. You may also choose to have students select a read-aloud to be heard again.

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Exploring Student Resources

Materials: Domain-related student websites

Pick appropriate websites from the Internet or from the websites listed in the Introduction for further exploration of topics covered in plants.

Videos of Plants

Materials: Videos of plants

Carefully peruse the Internet for short (five minutes or less) videos related to topics already in this domain.

Prepare some questions related to the videos.

Discuss how watching a video is the same as and different from listening to a story book or a read-aloud.

Have students ask and answer questions using question words *who, where,* and *what* regarding what they see in the videos.

Leaf Rubbings

Materials: drawing paper, drawing tools

If it is possible to take the class outdoors, have students collect leaves that have fallen to the ground to make leaf rubbings.

Fruits and Seeds

Materials: Image Cards 5–12; fruits/vegetables represented in Image Cards (optional)

Play a guessing game using Image Cards 5–12 (various fruits and seeds). Have students guess which seed goes with which fruit.

If possible, bring in the actual fruit (grape, tomato, orange as well as apple, strawberry, cherry, watermelon) and their seeds. Have students match the seed with the fruit.

You may wish to slice the fruits and give each student a sample of the fruit.

> **Note:** Be sure to follow your school's policy regarding food distribution and allergies.

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Stem Activity

Materials: two plastic cups; water; red and blue food coloring; 2 carnations or celery stalks

Fill two cups with water. Then put red food coloring in one cup and blue food coloring in another cup. Put a freshly cut carnation or a stalk of celery in each cup. Use this to demonstrate to students how water moves up through the stem of the plant over the course of two days. Have students talk about what happens to the flower or stalk of celery. Explain to students that the celery or flower changed color because the stem of the plant moved the colored water through the stem of the plant all the way to the top. As a result, the dye changed the color of the plant.

Grow a Potato Plant

Materials: Potato that is starting to sprout eyes; glass of water; toothpicks; potting soil; container

Tell students that the potatoes we eat are used to store nutrients by the potato plant. Explain that you can grow a potato plant from a potato. Place the sprouted end of the potato into a glass of water, supported by toothpicks so that the potato is resting in the water. Place the supported potato in a full glass of water on a warm, sunny windowsill. Make sure the glass stays full of water.

The class can watch the potato sprout roots and grow leaves. Once the potato has sprouted leaves, you may wish to transfer the plant into a container filled with potting soil.

Edible Plant Parts Collage

Materials: Baby carrots, celery, spinach, strawberries, sunflower seeds; paper

Tell students that they will be using these yummy foods to create an edible plant on their paper. Have students place three baby carrots at the bottom of the paper as the roots. The students should then place the celery as the stem, the spinach as the leaves, and the sunflower seeds as the seeds in the center of the strawberries. Have students talk about each plant part and what it does to help the plant survive before enjoying their creation.

> **Note:** Be sure to follow your school's policy regarding food distribution and allergies.

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Plant Experiment

Materials: Four packets of seeds; four containers; potting soil

Note: This is a long-term project

Plant seeds in four different containers. With the first group of seeds, provide no water or sun. With the second group of seeds, provide water but no sunlight. With the third group of seeds, provide sunlight, but no water. With the fourth group of seeds, provide water and sun. Be sure to explain to students what you are doing.

Have students make predictions about which of the seeds will sprout and grow the best. Observe each of the containers every couple of days. Discuss with your class the changes that have occurred, if any. After a week or two, revisit the predictions and discuss with students whether their predictions were correct, and why or why not.

Note: If students completed this experiment at home with their families, ask them to share the results.

Guest Presenter

Invite a botanist, a florist, or a forest ranger to talk to your students about plants and what got them interested in studying or working with plants.

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For Teacher Reference Only:

Instructional Masters for
Plants

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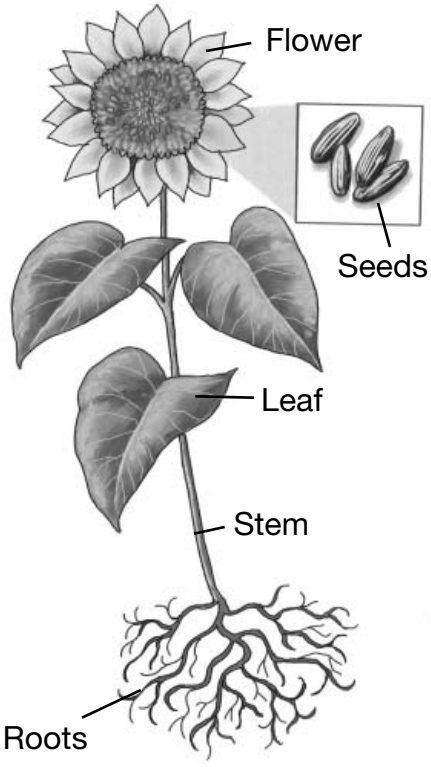
1B-1

Dear Family Member,

Over the next several weeks, your child will be learning about plants. Your child will learn that plants are living things and that there are many different kinds of plants. They will learn the basic parts of plants: root, stem, leaf, flower, and seed; and the life cycle of a plant.



Below are some suggestions for activities that you may do at home to continue to enjoy learning about plants.

1. Plants Out and About

Any time you are outside with your child, talk with them about the plants you see around you—their size, shape, color, etc. Have your child identify the different plant parts for you.

2. Plant Experiment

You may wish to conduct an experiment with plants. For this experiment, you will need to plant seeds in four different containers.

Container #1: no water and no sun

Container #2: water but no sun

Container #3: sun but no water

Container #4: sun and water

Make predictions with your child about which of the seeds will sprout and grow the best. Observe each of the containers every couple of days. Discuss with your child the changes that have taken place. After a week or two, see whether your predictions were correct.

3. Sayings and Phrases: Great Oaks from Little Acorns Grow

Your child will also learn the well-known saying "great oaks from little acorns grow." Things or people that may seem small and insignificant at first can often turn into

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something or someone important. You may wish to find opportunities to apply this saying for your child.

4. Read Aloud Each Day

Set aside time to read to your child each day. The local library has many nonfiction books about plants, as well as fictional selections. A list of books and other resources relevant to this topic is attached to this letter.

Be sure to praise your child whenever s/he shares what has been learned at school.

Recommended Resources for Plants

Trade Book List

1. *The Boy Who Didn't Believe in Spring,* by Lucille Clifton and illustrated by Brinton Turkle (Puffin, 1992) ISBN 978-0140547399
2. *The Carrot Seed,* by Ruth Krauss and Crockett Johnson (HarperTrophy, 2004) ISBN 978-0064432108
3. *City Green,* by DyAnne DiSalvo-Ryan (HarperCollins, 1994) ISBN 978-0688127862
4. *Daisy (Looking at Life Cycles),* by Victoria Huseby (Smart Apple Media, 2009) ISBN 978-1599201795
5. *Eating the Alphabet: Fruits & Vegetables from A to Z,* by Lois Ehlert (Voyager Books, 1993) ISBN 978-0152244361
6. *The Empty Pot,* by Demi (Henry Holt, 2007) ISBN 978-0805082272
7. *Eyewitness Plant (DK Eyewitness Books),* by David Burnie (DK Publishing, 2011) ISBN 978-0756660352
8. *Flower Garden,* by Eve Bunting and illustrated by Kathryn Hewitt (Voyager Books, 2000) ISBN 978-0152023720
9. *From Bud to Blossom (Apples)*, by Gail Saunders-Smith (Capstone Press, 2006) ISBN 978-1560659518
10. *From Seed to Plant,* by Gail Gibbons (Live Oak Media, 2012) ISBN 978-1430110798
11. *The Great Kapok Tree: A Tale of the Amazon Rainforest,* by Lynne Cherry (Sandpiper, 2000) ISBN 978-0152026141

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Name _____

12. *Growing Vegetable Soup,* by Lois Ehlert (Voyager Books, 1990) ISBN 978-152325800
13. *The Honey Makers,* by Gail Gibbons (HarperTrophy, 2000) ISBN 978-0688175313
14. *How a Seed Grows (Let's-Read-and-Find-Out Science 1),* by Helene J. Jordan and illustrated by Loretta Krupinski (Collins, 1992) ISBN 978-0064451079
15. *I Am a Leaf (Hello Reader! Science, Level 1),* by Jean Marzollo and Judith Moffatt (Cartwheel, 1999) ISBN 978-0590641203
16. *I Am an Apple (Hello Reader! Science, Level 1),* by Jean Marzollo and Judith Moffatt (Scholastic, 1997) ISBN 978-0590372237
17. *I'm a Seed (Hello Reader! Science, Level 1),* by Jean Marzollo and Judith Moffatt (Cartwheel, 1996) ISBN 978-0590265867
18. *Jack's Garden,* by Henry Cole (HarperTrophy, 1997) ISBN 978-0688152833
19. *Johnny Appleseed,* by Reeve Lindbergh and illustrated by Kathy Jakobsen Hallquist (Little, Brown Young Readers, 1993) ISBN 978-0316526340
20. *Johnny Appleseed (Rookie Biographies),* by Christin Ditchfield (Children's Press, 2003) ISBN 978-0516278162
21. *The Life and Times of the Honeybee,* by Charles Micucci (Houghton Mifflin, 1997) ISBN 978-0395861394
22. *The Life and Times of a Peanut,* by Charles Micucci (Houghton Mifflin, 2000) ISBN 978-0618033140
23. *Mama Miti: Wangari Maathai and the Trees of Kenya,* Donna Jo Napoli and illustrated by Kadir Nelson (Simon & Schuster, 2010) ISBN 978-1416935056
24. *Maple Syrup Season,* by Ann Purmell and illustrated by Jill Weber (Holiday House, 2008) ISBN 978-0823418916
25. *Oak Tree (Looking at Life Cycles),* by Victoria Huseby (Smart Apple Media, 2009) ISBN 978-1599201788

