

# Part Day Schedule

Unit 6 Week 1	Day 1	Day 2	Day 3	DAY 4	DAY 5
Read Aloud	<i>Zinnia's Flower Garden</i> , 1st Read	<i>The Ugly Vegetables</i> , 1st Read	<i>Zinnia's Flower Garden</i> , 2nd Read	<i>The Ugly Vegetables</i> , 2nd Read	<i>Zinnia's Flower Garden</i> , 3rd Read
Centers					
Intro to Centers	Researching Gardens  Sorting Seeds	Comparing Capacities  Garden Center	Above and Below Garden Soil  Garden Signs	Building a Garden	
Art Studio			Above and Below Garden Soil	continue	continue
Easel					
Writing and Drawing			Garden Signs	continue	continue
Library & Listening	Researching Gardens	continue	continue	continue	continue
Dramatization		Garden Center	continue	continue	continue

Blocks				Building a Garden	continue
Discovery Table		Comparing Capacities	continue	continue	continue
Puzzles & Manipulatives	Sorting Seeds	continue	continue	continue	continue
Technology	puzzles: sorting seeds & digital microscope				
Thinking & Feedback					
SWPL Whole Group	Refer to Clipboard Directions				
Let's Find Out About It  Problem Stories	<b>LFOAI:</b> What does a Seed Need	<b>LFOAI:</b> Garden Design	<b>Problem Story</b> (class discusses issues impacting classroom community) Or Social Emotional Curriculum of Choice	<b>LFOAI:</b> Caring for Gardens	<b>Problem Story</b> (class discusses issues impacting classroom community) Or Social Emotional Curriculum of Choice
Math Whole Group  Small Groups  Story Telling/Acting	<b>Math Whole Group</b> Our People Flower Garden	<b>Group 1 Literacy (choose 1)</b> Medium Support: Seed Experiment Medium Support: Planting Seeds  <b>Group 2 Math (choose 1)</b> Medium Support: Flower Pattern Mural Medium Support: Tangram Gardens  <b>Group 3 Independent</b>			<b>Story Telling/Acting</b> (refer to Storytelling/Story Acting Guide



		Teacher's Choice	
Outdoor Learning	Refer to Nature Extensions for Individual Lessons plans	<b>small groups:</b> read <i>The Surprise Garden</i> by Zoe Hall and seed experiment	<b>small groups:</b>

Unit 6: *Things that Grow*

Week 1

Full Day Schedule

Unit 6 Week 1	Day 1	Day 2	Day 3	DAY 4	DAY 5
Read Aloud	<i>Zinnia's Flower Garden</i> , 1st Read	<i>The Ugly Vegetables</i> , 1st Read	<i>Zinnia's Flower Garden</i> , 2nd Read	<i>The Ugly Vegetables</i> , 2nd Read	<i>Zinnia's Flower Garden</i> , 3rd Read
Centers					
Intro to Centers	Researching Gardens Sorting Seeds	Comparing Capacities Garden Center	Above and Below Garden Soil Garden Signs	Building a Garden	
Art Studio			Above and Below Garden Soil	continue	continue
Easel					
Writing and Drawing			Garden Signs	continue	continue
Library & Listening	Researching Gardens	continue	continue	continue	continue
Dramatization		Garden Center	continue	continue	continue
Blocks				Building a Garden	
Discovery Table		Comparing Capacities	continue	continue	continue

Puzzles & Manipulatives	Sorting Seeds	continue	continue	continue	continue
Technology	puzzles: sorting seeds & digital microscope				
Thinking & Feedback					
SWPL Whole Group	Refer to Clipboard Directions				
Whole Group Lessons	<b>LFOAI:</b> What does a Seed Need	<b>Math:</b> Our People Flower Garden	<b>LFOAI:</b> Garden Design	<b>LFOAI:</b> Caring for Gardens	<b>Problem Story</b> (class discusses issues impacting classroom community)

Small Groups	<p style="text-align: center;"><b>Group1 Literacy</b> Medium Support: Seed Experiment</p> <p style="text-align: center;"><b>Group 2 Math</b> Medium Support: Flower Pattern Mural</p> <p style="text-align: center;"><b>Group 3 Independent</b> Teacher's Choice</p>		<p style="text-align: center;"><b>Group1 Literacy</b> Medium Support: Planting Seeds</p> <p style="text-align: center;"><b>Group 2 Math</b> Medium Support: Tangram Gardens</p> <p style="text-align: center;"><b>Group 3 Independent</b> Teacher's Choice</p>	
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Outdoor Learning	Refer to Nature Extensions for Individual Lesson plans	small groups: read <i>The Surprise Garden</i> by Zoe Hall and seed experiment	small groups:
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**Sorting Beans**

NAMING WORDS		ACTION WORDS		DESCRIBING WORDS	
seed	shapes	sort	examine	tiny	beige
skin	shell	compare	slide	skinny	mottled
scoops	packet	measure	cascade	round	dark
bowls	bean	pour		flat	hard
spoons		scoop		oblong	smooth

**Comments / Questions / Expanded Conversations**

**RIGHT HERE:**

• **Use Parallel Talk + Open Ended Questions – for example:**

I see that you are examining all of the different types of beans. You are looking at them carefully. What shapes do you see? What colors do you see? You are scooping up handfuls of seeds and letting them slide through your fingers. They are cascading out of your hands like a waterfall. How do they feel?

• **Use Self Talk + Forced Choice Questions – for example:**

I have two bowls that I can use to sort the beans. Should I put the long, skinny beans or the round beans in this bowl?

• **Expand Children’s Comments – for example:**

Child: I’m pouring beans.

Teacher: The beans are pouring down from the scoop and into the bowl.

• **Encourage Problem Solving – for example:**

Mia wants to join us at the table, and there is room for her here, but all the bowls and scoops are being used. What could we do so Mia can play with us too?

**CONNECT TO TEXT:**

How are these beans similar or different to the seeds Zinnia planted in *Zinnia’s Flower Garden*?

**NON-IMMEDIATE EVENTS:**

Remember the vegetable soup in the book *The Ugly Vegetables*? What kind of soup do you like? What kinds of vegetables do you like to eat?

**Above and Below Garden Soil**

NAMING WORDS		ACTION WORDS	DESCRIBING WORDS
garden	weed	plant	similar
flower	bud	sprout	different
vegetable	bloom	weed	alike
soil	blossom	bloom	
dirt	seed	blossom	
insect	row		
stem			
roots			
seedling			

**Comments / Questions / Expanded Conversations**

**RIGHT HERE:**

- **Use Parallel Talk to Build Up and Break Down Vocabulary – for example:**

You are using Beautiful Stuff to create a model of a garden. First you created a plan, then you chose materials, and now you are arranging the materials to create your design.

- **Use Self Talk + Forced Choice Questions – for example:**

I used two different colors to illustrate the flowers in my garden. I wonder if I should draw some more or if I should add some Beautiful Stuff?

- **Expand Children’s Comments – for example:**

Child: I made a flower.

Teacher: You made an orange flower with three petals and a green stem.

**CONNECT TO TEXT:**

In *Zinnia’s Flower Garden*, Zinnia planted seeds and they sprouted and grew roots. Let’s look at the illustrations to find things that are above and below the soil in Zinnia’s garden.

Unit 6    Week 1    Library & Listening

Researching City Gardens

NAMING WORDS	ACTION WORDS	DESCRIBING WORDS
city town neighborhood community garden flower vegetable	plant            collaborate design weed nurture care design	urban similar different suburban rural

Comments / Questions / Expanded Conversations

**RIGHT HERE:**

- **Use Self Talk with a Focus on Morphology -- for example:**

I am researching city gardens and learning about how they are designed. I am reading about city gardens so when I am playing I can have fun building a city garden in Blocks.

- **Expand Children's Comments – for example:**

Child: Interesting.

Teacher: Do you think it's interesting how the gardens you are looking at in those photographs are designed?

**NON-IMMEDIATE EVENTS:**

Near our school there is a community garden, and when I drive home I can often see people working together to grow their flowers and vegetables.

**Building a Garden**

NAMING WORDS		ACTION WORDS		DESCRIBING WORDS
garden	stem	compare	plan	similar
flower	seedling	contrast	create	different
vegetable	bud	construct	collaborate	
soil	seed	build		
sprout	bloom	design		

**Comments / Questions / Expanded Conversations**

**RIGHT HERE:**

- **Use Parallel Talk + Open Ended Questions -- for example:**

You created a garden with these blocks. What plants will grow in your garden? How will you help the plants grow?

- **Expand Children’s Comments -- for example:**

Child: I put the sign on.

Teacher: You mounted the sign next to your seeds and you secured it with tape.

Child: Mine says “carrots”.

Teacher: You posted a sign and displayed it in next to your seeds so everyone will know that you planted carrot seeds.

**CONNECT TO TEXT:**

In my garden at home I display signs that tell the names of the flowers and the vegetables. I mount them on stakes when I plant the seeds so I know what will be growing there. What kind of signs were displayed in the gardens in the book, *The Ugly Vegetables*?

**NON-IMMEDIATE EVENTS:**

I think I will design a sign for my bedroom at home. I will make it say ‘Do not disturb’ so that no one will come in and interrupt me if I am working or sleeping. I will only display it if I don’t want to be disturbed. I will take it down when it is okay for people to come in. If you designed a sign, what would it say?



**Unit 6    Week 1    Puzzles and Manipulatives**

**Beans**

<b>NAMING WORDS</b>	<b>ACTION WORDS</b>	<b>DESCRIBING WORDS</b>
seed bean kind characteristics garden attribute	attributes type variety	categories inspect examine compare describe observe plant measure predict
		numerous same different alike unlike identical distinct tiny

**Comments / Questions / Expanded Conversations**

**RIGHT HERE:**

- **Use Self Talk to Build Up and Break Down Language – for example:**

I am using these beans to measure this line. I will put the beans next to each other, and then I will count and see how many beans fit on the line.

- **Expand Children’s Comments -- for example:**

Child: I put beans.

Teacher: You measured the line with the beans. On, two, three, four- four beans. The line is four beans long.

**CONNECT TO TEXT:**

How is putting beans on a line or making seed groups similar to or different from how Zinnia or the girl and her mother planted seeds in *Zinnia’s Flower Garden* or in *The Ugly Vegetables*?

**NON-IMMEDIATE EVENTS:**

On the sidewalk near my house, there are weeds growing in the cracks in the sidewalk. What grows near where you live?

**Unit 6    Week 1    Dramatization**

**Garden Center**

<b>NAMING WORDS</b>	<b>ACTION WORDS</b>	<b>DESCRIBING WORDS</b>
garden            fertilizer nursery           cashier seedling    watering can bulb                spade tool                 customer	purchase    buy sell grow assist enrich	similar        fragrant different        scented busy variety colorful

**Comments / Questions / Expanded Conversations**

**RIGHT HERE:**

- **Use Self Talk + Repetition to focus on Vocabulary – for example:**

I need to purchase fertilizer and some lettuce seeds. I'm going to use the fertilizer to help enrich the soil to make my seeds grow faster. The fertilizer is very helpful because it makes my seeds grow.

- **Expand Children's Comments – for example:**

Child: I'm selling things.

Teacher: You just sold a spade and some fertilizer to the customer. He paid you five dollars for his purchase.

**CONNECT TO TEXT:**

I wonder where the girl and her mother purchased the seeds for the vegetables that they grew in their garden in *The Ugly Vegetables*?

**NON-IMMEDIATE EVENTS:**

How is a garden center the same as/ different from a hardware/ grocery/ department store?

**Garden Signs**

NAMING WORDS:		ACTION WORDS		DESCRIBING WORDS	
crop	sprout	identify	describe	mature	clear
label	seedling	label	clarify	immature	understandable
sign	soil	assist		small	
seed	flower	remember		grown	

**Comments / Questions / Expanded Conversations**

**RIGHT HERE:**

- **Use Parallel Talk + Forced Choices – for example:**

What an interesting sign. You are using letters and pictures to create your sign. Will you use crayons or markers to finish your work?

- **Use Self Talk and Focus on Morphology – for example: regular past tense**

I planned my sign, and then I created a design for the picture I wanted to include. I gathered materials to help me make my sign,

- **Teach Social Language:**

Say to Alyssa, “May I please borrow that pencil?” If you ask her politely and she does not share, I will help you, but you have to ask politely first.

**CONNECT TO TEXT:**

Let’s look in the back of the book, *The Ugly Vegetables*, and copy the Chinese words that are written next to the vegetable names in Chinese characters and in English letters.

**NON-IMMEDIATE EVENTS:**

When I help my mother plant vegetables in her garden we also use signs to remember where we planted the seeds.

Unit 6

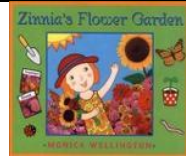


Week 1

## ***Zinnia's Flower Garden Read Aloud***

### **Standards:**

ELA.SL.CC.PS.1 - 3; ELA.RL.KID.PS.1 - 3  
ELA.RL.CS.PS.1 - 3; ELA.RL.IKI.PS.1 - 2  
ELA.RL.LTC.PS.1



### ***Materials:***

- *Zinnia's Flower Garden*

### ***Vocabulary:***

- Autumn
- customers
- sprinkle
- sprout: grow
- seedling: young plant grown from seed
- burrowing: digging
- pesky: annoying
- inspect
- buds
- bloom
- blossom
- flutter
- abundant
- bouquet
- fragrant
- dim: not bright
- soil

### ***First Read:***

Children will: Listen to a story read aloud.

- Demonstrate increasing levels of sustained and focused engagement.
- Show a steady increase in the number of words in listening vocabulary.
- Develop understanding of main events.

Teachers will:

- Read with expression.
- Select 5-10 vocabulary words and enhance them by: pointing to the picture, gesture, tone of voice or by inserting a short definition.
- Provide comprehension asides: comment during the story about the main character's emotional state, explain an illustration or a change in scene, or indicate what various characters do or do not know.
- Model analytical thinking when appropriate – e.g. "I'm thinking...."

<p>“I have a new book to read to you today. Its title is <i>Zinnia’s Flower Garden</i>. Monica Wellington is the author and the illustrator of this story.”</p> <p>“Here we see Zinnia with a bouquet of flowers in her arm. In this story Zinnia plants a flower garden. There is a lot of work to be done before she can pick the flowers. Let’s read and find out how Zinnia takes care of her garden.”</p>	<p><i>Underline the words of the title with your finger, as you read, matching speech to print.</i></p> <p><i>Introduce the main character and the story problem, using the illustrations on the cover</i></p>
<p>“She digs up the soil and turns it over with her shovel.”</p>	<p><i>P 1 -2 Point to shovel and make digging motion.</i></p>
	<p><i>P 3-4 Point to illustrations. Gesture “patting gently”</i></p>
<p>“Zinnia waits for the seeds to <b>sprout</b>- grow.”</p>	<p><i>P 5-6</i></p>
<p>“The first <b>seedling</b> is poking its way up through the dirt.”</p>	<p><i>P 7-8 Point to seedling/</i></p>
<p>“Little roots <b>burrow</b> – dig- deeper into the earth. Zinnia and her pets look very excited when they see so many sprouts.”</p>	<p><i>P 9-10 Point to stems and leaves.</i></p> <p><i>Comprehension aside.</i></p>
<p>“When the sun is hot and the <b>soil</b>- dirt- is dry, she waters her thirsty plants.”</p>	<p><i>P 11-12</i></p>
<p>“She pulls out <b>pesky</b>- annoying- weeds that try to crowd out her plants. Weeds grow in every garden. You have to pull them out or your seeds will not grow well.”</p>	<p><i>P 13-14 Point to pulled weed.</i></p>
	<p><i>P 15-16 Point to buds.</i></p>
<p>“Her flowers are <b>abundant</b>- there are many flowers- and Zinnia cuts some to arrange into bouquets.”</p>	<p><i>P 21-22 Point to bouquets.</i></p> <p><i>Gesture “swirl.”</i></p>

<p>“Zinnia sells lemonade and flowers that people can pick themselves from her garden.”</p>	<p><i>P 23-24 Comprehension aside.</i></p>
<p>“In the <b>autumn</b> – fall- as it gets colder...”          “She collects the seed from the middle of this sunflower so she can plant the seeds next spring.”</p>	<p><i>P 25-26 Comprehension aside.</i></p>
<p>“The sun is <b>dim</b> – not bright-...”</p>	<p><i>P 27-28</i></p>

**Discussion Questions(s):**

- Why did Zinnia dig up the soil, remove stones and rake before planting her seeds?
- Why is her garden Zinnia’s favorite place to be?

**Second Read**

Children will:

- Demonstrate increased level of sustained and focused engagement
- Show a steady increase in the number of words in listening vocabulary
- Develop understanding of main events

Teacher will:

- Continue to define the vocabulary words from Story Reading 1 and include additional vocabulary that may need more verbal definitions.
- Explain feelings or thoughts of secondary characters.
- Deepen the comprehension of primary characters, story problem, etc.
- Model analytical thinking.

<p>“We have read this book the other day and I know you remember it...”</p> <p>“We remember that Zinnia had a lot of work to do before she could pick her flowers to arrange them into bouquets. Let’s read the story once more.”</p>	<p><i>Hold up the book, show the cover. Take the responses the children give you and read and underline the title again.</i></p> <p><i>P 21-22 Re-orient children to the story.</i></p>
<p>“She digs up the <b>soil</b> -dirt-...”          “Here we see Zinnia’s journal. She writes in it every day about what she does and sees in her garden.”</p>	<p><i>P 1-2</i></p>

“The first <b>seedling</b> – young plant- is poking its way up through the dirt.”	<i>P 7-8</i>
“She <b>inspects</b> - checks- them for greedy bugs.”	<i>P 13-14</i>
“She is excited to see little <b>buds</b> growing on many of her plants. Buds are these small parts that grow on plants and develop into flowers or leaves.”	<i>P 15-16</i>
“Zinnia must love the smell and sight of all her beautiful flowers for it to be her favorite place to be.”	<i>P 19 – 20 Comprehension aside.</i>
“Her flowers are abundant and Zinnia cuts some to arrange into <b>bouquets</b> – bunches of flowers. The <b>fragrant scents</b> – nice smells- of the flowers...”	<i>P 21-22</i>
“ <b>Customers</b> – the people who want to buy flowers -come and gather bunches...”	<i>P 23-24</i>

**Discussion Questions(s):**

- Why are there so many animals and insects around and in Zinnia’s garden?
- Why did Zinnia write in her journal?

**Third Read:**

Children will:

- Jointly reconstruct the story with peers and teacher
- Recall some main events when prompted
- Ask/Answer questions for further understanding

Teacher will:

- Jointly reconstruct the story with children.
- Expand, clarify or add more information to children’s responses.
- Address misunderstandings.
- Define words as necessary.
- Deepen comprehension asides.
- Model analytical thinking.

<p>“We have read this book twice and today we are going to talk about and tell the story together.”</p>	<p><i>Pause before reading the title so that children can chime in. Underline the title while reading it.</i></p> <p><i>Use phrases such as “We remember...” or “What is happening here?” while pointing to the action on the pages. Comments will mostly be in response to what the children say.</i></p>
<p>“How is Zinnia preparing her garden for planting?”</p>	<p><i>P 1-2</i></p>
<p>“We remember...”</p>	<p><i>p 3-4</i></p>
<p>“And here...”</p>	<p><i>P 5-6</i></p>
<p>“Zinna looks excited...”</p>	<p><i>P 7-8</i></p>
<p>“What is happening here?”</p>	<p><i>P 9-10-11-12</i></p>
<p>“Why is Zinnia measuring her plants?”</p>	<p><i>P 13-14</i></p>
<p>“We remember...”</p>	<p><i>P 15-16-17-18</i></p>
	<p><i>P 19-20 Read.</i></p>
<p>“Why is Zinnia cutting her flowers?”</p>	<p><i>P 21-22</i></p>
<p>“What is happening here?”</p>	<p><i>P23-24-25-26</i></p>
	<p><i>P 27-28 Read.</i></p>

**Discussion Questions(s):**

- *How is Zinnias’ garden different from the garden in The Ugly Vegetable?*
- *Do you think Zinnia would have liked to plant ugly vegetables in her garden? Why (not).*

**Fourth Read:**



Children will:

- act out one or more scenes from the story
- explore character motivations and emotions
- recall main events from the story

With children, choose one scene to act out. Assign roles to children, or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.

***Discussion Questions(s):***

- Zinnia is also the name of a flower. Do you think that Zinnia is a good name for the girl? Why?

Suggested Transition Activity First Read	Literacy/Language Skills Supported
Say: "I'm going to dismiss you by a letter anywhere in your name that is in the title of <i>Zinnia's Flower Garden</i> . If the letter Z is anywhere in your name, you may go...."	<b>Direct</b> Letter id

Suggested Transition Activity Second Read	Literacy/Language Skills Supported
Say: "I'm going to dismiss you by the first sound of some of the animals and insects from this book. If your name begins with /d/ like dog, you may....."	<b>Direct</b> Beginning sounds  <b>Indirect</b> Vocabulary

Suggested Transition Activity Third Read	Literacy/Language Skills Supported
Say: "I'm going to dismiss you by sounds in the middle of your name. For example, if I said Zinnia, Andrea would get up because she has the /n/ sound in the middle of her name, just like Zinnia"	<b>Direct</b> Medial sound awareness

Suggested Transition Activity Fourth Read	Literacy/Language Skills Supported

Say: "I'm going to dismiss you by the parts in your name. If you have one part in your name like worm, you may go... If you have two parts in your name like sho-vel, you may go....."

**Direct**

Syllable segmentation

Unit 6

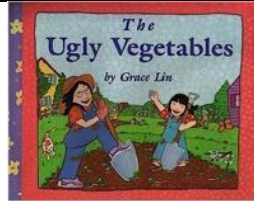


Week 1

## ***The Ugly Vegetables Read Aloud***

**Standards:**

ELA.SL.CC.PS.1 - 3; ELA.RL.KID.PS.1 - 3  
ELA.RL.CS.PS.1 - 3; ELA.RL.IKI.PS.1 - 2  
ELA.RL.LTC.PS.1



**Materials:**

- *The Ugly Vegetables*

**Vocabulary:**

- aroma/ scent: smell
- blooming: producing flowers
- chop: to cut up into pieces
- drag
- hose
- neighbor: people who live nearby
- poppy/ peony/ petunia
- recipe: instructions to make food
- shovel: tools for digging and moving dirt
- vines: plants with long curling stems
- wheelbarrow
- wriggle

**First Read:**

Children will:

- Listen to a story read aloud.
- Demonstrate increasing levels of sustained and focused engagement.
- Show a steady increase in the number of words in listening vocabulary.
- Develop understanding of main events.

Teachers will:

- Read with expression.
- Select 5-10 vocabulary words and enhance them by: pointing to the picture, gesture, tone of voice or by inserting a short definition.
- Provide comprehension asides: comment during the story about the main character's emotional state, explain an illustration or a change in scene, or indicate what various characters do or do not know.
- Model analytical thinking when appropriate – e.g. "I'm thinking...."

<p>“I have a new book to read to you today. Its title is <i>The Ugly Vegetables</i>. Grace Lin is the author and the illustrator of this story...”</p> <p>“The main characters in this book are this young girl and her mother. They are digging their shovels into the dirt to prepare for planting a garden in their backyard. The Mother and little girl have <b>neighbors</b> -people living close to them- who are planting gardens, too.”</p> <p>“When this girl sees the neighbors’ gardens, she likes their gardens better than hers. Let’s read the story and find out why she becomes unhappy with her own garden and whether she ever changes her mind.”</p>	<p><i>Underline the words of the title with your finger, as you read, matching speech to print; linger with finger on ‘U’ of Ugly and ‘V’; in Vegetables, to make specific print matches to the first sounds in these words.</i></p> <p><i>Introduce the main character and the story problem, using the illustrations on the cover.</i></p> <p><i>Point to the people behind the girl and her mother.</i></p>
<p>“We used tall <b>shovels</b> to turn the grass upside down, and I saw pink worms <b>wriggle</b> around.”</p> <p>“...the neighbors were starting their gardens, too.”</p>	<p><i>P 2 Point to shovels and motion upside down. Point to worms and gesture wriggling.</i></p> <p><i>Point to the neighbors’ garden.</i></p>
<p>“She was using a small shovel...”</p>	<p><i>P 3 Point to Mrs. Crumerine and the small shovel.</i></p>
<p>“...and we <b>dragged</b>...”</p> <p>“They were sprinkling water on their garden with green <b>watering cans</b>.”</p> <p>“...why are we using a hose?”</p>	<p><i>P 4 Gesture dragging. Point to watering cans.</i></p> <p><i>Point to hose.</i></p>
<p>“Mrs. Angelhowe has seed packets in her garden.”</p>	<p><i>P 5 Point to seed packages.</i></p>
	<p><i>P 8 Point to the grass-like plants and the leaves.</i></p>
	<p><i>P 11 Point to the vines, fuzzy leaves and prickly stems.</i></p>

“The girl looks unhappy because she doesn’t like the green plants that grow in her garden. She would rather grow beautiful flowers like the neighbors.”	<i>P 12 After reading, give comprehension aside.</i>
“They would show the <b>poppies, peonies, and petunias</b> to me...”	<i>P 14 Point to the different flowers.</i>
“We filled a whole wheelbarrow full of them.” “... and started to <b>chop</b> them.”	<i>P 15 Point to the wheelbarrow Gesture chopping</i>
“This is a xiao hu gua (show hwang gwa).” “This is xian cai (shen zai) That’s a tong hao (tung how).”	<i>P 16 Pronunciation.</i>
“...a magical <b>aroma</b> – wonderful smell- filled the air.”	<i>P 18 Point to the swirl.</i>
“The <b>flavors</b> of the soup seemed to dance in my mouth and laugh all the way down to my stomach. It must have tasted really good since the author described the taste of the soup as laughing and dancing. It made the girl happy.”	<i>P 21 Comprehension aside.</i>
“She gave them the soup <b>recipe</b> – instructions to make food-...”	<i>P 24</i>
“...and when the flowers started <b>blooming</b> - growing-...”	<i>P 27</i>
“Here is the <b>recipe</b> to make Ugly Vegetables soup.”	<i>P 29</i>

**Discussion Questions(s):**

- The mother and the girl have different feelings about the vegetables they are growing in their garden. The girl didn’t think their garden was as beautiful as their neighbors’ flower gardens. The mother kept saying that the vegetables they were growing were better than flowers. Do you think the girl agreed with her mother at the end of the story? Why?

