



Starfall®
Kindergarten
ENGLISH LANGUAGE ARTS
with **SCIENCE** and **SOCIAL STUDIES**

Teacher's Guide

Plants

Unit 5 • Week 13

This is a one-week excerpt from the Starfall Kindergarten Teacher's Guide.

If you have questions or comments, please contact us.

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Plants

Unit 5 • Week 13

Week 13

Overview / Preparation **406**

Day 1

Living and Nonliving	411
Introduce High Frequency Words: <i>her, his, says</i>	412
Introduce <i>Qq /kw/</i>	413

Day 2

Introduce Parts of a Plant	416
Write About Experiments	418
Introduce <i>Yy /y/</i>	418

Day 3

Introduce <i>Backpack Bear's Plant Book</i>	420
Plant Seeds	422
Introduce <i>Kk /k/</i>	423

Day 4

Introduce <i>We Can See!</i>	425
Add To Observation Writings	426
Plant Facts	427

Day 5

The Oxygen Cycle and Pollination	428
Learning Centers	430
Shared Writing Narrative	431



Week 13 Overview

Plants

This week the children learn to tell the difference between living and nonliving things. With the help of *Backpack Bear's Plant Book*, they discover how plants and animals *cooperate*, or help each other exist, through the oxygen cycle. They plant and observe the growth of lima beans. This week we will:

- recognize four characteristics of all living things.
- perform two science experiments.
- write about our observations.
- learn about *Qu* /kw/, *Yy* /y/, and *Kk* /k/.
- discover the parts of a plant and their functions.

Starfall Books & Other Media

ABC Rhyme Book

We Can See!

Backpack Bear's Plant Book by Alice O. Shepard

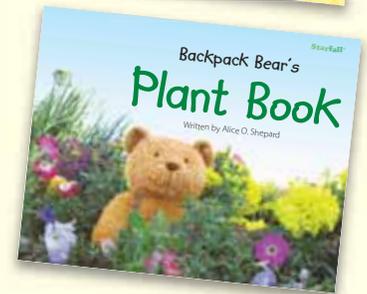
Sing-Along, Volume 1

Star Writer Melodies

Starfall Dictionaries

Starfall Writing Journals

Listening & Writing Books



Preparation

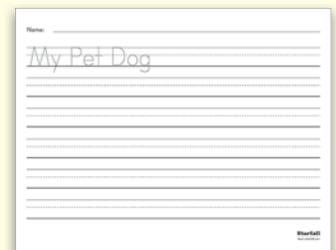
Post the Essential Questions Cards for Unit 5. Refer to them often as you and the children discuss related information throughout the unit.

Generate:

- Vocabulary Cards for Week 13. You will use *living* and *nonliving* on Day 1, *plant*, *roots*, *stem*, *leaves*, and *flower* on Day 2, *absorb* and *seed* on Day 3, and *pollination*, *evergreen*, and *deciduous* on Day 5.
- Word Cards: *grows*, *moves*, *breathes*, and *needs food and water*. You will use these cards throughout the week.

Day One

For today's Magic Writing Moment, use the "Journal Writing" Teacher Tool on teach.starfall.com to generate a sheet of lined writing paper for each child. Add the title "My Pet Dog" in dotted letters at the top of the page. Also prepare a sheet of chart paper to match the writing paper to use for demonstration.



You will use the chart paper and individual writing papers again on Days 2 through 4.

Familiarize yourself with the characteristics of living things specific to plants, found at the end of Day 1, Session 1, and determine if you wish to include them in your discussion of living and nonliving things.

For Session 1 you will need a rock, crayon, ruler, plastic cup, bowl, a potted plant and the characteristics of living things cards: *grows, moves, breathes, needs food and water.*

You will need 6 to 8 sheets of chart paper. Write the words *says, his, and her* in large letters in random order on each page.

Day Two

Duplicate the “Hey Diddle Diddle” blackline (found in your supplements package or downloaded from *teach.Starfall.com*) for each child.

Children will observe how a plant absorbs water and nutrients through its stem. You will need:

- a potted flowering plant with roots that can be easily exposed
- a fresh, white carnation and a celery stalk
- red and blue food coloring
- newspaper
- two clear vases or transparent plastic cups

Optional: Have a yo-yo available for Session 3.

Day Three

Today the children will plant lima beans. You will need the chart paper list from Session 1, three dry lima beans, a paper towel, and a clear plastic cup labeled with each child’s name for each child, and one for demonstration. You will also need a spray bottle or small container of water.

Note: If you live where the weather is cold, help the children realize that plants grow all year in warmer places and indoors. Consider planting seeds again in the spring rather than skipping this lesson.

Day Four

For today’s Magic Writing Moment prepare a sheet of drawing paper folded so the folds create three sections for each child. Number the sections 1, 2, and 3.

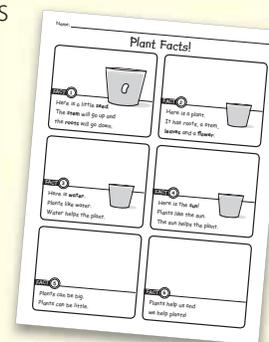
Duplicate the “Plant Facts!” worksheet (found in your supplements package or downloaded from *teach.Starfall.com*) for each child.

Generate a “Color by Word” worksheet for Week 13 for each child.

Day Five

Prepare a sheet of chart paper by creating three columns labeled **Qu/qu; Yy; Kk**, using three different colored markers for today’s Magic Writing Moment.

For today’s Learning Centers, generate lined writing paper for each child.



Day 1

I love to spell words! I want to write some of the new words we have learned.

Your friend,

Backpack Bear 🐻

Day 2

I went outside for a walk and saw lots of living things. Can we learn more about plants?

Love,

Backpack Bear 🐻

Day 3

I had so much fun learning about plants. There are many plants where I live.

Love,

Backpack Bear 🐻

Day 4

It was fun to share my book with you. I can't wait to see what happens to our lima beans!

Your pal,

Backpack Bear 🐻

Day 5

Are you enjoying my plant book? I like your Plant Facts! You are great illustrators!