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26. *OLIVIA Plants a Garden (Olivia Ready-to-Read),* by Emily Sollinger and illustrated by Jared Osterhold (Simon Spotlight, 2011) ISBN 978-1442416758
27. *One Bean,* by Anne Rockwell and pictures by Megan Halsey (Walker Publishing Company, Inc., 1998) ISBN 978-0802775726
28. *Plant a Little Seed,* by Bonnie Christensen (Roaring Brook Press, 2012) ISBN 978-1596435506
29. *Planting a Rainbow,* by Lois Ehlert (Voyager Books, 1992) ISBN 978-0152626105
30. *The Reason for a Flower (Ruth Heller's World of Nature),* by Ruth Heller (Topeka Bindery, 1999) ISBN 978-0833590008
31. *The Seasons of Arnold's Apple Tree,* by Gail Gibbons (Sandpiper, 1988) ISBN 978-0152712457
32. *Seed, Soil, Sun,* by Cris Peterson and photographs by David R. Lundquist (Boyds Mills Press, 2010) ISBN 978-1590787137
33. *Soil Basics/Lo Básico de la Tierra,* by Carol Lindeen (Capstone, 2010) ISBN 978-1429653473
34. *The Tiny Seed (The World of Eric Carle),* by Eric Carle (Aladdin, 2001) ISBN 978-0689842443
35. *Wangari's Trees of Peace: A True Story from Africa,* by Jeanette Winter (Harcourt, 2008) ISBN 978-0152065454
36. *Why Do Leaves Change Color? (Let's-Read-and-Find-Out Science, Stage 2),* by Betsy Maestro and illustrated by Loretta Krupinski (HarperCollins, 1994) ISBN 978-0064451260

    Note: This book is more appropriate for individualized reading.

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1B-2

Name _____

Vocabulary List for Plants (Part 1)

This list includes many important words your child will learn about in *Plants*. Try to use these words with your child in English and your native language. Next to this list are suggestions of fun ways your child can practice and use these words at home.

- ❑ nutrients
- ❑ plants, n.
- ❑ soil
- ❑ flowers
- ❑ leaves
- ❑ photosynthesis
- ❑ roots
- ❑ seeds
- ❑ stems
- ❑ survival
- ❑ germinate
- ❑ life cycle
- ❑ mature
- ❑ sapling
- ❑ seedlings

Directions: Help your child pick a word from the vocabulary list. Then help your child choose an activity and do the activity with the word. Check off the box for the word. Try to practice a word a day in English and your native language.

	**Draw it**
	**Use it in a sentence**
	**Find an example**
	**Tell a friend about it**
	**Act it out**
	**Make up a song using it**

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Name _____

My Plants Pages

1C-1

Name _____

My Plants Pages

1D-1

Name _____

	
	
	
	

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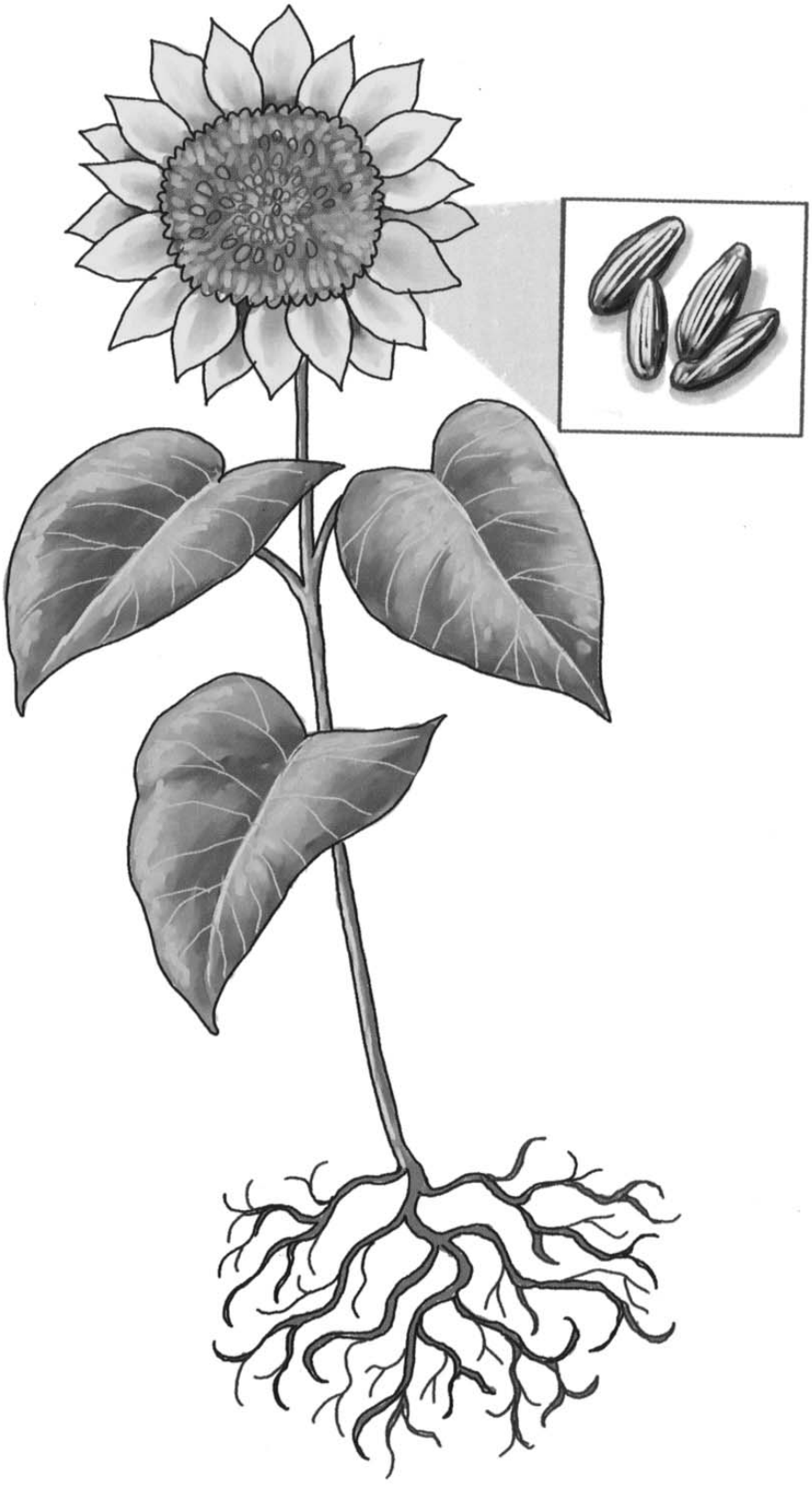
2A-1