- At the end of the story, the neighbors planted some vegetables and the girl and her mother planted some flowers. Why do you think they grew both and not just one kind like they did last year?

**Second Read**

Children will:

- Demonstrate increased level of sustained and focused engagement
- Show a steady increase in the number of words in listening vocabulary
- Develop understanding of main events

Teacher will:

- Continue to define the vocabulary words from Story Reading 1 and include additional vocabulary that may need more verbal definitions.
- Explain feelings or thoughts of secondary characters.
- Deepen the comprehension of primary characters, story problem, etc.
- Model analytical thinking.

<p>“We have read this book the other day and I know you remember it...”</p> <p>“We remember that the girl wasn’t very happy with their garden because she thought the vegetables were ugly compared to the beautiful flower gardens of their neighbors. We know that in the end the girl changed her mind. Let’s read the story once more.”</p> <p>“The girl and her mother need to dig deeper because vegetable roots go deeper than flowers. Since vegetables need a lot of water, it is easier to use a hose than a watering can that you have to fill up at the faucet.”</p>	<p><i>Hold up the book, show the cover. Take the responses the children give you and read and underline the title again.</i></p> <p><i>P 11 Re-orient children to the story.</i></p> <p><i>P 3-4 Comprehension aside</i></p>
<p>“I looked but I only saw purple, green <b>vines</b> - plants with long curling stems- ...”</p> <p>“The mother smiles because she already knows that the girl will like the soup that she will</p>	<p><i>P12</i></p> <p><i>P 11-12 Comprehension aside.</i></p>

prepare when the vegetables they are growing in their garden are ready to eat.”	
“They would show the <b>poppies and peonies, and petunias</b> - all different kinds of flowers- to me...”	<i>P 14</i>
“It is nice to have a wheelbarrow if you have to move a lot or heavy things.”	<i>P 15 Comprehension aside.</i>
“This is a xiao hu gua – a Chinese cucumber-..” All of the vegetable seeds they planted came from China, a country far away.”	<i>P 16 Vocab support and comprehension aside.</i>
“We thought you might be interested in a <b>trade</b> – The neighbors brought flowers from their garden to trade for a bowl of soup.”	<i>P 23 Comprehension aside.</i>
It is nice to eat delicious soup together with your neighbors.	<i>P 25 – 26 Comprehension aside.</i>
“The neighbors must have liked the soup so much that they wanted to grow the Chinese vegetables to make soup themselves.”	<i>P 27 - 28</i>

**Discussion Questions(s):**

- Why did the mother share her recipe of her soup with the neighbors?
- Why did the mother and the girl use a wheelbarrow to bring their vegetables to their house?
- Did the neighbors need a wheelbarrow? Why (not)?

**Third Read:**

Children will:

- Jointly reconstruct the story with peers and teacher
- Recall some main events when prompted
- Ask/Answer questions for further understanding

Teacher will:

- Jointly reconstruct the story with children.
- Expand, clarify or add more information to children’s responses.
- Address misunderstandings.
- Define words as necessary.
- Deepen comprehension asides.
- Model analytical thinking.



<p>“We have read this book twice and today we are going to talk about and tell the story together.”</p>	<p><i>Pause before reading the title so that children can chime in. Underline the title while reading it.</i></p> <p><i>Use phrases such as “We remember...” or “What is happening here?” while pointing to the action on the pages. Comments will mostly be in response to what the children say.</i></p>
	<p><i>P 1 Read.</i></p>
<p>“What is happening here?”</p>	<p><i>P 3-4</i></p>
<p>“We remember...”</p>	<p><i>P 5-6</i></p>
<p>“Here the girl is wondering...”</p>	<p><i>P 7-8</i></p>
<p>“Why didn’t the girl like their garden?”</p>	<p><i>P 9-10</i></p>
<p>“What did the mother tell her daughter?”</p>	<p><i>P 11-12</i></p>
<p>“We remember...”</p>	<p><i>P 13 - 14</i></p>
	<p><i>P 15 -16 Read.</i></p>
<p>“And here....”</p>	<p><i>P 17 - 18</i></p>
	<p><i>P 19 – 20 Read.</i></p>
<p>“What is happening here?”</p>	<p><i>P 21-22</i></p>
<p>“The neighbors...”</p>	<p><i>P 23 - 24</i></p>
<p>“What is happening here?”</p>	<p><i>P 25-26</i></p>

“What do you notice about the gardens of the neighbors?”

P 27 - 28

**Discussion Questions(s):**

- In *The Little Red Hen Makes a Pizza* (show p 22-23) something similar happened as in the book we just talked about. Do you remember what happened that was the same?
- How do you think the neighbors got the seeds for the Chinese vegetables?

**Fourth Read:**

Children will:

- act out one or more scenes from the story
- explore character motivations and emotions
- recall main events from the story

With children, choose one scene to act out. Assign roles to children or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.

**Discussion Questions(s):**

- How do you think the neighbors got the seeds for the Chinese vegetables?

<b>Suggested Transition Activity</b> <b>First Read</b>	<b>Literacy/Language Skills</b> <b>Supported</b>
Say: “I’m going to dismiss you by dropping the beginning sound of your name. For example, if your name is David, I will say Avid, go...”.	<b>Direct</b> Phoneme deletion

<b>Suggested Transition Activity</b> <b>Second Read</b>	<b>Literacy/Language Skills</b> <b>Supported</b>
--	---

<p>Say: "I'm going to dismiss you by changing the beginning sound in your name to /v/ as in vegetables. For example, if your name is Mike, I will say, Vike, go..."</p>	<p><b><u>Direct</u></b> Phoneme substitution</p>
---	--

<p><b>Suggested Transition Activity</b> <b>Third Read</b></p>	<p><b>Literacy/Language Skills</b> <b>Supported</b></p>
<p>Say: "I will dismiss you by the beginning sounds in your name and vegetable names. If your name begins with /c/ like carrot, you may....If your name begins with /s/ like spinach, you may..."</p>	<p><b><u>Direct</u></b> Beginning sounds</p> <p><b><u>Indirect</u></b> Vocabulary</p>

<p><b>Suggested Transition Activity</b> <b>Fourth Read</b></p>	<p><b>Literacy/Language Skills</b> <b>Supported</b></p>
<p>Say: "I will dismiss you by using the first sounds in your name and words from <i>The Ugly Vegetables</i>. If your name begins with /p/ like petunia, you may... If your name begins with /sh/ like shovel, you may..."</p>	<p><b><u>Direct</u></b> Beginning sounds</p> <p><b><u>Indirect</u></b> Vocabulary</p>

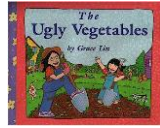
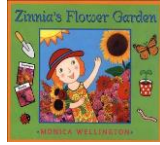


# Researching Gardens



Library &amp; Listening

**Standards:**

 ELA.IT.D.PS.1-3  
 ELA.SL.CC.PS.1-3  
 S.LS.PS.6

**Materials:**

- *Zinnia's Flower Garden*
- *The Ugly Vegetables*
- Garden images
- books that include garden illustrations
- paper
- blank books
- clipboards
- writing utensils

**Vocabulary:**

- garden
- public
- neighbor
- community

**Preparation:** Set up materials.

**Intro to Centers:**

"In *Zinnia's Flower Garden* and in *The Ugly Vegetables*, *Zinnia*, the girl, and her mother planted **gardens**. What do you notice?"

"Here are images of **gardens**. What do you notice?"

"There are lots of types of Gardens. Some people create **Gardens** at their own home by planting flowers or vegetables in a designated space in their yard. There are also **public gardens** that can be found near parks or stores and filled with flowers or plants that are for everyone to enjoy.

Another type of **garden** is called a **Community garden**--big **gardens** that **neighbors** share. What do you notice about the different gardens?"

"Today in Library and Listening, you can use these materials to research and document information about **different** types of **gardens**."

*Show illustrations.*

*Children respond.*

*Show images. Children respond.*

*Show illustrations as describing personal gardens & public gardens.*

*Show materials.*

*Children respond.*

*Show materials.*

***During Centers:***

Encourage children to use their research to create gardens in Blocks and/or with Beautiful Stuff. Compare community gardens and public gardens in resource to the illustrations in *The Ugly Vegetables* and *Zinnia's Flower Garden*. Encourage children to graph survey results, "What would you plant in your garden?"

***Guiding Questions during Centers:***

- How are community gardens similar to or different from the gardens in the illustrations?
- How are public gardens cared for?
- How can you use your research to create gardens in Blocks/with Beautiful Stuff?

***Thinking & Feedback:*** Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

***Documentation:*** Collect samples of the children's work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

***Provocation:***

Arrange and document a field trip to a local public/community garden. Invite a community or family gardener to visit the classroom as an expert children can interview.

Gardens



There are many types of gardens.







Some people  
plant gardens at  
their home.



Public gardens can be found near stores and parks in the town or city you live in.





Some gardens are planted in garden beds.









Community gardens are shared by neighbors.





Gardens come in all shapes and sizes.





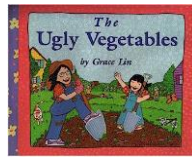
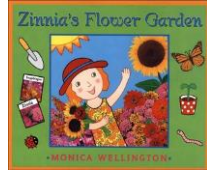
# Garden Center



Dramatization

**Standards:**

CA.VA.PS.1-5  
 CA.DE.PS.1-3  
 ELA.W.TTP.PS.1-2  
 ELA.W.PD.PS.1  
 SS.G.PS.1-2


**Materials:**

- *Zinnia's Flower Garden*
- *The Ugly Vegetables*
- Garden Center Resource
- Beautiful Stuff
- pretend or real gardening tools
- pretend or real flowers/plants
- flower pots or containers
- seed packets
- cash register
- small baskets or shopping bags
- writing and drawing utensils
- paper
- tape

**Vocabulary:**

- garden (center)
- nursery
- seed
- soil
- section
- clerk
- customer
- cashier

**Preparation:** Set up materials.

**Intro to Centers:**

"In *Zinnia's Flower Garden* and in *The Ugly Vegetables*, Zinnia, the girl, and her mother planted **gardens**. What do you notice?"

"Zinnia planted flowers. The girl and her mother planted vegetables. What do you notice?"

"Here are images of **garden centers**--stores that sell **seeds**, **soil**, and **gardening** tools. What do you notice?"

"**Customers** can find flowers and plants in the **nursery section** of the **garden center**. **Soil** is in this **section**. Tools and signs are in this **section**."

"Today, in Dramatization, you can create a **garden center** with these materials. You can pretend to be a **customer**, a **cashier**, or a **clerk**."

*Show illustrations. Children respond.*

*Children respond.*

*Show images.  
Children respond.*

*Point out sections of garden center.*

*Show materials.*



**During Centers:**

Support children in role playing, i.e., customer, clerk, cashier, etc. Support children in creating labels and signs. Encourage children to create pretend money. Encourage children to transport and sell crops from *Building A Garden*. Encourage children to create maps of their garden center. Compare and contrast garden centers to hardware/grocery/department stores.

**Guiding Questions during Centers:**

- How did you organize the sections of your garden center?
- How did you decide what role(s) to play?
- How is a garden center similar to or different from a hardware /grocery/department store?
- How is a map of your garden center helpful to a customer?

**Thinking & Feedback:** Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

**Documentation:** Collect samples of the children’s work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

**Provocation:**

Arrange and document a field trip to a local garden center, i.e., The Boston Gardener in Dudley Square.





# A Visit to the Garden Center







Plants are kept warm in a hothouse at the garden center.



You can buy seeds for vegetables, fruit, flowers, and plants at the garden center.





You can buy many kinds of plants at the garden center.



You can buy tools and supplies for taking care of your garden.





People who work at the garden center help customers.





You can get all the things you need for your garden at the garden center!

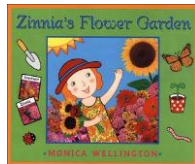


# Comparing Capacities



Discovery

**Standards:**  
 ATL.RPS.PS.5  
 ATL.RPS.PS.8  
 M.MD.PS.10



## Materials:

- *Zinnia's Flower Garden*
- seeds/ dry beans / bird seed
- containers of different sizes
- funnels
- scoops / small shovels

## Vocabulary:

- seed
- bean
- more/less
- most/least
- Compare
- Funnel
- full/empty

**Preparation:** Gather materials.

## Intro to Centers:

"In *Zinnia's Flower Garden*, Zinnia planted **seeds** in her **garden**. What do you notice?"

"I can fill these containers with seeds, using scoops."

"Sometimes it helps to use a funnel. Can you tell me why?"

"I have two containers, a long skinny container and a short wide container. How can I find out which container holds more seeds?"

"Today, you can fill containers with seeds and compare which containers hold less or more seeds."

*Show illustrations.*  
*Children respond.*

*Model*

*Show materials.*  
*Children respond.*  
*Model use of funnel*

*Children respond.*  
*Model.*



***During Centers:***

Encourage children to work together to fill their containers. Support children with comparing capacities.

***Guiding Questions during Centers:***

- How many scoops did it take to fill your container?
- Which container holds more seeds? How can you find out?
- Which container holds the most/least seeds? How do you know?
- Will this container hold more lima beans or more sunflower seeds? How do you know?

***Thinking & Feedback:*** Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

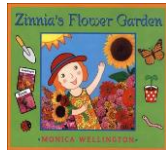
***Documentation:*** Collect samples of the children’s work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

***Provocation:*** Challenge children to line up containers from least capacity to most capacity.





# Sorting Beans

**Materials:**

- *Zinnia's Flower Garden*
- seeds/beans
- tweezers or small tongs
- magnifying glasses
- writing tools
- index cards for labels
- containers for sorting (i.e, yogurt cups, bowls)

**Vocabulary:**

- seed
- bean
- attribute
- plant
- garden
- group

**Preparation:** Set up materials.

**Intro to Centers:**

"In *Zinnia's Flower Garden*, Zinnia planted **seeds** in her **garden**. What do you notice?"

"Here are images of **seeds**. What do you notice?"

"The **seeds' attributes**--their shapes, sizes, and colors--are different."

"Here is a container of **beans**--a type of **seed**. What do you notice?"

"How could we **sort** the **beans** into **groups**?"

"This **group** of **beans** could be labelled \_\_\_\_\_ because they are the same (size). This other **group** of **beans** could be **labelled** \_\_\_\_\_ because they are the same (color)."

"Today in Discovery, you can **sort beans** into **groups** and create **labels** for the **groups** with these materials."

*Show illustrations.*

*Children respond.*

*Show images. Children respond.*

*Show materials.*

*Children respond.*

*Children respond. Model.*

*Model writing labels for the two groups of beans*

*Show materials.*

***During Centers:***

Encourage children to collaborate, i.e., one child can sort, another child creates the labels. Support children with comparing and contrasting their groups to the illustrations/images/each other's groups. Encourage children to use their bean groups in *Garden Center* and *Beans*.

***Guiding Questions during Centers:***

- How is sorting beans similar to or different from making collections?
- How is your group of beans similar to or different from your friend's group of seeds/illustrations/images?
- Which group has more/ less beans? How do you know?
- What is \_\_\_\_\_'s rule for his bean group? How do you know?
- How is using a magnifying glass helpful in sorting beans?

***Thinking & Feedback:*** Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

***Documentation:*** Collect samples of the children's work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

***Provocation:*** Encourage children to research seeds that are used in food, i.e., chili, trail mix, soup, etc. Encourage families to share dishes that use seeds/ beans.





# Above And Below Garden Soil



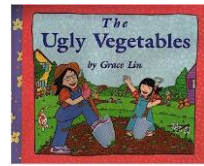
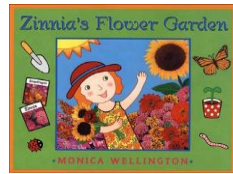
Art Studio

**Standards:**

S.LS.PS.6

CA.VA.PS.1-5

ATL.IC.PS.1 -6


**Materials:**

- *Zinnia's Flower Garden*
- *The Ugly Vegetables*
- above and below garden soil resources
- variety of paper
- Beautiful Stuff
- paint
- paintbrushes
- writing and drawing utensils
- adhesives

**Vocabulary:**

- garden
- soil
- insect
- seed
- above
- below
- roots
- sign
- stem

**Preparation:** Set up materials.

**Intro to Centers:**

"In *Zinnia's Flower Garden* and in *The Ugly Vegetables*, Zinnia, the girl, and her mother, planted **gardens**. What do you notice?"

"Here are images of **gardens**. What do you notice?"

"The **gardens** are built on **soil**. What do you notice?"

"The **stems**, leaves, **garden signs**, and animals are **above** the **soil**. **Seeds, roots, insects**, and animals are **below** the **soil**."

"Today in the Art Studio, you can create a **garden** with these materials. Show **above** and **below** the **garden soil**."

*Show illustrations.*

*Children respond.*

*Show images.*

*Children respond.*

*Trace your finger across, above, and below the soil line. Children respond.*

*Point above and below the soil line.*

*Show materials.*

*Draw a horizontal line for soil. Model.*

**During Centers:**

Encourage children to collaborate, i.e., one child depicts above the soil, another child depicts below the soil. Compare and contrast children's gardens to illustrations/images/each other's. Encourage children to create labels for/write descriptions of above/below their garden soil. Compare and contrast underground insects to nocturnal animals.



**Guiding Questions during Centers:**

- How are underground insects/animals similar to or different from nocturnal animals?
- How are above ground insects/ animals similar to or different from underground insects/animals?
- How did you use Beautiful Stuff to create above and below your garden?

**Thinking & Feedback:** Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

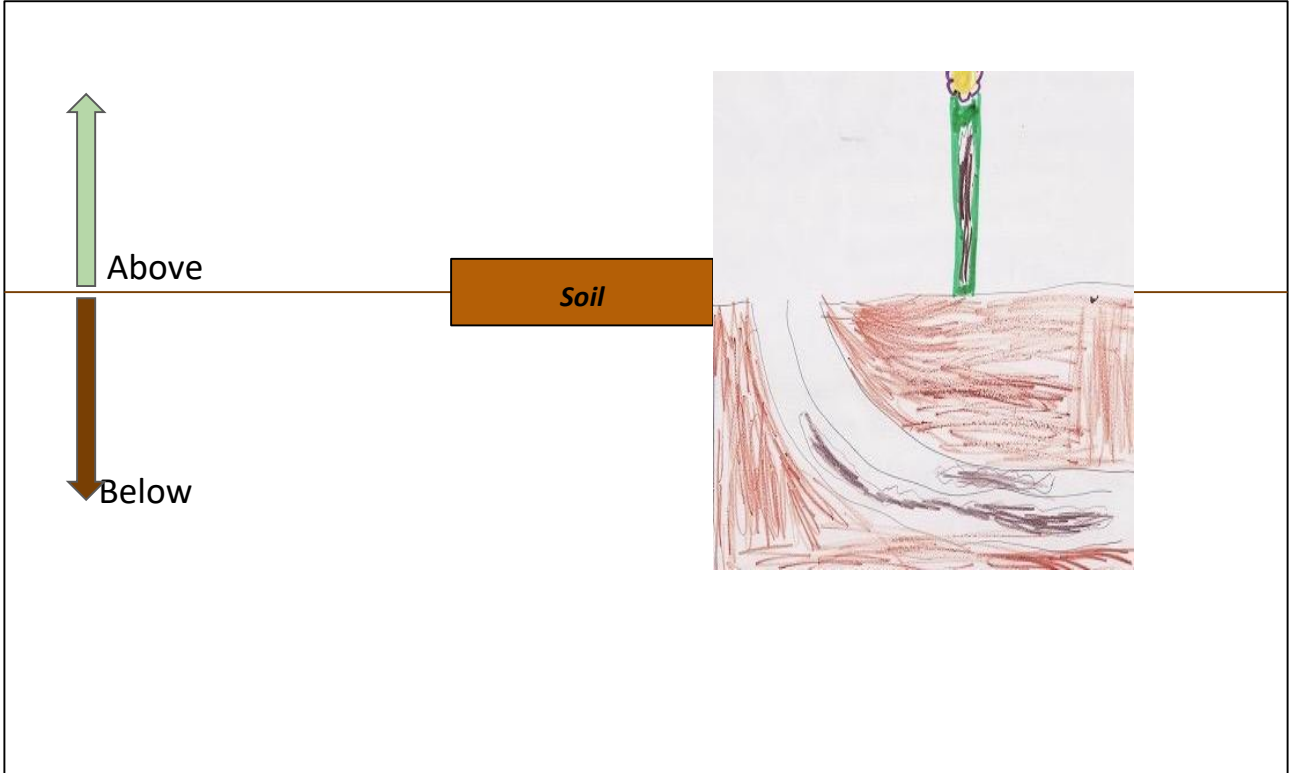
**Documentation:** Collect samples of the children's work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

**Provocation:**

Encourage children to create a collaborative collage of above and below garden soil. Plant lima beans from *Planting Seeds* in clear containers for children to observe plant growth above and below soil.

Encourage children to make other above/underground connections- trains/ subways, bridges/ tunnels, etc.





# HEALTHY SOIL

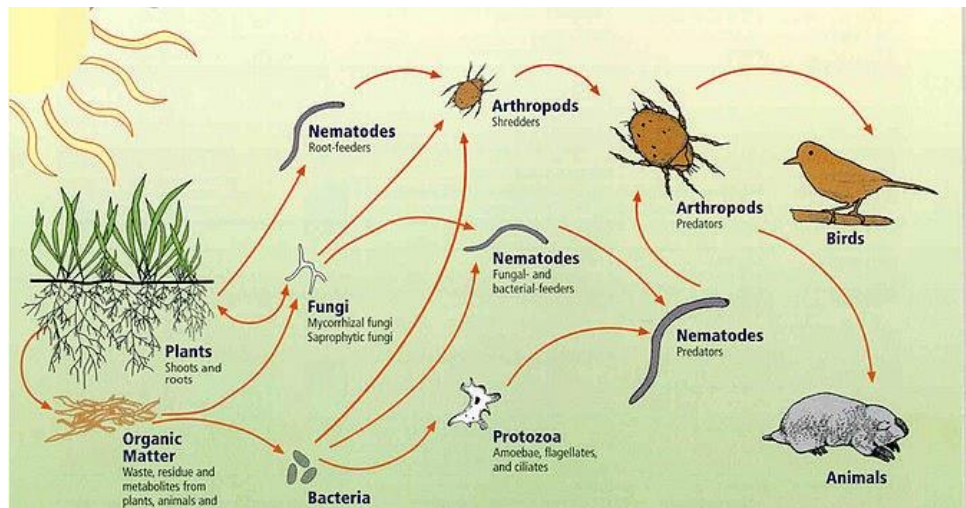
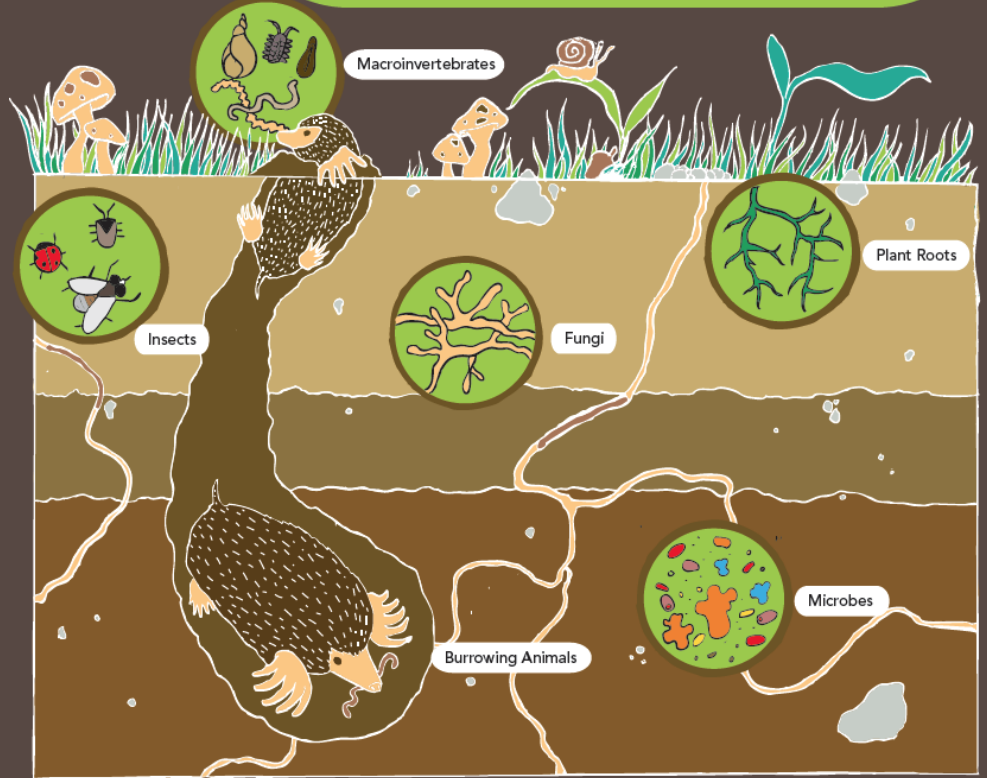
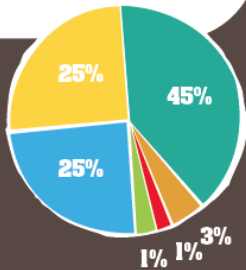
## SOIL IS ALIVE!

