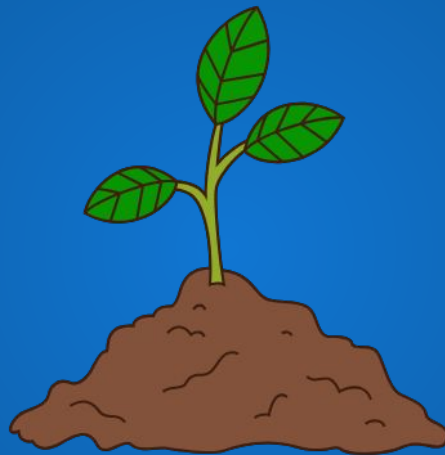




Unit 9

Botany



PROJECT
READY

MOUNT ST. JOSEPH UNIVERSITY®

Joyful Discoveries Preschool Curriculum



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Unit 9 Botany

Project Ready's Joyful Discoveries Preschool Curriculum

Unit 9 - Botany

Unit Overview:

This unit explores our natural world. Students learn about plants and flowers, the pollinators (butterflies and bees) that are beneficial to plants while also benefiting from them, and trees and birds.

They learn that plants are helpful to all animals, including humans. Students will explore math concepts around measurement of length and weight.

Knowledge Building Targets

1. What a seed needs to grow
2. Life cycles: plants, trees, butterflies
3. Gardens & plants
4. Parts of a flower
5. Kinds of flowers
6. Butterflies: types, what they eat, migration
7. Importance of bees
8. Importance of trees & plants
9. Animals that live in trees
10. Types of birds and their nests
11. How & why birds build nests
12. Scientists and what they do: naturalists

Oral Language Skill Targets

1. Answering questions
2. Stating an opinion
3. Academic vocabulary
4. Story vocabulary: author, illustrator, title, character (who), setting (where)
5. Length of sentences
6. Extended decontextualized accounts, explanations, and narratives
7. Retelling/summarizing
8. Fluency

Early Literacy Skills

1. Print/book skills: title, author, directionality
2. Listening comprehension
 - a. Answering key questions (Focus on who, when, what questions)
 - b. Memory for events
 - c. Retelling
 - d. Following directions
 - e. Sequencing of events
3. Fiction vs. nonfiction
4. Writing skills: prewriting strokes, letter formation, shared writing
5. Early writing through crafts

Math Skills

1. Small number recognition without counting
2. Counting
3. Number recognition
4. More than, less than, same
5. Number after knowledge
6. Number comparisons
7. Number after equals ones more
8. Addition
9. Subtraction
10. Patterns
11. Story problems





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Unit 9: Botany

Overview

Part 1: Plants & Flowers

★ BOOK 1	BOOK 2	BOOK 3	★ BOOK 4	BOOK 5
<p><i>One Bean</i> by Anne Rockwell</p>  <p>CREATING ART</p>	<p><i>Planting a Rainbow</i> by Lois Ehlert</p> 	<p><i>Little Honey Bee</i> by Jane Ormes</p>  <p>Rhyme Time</p> <p>Math</p>	<p><i>Lola Plants a Garden</i> by Anna McQuinn</p>  <p>Shared Writing</p> <p>CREATING ART</p>	<p><i>In a Garden</i> by Tim McCanna</p>  <p>Rhyme Time</p>
★ BOOK 6	★ BOOK 7	BOOK 8	BOOK 9	
<p><i>Inch By Inch</i> by Leo Lionni</p>  <p>Math</p>	<p><i>I Can Grow a Flower</i> by Dawn Sirett</p>  <p>CREATING ART</p>	<p><i>The Curious Garden</i> by Peter Brown</p>  <p>Challenge</p>	<p><i>One Little Lot</i> The 1-2-3s of an Urban Garden by Diane Mullen</p>  <p>Challenge</p> <p>Math</p>	