Name _____



1

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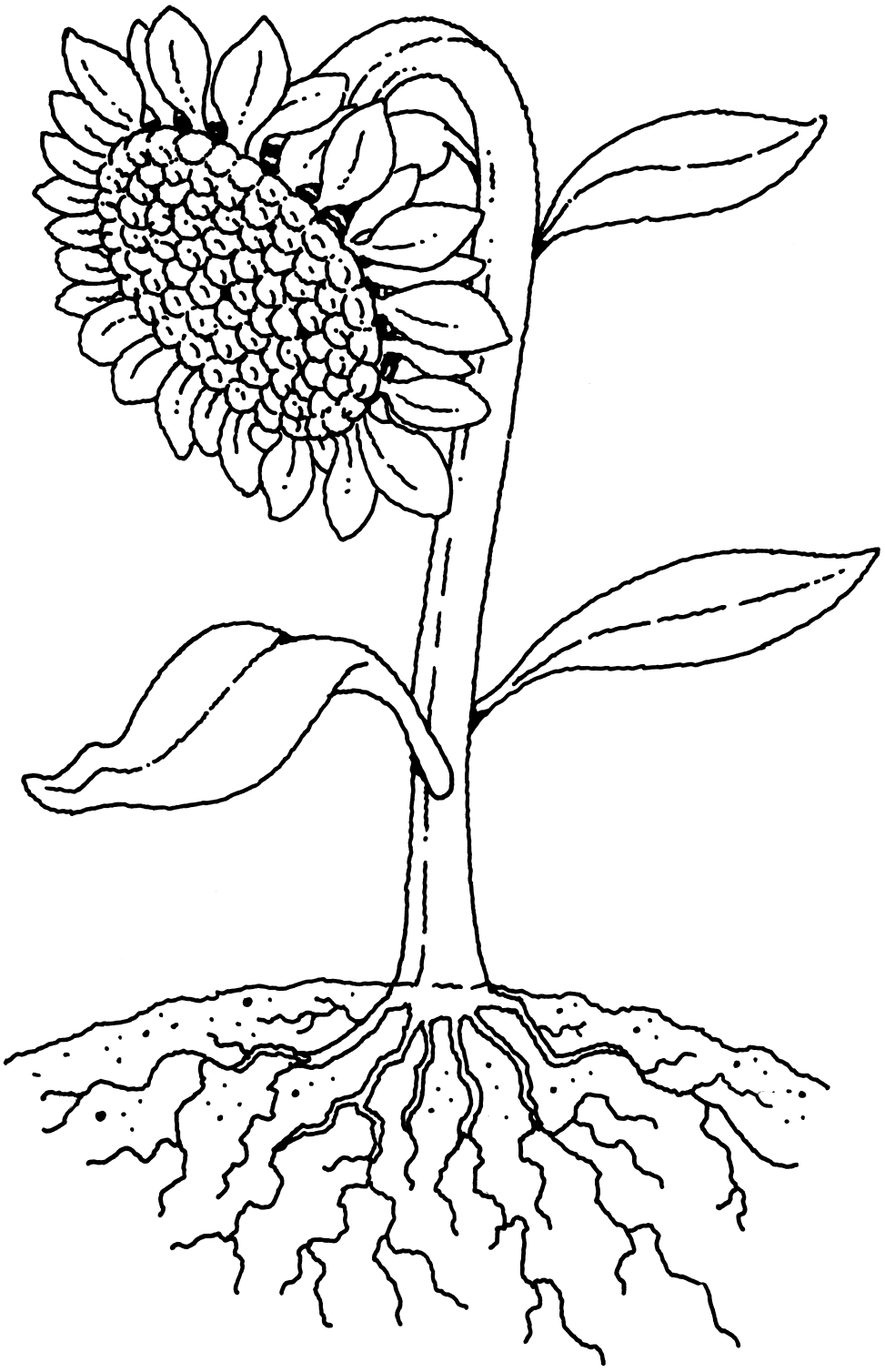
2D-1

Name _____

Directions: This is a picture of a plant. Listen carefully to the teacher's directions about what to color to use for each plant part.



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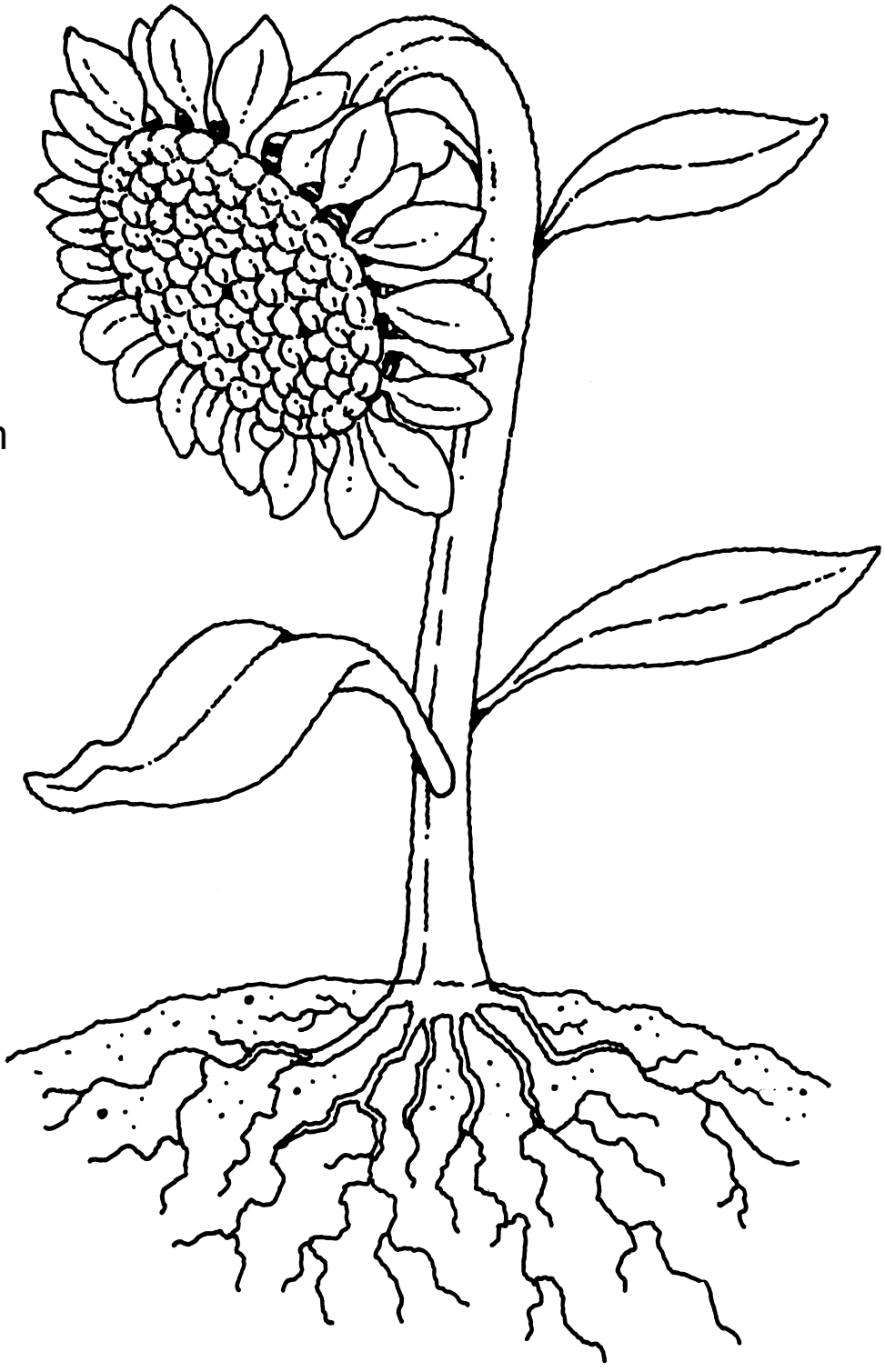
2D-1

Name **Answer Key**



seeds: light brown

flower: yellow

leaf: light green

stem: dark green

roots: dark brown

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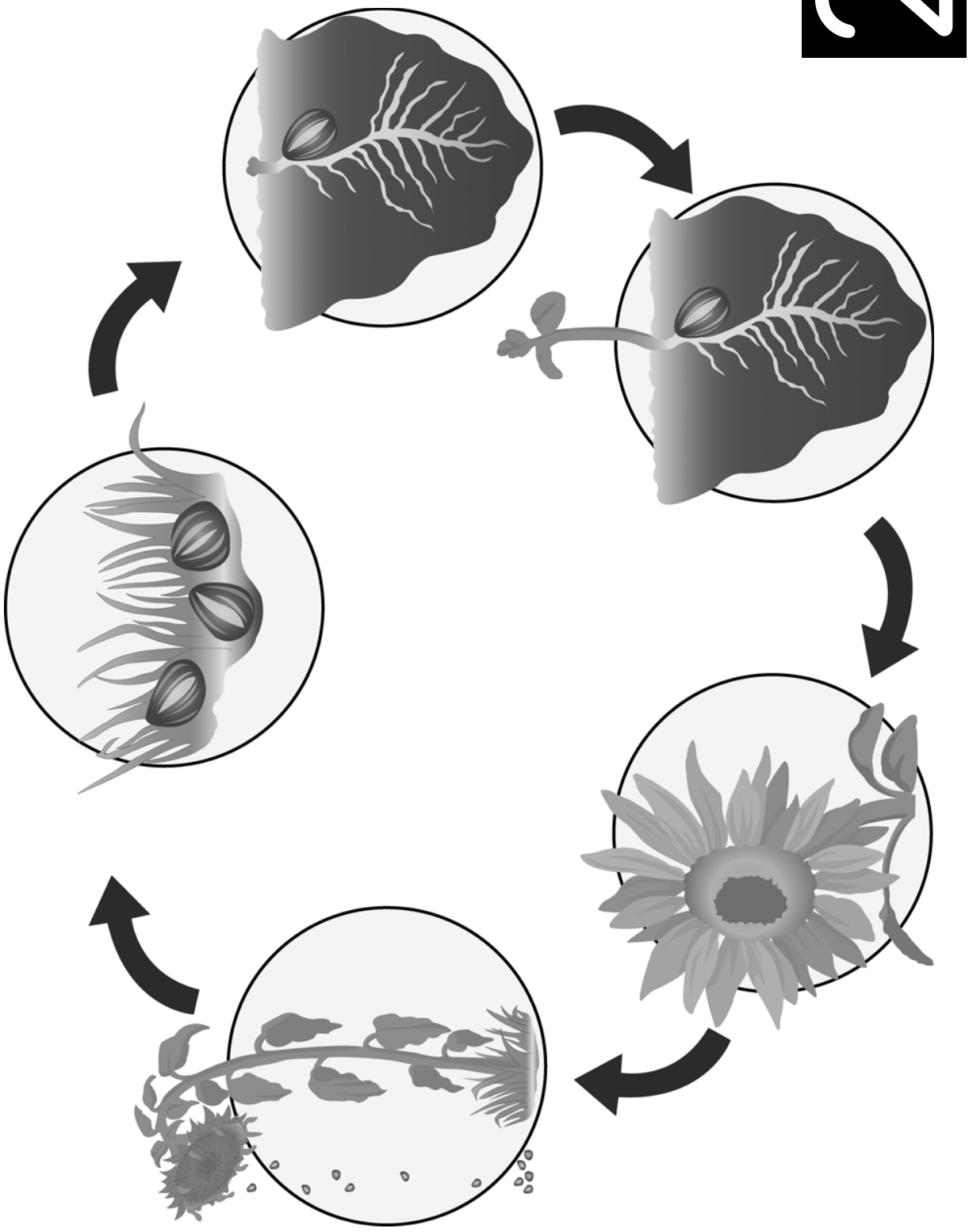
3A-1