Each shovel of soil holds more living things than all the human beings ever born.

### WHAT IS SOIL?

Soil consists of air, water, minerals, & organic material.

- Mineral Particles
- Humus
- Water
- Roots
- Air
- Organisms





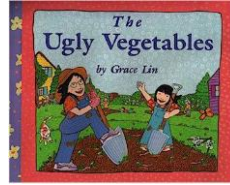
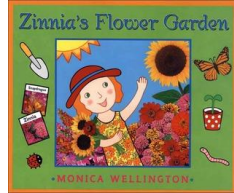
# Garden Signs



Writing &  
Drawing

## Standards:

CA.VA.PS.1 -5  
.ELA.W.TTP.PS.1-2  
ELA.W.PD.PS.1  
ELA.W.R.PS.1-2



### Materials:

- *Zinnia's Flower Garden*
- *The Ugly Vegetables*
- garden signs images
- variety of paper
- craft sticks
- adhesives
- writing and drawing tools
- Beautiful Stuff

### Vocabulary:

- garden
- crop
- label
- sign
- row
- seed
- soil

**Preparation:** Set up materials.

### Intro to Centers:

"In *Zinnia's Flower Garden* and in *The Ugly Vegetables*, Zinnia, the girl, and her mother, planted **gardens**. What do you notice?"

"Here are images of other **gardens**. What do you notice?"

"After the gardeners planted **seeds** in **rows** and covered them with **soil**, what do you notice?"

"Why did the **gardeners** place **signs** in their **gardens**?"

"Garden **signs convey**--tell--information. What do you notice?"

"The **garden signs** have drawings, words, and symbols."

"Today in Writing and Drawing, you can create **garden signs** for the **garden** you planted or for your pretend **garden** in Blocks."

*Show illustrations.*

*Show illustrations and images.  
Children respond.*

*Children respond.*

*Children respond.*

*Children respond.*

*Show materials.*



**During Centers:**

Encourage children to collaborate, i.e., one child draws a picture, another child writes the words. Encourage children to use Beautiful Stuff. Encourage children to utilize their garden signs in *Garden Center*. Compare and contrast children’s garden signs to illustrations/images/their friend’s.

**Guiding Questions during Centers:**

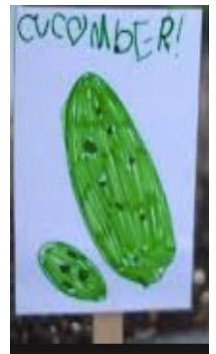
- How are garden signs helpful?
- How are your garden signs similar to or different from the illustrations/images/your friends’?
- How are garden signs similar to or different from store/traffic signs?
- How is a garden sign similar to or different from a map?

**Thinking & Feedback:** Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

**Documentation:** Collect samples of the children’s work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

**Provocation:**

Encourage children to create garden signs with information, i.e., “Please don’t pick the flowers”, “Remember to water the plants,” etc.









**please do not  
stomp here**

there are seeds and they are trying



water  
plants



Ring Bell



IF No Answer...

PULL Weeds

# Garden Signs







*Old World Garden Farm*



**POPSICLE STICK GARDEN SEED SIGNS**

[happymoneysaver.com](http://happymoneysaver.com)



Carla Brown, NWF

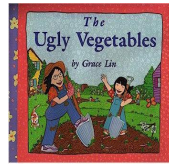
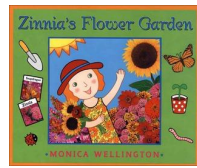


Unit 6



Weeks 1-2

# Building a Garden



**Standards:**  
SED.SD.BRC.PS.1 -4  
CA.DE.PS.1-3  
SED.SD.BRC.PS.1 -4  
CA.DE.PS.1-3  
ELA.SL.CC.PS.1-2  
ELA.RL.KID.PS.1 -2  
ELA.RL.CS.PS.2

## Materials:

- Zinnia's Flower Garden
- The Ugly Vegetables
- garden images
- writing utensils
- paper
- children's Garden Signs
- tape
- plastic vegetables/flowers
- Beautiful Stuff

**Preparation:** Set up materials.

## Vocabulary:

- garden
- seed
- plant
- row
- plot
- crop

## Intro to Centers:

"In *Zinnia's Flower Garden* and in *The Ugly Vegetables*, Zinnia, the girl, and her mother, **planted seeds**. What do you notice?"

"Zinnia planted a flower **garden**. The girl and her mother planted a vegetable **garden**. What do you notice?"

"Here are images of community **gardens**. What do you notice?"

"The **gardens** are different sizes, with different **crops**. The **crops** are planted in **rows**--straight lines, and labelled with **signs**. The community **gardens** are made up of smaller **plots**. The **gardeners** use tools like watering cans, hoes, and rakes to care for their **gardens**."

"Today in Blocks, you can build a **garden** with these materials."

"How can you use your **Garden Signs** to help you build your **garden**?"

*Show illustrations. Children respond.*

*Children respond.*

*Show images. Children respond.*

*Show materials.*

*Show children's work. Children respond.*



**During Centers:**

Encourage children to create a plan for their garden. Encourage children to create tools and props with Beautiful Stuff. Compare and contrast children’s gardens to illustrations/images/each other’s. Compare and contrast gardens to woodlands/farms. Encourage children to sell their garden crops in the *Garden Center*. Encourage transport their plants/ crops from their garden to sell at the *Garden Center*.

**Guiding Questions during Centers:**

- How is your garden similar to or different from the illustrations/images/your friends’?
- How did you create tools to care for your garden?
- How are gardens similar to or different from woodlands/farms?
- How can you transport crops to the *Garden Center*?

**Thinking & Feedback:** Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

**Documentation:** Collect samples of the children’s work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

**Provocation:**

Invite gardeners from the community/children’s families to the classroom. Arrange and document a field trip to a local garden.



Community Gardens





Community Gardens





# Small Groups: Seed Experiment

## Support: Medium

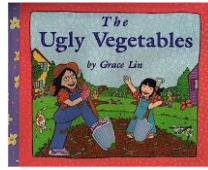
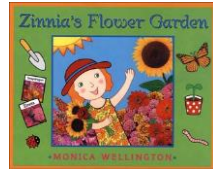
**Standards:**

ELA.SL.CC.PS.1 -2

ATL.EP.PS.1-4

ELA.W.R.PS.1 -2

S.LS.PS.5-6

**Materials:**

- *Zinnia's Flower Garden*
- *The Ugly Vegetables*
- Ziploc bags
- paper towels
- dry lima bean seeds
- science journals or blank books
- bowl
- water
- writing utensils
- magnifying glasses

**Vocabulary:**

- seed
- experiment
- sprout
- garden
- moist

**Preparation:** Set up materials.

**Procedure:****Week 1**

Show illustrations from *Zinnia's Flower Garden* and *The Ugly Vegetables*. Discuss how Zinnia, the girl, and her mother planted seeds in their gardens. Tell children they will conduct an experiment with lima bean seeds. Show materials for experiment. Model/provide visual for setting up experiment. Support children to:

1. Place paper towel in bowl of water.
2. Squeeze out water.
3. Place wet paper towel in front of child.
4. Place lima bean seed in center of paper towel.

Show materials for documenting experiment, i.e., blank book, science journal, template, etc. Give children magnifying glasses. Encourage children to write and draw observations. Provide sentence starters, i.e., *My bean is (small) and white.*

Model/provide visual for remaining steps. Support children to:

1. Wrap bean seed by folding over paper towel.
2. Write name on Ziploc bag.
3. Place wrapped bean seed in Ziploc bag.
4. Seal bag.
5. Place bags in window.

## **Week 2**

Review the Seed Experiment children began in Week 1.

Tell children that today they will unwrap their beans and make observations using magnifying glasses. Support children in using specific vocabulary words, e.g., seed, sprout, roots, etc. to describe what they see. Support children in recording their observations with a picture of their bean in their science journals, paying close attention to detail--color, shape, size, etc. Support children in writing descriptive labels, words, or sentences.

Help children re-wrap their beans in the paper towels, making sure that paper towels are moistened before being put back inside plastic bags.

Encourage children to check their seeds daily and record their observations/predictions/questions. As seeds begin to sprout, discuss what seeds need to grow. Plant sprouted bean seed in soil. Encourage children to care for planted seed and continue recording their observations/predictions/questions.





## Small Groups: Planting Seeds

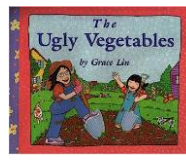
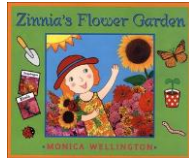
Support: Medium

### Standards:

ELA.RL.KID.PS.1 -2

ELA.SL.CC.PS.1-2

S.LS.PS.1, 5-6



### Materials:

- *Zinnia's Flower Garden*
- *The Ugly Vegetables*
- Garden Sign images Resource
- soil
- container
- craft sticks
- writing utensils
- tape
- small cups
- plastic spoons/ forks
- Spray bottles with water

### Vocabulary:

- seed
- prepare
- aerate
- moist
- nourishment
- soil
- garden
- warmth

**Preparation:** Set up materials.

### Procedure:

Show illustrations of Zinnia, the girl, and her mother preparing the soil, i.e., aerating--making holes for oxygen-- with tools, removing pebbles with tools, etc. Show forks, spoons, etc. for children to prepare soil. Explain that oxygen makes the soil nourishing--healthy- food for the plant.

Tell children that they have seen how to plant a seed in LFOAI and that today, they will plant seeds themselves. Show illustrations of Zinnia, the girl, and her mother planting seeds in a sunny place. Identify a sunny location in the classroom to place the garden container.

Show illustrations of Zinnia, the girl, and her mother watering their garden. Give children small cups to fill with soil. Provide spray bottles to water the soil. Explain that seeds drink water from moist soil.

Show illustrations/images of garden signs. Show materials for children to create garden signs. Show illustrations of Zinnia, the girl, and her mother caring for their garden. Discuss how the children will care for their garden. Encourage children to make a sign for their planted seed (draw plant ,write plant name, write child name). Have children adhere sign to popsicle stick and place in their cup.

Continue to document seed growth in blank books, science journals, etc.

<p>Unit 6</p>  <p>Week 1</p>	<p><b>Small Group: Flower Pattern Mural</b></p> <p>Medium Support</p>	<p>Math SG 1</p>	<p><b>Standards:</b> MELDS.M.OAT.PS.8 MELDS.M.MD.PS.5 MELDS.M.MD.PS.9</p>
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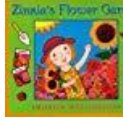


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<p><b>Guiding Math Ideas:</b></p> <ul style="list-style-type: none"> <li>● Empowering Mathematical Thinking: Habits of Mind for School Success</li> <li>● Review and Reinforcement: Quantity</li> <li>● Patterns: Extension and Creation</li> </ul> <p><b>Math Concepts from Unit Learning Progressions:</b></p> <ul style="list-style-type: none"> <li>● Cardinality is the foundation for understanding quantity and operations</li> <li>● Comparing groups of numbers (&lt;&gt; + =)</li> <li>● Completing, extending and describing patterns</li> <li>● Applying data skills to everyday activities and practical questions</li> </ul>
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<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● <i>Zinnia's Flower Garden</i> by Wellington</li> <li>● <i>ABABA Book of Pattern Play</i> by Cleary (Unit 5 reference)</li> <li>● Long roll of brown or white paper for mural</li> <li>● Assorted colors of tissue paper, cut or torn into squares approximately 6" size- see <i>Zinnia's Flower Garden</i> book for colors.</li> <li>● Paper plates to organize tissue paper</li> <li>● Color name cards that match tissue paper (use Dog's Color Name Cards from Unit 4 and add the color white)</li> <li>● Large Glue Sticks *</li> <li>● Blue Masking/Painter's Tape</li> </ul>	<p><b>Math Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● Mural: A big picture on a wall.</li> <li>● Pattern: something that shows repeating in a certain type of way that helps you so you know what's next (from the <i>ABABA Book of Pattern Play</i>)</li> <li>● Sequence: What comes next in a pattern</li> </ul>
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**Preparation:**  
This Small Group takes place AFTER the read-aloud *Zinnia's Flower Garden*. The small group takes place next to the mural. **The lesson plan is written as if children are sitting on the floor in a group near the mural. Adjust as needed.** If not possible, after creating the pattern and flowers bring the glue and flowers to the mural area.

Cut a long piece of paper for mural and tape or tack to the wall using painter's tape at a height where children can reach it. Write *Our Flower Pattern Garden* across the top. Use the hallway, low bulletin board or any other large wall space.

Cut tissue paper into small squares and group by color using paper plates or other organizing tool. Choose at least 3 colors that match colors from Zinnia's Flower Garden. A lot of tissue paper is necessary; substitute construction paper scraps, if needed.

\*Experiment ahead of time to see if glue sticks will hold tissue paper flowers to mural. If not, have children use tape or watered down glue and foam paint brushes.

### **Procedure:**

Gather small group around the mural.

*In Large Group, we made a People Flower Garden together. Today, we're going to make another kind of garden together. Let's look at Zinnia's Flower Garden. What colors grew in her garden?*

Children look at book, and discuss colors of flowers they like.

*Together, we are going to make a BIG pattern picture called a **mural**. What is a **mural**?... A mural is a very big picture on the wall.*

Show mural on the wall nearby.

*In Zinnia's garden, she planted groups of flowers that were alike together. Her garden made a **pattern** of color. A **pattern** is a repeating design that has a **sequence**- things that follow each other in regular ways. We will make a very big flower garden pattern on our mural, using our different colors of flowers. Zinnia also used a sequence, an order, when she planted her garden, from choosing seeds, to digging, to planting, to measuring.*

*First, let's make some patterns here on the floor.*

Use color cards. Children can work alone or together, creating patterns, such as *white, purple, blue, white purple blue*.

*Now let's think about our big mural. I have written *Our Flower Pattern Garden* across the top. Before we make our mural, let's create a BIG pattern for our mural.*

Work with children and use color cards to make one group-created pattern of flower colors for mural.

Introduce tissue paper flowers.

*Here is some tissue paper we can use to make flowers. When we "scrunch it" it looks sort of like the petals of a flower.*

Demonstrate scrunching tissue paper.

*We'll put our pattern on our mural and scrunch a lot of flowers for that section.*

Children scrunch paper and make some flowers.

*Let's follow our pattern and fill it in with LOTS of flowers.*

Move to the mural and write several sections of the pattern. Refer to the pattern often, label/designate different sections of the mural and have children be the guide in creating the pattern, writing the color words and attaching matching tissue paper flowers.

*What comes next? Let's look at our pattern we created together.*

*We will start at this left side of our mural and work to the other, right, end.*

White...Purple... Blue

*What color do we need here? Who can make some purple flowers?*

Children continue to make flowers as they work directly on the mural, scrunching and gluing or taping them into the matching color section. The entire small group can work on the mural at the same time, filling in different sections, scrunching/taping flowers, etc.

If it helps, draw a line at the end of each color section in order to help “read” the pattern from left to right. Continue creating the mural, choosing colors and gluing. If you typically break your class into 2 different small groups, each can create a mural.

Read the pattern together as the activity ends. If there is space, leave the mural so that children can continue to add to it during the Unit. Create a pattern sequence above the mural to guide children’s placement of colors and support during Center time as needed. Take opportunities to “read” the pattern together with children during the week, noting their skills in pattern identification and creation.

### **Strategies to Provoke Math Thinking:**

- Patterns: Pattern development typically occurs in this sequence: Recognize- Copy- Complete- Extend-Describe. Visual patterns are used in this activity, but auditory or movement patterns also need to be regular activities to accommodate for any individualized needs and to highlight the underlying concepts common to all types of patterns.
- Math IS Patterning! A simple but profound definition of math: *The science of Patterns*. Math often involves finding patterns—relationships between numbers and concepts. Counting is a 1 + pattern. Life cycles, as introduced in Unit 6 overall curriculum, are predictable patterns. Regular use of activities that feature pattern-making will encourage children to “look for the patterns” in math problem-solving in more advanced math activities introduced in the primary years.
- Ongoing projects: A mural is a perfect way to extend math projects over time. Other elements can be added besides color patterns such as size or number. Include literacy and art, adding color words and descriptors, or studying about artists who are muralists.

### **Adaptations for Additional Challenge:**

- The highest competency of pattern use means creating a pattern using different materials, but that matches the model pattern construction presented. For example: Use blocks to create an AA B AAA pattern, such as long, long block, a short block, long, long, long block and then repeat.
- Mystery pattern: Create patterns and have children guess and “read” the pattern.

#### **Documentation:**

- As children work in groups, pay special attention to children and their varying abilities with pattern concepts. If some children are working at the beginning skill of recognizing patterns, provide additional activities before expecting them to copy or complete patterns.

#### **Provocation:**

- Continue the color pattern and add other collage items to the wall mural. Suggestions are old silk flower petals, buttons, paper scraps. Flower seed packets (such as used in Zinnia’s flower Garden book), are rich sources of flower names and have lots of math information, for example: height of flowers, spacing the seeds or seedlings, length of days until flowering, etc.





<p>Unit 6</p>  <p>Week 1</p>	<p><b>Small Group: Tangram Gardens</b></p> <p><b>Low to Medium Support</b></p>	<p>Math SG 2</p>	<p><b>Standards:</b> MELDS.M.MP.PS.5 MELDS.M.G.PS.6 MELDS.M.G.PS.8</p>
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**Guiding Math Ideas:**

- Empowering Mathematical Thinking: Habits of Mind for School Success
- Manipulating Shapes

**Math Concepts from Unit Learning Progressions:**

- Applying problem solving skills to solve math and practical problems
- Orientation: Shapes retain their shapes despite their orientation
- Manipulating 2-D shapes- Slides flips and turns as foundational skills- Geometry and Algebra
- Integrating and utilizing shape and space concepts in class projects and problem solving

**Materials:**

- *Zinnia's Flower Garden*, Wellington
- For reference: *Shape Capers*, Falwell (Unit 2); *Perfect Square*, Hall (Unit 4), *Mouse Shapes*, Walsh (Unit 4); *More, Fewer Less*, Hoban (Unit 4)
- Tangram Patterns resource
- Crayons or markers
- Scissors (for Teacher Use; Optional child-sized scissors)
- Zipper- top bags
- Masking tape
- Commercial Tangram puzzles (Optional if available)

**Math Vocabulary:**

- Square, rectangle- 4 sided shapes we can see in many garden plans
- Tangram- a special puzzle with 7 different shapes
- Plot- an area within in a garden that has a certain kind of plant
- Parallelogram- special slanting rectangle with opposite sides parallel.
- Positional words: Between, on top of, beside

**Preparation:**

This Small Group takes place AFTER the read-aloud *Zinnia's Flower Garden* and builds on Small Group 1. Download and print the pangram patterns (on cardstock if possible). Have some colored tangrams AND some black/white tangram. Leave some Tangrams whole, both colored and black/white for use as references. Cut apart one set of colored tangrams per child and place each set in an individual zipper bag. Leave the black/white ones whole and cut apart after children have colored them. If your program has plastic or wooden tangram puzzles, place those in the math area for free play/reinforcement during the Unit. Place materials on Small Group Table.

**Procedure:**

*Zinnia planned her garden and then she planted it. In Large Group, we made a People Flower Garden. In Small Group earlier this week, we made our own big flower garden mural on the wall. Show Zinnia's Flower Garden book.*

*What shape do you think Zinnia's Garden was?*

Leaf through the book, which doesn't really give an overall picture of the garden. Children may name several types of shapes including rectangle and/or square. Reinforce their identification of these common shapes or other ideas they offer.

Place the large uncut tangrams on the table,

*This puzzle has a special shape and is called a **Tangram**. What do you notice about it?*

Children may identify the overall shape of a square. They may name the different shapes within the tangram. They may count and comment on the number of pieces.

*A **tangram** is a special 7 piece puzzle made up of several shapes.*

*Let's play with our Tangrams for a while.*

Give each child a bag of colored tangram puzzle pieces. Children work on their individual tangram sets.

*We are going to pretend that this **tangram** is Zinnia's Garden. There are lots of colors and shapes in Zinnia's Garden. We can call these different areas of the garden **plots**. That means a certain area where a person has planted the same kind of flowers. Some plots are big and some smaller.*

*First let's look at the Colored Tangrams. What colors of flowers does Zinnia have in her garden?*

Guide a discussion about the colors, size, relationships, and orientation, such as:

- *What color flower do you think Zinnia has the most of?*
- *What does she have the fewest of?*
- *Find 2 plots of flowers that are the same color.*
- *What shapes are in the corners?*
- *What shape is between two of the same color shapes?*
- *What shapes do you see in Zinnia's Tangram Garden?*

Children name shapes. Two shapes may be misnamed, so define them accurately.

*The green square is not a diamond. It is a square that is rotated onto one corner. The purple shape is a **parallelogram**. This is a special shape that looks like a slanted rectangle.*

Encourage the use of descriptive words about relative position (**corner, between, beside, on top of**, etc.)

*Let's put our flower gardens together like Zinnia's.*

Children continue to play with colored tangrams, copying the garden shape or making other shapes.

*You might like to create your own special flower garden with colors you like. Here are some "gardens" that haven't been planted yet.*

Distribute black/white tangrams and crayons/markers.

Invite children to color or draw flowers on the different "plots". If time permits, cut the black/white (now colored) sets apart during small group. If not, gather them and cut them for the children to use during free-play the rest of the Unit. Label a Zipper-bag and place a set of pieces inside, e.g. *Johnny's Tangram Garden*.

Some children may want to cut apart their own puzzles. Even though they likely will not be perfectly straight or accurate, they will be experimenting with cutting apart wholes and re-assembling them.

Wrap up activity. Save the pre-cut colored tangrams for use again in the math center. Individual colored puzzles can be saved for use during center time, before sharing or sending home.

**Strategies to Provoke Math Thinking:**

- Tangrams: Tangrams are tools that present, through tactile play, 2 important geometric and algebraic concepts: Visualizing mathematical relationships and manipulating shapes (mentally and physically). This activity connects with U5 Slide, Flip & Turn Activities.
- Links to Previous Units: *Shape Capers* (U2), *Mouse Shapes* (U4), *Perfect Square* (U4), *I Spy Shapes in Art* (U4) all encourage making, finding, building shapes or shape structures. Tangrams increase the challenge while building on previous skills. Display these books in the Book or Math Center.
- Accuracy: Use accurate mathematical terms such as *rhombus* and *parallelogram*. Point out the differences between rotated squares, such as found in the Tangram, and diamonds (another type of rhombus). Continue to add to children’s math vocabularies.
- Free Play and Observation: Free play with math manipulatives continues to be very important. Encourage lots of experimentation and combinations using tangrams-- inside of a frame, outside of a frame, matching patterns and making patterns. By using a finite set of 7 specific shapes,, children have freedom within limits, as they combine the shapes in many different ways Tangrams reinforce part-part-whole relationships. Tangrams are a precursor to ensuing geometry concepts: calculating area, mental manipulation of shapes, perspective & orientation.

**Adaptations for Additional Challenge:**

- Tangram Creative Puzzles: For additional fun with tangrams, download any of the 100s of online resources or consult classroom activity books of tangram puzzles, in which children use the 7 tangram shapes to create other shapes. There are also free tangram APPs on Google Play. Levels of difficulty can be easily adjusted. Experiment alongside the children. Some tangram shapes are quite challenging even for adults!