Love,

Backpack Bear 🐻

DAY One

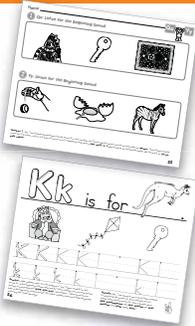
DAY Two

Magic Writing Moment	Writing a story - "My Pet Dog"	Writing a story - "My Pet Dog"
Reading Phonemic Awareness Phonics High Frequency Words Comprehension Print Concepts	L&W, p. 53 "See It! Say It! Spell It!"  Qq /q/ HF Words: her, his, says Comprehension Skills: Inference Classify/categorize Comprehension Strategy: Make connections	L&W, p. 54 Rhyming  Yy /y/ Comprehension Skills: Compare/contrast Classify/categorize Comprehension Strategy: Predict/verify
Computer	ABCs: All introduced letters	Holidays: "Garden Shop" All About Me, "Who Am I?"
Activity	"I Spy" high frequency words	"Hey Diddle, Diddle" worksheet
Listening & Speaking Literature Rhymes, Poems & Songs Vocabulary	"Letter March Song Qq" "Qq Queen Rhyme" Vocabulary: Living, nonliving	"Hey Diddle Diddle" "Yy Yo-yo Rhyme" "Letter March Song Yy" Vocabulary: Roots, stem, leaves, flower, plant Characteristics of living, non-living things Parts of a plant
Writing		Write sentences about science experiment
Social Studies		
Science	Observe, describe similarities, differences in appearance and behavior of plants, animals	Parts of a plant

DAY Three

DAY Four

DAY Five

<p>Writing a story - "My Pet Dog"</p>	<p>Writing a story - "My Pet Dog"</p>	<p>Review /kw/, /y/, /k/</p>
<p>L&W, pp. 55, 56</p> <p>Beginning sounds</p> <p>Kk /k/</p>  <p>Comprehension Skill: Classify/categorize</p> <p>Comprehension Strategy: Predict/verify</p>	<p>Rhyming</p> <p><i>We Can See!</i></p>  <p>Comprehension Skill: Inference</p> <p>Comprehension Strategies: Predict/verify Make connections</p>	<p>L&W, p. 57</p> <p>Beginning/ending sounds</p> <p>"Name the Letter"</p>  <p>Comprehension Strategies: Open discussion Make connections</p> <p>1 Starfall Free Day</p> <p>2 "Starfall Speedway" HF words</p>
<p>ABCs: Qq, Yy, Kk, Ww BpB's Books: Rows 10 & 11</p>	<p>ABCs: ABC Song; BpB's Books: "We Can See!"</p>	<p>3 Write uppercase and lowercase letters</p>
<p>Draw and label a flowering plant using vocabulary words</p>	<p>"Color by Word" worksheet for Week 13</p>	<p>4 Sequence <i>We Can See!</i></p>
<p><i>Backpack Bear's Plant Book</i></p> <p>"Kk Kangaroo Rhyme" "Letter March Song Kk"</p> <p>Vocabulary: Absorb, seed</p>	<p><i>Backpack Bear's Plant Book</i></p> <p>"A Little Plant"</p>	<p>5 Teacher's Choice</p> <p>6 Teacher's Choice</p> <p><i>Backpack Bear's Plant Book</i></p> <p>"Alphabet Song"</p> <p>Recycle</p> <p>Vocabulary: Pollination, evergreen, deciduous</p>
	<p>Write predictions about seed planting experiment</p>	
	<p>Add to observation writings</p>	<p>Shared Writing Narrative</p>
<p>Identify major structures of common plants and animals</p> <p>Plant seeds</p>	<p>Plant Facts (worksheet)</p>	<p>The Oxygen Cycle and Pollination</p>

**Reading:
Foundational Skills**

RF.K.1 Understand basic features and organization of print

Writing

W.K.8 Recall information from experiences or gather information from provided sources to answer a question

Science

SC.LS.2c Understand plants and animals have internal and external structures that keep them alive

**Reading:
Foundational Skills**

RF.K.2.D Isolate and pronounce initial, medial vowel and final sounds (phonemes) in three phoneme words

Language

L.K.2.D Spell simple words phonetically

Magic Writing Moment**Writing a Story: "My Pet Dog"**

Say: **This week we will learn about *living and nonliving things*. Is a pet dog living or nonliving? Why?**

Indicate the chart paper and continue: **The title on this chart paper says *My Pet Dog*. Let's pretend we have a pet dog. We will make a list of all the things we need to do for our pet dog each day.**

Distribute individual writing papers. The children print their names at the top and trace *My Pet Dog*.

Ask: **What's the first thing we should do every morning for our dog?**

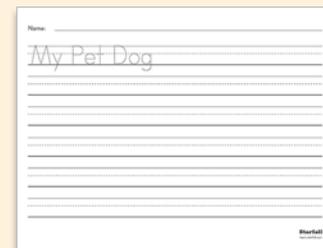
Lead the children to understand that taking the dog outside should be first.

On the chart paper print *I will take my dog outside*. As you write use teacher talk such as, *I must begin my sentence with a capital letter, I ran out of space so I will do a "return sweep" or finish on the next line, or I must remember to start at the left and move to the right.*

The children read the sentence together then copy it on their writing papers. Circulate to assist where necessary. Collect the writing pages for use on Day 2.

Materials

- Generated lined writing page for each child
- Prepared chart paper
- Marker, pencils

**Phonics Warm-Up****"See It! Say It! Spell It!"**

The children practice spelling short-vowel, consonant-vowel-consonant (CVC) words by playing "See It! Say It! Spell It!"

- Indicate the Word Card *can*.
- The children identify the word and observe its spelling.
- Place the Word Card behind your back.
- The children sound out each letter and write the word on their whiteboards.
- Show the Word Card.
- The children check their spelling.

Continue with *hot*, *pin*, and *run*.

Materials

- Word Cards: *can*, *hot*, *pin*, *run*
- Whiteboards, markers

1

Living and Nonliving

Indicate a rock. Ask: **Does this rock need food and water? Does it grow or get bigger? Can it move? Does it breathe? Do you think this rock is living? Let's learn the difference between living and nonliving things.**

Place the Vocabulary Card *nonliving* in the right side of the pocket chart. Say: **This word is nonliving.** (Children repeat, *nonliving*.) **If we say something is nonliving, we mean it is not alive and has never been alive, just like the rock.**

Place the *living* Vocabulary Card on the left side of the pocket chart. Say: **This word is living.** (Children repeat, *living*.) **If something is living, it is alive.**

Say: **Something is living if it does these four things.** Identify the Word Cards *grows, moves, breathes,* and *needs food and water* and place them under *living* in the pocket chart.

Ask: **Are you living or nonliving? Let's find out. Do you grow? Do you move? Do you breathe? Do you need to eat and drink? The answer is 'yes' to all four questions, so you are living.**

Indicate a crayon. Ask: **What if we ask the same four questions about this crayon? Ask the questions and the children answer. All of the answers were no, so a crayon is a nonliving thing. It does not grow, move, breathe, or need food and water.**

Indicate the plant. Say: **This is a plant. Is a plant living or nonliving? How can we decide? Right, we can ask the four questions.** Ask the questions and determine that the plant is a *living* thing.



Formative Assessment

Four children stand side-by-side in front of the class holding an object to represent the following categories. Child #1—Ruler (grows), Child #2—Runs in place (moves), Child #3—Takes a deep breath (breathes), Child #4—cup and bowl (needs food and water)

Indicate a Picture Card. As you ask the four questions the child representing each category either holds up his or her prop or does the action.

The class responds "yes" or "no" to each question. Ask: **Is it living or nonliving?** The class responds. A volunteer places the Picture Card under "living" or "nonliving" in the pocket chart. Repeat as time permits using additional Picture Cards.

Ask: **What do you notice about all of the Picture Cards in the living column? That's right, they are all animals.**

Save the Word Cards for use throughout the week.