2



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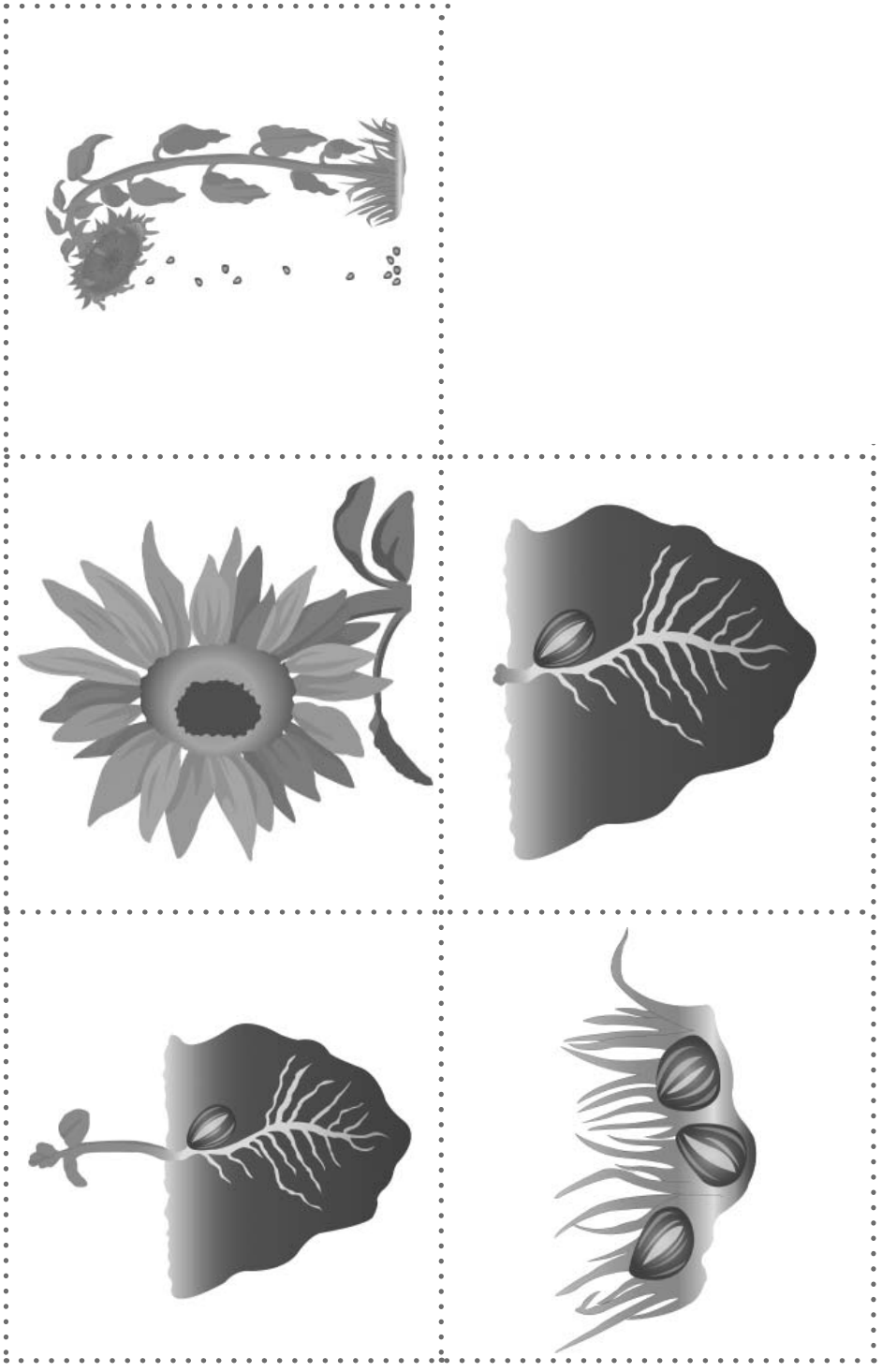
3D-1

Name _____

Directions: These are pictures of the different parts of the life cycle of a sunflower. Cut the pictures out. Sequence, or order, the pictures starting with the beginning of a sunflower's life cycle to the end of the sunflower's life cycle. Finally, glue or tape the pictures in the correct order onto the life cycle chart.



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3D-2

Name _____

Directions: Glue or tape the pictures in the correct order onto this life cycle chart.

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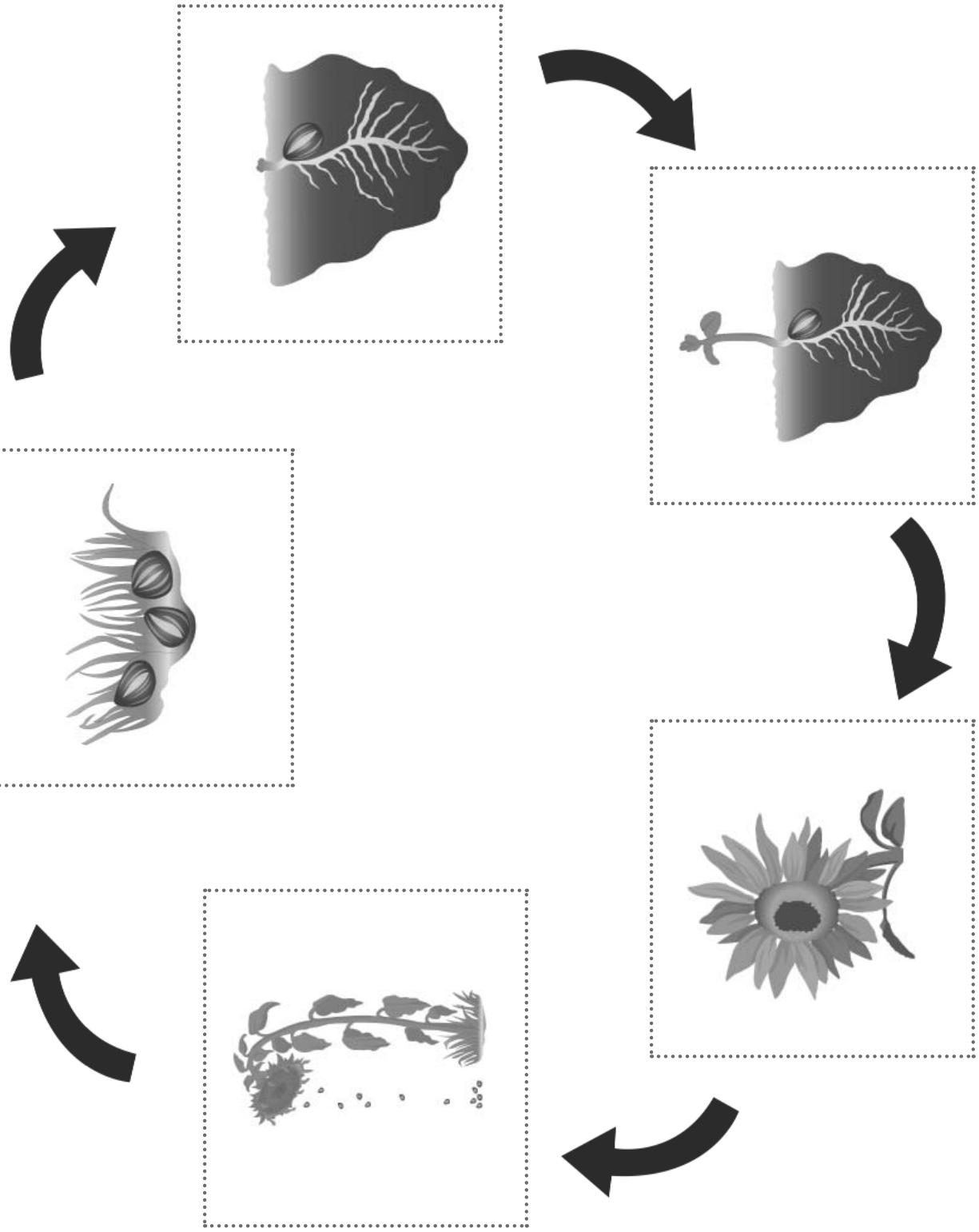
3D-2

Name **Answer Key**

Directions: Glue or tape the pictures in the correct order onto this life cycle chart.



