



WEEK 1 Day 2

Read Aloud
From Seed to Plant
 Read 2 of 5, Pages 1-10

Big Ideas	Plants grow and change over time. They need light, water, and air to live and grow.
Unit Question	In what ways do people, animals and plants depend on and impact the environment?
Guiding Questions	How do plants grow and change over time? What do plants need to survive?
Content Objective	I can retell key details about seeds and plants by using the words and illustrations. (R.5.K.a, R.5.K.b, R.11.K.a, R.11.K.c)
Language Objectives	I can ask questions that seek additional information about plants in a triad discussion. (L.1.K.c, SL.1.K.a) I can use key details to determine the meaning of unfamiliar words. (L.4.K)
Vocabulary	contain: to have or hold within something nutrition: food to make us grow strong and healthy protect: to make sure something or someone is safe and not hurt scatter: to throw things all around in lots of different places care: to keep something or someone safe
Materials and Preparation	<ul style="list-style-type: none"> ● <i>From Seed to Plant</i>, Gail Gibbons ● <i>From Seed to Plant</i> vocabulary Cards ● Think, Triad, Share chart, from Day 1 ● Triad groups and assigned numbers, written on whiteboard from Day 1 ● <i>From Seed to Plant</i> KWL chart, from Day 1

<p>Opening 1 minute</p>	<p>Introduce the text and set a purpose. <i>Today we will reread the beginning pages of From Seed to Plant and record what we've learned about seeds.</i></p> <p><i>Then we will continue practicing our Think, Triad, Share routine. With our triads we'll think about what we already know about plants and what we want to know about plants, before we read the next section of the text.</i></p>
<p>Text and Discussion 12 minutes pages 1-4</p>	<p>Read the text without stopping. <i>What important information did you learn about seeds?</i></p> <p>Harvest 2-3 ideas and record them in the "L<u>earned</u>" column of the KWL chart.</p> <p>Invite children to move into their triads. Review the steps of Think, Triad, Share by referring to the anchor chart and reminding children of what went well in triads in the previous lesson. <i>Number 3s will be the discussion starters today, and number 1s will report your ideas to the large group.</i></p> <p><i>What do you already know about plants?</i></p> <p>As the reporters share out, record 2-4 ideas on the chart in the "K<u>now</u>" column.</p> <p><i>What do you want to know about plants?</i></p> <p>As the reporters share out, record 2-4 ideas on the chart in the "W<u>ant to Know</u>" column.</p>
<p>page 5</p>	<p><i>Gail Gibbons has drawn a really helpful labeled illustration!</i></p> <p>Read the text that explains each part of the flower.</p>
<p>page 6</p>	<p>Read the labels, highlighting pollen. <i>As we keep reading, let's listen for key details that help us understand what pollination is.</i></p> <p>Read pages 7-9 without stopping.</p>
<p>page 9</p>	<p><i>What is pollination? What makes you think that?</i></p> <p>Harvest 2-3 ideas; then return to page 7. <i>How does this illustration show what pollination is?</i></p> <p>Harvest 2-3 ideas; then return to page 8. <i>How does this illustration of the bee and the hummingbird show us what pollination is?</i></p> <p>If time permits, invite two children to act out being a bee or hummingbird pollinating a flower.</p>

<p>Key Discussion and Activity 6 minutes</p>	<p>Invite children to form their triads again, and assign discussion starter and reporter roles. <i>What did you learn about seeds and plants?</i> As the reporters share out, record ideas on the KWL chart.</p> <p>Gather children back into the whole group. <i>What are you still wondering about seeds and plants?</i> Harvest 2-3 questions and record them in the “W” column.</p>										
<p>Closing 1 minute</p>	<p><i>Tomorrow we’ll continue reading this book to see what happens after the seed first begins to form.</i></p>										
<p>Standards</p>	<p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how. R.5.K.b Retell key details of text with prompting and support, including the main topic. R.11.K.a With prompting and support, describe the relationship between illustrations and the text. R.11.K.c With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts. SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups. L.1.K.c Understand and use question words (interrogatives) (e.g. who, what, where, when, how). L.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>										
<p>Ongoing assessment</p>	<p>Observe children’s discussion behaviors and listen to their responses. Do children listen to peers and share their own ideas? Do children use question words to ask about plants? How do children use the illustrations to retell and explain key details? How do children make meaning of unfamiliar words?</p>										
<p>Center Activities</p>	<table border="1"> <tr> <td data-bbox="451 1444 678 1514">Art Table</td> <td data-bbox="678 1444 1406 1514">Children create artwork inspired by our earth.</td> </tr> <tr> <td data-bbox="451 1514 678 1583">Art Easel</td> <td data-bbox="678 1514 1406 1583">Children paint inspired by our earth.</td> </tr> <tr> <td data-bbox="451 1583 678 1652">Blocks</td> <td data-bbox="678 1583 1406 1652">Children build plants.</td> </tr> <tr> <td data-bbox="451 1652 678 1722">Dramatization</td> <td data-bbox="678 1652 1406 1722">Children create a garden.</td> </tr> <tr> <td data-bbox="451 1722 678 1822">Library & Listening</td> <td data-bbox="678 1722 1406 1822">Children work on the book inventory.</td> </tr> </table>	Art Table	Children create artwork inspired by our earth.	Art Easel	Children paint inspired by our earth.	Blocks	Children build plants.	Dramatization	Children create a garden.	Library & Listening	Children work on the book inventory.
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	Discovery Table	Children sort and write about seeds.
	Science & Engineering	Children start the compost.
	Writing & Drawing	Children sort and write about seeds.

Notes