Materials

- Picture Cards: *ants, bell, chick, cot, fan, fish, pig, pizza, pup, rat, sock, umbrella, wall, wolf*
- Word Cards: *grows, moves, breathes, needs food and water*
- Vocabulary Cards: *living, nonliving*
- Rock, crayon, ruler, plastic cup, bowl
- Pocket chart
- Potted plant

Language

L.K.5.A Sort common objects into categories

Science

SC.LS.2a Observe and describe similarities and differences of plants and animals

SC.LS.2c Understand plants and animals have internal and external structures that keep them alive



There are seven characteristics of living things. You may include all seven during this lesson.

The descriptions that follow apply these characteristics to plants:

Movement	Plants move by turning to face the sun; some open and close their petals.
Breathing	Plants take in carbon dioxide and give off oxygen. This is the opposite of animals.
Sensitivity	Plants are sensitive to light and gravity. Stems grow up and roots grow down.
Growth	Plants do not stay the same.
Reproduction	Plants make more of themselves.
Excretion	Plants give off waste.
Nutrition	All living things need food and water. Most plants make their own food using light.

2

Introduce High Frequency Words: *her, his, says*

Say: **Let's play a game to help us learn our new high frequency words.**

Divide the children into three or four small groups. Distribute pencils and a prepared sheet of chart paper to each group. Do not read the words on the chart paper at this time.

- Identify the word *says* and write it on the whiteboard.
- The children repeat *says* and identify the beginning sound /s/.
- A volunteer uses *says* in a sentence, and you write the sentence on the whiteboard.
- Another volunteer underlines *says* in the sentence.
- The children locate *says* on their chart papers.
- Each child writes *says* somewhere on the chart paper.

Repeat for *his* and *her*.

Distribute *Starfall Dictionaries* and the children trace the high frequency words.

Materials	
<input type="checkbox"/>	Six to eight prepared sheets of chart paper
<input type="checkbox"/>	Classroom and individual whiteboards, markers
<input type="checkbox"/>	<i>Starfall Dictionaries</i>
<input type="checkbox"/>	Classroom books
<input type="checkbox"/>	Pencils, crayons

Reading: Foundational Skills

RF.K.3.C Read common high frequency words by sight

Children trace new high frequency words in their *Starfall Dictionaries*.



ELL students may be intimidated to talk in complete sentences in front of the group. Give them the opportunity to do nonspeaking tasks such as underlining the high frequency words on the whiteboard.

ELL



Formative Assessment

Distribute individual whiteboards and markers then demonstrate how to divide the whiteboards into 3 columns. The children write *says*, *her*, and *his* at the top of the columns.

Partner the children to find *says*, *her*, and *his* in classroom books. Each time the partners locate one of the words, they place a tally mark next to it on their whiteboards.

Computer

Practice

ABCs: The children practice previously learned letters.

Activity

The children place the Word Cards face down in a pocket chart. They take turns to reveal cards, identify them then say, "I spy (the word) in the dictionary."

The child who selects the word becomes "the teacher" and checks to see that the other children found the correct word. He or she chooses the next child to be "the teacher." Each child should have a turn before any child repeats.

Materials

- High Frequency Word Cards:
all, and, are, for, get, has, her, his, into, is, on, says, see, some, that, the, there, they, to (and other words needing review)
- Starfall Dictionaries
- Pocket chart

3

Introduce Qq /kw/

Step One Introduce /kw/ in the initial position

Read "Qu qu Queen" on page 37 of the *ABC Rhyme Book*. Ask: **Which words in the poem rhyme?** (*dress, yes*)



Indicate the *queen* Picture Card. Say: **This is a picture of a queen. Say, queen. The word queen begins with /kw/. Watch my mouth, /kw/. Now you say /kw/. The words queen, quilted, quick, and quietly begin with the same sound, /kw/. (Children repeat /kw/.) I will read the rhyme again. Listen for /kw/ in the rhyme.** Read the rhyme again then repeat it with the children in unison.

Materials

- Listening & Writing Books*, p. 53
- Letter Cards: Q, q, and u
- Wall Card: *Queen /kw/*
- Picture Card: *queen*
- ABC Rhyme Book*
- Pencils, crayons

Qu qu Queen

*I questioned the queen
In the quilted dress,
"Can we play a quick game?"
She quietly said, "Yes."*

Step Two Discriminate /kw/ in the initial position

The children stand. Say: **If you hear /kw/ at the beginning of a word I say, touch your nose with your finger. If not, do nothing. Ready?**

funny

quilt

zip

quack

quail

Reading: Foundational Skills

RF.K.1.D Name all upper- and lowercase letters

Reading: Foundational Skills

RF.K.3.C Read common high frequency words by sight

Listening & Speaking

LS.9d Understand and follow one and two-step directions

Language

L.K.1.A Print upper- and lowercase letters

Reading: Foundational Skills

RF.K.3.A Demonstrate one-to-one letter-sound correspondence

Step Three Connect /kw/ to the spelling Qq

Indicate the *qu* Letter Card. Indicate the letter *q* and say: **This is the lowercase letter *q*. The letter *q* never stands alone. It is always by its best friend *u*.** (Indicate the letter *u* next to the *q*.) **That's why we say, 'Wherever there's a *q*, there's always a *u*!'** Children repeat the phrase several times. **The letters *qu* stand for /kw/. Each time I touch the letters *qu* say, /kw/.** Touch *qu* several times.



Demonstrate the letter's formation as you write *q* on the board. The children sky write *q* several times.

Teach the children the ASL sign for Qq. Remind them that *q* and *u* always stick together so they will make a *q* sign and a *u* sign for /kw/. The children sing "The Letter March" with the ASL sign for Q + U and sound /kw/.

Say: **Let's play a game. If the word I say begins with /kw/, make the ASL Q + U sign. Ready?**

quit	peanut	quite	red	quick
------	--------	-------	-----	-------

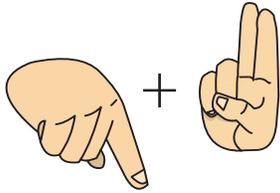
The Letter March: Qu

(Melody: "The Ants Go Marching")

The letters go marching one by one,
Hurrah! Hurrah!

The letters go marching one by one,
Hurrah! Hurrah!

The letters go marching one by one,
"Qu" stands for the sound, /kw/ /kw/ /kw/ /kw/
And they all go marching,
In- to a word, to use, their sound



Indicate the *Qu* Letter Card. Indicate the letter *Q* and say: **This is the uppercase letter *Q*. Just like lowercase *q*, the uppercase letter *Q* needs the lowercase *u* to stand for /kw/.** A volunteer locates *Qq* on the Alphabet Chart. Ask: **Are the letters *Q* and *q* near the beginning, middle, or end of the alphabet?** (middle)

Step Four Listening & Writing, Page 53

Formative Assessment

Distribute *Listening & Writing Books* and the children turn to page 53. Complete the page together as you have similar pages.

The sound /qu/ does not exist in French, German, Spanish, Tagalog, or Mandarin Chinese. Emphasize this sound for children who speak these languages. In Spanish the letters *qu* stand for /k/.

ELL



Display the Wall Card at the end of the lesson.