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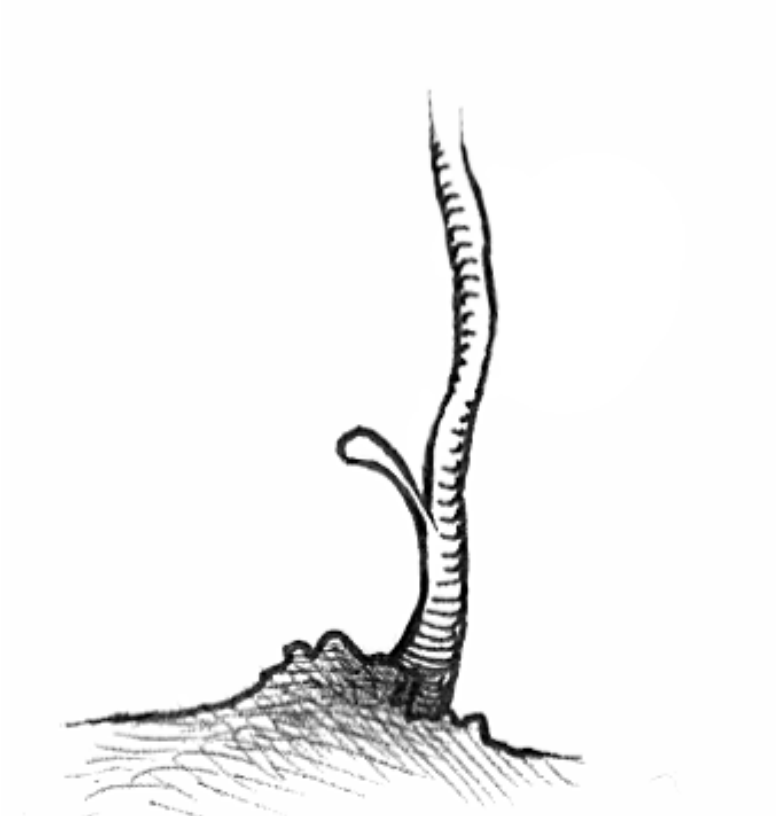
PP-1

Name _____

Directions: The worksheet shows the stem of a plant growing out of the earth. Draw in and color the other parts of the plant.



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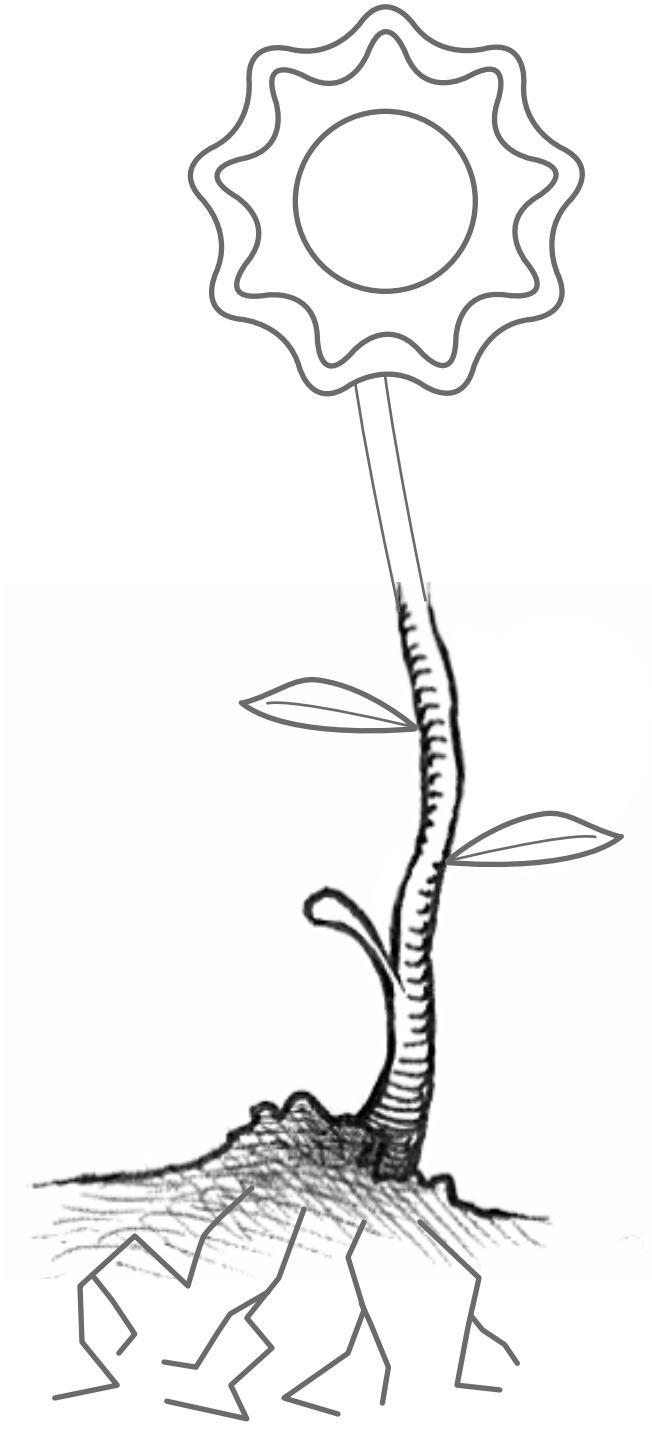
PP-1

Name **Answer Key**

Directions: The worksheet shows the stem of a plant growing out of the earth. Draw in and color the other parts of the plant.



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4B-1

Dear Family Member,

I hope your child is having a wonderful time learning about plants!

Below are some suggestions of activities that you can do at home to help your child continue to enjoy learning about plants.

1. Watch Seeds Grow!

Watch seeds sprout with your child by doing the activity printed on the back of this letter.

2. Leaf Rubbings

Collect different types of leaves. Have your child compare and contrast the different types of leaves by their size, color, and shape. Make a rubbing of the leaves by placing a sheet of paper over the leaves and gently rubbing the paper with the side of a pencil or crayon.

2. Tree Hunt

Take a walk around your neighborhood or a park and look at the different trees. Ask your child to tell you whether they are deciduous (dih-*SIJ*-oo-uhs) trees or evergreen trees. Deciduous trees have leaves that change color in the fall and fall off in the winter. Evergreen trees have green needles all year long.

3. Plants as Food

While eating with your child, explain the parts of your meal that come from plants.

The chart below shows commonly eaten foods and the plant parts they come from:

Roots	Stems	Leaves	Seeds	Flowers	Fruits
potato	celery	lettuce	wheat	cauliflower	apple
carrot	sugar cane	cabbage	corn	broccoli	tomato
beet	asparagus	spinach	rice		orange
radish		parsley	beans		
turnip		basil	oats		
			barley		

4. Read Aloud Each Day

Read a book about plants to your child. Please refer to the list of books sent home with the previous family letter.

Be sure to talk to your child about the different plants s/he has been learning about and tell your child that you enjoy listening to what s/he has learned at school.

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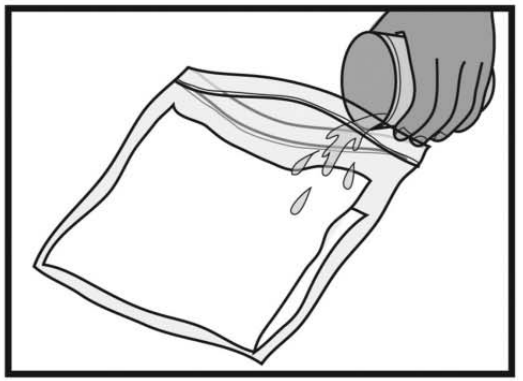
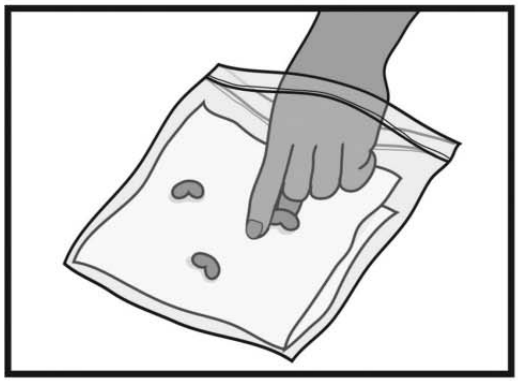
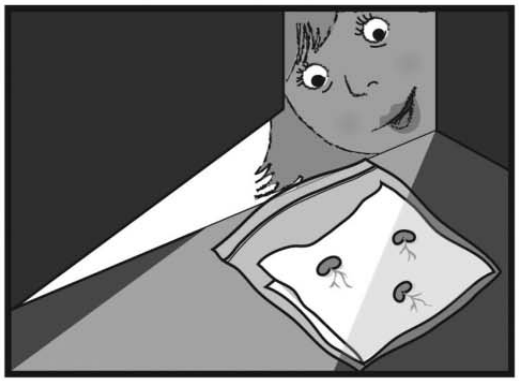
Watch Seeds Grow



1. Lightly moisten 3 paper towel squares with water. Fold them flat and slide them into a plastic zip-top bag, the kind you can close tightly.