★ = Includes a 123 Storybook Reread Lesson



Unit 9: Botany

Overview

Part 2: Butterflies, Bees, & Bugs

★BOOK 10	BOOK 11	BOOK 12	BOOK 13	BOOK 14
<p><i>Butterflies</i> by Marfe Ferguson Delano</p>    	<p><i>Waiting for Wings</i> by Lois Ehler</p>   <p>*Dramatic Play Center Introduced</p>	<p><i>100 Bugs!</i> by Kate Narita</p>   	<p><i>Bee</i> by Britta Teckentrup</p>  	<p><i>Monarch and Milkweed</i> by Helen Frost & Leonid Gore</p>  

Part 3: Trees

BOOK 15	★BOOK 16	BOOK 17	BOOK 18
<p><i>A Tree Grows Up</i> By Marfe Ferguson Delano</p>  	<p><i>A Tree is Nice</i> by Janice May Udry</p>   	<p><i>Tall, Tall, Tree</i> by Anthony Fredericks</p>   	<p><i>The Busy Tree</i> by Jennifer Ward</p>  

★ = Includes a 123 Storybook Reread Lesson



Unit 9: Botany

Overview

Part 4: Birds

★ BOOK 19	BOOK 20	★ BOOK 21	BOOK 23
<p><i>Bird Builds a Nest</i> by Martin Jenkins</p>  	<p><i>Owl Babies</i> by Martin Waddell</p>  	<p><i>Balance the Birds</i> by Susie Ghahremani</p>  	<p><i>Bird Watch</i> by Christie Matheson</p>  

Wordless Books That Connect To This Unit - SAMMY

Little Butterfly by Laura Logan

Bee & Me by Alison Jay

★ = Includes a 123 Storybook Reread Lesson

Materials

Printed Materials

Bird Builds a Nest Matching Cards

Craft Materials

Plastic straws

Paint - green, various colors

Construction paper - green, brown

Lima beans

Paper Towels

Small plastic bags

Potting soil

Flower seeds

Small terracotta pots - one per student

Paint brushes

Popsicle sticks

Dramatic Play Center Materials

Butterfly Growing Kit (ordered in advance)
*More information given on pg. 11

Butterfly life cycle model

Large stuffed bird, small bird figurines

Balance scale (used with *Balance the Birds*)

Insect costumes

Rulers and tape measures

Insect figurines

Bug catching kit with tools

Watering cans/Gardening tools

Flower garden building toys

Torn paper (for gardening sensory bin)

Large seeds (for gardening sensory bin)

Materials to Prepare - Found in Appendix

Inch by Inch Inch Worms

Butterfly Observation Journal

Optional Materials - Found on website

Types of Birds Memory Game

Types of Butterflies Memory Game



Botany Centers

Dramatic Play Center- Nature Center

Purpose: Promote creative play, exploration and experimentation, and oral language skills.

Materials: insect wing costumes for dress up, balance scale and birds, items for measuring (inchworms, rulers, tape measures), butterfly habitat, life cycle model, and basket with everyone's observation journal, bug catching kit and insect figurines, flower garden building set, sensory bin with "dirt," "seeds," watering can, flowers, flower vases, etc.,

Types of Birds Memory Game, Types of Butterflies Memory Game (found in Materials on website)

We suggest adding these materials after Book 11 *Waiting for Wings*.

How it Works:

In the dramatic play center, set up a nature center with a variety of activities. Some suggestions are below:

- ★ Insect wing costumes for dress up
- ★ Balance scale, large stuffed bird, and small bird figurines added after Book 21 *Balance the Birds*
- ★ Butterfly habitat and all student's observation journals added after Book 10 *Butterflies*
- ★ Bug catching activity with bug catching tools and small insect figurines
- ★ Flower building set
- ★ Flower arranging sensory bin with brown paper for dirt, seeds, watering can, faux flowers, small flower vases, etc.
- ★ Memory games for types of birds and types of butterflies (found in Materials)

Introduce the center to the children after reading *Waiting for Wings* and add materials as additional books are read. Show students how to play with the various toys and games.

