

## UNIT: FROM SEED TO PLANT

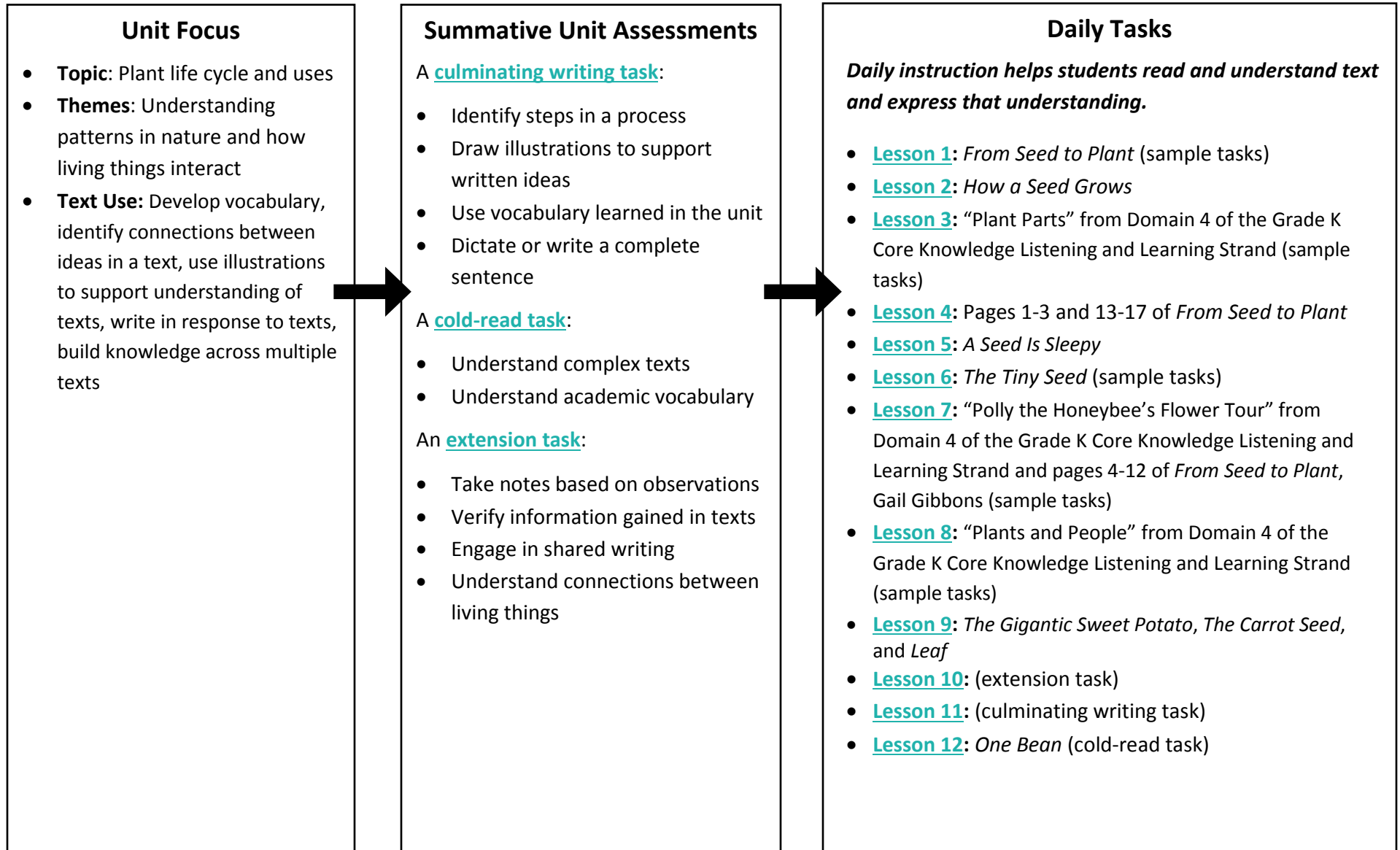
<p><b>ANCHOR TEXT<sup>1</sup></b>  <i>From Seed to Plant</i>, Gail Gibbons (Informational)</p> <p><b>RELATED TEXTS</b></p> <p><u>Literary Texts (Fiction)</u></p> <ul style="list-style-type: none"> <li>• <i>The Carrot Seed</i>, Ruth Krauss</li> <li>• <i>The Gigantic Sweet Potato</i>, Dianne De Las Casas</li> <li>• <i>The Tiny Seed</i>, Eric Carle</li> <li>• “<a href="#">Polly the Honeybee’s Flower Tour</a>”<sup>2</sup> from Domain 4 of the Grade K Core Knowledge Listening and Learning Strand (Pages 59-61 of the <i>Read-Aloud Anthology</i>)</li> </ul> <p><u>Informational Texts (Nonfiction)</u></p> <ul style="list-style-type: none"> <li>• <i>How a Seed Grows</i>, Helene Jordan</li> <li>• <i>One Bean</i>, Anne Rockwell</li> <li>• <i>A Seed Is Sleepy</i>, Dianna Hutts Aston</li> <li>• <i>Compost Stew</i>, Mary McKenna Siddals</li> <li>• “<a href="#">Plant Parts</a>” from Domain 4 of the Grade K Core Knowledge Listening and Learning Strand (Pages 24-26 of the <i>Read-Aloud Anthology</i>)</li> <li>• “<a href="#">Plants and People</a>” from Domain 4 of the Grade K Core Knowledge Listening and Learning Strand (Pages 103-106 of the <i>Read-Aloud Anthology</i>)</li> </ul> <p><u>Nonprint Texts (Fiction or Nonfiction)</u> (e.g., <i>Media, Video, Film, Music, Art, Graphics</i>)</p> <ul style="list-style-type: none"> <li>• <i>Leaf</i>, Stephan Michael King (Wordless Picture Book)</li> </ul>	<p><b>UNIT FOCUS</b></p> <p>Students gather information from a variety of texts—literary and informational—to describe the connection between people, events, ideas, and pieces of information. Students are introduced to life cycles by learning about how a plant grows. Students learn that living things interact with each other and the environment. This unit connects to science.</p> <p><b>Text Use:</b> Develop vocabulary, identify connections between ideas in a text, use illustrations to support understanding of texts, write in response to texts, build knowledge across multiple texts</p> <p><b>Reading:</b> <b>RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.7, RL.K.10, RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.7, RI.K.8, RI.K.9, RI.K.10</b></p> <p><b>Reading Foundational Skills:</b><sup>3</sup> <b>RF.K.1a-b, d; RF.K.3a-b; RF.K.4</b></p> <p><b>Writing:</b> <b>W.K.1, W.K.2, W.K.5, W.K.6, W.K.7, W.K.8</b></p> <p><b>Speaking and Listening:</b> <b>SL.K.1a-b, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6</b></p> <p><b>Language:</b> <b>L.K.1a-f, L.K.2a-d, L.K.4a-b, L.K.5a-c, L.K.6</b></p> <p><b>CONTENTS</b></p> <p><b>Page 111:</b> Text Set and Unit Focus</p> <p><b>Page 112:</b> <i>From Seed to Plant</i> Overview</p> <p><b>Pages 113-117:</b> Summative Unit Assessments</p> <p><b>Page 118:</b> ELA Instructional Framework</p> <p><b>Pages 119-130:</b> Text Sequence and Use for Whole-Class Instruction</p>
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<sup>1</sup> Some texts, questions, and tasks in this unit are originally included in and in some cases adapted from the Core Knowledge Grade K Domain 4 Read-Aloud Anthology. The anthology falls under a Creative Commons license for reuse (<http://creativecommons.org/licenses/by-nc-sa/3.0/>). Additional Information about the license specific to Core Knowledge is available [here](#).

