



WEEK 1 Day 4

Read Aloud
From Seed to Plant
 Read 4 of 5, Pages 18-27

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 use key details from illustrations and words to explain what plants need to survive. (R.5.K.a, R.5.K.b, R.11.K.a, R.11.K.c)
Language Objectives	I can use key details to determine the meaning of unfamiliar words. (L.4.K) I can explain an additional meaning of a familiar word. (L.4.K.a)
Vocabulary	contain: to have or hold within something nutrition: food to make us grow strong and healthy protect: to make sure something or someone is safe and not hurt scatter: to throw things all around in lots of different places care: to keep something or someone safe
Materials and Preparation	<ul style="list-style-type: none"> ● <i>From Seed to Plant</i>, Gail Gibbons. ● <i>From Seed to Plant</i> vocabulary Cards ● Think, Triad, Share chart, from Day 1 ● triad groups and assigned numbers on the whiteboard, from Day 1 ● <i>From Seed to Plant</i> KWL chart, from Day 1 <p>On the whiteboard, write: What do plants need to survive?</p>

<p>Opening 1 minute</p>	<p>Introduce the text and set a purpose. <i>Today we will read the last section of From Seed to Plant to find out what plants need to survive. After we read, we'll discuss this question in our triads.</i></p> <p>Refer to the whiteboard: <i>What do plants need to survive?</i></p>
<p>Text and Discussion 10 minutes</p> <p>page 19</p>	<p><i>Thumbs up if you've planted a garden before!</i></p>
<p>page 21</p>	<p><i>Based on the illustrations and the words, what does a seed need to sprout, or grow?</i></p> <p>Harvest 2-3 ideas and prompt as needed by rereading the text and highlighting key details in the illustration.</p>
<p>page 23</p>	<p><i>I see that the word "shoot" is not the meaning of shoot I've heard before. This kind of shoot is this part of the plant here.</i></p> <p>Refer to the labeled illustration.</p> <p>Read to the end without stopping.</p>
<p>Key Discussion and Activity 8 minutes</p>	<p>Invite children to form their triads and assign discussion starter and reporter roles. Reread the whiteboard question. <i>What do plants need to survive?</i></p> <p>As triads discuss, circulate and display pages 24 and 25.</p> <p>As the reporters share out, ask children to explain which key details on pages 24 and 25 helped them understand what plants need to survive.</p> <p>Gather children back as a whole group to record 2-3 key ideas on the KWL chart. <i>What important information did we learn today that we should add to our KWL chart about seeds and plants?</i></p>
<p>Closing 1 minute</p>	<p><i>Tomorrow we'll continue reading and find out more about a plant's life cycle.</i></p> <p>Note that children can continue to add to the KWL chart during Centers.</p>
<p>Standards</p>	<p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when, where and how.</p> <p>R.5.K.b Retell key details of text with prompting and support, including the main topic.</p>

	<p>R.11.K.a With prompting and support, describe the relationship between illustrations and the text.</p> <p>R.11.K.c With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p> <p>SL.2.K.a Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>L.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>L.4.K.a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</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 plants?</p> <p>How do children use the illustrations to retell and explain key details?</p> <p>Do children demonstrate understanding of key vocabulary?</p>																
<p>Center Activities</p>	<table border="1"> <tr> <td data-bbox="451 919 678 989">Art Table</td> <td data-bbox="678 919 1406 989">Children create artwork inspired by our earth.</td> </tr> <tr> <td data-bbox="451 989 678 1058">Art Easel</td> <td data-bbox="678 989 1406 1058">Children paint inspired by our earth.</td> </tr> <tr> <td data-bbox="451 1058 678 1127">Blocks</td> <td data-bbox="678 1058 1406 1127">Children build plants.</td> </tr> <tr> <td data-bbox="451 1127 678 1197">Dramatization</td> <td data-bbox="678 1127 1406 1197">Children create a garden.</td> </tr> <tr> <td data-bbox="451 1197 678 1304">Library & Listening</td> <td data-bbox="678 1197 1406 1304">Children work on the book inventory.</td> </tr> <tr> <td data-bbox="451 1304 678 1411">Discovery Table</td> <td data-bbox="678 1304 1406 1411">Children sort and write about seeds.</td> </tr> <tr> <td data-bbox="451 1411 678 1518">Science & Engineering</td> <td data-bbox="678 1411 1406 1518">Children start the compost.</td> </tr> <tr> <td data-bbox="451 1518 678 1625">Writing & Drawing</td> <td data-bbox="678 1518 1406 1625">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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