2. Place 3 seeds into the plastic bag so they are visible through the plastic. Seal the bag and keep it in a dark, warm (but not hot) place.



3. Check the bag daily. Make sure that the towels are wet enough. Help your child observe and record what happens in the picture boxes below.

Day 1

Day 2

Day 3

4B-2

Name _____

Vocabulary List for Plants (Part 2)

This list includes many important words your child will learn about in *Plants*. Try to use these words with your child in English and your native language. Next to this list are suggestions of fun ways your child can practice and use these words at home.

- ❑ hero
- ❑ orchards
- ❑ bare
- ❑ deciduous
- ❑ habitat
- ❑ sheds
- ❑ cones
- ❑ conifers
- ❑ evergreen
- ❑ needles
- ❑ blossoms
- ❑ core
- ❑ fruit
- ❑ oxygen
- ❑ scrumptious
- ❑ botanist

Directions: Help your child pick a word from the vocabulary list. Then help your child choose an activity and do the activity with the word. Check off the box for the word. Try to practice a word a day in English and your native language.

	**Draw it**
	**Use it in a sentence**
	**Find an example**
	**Tell a friend about it**
	**Act it out**
	**Make up a song using it**

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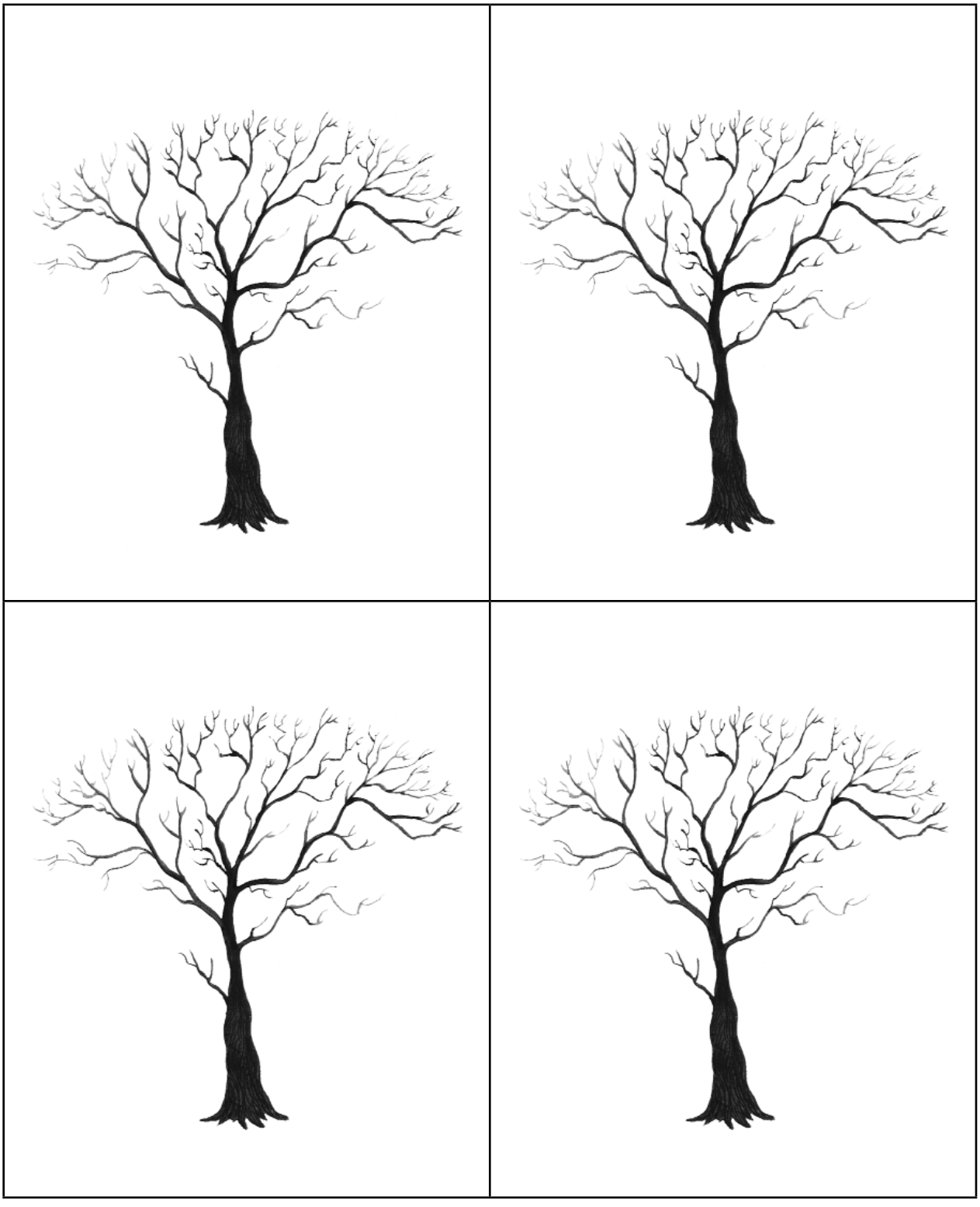
6B-1

Name _____

Directions: Think about how a deciduous apple tree looks in each season: spring, summer, fall, and winter. Think about how you can show this in a picture with the parts of the tree and with different colors. Decorate the trees to show the seasons.



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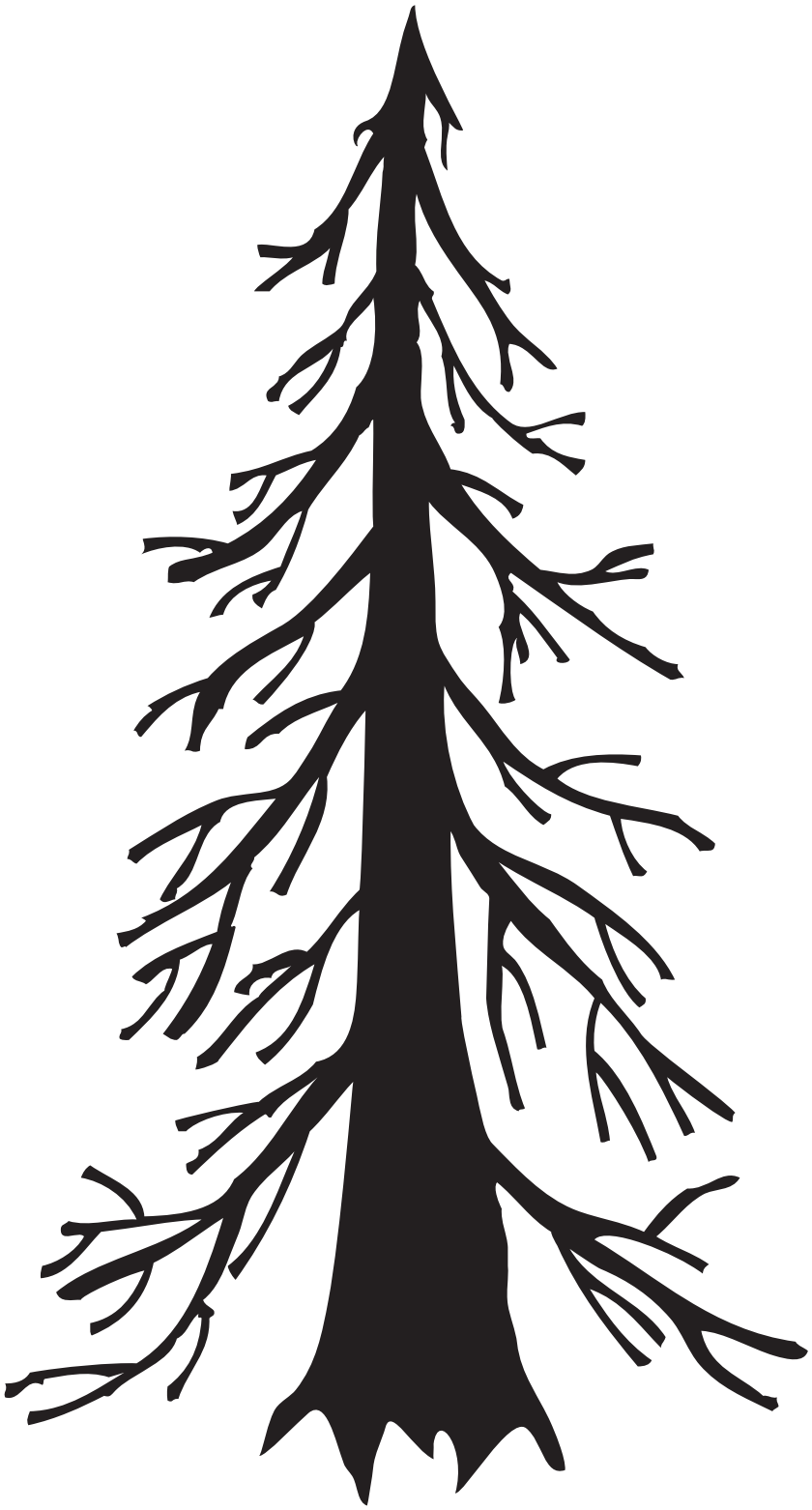
6B-2

Name _____

Directions: Think about how an evergreen looks in each season: winter, spring, summer, and fall. Choose one season and decorate this evergreen tree to include cones and needles and draw the background to show the season.