For the first few days, a teacher should be in this center to help students use their new vocabulary and knowledge as they interact with the toys and games.

Botany Centers



Insect wing costumes



Balance Scale

Also need large stuffed bird and small bird figurines (may need to glue to unifix cubes to make them heavier)



Tape measures
(Might also include rulers)



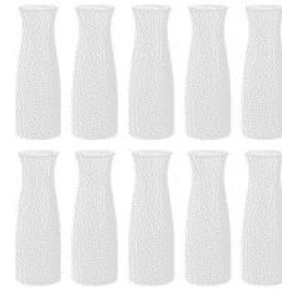
Flower building set



Toys and tools for bug catching play



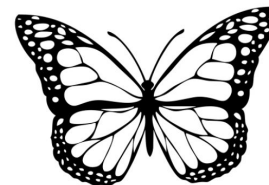
Botany Centers



Sensory bin
Flower planting and arranging



Butterfly
Observation
Journal



Name: _____

Butterfly Garden
(Must order caterpillars ahead of introducing)



Library Center

★ Additional preschool books that could be included in classroom library.

Plants and Flowers

Seed Magic by Natalie McKinnon
Flowers Are Calling by Rita Gray
From Seed to Plant by Gail Gibbons
Plant the Tiny Seed by Christie Matheson
The Tiny Seed by Eric Carle
Counting in the Garden Kim Parker
Counting On the Woods by George Ella Lyon
It's Pumpkin Time by Zoe Hall
In the Tall, Tall Grass by Denise Fleming
Alison's Zinnia by Anita Lobel

Butterflies, Bees, and Bugs

Are You a Butterfly? by Judy Allen & Tudor Humphries
Butterflies & Caterpillars- True or False by Melvin & Gilda Berger
Beginner's Guide to Butterflies by Stokes Guides
Peterson's Field Guide for Young Naturalists- Caterpillars

Trees

Redwoods by Jason Chin
In a Nutshell by Joseph Anthony
We Planted a Tree by Diane Muldrow

Birds

The Bird Alphabet Book by Jerry Pallotta
A Home for Bird by Philip C. Stead
A Nest Full of Eggs by Priscilla Belz Jenkins
Baby Bird's First Nest by Frank Asch
Bird Song by Betsy Franco & Steve Jenkins



Full List of Unit Vocabulary - Botany

Book	Word	Definition	Gesture
<i>One Bean</i>	wrinkly	having lots of little lines	Starting at shoulder height and moving down, wiggle your fingers over your shirt
<i>One Bean</i>	buds	little growths on a plant that will turn into a leaf or flower	Hold hands in a fist with palms facing toward each other
<i>One Bean</i>	blossomed	grew flowers	Hold hands in a fist with palms facing toward each other and open fingers to extend up and back
<i>Planting a Rainbow</i>	bulbs	a big, round seed that is about the size of your fist	Make a fist with one hand and use the other hand to rub the outside of the fist
<i>Planting a Rainbow</i>	seedlings	young plants	Hold one hand flat with palm facing toward you, push index finger on other hand slowly up from behind
<i>Planting a Rainbow</i>	sow	plant seeds in the ground	Hold hand in a fist and with your other hand pretend to poke a hole and plant a seed
<i>Little Honey Bee</i>	nodding	moving up and down	Move head up and down
<i>Little Honey Bee</i>	petals	the colorful parts of a flower	Hold hand in a fist with your palm toward you, fan fingers out and wiggle them
<i>Little Honey Bee</i>	unfurl	to open, unfold	Place palms of hands together and open them like you are opening a book
<i>Lola Plants a Garden</i>	poem	a type of writing that has a rhythm like a song and sometimes rhymes	Hold open hands in front of you as if reading a book, sway rhythmically
<i>Lola Plants a Garden</i>	shoots	baby plants that are just beginning to pop out of the dirt	Hold one hand flat with palm facing toward you, push very tip of index finger on other hand up from behind
<i>Lola Plants a Garden</i>	weeds	any plant that is growing where it isn't wanted	Hold hand in a fists near the ground and pull up
<i>In a Garden</i>	bursting	popping open	Hold both hands in a fist in front of your body and open them up quickly

