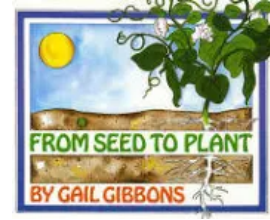




WEEK 1 Day 1



Read Aloud
From Seed to Plant
 Read 1 of 5, Pages 1-4

Big Ideas	Plants grow and change over time. They need light, water, and air to live and grow.
Unit Question	In what ways do people, animals and plants depend on and impact the environment?
Guiding Questions	How do plants grow and change over time? What do plants need to survive?
Content Objective	I can ask questions about seeds in a triad discussion. (SL.1.K.a, R.4.K)
Language Objectives	I can ask questions and seek additional information about seeds. (L.1.K.c)
Vocabulary	<p>contain: to have or hold within something</p> <p>nutrition: food to make us grow strong and healthy</p> <p>protect: to make sure something or someone is safe and not hurt</p> <p>scatter: to throw things all around in lots of different places</p> <p>care: to keep something or someone safe</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Dirt: The Scoop on Soil</i> and several other <i>Our Earth</i> texts. Display the books where children can see them for the lesson. ● <i>From Seed to Plant</i>, Gail Gibbons Pre-mark page numbers in the book to correspond with the lesson. Page 1 begins with “Most plants make seeds.” ● <i>From Seed to Plant</i> vocabulary cards ● chart paper, 2 sheets One one sheet of chart paper, prepare the following Think, Triad, Share anchor chart. Draw 3 children facing each other or use the

photograph provided.

Think, Triad, Share	
	<p>1. Face one another.</p>
	<p>2. Think about your ideas.</p>
	<p>3. The “Discussion Starter” shares ideas. 4. Discuss ideas. Every person participates.</p>
	<p>5. The “Reporter” shares out.</p>

On the second piece of chart paper, prepare the following KWL chart about seeds and plants.

<i>From Seed to Plant</i>			
	<u>K</u> now	<u>W</u> ant to Know	<u>L</u> earned
seeds			
plants			

	<p>Prepare heterogenous triad groups and write them out on the whiteboard for children to reference. Write the names of each triad member and assign each a number (1, 2 or 3). Select one triad to model the Think, Triad, Share in a “fishbowl” protocol.</p>
<p>Opening 6 minutes</p>	<p>Introduce the new unit topic. <i>Here we have many of the books we will read as we begin learning about our new topic. Look at the covers of the books; what do you think we will learn about in our new unit?</i></p> <p>Refer to display of Unit 4 books. <i>Yes! We will learn about plants, including trees, and how to care for our earth. We will be environmentalists during this unit, people who learn about and protect the environment!</i></p> <p>Introduce the text and set a purpose. <i>The first book we will read is called From Seed to Plant, by Gail Gibbons. Before we read, we will think about and discuss what we already know and want to know about seeds.</i></p> <p>Introduce and practice Think, Triad, Share using a “fishbowl” protocol. Refer to the chart. <i>We will learn a new routine for discussing our ideas. This routine is called Think, Triad, Share. “Tri” means three, so “triad” means a group of three. This is a discussion among three friends. We will listen and watch three friends discuss a topic and then share out.</i></p> <p>Gather the class into a circle and invite the pre-selected triad into the center. Refer to the chart to show that each member of the triad has an assigned number.</p> <p>Pose a question to the triad: <i>What do you know about seeds?</i></p> <p>Highlight the way the children face each other for the discussion as they take a silent minute to prepare their ideas.</p> <p><i>Today number 2 will be the discussion starter. That means whoever is number 2 in each group will share her response first, and the other group members will add on to her ideas.</i></p> <p><i>Number 3 will be the reporter. That means that at the end of the discussion, whoever is number 3 in each group will share out 2 things the group knows about seeds.</i></p> <p>Explain that the discussion starter and reporter roles should change each time the class uses this routine.</p>