<sup>2</sup> To access the text for free, click on the provided link and select “Add File” and then “Your Files”. You will need to create a user name and password (which is also free) to download the file.

<sup>3</sup> The skills addressed during whole-class instruction are in addition to what is being done during small-group instruction. Teachers must incorporate a full reading foundational skills program during small-group reading and writing time to ensure students gain the skills necessary to learn to read independently. What is taught should be based on individual student needs and focus on a [progression of skills](#) that are formally assessed at various points throughout the year.

## From Seed to Plant Unit Overview

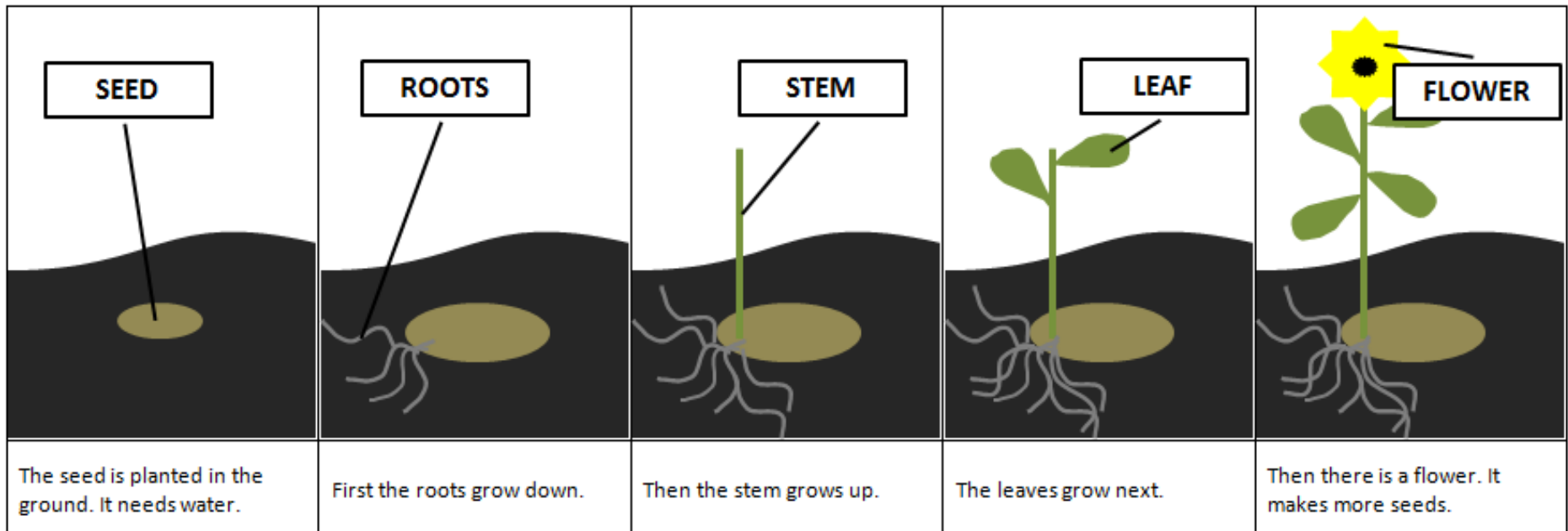


## SUMMATIVE UNIT ASSESSMENTS

### CULMINATING WRITING TASK<sup>4</sup>

Have students use the anchor charts from the unit to respond to the following prompt: “Draw pictures that show the life cycle of a plant growing in the ground. On the picture, label the stage of the plant life cycle.” (RI.K.1, RI.K.2, RI.K.3) Then ask students to dictate or write a sentence for each picture: “Underneath each picture, describe the stage and what is happening. Use words from the word display.” (W.K.2, W.K.8) Prompt students to use key vocabulary words in *From Seed to Plant* and other unit texts to describe what is happening at each stage. (L.K.6)

#### *Exemplar Response:*



#### *Teacher Note:*

- Students are asked to draw each stage of the life cycle of a plant. They must also identify and label the stages and then write a complete sentence that describes the connection between events in the life cycle of a plant. The completed writing should use words from the word displays. (L.K.6)

<sup>4</sup> Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through writing.

- *Students should print many upper- and lowercase letters; use frequently occurring nouns, verbs, and prepositional phrases; and spell simple words phonetically. (L.K.1a, b, f; L.K.2c, d) Students should also write complete sentences. Provide [sentence frames](#)<sup>5</sup> for students who need help writing complete sentences and have students write a key word from the life cycle of the plant. The sentences should be capitalized and punctuated correctly. (L.K.2a, b)*
- *Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability (i.e., correctly forming letters, using correct letters for consonant and vowel sounds, capitalizing the first letter, using end punctuation, or writing a complete sentence). (W.K.5)*

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<p><b>What should students learn from the texts?</b></p> <ul style="list-style-type: none"> <li>• <b>Topic:</b> Plant life cycle and uses</li> <li>• <b>Themes:</b> Understanding patterns in nature and how living things interact</li> <li>• <b>Text Use:</b> Develop vocabulary, identify connections between ideas in a text, use illustrations to support understanding of texts, write in response to texts, build knowledge across multiple texts</li> </ul>	<p><b>What shows students have learned it?</b></p> <p>This task assesses:</p> <ul style="list-style-type: none"> <li>• Identifying steps in a process</li> <li>• Drawing illustrations to support written ideas</li> <li>• Using vocabulary learned in the unit</li> <li>• Dictating or writing a complete sentence</li> </ul>	<p><b>Which tasks help students learn it?</b></p> <p><b>Read and understand text:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 1</a> (sample tasks)</li> <li>• <a href="#">Lesson 2</a></li> </ul> <p><b>Express understanding of text:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 3</a> (sample tasks)</li> <li>• <a href="#">Lesson 7</a> (sample tasks)</li> <li>• <a href="#">Lesson 11</a> (use this task)</li> </ul>

<sup>5</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

## **COLD-READ TASK**<sup>6</sup>

Read aloud<sup>7</sup> *One Bean* by Anne Rockwell to all students. Then ask each student independently to answer a combination of orally read multiple-choice and constructed-response questions about the text.<sup>8</sup> Support students by rereading portions of the text as needed. Sample questions:

