

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