Full List of Unit Vocabulary - Botany

Book	Word	Definition	Gesture
<i>In a Garden</i>	nectar	sugary water in flowers	Open and wiggle fingers in “petal” gesture. Pinch index finger and thumb on other hand to mimic a bee. Make bee touch the hand
<i>In a Garden</i>	disguise	changing the way you look to hide	Put hands up in front of eyes and open fingers to peek through like a disguise
<i>Inch By Inch</i>	gobble	eat quickly	Quickly move open hands in an alternating motion up to your mouth
<i>Inch By Inch</i>	measure	see how long or tall something is	Start with palms touching and move out as if showing width
<i>Inch By Inch</i>	twig	small sticks	Pinch finger and thumb together down low then lift up
<i>I Can Grow a Flower</i>	seeds	part of the plant that can grow into a new plant	Rub fingers together as you move hand in a line, as if spreading seeds
<i>I Can Grow a Flower</i>	shoots	baby plants that are just beginning to pop out of the dirt	Hold one hand flat with palm facing toward you, push very tip of index finger on other hand up from behind
<i>I Can Grow a Flower</i>	buds	little growths on a plant that will turn into a leaf or flower	Hold hands in a fist with palms facing toward each other
<i>The Curious Garden</i>	dreary	sad, not colorful or interesting	Make a big sigh, slouch your shoulders, and make a sad face
<i>The Curious Garden</i>	curious	wanting to learn something new, wanting to explore	Use pointer finger and tap raised chin as if thinking, like you’re saying “hmmmm”
<i>The Curious Garden</i>	discovery	to find something new	Put your hand over your eye like you are looking for something, then when you find it make a surprised face and point to it
<i>One Little Lot</i>	abandoned	alone, no one taking care of it	Wave and make a sad face
<i>One Little Lot</i>	preparing	getting ready	Pretend to hold a bag in one hand and use the other hand to mimic packing a bag by putting things in one by one



Full List of Unit Vocabulary - Botany

Book	Word	Definition	Gesture
<i>One Little Lot</i>	soil	dirt that is full of the things plants need to grow	Rub your hand on the ground like you touching the soil
<i>Butterflies</i>	nectar	sugary water in flowers	Open and wiggle fingers in “petal” gesture. Pinch index finger and thumb on other hand to mimic a bee. Make bee touch the hand
<i>Butterflies</i>	chrysalis	a thin shell the caterpillar makes around itself	Hold your right hand flat with palm facing down, hook left index finger in a c-shape and touch it to the palm as if it’s hanging
<i>Butterflies</i>	split	to break into parts	Hold hands together flat with palms touching, starting with fingertips slowly break apart into two pieces
<i>Waiting for Wings</i>	caterpillar	larvae, young butterflies or moths	Make your left pointer finger bend and extend as you move it up your right arm like a caterpillar climbing up your arm
<i>Waiting for Wings</i>	chrysalis	a thin shell the caterpillar makes around itself	Hold your right hand flat with palm facing down, hook left index finger in a c-shape and touch it to the palm as if it’s hanging
<i>Waiting for Wings</i>	nectar	sugary water in flowers	Open and wiggle fingers in “petal” gesture. Pinch index finger and thumb on other hand to mimic a bee. Make bee touch the hand
<i>100 Bugs!</i>	explorers	people who go on adventures to find new things or places	Right hand above eye like a salute and rotate head side to side
<i>100 Bugs!</i>	farrow	a group of baby pigs all born at the same time, a litter of pigs	Scrunch nose and snort
<i>100 Bugs!</i>	darting	moving suddenly and quickly	Put hands together in front of you and move one hand quickly forward
<i>Bee</i>	hue	different colors	Point to different colors around the room
<i>Bee</i>	pollen	powder on a flower that is needed to make more flowers	Wrinkle nose, close eyes, and pretend to sneeze