1. Ask the student: “The boy describes his bean as ‘dry,’ ‘smooth,’ and ‘hard.’ Describe what that means the bean is not. Use the opposite words to explain what the bean is not.” (RL.K.1; RL.K.4; W.K.2; SL.K.2; L.K.1a-c, f; L.K.2a-d; L.K.5b; L.K.6) (Teacher Note: Provide a sentence frame for students who need support writing a complete sentence (e.g., “The bean is not \_\_\_\_\_. The bean is not \_\_\_\_\_. The bean is not \_\_\_\_\_.”).
2. Ask the student: “Identify three actions the boy took to make the plant grow.” (RL.K.1; RL.K.2; SL.K.2, SL.K.6; L.K.1b, e; L.K.6)
3. Ask the student: “What do you think will happen to the one bean the sister is dropping in a cup at the end of the story? How do you know?” (RL.K.1, RL.K.7, SL.K.2, SL.K.6, L.K.6)
4. Ask the student: “What makes this text the same as *From Seed to Plant*? What makes this text different than *From Seed to Plant*?” (RL.K.1, RI.K.9, W.K.8, SL.K.2, SL.K.6, L.K.1e)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<b>What should students learn from the texts?</b> <ul style="list-style-type: none"><li>• <b>Topic:</b> Plant life cycle and uses</li><li>• <b>Themes:</b> Understanding patterns in nature and how living things interact</li><li>• <b>Text Use:</b> Develop vocabulary, identify connections between ideas in a text, use illustrations to support understanding of texts, write in response to texts, build knowledge across multiple texts</li></ul>	<b>What shows students have learned it?</b> <p>This task focuses on:</p> <ul style="list-style-type: none"><li>• Understanding complex texts</li><li>• Understanding academic vocabulary</li></ul>	<b>Which tasks help students learn it?</b> <p><b>Read and understand text:</b></p> <ul style="list-style-type: none"><li>• <a href="#">Lesson 1</a> (sample tasks)</li><li>• <a href="#">Lesson 2</a></li><li>• <a href="#">Lesson 4</a></li></ul> <p><b>Express understanding of text:</b></p> <ul style="list-style-type: none"><li>• <a href="#">Lesson 6</a> (sample tasks)</li><li>• <a href="#">Lesson 12</a> (use this task)</li></ul>

<sup>6</sup> **Cold-Read Task:** Students read or listen to a text or texts being read aloud and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. **Note:** This is a comprehension text. Measurement of student reading ability and mastery of specific reading foundational standards (e.g., decoding, fluency, etc.) should be monitored throughout the unit, particularly during small-group instruction.

<sup>7</sup> If students are already reading, allow them to read the text. This should be based on individual student ability.

<sup>8</sup> Ensure students have access to the printed text while testing.

## **EXTENSION TASK**<sup>9</sup>

1. Work with students to plant a small garden (or a portable indoor garden consisting of beans or seeds in a plastic cup or baggy with moistened paper towels). (Lesson 1)
2. Have each student create a Garden Observation Log with a cover and blank white pages inside the log. (Lesson 1)
3. Ask students to observe the garden daily and create an entry for their plant observations. **(W.K.8)** (Lessons 1-10)
4. Each entry should contain the following:
  - The date of the observation (this can be prewritten on the pages as needed)
  - A labeled illustration of the garden or plant **(SL.K.5, L.K.1a-c, L.K.2c)**
  - The labels should identify the vocabulary from the unit that can be used to describe the plants in stages of their life cycle (e.g., *soil, stem, flower, leaf/leaves*, etc.) **(L.K.1a-c, L.K.2c-d, L.K.5c, L.K.6)**
5. Once the observation log is finished, conduct a class discussion in which students share their observations. **(SL.K.4, SL.K.6)** (Lesson 10)
6. Record an illustration and label the various stages on a blank calendar. **(SL.K.5)** Have students dictate the writing of the labels and write the parts they know. **(L.K.1a-c, L.K.2c-d, L.K.6)** (Lesson 10)
7. Determine as a class how long each stage took based on the calendar. Discuss with students what happens in each stage, using process words such as *first, next, then, now*, etc. Prompt students to ask questions about their results. **(W.K.7, SL.K.1a-b, SL.K.3, L.K.1d)** Display the calendar for students to use as notes in writing their Culminating Writing Task. **(W.K.8)** (Lesson 10)
8. Conduct a **shared writing**<sup>10</sup> task using a “shared pen” or “shared keyboard” technique. **(W.K.6)** Have students respond to the following prompt: “How do animals interact with or impact plants?” **(RI.K.1; RI.K.3; W.K.2; W.K.7; L.K.1a-c, e-f; L.K.2a-d; L.K.6)** (Lesson 10)

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<sup>9</sup> **Extension Task:** Students connect and extend their knowledge learned through texts in the unit to engage in shared research or shared writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

<sup>10</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<b>What should students learn from the texts?</b>	<b>What shows students have learned it?</b>	<b>Which tasks help students learn it?</b>
<ul style="list-style-type: none"> <li>• <b>Topic:</b> Plant life cycle and uses</li> <li>• <b>Themes:</b> Understanding patterns in nature and how living things interact</li> <li>• <b>Text Use:</b> Develop vocabulary, identify connections between ideas in a text, use illustrations to support understanding of texts, write in response to texts, build knowledge across multiple texts</li> </ul>	<p>This task focuses on:</p> <ul style="list-style-type: none"> <li>• Taking notes based on observations</li> <li>• Verifying information gained in texts</li> <li>• Engaging in shared writing</li> <li>• Understanding connections between living things</li> </ul>	<p><b>Read and understand text:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 1</a> (sample tasks)</li> <li>• <a href="#">Lesson 2</a></li> <li>• <a href="#">Lesson 3</a> (sample tasks)</li> <li>• <a href="#">Lesson 9</a></li> </ul> <p><b>Express understanding of text:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 5</a></li> <li>• <a href="#">Lesson 8</a> (sample tasks)</li> <li>• <a href="#">Lesson 10</a> (use this task)</li> </ul>

## INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. In grades K-2 specifically, reading foundations, writing, and language development are essential. This instruction alone, though, is not sufficient for promoting complex thinking and deep comprehension of text. Students must also be engaged in whole-class lessons with complex read-aloud and grade-level texts. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click [here](#)<sup>11</sup> to locate additional information about this interactive framework.

### Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student’s reading level, exposure to complex texts supports the language and comprehension development necessary for continual reading growth. ***This plan presents sample whole-class tasks to represent how standards might be met at this grade level.***

### Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to read based on their specific needs and using texts at their reading level,
2. instruction for different learners using grade-level texts to support whole-class instruction, and
3. extension for proficient readers using challenging texts.

### Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to write based on their specific developmental needs,
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards, and
3. extension for proficient writers.

### Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.

<sup>11</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources>





## TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

**NOTE ABOUT THE LESSONS:** Throughout this unit, students will build knowledge about vocabulary and plants. Students will progressively build knowledge using the following tools throughout the unit.

- **Plant Fact Book:** Students create a class Plant Fact Book in which they record through writing and illustrations information they gain throughout the unit. Pages for the book should be labeled with the following: *Seeds, Plant Parts, Plant Life Cycle, Pollination, Plants Uses*. Begin in [Lesson 1](#).
- **Words to Describe the Plant Life Cycle Chart:** Create a class chart based on words from the texts read in the unit. Students work with the teacher to list and then categorize the words and define or illustrate their meaning. Begin in [Lesson 1](#).

TEXT SEQUENCE	TEXT USE
<p><b>LESSON 1:</b><sup>12</sup></p> <p><i>From Seed to Plant,</i> Gail Gibbons</p>	<p><b>TEXT DESCRIPTION:</b> This informational text provides a detailed description of flowers, their parts, pollination and the various ways that seeds move from place to place, and the life cycle of a plant.</p> <p><b>TEXT FOCUS:</b> For the beginning of the unit, focus on pages 21-26 to provide an initial understanding of the life cycle of a plant.</p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students ask questions about the content of the unit. Then they listen to the text read aloud and describe the connection between illustrations of the stages in a plant’s life cycle. Students work with the vocabulary from the text and then work in small groups to write about one stage of the plant’s life cycle.</p> <p><b>READ AND UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• <b>Pre-Reading:</b> Post large poster-size pieces of paper and label each “page” with a different heading: (1) Seeds, (2) Plant Parts, (3) Plant Life Cycle, (4) Pollination, (5) Plant Uses. Each poster will become a page in the class book. Project a class chart (example below). Engage students in a brief class discussion to complete the chart. <b>(RI.K.1, SL.K.1a-b, SL.K.3, SL.K.4, SL.K.6, L.K.1d)</b> Record information and questions on the chart for students.</li> </ul>

<sup>12</sup> **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.

TEXT SEQUENCE	TEXT USE																			
	<table border="1" data-bbox="438 280 1766 631"> <thead> <tr> <th data-bbox="445 285 678 339">Plant Topic</th> <th data-bbox="678 285 1222 339">What we already know...</th> <th data-bbox="1222 285 1761 339">Questions we have...</th> </tr> </thead> <tbody> <tr> <td data-bbox="445 339 678 396">Seeds</td> <td data-bbox="678 339 1222 396"></td> <td data-bbox="1222 339 1761 396"></td> </tr> <tr> <td data-bbox="445 396 678 454">Plant Parts</td> <td data-bbox="678 396 1222 454"></td> <td data-bbox="1222 396 1761 454"></td> </tr> <tr> <td data-bbox="445 454 678 513">Plant Life Cycle</td> <td data-bbox="678 454 1222 513"></td> <td data-bbox="1222 454 1761 513"></td> </tr> <tr> <td data-bbox="445 513 678 571">Pollination</td> <td data-bbox="678 513 1222 571"></td> <td data-bbox="1222 513 1761 571"></td> </tr> <tr> <td data-bbox="445 571 678 631">Plant Uses</td> <td data-bbox="678 571 1222 631"></td> <td data-bbox="1222 571 1761 631"></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• <b>First Reading:</b> Read aloud the text to students. Project the text so students can enjoy the illustrations. Read aloud the entire book without interruption. Then, review the questions from pre-reading. Have students determine if they have answers.</li> <li>• <b>Second Reading:</b> Reread the text aloud and focus on asking questions about the key vocabulary in the text related to plants and how they grow (e.g., <i>plant</i> (noun and verb), <i>seed(s)</i>, <i>seed coat</i>, <i>soil</i>, <i>germination</i>, <i>root</i>, <i>soil</i>, <i>minerals</i>, <i>shoot</i>, <i>leaves</i>, <i>buds</i>, <i>flowers</i>). <b>(RI.K.1, RI.K.10, SL.K.1a-b, SL.K.2, SL.K.4, SL.K.6)</b> Project illustrations from the text to support students in understanding the meaning of the terminology. Sample questions to ask students:       <ul style="list-style-type: none"> <li>○ What are the different meanings of the word “plant”? How can it be used different ways in a sentence? <b>(RI.K.4, L.K.1b, L.K.4a, L.K.6)</b></li> <li>○ Where do seeds grow best? What do they need to grow? <b>(RI.K.2, RI.K.3, RI.K.4, L.K.6)</b></li> <li>○ Identify at least three ways <i>seeds</i> become <i>planted</i> in the <i>soil</i>. <b>(RI.K.2, RI.K.3, RI.K.4, L.K.4b, L.K.6)</b></li> </ul> </li> <li>• <b>Word Work:</b> Ask students to identify action words in the text (e.g., <i>curled</i>, <i>stored</i>, <i>protect</i>, <i>sprout</i>, <i>soak</i>, <i>soften</i>, <i>breaks</i>, <i>grows</i>). Create a class list. <b>(RI.K.4, L.K.1b, L.K.4b, L.K.6)</b></li> <li>• <b>Class Discussion:</b> Begin the class Plant Fact Book.       <ul style="list-style-type: none"> <li>○ Post large poster-size pieces of paper and label each “page” with a different heading: (1) Seeds, (2) Plant Parts, (3) Plant Life Cycle, (4) Pollination, (5) Plant Uses. Each poster will become a page in the class book.</li> <li>○ Project the images from the text that focus on the life cycle of plants. Ask students to describe the life cycle of a plant based on the images. <b>(RI.K.2, RI.K.7)</b> Ensure they use words from the unit vocabulary chart and chart of action words. <b>(SL.K.1a-b, SL.K.4, SL.K.6)</b></li> </ul> </li> </ul>		Plant Topic	What we already know...	Questions we have...	Seeds			Plant Parts			Plant Life Cycle			Pollination			Plant Uses		
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TEXT SEQUENCE	TEXT USE										
	<ul style="list-style-type: none"> <li>○ Then conduct a shared writing task in which students describe the life cycle again and record the cycle onto the page labeled Plant Life Cycle. Use illustrations and words, allowing students to write the parts they know. <b>(RI.K.1; RI.K.3; W.K.2; W.K.7; L.K.1a-c, e-f; L.K.2a-d; L.K.6)</b></li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• <u>Word Work</u>: Create a categorized vocabulary chart for students to use throughout the unit.</li> </ul> <p style="text-align: center;"><b>Words to Describe the Plant Life Cycle</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th data-bbox="485 508 770 545"><u>SEED</u></th> <th data-bbox="770 508 1056 545"><u>ROOTS</u></th> <th data-bbox="1056 508 1341 545"><u>STEM</u></th> <th data-bbox="1341 508 1627 545"><u>LEAVES</u></th> <th data-bbox="1627 508 1906 545"><u>FLOWER</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="485 545 770 777"></td> <td data-bbox="770 545 1056 777"></td> <td data-bbox="1056 545 1341 777"></td> <td data-bbox="1341 545 1627 777"></td> <td data-bbox="1627 545 1906 777"></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>○ Review the plant terminology discussed during the second reading. Work with students to categorize those words into the appropriate categories of the plant life cycle. Add a definition and/or illustration for students to remember the meaning of the word. <b>(SL.K.5, L.K.5a)</b></li> <li>○ Then project the words from the action words list. <b>(L.K.1b)</b> For each word, ask students what consonant and sound is at the beginning of the words. <b>(RF.K.1d, RF.K.3a)</b> Then discuss the meaning of each word, encouraging students to support their understanding by referring to the illustrations. <b>(RI.K.4, RI.K.7, SL.K.2, L.K.1d, L.K.5c)</b></li> <li>○ Divide the class into pairs. Provide each pair a set of cards with each action word written on a single card. Then, have the pairs create a picture to represent what the weather looks like for that word. Work with students to add the completed cards to the appropriate category on the Weather Words chart. <b>(SL.K.5, L.K.5a)</b></li> <li>○ Display the chart, and tell the students that a construction paper star or a sticker will be placed by the word when someone uses it during the week. <b>(L.K.6)</b></li> <li>• <u>Student Writing</u>: Divide the class into small groups. Assign each group a stage of a plant’s life cycle to illustrate and write about using the class charts for support. <ul style="list-style-type: none"> <li>○ Ensure students use at least two words from the categorized vocabulary display and print many upper- and lowercase letters; use frequently occurring nouns, verbs, and prepositions; and spell simple words phonetically. <b>(L.K.1a, b, c, e; L.K.2c, d)</b> The sentence(s) should also be capitalized and punctuated correctly. <b>(L.K.2a, b)</b></li> </ul> </li> </ul>	<u>SEED</u>	<u>ROOTS</u>	<u>STEM</u>	<u>LEAVES</u>	<u>FLOWER</u>					
<u>SEED</u>	<u>ROOTS</u>	<u>STEM</u>	<u>LEAVES</u>	<u>FLOWER</u>							