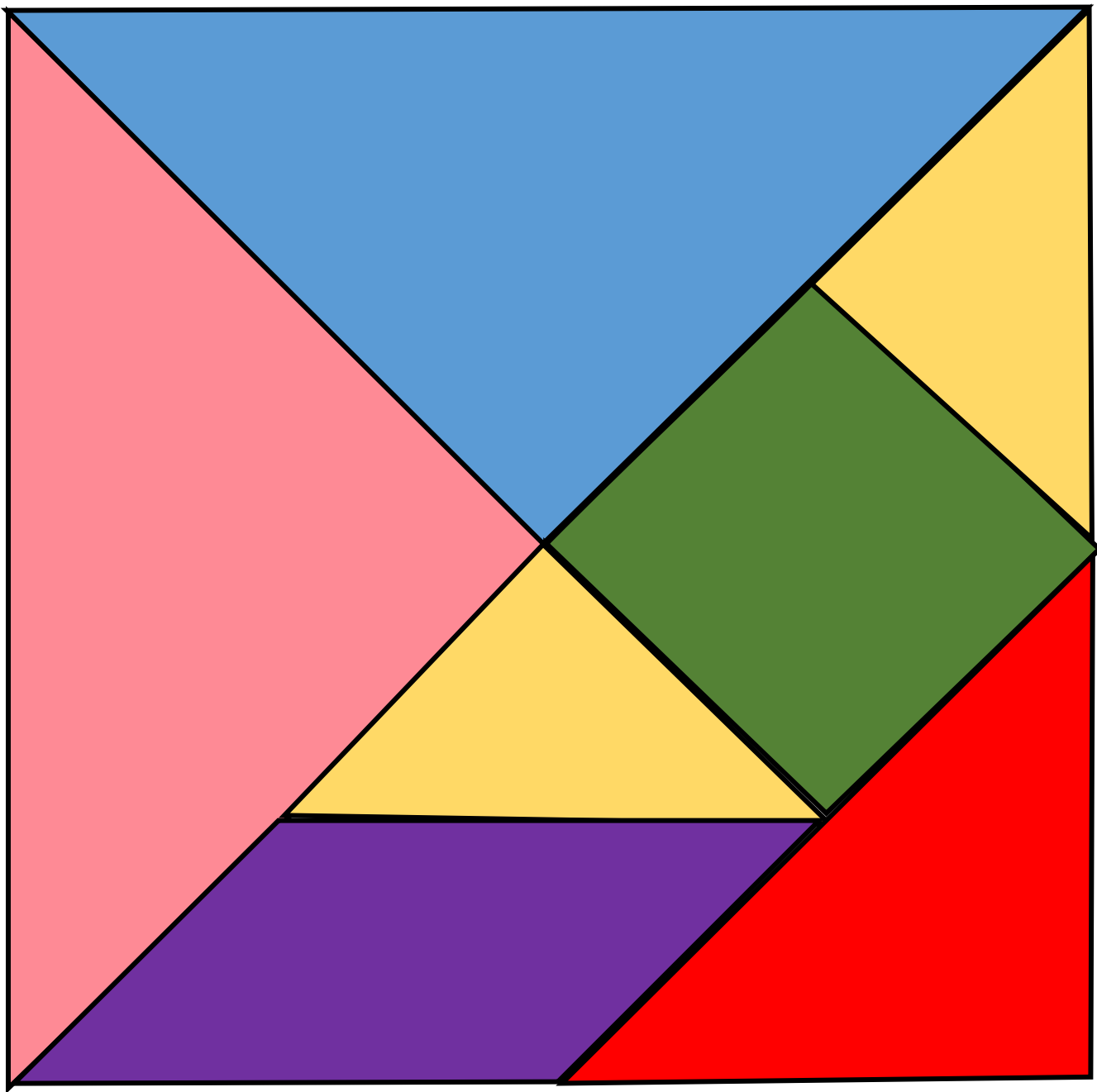
**Documentation:**

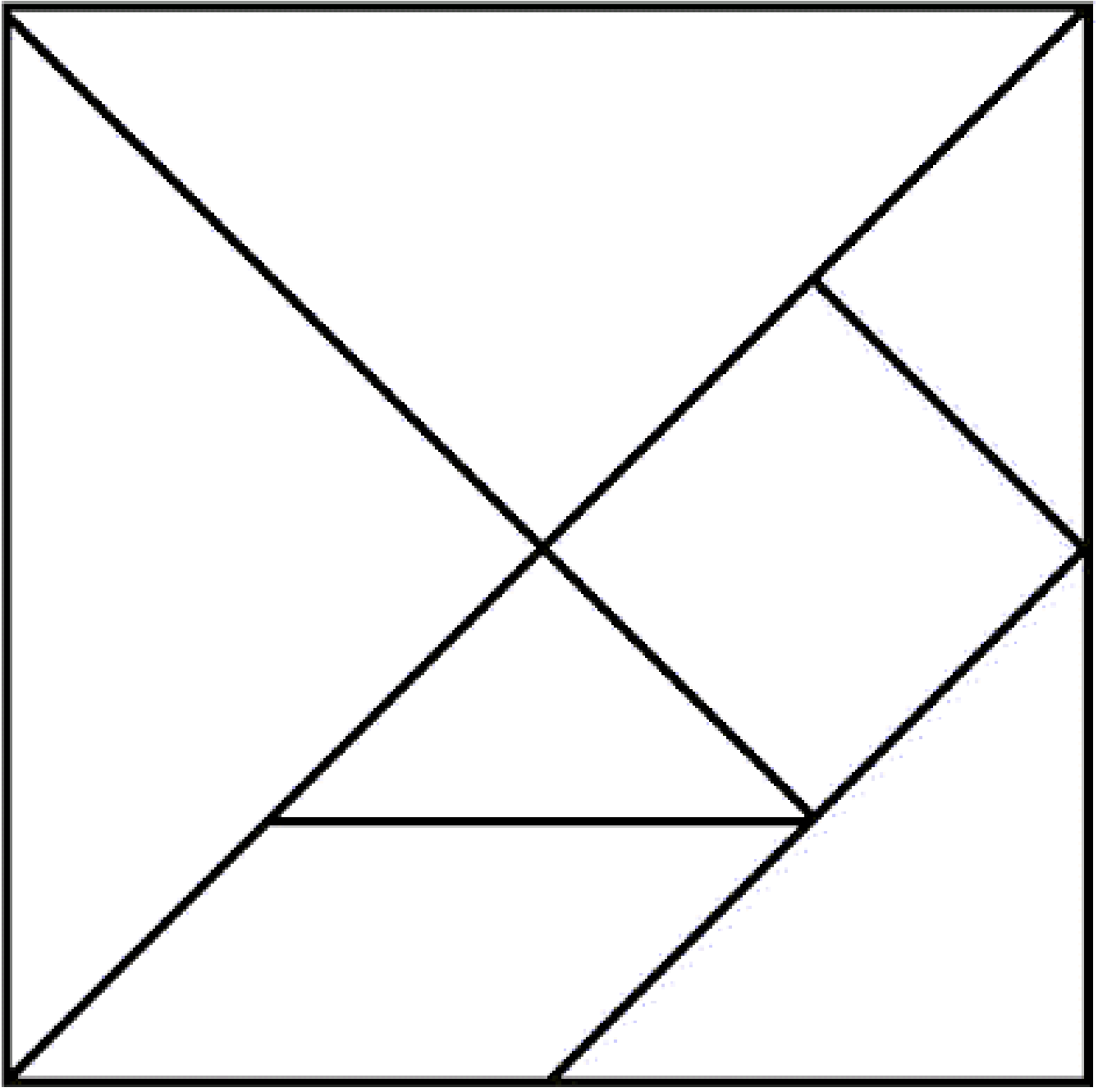
- These individual puzzle sets are great artifacts for children to bring to the Story/Telling/Sharing time. As children demonstrate their puzzle and talk about what colors of flowers they chose for their garden they will be using shape and color descriptors and words that describe mathematical relationships. Puzzle sets can also be sent home with children at the end of the unit with a brief note to parents about the puzzle.

**Provocation:**

- Remove the frames from wooden or cardboard puzzles and challenge children to fit the pieces together. Or create “frames, such as old picture frames, and have children make shape pictures inside the frames.

# Zinnia's Tangram Garden









## Songs, Word Play, & Letters

Day 1:

Materials: poetry posters, Down by the Bay flannel pieces, flannel board, One set of upper and one set of lowercase letters

### **DOWN BY THE BAY**

Procedure:

- Say “Today we are going to start with “Down by the Bay” and we are going to be adding new verses about insects.
- Sing several familiar verses (“snake baking a cake.” “frog walking a dog”) using the felt board, then introduce new verses (“fly eating a pie,” “bee sipping tea”).

### **BUTTERCUPS AND DAISIES**

Procedure:

- Tell children that they are going to learn a new poem today.
- Recite or read the poem.
- Go back to the line “Along with springtime showers” and ask, *What are springtime showers?* Guide children to understand that showers mean rain which helps the buttercups and daisies grow. Make a connection to a shower they might have in their bathroom at home; they both refer to water falling. Also point out that the word showers rhymes with flowers.

### **WINDSHIELD WIPER**

Procedure:

- Read the title, pointing to and sounding out /w/ in both Windshield and Wiper.
- Then say, “The two words in the title of this poem both start with the same sound /w/; /w/ Windshield and /w/ Wiper. The title of the song we are going to sing has two words, too, and they both begin with the same sound /l/.

### **LOOBY LOO**

Procedure:

- Tell the children the next song is “Looby Loo”. Say Looby and Loo both start with /l/ Have the children stand up. Sing the song as usual and ask children for ideas of parts of the body to move in some way for new verses.

### **LITTLE LETTER/BIG LETTER CHANT:**

Procedure:

- Say, *“Next we are going to play a letter game. I will give each of you an uppercase (big letter. I will hold up a lowercase (little) letter and if you have the uppercase letter that matches the letter I’m holding up, you are to say, I have the [letter name].”*
- Distribute uppercase letters to children and keep the lowercase matches to hold up. As you hand out letters to the children, name each one, holding it up for all to see.
- Say this chant while holding up a letter as you play the game: *I have the little [ letter name]. Take a look to see. Someone has its partner. Show it, please, to me.*

Day 2:

Materials: Poetry Poster, book: *Ugly Vegetables*

### **THE WHEELS ON THE BUS**

Procedure:

- Say, “We will start by singing “The Wheels on the Bus” and the verses will be about parts of the bus.”
- Start with “wheels go round and round” then do other verses (lights go blink, horn goes toot, wiper goes swish, door goes open and shut, seats go creak, signal goes click).

### **MY SHADOW**

Procedure:

- Read the title. Point to M and sound /m/ in My and then point to Sh and sound out/sh/ in Shadow.
- Recite the poem once or twice.

### **BUTTERCUPS AND DAISIES**

Procedure:

- Read the title with the children. Point to B in Buttercups and D in Daisies and underline the rest of both words.
- Recite the poem with children.
- Repeat the poem fairly slowly so that children can join in.

### **Green Grass Grows All Around**

Procedure:

- Say something like, “The flowers in the poem “Buttercups and Daisies,” needed rain to help them grow. Grass also needs rain to grow and stay nice and green. Next, we are going to sing a song about the green grass growing all around.
- Sing the song, placing the appropriate flannel pieces on the flannel board as you sing.

### **GUESS WHAT WORD I’M SAYING (And The Ugly Vegetables)**

Procedure:

- Show the book. Tell children that they will hear words in a funny way, and they are to guess as they usually do, by saying the words the right way.
- Present these words as onset-rimes: breeze: br- eeze; stems: st- ems; and hose: h- ose.
- Present these words as phoneme segments: vines: /v/ /i/ /n/ /z/; chop: /ch/ /o/ /p/; trade: /t/ /r/ /a/ /d/.

**IF YOU'RE HAPPY**

- Sing several verses using a different emotion and motion for each one.
- Try “surprised” (looking astonished with mouth open), “disappointed” (sad, but not crying), “angry” (mad expressions and fists waving up and down), “frightened” (eyes wide open, mouth tight, teeth clenched), and “proud” (beaming, shoulders held high, chest out).

Day 3:

Materials: poetry poster, book: *Clap your Hands*, strips with these verses written on them: "Dig, dig, dig, the ground"; "plant, plant, plant the seeds"; "Pull, pull, pull the weeds," "Eat, eat, eat the beets."

### **CLAP YOUR HANDS**

Procedure:

- Tell children that the next is the song "Clap your Hands" but the words they will sing are going to be all about gardening.
- Hold up each verse card and point to each word while reading it.
- Show children the motion to perform with each verse (move hands and arm as if using a shovel for 'dig,' cup one hand and use fingers of the other hand to pick up seeds and drop them into the ground for 'plant,' position hands in a grasping motion and move arms as if pulling weeds for 'pull,' put fingers to mouth as if eating for 'eat').
- Show the "dig" strip while singing that verse, then move the "plant" strip to the front as you sing that verse and do the same for "pull" and "eat."

### **CLAP YOUR HANDS**

Procedure:

- Say, "We just sang the song "Clap Your Hands," and now we are going to read the book called *Clap Your Hands*. "
- Show the book to the children. Read the title with them, pointing to and sounding out C, l, a and p in Clap. Point to Y in Your, as you begin to read it. Point to each letter in Hands, as you read that word.
- Read the book, keeping the natural rhythm of the verse and without going too fast. Linger on the beginning sounds of the second word in a rhyming pair (e.g., four/floor, down/clown, bird/word) to encourage children to chime in.

### **RAINDROPS**

Procedure:

- Remind children they have been learning that water is needed for seeds to grow, and that rain is the source of this water for most plants that grow outside.
- Recite the poem and model the motions.

### **CLOUD**

Procedure:

- Read the title pointing to and sounding out C, l, and d. Then recite the poem.

### **I'M A LITTLE TEAPOT**

- Sing the song as usual.
- Add another verse like "add some ice cubes, if you like it cold. Slice a lemon for your tea, for a flavor bold." Add motions for the new verse (dropping ice cubes into the cup, then pretending to hold a cup to your mouth to drink).



Day 4

Materials: poetry posters, book: *The Ugly Vegetables*, word cards: rain, bow, butter, fly, wheel, barrow

### **EENTSY WEENTSY SPIDER**

Procedure:

- Tell children you are going to start with “The Eentsy Weentsy Spider,” today.
- Sing the song, doing the motions.
- When finished you might say, “*Rainy days may be bad for spiders that want to climb up water spouts, but they are good days for seeds that need to sprout and for animals that like to play in the water*”

### **INTERESTING WORDS** (And *The Ugly Vegetables*): book

Procedure:

- Show the book *The Ugly Vegetables* to the children and say, “*There are some interesting-sounding words in this book that are made by putting two little words together.*”
- Show the words written on cards and read them. Then, tell the children that these words are used together to make some words that are in this book.
- Show rain and bow. Read them again in this order, with a brief pause between them. Ask children what word these two little words make when we put them together. Help, as needed, saying words more rapidly, one after the other.
- Write rainbow on chart paper or easel, commenting as you write. . Write rain, saying /r/ before writing “r” (and naming it), /ā / before writing the ai, and /n/, before writing the “n” (and naming the letters). Then tell children you’ve finished writing the first word in rainbow, and now you’ll add the second word, bow. tell children in this word /ō / is represented by “o” and “w”.
- Repeat the process with butterfly and wheelbarrow.

### **APPLES AND BANANAS**

- Tell the children they will sing the silly song about apples and bananas. Sing song as usual.

### **THE LITTLE TURTLE**

Procedure:

- Say, “*The poem we will do next is about an animal that likes to play in the water. In the poem, a little turtle played in a puddle.*”
- Read the title with the children, underlining the words with your finger as you read.
- Recite the poem so the text flows naturally.

Day 5

Materials: poetry posters, tag board word cards: butter and cups, pan and cake. tag board word card for fiddle-ee-fee

### **BUTTERCUPS AND DAISIES**

Procedure:

- Tell children that they will recite a poem they learned earlier in the week. Tell children that one word in the title of this poem is a long word made from two shorter words.
- Show butter and cups on the word cards as clues. Say, " *these are the two words that are used to make a long word that is in the title of the poem. This one starts with b and has two t's in the middle. Let's sound it out and read it.*"
- Repeat with cups and then put the words together to make buttercups.
- Point to and read the full title before reciting the poem.

### **INTERESTING WORDS (Buttercups and Daisies, Mix a Pancake)**

Procedure:

- Tell children the word pancake is a long word made from two short words.
- Show the cards for pan and cake and ask children which one says "pan" and which one says "cake". Ask children who answer how they decided.
- Show the word cards for "butter" and "cups" and tell children they saw these words in a poem today. Help children read the words by running your finger under the letters to read each one.
- Say, " *One of these words can be combined with cake to make a new long word.*" Hold up the cards for cup and cake and read them with just a brief pause between. Ask children to put the words together faster and think what word it makes. Say cupcake if they don't get it quickly.

### **MIX A PANCAKE**

Procedure:

- Tell children that next they are going to recite a poem that they learned a long time ago and haven't done for a while.
- Read the title with the children.
- Point to and sound out M and x in Mix and P, n, c, and k in Pancake.
- Recite the poem and model the motions.

### **BARNYARD SONG**

Procedure:

- Show children the card with fiddle-ee-fee printed on it. Ask them what song they think will be the last one for today. Help them sound it out, if needed.
- Sing the song as usual.




<p>Unit 6</p>  <p>Week 1</p>	<p><b>Large Group: Our “People Flower” Garden</b></p>	<p><b>Math LG</b></p>	<p><b>Standards:</b>  MELDS.M.MP.PS.6  MELDS.M.CCC.PS.8  MELDS.M.OAT.PS.5  MELDS.M.G.PS.8</p>
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<p><b>Guiding Math Ideas:</b></p> <ul style="list-style-type: none"> <li>● Empowering Mathematical Thinking- Habits of Mind for School Success</li> <li>● Review and Reinforcement: Quantity- Creating Sets</li> <li>● Manipulating Shapes</li> </ul> <p><b>Math Concepts From Unit Learning Progressions:</b></p> <ul style="list-style-type: none"> <li>● Math is energizing and useful in many contexts: school, home, and the wider world</li> <li>● Integrating and utilizing shape and space concepts in class projects and problem solving.</li> <li>● Sets are special kinds of groups that can be manipulated in operations</li> </ul> <p><b>Adaptations for Using Large Group In Alternate Schedule Slots:</b></p> <ul style="list-style-type: none"> <li>● The larger the “garden” the better, so take this activity outside: Bring stretchy bands Color Cards and Dice. Use a designated area, such as a blacktop or grassy area as the “garden”.</li> </ul>
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<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● <i>Zinnia’s Flower Garden</i> by Monica Wellington</li> <li>● <i>Jumbo Inflatable Dice, or any large dice (Math Materials)</i></li> <li>● <i>Color cards (optional)</i></li> <li>● <i>Blue painter’s masking tape or other removable tape</i></li> <li>● <i>Stretchy bands- optional for extension activities (Math Materials)</i></li> </ul>	<p><b>Math Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● Grouping- putting things that are alike together</li> <li>● Sorting- making different groups from an assortment</li> <li>● Rows- numbers, people or things in a line</li> <li>● Order- the steps in a project, such as a flower garden.</li> <li>● People Math- groups of people having fun doing math together</li> <li>● Total- the members of the entire group.</li> </ul>
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**Preparation:**

This large group takes place AFTER the read-aloud *Zinnia’s Flower Garden*. Assemble materials. Tape off a large area (rectangle or square) that will be the garden.

We are learning about things that grow, and we read this book – *Zinnia’s Flower Garden*

Who can tell me one thing about this book?

Zinnia planted a lot of different kinds of flowers. She had to follow an **order**, a plan, for her flowers to grow.

We are going to pretend to make our own Garden, right here in Math Large Group!

Wait! What did Zinnia need to make her garden?

Do we have any of the things right here in our Large Group that Zinnia used to make her garden?

I’m thinking of how we like to have fun with math by using people.

What is **people math**?

I wonder how we could make a pretend flower garden using **people math**?

I have an idea—What if we were the flowers in Zinnias garden?

Here is our garden- I’ve marked it out on the floor.

What **shape** is our garden?

Zinnia planted a lot of kinds of flowers. They were many different colors. You know that in math we are always **Sorting** making **Groups**. How can we use our math brains to help us make a People Math Garden?

Let’s make some groups of flowers for our garden. What colors would you like to be? Zinnia planted her flowers in **rows**. Could we do that too?

*Show book and flip through a few pages and recall key points of the story with the children. Point out the order Zinnia used to plant flowers: First, next, then. Call on a few children.*

*Children recall some of the things Zinnia used- soil, tools, seeds, signs, water, etc.*

*Children answer.*

*Children give various answers about people math, recalling other activities where we used our bodies to illustrate math concepts. Unit 5 LG 5 is a People Math Activity for example.*

*Children give ideas- some may say that the children could be the seeds or flowers.*

*Show children the designated “garden” area.*

*Children identify the shape.*

*Children may think about using the colors of their clothes to be different colors of flowers or other ideas, such as their favorite colors.*

*As children brainstorm, they will form groups.*

*Make different rows by grouping certain colors of “flower children” and have the children get inside the “garden”*



Now let's make some different groups. We will **sort** again.

I have an idea about how we could add some more math to our flower garden.

Here is our dice How could we use these to help make our garden? Here XXX, roll the dice.

XXX, choose a color. Let's make some rows.

Which row has the most flowers?

Which row has the fewest flowers?

How many groups of flowers do we have?

How many flowers do we have all together?

I notice that our groups of flowers changed, but the **total** flowers stayed the same.... Why is that?

*Add additional concepts:*

*Children will add ideas about how to make groups of flowers in different shapes, colors, and numbers and fit inside the "garden" area.*

*Use the color cards, or simply have children name a color. Count together as children form groups with different quantities.*

*Guide children in comparing groups, using words such as more, same and fewer. Children can take turns being the "gardeners" to answer questions and provide clarity.*

*Let children problem solve if they have more or fewer color-people than the roll of the dice.*

*Continue counting groups, having children make small subsets inside the big garden, counting and sorting.*

*Use three summary questions to support children's growing understanding of comparisons, equivalencies and operations.*

### ***Strategies to Provoke Math Thinking:***

- Stepping back: By Unit 6, children have had lots of experience in forming groups, sorting, comparing, and counting. They may be using the counting strategy of placing items in rows, which aids in accurate 1:1 counting as well as group comparisons. Throughout this activity, invite children to use their imaginations and math skills to create a people-flower garden. They will create and then solve their own problems. Observe their skills and provide support.
- Adaptation and Extension: Include group problem-solving by creating one or two large garden maps on tag board that children can use together, creating rows of different "crops" using pictures or different colored post-it notes, comparing quantities and grouping. This will also stimulate map-reading and map-making skills.

### ***Provocation:***

- Continue Large Motor Math as SWPL: Use the stretchy bands (Math Materials Large Motor) and create all sorts of people math groups using the bands and the large dice. Groups of children get inside the stretchy band. Have children suggest categories for grouping, such as tie shoes/Velcro shoes, or long sleeves/short sleeves, etc.



## Let's Find Out About It: What Does a Seed Need?

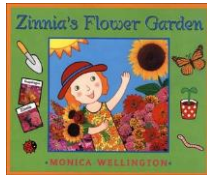
**Standards:**

**Standards:**

ELA.RL.KID.PS.1 -2

ELA.SL.CC.PS.1-2

S.LS.PS.1, 5-6



### Materials:

- Zinnia's Flower Garden
- vegetable/flower seed packets
- soil
- container
- spray bottle with water
- Popsicle stick

### Vocabulary:

- soil
- moist
- nourishment
- seed
- garden
- packet

**Preparation:** Set up materials.

### Let's Find Out About It:

"In *Zinnia's Flower Garden* Zinnia, planted a **garden**. What do you notice?"

*Show illustrations.  
Children respond.*

"Here are **packets**--little envelopes--of **seeds**. Which **seeds** do you think Zinnia would plant in their **garden**? Why?"

*Show packets.  
Children respond.*

"A **seed** needs food, water, and warmth to grow."

"**Seeds** get **nourishment**--food--from **soil**. How did Zinnia prepare the **soil**?"

*Show illustrations.  
Children respond.*

"Zinnia **aerated**--made holes for air--in the **soil** with a shovel. She used a rake to remove stones."

*Show illustrations.*

"**Seeds** get **moist**--wet--when it rains.

*Show illustrations.  
Children respond.*

"**Seeds** get **warm** when **light shines** on them. What do you notice?"

*Children respond.*

"Why does a **gardener** plant **seeds** in a sunny place?"

"I'm going to plant this \_\_\_\_ seed in this container. First I need to fill my container with **soil** and then I make a little dent with my thumb so I can put my seed in it. I'll cover my seed with a little **soil**."

*Demonstrate planting a seed*

"What should I do next?"

*Children respond.*

"You will plant seeds yourself in Small Groups"



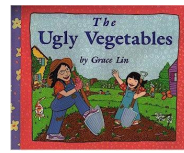
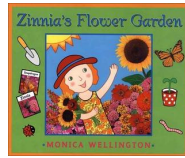
## Let's Find Out About It: Garden Design

### Standards:

ELA.RL.KID.PS.1 -2

ELA.SL.CC.PS.1-2

S.LS.PS.6



### Materials:

- *Ugly Vegetables*
- *Zinnia's Flower Garden*
- Garden Images Resource

### Vocabulary:

- garden(-er)
- design
- crops
- rows
- label
- sign

**Preparation:** Gather materials.

### Let's Find Out About It:

"In *Zinnia's Flower Garden* and in *The Ugly Vegetables*, Zinnia, the girl, and her mother, planted **gardens**. What do you notice?"

*Show illustrations.*  
*Children respond.*

"Zinnia planted a flowers **garden**. The girl and her mother planted a vegetable **garden**. What do you notice?"

*Show illustrations.*  
*Children respond.*

"Here are images of other gardens. What do you notice?"

*Show images.*  
*Children respond.*

"The **gardens** are different sizes and have different **crops**. The **crops** are planted in **rows**--straight lines, and **labelled** with **signs**."

"**Gardeners** decide the size of their **gardens** and the best location for their **crops** to get light and water. How is a **garden design** similar to or different from a blueprint for a building?"