Full List of Unit Vocabulary - Botany

Book	Word	Definition	Gesture
<i>Bee</i>	blossom	new, small flower	Hold hands in a fist with palms facing toward each other and open fingers to extend up and back
<i>Monarch and Milkweed</i>	nectar	sugary water in flowers	Open and wiggle fingers in “petal” gesture. Pinch index finger and thumb on other hand to mimic a bee. Make bee touch the hand
<i>Monarch and Milkweed</i>	caterpillar	larvae, young butterflies or moths	Make your left pointer finger bend and extend as you move it up your right arm like a caterpillar climbing up your arm
<i>Monarch and Milkweed</i>	chrysalis	a thin shell the caterpillar makes around itself	Hold your right hand flat with palm facing down, hook left index finger in a c-shape and touch it to the palm as if it’s hanging
<i>A Tree Grows Up</i>	acorn	the seed of an oak tree	Use one hand to make a fist and then place the other hand on top to make the cap of the acorn
<i>A Tree Grows Up</i>	root	the part of the plant that is underground	With arm bent at elbow, spread fingers apart like a tree. With other hand, motion downward from elbow, indicating the roots
<i>A Tree Grows Up</i>	trunk	the big part of the tree that grows up from the ground	Make a large circle shape with hands and move it up like tracing the shape of a trunk
<i>A Tree is Nice</i>	trunk	the big part of the tree that grows up from the ground	Make a large circle shape with hands and move it up like tracing the shape of a trunk
<i>A Tree is Nice</i>	shade	a dark, cool spot away from the sun	Put one flat hand across your brow, like the brim of a hat
<i>A Tree is Nice</i>	shovel	a tool for digging holes	Put hands together like you’re holding a shovel and pretend to dig
<i>Tall, Tall Tree</i>	seldom	not often	Hold one finger up and wiggle it slightly from side to side while shaking your head back and forth
<i>Tall, Tall Tree</i>	canopy	very top of the trees in the forest	Lift arms up overhead in an arc to create a canopy above you



Full List of Unit Vocabulary - Botany

Book	Word	Definition	Gesture
<i>Tall, Tall Tree</i>	darting	moving suddenly and quickly	Put hands together in front of you and move one hand quickly forward
<i>The Busy Tree</i>	roots	the part of the plant that is underground	With arm bent at elbow, spread fingers apart like a tree. With other hand, motion downward from elbow, indicating the roots
<i>The Busy Tree</i>	acorn	the seed of an oak tree	Use one hand to make a fist and then place the other hand on top to make the cap of the acorn
<i>The Busy Tree</i>	trunk	the big part of the tree that grows up from the ground	Make a large circle shape with hands and move it up like tracing the shape of a trunk
<i>Bird Builds a Nest</i>	pulls	move something toward you (closer to you)	Use hands in a motion like you are pulling a rope in front of you
<i>Bird Builds a Nest</i>	twigs	small sticks	Pinch finger and thumb together down low then lift up
<i>Bird Builds a Nest</i>	pushes	move something away from you	Hold hands open with palms facing away from you like you are pushing something away
<i>Owl Babies</i>	trunk	the big part of the tree that grows up from the ground	Make a large circle shape with hands and move it up like tracing the shape of a trunk
<i>Owl Babies</i>	hunting	looking for food	Put your hand flat over your eye like you are looking for something. Make quiet gesture over lips with other hand
<i>Owl Babies</i>	branches	a big part of the tree, coming from the trunk	With arm bent at elbow, spread fingers apart like a tree., Use your other arm to make a branch coming off the trunk
<i>Balance the Birds</i>	balance	make even on both sides	Hold hands out to side with palms facing up and move them up and down like you are balancing two objects
<i>Balance the Birds</i>	remain	leftover	Hold up five fingers and put down all but one finger. Point to the finger that remains