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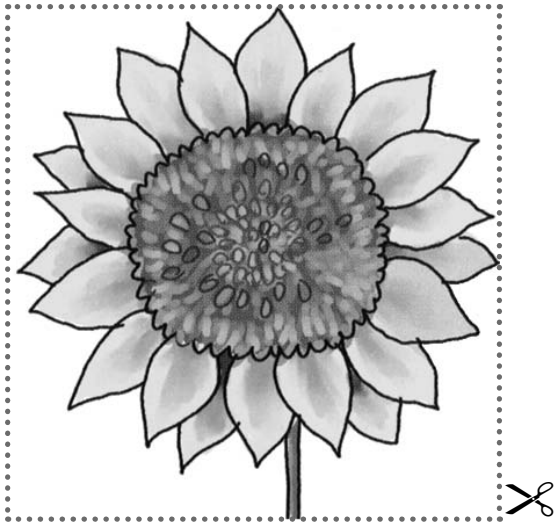
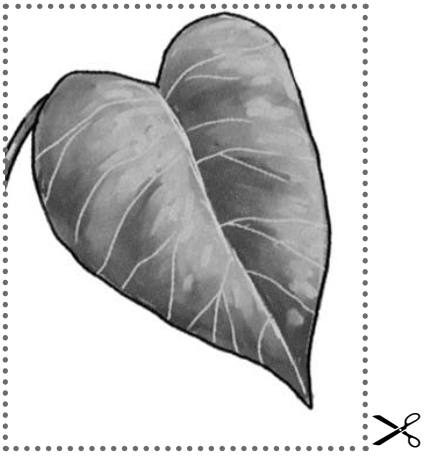
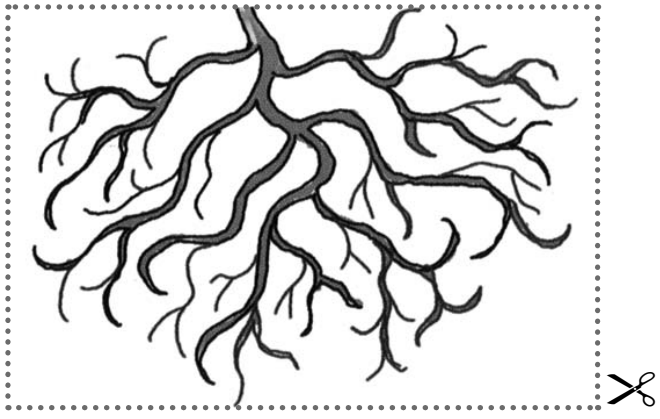
DR-1

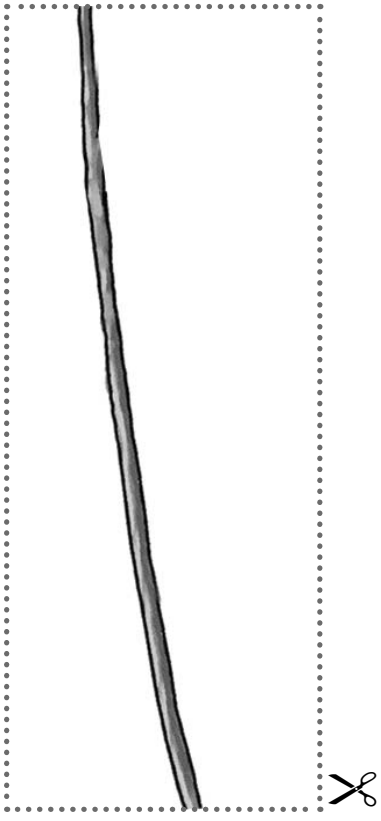
Name _____

Directions: The worksheet shows the parts of a plant. Cut out and glue or tape the parts to make a whole plant.









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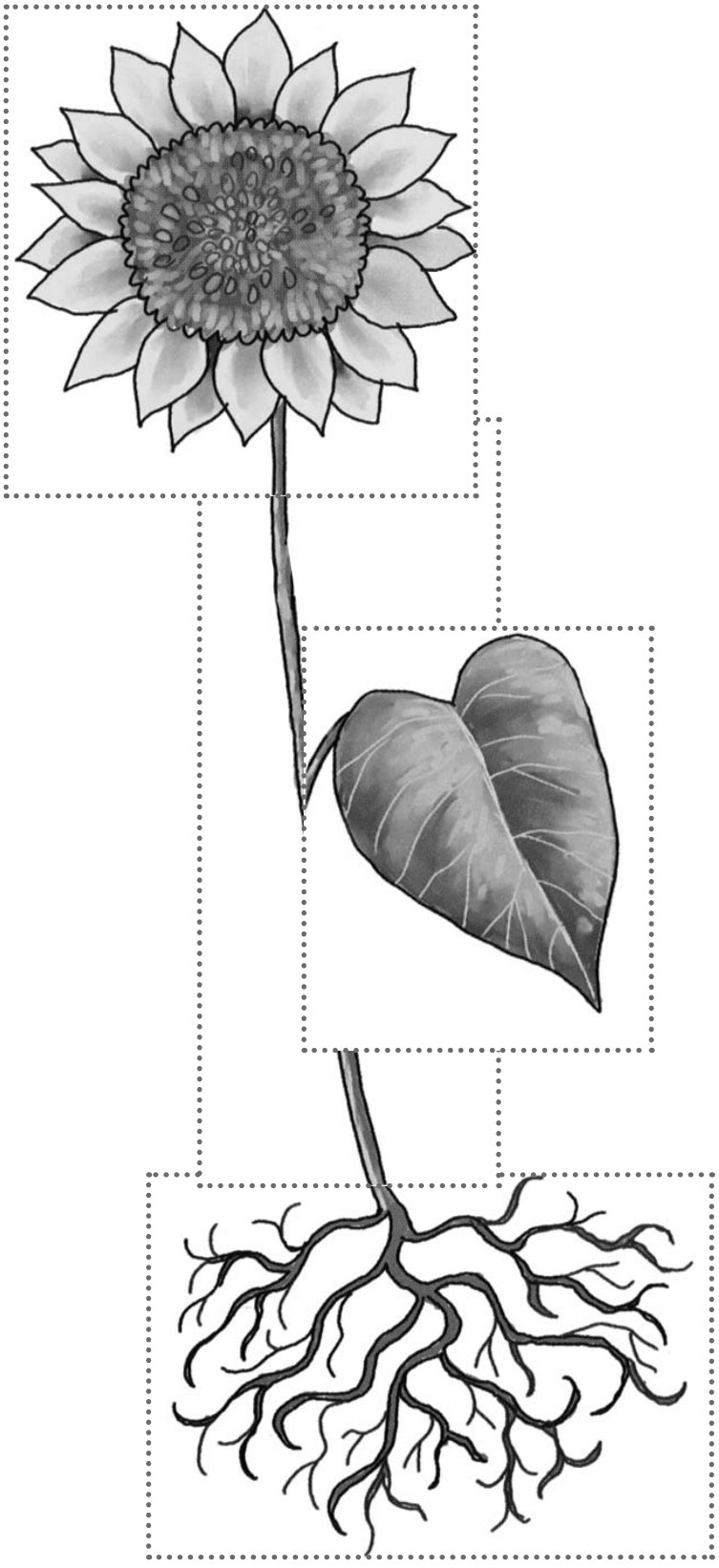
DR-1

Name **Answer Key**

Directions: The worksheet shows the parts of a plant. Cut out and glue or tape the parts to make a whole plant.



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DA-1

Name _____

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Directions: Listen to your teacher's instructions.

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11.		
12.		
13.		
14.		
15.		

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DA-1

Name **Answer Key**

Directions: Listen to your teacher's instructions.

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

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11.		
12.		
13.		
14.		
15.		