*Children respond.*



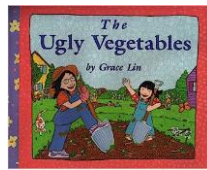
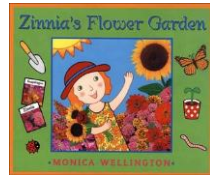
## Let's Find Out About It: Caring for Gardens

### Standards:

ELA.RL.KID.PS.1 -2

ELA.SL.CC.PS.1-2

S.LS.PS.6



### Materials:

- *The Ugly Vegetables*
- *Zinnia's Flower Garden*
- Garden images

### Vocabulary:

- design
- sprout
- garden(er)
- thrive
- crop
- weed
- nutrients
- moist
- watering can
- damage
- protect

**Preparation:** Set up materials.

### Let's Find Out About It:

"In *Zinnia's Flower Garden* and in *The Ugly Vegetables*, Zinnia, the girl, and her mother planted **gardens**. What do you notice?"

"The other day we talked about **designing a garden** and how **gardeners** select the best location to plant their **crops** to insure that they will get the necessary amount of sunlight so that their **crops**- or plants- will **thrive**. Today we are going to talk about some other ways that **gardeners** care for their gardens to help their plants grow."

"In *The Ugly Vegetables*, the little girl and her mother used a hose to water their garden. We remember that seeds need water to grow. As the seeds **sprout** and become plants they continue to need water. Sometimes there is not enough rain to keep the soil **moist** so **gardeners** use a hose or **watering can** to make sure their plants get the water that they need."

"Another way people care for the plants in their gardens is by removing any **weeds**- or wild plants that begin growing around them. **Weeds** often grow faster than the **crops** that were planted and can end up blocking the sunlight and taking the **nutrients** and water that the crops need to continue growing."

*Show illustrations.*  
*Children respond.*

*Show images.*

*Show illustration.*

*Show images.*


“Animals can also be harmful to gardens. What do you notice about the little girl’s garden?”

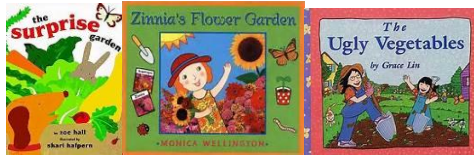
*Show an illustration including the fence around the garden. (Draw attention to fence by pointing or gesturing.)  
Children respond.*

“Some **gardeners protect** their **crops** by putting some form of **fence** around their garden to keep wild animals-like deer or rabbits from entering and eating or **damaging** their plants. What do you notice about the different fencing surrounding these gardens?”

*Show images.  
Children respond.*



<p>Unit 6</p>  <p>Week 1</p>	<p><b>Outdoor Learning Opportunities:</b></p> <p>Gardening – Will it Grow?</p>	<p><b>Standards:</b>  <b>ALT.RPS.PS.2,4</b>  <b>S.LS.PS.1,3,7</b>  <b>SS.G.PS.3</b></p>
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<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● <i>The Surprise Garden</i> by Zoe Hall</li> <li>● Seeds</li> <li>● Soil</li> <li>● Marker</li> <li>● Peat pots</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● Soil</li> <li>● Peat pot</li> <li>● Prediction</li> <li>● Grow</li> </ul>
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Read the book *The Surprise Garden* to the children. After discussing the book have the children fill peat pots with soil and then place seeds in the dirt. The children will each pick a place in the classroom to store their plant for the next few weeks. Children will make predictions, with their reasons why they think their plant will or will not grow based on its location.

Extension: Play the following seed game: *Will it Grow?* Some children will be seeds. Some will be water. Some will be sun. Some will be soil. One or two could be birds. (You can give them laminated pictures to carry to help them remember what their role is.) Create three different “bases” and then have the children run around for a minute. Announce that it’s time to find a base. Once the children are at a base, have them freeze. Now see if any of the bases have a seed, sun, soil, and water. If one of those things is missing, will that seed grow? If there is only one seed, and also a bird, will that seed grow?

**Guiding Questions:**

- What types of seeds will you put in your garden?
- What do they need to grow?
- Why did you choose that place in the classroom for your plant to grow? Do you think it will grow or not?

Unit 6 Week 1	Sorting Beans: Puzzles & Manipulatives Lower Level Technology Supplement	ISTE-S 3c	Standards: S.LS.PS.1-2 M.MD.PS.1-2 ELA.W.TTP.PS.2
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*[book covers that represents the book(s) the lesson touches upon]*

***Technology Concepts***

Students discover information from digital tools to create collections of artifacts that demonstrate meaningful connections or conclusions

<p><b><i>Materials:</i></b></p> <ul style="list-style-type: none"> <li>● Laptop</li> <li>● Digital Microscope</li> </ul>	<p><b><i>Vocabulary:</i></b></p> <ul style="list-style-type: none"> <li>● Use language from original lesson</li> </ul>
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***Preparation:***

Laptop and digital microscope set up

***Procedure:***

Follow procedure in original lesson, but include the use of the digital microscope to explore and sort the beans

***Documentation Extension:***

Children use tablet to write down observations. Combine written observations with pictures taken and saved with digital microscope using Pages or Word to create a digital science journal



Part Day Schedule

Unit 6 Week 2	Day 1	Day 2	Day 3	DAY 4	DAY 5
Read Aloud	<i>The Ugly Vegetables</i> , 3rd Read	<i>Community Soup</i> , 1st Read	<i>Zinnia's Flower Garden</i> , 4th Read	<i>Community Soup</i> , 2nd Read	<i>Community Soup</i> , 3rd Read
Centers					
Intro to Centers	What Plant Part are We Eating  Chinese Calligraphy	Diagrams	Community Garden	Preparing Soil  Building a Garden (Revisit)	Sorting Beans (Revisit)
Art Studio	Chinese Calligraphy	continue	Community Garden	continue	continue
Easel			Storm Paintings	continue	continue
Writing and Drawing		Diagrams	continue	continue	continue
Library & Listening	What Plant Part are We Eating	continue	continue	continue	continue
Dramatization	Garden Center (continued)	continue	continue	continue	continue
Blocks	Building a Garden (continued)	continue	continue	continue	continue
Discovery Table	Comparing Capacities (continued)	continue	continue	Preparing Soil	continue
Puzzles & Manipulatives	Sorting Beans (continued)	add Tangram Gardens	continue	continue	continue

Technology		writing & drawing; diagrams; tablet	LFOAI: Community Gardens; tablet w/sphero mini edu app		
Thinking & Feedback					
SWPL Whole Group	Refer to Clipboard Directions				
Let's Find Out About It  Problem Stories	<b>LFOAI:</b> Chinese Calligraphy	<b>LFOAI:</b> Community Gardens	<b>Problem Story</b> (class discusses issues impacting classroom community) Or Social Emotional Curriculum of Choice	<b>LFOAI:</b> Desert Gardens	<b>Problem Story</b> (class discusses issues impacting classroom community) Or Social Emotional Curriculum of Choice
Math Whole Group  Small Groups  Story Telling/Acting	<b>Math Whole Group</b> One Big Salad Number Path Hop	<b>Group1 Literacy (choose 1)</b> Medium Support: Seed Experiment (see week 1) <b>High Support: Vegetable Memory</b> <b>Group 2 Math (choose 1)</b> Medium Support: Counting On Vegetables Low to Medium Support: One Big Salad Creatures Book <b>Group 3 Independent</b> Teacher's Choice			<b>Story Telling/Acting</b> (refer to Storytelling/Story Acting Guide
Outdoor Learning	Refer to Nature Extensions for Individual Lessons plans	small groups: animal life cycles; make an aquarium			



Full Day Schedule

Unit 6 Week 2	Day 1	Day 2	Day 3	DAY 4	DAY 5
Read Aloud	<i>The Ugly Vegetables</i> , 3rd Read	<i>Community Soup</i> , 1st Read	<i>Zinnia's Flower Garden</i> , 4th Read	<i>Community Soup</i> , 2nd Read	<i>Community Soup</i> , 3rd Read
Centers					
Intro to Centers	What Plant Part are We Eating  Chinese Calligraphy	Diagrams	Community Garden	Preparing Soil  Building a Garden (Revisit)	Sorting Beans (Revisit)
Art Studio	Chinese Calligraphy	continue	Community Garden	continue	continue
Easel					
Writing and Drawing		Diagrams	continue	continue	continue
Library & Listening	What Plant Part are We Eating	continue	continue	continue	continue
Dramatization	Garden Center (continued)	continue	continue	continue	continue
Blocks	Building a Garden (continued)	continue	continue	continue	continue

Discovery Table	Comparing Capacities (continued)	continue	continue	Preparing Soil	continue
Puzzles & Manipulatives	Sorting Beans (continued)	add Tangram Gardens	continue	continue	continue
Technology		writing & drawing; diagrams; tablet	LFOAI: Community Gardens; tablet w/sphero mini edu app		
Thinking & Feedback					
SWPL Whole Group	Refer to Clipboard Directions				
Whole Group Lessons	<b>LFOAI:</b> Chinese Calligraphy	<b>Math:</b> One Big Salad Number Path Hop	<b>LFOAI:</b> Community Gardens	<b>LFOAI:</b> Desert Gardens	<b>Problem Story</b> (class discusses issues impacting classroom community)

Small Groups	<b>Group1 Literacy</b> Medium Support: Planting Seeds <b>Group 2 Math</b> Medium Support: Tangram Gardens <b>Group 3 Independent</b> Teacher's Choice	<b>Group1 Literacy</b> Medium Support: Seed Experiment (see week 1) <b>Group 2 Math</b> Medium Support: Counting On Vegetables <b>Group 3 Independent</b> Teacher's Choice	<b>Group1 Literacy</b> High Support: Vegetable Memory <b>Group 2 Math</b> Low to Medium Support: One Big Salad Creatures Book <b>Group 3 Independent</b> Teacher's Choice
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Outdoor Learning	Refer to Nature Extensions for Individual Lesson plans	small groups: animal life cycles; make an aquarium
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Unit 6

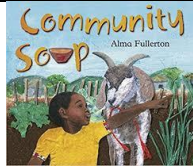


Week 2

## Community Soup Read Aloud

### Standards:

ELA.SL.CC.PS.1 - 3; ELA.RL.KID.PS.1 - 3  
ELA.RL.CS.PS.1 - 3; ELA.RL.IKI.PS.1 - 2  
ELA.RL.LTC.PS.1



### Materials:

- *Community Soup*, by Alma Fullerton

### Vocabulary:

- **Broth**-the liquid in soup
- **Community garden**- a garden where neighbors grow plants together
- **Rushed**- to move quickly
- **Chores**- jobs that need to be done often
- **Bundle**- to gather together
- **Herd**-a group of animals
- **Calico**-multi-colored
- **Pesky**-causing trouble or annoying

### First Read:

Children will:

- Listen to a story read aloud.
- Demonstrate increasing levels of sustained and focused engagement.
- Show a steady increase in the number of words in listening vocabulary.
- Develop understanding of main events.

Teachers will:

- Read with expression.
- Select 5-10 vocabulary words and enhance them by: pointing to the picture, gesture, tone of voice or by inserting a short definition.
- Provide comprehension asides: comment during the story about the main character's emotional state, explain an illustration or a change in scene, or indicate what various characters do or do not know.
- Model analytical thinking when appropriate – e.g. "I'm thinking...."

<p>“The title of this new book is <i>Community Soup</i>. It is written and illustrated by Alma Fullerton.”</p> <p>“This girl on the cover is Kioni and she lives in Kenya, Africa. One day Kioni has a problem... her goats have followed her to school and are found eating all the vegetables in the garden! Let’s read the story and found out what happens to the garden and with the goats!”</p>	<p><i>Underline title the words and linger with finger under the first and last letters in each word-. Underline both words in her name, as you read them.</i></p> <p><i>Introduce main character.</i> <i>Introduce story problem.</i></p>
<p>“...the teachers stir the <b>broth</b>, the liquid in soup.”</p>	<p><i>Point to teacher stirring and gesture stirring.</i></p>
<p>“In a <b>community garden</b>...a garden where neighbors grow plants together, Jamo picks a pumpkin....”</p>	<p><i>Point to pumpkin and beans while reading.</i></p>
<p>“She still has <b>chores</b>- work - to do at home. She <b>rushes</b>, she moves quickly to feed her-...”</p> <p>“So Kioni doesn’t want to be late for school so she rushed to bring hay for her goats to eat and is surprised to find her goats missing.</p>	<p><i>Comprehension aside. Point to hay.</i></p> <p><i>Point to surprised expression.</i></p>
<p>“Kioni has a <b>herd</b>, a group, of goats with hair of <b>calico</b>.”</p>	<p><i>Point to the group of goats.</i></p>
<p>“<b>Go!</b>”</p> <p>“The goats are eating the vegetables that the neighbors grew in the garden. It looks like Kioni is mad..”</p>	<p><i>Point to the goats eating then to Kioni and her expression.</i></p>
<p>“Those <b>pesky</b>, troublesome, goats make me so mad.”</p>	<p><i>Point to Kioni and her crossed arms.</i></p>

**Discussion Questions(s):**

- Why did Kioni say “Oh no!”?
- How did Kioni know where to find her herd of goats?

**Second Read**

Children will:

- Demonstrate increased level of sustained and focused engagement
- Show a steady increase in the number of words in listening vocabulary



- Develop understanding of main events

Teacher will:

- Continue to define the vocabulary words from Story Reading 1 and include additional vocabulary that may need more verbal definitions.
- Explain feelings or thoughts of secondary characters.
- Deepen the comprehension of primary characters, story problem, etc.
- Model analytical thinking.

<p>“We read this story the other day and the title is....<i>Community Soup</i>. Alma Fullerton is the author and she was also the illustrator.”</p> <p>“We remember this is a story about Kioni who was doing her <b>chores</b> before school when she discovered her goats were missing...and Kioni is upset when she finally finds her <b>pesky</b> goats where they do not belong... Let’s the read the story again.”</p>	<p><i>Pause before reading the title so that children can chime in. Underline the title while reading it lingering on the first and last letters of text .</i></p> <p><i>Turn to (pg.12) to reorient children to story.</i></p>
<p>“The teachers are outside cooking the <b>broth</b> in large pots heated by a fire and to make the <b>broth</b> into soup they need to add something else like vegetables.”</p>	<p><i>Comprehension aside. (pg.4).</i></p>
<p>“Oh no!”</p> <p>“Kioni has just figured out that the fence is broken and the goats have escaped. She can see the tracks in the dirt.”</p>	<p><i>Comprehension aside. (pgs. 11-12).</i></p>
<p>“And everywhere Kioni goes, those goats are sure to.... Kioni knew the <b>herd</b> of goats would not want to leave the <b>community garden</b> so she brought a rope to help her bring them home.</p>	<p><i>Comprehension aside. (pg.16).</i></p>
<p>“Goats, like cows, have udders that can be milked and the goat milk can be used for cooking or drinking.”</p>	<p><i>Comprehension aside. (pg.28).</i></p>

“The school children eat the soup made from goat milk, water and vegetables from the community garden.”

*(pg.29-30).*

**Discussion Questions(s):**

- How do you think Kioni felt when the other children laughed about her goats?
- How do you think the children at school felt about the goats? How do you know?

**Third Read:**

Children will:

- Jointly reconstruct the story with peers and teacher
- Recall some main events when prompted
- Ask/Answer questions for further understanding

Teacher will:

- Jointly reconstruct the story with children-
- Expand, clarify or add more information to children’s responses-
- Address misunderstandings-
- Define words as necessary-
- Deepen comprehension asides-
- Model analytical thinking-

“We have read this book together twice so we remember the title is...*Community Soup*. Today we are going to talk about and retell the story together.”

*Pause before reading the title for children to chime in.*

*Use phrases such as “We remember...” or “What is happening here?” while pointing to the action on the pages. Comments will mostly be in response to what the children say.*

“Although there is no text on this page the illustrator is showing us information in this illustration that gives us a hint about what has happened- something that Kioni does not know yet.... We see that Kioni and her family used sticks to create a fenced-in place for the goats to live. But something has happened to this part of the fence and there are tracks in the dirt....”

*Point (pg.2) to the broken fence and hoof prints leading away.*

“It’s soup day! Outside the schoolhouse the teachers stir the <b>broth</b> . But where are the vegetables?”	<i>Read (pg.3).</i>
“So what is happening here? Who is missing?”	<i>(pg.5)</i>
“We remember Kioni was late for school....”	<i>(pg.8) Point to Kioni holding the hay.</i>
“What was happening while Kioni was looking for her goats...”	<i>(pg.9) Point to children in the garden.</i>
“We remember what happened....”	<i>(pg.11-12) Point to Kioni and the tracks.</i>
“Kioni has a herd of goats with hair of calico and everywhere Kioni goes those goats are sure to GO!” “And then what happens....”	<i>Read (pgs.14-18)</i>  <i>Point to (pgs. 17-18)</i>
“We remember the No goats rule....”	
And then what did the schoolchildren do?	<i>(pg.24)</i>
“What is happening here?”	<i>(pgs.25-26) Point to both school children and Kioni.</i>
“And then....”	<i>(pgs.27-28)</i>
“And then how does it end?”	<i>(pgs.29-30)</i>

**Discussion Questions(s):**

- How is making soup in *Community Soup* similar to or different from making soup in *The Ugly Vegetables*?

**Fourth Read”**

Children will:

- act out one or more scenes from the story
- explore character motivations and emotions

- recall main events from the story

With children, choose one scene to act out. Assign roles to children, or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.

**Discussion Question(s):**

- What else could Kioni and her neighbors make from the vegetables and goat’s milk?
- How could the community garden be better protected from animals?

Suggested Transition Activity First Read	Literacy/Language Skills Supported
<p>Say: “ I am going to dismiss you by calling the letter of your first name. I will use the first letter from words in <i>Community Garden</i>.”</p> <p>“If your name begins with the letter P like pesky, you may...”</p> <p>“If your name begins with the letter V like vegetables, you may...”</p> <p>“If your name begins with the letter S like soup, you may...”</p> <p>“If your name begins with the letter B like beans, you may...”</p> <p>“If your name begins with the letter G like Garden, you may...”</p> <p>“If your name begins with the letter K like Kioni, you may...”</p>	<p><b>Direct</b></p> <p>-Letter ID</p> <p><u>V</u>-vocabulary support</p> <p><b>Indirect</b></p> <p><u>R</u>-repeated exposure to well-formed sentences</p>

Suggested Transition Activity Second Read	Literacy/Language Skills Supported

<p>Say: "I will dismiss you by using the letters in friends names."</p> <p>"If you have a friend whose name begins with the letter B, tell me your friends name and then you may..."</p> <p>You may want to have the children's names posted close to the group area.</p>	<p><b>Direct</b> -Letter <u>l</u><del>i</del><del>d</del>.</p> <p><b>Indirect</b> -Exposure to well formed sentences</p>
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<b>Suggested Transition Activity</b> <b>Third Read</b>	<b>Literacy/Language Skills Supported</b>
<p>Say: "I am going to dismiss you using sounds that can be anywhere in your name."</p> <p>"If your name has an /e/sound like feed anywhere in your name you may..."</p> <p>"If your name has an /a/ sound like late anywhere in your name you may..."</p> <p>"If your name has an /o/sound like goats anywhere in your name you may..."</p> <p>"If your name has an /oo/sound like rule anywhere in your name you may..."</p>	<p><b>Direct</b> -<u>P</u>h<del>o</del>nological awareness</p> <p><b>Indirect</b> -Exposure to well formed sentences</p>

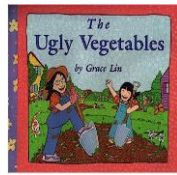
<b>Suggested Transition Activity</b> <b>Fourth Read</b>	<b>Literacy/Language Skills Supported</b>
<p>Say: "I am going to drop the first sound from your name as I dismiss you today."</p> <p>Mandy becomes And, Steve becomes Eve, Ahmed becomes Med, Jose becomes Se, Sharon becomes Aron, etc.</p>	<p><b>Direct</b> -Phoneme deletion</p>



# Chinese Calligraphy


**Standards:**

SS.G.PS.4  
PHD.FM.PS.1  
ELA.W.TTP.PS.2  
CA.VA.PS.1


**Materials:**

- *Zinnia's Flower Garden*
- *The Ugly Vegetables*
- black tempera paint
- variety of paintbrushes
- pieces of cardboard of various thickness
- ink pads or sponges with black paint on trays
- images of Chinese calligraphy (see Resources)
- paper

**Vocabulary:**

- sign
- symbol
- calligraphy
- brushstroke

**Preparation:** Set up materials.

**Intro to Centers:**

"In *Zinnia's Flower Garden* and *The Ugly Vegetables*, Zinnia, the girl, and her mother made garden **signs**. What do you notice?"

"The vegetable garden **signs** are written in Chinese **calligraphy**--**symbols** that represent words. The flower garden **signs** have pictures and words."

"Here are images of Chinese **calligraphy**. What do you notice?"

"**Calligraphers** use paint brushes and ink to make different **brushstrokes**--thick, thin, long, and short."

"Today, in the Art Studio, you can experiment with Chinese **calligraphy** using these materials. What do you notice?"

*Show illustrations.*  
*Children respond.*

*Show images.*  
*Children respond.*

*Show materials.*  
*Children respond.*

**During Centers:**

Compare and contrast Chinese calligraphy to *Squiggle, Line, And Dot Paintings*. Encourage children to make classroom signs using Chinese calligraphy. Compare and contrast Chinese calligraphy to other symbol systems, i.e., alphabets, numbers, graphics, etc. Encourage children to create garden signs for *Building A Garden* and *Garden Center*.



**Guiding Questions during Centers:**

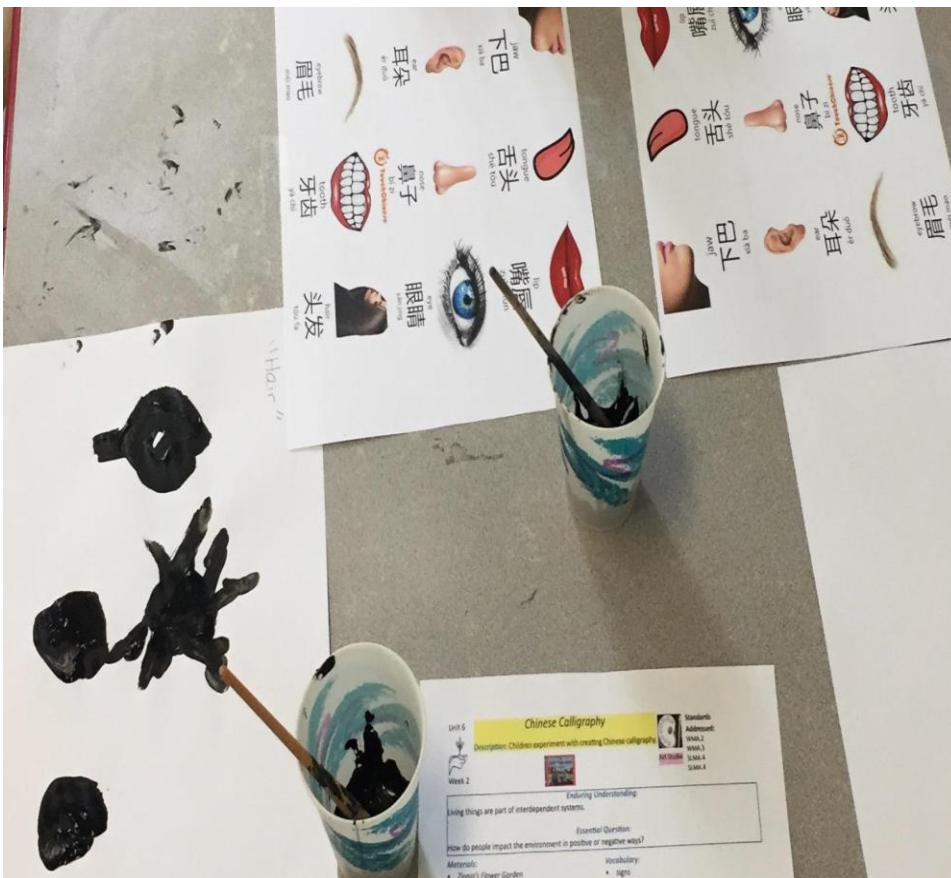
- How is Chinese calligraphy similar to or different from letters, words, and pictures?
- What kinds of brushstrokes did you use to create your Chinese character(s)?
- How is your Chinese calligraphy similar to or different from the illustrations/ images/ your friend's?
- What symbol could represent you?

**Thinking & Feedback:** Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

**Documentation:** Collect samples of the children's work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

**Provocation:**

Encourage children to research Chinese calligraphy and other symbol systems. Invite a family or community member who can write Chinese calligraphy to visit the classroom.