	<p>Invite the number 2 triad member to start the discussion. Allow the triad to discuss their knowledge of seeds for about 2 minutes.</p> <p>After the triad discusses, invite the reporter to share out 2 ideas the group had about seeds. Prompt the reporter to share out what the triad discussed, rather than share a new idea. Record the ideas on the KWL chart.</p> <p>Invite the class to reflect on the triad discussion. <i>What did you notice about how this triad listened and shared ideas? What did the reporter do at the end?</i></p> <p>Invite the children on the outside of the fishbowl to contribute 3-4 more ideas about seeds to the “<u>K</u>now” column, and record them on the chart.</p> <p><i>Let’s read the beginning pages of From Seed to Plant. As I’m reading, think about what questions you have about seeds. We will share our questions in triads.</i></p>
<p>Text and Discussion 7 minutes</p> <p>page 1</p>	<p><i>Contains</i> means to have inside, or to hold. Gesture holding something with arms in a circle and invite children to make the gesture.</p>
<p>page 3</p>	<p><i>Here I see a close up of a sunflower seed and of an acorn, another kind of seed.</i></p> <p><i>Why do you think Gail Gibbons is showing us that a sunflower seed looks different than the seed for an oak tree?</i></p> <p>Harvest 2-3 ideas and prompt as needed by rereading the text on page 3.</p>
<p>page 4</p>	<p>Point to the flower to show where the seeds begin.</p>
<p>Key Discussion and Activity 6 minutes</p>	<p>Invite children to Think, Triad, Share. <i>Now that we’ve read a little about seeds, what are you wondering? What questions do you have? Remember, when we ask questions we use words like Why, What, How, and When.</i></p> <p><i>You will share your questions in your new triad. Number 2s, you will be the discussion starters today, and number 3s will be the reporters.</i></p> <p>The triad discussion is focused on generating questions. Children’s questions may inspire more questions. Naturally, children will begin to discuss ideas and responses to their peer’s questions. Allow some of this natural discussion, while steering children toward question generating.</p>

	<p>Ensure children are facing their triad members and have some thinking time before inviting the discussion starter to begin. If support is needed, pause the triad discussions for one child to model a question about seeds to the whole class. After 2 minutes of triad discussion, invite the reporters to share out. Record reporter ideas in the “<u>Want to Know</u>” column. Reflect on the triad discussions.</p> <p><i>What went well when you talked in your triads?</i></p> <p><i>What could be better for next time?</i></p>																
<p>Closing 1 minute</p>	<p><i>Tomorrow we’ll continue to read this text and to form questions in our triads.</i></p>																
<p>Standards</p>	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>L.1.K.c Understand and use question words (interrogatives) (e.g. who, what, where, when, how).</p>																
<p>Ongoing assessment</p>	<p>Observe children’s discussion behaviors and listen to their responses.</p> <p>Do children listen to peers and share their own ideas?</p> <p>Do children use question words to ask about seeds?</p> <p>What knowledge do children bring about seeds?</p>																
<p>Center Activities</p>	<table border="1"> <tr> <td data-bbox="451 1142 678 1213">Art Table</td> <td data-bbox="678 1142 1406 1213">Children create artwork inspired by our earth.</td> </tr> <tr> <td data-bbox="451 1213 678 1285">Art Easel</td> <td data-bbox="678 1213 1406 1285">Children paint inspired by our earth.</td> </tr> <tr> <td data-bbox="451 1285 678 1356">Blocks</td> <td data-bbox="678 1285 1406 1356">Children build plants.</td> </tr> <tr> <td data-bbox="451 1356 678 1428">Dramatization</td> <td data-bbox="678 1356 1406 1428">Children create a garden.</td> </tr> <tr> <td data-bbox="451 1428 678 1528">Library & Listening</td> <td data-bbox="678 1428 1406 1528">Children work on the book inventory.</td> </tr> <tr> <td data-bbox="451 1528 678 1629">Discovery Table</td> <td data-bbox="678 1528 1406 1629">Children sort and write about seeds.</td> </tr> <tr> <td data-bbox="451 1629 678 1730">Science & Engineering</td> <td data-bbox="678 1629 1406 1730">Children start the compost.</td> </tr> <tr> <td data-bbox="451 1730 678 1831">Writing & Drawing</td> <td data-bbox="678 1730 1406 1831">Children sort and write about seeds.</td> </tr> </table>	Art Table	Children create artwork inspired by our earth.	Art Easel	Children paint inspired by our earth.	Blocks	Children build plants.	Dramatization	Children create a garden.	Library & Listening	Children work on the book inventory.	Discovery Table	Children sort and write about seeds.	Science & Engineering	Children start the compost.	Writing & Drawing	Children sort and write about seeds.
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Notes

A large empty rectangular box with a black border, intended for taking notes.