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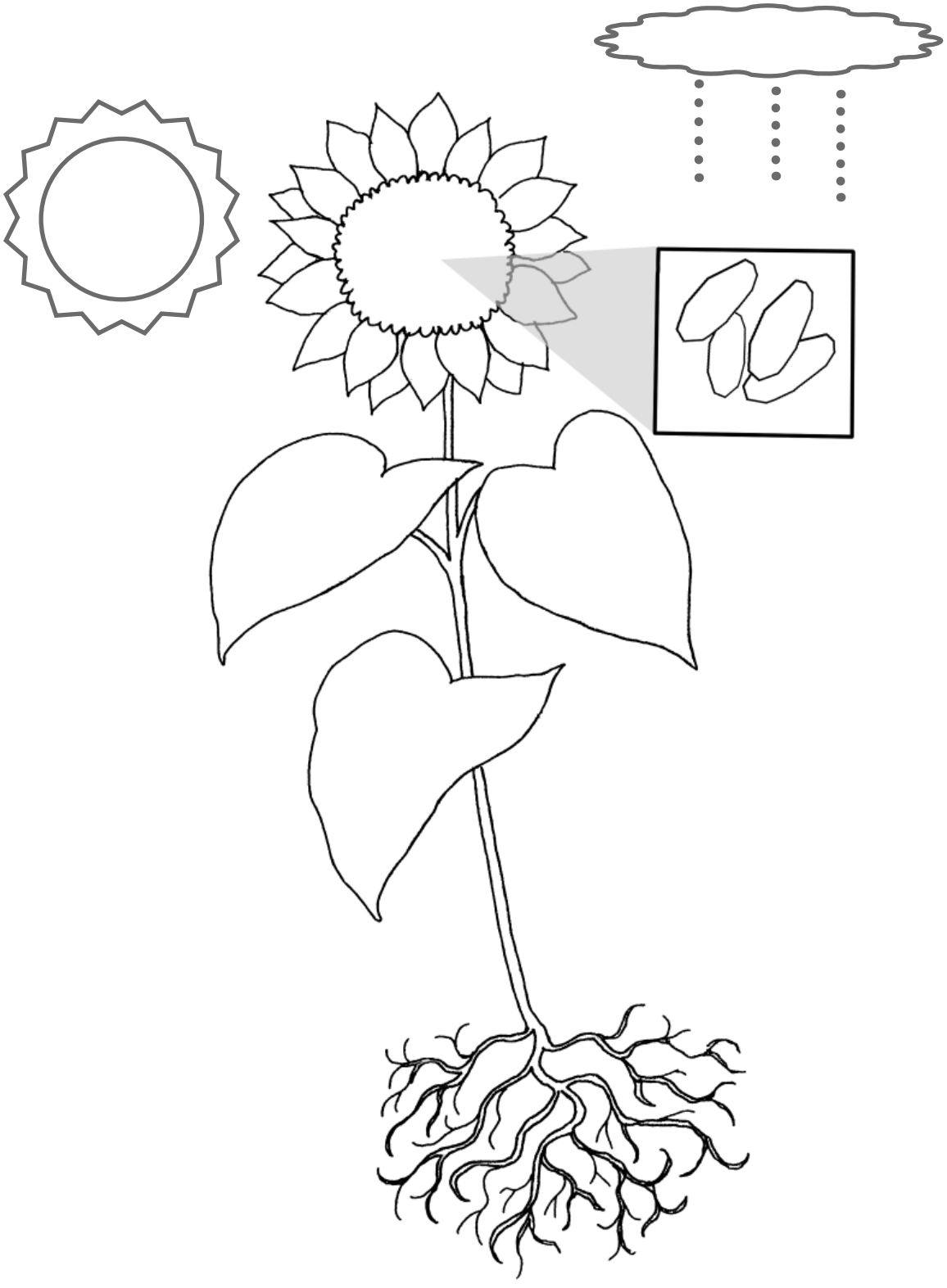
DA-2

Name _____



Directions: Listen to your teacher's instructions.

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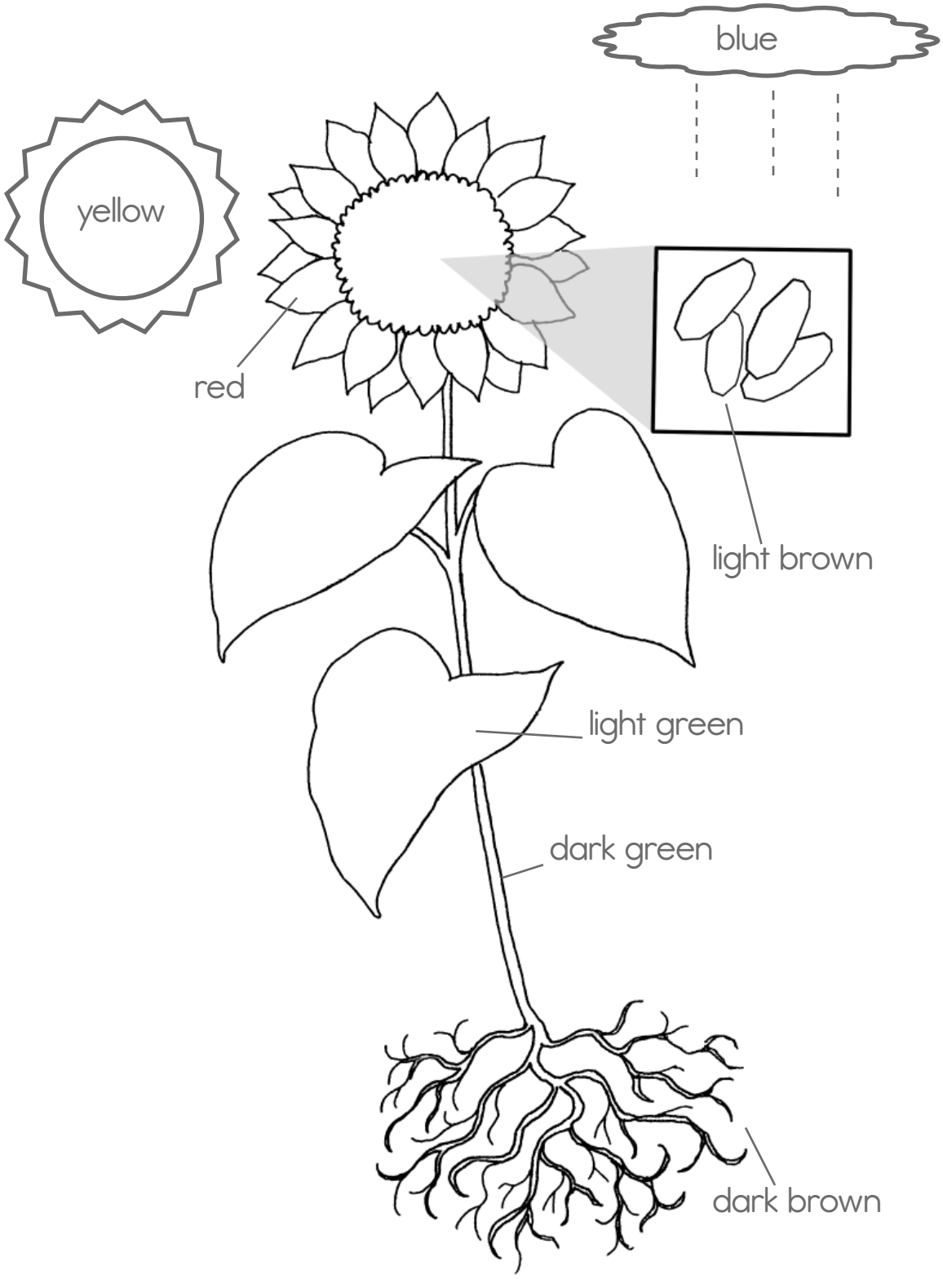
DA-2

Name **Answer Key**



Directions: Listen to your teacher's instructions.

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DA-3

Name _____

1.		
2.		
3.		
4.		
5.		

Directions: Listen to your teacher's instructions

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DA-3

Name **Answer Key**

1.		
2.		
3.		
4.		
5.		

Directions: Listen to your teacher's instructions

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Tens Recording Chart

Use this grid to record Tens scores. Refer to the Tens Conversion Chart that follows.

Name								

Tens Conversion Chart

Number Correct

Number of Questions	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	0	10																			
2	0	5	10																		
3	0	3	7	10																	
4	0	3	5	8	10																
5	0	2	4	6	8	10															
6	0	2	3	5	7	8	10														
7	0	1	3	4	6	7	9	10													
8	0	1	3	4	5	6	8	9	10												
9	0	1	2	3	4	6	7	8	9	10											
10	0	1	2	3	4	5	6	7	8	9	10										
11	0	1	2	3	4	5	5	6	7	8	9	10									
12	0	1	2	3	3	4	5	6	7	8	8	9	10								
13	0	1	2	2	3	4	5	5	6	7	8	8	9	10							
14	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10						
15	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10					
16	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10				
17	0	1	1	2	2	3	4	4	5	6	6	7	7	8	8	9	9	10			
18	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10		
19	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	
20	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10

Simply find the number of correct answers the student produced along the top of the chart and the number of total questions on the worksheet or activity along the left side. Then find the cell where the column and the row converge. This indicates the Tens score. By using the Tens Conversion Chart, you can easily convert any raw score, from 0 to 20, into a Tens score.

Please note that the Tens Conversion Chart was created to be used with assessments that have a defined number of items (such as written assessments). However, teachers are encouraged to use the Tens system to record informal observations as well. Observational Tens scores are based on your observations during class. It is suggested that you use the following basic rubric for recording observational Tens scores.

9–10	Student appears to have excellent understanding
7–8	Student appears to have good understanding
5–6	Student appears to have basic understanding
3–4	Student appears to be having difficulty understanding
1–2	Student appears to be having great difficulty understanding
0	Student appears to have no understanding/does not participate

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