Magic Writing Moment**Writing a Story: "My Pet Dog"**

Indicate the chart paper from Day 1. The children read it together. Say: **We decided that the first thing you should do each morning for your pet dog is take it outside. What should you do for your dog next?** The children discuss and agree on what they would do next.

Use teacher talk to review basic writing conventions as you add their sentence to the chart paper. The children copy the sentence on their writing papers.

Materials

- Individual writing papers
- Chart paper from Day 1
- Pencils

Writing

W.K.3 Use drawing, dictating and writing to narrate an event or several loosely linked events, telling the sequence and providing their reaction

W.K.8 Recall information from experiences or gather information from provided sources to answer a question

Reading: Foundational Skills

RF.K.1 Understand basic features and organization of print

Reading: Foundational Skills

RF.K.2.A Recognize and produce rhyming words

Phonological Awareness Warm-Up**Rhyming Words**

Recite the nursery rhyme "Hey Diddle Diddle" and the children listen for rhyming words. Ask: **Which word rhymes with diddle?** (*fiddle*) **Which word rhymes with moon?** (*spoon*) **Can you think of any other words that rhyme with moon and spoon?** (*noon, tune, soon*)

Play *Sing-Along* Volume 1 Track 14, "Hey Diddle Diddle" and the children sing along.

Materials

- Sing-Along* Volume 1 Track 14, "Hey Diddle Diddle"

"Hey Diddle Diddle"

Hey, diddle, diddle,
the cat and the fiddle,
The cow jumped over the moon;
The little dog laughed to see such sport,
And the dish ran away with the spoon.

Observe & Modify

Listen for responses such as *room* and *boom* as words that rhyme with *moon* and *spoon*. Discuss why these words do not rhyme with *moon* and *spoon* by emphasizing and contrasting the ending sounds /m/ and /n/.

1

Vocabulary Development

VOC.3b Describe objects and events in general and specific language

Science

SC.IE.1b Conduct observations over time and compare results

SC.LS.2a Observe and describe similarities and differences of plants and animals

SC.LS.2b Identify major structures of plants and animals

Introduce Parts of a Plant

The children stand in a semicircle near the pocket chart. Place the required materials on newspaper spread on the floor in front of you.

This lesson may require additional time to complete.

Say: **When I look at you, I can see different parts of your body. Touch your head. What is your head's job?** Repeat for arms, legs, stomach, and feet. The children sit. **Each part of your body has a job.**

Indicate the flowering *plant* in a pot. Say: **This is a plant.** Place the Vocabulary Card *plant* in the top of the pocket chart. **Plants have four major parts. Every part has a job, just like the parts of your body. There is one part of a plant you cannot see. It is underground!**

Roots

Lift the flowering plant out of the pot to expose its roots. Indicate the roots. Explain: **These are the roots of the plant.** (Children repeat, *roots*.) **The job of the roots is to hold the plant in the ground. Roots also carry water, minerals, and food from the soil up to the rest of the plant. This plant looks different than it did when it was in the pot because you can see its roots.**

Place the Word Card *roots* in the bottom of the pocket chart.

Stem

Indicate the stem of the plant. Explain: **This is the stem of the plant.** (Children repeat, *stem*.) **Stems hold up the leaves and flowers. They have little tubes inside them that work like straws. They carry water and food from the roots to the rest of the plant.**

Indicate the white carnation and celery stalk. Say: **Let's do an experiment to see how a stem works.**

Divide the children into two groups. One group will be responsible for the carnation experiment and the other group will be responsible for the celery stalk experiment. As each group performs its experiment the other group observes.

Experiment #1: Carnation

- Add red food coloring to the cup of water.
- Trim the stem of the carnation and place the carnation in the colored water, reminding the children that stems have tubes that carry water up from the roots.

Ask: **What might happen to the carnation if we leave the stem in the colored water?** (Children make predictions.)

Materials

- A potted flowering plant with roots that can be exposed
- Two clear vases or plastic cups half-filled with water
- Vocabulary Cards: *plant, roots, stem, leaves, flower*
- White carnation, celery stalk
- Red and blue food coloring
- Potted plant from Day 1
- Pocket chart
- Newspaper

Experiment #2: Celery Stalk

- Slit the celery stalk about three-quarters of the way up the center.
- Add red food coloring to one cup of water and blue food coloring to another cup of water.
- Place one part of the stalk in the red cup and the other part of the stalk in the blue cup, reminding the children that stems have tubes that carry water up from the roots.

Ask: **What might happen to the celery stalk if we leave the stem in the colored water?** (Children make predictions.) **Let's observe the carnation and celery stalk during the day to check our predictions.**

Place the Vocabulary Card *stem* in the pocket chart just above *roots*, and the children discuss the job of the *stem* with their neighbors.

Leaves and the Oxygen Cycle

Indicate the *leaves* of the plant. Explain: **These are the leaves.** (Children repeat, *leaves*.) **It is the job of the leaves to make food for the plant. When plants have sunlight, water, and a special kind of gas called carbon dioxide, they make food for the plant.**

- Place the Vocabulary Card *leaves* in the pocket chart above *stem*.
- Children discuss the job of the *leaves* with their neighbors.

Say: **Take a deep breath. Hold it! When you breathe in, your lungs take in oxygen from the air. Now breathe out. Your lungs let out carbon dioxide. A plant's leaves use the carbon dioxide to make food for the plant. As it does this, the plant gives off oxygen. Oxygen is the very thing we need from the air.**

The children inhale and exhale again. Remind them that they breathe out carbon dioxide. Say: **Plants use the carbon dioxide we breathe out to make food. Plants give off oxygen that we, and all animals, need to breathe.**

The children inhale again. Continue: **Your lungs take oxygen from the air. It goes like this around and around forever and ever. It is a cycle called the Oxygen Cycle. Plants help animals live, and animals help plants live. Plants and animals work together as a team.**

Flower

Indicate a *flower* on the plant. Explain: **This part is a flower.** (Children repeat, *flower*.) **Flowers come in many different colors, shapes, and sizes. It is the flower's job to make seeds. When we plant seeds, new plants grow. Flowers also provide food for butterflies, bees, and other insects, and some seeds are food for animals and even people.**

Place the Vocabulary Card *flower* in the pocket chart above *leaves* and the children discuss the job of *flowers* with their neighbors.



Formative Assessment

Review the four parts of a plant. Read each Vocabulary Card as volunteers indicate the corresponding part on the plant.

2

Write About Experiments

Writing

W.K.3 Use drawing, dictating and writing to narrate an event or several loosely linked events, telling the sequence and providing their reaction

Language

L.K.2.D Spell simple words phonetically

Indicate the carnation and the celery stalk.

Say: **Let's illustrate our science experiments and write a sentence about them.** The children date their writing pages and illustrate the carnation and celery stick in the top portion of the page.

Guide them to each construct a sentence describing the experiment and to write it using kid writing and their *Starfall Dictionaries*. (For example, *We put the stem in red water to watch...*)

Provide adult writing as the children finish.