S



一 二 三 四  
one two three four

五 六 七 八  
five six seven eight

母亲 父亲 奶奶 爷爷  
*Mother Dad Grandma Grandpa*

儿子 女儿 兄弟 姐妹  
*Son Daughter Brother Sister*

姨妈 叔父 表亲 朋友  
*Aunt Uncle Cousin Friend*

孙子 孙女 侄女 外甥  
*Grandson Granddaughter Niece Nephew*

空心菜



Kong Shin Tsay  
(kung shin zai)

莧菜



Shiann Tsay  
(shen zai)

芡菜



Jeou Tsay  
(joe zai)

茼蒿



Torng Hau  
(tung how)

小胡瓜



Sheau Hwang Gua  
(show hwang gwa)

絲瓜



Sy Gua  
(see gwa)

苦瓜



Kuu Gua  
(coo gwa)

葫蘆瓠



Fwo Loo Fwo  
(foo loo foo)



kōng zīn cài

空心菜





xian cai

苋菜





jīu cái

韭菜






tóng hāo

茼蒿





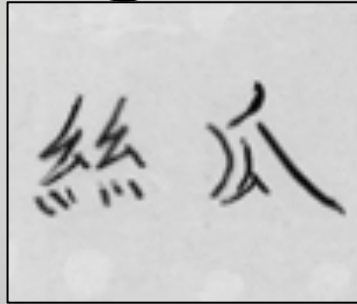


小胡瓜

Xiǎo hú guā



sī guā



kǔ gūa

苦瓜





hū lú hú

葫蘆瓠





## Alphabets Around the World

### Arabic

خ	ح	ج	ث	ت	ب	ا
khaa	haa	jeem	thaa	taa	baa	alif
ص	ش	س	ز	ر	ذ	د
saad	sheen	seen	zaa	raa	thaal	daal
ق	ف	غ	ع	ظ	ط	ض
qaaf	faa	ghayn	ayn	thaa	taa	daad
ي	ه	و	ن	م	ل	ك
yaa	ha	waaw	nuun	meem	laam	kaaf

### Hebrew

אבגדהוזחטי  
כךלמסנסע  
פףצץקרשת

## Russian

А Б В Г Д Е  
Ё Ж З И Й К  
Л М Н О П Р  
С Т У Ф Х Ц  
Ч Ш Щ Ъ Ы Ь  
Э Ю Я

## Greek

<b>Α</b>	<b>Β</b>	<b>Γ</b>	<b>Δ</b>	<b>Ε</b>	<b>Ζ</b>	<b>Η</b>	<b>Θ</b>	<b>Ι</b>	<b>Κ</b>	<b>Λ</b>	<b>Μ</b>
Alpha	Beta	Gamma	Delta	Epsilon	Zeta	Eta	Theta	Iota	Kappa	Lambda	Mu
<b>Ν</b>	<b>Ξ</b>	<b>Ο</b>	<b>Π</b>	<b>Ρ</b>	<b>Σ</b>	<b>Τ</b>	<b>Υ</b>	<b>Φ</b>	<b>Χ</b>	<b>Ψ</b>	<b>Ω</b>
Nu	Xi	Omicron	Pi	Rho	Sigma	Tau	Upsilon	Phi	Chi	Psi	Omega

## Hmong

ⱱ	ⱻ	ⱼ	Ɀ	Ȿ	ⱽ	ⱼ	Ɀ	Ȿ	ⱽ	ⱼ	Ɀ	Ȿ
h	l	hl	m	hm	ml	hml	b	bh	bl	blh	p	ph
Ɀ	Ȿ	ⱽ	ⱼ	Ɀ	Ȿ	ⱽ	ⱼ	Ɀ	Ȿ	ⱽ	ⱼ	Ɀ
pl	plh	d	dh	dl	dlh	n	hn	ny	hny	k	kh	c
ⱽ	ⱼ	Ɀ	Ȿ	ⱽ	ⱼ	Ɀ	Ȿ	ⱽ	ⱼ	Ɀ	Ȿ	ⱽ
ch	t	th	tx	txh	ts	tsh	nt	nth	q	qh	r	rh
ⱽ	ⱼ	Ɀ	Ȿ	ⱽ	ⱼ	Ɀ	Ȿ	ⱽ	ⱼ	Ɀ	Ȿ	ⱽ
nr	nrh	nc	nch	nk	nkh	ntx	ntxh	nq	nqh	nts	ntsh	z
ⱽ	ⱼ	Ɀ	Ȿ	ⱽ	ⱼ	Ɀ	Ȿ	ⱽ	ⱼ	Ɀ	Ȿ	ⱽ
s	x	y	v	f	xy	ng	o	o'o	(r)			

## Thai

ก ข ฃ ค ฅ ฆ ง จ ฉ ช

ซ ฌ ญ ฎ ฏ ฐ ฑ ฒ ณ ด

ต ถ ท ธ น บ ป ผ ฝ พ

ฟ ภ ม ย ร ล ว ศ ษ ส

ห ฬ อ ฮ



# Preparing Soil



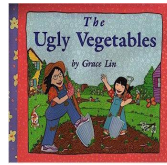
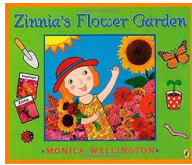
Discovery

**Standards:**

SED.SD.BRC.PS.1-3

ELA.LS.VAU.PS.1-3

S.LS.PS.1


**Materials:**

- *Zinnia's Flower Garden*
- *The Ugly Vegetables*
- bin of soil
- small rakes, trowels, forks
- small tongs or tweezers
- sifters
- trays
- magnifying glasses
- Beautiful Stuff, i.e., cleaned plastic bottle caps, pebbles, bits of paper, etc. added to soil

**Vocabulary:**

- soil
- plant
- prepare
- garden
- aerate
- sift
- seed

**Preparation:** Set up materials.

**Intro to Centers:**

"In *Zinnia's Flower Garden* and *The Ugly Vegetables*, Zinnia, the girl, and her mother **planted seeds**. What do you notice?"

"They **prepared** the **soil** for their **gardens**. They used tools to **aerate**--make holes for air--and remove stones."

"Why do **gardeners prepare soil** before they plant?"

"Today in Discovery, you can use these tools to **prepare soil** with these tools. You can **aerate** the soil."

"You can **sift** the **soil**. What do you notice?"

*Show illustrations.*

*Children respond.*

*Children respond.*

*Model 'aerate.'*

*Model 'sift'. Show children sifted materials.*

**During Centers:**

Encourage children to sort, group, and label sifted materials. Encourage children to graph the groups of materials. Compare and contrast the groups of sifted materials to *Making Collections*. Encourage children to use magnifying glasses. Encourage children to document their observations in Writing And Drawing.

**Guiding Questions during Centers:**

- Why is it important to prepare soil?
- How is preparing soil similar to or different from *Making Collections*?
- How is preparing soil similar to or different from the illustrations in *Zinnia's Flower Garden/The Ugly Vegetables*?
- How can you document your observations?

**Thinking & Feedback:** Invite children to describe their processes. Ask children to share any challenges or highlights they experienced.

**Documentation:** Collect samples of the children's work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

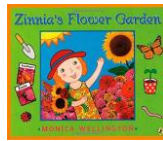
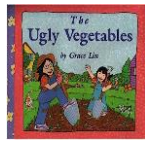
**Provocation:**

Encourage children to use sifted materials in Art Studio, Blocks, and Dramatization.





# Community Garden



## Materials:

- *Zinnia's Flower Garden*
- *The Ugly Vegetables*
- butcher paper
- writing and drawing utensils
- Beautiful Stuff
- adhesives
- images of community gardens (see images)
- children's *Above And Below Garden Soil*

## Vocabulary:

- community garden(-er)
- plot
- crop
- above
- below
- soil

**Preparation:** Set up materials.

## Intro to Centers:

"In *Zinnia's Flower Garden* and *The Ugly Vegetables*, Zinnia, the girl, and her mother planted **gardens**."

"Here are images of **community gardens**--big **gardens** made of small **garden plots** planted close together. What do you notice?"

"There are different plants in the **gardens**. The **community garden** is shared by many **gardeners**."

"Today in the Art Studio, you can collaborate to create a **community garden** with these materials. What do you notice?"

"After you create **garden plots** with your *Above And Below Soil* work, what can you add to the **community garden**?"

*Show illustrations.  
Children respond.*

*Show images.  
Children respond.*

*Show materials.  
Children respond.*

*Arrange Above And Below Soil in a horizontal line.  
Children respond.*

## During Centers:

Compare and contrast a community garden to a neighborhood/habitat/classroom. Encourage children to collaborate, i.e. one child paints, another child adheres materials to garden. Encourage children to create labels, signs, and maps of their garden. Encourage children to use the *Community Garden* as a backdrop in Blocks or Dramatization. Encourage children to graph data about their community garden, i.e. number of vegetables/ flowers, number of animals above/ below soil. Encourage children to use research from *Researching A City Garden*.

**Guiding Questions during Centers:**

- How is the community garden similar to or different from a neighborhood/ habitat/ classroom?
- How are underground insects/ animals similar to or different from nocturnal animals?
- What signs will you create for the community garden, i.e., 'please don't touch the crops', crop names: 'cucumbers'
- How can you use a graph to show information about your garden?

**Thinking & Feedback:** Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

**Documentation:** Collect samples of the children's work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

**Provocation:**

Invite a community gardener to visit the classroom.





# Diagrams



Writing &  
Drawing

## Standards:

S.LS.PS.1-2, 6  
ELA.W.TTP.PS.2  
ELA.W.PD.PS.1



### Materials:

- Zinnia's Flower Garden
- Diagram Images Resource
- writing tools
- paper
- real flowers or images of flowers

### Vocabulary:

- diagram
- label
- line
- journal
- information
- paleontologist
- Part
- Botanist: scientist that studies plants

**Preparation:** Set up materials.

### Intro to Centers:

"In Zinnia's Flower Garden, Zinnia planted a **garden**. What do you notice?"

"She drew **diagrams**--pictures that show **information**--in her **journal**."

"Scientists also use **diagrams**. What do you notice?"

"**Diagrams** have **lines** that point to different **parts**. The **labels** tell **information** about the **parts**."

"Today in Writing and Drawing, you can create a **diagram** using these materials."

"I will diagram this flower. The flower is (orange) and (green). I will use (orange) and (green) to draw my **diagram**. I will draw a **line** pointing to the (stem) and **label** it (stem)."

*Show illustrations.*  
*Children respond.*

*Show images.*  
*Children respond.*

*Point to labels, parts and trace the lines between them.*

*Show materials.*

*Model.*

### ***During Centers:***

Encourage children to collaborate, i.e. one child draws the flower and the diagram lines, another child labels the parts. Provide pre-printed labels of the parts of the flower. Compare and contrast children's diagrams to the images of diagrams/each other's. Encourage children to diagram *Above and Below Garden Soil, Community Garden, Bean Experiment, etc.*

### ***Guiding Questions during Centers:***

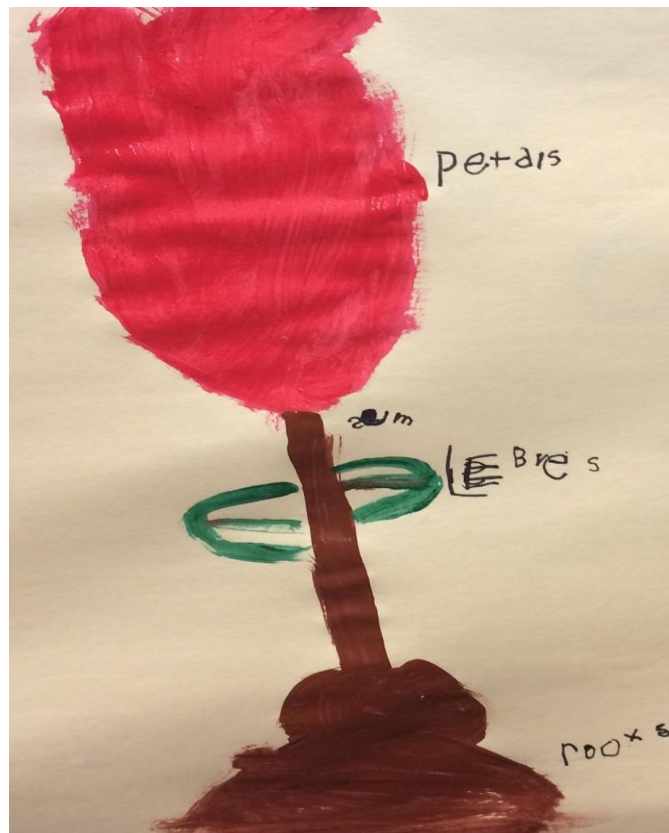
- How is a diagram similar to or different from garden signs/maps?
- How is a diagram helpful in conveying information?
- What other things in our classroom can you diagram?
- What can you add to your label to describe the (stem/flower, etc.)? i.e., add: green stem, purple flower, etc.)
- Which diagram has more/ fewer labels? How do you know?

***Thinking & Feedback:*** Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

***Documentation:*** Collect samples of the children's work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

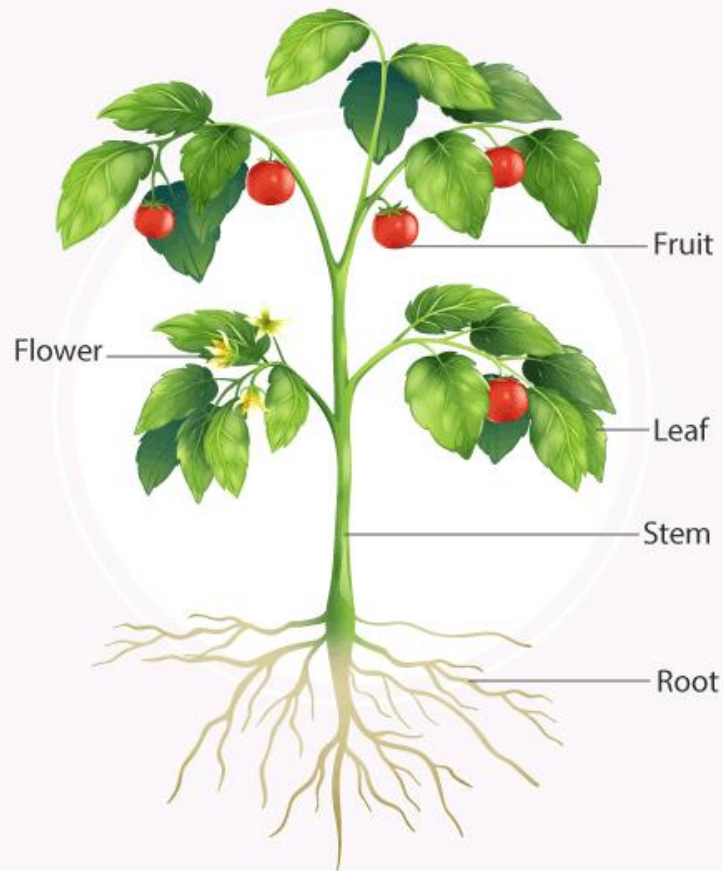
### ***Provocation:***

Encourage children to research diagrams, i.e. instruction manuals, blueprints, atlases, etc.



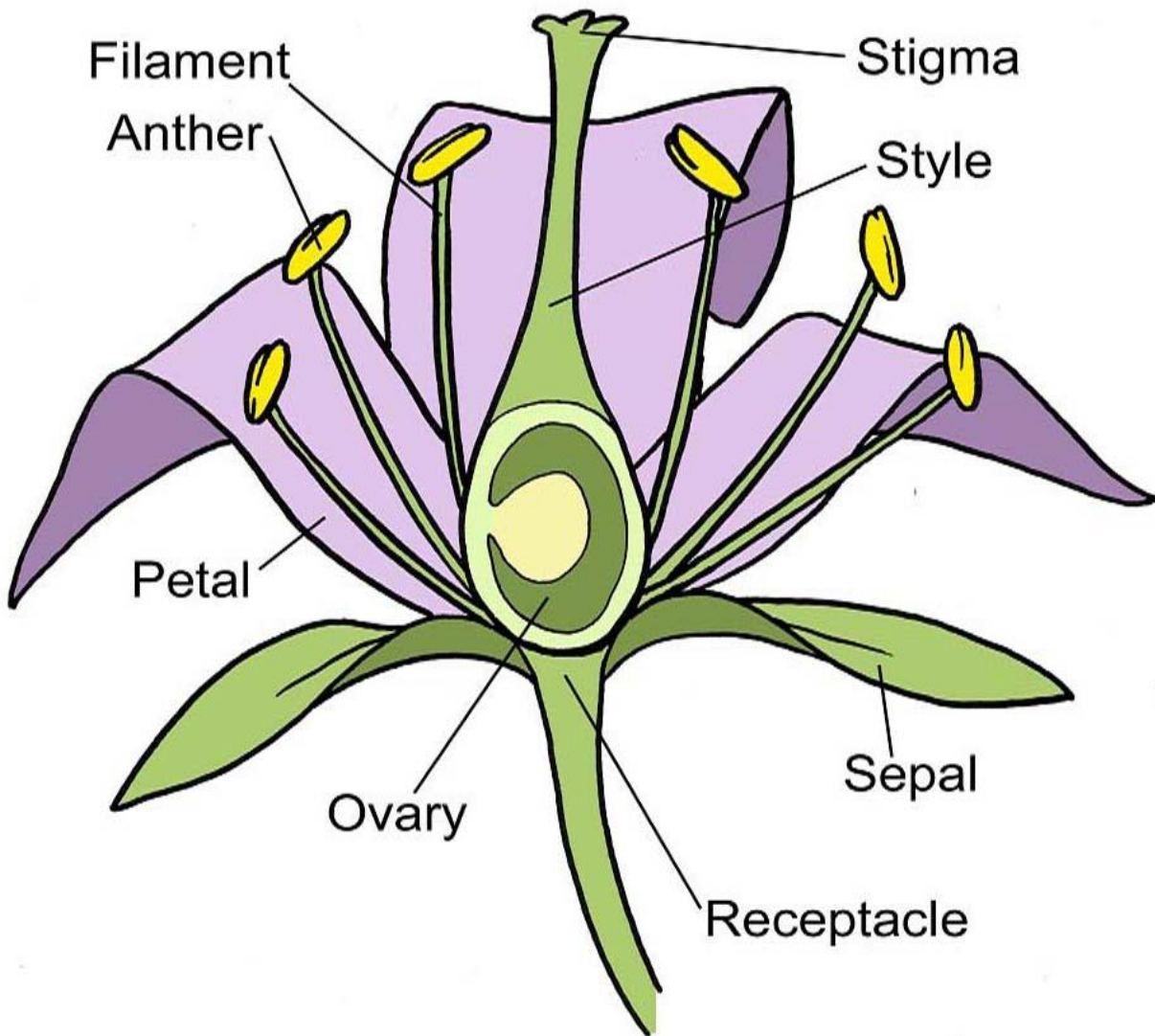
# Botanist Diagram

## PARTS OF PLANTS





# Botanist Diagram



Filament + Anther = Stamen  
Stigma + Style + Ovary = Carpel

flower

leaf

stem

root



## What Plant Part are We Eating?



Library and Listening

## Standards:

ELA.IT.D.PS.1-3  
 ELA.SL.CC.PS.1-3  
 S.LS.PS.6



### Materials:

- *The Ugly Vegetables & Community Garden*
- Several pictures of vegetables that represent root, stem, leaf, flower, seed, bulb parts of plants, and that correspond to the soup ingredients (e.g. celery, onion, broccoli, carrot, cabbage, corn, pumpkin)
- non-fiction expository texts about vegetables
- blank books
- clipboards
- paper
- post-it notes
- writing and drawing utensils

### Vocabulary:

- **Root vegetables:** underground plants eaten for food
- Leaf-
- **Stem:** the stalk of a plant
- **Flower:** the part of a plant where seeds are stored
- **Seed:** the part of the plant that can grow a new plant
- **Bulb:** underground mass of food storage from which plants grow

### Preparation:

Set up materials.

### Intro to Centers:

“Remember the girl and her mother in *The Ugly Vegetables* grew vegetables in a garden. They picked them and cooked them in a pot to make a delicious soup. Kioni and her **neighbors** in *Community Soup* also made from the soup from **vegetables** they grew in a **community garden**.”

“Vegetables come from different parts of the plant. On some plants we eat the vegetables that grow above the ground and sometimes we eat the vegetables that grow below the ground.”

“Today in Library and Listening, you can use research to see what part of the plant you like to eat.”

*Show pages in both books.*

*Show images of stem vegetables and root vegetables that are found in soup.*

***During Centers:***

Encourage children to collaborate in their research, i.e., one child writes facts and another child creates illustrations. Encourage children to compare and contrast vegetables. Encourage children to use scientific illustrations, i.e. diagrams, graphs, etc. to convey information. Compare and contrast photographs and drawings in non-fiction texts.

***Guiding Questions during Centers:***

- What information did you discover about \_\_\_\_\_ (vegetable)?
- What could you do if you didn't know what part of the plant you like eating?
- How will you use your research?
- Some people get fruit and vegetables fresh from a garden; others buy them in cans or packages at the store. What kind of vegetables does your family eat? Where do they come from?

***Thinking & Feedback:***

Invite children to share their processes. Encourage children to describe the challenges they might have encountered in their research.

***Documentation:***

Collect samples of the children's work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

***Provocation:***

Encourage children to present their research in multiple ways, i.e., sharing a recipe, creating a three-dimensional representation of a plant or vegetable using Beautiful Stuff.

Encourage children to consider the impact of humans on gardens growing fruits and vegetables.

# The parts of plants we eat....



Leaves



Flowers



Fruits



Seeds



Roots



Stems



On some plants we eat the.....  
**bulbs and roots!**



carrot



radish



beetroot



onion



potato

On some plants we eat the.....  
**stem!**



celery



rhubarb



asparagus

On some plants we eat the.....  
**leaves!**



lettuce



spinach



lots of herbs

On some plants we eat the.....  
**flower!**



cauliflower



broccoli



cucumber



tomato



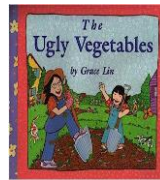
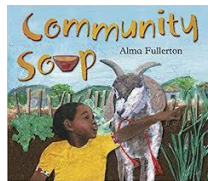
## Small Groups: Vegetable Memory

### Support: High

**Standards:**

ATL.EP.PS.1 -2

SED.SD.BRC.PS.3 -4, 16

**Materials:**

- *Community Soup*
- *The Ugly Vegetables*
- Vegetable Images Resource

**Vocabulary:**

- community garden
- crop
- row
- match
- pair

**Preparation:** Set up materials.

**Procedure:**

Show illustrations from *Community Soup* and *The Ugly Vegetables*. Compare and contrast the vegetables.

Place more or fewer cards depending on the size of the group and/or the skill level of the children.

Tell children that they will take turns to flip over two cards to find matching images of vegetables. If they make a match, put the cards aside and turn over two more. When all the pairs have been found, the game is over. Place more or fewer cards depending on the size of the group and/or the skill level of the children.

Compare and contrast images on the cards to the illustrations in *Community Soup* and *The Ugly Vegetables*.



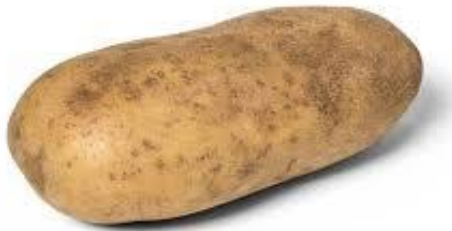
Print twice



lettuce



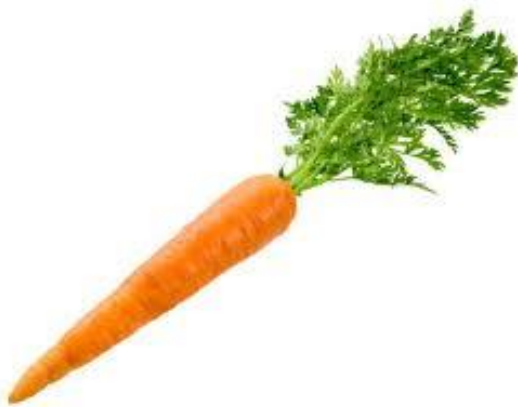
green beans



potato



celery



carrot



broccoli

<p>Unit 6</p>  <p>Week 2</p>	<p><b>Small Groups: Counting on Vegetables</b></p> <p><b>Medium Support</b></p>	<p>Math SG1</p>	<p><b>Standards:</b> MELDS.M.CCC.PS.5 MELDS.M.OAT.PS.4 MELDS.M.OAT.PS.5</p>
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**Guiding Math Ideas:**

- Review and Reinforcement of Counting Strategies and Quantity – Counting On
- Beginning Operations: Adding and subtracting through Representation

**Math Concepts from Unit Learning Progressions:**

- Applying the many “languages” of math in multiple contexts
- Counting on or Counting back Using Story Problems to Visualize Operations

<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● 1 <i>Big Salad</i>, Juana Medina</li> <li>● Vegetable Photograph Cards resource</li> <li>● 4 3-Dot Dice</li> <li>● Box</li> <li>● 4 Small Number Paths on Sentence Strips (Make your own or use Sample Vegetable Number Paths Teacher Resources)</li> <li>● How Many? – Sentence Strips</li> <li>● Pencils, Crayons, or Narrow-Line Markers</li> <li>● Individual storage bags or boxes, such as zipper-top bags, paper sacks, folder, etc.</li> </ul>	<p><b>Math Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● Number Path-numbers arranged in a long line starting with 1</li> <li>● Counting on- adding on to a number to get a larger number <i>without going back to the beginning</i></li> <li>● How many?- the number of items in our group</li> </ul>
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**Preparation:**

*This is a Number Path\* game similar to W2 Large Group. This game takes some preparation, but materials are reused in SG 2 and are placed on math shelves for continued exploration and learning. This Small Group has 2 parts: The Number Path Game and the optional free-art part that follows when children begin making their Vegetable Creatures that they will use in Small Group 2.*

**Prepare Game Materials:** Copy vegetable photographs and cut apart into small cards, making plenty of copies for your small group to create sets and to draw their own creatures. There are 9 pics of each vegetable on a page—Suggest that you have at least 2 pages (18 photos) of each vegetable. Group vegetable pictures together- all the broccoli, all the peppers, etc.

