

Unit 6

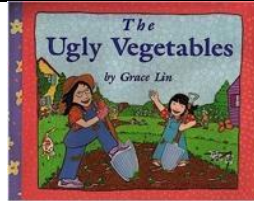


Week 1

## ***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>
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<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>
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<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>