Materials	
<input type="checkbox"/>	Carnation, celery from Session 1
<input type="checkbox"/>	<i>Starfall Writing Journals</i>
<input type="checkbox"/>	<i>Starfall Dictionaries</i>
<input type="checkbox"/>	Pencils, crayons



Formative Assessment

The children share their illustrations and writings with a neighbor when finished.

Listening & Speaking

LS.9c Relate an experience in sequence

Reading:

Foundational Skills

RF.K.3.C Read common high frequency words by sight

Language

L.K.5.A Sort common objects into categories

Computer

Practice

- *Holidays: "Garden Shop"* — Complete each type of flower.
- *It's Fun to Read: All About Me, "Who Am I?"*

Activity

The children cut out the pictures at the bottom of the "Hey Diddle Diddle" worksheet and glue them in the correct categories, then color the pictures.



Materials	
<input type="checkbox"/>	"Hey Diddle, Diddle" worksheet for each child
<input type="checkbox"/>	Pencils, crayons
<input type="checkbox"/>	Glue sticks
<input type="checkbox"/>	Scissors

3

Introduce Yy /y/

Say: **Today we will learn about an invention that has been around for over 2,500 years! In fact, it is the second oldest toy ever invented.** (The first toy was the doll.)

Show a yo-yo or indicate the yo-yo Picture Card. Say: **This is a yo-yo. No one is sure who invented the yo-yo, but a man named Pedro Flores from the Philippines began making them in his small toy factory in California in the 1920s. Mr. Flores named this toy yo-yo.**

Materials	
<input type="checkbox"/>	<i>Listening & Writing Books</i> , p. 54
<input type="checkbox"/>	Letter Cards: Y and y
<input type="checkbox"/>	Wall Card: Yo-yo /y/
<input type="checkbox"/>	Picture Card: yo-yo
<input type="checkbox"/>	<i>ABC Rhyme Book</i>
<input type="checkbox"/>	Pencils, crayons
<input type="checkbox"/>	Optional: yo-yo

Reading:

Foundational Skills

RF.K.2.D Isolate and pronounce initial, medial vowel and final sounds (phonemes) in three phoneme words

Language

L.K.1 Demonstrate command of English grammar when writing or speaking

Step One Introduce /y/ in the initial position

Read "Yy Yo-yo" on page 53 of the *ABC Rhyme Book*. Ask:

Which words in the poem rhyme? (*down, around*)



Indicate the yo-yo Picture Card. Say: **This is a picture of a yo-yo. Say, yo-yo. The word yo-yo begins with /y/. Watch my mouth, /y/. Now you say /y/. The words yo-yo and yellow begin with the same sound /y/.**

(Children repeat: /y/.) **Listen for /y/ as I read the rhyme again.** Read the rhyme then repeat it together in unison.

Yo-yo

*Little yellow yo-yo
Going up and down —
Can you go in circles
And spin all around?*

Step Two Discriminate /y/ in the initial position

The children stand. Say: **If you hear /y/ at the beginning of a word I say, jump up one time. If not, stand still. Ready?**

zip

you

wet

yellow

yak

sink

yam

Step Three Connect /y/ to the spelling Yy

Teach the children the ASL sign for Yy. They sing "The Letter March" with the ASL sign for y and sound /y/.



Indicate the y Letter Card. Say: **This is the lowercase letter y. The letter y stands for /y/. Each time I touch the letter y say /y/.** Touch y several times.

Demonstrate the letter's formation as you write y on the whiteboard. The children sky write y several times.

Say: **Let's play a game. If the word I say begins with /y/, make the ASL Yy sign. If it does not, do nothing. Ready?**

yesterday

queen

run

your

you



Indicate the Y Letter Card. Say: **This is the uppercase letter Y.**

The uppercase letter Y and the lowercase letter y stand for /y/.

A volunteer locates Yy on the Alphabet Chart. Ask: **Are the letters Y and y near the beginning, middle, or end of the alphabet?** (end)

Demonstrate the letter's formation as you write Y on the whiteboard. The children sky write Y several times.

Step Three Listening & Writing, page 54**Formative Assessment**

Distribute *Listening & Writing Books* and the children turn to page 54. Complete the page together as you have similar pages.

The sound /y/ does not exist in French or German. Emphasize this sound for children who speak these languages.

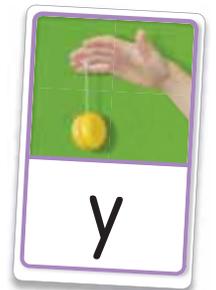
ELL**The Letter March: Yy**

(Melody: "The Ants Go Marching")

*The letters go marching one by one,
Hurrah! Hurrah!*

*The letters go marching one by one,
Hurrah! Hurrah!*

*The letters go marching one by one,
"Y" stands for the sound, /y/ /y/ /y/ /y/
And they all go marching,
In- to a word, to use, their sound*



Display the Wall Card at the end of the lesson.



Magic Writing Moment

Materials

- Individual writing papers
- Chart paper from Day 1
- Pencils

Writing a Story: "My Pet Dog"

Indicate the chart paper from Day 1. The children read it together. Ask: **What should you do next for your dog?** The children discuss and agree on what they would do next.

Use teacher talk to review basic writing conventions as you write their sentence on the chart paper. The children copy the sentence onto their writing papers.

Writing

W.K.3 Use drawing, dictating and writing to narrate an event or several loosely linked events, telling the sequence and providing their reaction

W.K.8 Recall information from experiences or gather information from provided sources to answer a question

Reading: Foundational Skills

RF.K.2.D Isolate and pronounce initial, medial vowel and final sounds (phonemes) in three phoneme words

Phonological Awareness Warm-Up

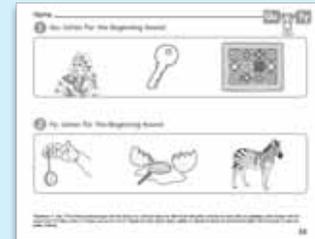
Materials

- Listening & Writing Books*, p. 55
- Pencils, crayons

Listening and Writing, Page 55

Distribute *Listening & Writing Books* and the children turn to page 55.

Complete the page together as you have similar pages.



1

Materials

- Backpack Bear's Plant Book* by Alice O. Shepard
- Chart paper, marker

Introduce Backpack Bear's Plant Book

Partner the children. Read the following riddles to review information from Day 2. Pause after each riddle to allow partners time to discuss. Volunteers share their answers.

spoon	I am nonliving. I ran away with the dish in "Hey Diddle Diddle." What am I?
roots	I am the part of the plant that holds it in place in the ground. Which part am I?
stem	My job is to carry water and food from the roots to the rest of the plant. What am I?
sun	I shine brightly in the sky and help plants grow. They even move toward me. What am I?
flower	I produce seeds for new plants. What part of the plant am I?

Reading: Informational Text

RI.K.4 Ask and answer questions about unknown words

RI.K.6 Name the author and illustrator of a text and define their roles

RI.K.7 Describe the relationship between illustrations and text

Science

SC.LS.2a Observe and describe similarities and differences of plants and animals

SC.LS.2b Identify major structures of plants and animals

leaves	I have veins that carry food to other parts of the plant. I breathe in carbon dioxide. What am I?
living	I need food and water. I grow, move and breathe. What am I?
cooperate	I am a word that means to work together to get something done. What word am I?