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>○ Provide <a href="#">sentence frames</a><sup>13</sup> for pairs who need help writing complete sentences.</li> <li>○ Then ask pairs to draw an illustration to accompany their sentence(s) and share it with the class. <b>(SL.K.4, SL.K.5, SL.K.6)</b></li> <li>○ Model for students how to expand the sentences using additional adjectives from the vocabulary display and/or combine the two sentences using a conjunction. <b>(L.K.1f)</b></li> </ul> <p><b>SAMPLE SUMMATIVE TASK:</b> Begin the <a href="#">Extension Task</a> by planting the garden, creating individual observation logs, and conducting initial observations. This task will be completed in <a href="#">Lesson 12</a>.</p>
<p><b>LESSON 2:</b> <i>How a Seed Grows</i>, Helene Jordan</p>	<p><b>TEXT DESCRIPTION:</b> This informational text provides some basic information about different types of seeds and facts about how seeds grow. Then, it explains in steps how to grow a bean plant from a seed.</p> <p><b>TEXT FOCUS:</b> While reading aloud, reinforce vocabulary that is recorded on the Words to Describe the Plant Life Cycle chart. <b>(RI.K.4)</b> Record sentences from the text on sentence strips with key vocabulary terms missing and discuss which vocabulary word makes sense in the sentence. For example, write on a sentence strip, “Day after day, the ____ push down into the soil.” Ask students to fill in the blank with the appropriate vocabulary word. <b>(L.K.1a-c, L.K.2a-d, L.K.6)</b> Continue with sentences from the text for <i>plant, seed, soil, roots, shoot (stem), and leaves</i>. After reading, ask students to act out each stage of the plant life cycle. <b>(SL.K.4)</b> Finally, provide students with images of the plant life cycle and ask them to sequence them and orally describe what is happening in the images, using words from the vocabulary chart. Depending on the needs of students, have students write or dictate sentences to explain the process of how a seed grows into a plant based on the sequenced illustrations. <b>(W.K.2, L.K.1f)</b></p>
<p><b>LESSON 3:</b></p> <p>“<a href="#">Plant Parts</a>” from Domain 4 of the Grade K Core Knowledge Listening and Learning Strand (Pages 24-26 of the <i>Read-Aloud Anthology</i>)<sup>14</sup></p>	<p><b>TEXT DESCRIPTION:</b> This informational text introduces the basic parts of many plants. The text introduces key vocabulary such as <i>roots, stems, leaves, flowers, and seeds</i>.</p> <p><b>TEXT FOCUS:</b> Use this text to help students further understand plant parts and their functions. Use the illustrations and visuals provided to enhance understanding of the key details and vocabulary.</p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students listen to the text read aloud and add words to the Words to Describe the Plant Life Cycle Chart. Students engage in a second reading and answer questions to demonstrate understanding. The lesson concludes with students labeling a plant diagram.</p>

<sup>13</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

<sup>14</sup> To access the text for free, click on the provided link and select “Add File” and then “Your Files”. You will need to create a user name and password (which is also free) to download the file.

TEXT SEQUENCE	TEXT USE
	<p><b>READ AND UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• <u>Pre-reading</u>: Follow the procedures described on pages 22-23 of the <i>Read-Aloud Anthology</i>. Since students will not have read the previous text, use this section to teach them the difference between <i>living</i> and <i>nonliving</i> things. Add the word <i>living</i> to the Words to Describe the Plant Life Cycle Chart. <b>(RI.K.4, L.K.5c)</b></li> <li>• <u>First Reading</u>: Follow the procedures as described in the “Presenting the Read Aloud” section (pages 24-26). Add any new vocabulary to the Words to Describe the Plant Life Cycle Chart begun in Lesson 1 (e.g., <i>nutrients, vitamins, blossom, survival, photosynthesis</i>). Work with students to make changes or additions to any existing vocabulary illustrations or definitions.</li> <li>• <u>Second Reading</u>: Reread sections of the text as necessary for students to answer questions to demonstrate understanding of the text. <b>(RI.K.1, RI.K.10, SL.K.1a-b, SL.K.2, L.K.1d)</b> The following questions and tasks are taken or adapted from page 27 of the Domain 4 <i>Read-Aloud Anthology</i> from Core Knowledge Grade K Listening and Learning Strand. <ul style="list-style-type: none"> <li>○ Display a picture of a plant and add it to the Plant Parts page of the class Plant Fact Book.</li> <li>○ As a class, read the plant parts from the Words to Describe the Plant Life Cycle Chart (e.g., <i>roots, stem, seeds, flower, leaves</i>). While reading, point the part of the plant being named by the class. <b>(RI.K.4, RI.K.7, RF.K.1a-b, RF.K.3a-b, RF.K.4)</b></li> <li>○ Then describe the function of each part of the plant. Then, ask student volunteers to point to the part of the plant being described. For example, say the following aloud while students point, “This part of the plant keeps it in the ground and takes in nutrients and water for the plant.” “This part of the plant supports the plant and moves water and nutrients to the rest of the plant.” “This part of the plant is used to make its food.” <b>(RI.K.2, RI.K.4)</b></li> <li>○ Ask students: “What would happen if a plant didn’t have roots? What would happen if a plant didn’t have a stem? What would happen if a plant didn’t have leaves?” <b>(RI.K.3, SL.K.6)</b></li> </ul> </li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• <u>Student Practice</u>: Have students build a complete plant illustration. <ul style="list-style-type: none"> <li>○ Divide the class into pairs.</li> <li>○ Provide pairs with a copy of the plant parts on page 135 of the Domain 4 <i>Read-Aloud Anthology</i> from Core Knowledge Grade K Listening and Learning Strand.</li> <li>○ Ask the pairs to put the parts into their appropriate places. Then ask the pairs to demonstrate how the water and nutrients travel through the plant.</li> <li>○ Provide each individual student with a copy of the partial illustration of a plant on page 143 of the Domain 4 <i>Read-</i></li> </ul> </li> </ul>