Photos are small with a light background so that children can easily add legs, ears, etc. with the drawing materials, and combine several creatures on one page.

Make 4 Small Number Paths, using sentence strips, numbering at regular intervals from 1-15 ( See sample in Teacher Resources). You can make number paths shorter (1-10) or longer (1-20) based on your

particular group of children and their mastery of the stable order rule and counting strategies. The shorter the number path, the quicker the game will be over. Children will work with a partner. Try to partner children with more complete understanding of quantity and number order with those who need more assistance.

Write **How Many?** on 2 sentence strips, so that each side of the table can see this important question. Keep out a set of the different vegetable pictures and place the remaining vegetable photos in the box for children to draw from during the game.

**Set Up Table:** Place Number Paths on the table, 2 to a side, so that children are able to “read” the number line from left to right, **How Many?** Strips and Dice. Each group of 2 children needs a die.

\*A Number Path is similar to a Number Line, but contains only the whole numbers in succession. Number Lines more closely resemble a ruler with marked intervals between the numbers.

### **Procedure:**

*In Large Group, we read 1 Big Salad. There were lots of vegetables in that salad. We did the Number Path Hop. Today, we are going to play the number path game using vegetables. We LOVE math games!*

Review book with children, point out numerals, number words and count the creatures.

Introduce the game. Show some of the vegetable pictures and have children name them. Ginger is a possible “Ugly Vegetable” and a link to the current read-aloud. Place box of vegetable pictures in middle of table.

*You have a long strip of paper in front of you and your partner. Who remembers what this special way of writing numbers is called?*

Some children may answer **number path**.

*Yes it is a **number path**. That is a way of showing the order of numbers. In this game we will be **counting on**, just like we did in Large Group. We will **count on** to our number when we roll our dice again.*

Ask for definition and clarify the idea as needed. Demonstrate the game.

Roll a die. Read the number. Reach into the box and get that number of vegetable pics. Place each vegetable picture under a number on the number path. Then roll the die again, reach into box, and place the additional pictures. Be sure to model the counting on process.

*We have 3 vegetables. Now we rolled a 2. We are going to add 2 more vegetables to our line. **How many** vegetables do we have now?*

Children give answers.

*Yes, now we have 5 vegetables. What should we do when we hear the question, **How Many?** When we reach 15 we have enough vegetables for our Big Salad! We can start again. Be sure that you **STOP** and ask **How Many?** to add vegetables to your number path. Take turns with your partner in rolling and drawing out vegetables from the box.*

Provide support for children as they work on counting on. Some children will easily count on. Other children will be working on 1:1, number order, and cardinality. Add a **How Many?** question as needed. Encourage children to “read” numbers, naming vegetables & quantities.

*Would you like to make some Vegetable Creatures now?*

If time permits, children begin drawing on the vegetable photos, making their own creatures. As SG time ends, place materials in art or another center for children to work on during the week prior to SG 2 and store children’s vegetable creature work in individual bags for use in SG 2.

### **Strategies to Provoke Math Thinking:**

- Scaffolding using the Number Path: To use a number path effectively and experiment with counting on, children must have a sense of cardinality/quantity. They must be able to “hold” a number in their minds, such as a 5 and then add three more. Children who have not yet fully grasped cardinality will typically start over and count from the beginning of the number path to tell “how many.” Scaffold children’s learning by pairing a child who has a sense of cardinality with a child who does not. One partner can roll the dice and point to the number and draw vegetables from the box. The other partner can then roll the dice and “count on” additional vegetables. If counting on is too difficult for some children, adapt activity to match their current counting skills and understandings.
- Number Path vs. Number Line: See the article *Number Path Games* in *Teaching Young Children*, April/May, 2019 for more information about using number paths with preschoolers. <https://www.naeyc.org/resources/pubs/tyc/apr2019/number-path-games>

### **Adaptations for Additional Challenge:**

- Add Patterns: Reinforce/extend the pattern-making activities in Week 1 Flower Garden Mural. Use number path, dice and ONE copy of each vegetable photos as a guide so that children will know their choices. Place the rest of the vegetables photos (preferably grouped into like sets) nearby. Have children decide on a pattern, such as ABA or AABA, etc. and duplicate the pattern and write it on blank paper. They can use the dice to help create a pattern: Roll once- that number is the first one of the pattern, Roll Dice again- that number is the second one of the pattern. Roll a third time (remember that it takes at least 3 objects or sets to create a pattern). They can create a pattern in Number Path fashion, working individually or with a partner. 1 yellow pepper, 2 radishes, 2 asparagus, 1 yellow pepper.

#### **Documentation:**

- By using small groups of 2 children and isolating the counting strategy of **Counting On**, you will be able to observe key counting skills. Embedded in this game are: 1:1, Stable Order Rule, Cardinality, and Subitizing. Note skills you would like to emphasize during the final few weeks of the school year. You can repeat this type of game using manipulatives, varying its difficulty by type of dice and the length of the number path. This activity is also an excellent take-home activity for families to play together.

#### **Provocation:**

- Literacy/Art/Math: Placing the Creature-making materials in the Art center will make Small Group 2 more efficient and link art and math, as *1 Big Salad* demonstrates. Add number symbols and number words to the art center for children to practice. Encourage them to name their creatures and use invented spelling, or dictation.

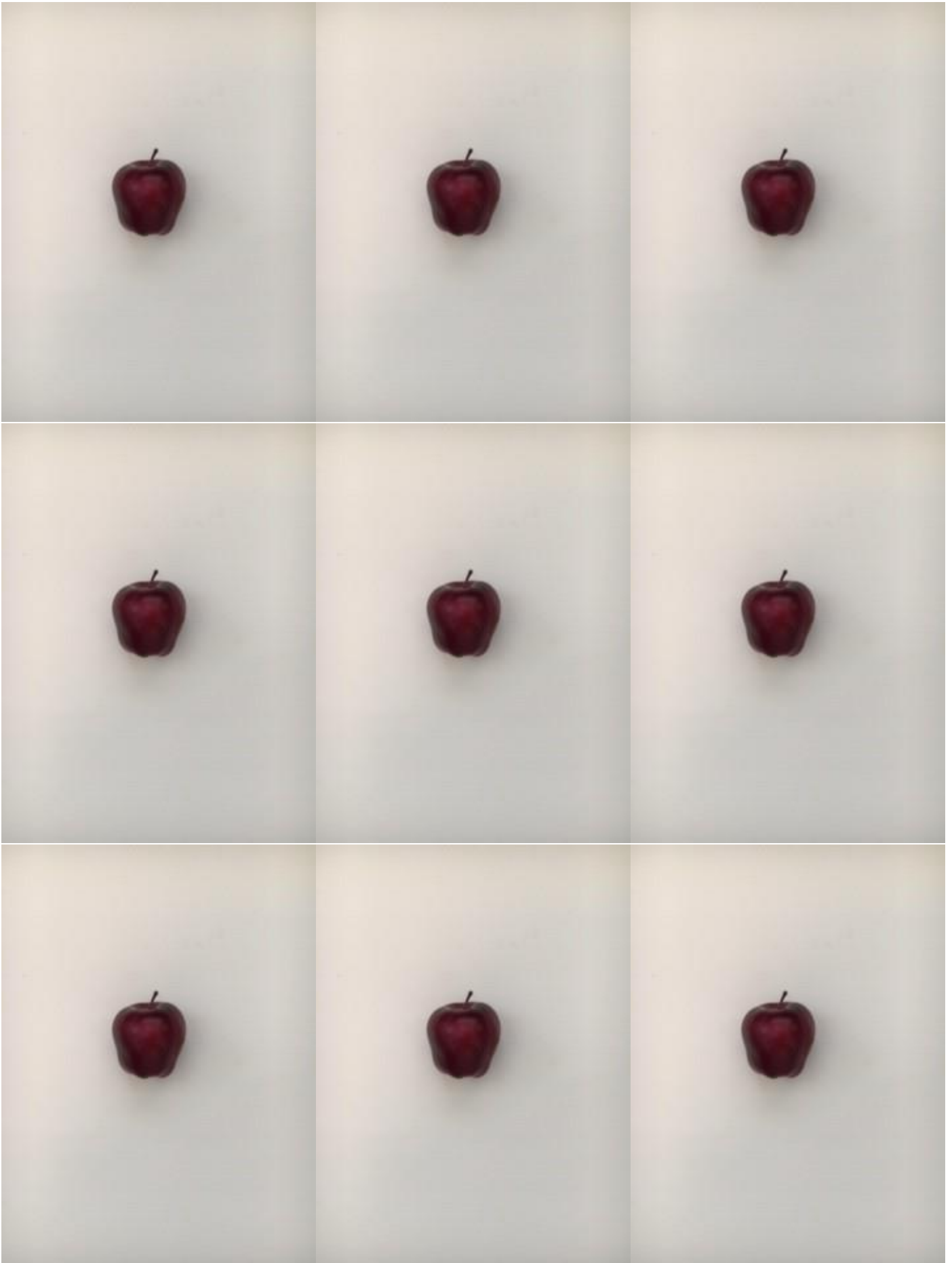












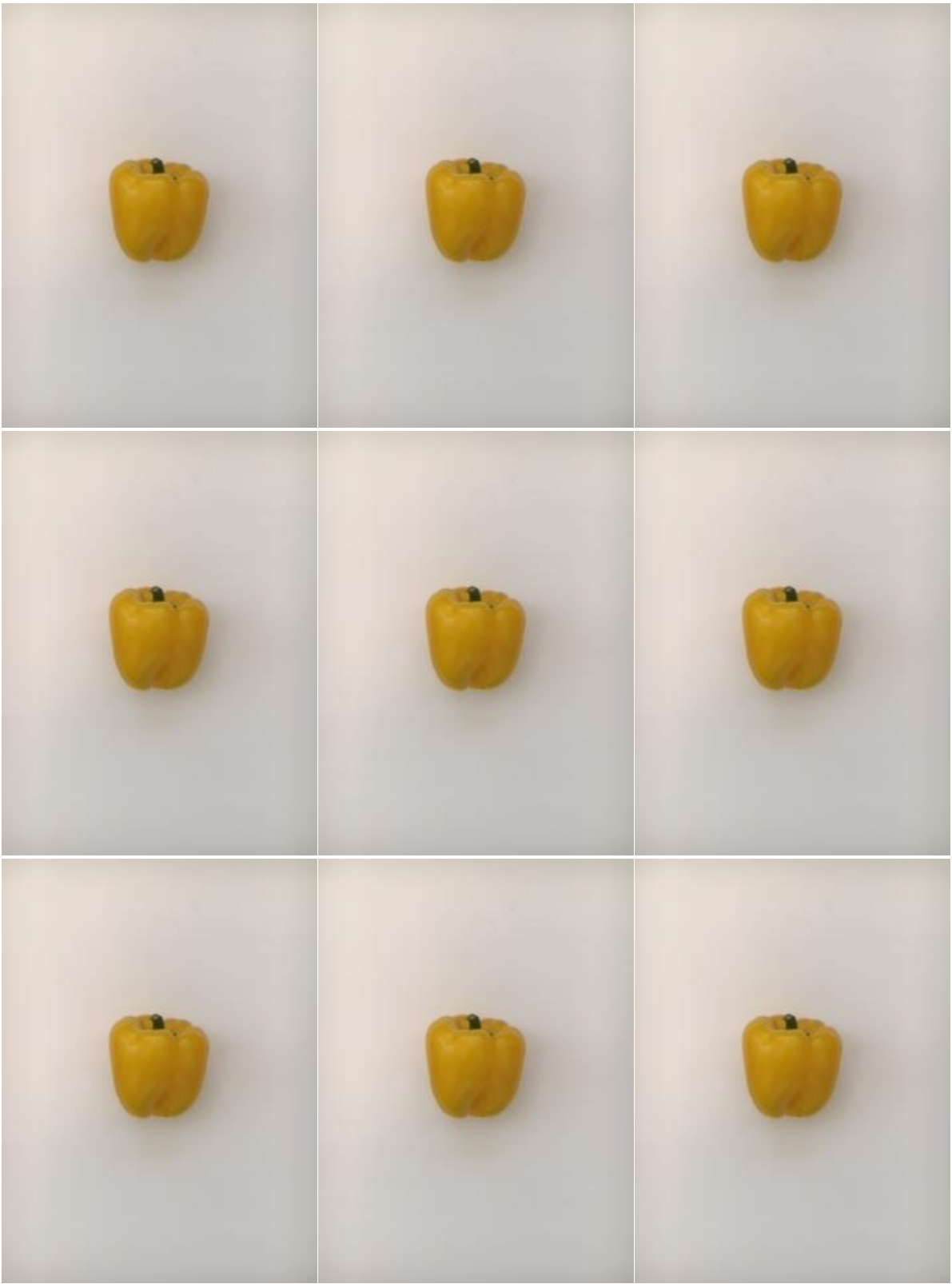






















<p>Unit 6</p>  <p>Week 2</p>	<p><b>Small Groups: One Big Salad Creatures Books</b></p> <p><b>Low to Medium Support</b></p>	<p>Math</p> <p>SG 2</p>	<p><b>Standards:</b></p> <p>MELDS.M.CCC.PS.6</p> <p>MELDS.M.CCC.PS.7</p> <p>MELDS.M.OAT.PS.5</p> <p>MELDS/CA.VA.PS.5*</p> <p>MELDS.PHD.N.PS.1</p>
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**Guiding Math Ideas:**

- Review and Reinforcement of Counting Strategies and Quantity

**Math Concepts from Unit Learning Progressions:**

- Numerals communicate math ideas we can “read” and use to solve problems
- Sets are special kinds of groups that can be manipulated in operations
- Using and applying rational counting to questions of quantity

\*This activity also meets Visual Arts and Physical Development/Health standards

**Materials:**

- *1 Big Salad* by Juana Medina
- Vegetable Photograph Cards resources\*
- Optional: Use real vegetables as inspiration. Use as snack at another time.
- Pencils, Crayons, or Narrow-Line Markers
- Pre-made 10 page blank books - copy paper/ staples
- Number stickers (Optional)
- Numeral cards Or Plastic/Wooden Numerals (Math Resources)
- Blank Copy Paper
- Glue sticks

**Math Vocabulary:**

- Numerical order: Numbers follow each other the same way each time we count

**Preparation:**

This is a counting book-making activity for children to create individual Big Salad books.

Pre-make blank books by stapling copy paper together in a simple book format. OR use blank copy paper and children can make several individual pages. OR decide ahead of time if you wish to create one class book, with children contributing individual pages.

You can change this activity into a class book-making activity with each child choosing a number and contributing a page, using blank copy paper and stapling the book together after completion.

Copy vegetable photos and cut apart. Use vegetable creatures children started creating in Small Group if applicable. Assemble materials in small group area.

### **Procedure:**

*We read 1 Big Salad , counted vegetables and played the Number Line Game in Large Group and Small Group. Some of us started making our own creatures. Today we will have time to make more creatures.*

*What kind of vegetable creatures did the author and illustrator Juana Medina create?*

Look at each page from 1 to 10.

*On the table we have lots of photographs of vegetables and markers to make our own creatures. Let's make some creatures!*

Children choose a vegetable picture and begin making creatures. As they work, comment on children who have chosen the same vegetable but are making different creatures or similar creatures. Guide children in counting as they add legs, ears, etc.

Show blank books and distribute to children. Children will then glue their creature(s) on a page of their pre-made Big Salad book or copy paper using glue sticks. Encourage children to make several pages representing different numbers.

*How many creatures will you put on the page? What number will you choose?*

Arrange the plastic numerals in order on the table for children to use as a model of numerical order.

OR children can draw numbers at random and then place in numerical order, your choice.

*When we make our books, let's be sure we have our vegetable creatures in **numerical order**. That means that our numbers will follow each other in the same way they do when we count.*

The activity continues with children creating creatures, forming sets, using counting strategies and math language, gluing creatures and adding pages to their books. [If you have chosen the option of one Class/Group Book, assign children a number.] Children practice writing numerals **or** choose a plastic numeral and match it to the amount of vegetables on a page. You could also write the numerals. Many children will NOT be writing numerals. This is to be expected developmentally.

Make comments about different sets of numbers and different vegetable creatures that children have created comparing and using math relationship language.

You may not have time for everyone to make a full 1- 10 book. Leave materials in the small group area for children to add to their books by making additional creatures, or filling in missing number pages.

### **Strategies to Provoke Math Thinking:**

- Numerical Order: Do children REALLY know the order of numbers? Some children still could be chanting and copying, using memorization (the first step). By asking children what comes after and before a numeral, you can assess their mastery of the **stable order rule**. Use the plastic numerals or a class number chart to help them determine the next or previous number.
- Creativity, Math and Intentionality: This activity provokes imaginative thinking while children are engaged in very specific math skills. It is good example of the balance between teacher-directed and child-directed math instruction currently recommended as best practice. You are providing materials for set-making, numeral recognition and duplication, and counting while encouraging creativity with the open-ended creation of vegetable creatures. See *The Intentional Teacher*, Rev. Ed (2014) by Epstein for more information about balancing teacher and child initiated activities.
- Using Food Appropriately: Using real food items for art or as manipulatives is not best practice.



However, food is a very important part of the everyday lives of children and families and is an easily available, logical way to connect math with daily routines. Realistic pictures of actual vegetables and fruits is preferable to plastic vegetables, but use what you have. Children will make the connections.

**Adaptations for Additional Challenge:**

- Expand children’s thinking to the *Analysis* and *Application* Levels of Bloom’s Taxonomy of Thinking Skills. Challenge them to create a shopping list for a meal, using pictures or invented spelling. Give them a reusable Grocery Bag and invite them to “shop” around the room for items for their meal. They can choose many creative ways to represent their “food” such as green paper for spinach, or small blocks for bread OR use your extra vegetable pics. Have them analyze their bags to see if they need more or less for a healthy meal and categorize them in different ways, sorting, grouping, creating sets and experimenting with mathematical operations.
- Link to Previous Units: Unit 5 introduced the word **creatures** in *5 Creatures* by Jenkins. Use the set-making/grouping activities in U5 activities and expand with vegetable creatures.

**Documentation:**

- Using Counting Books to Document Counting Skills: Create a special area with all types of counting books used throughout the year that present different degrees of difficulty in counting. We gradually added challenge to counting books with books that count to 20 and those that include the decades up to 50 or 100 or count down from 10 to 1 or 0. Books also add difficulty with illustrations that present certain objects to be counted alongside many other items that are not counted.

**Provocation:**

- Cooking: If resources available, children can make a big salad to share at lunch or snack, OR expand the idea into a home/school connection with each family bringing one vegetable salad to add to a salad supper.

\* Vegetable photographs courtesy of Nita Gilger. Copyright waived for use in Math for ME.



## Songs, Word Play, & Letters

Day 1:

Materials: poetry posters, book: *Bringing the Rain to Kapiti Plain* and *The Ugly Vegetables*

### FIVE EGGS AND FIVE EGGS

Procedure:

- Recite or read the poem from a card.
- Read the title, underlining it with a finger.
- Recite the poem again. Discuss the illustration and the meaning of crackle and fluffy.

### BRINGING THE RAIN TO KAPITI PLAIN

Procedure:

- Show the cover of the book and ask if they remember the title of the book, which they haven't heard for a while. Then read the title with the children pointing to and sounding out B in Bringing, R in Rain, K in Kapiti, and P in Plain. Read the quickly as a sight word.
- Read the book, keeping the natural flow of the rhyming verse.

### WHAT WORD WOULD WE HAVE IF WE TOOK OUT? (And The Ugly Vegetables)

Procedure:

- Tell children they will play a new word game today with some words from *The Ugly Vegetables*. Explain that it is now their turn to say some words in a funny way; that you are going to tell children a word to say, and then ask them to say the word again, but leave out a sound.
- Give an example, such as trade. Say the word, and then tell children you are going to say trade without the /d/. Say tray. Comment that dropping this sound from trade makes a new word. Tray, which is something you use to carry things.
- Tell children that it is their turn to play the game using the word seed. Direct them to: Say seed without /d/ at the end (see).
- For bloom, Tell children to Say bloom without /m/ at the end (blue).
- For plant, Tell children to Say plant without /t/ at the end( plan).
- For door, Tell children to Say door without the /d/ at the beginning (or).

Day 2:

Materials: Poetry Posters, Picture Cards: shovel, worm, wheelbarrow, hose

### **OPEN, SHUT THEM**

Procedure:

- Hold both hands up, then open and close them. Ask children, “*Can you guess what song will be first today? Yes, it is Open, Shut Them. We are going to sing it three times. The first time we will sing it in the usual way. The second time we sing it we will sing very slowly, and the third time we will sing very fast. Let’s get our hands ready.*”
- Sing the song and do the motions with the children.

### **THE GREEN GRASS GROWS ALL AROUND**

- Sing the song using all the verses.

### **GUESS WHAT WORD I’M SAYING (And The Ugly Vegetables)**

Procedure:

- Show the book. Tell children that they will hear the words in a funny way, and they are to guess, by saying the words the right way.
- Present these words as onset-rimes: breeze: br- eeze; stems: st- ems; and hose: h- ose,
- Present these words as phoneme segments: vines: /v/ /i/ /n/ /z/; chop: /ch/ /o/ /p/; trade: /t/ /r/ /a/ /d/.

### **I’M THINKING OF \_CLUE GAME (and The Ugly Vegetables)**

Procedure:

- Show children the book. Tell children they will hear some clues for some words in the book and that they will guess what words.
- After children guess a word, show them the Picture Card, or an illustration from the book, to reinforce the word’s meaning.
- For shovel, use these clues: *This is the name of a tool you use to dig and move soil in a garden. It has a long handle and a scoop at the other end. Its name starts with /sh/ and ends with /l/.*
- For worm, use these clues: *This is the name of an animal that lives in the dirt. This animal has no legs and its name starts with /w/.*
- For wheelbarrow, use these clues: *This is the name for a kind of cart that has one wheel in the front. It has two handles for a person to hold when pushing it, and its name starts with /wh/.*
- For hose, use these clues: *This is the name of a long, hollow tube that water moves through. People often use one to water plants in a garden. The name starts with /h/ and ends with /z.*

HEAD, SHOULDERS, KNEES AND TOES

- Stand up and sing song as usual.

Day 3:

Materials: Poetry Posters, book: Make Way for Ducklings, chick puppets (4 yellow, 4 brown, 2 yellow with red speckles) (e.g., felt chicks, paper chicks, etc.)

### **FIVE LITTLE DUCKS**

Procedure:

- Tell children the first song they are going to sing today is “Five Little Ducks.”
- Sing the song, leading the children in the motions.
- Then say something like, *“We just sang a song about five little ducks and now we are going to do a poem about five other animals that live in trees.”*

### **FIVE LITTLE OWLS IN THE OLD ELM TREE**

Procedure:

- read the title with the children. Point to and sound out F and V in Five, L in Little, O and d in Old, and T, r, and ee in Tree, as you read the words. Sound out these words quickly, underlining all letters as you read them. Read “in” and “an” quickly as sight words.
- Recite the poem naturally and Point to the winking and blinking owls and the moon, as the text is recited, to support children in learning words’ meanings.

### **GOOD MORNING, MRS. HEN**

Procedure:

- Read the title with the children. Point to and sound out G and d in Good, M in Morning, M in Mrs., and H and n in Hen, as you begin to read those words.
- Recite the poem naturally, and then recite it a second time. Ask children to help you count the chicks in the illustration again when you are finished.

### **TEN LITTLE FINGERS**

Procedure:

- Hold up both hands. Extend and wiggle your fingers, and begin reciting the poem, modeling the motions for children.
- After reciting the poem, remind children that there were 10 little chicks in the previous poem.
- Place the felt chicks for “Good Morning Mrs. Hen” on the flannel board, in three rows: four brown chicks, four yellow chicks, and two red speckled chicks. Verbally label each set (“four brown chicks,” “four yellow chicks,” “two red speckled chicks”) as you put up each group. • Ask children to help you count all ten chicks, as you point to each one.
- Then say, “We can make ten in several different ways. Four, four, and two makes ten, just as we have seen with the chicks, and five fingers and five fingers also make ten.”
- Then tell children you are going to rearrange the chicks so there are two groups of five each. Move one red speckled chick up to each of the rows of four chicks to make the groups of five. Have children help count all five chicks in each row, counting the second row right after



counting the first one, using a “counting on” strategy (e.g., right after saying 5 when counting the last chick in the first row, say “6” as you count the first chick in the second row.

- When finished, gesture toward both rows of five chicks and comment, “We just found out that five chicks and five chicks are ten chicks all together.”
- • Say, “It makes sense that there are still ten, because we only moved a couple of eggs. We didn’t add any or take any away.”

**GUESS WHAT WORD I AM SAYING? (And Make Way For Ducklings):**

Procedure:

- Hold up the book *Make Way for Ducklings*. Say, “*I am going to say some words from the book in a funny way and you are to guess the word I am saying.*”
- Present these words, one at a time, in phoneme segments: o hatch (/h/ /a/ /ch/) o duck (/d/ /u/ /k/) o fed (/f/ /e/ /d/) o pond (/p/ /o/ /n/ /d/)
- If children have difficulty with the first word or two, change to onset-rime presentation for the words. o hatch: h - (pause) atch o duck: d – (pause) uck o fed: f – (pause) ed o pond: p – (pause) ond
- After children guess each word from the segments you provide, repeat the segments and the word: Yes, /h/ /a/ /ch/ makes the hatch.