Full List of Unit Vocabulary - Botany

Book	Word	Definition	Gesture
<i>Balance the Birds</i>	heavy	weighs a lot	Pretend to lift a heavy object by straining your arms and make a face like you're struggling
<i>Bird Watch</i>	treasures	something very special, valuable	Cup your hands like you are holding something then open them slowly and look excited
<i>Bird Watch</i>	feast	a large meal	Right hand moves like spoon to open mouth
<i>Bird Watch</i>	nectar	sugary water in flowers	Open and wiggle fingers in "petal" gesture. Pinch index finger and thumb on other hand to mimic a bee. Make bee touch the hand



Active Responding Routines

These are used when asking/answering questions.
Stay away from individual child responses as you want all children actively engaged.

Teacher Prompts	
Thinking About the Answer	Point to Forehead with Finger
Answer all together (choral responding)	Open hand to children to indicate they should respond
Child Responses	
To show they are ready to answer	Thumbs Up Other movements: Stand up, hands in the air
To note if they like something or don't	Thumbs Up/Thumbs Down



For the Teacher:

**Preview
One Bean**



Unit 9: Botany, Part 1 - Plants & Flowers

Book 1: *One Bean* by Anne Rockwell

Materials Needed: None

Vocabulary		
Word	Definition	Gesture
wrinkly	having lots of little lines	Starting at shoulder height and moving down, wiggle your fingers over your shirt
buds	little growths on a plant that will turn into a leaf or flower	Hold hands in a fist with palms facing toward each other
blossomed	grew flowers	Hold hands in a fist with palms facing toward each other and open fingers to extend up and back



1st Read

One Bean



Language Time

Five Little Seeds

Five fat seeds in a flower pot.

(make a fist)

One grew...two grew...three grew...four grew...five grew...

(hold up 1 finger, then 2, 3, 4, and 5)

They grew and they grew and they did not stop!

(raise hand in the air very slowly)

Until one day, the pot went POP!

(clap hands together)

Before

1. **Topic Introduction-** *Today is an exciting day! We are going to start learning about something new. We are going to learn about plants. We will learn about what plants need to grow, animals that help plants, and animals that need plants. Did you know that animals need plants?* (thinking gesture - finger on forehead)
2. **Book Introduction-** Show children book cover. *Look at the cover of this book. I see two children. They're holding something that looks like a tiny plant. I see some small pictures, too. I see soil, the sun, and a watering can. I think I know why those are on the book cover.*
3. **Title and Author-** Draw attention to title and author. *This book is called One Bean. The author is Anne Rockwell. Who remembers what the author does? Tell me.* (Thinking gesture and then open hand to note choral response- writes the words) *Yes, the author writes the words.*



1st Read

One Bean



During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"This meant it was time to plant my bean."	<p>TA: <i>I think the bean might be a seed! They're going to plant this bean and a plant will grow from it.</i></p> <p>Q: <i>Do you think so? Thumbs up if you think the bean is a seed.</i></p>
"My bean was dangling from the end of it."	<p>TA: <i>That's interesting! The baby plant is growing up and the bean seed is still attached.</i></p> <p>Q: <i>Do you see it dangling here?</i></p>
"just like the one bean that had started it all!"	<p>TA: <i>The baby plant is all grown up and it made its own seeds! These seeds could be planted to make more bean plants.</i></p>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Seeds need soil, water, and sunlight to grow into plants.

Vocabulary: briefly define/highlight vocab words when they come up in the story.

Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
wrinkly	<p>having lots of little lines</p> <p><i>Wrinkly means having lots of little lines. Wiggle your fingers over your shirt to show wrinkles.</i></p>	Starting at shoulder height and moving down, wiggle your fingers over your shirt
buds	<p>little growths on a plant that will turn into a leaf or flower</p> <p><i>Buds are little growths on a plant that will turn into a leaf or flower. Hold your hands together to show a bud before it becomes a flower.</i></p>	Hold hands in a fist with palms facing toward each other
blossomed	<p>grew flowers</p> <p><i>Blossomed means that flowers grew. Hold your hands together and open your fingers up to show a blossom.</i></p>	Hold hands in a fist with palms facing toward each other and open fingers to extend up and back



1st Read

One Bean



After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

I liked that book! My favorite part was when the plant blossomed with flowers.

Thumbs up if you liked the story. Everyone think about your favorite part. Start your sentence with “My favorite part was...” Encourage all to think about their answer. When I open my hand, everyone will tell me their favorite part at the same time. Ready? Open hand.

Check their understanding.

What did the bean plant need to grow?

(Thinking gesture and then open hand to note choral response- soil, water, sunlight)

How did the plant change? What did it look like at the beginning? The end?

(thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up.
(Response - It started as a seed. It grew into a big plant with leaves. It made its own beans.)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i><u>Wrinkly</u> means having lots of little lines. Ready to clap? Wrin-kly, wrinkly.</i>	Starting at shoulder height and moving down, wiggle your fingers over your shirt
<i><u>Buds</u> are little growths on a plant that will turn into a leaf or flower. Buds, buds.</i>	Hold hands in a fist with palms facing toward each other
<i><u>Blossomed</u> means that flowers grew. Blossomed, blossomed.</i>	Hold hands in a fist with palms facing toward each other and open fingers to extend up and back



1st Read

One Bean



After Continued

Ask vocabulary questions

What are the little growths on a plant that will turn into a leaf or flower called?

(Thinking gesture and then open hand to note choral response- buds)

When a flower grew, it did what?

(Thinking gesture and then open hand to note choral response- blossomed)

What is another word to describe when something has a lot of little lines?

(Thinking gesture and then open hand to note choral response- wrinkly)

3. Follow Up Activity- Guided Retell

Explain, *We are going to work together to retell the story. Listen closely. Use your words to help me finish the story.* Show pictures in the book to refresh their memory. (Thinking gesture and then open hand to note choral response at each pause.)

First, the children had a dry, smooth... (bean). They put it in a wet paper towel. When it got big and wrinkly, they put it in a cup and covered it with... (soil). Then one day it popped out of the soil. The plant grew and grew until it blossomed with... (flowers). When the flowers fell off, there were tiny bean pods full of... (bean seeds).



Reread

One Bean



Unit 9: Botany, Part 1 - Plants & Flowers

Book 1: *One Bean* by Anne Rockwell

Reread & Activity: Craft

Materials Needed: book, small zip-lock bags (1 for each student), damp paper towels (1-2 for each student), bean seeds (possibly soaked overnight)

Before

1. **Ask if they can remember what this book is about-** show them the cover to remind them.
We have already read this story. Do you remember it? (thinking gesture - finger on forehead) **Look at the cover. Do you remember what is in this little pot?** (thinking gesture - finger on forehead) **Tell me one thing you remember about this little plant. Put your thumb up if you have an idea to share.**
(Pause briefly for discussion or facilitation of conversation.)
2. **Point out title & author-** ask if anyone can tell you what the author does.
The title of this story is One Bean. The author of the story is Anne Rockwell. Who remembers what the author does? Tell me! (Thinking gesture and then open hand to note choral response- writes the words) *Yes, the author writes the words. The illustrator is Megan Halsey. She made the beautiful pictures.*
3. **Tell them this time we are going to read and discuss the story** so be ready to share your ideas!
We are going to read the story again. Pay close attention so we can talk about the book when it's done.