TEXT SEQUENCE	TEXT USE
	<p><i>Aloud Anthology</i> from Core Knowledge Grade K Listening and Learning Strand.</p> <ul style="list-style-type: none"> <li>○ Have each individual student complete the illustration using the work they did as a pair as notes.</li> <li>○ Then ask each student to label the plant parts, using words from the class vocabulary chart.</li> </ul> <ul style="list-style-type: none"> <li>● <b>Shared Writing:</b> Conduct a <a href="#">shared writing</a><sup>15</sup> task using a “shared pen” or “shared keyboard” technique. <b>(W.K.6)</b> Have students respond to the following prompt: “Describe the process plants use to get water and nutrients.” <b>(RI.K.1; RI.K.3; W.K.2; W.K.7; L.K.1a-c, e-f; L.K.2a-d; L.K.6)</b></li> </ul>
<p><b>LESSON 4:</b></p> <p>Pages 1-3 and 13-17 of <i>From Seed to Plant</i>, Gail Gibbons</p>	<p><b>TEXT DESCRIPTION:</b> <i>From Seed to Plant</i> provides an introduction to what seeds are and how they travel to different places to grow.</p> <p><b>TEXT FOCUS:</b> Focus on pages 1-3 and 13-17 for this reading of the anchor. This section of the anchor has illustrations and vocabulary that will teach students about how the environment moves and impacts seeds.</p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students will listen to the text read aloud and then describe the different ways that seeds travel from place to place. Then students will use illustrations to describe what an environment is and what in an environment moves and impacts seeds.</p> <p><b>READ THE TEXT:</b></p> <ul style="list-style-type: none"> <li>● <b>Third Reading:</b> Read aloud pages 1-3 and 11-17 of <i>From Seed to Plant</i>. Add new plant vocabulary on the Words to Describe the Plant Life Cycle Chart (i.e., <i>pod, fruit, ripens, base, fluff, wings, hooks, dirt</i>) using a process similar to Lesson 1. Include action words as well by placing them in the appropriate category related to the action of that part (e.g., <i>pop, drop, fall, travel, stick, scatters, float, spin, hide</i> would be added under “SEED”).</li> </ul> <p><b>UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>● <b>Class Discussion:</b> Ask students questions about what a seed is, different ways it travels, and how the different shapes and sizes of seeds affect how it travels from place to place (e.g., seeds with hooks get stuck to people and so people move them). <b>(RI.K.1, RI.K.2, RI.K.3, RI.K.4, SL.K.2, SL.K.4, SL.K.6, L.K.1b-d)</b> <ul style="list-style-type: none"> <li>○ Explain that the seed cannot move on its own—that other things move the seed. Using the illustrations for support, explain that the word <i>environment</i> means what the world looks, feels, and sounds like, and what other living things are in the world. Explain that the environment is important because it helps a seed survive by providing it with air, food, and water, or it makes it hard to grow by taking away the air, food, and/or water.</li> </ul> </li> </ul>

<sup>15</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>○ Model describing the environment using the illustrations and then ask, “What is the environment like on page ____?” for different pages. Then ask what things in the environment help the seed move and survive.</li> <li>○ Work with students to incorporate important facts and notes from the discussion to add to the Seeds page of the class Plant Fact Book. Use words and illustrations.</li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• <u>Independent Writing:</u> Using the vocabulary chart and the Seeds page from the class Plant Fact Book, ask students to draw a seed and its environment from the text. <b>(RL.K.7, SL.K.5)</b> Prompt students to label their illustration with how the seed is moving in the environment (e.g., wind, water, animal, etc.). <b>(L.K.1b-c)</b> Then, through writing or dictation, have students write a sentence that describes how the seed is moving (e.g., “The seed has hooks to stick to a person’s leg.”). <b>(RL.K.2; W.K.2; L.K.1a, e, f; L.K.2a-d; L.K.6)</b></li> </ul>
<p><b>LESSON 5:</b></p> <p><i>A Seed Is Sleepy,</i> Dianna Hutts Aston</p>	<p><b>TEXT DESCRIPTION:</b> This informational text uses poetic language, rich illustrations, and vocabulary to describe different kinds of seeds and facts about them.</p> <p><b>TEXT FOCUS:</b> This text teaches facts about seeds and introduces descriptive language. Read the text aloud, pulling out words that describe the seeds and their actions. Add these words to the Words to Describe the Plant Life Cycle Chart and the Seeds page in the class Plant Fact Book using the process described in Lesson 1. Have students use the words in another sentence and/or act out their definitions. Then reinforce understanding by asking, “What makes the seed ____?” Have students use facts from the text or the Plant Fact Book to show an understanding for each descriptive word. <b>(RI.K.2, RI.K.4, W.K.8)</b> Take students on a nature walk taking “notes” on a chart (e.g., sketching pictures of the plants they see). Explain to students that because seeds are difficult to find, they will focus on the plants. Then have students choose three plants from their notes and illustrate and label the plant parts. Finish the task by having students complete the following sentence frame for each plant illustration, “A plant is _____.” Encourage students to use words from the vocabulary chart to complete the frame. <b>(W.K.2; L.K.1a-c, f; L.K.2a-d; L.K.6)</b></p>
<p><b>LESSON 6:</b></p> <p><i>The Tiny Seed,</i> Eric Carle</p>	<p><b>TEXT DESCRIPTION:</b> <i>The Tiny Seed</i> is about a seed that travels through the seasons to become a giant sunflower.</p> <p><b>TEXT FOCUS:</b> This text provides information on how seeds and seasons interact, and additional information on how seeds move and interact with other living things. Students will be able to apply knowledge learned about the life cycle of a plant to describe what is happening in each season. Students can also recognize what it takes for a seed to grow and how many seeds never become plants.</p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students listen to the text read aloud. Then students engage in answering questions about the text and learning vocabulary. Finally, students explain what happens to a seed during one of the seasons.</p>