Say: **Backpack Bear has a book about plants he would like us to read. The title of the book is *Backpack Bear's Plant Book*. The author is Alice O. Shepard. Do you think this is a *fiction* or a *nonfiction* book?** (Volunteers respond.)
Right, it is *nonfiction* because it gives real information about plants.

Open the book to page 2. Say: **Look at this illustration. If you were the author, what would you write on this page?** (Discuss)

Turn to pages 6 and 7. Continue: **Look at these illustrations. What do you think these pages will teach us?** (Discuss) ***Backpack Bear's Plant Book* will teach us all about plants. As I read, listen for information you already know about plants.**

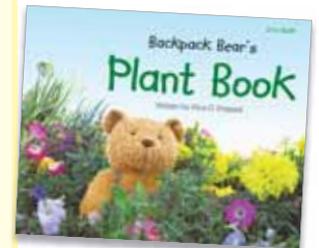
Read the book through without pausing to define terms.



Formative Assessment

Say: **Listen carefully as I read the book again. This time, raise your hand when you hear something new that you would like to learn more about. We will make a list of those things on chart paper.**

As you read, pause to list new information. Items might include seed coats, pollination, evergreen and deciduous trees, oxygen cycle, and how we use plants. When the list is complete, explain to the children they will learn more about these concepts later in the week.



Save the list for use in Session 2.

Language

L.K.6 Use acquired words and phrases

Science

SC.LS.2b Identify major structures of plants and animals

SC.IE.1h Predict or explain information or events based on observation or previous experience

Plant Seeds

Review the list generated in Session 1. Indicate *Backpack Bear's Plant Book*. Read pausing on page 4. The children describe what is happening on this page. (They are learning about seeds.) Continue reading pages 4 through 7.

Indicate a lima bean. Say: **This is a seed. It is from a lima bean plant. It is just like the seeds in Backpack Bear's Plant Book. Backpack Bear said that in order for a seed to grow into a plant, it must get wet. Seeds absorb water.** (Children repeat, *absorb*.) **To absorb means to take something in, to soak it up. When seeds absorb water it causes them to become bigger and softer, like a sponge. When a seed changes like this, a young plant inside it begins to grow.**

Indicate two plastic cups. Say **Let's try an experiment. We'll fill one cup with water and leave the other cup empty, then we will place some seeds in each cup. We will observe the seeds for a few days. Who can make a prediction about what will happen?** Volunteers share predictions.

Place the two cups of lima beans where they may be easily observed. Remind the children to observe the seeds over the next several days to check their predictions.

Say: **Let's start another experiment. We can plant seeds according to what we learned in Backpack Bear's Plant Book and see what happens.**

Distribute three lima beans, a damp paper towel, and a transparent plastic cup labeled with the child's name to each child.

The children follow your example as you crumple the damp paper towel to fill the cup then place the seeds between the paper towel and the cup so they are visible when the cup is viewed from the side.

Materials

- Chart paper list from Session 1
- Backpack Bear's Plant Book*
- Two clear plastic cups
- Three lima beans, a paper towel, and a clear plastic cup labeled with the child's name for each child, plus one for demonstration
- Spray bottle, or small container of water
- Vocabulary Cards: *seed, absorb*
- Water

**Formative Assessment**

The children predict what will happen to the seeds over time. (The roots will grow, then the stem will form.) Place the cups out of direct sunlight. For the next several days, the children observe the sprouting roots and stems. Spray the paper towels daily to keep them moist.

Computer

Practice

- ABCs: Qq, Yy, Kk, Ww
- Backpack Bear's Books: Rows 10 & 11

Activity

Display the Vocabulary Cards in a pocket chart. The children illustrate a flower with all of its plant parts. They label their drawings by printing the vocabulary words next to the appropriate parts. They write "My Plant" as a title and color their illustrations.

Materials

- Vocabulary Cards: *plant, seed, roots, stem, leaves, flower*
- Pencils, crayons
- Drawing paper
- Pocket chart

3

Introduce Kk /k/

Step One Introduce /k/ in the initial position

Read "Kk Kangaroo" on page 25 of the *ABC Rhyme Book*. Ask: **Which words in the poem rhyme?** (*to, do*) **Which words are homonyms?** (*to, two, too and do, due*) Remind the children that homonyms are words that sound alike but mean different things. Discuss the differences in meaning for *to, too, and two, and do, due, and dew*.



Indicate the *kangaroo* Picture Card. Say: **This is a picture of a kangaroo. Say, kangaroo.** (The children say, kangaroo.) **The word kangaroo begins with /k/. Watch my mouth, /k/. Now you say /k/.**

(The children say, /k/.) **The words Kenny, kickball, class, and karate begin with the same sound, /k/.** (The children repeat, /k/.) **Listen for /k/ as I read the rhyme again.** Read the rhyme again then repeat it together with the children in unison.

Step Two Discriminate /k/ in the initial position

The children stand. Say: **If you hear /k/ at the beginning of a word I say hop like a kangaroo! If not, stand still. Ready?**

key

wig

egg

keep

kite

Materials

- Listening & Writing Books, p. 56
- Wall Card: *kangaroo /k/*
- Picture Card: *kangaroo*
- Letter Cards: K and k
- ABC Rhyme Book
- Pencils, crayons

Kangaroo

Kenny Kenny Kangaroo
 Tell me, where are you hopping to?
 A kickball class,
 Or karate perhaps,
 Or is hopping all that you do?

Reading: Foundational Skills

RF.K.1.D Name all upper- and lowercase letters

RF.K.3.C Read common high frequency words by sight

Language

L.K.6 Use acquired words and phrases

Writing

W.8c Draw and label

Language

L.K.1.A Print upper- and lowercase letters

L.K.4 Determine or clarify meaning of unknown and multiple-meaning words and phrases

Reading: Foundational Skills

RF.K.2.A Recognize and produce rhyming words



Step Three Connect /k/ to the spelling Kk

Teach children the ASL sign for Kk. They sing “The Letter March” with the ASL sign for k and sound /k/.



Indicate the k Letter Card. Say: **This is the lowercase letter k. The letter k stands for /k/. Each time I touch the letter k say, /k/.**

Touch k several times.

Demonstrate the letter’s formation as you write k on the whiteboard. The children sky write k several times.

Say: **Let’s play a game. If the word I say begins with /k/, make the ASL Kk sign. If it does not, do nothing. Ready?**

keep	moon	king	koala	ladder
------	------	------	-------	--------



Indicate the K Letter Card. Say: **This is the uppercase letter K. The uppercase letter K and the lowercase letter k stand for /k/.**

A volunteer locates Kk on the Alphabet Chart. Ask: **Are the letters K and k near the beginning, middle, or end of the alphabet?** (middle)

Demonstrate the letter’s formation as you write K on the whiteboard. The children sky write K several times.