Day 4:

Materials: poetry posters, book; *Over in the Meadow*, tag board strips printed verses: “Dig, dig, dig the ground”; “Plant, plant, plant the seeds”; “pull, pull, pull the weeds”; and “Eat, eat, eat the beets.”

Picture cards: duck, feather, wing

### **CLAP YOUR HANDS**

Procedure:

- Tell children that you are going to use the melody for the song “Clap Your Hands” but with the gardening verses again.
- Review the gardening verse using the strips. Point to the words as you review each verse.
- Sing the song and model the motions for each of the verses.

**I’m Thinking of \_\_\_\_\_ Clue Game** (And Make Way for Ducklings):

Procedure:

- Show *Make Way for Ducklings* and tell the children you are going to play the word guessing game with words from this book.
- Ask children to listen carefully to all the clues you give, and hold up their hands when they have an idea of the word you are describing.
- Show the Picture Card after children guess a word.
- For *duck*, use these clues: This is the name of a bird that swims in the water and waddles when it walks. The babies of these birds are called ducklings.
- For *feather*, use these clues: This is the name of something that covers the bodies of birds. Sometimes these are very colorful. If children need another clue, use this one: The name of these things that cover birds’ bodies start with /f/ and ends with /r/.
- For *wing*, use these clues: This is the name of a body part of birds and many insects that allows them to fly. They don’t have arms like we do. They have a different kind of body part, which they flap up and down

### **OVER IN THE MEADOW**

Procedure:

- Tell children that you are going to read this book, which they read earlier because it is about babies who learn something important from their mothers.
- After you have finished reading, ask children if there are any ducklings in this book. Review pages if need to show that there are not.

- Ask if there are any baby birds in the book and find these pages. Help children realize that all birds have beaks, wings, and feathers. Note that ducks have webbed feet, while the blue bird and black bird have talons, or claws. Talk about the difference in their habitats (e.g. ducks swim in water and build nests on the ground; the other birds do not swim and build nests in trees).

Day 5

Materials: poetry poster, book; Community Soup, Five Little Fishies-2-row grid of 10 squares with the first row and five squares of the second filled with duck stickers

### **GUESS WHAT WORD I'M SAYING** (Community Soup)

Procedure:

- Hold up the book. Tell children that you are going to say some words from the book in a funny way and they are to guess the word you are saying.
- Present several key vocabulary words, one at a time, in phoneme segments.
- If children have difficulty with the first word or two, change to onset-rime presentation for the words.

### **FIVE LITTLE FISHIES**

Procedure:

- Read the title with children, underlining it with a finger.
- Remind children to use the fingers of one hand to represent the five fishies. Then recite the poem slowly, modeling appropriate motions.
- After reciting the poem comment that you have done a song and another poem that are also about five animals: "Five Little Ducks" and "Five Little Owls in an Old Elm Tree."
- Hold up one hand with all five fingers extended for the five ducks and a second hand for the five little owls. Ask children how many animals this shows altogether. Confirm that there would be ten animals.
- Ask how many animals there are if the five little fishies are added to the ducks and owls. Have a child hold up one hand to represent the five fishies. Say something like, *We know we already have ten animals with the ducks and the owls* (move your two hands). Point to one of the child's extended fingers at a time and count on the additional five fingers to get the sum: 11, 12, 13, 14, 15. If we add another five animals to the ten we already have, we have fifteen animals. That's a lot, isn't it?
- Show children the grid that has two rows of ten squares of the first row and in five squares of the second row. Confirm that number of stickers shown in the grid is fifteen, the number of animals they just talked about.

### **HEAD, SHOULDERS, KNEES AND TOES**

Procedure:

- Tell children to stand up. Sing the song once, doing the motions.
- Sing the song again very slowly, and then a third time, very fast.

**What Word Would We Have, If We Took Out \_\_\_\_? (And Make Way for Ducklings):**

**Procedure:**

- Show children Make Way for Ducklings. Tell them you are going to say some words from the book the right way. Then they will say the word without one of the sounds.
- To present island, say, The first word is island. Remember the ducks found an island on which to live. Now, I want you to say the word island without the /i/. If children do not respond fairly quickly, say land.
- To present for, say, the next word is for. Now I want you to say “for” without the /f/ (or).


<p>Unit 6</p>  <p>Week 2</p>	<p><b>Large Group: 1 Big Salad Number Path Hop*</b></p>	<p><b>Math</b> <b>LG</b></p>	<p><b>Standards:</b> MELDS.M.MP.PS.2 MELDS.M.CCC.PS.5 MELDS.M.OAT.PS.5</p>
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**Guiding Math Ideas:**

- Empowering Mathematical Thinking- Habits of Mind for School Success
- Review and Reinforcement of Counting Strategies and Quantity- Counting On Counting Back

**Math Concepts From Unit Learning Progressions:**

- Using Rote and Rational Counting in Different contexts
- Combining ideas of 1:1 correspondence, cardinality and number stability to show growing understanding of quantity.
- Using the Number Path

**Adaptations for Using Large Group In Alternate Schedule Slots:**

- \*Combine with Outdoor Time and/or SWPL: Read book during Large Group or SWPL and then do the Number Path Hop activity with small groups of children. See Preparation below.

**Materials:**

- *1 Big Salad* by Juana Medina
- Large Number Line- 1-15 See Preparation-
- 3-Dot Dice – Large/Jumbo; Use 2 if you have an assistant teacher to help lead groups
- 8 large wooden or plastic numerals- 1-8
- Large piece of brown paper, a quilt, towel, etc. to represent the Salad Bowl at end of Number Line

**Math Vocabulary:**

- Numerical order: Numbers follow each other the same way each time we count
- Number Path-numbers lined up in sequence
- Count on- count up from a number on the number path.

**Preparation:**

This Large Group works best if you read the book at a brief Group Time, demonstrate the number path hop and talk about vegetable groups. Later, depending on the location of Number Path, at outside time OR center time call small groups of children to play. The lesson plan follows this procedure. Adapt as needed.



Make a Giant 1-15 Number Path\*, which is long enough for children to have multiple opportunities to *count on*. Adjust length as needed. Locate Giant Number Path where is room for children to physically move and stand by a number and also where it can be reused several times. Giant Number Path suggestions: Use the Sidewalk or a Tarmac area and tape numbers written on used file folders to the surface; Use Hallway or a Gym space depending on availability and Noise (this will be a Noisy, fun activity); Use a long rope or cord along the ground and clothespin numbers to the rope in numerical order; Use sidewalk chalk.

Note: Children can help create the number path as an additional learning experience. See below. Set up Number Path and “Salad Bowl.”

\*A Number Path is similar to a Number Line, but contains only the whole numbers in succession. Number Lines more closely resemble a ruler with marked intervals between the numbers.

We are studying about things that grow- last week flowers and this week—Vegetables!  
We are going to read about the vegetables in *1 Big Salad by Juana Medina*. We have salad for our lunch at school sometimes. What vegetables are in Salad?

We can put a lot of different vegetables in our salad. Let’s read this book about Salads and Vegetables.

Did you notice any of your favorite vegetables that were in this Salad?  
There were 2 things that were NOT vegetables. Can you guess what those were?

Today we are going to pretend to be vegetables and hop right into our Salad Bowl. We will use this dice and a number path to play our game. Be thinking about your favorite vegetable. We will put it in our pretend salad!

We will need a lot of room to play this game. It is called the Number Path Veggie Hop!

*Children name some vegetables that are in salad.*

*Read book. Point to the numeral, the number word and the vegetables as you turn the pages. This is a brief, effective counting book. [See note in Strategies below]*

*Children guess. Turn to the pages of 8 walnuts and 10 clementines and talk about how people sometimes put things besides vegetables in their salad.*

*Spread out the 8 numbers in a row in the middle of the circle. Children can help order numbers.*

We'll play on a giant number path (insert location and time). But Let's practice a little bit now.

Here are some numbers. Let's put them in **numerical order**. That means we will put them in a line, called a **number path or a number line** in the same way that we count them.

I'm going to put this [quilt] right at the end of my number path. I'm pretending that it is my Salad Bowl, just like in the book.

I'm going to pretend to be an onion and stand on the number 1. Susie will you roll the dice?

Susie rolled a 2. I am going to jump 2 times.

What number am I on now?

Yes that is right. I am on the number 3.

I didn't have to go back to the beginning, did I?

No, I just **counted on** and went to that number.

What am I doing when I **count on**?

When I count on, I start adding more numbers to the number I have. I don't have to go back to the beginning of the line.

Now I am going to ask Johnny to roll the dice. Johnny rolled a (X). I am going to jump down the line (X) times.

What number am I on now? **How many do I have all together?**

Yes I am on the number (X).

How do you know?

We will be jumping along our number path trying to get to the end and our Salad Bowl.

I am going to call out the vegetables as a part of our game.

Okay, XXX you can be tomatoes. Tomatoes--- let's jump along our number line.

*Put the Salad Bowl at the end of the row.*

*Choose a child and demonstrate rolling the dice and hopping along the number path.*

*Some children may answer that you are adding numbers, or have various definitions.*

*Another child rolls the dice and the demonstration continues.*

*Continue rolling until you get to 6 or above, and then model jumping into the Salad Bowl.*

*Asking How Do You Know? verifies children's understanding of cardinality.*

*Assign children to be different types of the vegetables named on the list OR Children can choose which vegetable they would like to be. Each group of vegetable will move along the number path together. Children can take turns rolling and hopping.*

You got to the end of our Number Path- Hop on into the salad bowl!

Let's go look at the Giant Number Path I made earlier.

**This part continues on the full Number Path**

We're going to play our game (Location/time). When we get to the end of the number path...we will jump right into our Salad Bowl. We will be calling out groups and numbers for hopping during (X) time. Everyone will get plenty of turns. We can play a long time. Let's go.

Okay, our number line is ready. What is the largest number on our path?

Where should we start?

I see that you tomatoes were on number 1 and now you are on number 4.

**How many** do we have All Together?

How do you know?

Looks like you made it to our Salad Bowl!

Now, how about you Peppers? Would you like to play?

*Do a few more demonstrations with several children. A group can jump together, so that all children get a chance to play at least once.*

*Show the quilt or paper/mat, etc. set up as the Salad Bowl.*

*Take Dice, and "Salad Bowl" and head to your prepared Number Path area to show children what they will be doing later, or continue to play with large Number Path depending on your schedule.*

*Expand, if time permits: Children can help to create the number path. Supply them with large numbers on file folders and have them problem-solve about how to put the numbers in numerical order, how much room they need, etc.*

*Call out certain vegetables and that group starts on the number path.*

*Roll the die. Remember the crucial **How Many All Together?** And **How Do you Know?** Questions and observe children's abilities to conserve number. These concepts will also be highlighted in Small Group 1.*

*Continue to help children roll and count. It will be crowded and noisy, but a lot of fun.*

*The game ends when all of the children get to 15- If you have an aide or assistant, you can start two different groups. They will be at different points on the number path. As the group gets to the end of the number path they can hop, roll or tumble into the Salad Bowl. Call another group as current group returns to outdoor or center play.*

***Strategies to Provoke Math Thinking:***

- Selecting Counting Books: *1 Big Salad* is an example of an excellent counting book. It has large clear numerals and number words in a simple font. Items to count are presented without background clutter. It focuses on numbers 1-10. Selecting appropriate counting

books ensures that children have good models for writing numerals and counting skills.

- Share Resources: Setting up the number path takes time and preparation. Why not share it with other classes or Kindergarten, making connections between PreK and K learning goals? See the free article, *Number Path Games* in *Teaching Young Children*, April/May 2019 for more ideas. <https://www.naeyc.org/resources/pubs/tyc/apr2019/number-path-games>
- Counting On and Counting Back: This game focuses on Counting On. [See Small Group 1 for additional info on concepts embedded in Counting On]. If you feel that your group, or some individuals in your class are ready for counting back, add the + and – symbols on large cards, and use them for a back and forth journey into the salad bowl.

**Provocation:**

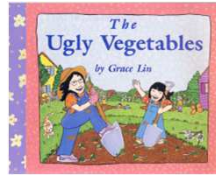
- Outdoor Childhood Games and Math: Another popular childhood game, Red Light/Green Light can be used with the Number Path. Instead of reaching a designated goal on the playground, they have to reach a certain number. Use the dice and invent rules about when they will stop, when they will go back (count back) and when they will go forward (count on).



## Let's Find Out About It: Chinese Calligraphy

### Standards:

SS.G.PS.4  
PHD.FM.PS.1  
ELA.W.TTP.PS.2  
CA.VA.PS.1



### Materials:

- *The Ugly Vegetables*
- Labeled Chinese Vegetables Images Resource
- Chinese Calligraphy Resource

### Vocabulary:

- calligraphy
- brush (-stroke)
- ink
- symbol
- character
- letter

**Preparation:** Set up materials.

### Let's Find Out About It:

"In *The Ugly Vegetables*, the girl's mother created garden signs. What do you notice?"

"She created the **signs** using Chinese **calligraphy** --**symbols**-- that represent words."

"Here are images of Chinese **calligraphy**. What do you notice?"

"**Calligraphers** use paint or ink and paint brushes. They use different kinds of **brush strokes**--thick, thin, long and short lines."

"How are **calligrapher's** tools similar to or different from artist's/writer's tools?"

"I will write 'flower.' What do you notice?"

"'Flower' is one **symbol** in Chinese **calligraphy** and six **letters** in one word."

*Show illustrations. Children respond.*

*Show images. Children respond.*

*Children respond.*

*Write:*



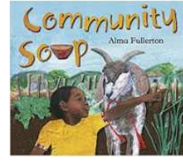
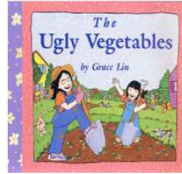
*Write: FLOWER underneath symbol. Children respond.*



## Let's Find Out About It: Community Gardens

### Standards:

SS.CG.PS.1-2  
 ELA.RL.IKI.PS.1-2  
 ELA.SL.CC.PS.1-3  
 ELA.SL.PKI.PS.1



### Materials:

- *The Ugly Vegetables*
- *Community Soup*
- Community Gardens & Parks Images

### Vocabulary:

- **Garden:** a place with soil where plants grow
- **City-** a large town where people live and work
- **Community-** a group of people who have a similar interest
- **Neighbor-** someone who lives close by or next door
- **Town-** a place smaller than a city
- **Green Space-** an area in a city/town with lots of trees and plants
- **Park-** large area of public land with grass, trees and plants

**Preparation:** Set up materials.

### Let's Find Out About It:

"In *The Ugly Vegetables* and *Community Soup*, the girl and her mother, and Kioni and her **neighbors** planted **gardens** that grew all kinds of vegetables."

"The girl and her mother shared the vegetables from their **garden** with their **neighbors**. Kioni and her **neighbors** shared taking care of their **community garden**."

"A **community garden** is located in the middle of a neighborhood where people live. The neighborhood gardeners make sure that the plants are watered and healthy so they grow fruits and vegetables are grown for people to eat."

"Here are images of **public gardens**--these are gardens shared by everyone in a **city** or **town**. **Parks** are also public places that have trees and flowers and large open spaces."

"**Public gardens** and **parks** are also called **green spaces**. Trees and plants in **green spaces** keep the air clean and provide protection from the weather."

"Visitors gather to enjoy the plants, to play on the fields."

"How is a **public garden/park** similar to or different from a **community garden**?"

*Show covers of both texts.*

*Show garden illustrations that include neighbors in both *The Ugly Vegetables* and *Community Soup**

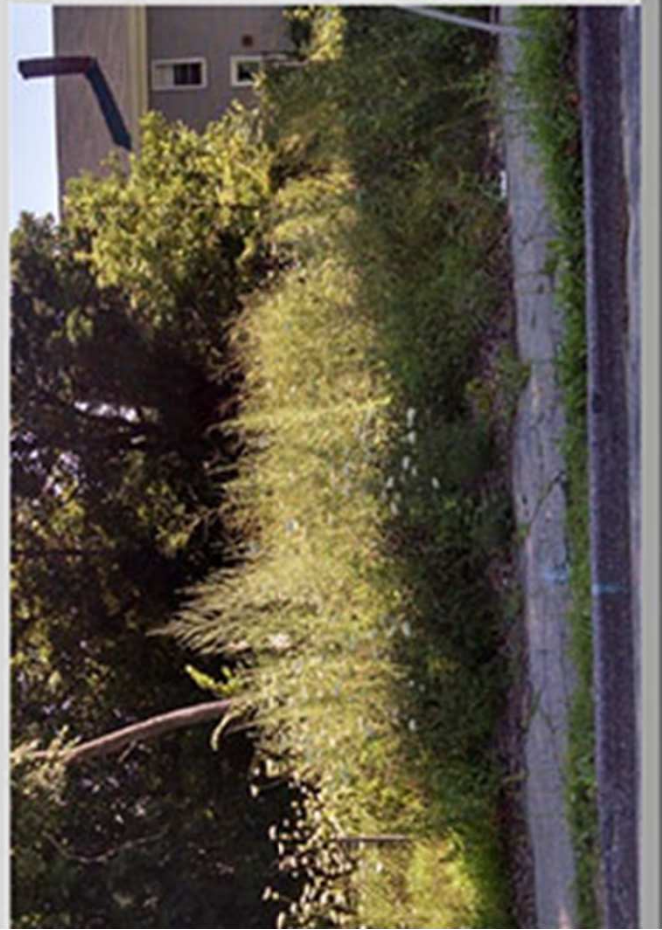
*Show images of community gardens.*

*Show images of public gardens.*

*Children respond.*



**Before**



**After**

























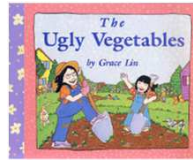




## Let's Find Out About It: Desert Gardens

### Standards:

ATL.IC.PS.3-4  
 ELA.SL.CC.PS.1-3  
 .ELA.SL.PKI.PS.1  
 ELA.LS.VAU.PS.1  
 S.LS.PS.1-2  
 S.LS.PS.6



### Materials:

- *The Ugly Vegetables*
  - *Zinnia's Flower Garden*
  - Desert Garden Images
- Real cactus

### Vocabulary:

- plant
- garden
- soil
- desert
- climate
- cactus
- root
- needle
- moist
- waxy
- protect

**Preparation:** Set up materials.

### Let's Find Out About It:

"In *Zinnia's Flower Garden* and *The Ugly Vegetables*, Zinnia, the girl, and her mother **planted gardens**. What do you notice?"

"The **plants** in their **garden** needed water and **protection**."

"Here is an image of a **desert garden**. What do you notice?"

"The **desert climate**--weather--is dry--it doesn't rain often. The **cactus plants** are not shaded from the hot sun. There is no scarecrow to scare away animals."

"**Cactus needles** **protect** the **plant** from animals and humans. Its **roots** are spread out to **absorb** as much water as possible when it does rain in the **desert**. Its **waxy skin** keeps the **plant moist**."

"How is the **desert garden** similar to or different from Zinnia and the girl and her mother's **garden**?"

"All of the **plants** needed water and **protection**. The flowers and vegetables were watered and **protected** by **gardeners**; the cacti were not."

*Show illustrations.*  
*Children respond.*

*Show images.*  
*Children respond.*

*Point to 'needles'. Model 'spread out roots', 'waxy skin'.*  
*Show real cactus*

*Children respond.*









Unit 6



Week 2

***Outdoor Learning Opportunities:***

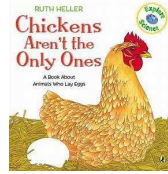
**Animal Life Cycles – Collecting Tadpoles**

**Standards:**

**S.LS.PS.1, 3-5**

**SED.ED.SE.PS.1**

**PHD.FM.PS.5**



***Materials:***

- Aquarium or small fish tank
- Water from the pond/stream where you find the frog eggs and bottled water (or tap water that has sat out for at least 24 hours to add as needed)
- Bag of aquarium gravel or rocks from the pond and a few larger stones
- Artificial plants for the tadpoles to hide behind
- Tadpoles and/or frogspawn (frog eggs)
- Food for tadpoles (tropical fish food flakes for young tadpoles, freeze dried bloodworm for tadpoles when they begin to form legs)
- Ladle or small containers

***Vocabulary:***

- Aquarium
- Frogspawn (frog eggs)
- Tadpole
- Froglet (tadpole that has grown legs and absorbed its tail)
- Metamorphosis
- Vernal ponds (temporary ponds that form after a rain)

To observe the life cycle of a frog and learn about metamorphosis with the children, collecting frogspawn (frog eggs) or tadpoles is a great way to get the children involved. Set up an aquarium or small fish tank in the classroom. Fill it with local pond water where you will be taking the children to catch frogspawn and/or tadpoles. Make sure you have seen frog eggs or tadpoles in the pond prior to going. Sometimes the best places to look are vernal ponds or puddles after a good rain. Add the aquarium gravel and large rocks to the tank on an incline. Make sure there is a space for the froglets to come out of the water once they are starting to breathe air.



Provide a ladle or small containers for the children to use when you get to the pond. Collect frogspawn if possible so the children can watch the eggs hatch into tadpoles, but if only tadpoles are available, those are fine, too. Add the eggs and tadpoles to the fish tank. Feed the tadpoles fish flakes until they start to grow legs, then switch to freeze dried bloodworm. Once the tadpoles have become froglets they will not eat for a few days, but will absorb their tail as food. When the froglet is big enough to hold, take it back to the pond where you found the eggs.



Extension: Children can draw the different stages of development in a journal as they observe the frog going through metamorphosis.

Extension 2: Have children learn the life cycle of the frog with 3D rubber frog life cycle stages of development from Acorn Naturalists ([www.acornnaturalists.com](http://www.acornnaturalists.com)). They can also use frog stamps of the different stages of development and cards with the stages on them.

***Guiding Questions:***

- What is frogspawn?
- What are the stages of development of a frog?
- What is metamorphosis?
- How can we help a tadpole become a frog?

*Information taken from:*

<https://runwildmychild.com/raising-tadpoles-with-kids/>

<p>Unit 6 Week 2</p>	<p><b>Diagrams: Writing and Drawing</b> Lower to Higher Level Technology Supplement</p>	<p>ISTE-S 1c, 3c,d</p>	<p><b>Standards:</b> S.LS.PS.1-2, 6 ELA.W.TTP.PS.2 ELA.W.PD.PS.1</p>
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***Technology Concepts***

- Students use technology to seek feedback that demonstrate their learning in a variety of ways
- Students produce creative information from digital resources using a variety of tools to create collections of artifacts that demonstrate meaningful connections or conclusions
- Students build knowledge by actively exploring real-world issues, develop ideas, and pursue answers and solutions

<p><b><i>Materials:</i></b></p> <ul style="list-style-type: none"> <li>● Tablet</li> <li>● Educreations App (if desired)</li> </ul>	<p><b><i>Vocabulary:</i></b></p> <ul style="list-style-type: none"> <li>● Use language from original lesson</li> <li>● Reliable information</li> <li>● Internet</li> </ul>
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***Preparation:***

Tablet  
Educreations App open (if desired)

***Procedure:***

Search Internet for diagrams of of flowers for additional research  
If not using Educreations, take videos of children’s work, recording responses to Guiding Questions  
If using Educreations, have children draw diagrams on Educreations and record responses with diagrams. Save on Educreations and send to families



Unit 6 Week 2	<b>Let's Find Out About It: Community and Desert Gardens</b> Higher Level Technology Supplement	<b>ISTE-S</b> <b>3, 4, 5</b>	<b>Standards:</b> <b>ATL.IC.PS.3-4</b> <b>ELA.SL.CC.PS.1-3</b> <b>ELA.SL.PKI.PS.1</b> <b>ELSA.LS.VAU.PS.1</b> <b>S.LS.PS.1-2</b> <b>S.LS.PS.6</b>
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### **Technology Concepts**

- Children are moving towards developing ideas and theories about how to complete a challenge and then pursuing answers and solutions by trying various programming strategies
- Children exhibit perseverance as they work to complete each challenge
- Process of identifying sequence of steps that will complete a challenge

<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● Tablet/smart phone</li> <li>● Sphero Mini edu app loaded onto digital device</li> <li>● Sphero Mini synched to digital device</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● Use vocabulary from original lesson</li> <li>● Pathway</li> <li>● Coding</li> <li>● Debug (when something doesn't work as planned or expected)</li> </ul>
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**Preparation:**

[Sphero Mini](#)

This video explains setting up the Sphero Mini and provides a quick tutorial on how to use the Sphero Mini

*Any Sphero can be used in the activities. The Sphero Mini was selected for the technology lessons based on affordability.*

Teacher needs to be familiar with Sphero ball and app

Sphero moves back, forward, right, left and rotates 360 degrees. Paper squares with direction arrows can be used to visually assist children in determining Sphero path.



***Procedure:***

Children and teacher will plot out a Community or Desert garden path. This can first be done by placing paper squares on the floor (previous squares from previous computational thinking/spheros activity can be used) to create path, then have spheros follow garden path. Once spheros is successful on path, place garden pictures along path to create more beautiful visuals.