TEXT SEQUENCE	TEXT USE
	<p><b>READ AND UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• <u>First Reading</u>: Read aloud the text without interruption. Then ask students, “What do we know about seeds?” Review the Seeds page from the class Plant Fact Book and discuss how information in this text is similar to or different from information already gathered about seeds. <b>(RL.K.1, RL.K.2, RI.K.9, W.K.8)</b></li> <li>• <u>Second Reading</u>: Reread the text and stop at various points to ask questions for students to demonstrate their understanding of the text. <b>(RL.K.1, RL.K.10, SL.K.1a-b, SL.K.2, L.K.1d)</b> <ul style="list-style-type: none"> <li>○ Ask students: “Where are the seeds? What is happening to the seeds? What kind of environment do you see in this illustration? How is it interacting with or impacting the seeds? Is it helping or hurting the seeds? How do you know?” <b>(RL.K.2, RL.K.4, RL.K.7)</b></li> <li>○ Look at the illustrations with students to see if they can locate the tiny seed. Then ask students, “How is the tiny seed able to survive?” <b>(RL.K.2, RL.K.3, RL.K.7)</b></li> </ul> </li> <li>• <u>Word Work</u>: Continue adding words to the Words to Describe the Plant Life Cycle Chart using the process described in Lesson 1. For this text, focus on action words for seeds and plants (<i>blowing, carries, flies, burns, settle, drifts, melted, breaks, looms, sways, bends, shakes</i>) and descriptive words for seeds and plants (<i>tiny, dry, gently, still, shorter, cooler, bright, harder</i>).</li> <li>• <u>Class Discussion</u>: Reread pages 13-30. Look at the Plant Life Cycle page from the class Plant Fact Book. Create a four-column chart labeled with each season on the page. Work with students to categorize the parts of the cycle that occur in each season, using vocabulary from the Words to Describe the Plant Life Cycle Chart. <b>(RL.K.1, RL.K.2, RL.K.4, W.K.8, L.K.5a)</b></li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• <u>Student Practice</u>: Divide the class into small groups. Assign each group one of the four seasons. Through drawing and writing, ask each group to describe what happens to the seed in that season. <b>(RL.K.2; RL.K.3; W.K.2; W.K.8; L.K.1a-c, e-f; L.K.2a-d; L.K.6)</b></li> </ul>
<p><b>LESSON 7:</b></p> <p>“<a href="#">Polly the Honeybee’s Flower Tour</a>” from Domain 4 of the Grade K Core Knowledge Listening and Learning Strand</p>	<p><b>TEXT DESCRIPTION:</b> Both the anchor and the CKLA text introduce and explain the process of pollination and how bees are important to the survival of flowers.</p> <p><b>TEXT FOCUS:</b> Read pages 4-12 in <i>From Seed to Plant</i> and discuss the parts of the flower and pollination using the text features. Add new vocabulary to the charts. Then, read “Polly the Honeybee’s Flower Tour.” Follow the lesson plan to describe the important role bees play in plant pollination.</p> <p><b>MODEL TASKS</b></p>



TEXT SEQUENCE	TEXT USE
<p>(Pages 59-61 of the <i>Read-Aloud Anthology</i>)<sup>16</sup></p> <p>Pages 4-12 of <i>From Seed to Plant</i>, Gail Gibbons</p>	<p><b>LESSON OVERVIEW:</b> Students learn more about the process and importance of pollination. They listen to two texts read aloud, answer a series of questions, and record notes on the Pollination page of the class Plant Fact Book.</p> <p><b>READ AND UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• <b>First Reading:</b> Follow the procedures for reading “Polly the Honeybee’s Flower Tour” as described in the “Presenting the Read Aloud” section (pages 59-61). Add any new vocabulary to the Words to Describe the Plant Life Cycle Chart begun in Lesson 1 (e.g., <i>petals, nectar, pollen, pollination</i>). Work with students to make changes to vocabulary illustrations or definitions.</li> <li>• <b>Second Reading:</b> Reread sections of the text as necessary for students to answer questions to demonstrate understanding of the text. (<b>RL.K.1, RL.K.10, SL.K.1a-b, SL.K.2, L.K.1d</b>) The following questions and tasks are taken or adapted from pages 62-63 of the Domain 4 <i>Read-Aloud Anthology</i> from Core Knowledge Grade K Listening and Learning Strand. <ul style="list-style-type: none"> <li>○ Ask students: “According to Polly, why do bees visit flowers? What do flowers have that bees need?” (<b>RL.K.2, RL.K.3</b>)</li> <li>○ Ask students: “How does Polly describe the inside of a flower?” (<b>RL.K.2, RL.K.3</b>)</li> </ul> </li> <li>• <b>Fourth Reading:</b> Reread aloud pages 4-12 of <i>From Seed to Plant</i>. Work with students to record words and illustrations about pollination on the Pollination page of the Plant Fact Book. (<b>RI.K.1, RI.K.10, W.K.7, W.K.8, SL.K.1a-b, SL.K.2, L.K.1d</b>) Ask them questions to prompt responses that can be recorded on the notes page: <ul style="list-style-type: none"> <li>○ Discuss how the information gained by reading “Polly the Honeybee’s Flower Tour” is factual, even though the story is told by a bee (which is imaginary). (<b>RL.K.5</b>) Ask students: “What are the similarities and differences between the two texts we’ve read?” (<b>RI.K.9</b>)</li> <li>○ Ask students, “What part of the inside of the flower is pollen? How does pollen get onto bees?” (<b>RL.K.4, RI.K.3, RI.K.4</b>)</li> <li>○ Ask students: “Pollination is the process that causes seeds to form. So, what is the job of the bee in the plant life cycle? Why is pollination important?” (<b>RI.K.2, RI.K.8</b>)</li> </ul> </li> </ul>
<p><b>LESSON 8:</b></p> <p>“<b>Plants and People</b>” from Domain 4 of the Grade K Core Knowledge Listening and Learning Strand</p>	<p><b>TEXT DESCRIPTION:</b> This informational text introduces the things that plants provide people: oxygen, food, and important products.</p> <p><b>TEXT FOCUS:</b> Connect previous knowledge about plants to this new text. Explore how we use plants to better our lives. Students will also read literary texts in the next lesson that demonstrate humans interacting with and using plants. This text helps students to better understand the relationship between plants and humans.</p> <p><b>MODEL TASKS</b></p>

<sup>16</sup> To access the text for free, click on the provided link and select “Add File” and then “Your Files”. You will need to create a user name and password (which is also free) to download the file.