Step Four Introduce /k/ in the final position

Ask the riddle:

book	I have many words in me. People love to read me. What am I?
-------------	---

Explain: **The word, book ends with the letter k. The letter k stands for the sound /k/.**

Emphasize the final /k/ as you say the following words. The children repeat each word after you. Say: **If you hear /k/ at the end of the word, hop on one foot. If you don’t hear /k/ at the end, do nothing.**

fork	top	night	lock	tick	fun
------	-----	-------	------	------	-----

Step Four Introduce /k/ in the final position



Formative Assessment

Distribute *Listening & Writing Books* and the children turn to page 56. Complete the page together as you have similar pages.

The Letter March: Kk

(Melody: “The Ants Go Marching”)

The letters go marching one by one,
Hurrah! Hurrah!

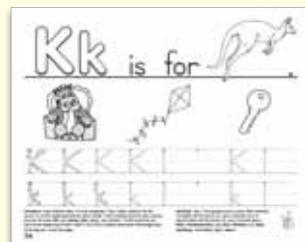
The letters go marching one by one,
Hurrah! Hurrah!

The letters go marching one by one,
“K” stands for the sound, /k/ /k/ /k/ /k/

And they all go marching,
In- to a word, to use, their sound



Display the Wall Card at the end of the lesson.



Magic Writing Moment

Writing a Story: "My Pet Dog"

Indicate the chart paper from Day 1. The children read it together, with your help as needed. Say: **We have listed, in order, several things we must do to care for our pet dogs. Let's review what we wrote.** (Do this.) **Today you will illustrate each thing you should do in one section of the drawing paper.** Indicate the three sections and demonstrate where and in what order the children should place the three illustrations.

Distribute the writing papers and a sheet of drawing paper to each child. Circulate to staple the drawing papers under or above the writing papers.

Materials

- Drawing paper folded so the folds create three numbered sections (1,2,3) for each child
- Individual writing papers
- Chart paper from Day 1
- Pencils, crayons

Writing

W.K.3 Use drawing, dictating and writing to narrate an event or several loosely linked events, telling the sequence and providing their reaction

Speaking & Listening

SL.K.5 Add drawing or other visual displays to provide additional detail

Reading:

Foundational Skills

RF.K.2.A Recognize and produce rhyming words

Literary Response & Analysis

LIT.RA.7a Create or present poetry, drama, art, or personal response to text or theme

Reading:

Foundational Skills

RF.K.3.C Read common high frequency words by sight

Reading: Literature

RL.K.1 Ask and answer questions about key details in a text

Fluency

FL.6b Use appropriate intonation and expression during oral reading

Media Literacy

ML.10 Use technology resources to support learning

Phonological Awareness Warm-Up

Rhyming Words

Say: **Listen to these words. Touch your finger to your nose if the words rhyme.**

deep/ asleep	seed/ plant	sun/rain	earth/ birth	flower/ flat	sigh/sky
-----------------	----------------	----------	-----------------	-----------------	----------

Say: **Backpack Bear knows a song about a little plant that uses rhyming words. He would like us to listen to it.**

Play *Sing-Along* Volume 1 Track 18, "A Little Plant," and the children listen to the song. Read the song line by line and teach the actions, then play the song again. The children sing as they perform the actions.

Materials

- Sing-Along* Volume 1 Track 18, "A Little Plant"

1

Introduce *We Can See!*

Stand at the opposite side of the classroom from the children and hold up a small book. Ask: **Can you tell what is on the cover of the book?** (The children should have difficulty seeing the cover illustration.) **Why can't you tell me about the illustration?** (It is too far away.) **What needs to be done in order for you to see the illustration clearly?** (The book needs to be closer.)

Materials

- High Frequency Word Cards: help, her, here, his, see, says, she, the, to, with
- We Can See!* Take-Home Book 12 for each child
- Classroom computer navigated to *Backpack Bear's Books*, "We Can See!"
- Any small classroom book



Explain that some people have difficulty seeing things clearly even when they aren't really far away. These people need glasses to help them see clearly. Recall that Benjamin Franklin's invention of bifocals from a long time ago still helps people do this. Ask: **Have you ever wondered what it is like for people who have trouble seeing?**

Hold the High Frequency Word Cards in a deck and reveal the first card. Take a step back and show the children the next word. Continue to move backward and show words until the children can no longer read them.

Say: **Here is a story about a little girl who needed help to see.** Introduce *We Can See!* by navigating to *Backpack Bear's Books*: "We Can See!" The children interact with and discuss the story.

Ask: **What did the girl have trouble seeing?** (plant) **What helped her?** (glasses) **Why can Backpack Bear see the plant?** (He doesn't need glasses.) **What might happen if glasses had never been invented?** Discuss.

If time allows, meet individually with ELL students to hear their answers. They may be too intimidated to talk in front of the group. **ELL**



Formative Assessment

Divide the children into groups of three, and distribute *We Can See!* The groups work together to read the story. Several groups take turns to read the story to the class.

2

Add To Observation Writings

The children share their written observations with each other.

Indicate the carnation and the celery stalk.

Say: **Let's add to our writings to describe what we see happening to the carnation and celery stalk.**

The children illustrate changes in them.

Lead the children in a discussion describing the changes. They formulate and write their own sentences using kid writing and their *Starfall Dictionaries*.

Provide adult writing as the children work.

If necessary, allow ELL students to dictate their sentences to you or an assistant. **ELL**

Materials	
<input type="checkbox"/>	Starfall Writing Journals
<input type="checkbox"/>	Carnation, celery stalk
<input type="checkbox"/>	Starfall Dictionaries
<input type="checkbox"/>	Pencils, crayons

Writing

W.K.5 Respond to questions and suggestions from peers, adding detail to strengthen writing

W.K.7 Participate in shared research and writing projects

Science

SC.IE.1b Conduct observations over time and compare results



Formative Assessment

The children partner to share their writings and discuss any additions or changes.

Computer

Practice

- *ABCs*: ABC Song (located on the vowel bar)
- *Backpack Bear's Books*: Concepts, "We Can See!" and Row 12

Activity

The children read high frequency and color words to color the picture.

Materials

- "Color by Word" worksheet for Week 13
- Pencils, crayons

3

Plant Facts

Gather the children on the floor or a rug. Say: **Curl up into a ball, and pretend you are a little seed. The rain is coming down and the baby plant inside is getting ready to grow. Here come the roots.** (Children unfold their legs.) **The roots are growing down into the ground. Here comes the stem.** (Children reach up.) **You're growing!**

Read pages 1 - 9 of *Backpack Bear's Plant Book*. Say: **Backpack Bear used some words we should review.** Display the Vocabulary Cards *plant, seed, roots, stem, leaves,* and *flower* in a pocket chart. Develop strategies, such as looking at the beginning and ending sounds to help the children read these words. They say each word as you touch it.

Distribute a "Plant Facts" worksheet to each child.

- The children write their names on the worksheet.
- Indicate and read the Vocabulary Card *plant* in the pocket chart.
- Read the title of the worksheet and the children search for the word *plant* in the title.

Ask: **What is missing?** (illustrations of plants)

Review the remaining Vocabulary Cards.

- The children follow along and identify vocabulary words as you read each fact.
- Reread the fact with the children in unison.



Formative Assessment

The children use pencils to illustrate the text.

Materials

- Backpack Bear's Plant Book*
- Vocabulary Cards: *plant, seed, roots, stem, leaves, flower*
- "Plant Facts!" worksheet for each child
- Pocket chart
- Pencils

Reading: Foundational Skills

RF.K.1.D Name all upper- and lowercase letters

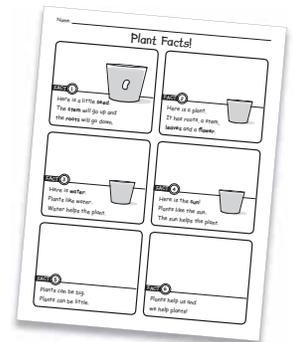
RF.K.3.C Read common high frequency words by sight

Listening & Speaking

LS.9a Recite short poems, rhymes and songs

Science

SC.LS.2b Identify major structures of plants and animals



**Reading:
Foundational Skills**

RF.K.3.A Demonstrate one-to-one letter-sound correspondence

**Reading:
Foundational Skills**

RF.K.3.A Demonstrate one-to-one letter-sound correspondence

Language

L.K.1.A Print upper- and lowercase letters

**Reading:
Informational Text**

RI.K.3 Describe the connection between individuals, events, ideas or information in a text

Speaking & Listening

SL.K.1 Participate in conversations with diverse partners about kindergarten topics and texts

Language

L.K.4.A Identify new meanings for familiar words and apply them accurately (Ex duck)

Science

SC.LS.2a Observe and describe similarities and differences of plants and animals

Magic Writing Moment

Review /kw/, /y/, /k/

Display the prepared chart paper, indicate the column headings, and review the letters and the sounds they stand for.

Choose volunteers to identify words that begin with one of the three sounds and indicate the appropriate columns. Classmates confirm or revise their answers. Print their words in the appropriate columns.

Materials

- Three different color markers
- Prepared chart paper

Phonics Warm-Up

Listening and Writing, Page 57

Distribute *Listening & Writing Books* and the children turn to page 57. Complete the page together with the children as you have similar pages.

Materials

- Listening & Writing Books*, p. 57
- Pencils, crayons



1

The Oxygen Cycle and Pollination

Read and review *Backpack Bear's Plant Book*, pages 1-9. Read the remaining pages pausing to discuss the following.

Materials

- Backpack Bear's Plant Book*
- Vocabulary Cards: *pollination, evergreen, deciduous*
- Backpack Bear

Pages 10 - 13

So far, we have learned that plants need water and sunlight to grow. Backpack Bear told us they also need something else. Who remembers what it is? (Air)

Pages 12 - 13

(The Oxygen Cycle) **Take a deep breath. Now breathe out. We breathe in oxygen, which we need to live. We breathe out a special kind of air, or gas, called carbon dioxide. That special air is just what plants need to make food. When a plant makes food from carbon dioxide, it gives off oxygen. That is just what we need to breathe. People and plants help each other. Plants need us and we need plants.**

Pages 14 - 15

The children compare and contrast the parts of a plant with the parts of a tree. Draw attention to the similarities between the stem of the plant and the trunk of the tree. Ask: **Do trees have flowers? Yes, many trees do have flowers. Some trees even grow fruit. First a flower appears, and then the flower grows into fruit.**

The children name some fruit-bearing trees (apple, pear, peach, cherry, orange).

Pages 16 - 17

Introduce the vocabulary words *evergreen* (having green leaves that stay on a plant throughout the year) and *deciduous* (having leaves that drop off each year). Children repeat, *evergreen, deciduous*.

Say: **I wonder how new plants are created. Let's find out.**

Pages 18 - 21

Remind the children they just learned a big, new word, *pollination* (to move or carry pollen to a plant to make new seeds). The children repeat, *pollination*. They partner to discuss ways seeds travel, then share their responses with the group.

Explain that sometimes we EAT seeds! Backpack Bear whispers to you that we use plants in many ways and he wrote about those ways in his book. Say: **Let's read to learn how.**

Pages 22 - 29

Pause to discuss each page. The children identify examples of ways plants are used. They look around the classroom to find items that were made from plants. Take a moment to review the need to recycle to save plants and trees.

**Formative Assessment**

Partner the children using "Stand up, Hand up, Partner up." Say: **Talk to your partner about one thing you learned.** Volunteers share what they learned with the class.

Media Literacy

ML.10 Use technology resources to support learning

Reading:**Foundational Skills**

RF.K.3.C Read common high frequency words by sight

Listening & Speaking

LS.9d Understand and follow one and two-step directions

Reading:**Foundational Skills**

RF.K.1.D Name all upper- and lowercase letters

Language

L.K.1.A Print upper- and lowercase letters

Reading:**Foundational Skills**

RF.K.3.C Read common high frequency words by sight

Listening & Speaking

LS.9c Relate an experience in sequence

Computer**1**

Starfall Free Day — The children may navigate to any activity on *Starfall.com*.

"Starfall Speedway"**2**

The children identify high frequency words to advance on the "Starfall Speedway."

Materials

- "Starfall Speedway"
- High Frequency Word Cards of your choice

Write Uppercase and Lowercase Letters**3**

The children write all uppercase and lowercase letters in alphabetical order on lined paper.

Materials

- Pencils
- Lined handwriting paper

Sequence *We Can See!***4**

The children sequence *We Can See!* by placing the Sentence Strips and individual Word Cards in story order in a pocket chart.

Materials

- Pocket chart
- We Can See!* Take-Home Book 12 for each child
- We Can See!* Cover Card, Sentence Strips, Word Cards

Teacher's Choice**5**

Choose an appropriate activity for this center.

Teacher's Choice**6**

Choose an appropriate activity for this center.

2

Shared Writing Narrative

Distribute the seed containers from Day 3. Say: **Let's write about our seed experiment. We will do a special writing called a narrative.** (Children repeat, *narrative*.) **A narrative tells a story about something that happens, in the order it happens.**

Continue: **Look at your containers. What is the topic of our story, or what will the story be about?** Begin the story by writing *We planted seeds.* (or something similar) on the chart paper.

Ask: **Who remembers what we did first when we planted our seeds?** Children respond. **What did we do next? What did we do after that?** Continue until all of the steps to plant the seeds are identified. As the children list the steps in order, add them to the story. Use terms such as first, next, last and finally.

Read the finished story and the children choose a title.



Formative Assessment

Partners discuss ideas for a concluding sentence. Use their ideas, or construct a conclusion to add to the chart paper. Read the completed story.

Materials

- Seed containers from Day 3
- Chart paper, marker

Writing

W.K.3 Use drawing, dictating and writing to narrate an event or several loosely linked events, telling the sequence and providing their reaction

W.K.5 Respond to questions and suggestions from peers, adding detail to strengthen writing

W.K.8 Recall information from experiences or gather information from provided sources to answer a question