TEXT SEQUENCE	TEXT USE				
<p>(Pages 103-106 of the <i>Read-Aloud Anthology</i>)<sup>17</sup></p>	<p><b>LESSON OVERVIEW:</b> Students listen to the text read aloud and answer questions. They create a flip book with a partner to summarize the text and add details to a class chart. Students writing an opinion response about how they like to use plants.</p> <p><b>READ THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• <b>First Reading:</b> Follow the procedures for reading “Plants and People” as described in the “Presenting the Read Aloud” section (pages 103-106). Add any new vocabulary to the Words to Describe the Plant Life Cycle Chart begun in Lesson 1 (e.g., <i>provide, health/healthy, soothe, medicine/medicinal</i>). Work with students to make changes or additions to any existing vocabulary illustrations or definitions.</li> <li>• <b>Second Reading:</b> Reread sections of the text as necessary for students to answer questions to demonstrate understanding of the text. <b>(RI.K.1, RI.K.10, SL.K.1a-b, SL.K.2, L.K.1d)</b> The following questions and tasks are taken or adapted from pages 106-107 of the Domain 4 <i>Read-Aloud Anthology</i> from Core Knowledge Grade K Listening and Learning Strand. <ul style="list-style-type: none"> <li>○ Ask students: “What are some uses for plants? Think about food, clothing, and objects.” <b>(RI.K.2)</b></li> <li>○ Ask students: “Which of the ways people use plants surprised you?” <b>(RI.K.2)</b></li> </ul> </li> </ul> <p><b>UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• <b>Student Practice:</b> Divide the class into pairs and have the pairs work together to create a flip book called “People Use Plants.” <ul style="list-style-type: none"> <li>○ A model for creating a flip book electronically is available from <a href="http://www.readwritethink.org">ReadWriteThink.org</a>.<sup>18</sup> <b>(W.K.6)</b></li> <li>○ Label each tab with a category of plant use. For example:</li> </ul> </li> </ul> <div data-bbox="583 963 1549 1334" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="padding: 10px;"><b>People Use Plants</b></td> </tr> <tr> <td style="padding: 5px;">How do we use plants for FOOD?</td> </tr> <tr> <td style="padding: 5px;">How do we use plants for CLOTHING?</td> </tr> <tr> <td style="padding: 5px;">How do we use plants for ACTIVITIES?</td> </tr> </table> </div>	<b>People Use Plants</b>	How do we use plants for FOOD?	How do we use plants for CLOTHING?	How do we use plants for ACTIVITIES?
<b>People Use Plants</b>					
How do we use plants for FOOD?					
How do we use plants for CLOTHING?					
How do we use plants for ACTIVITIES?					

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<sup>18</sup> <http://www.readwritethink.org/files/resources/interactives/flipbook/>

TEXT SEQUENCE	TEXT USE
	<div data-bbox="583 228 1549 289" style="border: 1px solid black; text-align: center; padding: 5px;">           How do we use plants for our HEALTH?         </div> <ul style="list-style-type: none"> <li>○ Reread the text and ask students to work in pairs to identify examples from the text to support each category. Ask the pairs to use a combination of drawing and writing to record the examples on the appropriate tab. <b>(RI.K.1, RI.K.2, RI.K.3, RI.K.8, W.K.2, L.K.5a)</b> For example, on the FOOD tab, students may write “bean” and draw a picture. On the ACTIVITIES tab, students may write “bat” and draw a picture of a baseball bat and tire.</li> <li>● <b>Class Discussion:</b> Create a four-column chart on the Plant Uses page of the class Plant Fact Book: (1) How do we use plants for food? (2) How do we use plants for clothing? (3) How do we use plants for activities? (4) How do we use plants for our health?             <ul style="list-style-type: none"> <li>○ Conduct a class discussion to gather information to complete the Plant Uses page in the Plant Fact Book. Prompt students to refer to their flip book throughout the discussion. <b>(W.K.8)</b></li> <li>○ Ask students to write the words and/or draw pictures for some of the entries on the class chart. <b>(L.K.1a-c, L.K.2c-d, L.K.6)</b></li> <li>○ Gather all the “pages” for the class Plant Fact Book and create a large book with another poster as the cover. Bind the pages using string or binder rings. Place the Plant Fact Book in the classroom library for students to review and read independently. <b>(RF.K.4)</b></li> </ul> </li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>● <b>Independent Writing:</b> Using the vocabulary chart and the Plant Uses page from the class Plant Fact Book, ask students to write a response to the following prompt: “How do you like to use plants?” <b>(W.K.1; L.K.1a, e, f; L.K.2a-d; L.K.6)</b> Provide <a href="#">sentence frames</a><sup>19</sup> for pairs who need help writing complete sentences.</li> </ul>
<p><b>LESSON 9:</b></p> <p><i>The Gigantic Sweet Potato</i>, Dianne De Las Casas</p> <p><i>The Carrot Seed</i>, Ruth Krauss</p>	<p><b>TEXT DESCRIPTION:</b> Each text describes a humorous story about a plant that grows in an unrealistic environment or into an unrealistic size. Each features a character who impacts a plant by helping it to grow. “<i>The Gigantic Turnip</i>” from Domain 4 of the Grade K Core Knowledge Listening and Learning Strand, pages 46-48, of the Read-Aloud Anthology is similar to <i>The Gigantic Sweet Potato</i>.</p> <p><b>TEXT FOCUS:</b> All of these texts are at different complexity levels. Begin with <i>The Gigantic Sweet Potato</i> and then read <i>The Carrot Seed</i>. Due to the repetition and lower readability level of <i>The Carrot Seed</i>, engage students in reading along with portions of the text. Add to the Words to Describe the Plant Life Cycle and to the pages for the class Plant Fact Book. Have students retell the stories using the illustrations and language of each text. Ask students how people interact with and impact the plants, “What are people doing to help plants? What choices are they making that help the plants grow?” Have students describe a character’s choice in writing and say how the choice helps the plant. Then show <i>Leaf</i>. Ask students to use the words from the Words to Describe the Plant Life Cycle chart and</p>

<sup>19</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
<i>Leaf</i> , Stephan Michael King	the class Plant Fact Book to tell the story.
<b>LESSON 10:</b>	<p><b><u>MODEL TASK</u></b></p> <p>SAMPLE SUMMATIVE TASK: <a href="#">Extension Task</a></p>
<p><b>LESSON 11:</b></p> <p>Informational texts from the unit</p>	<p><b><u>MODEL TASK</u></b></p> <p>SAMPLE SUMMATIVE TASK: <a href="#">Culminating Writing Task</a></p>
<p><b>LESSON 12:</b></p> <p><i>One Bean</i>, Anne Rockwell</p>	<p><b><u>TEXT DESCRIPTION:</u></b> This text, told as a story, describes the life cycle of a plant similar to the other texts read in the unit. Students can apply their understanding from the unit to a new text.</p> <p><b><u>MODEL TASK</u></b></p> <p>SAMPLE SUMMATIVE TASK: <a href="#">Cold-Read Task</a></p>