Reread One Bean



During

1. **Read** with excitement and fluency.
2. **Think Aloud and Ask Questions as you read.**

Part of Text	Think Aloud (TA) - Question (Q)
"This meant it was time to plant my bean."	Q: <i>What do you see in this picture? The children are gathering the things the plant will need. Put your thumb up if you want to tell us one thing the plant will need.</i>
"It needed a bigger place to live and grow."	TA: <i>The plant needs a bigger place to grow.</i> Q: <i>What did the children do to help the plant?</i>
"Those little green bumps were buds."	Q: <i>What did the buds grow into?</i>
"lots of white flowers blossomed among the green, green leaves."	TA: <i>The leaves fell off next.</i> Q: <i>What grew when the flowers fell off?</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Seeds need soil, water, and sunlight to grow into plants.

Vocabulary: briefly define/highlight vocab words when they come up in the story.

Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
wrinkly	having lots of little lines <i>Wrinkly means having lots of little lines. Wiggle your fingers over your shirt to show wrinkles.</i>	Starting at shoulder height and moving down, wiggle your fingers over your shirt
buds	little growths on a plant that will turn into a leaf or flower <i>Buds are little growths on a plant that will turn into a leaf or flower. Hold your hands together to show a bud before it becomes a flower.</i>	Hold hands in a fist with palms facing toward each other
blossomed	grew flowers <i>Blossomed means that flowers grew. Hold your hands together and open your fingers up to show a blossom</i>	Hold hands in a fist with palms facing toward each other and open fingers to extend up and back



Reread

One Bean



After

1. Ask Questions

Ask their opinion

Did you like this book? (thinking gesture - finger on forehead)

Show me a thumb if you liked this book.

What was your favorite part? (thinking gesture - finger on forehead)

Turn to someone near you and tell them your favorite part. Start your sentence with "My favorite part was..." (Pause briefly for discussion or facilitation of conversation.)

Check their understanding

Who was in this story?

(Thinking gesture and then open hand to note choral response- children- a boy and a girl)

What did the plant need to grow?

(Thinking gesture and then open hand to note choral response- soil, water, sunlight)

2. Review Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition and making the gesture.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>When a shirt has a lot of little lines on it, it is _____ (<u>wrinkly</u>).</i>	Starting at shoulder height and moving down, wiggle your fingers over your shirt
<i>Little growths on a plant that will turn into a leaf or flower are called _____ (<u>buds</u>).</i>	Hold hands in a fist with palms facing toward each other
<i>When something grows flowers it _____ (<u>blossomed</u>).</i>	Hold hands in a fist with palms facing toward each other and open fingers to extend up and back

3. Follow-Up Activity: Craft - Bean Activity

After reading the story again, introduce the activity. Give each child a zip-lock bag. Label the bag with their name or encourage students to do this step on their own. Explain, *We will be growing our own bean seeds. How did the children first help the seed to grow?*

1. Give each child a damp paper towel, or allow children to spray the paper towel to make it damp.
2. Show children how to place the paper towel into the bag and "plant" their seed on the paper towel.
3. Zip the bag closed and place it in a bright spot. Taped to a window is a great spot!
4. Over the course of 1-3 weeks, observe the bean seeds as they begin to grow. Monitor the paper towel to ensure it stays damp.
5. Roots and shoots will develop. Baby plants can be removed and planted in soil if desired.



For the Teacher:
Preview
Planting a Rainbow

Unit 9: Botany, Part 1 - Plants & Flowers
Book 2: *Planting a Rainbow* by Lois Ehlert
Materials Needed: None

Vocabulary		
Word	Definition	Gesture
bulbs	a big, round seed that is about the size of your fist	Make a fist with one hand and use the other hand to rub the outside of the fist
seedlings	young plants	Hold one hand flat with palm facing toward you, push index finger on other hand slowly up from behind
sow	plant seeds in the ground	Hold hand in a fist and with your other hand pretend to poke a hole and plant a seed



1st Read

Planting a Rainbow

Language Time

Five Little Seeds

Five fat seeds in a flower pot.

(make a fist)

One grew...two grew...three grew...four grew...five grew...

(hold up 1 finger, then 2, 3, 4, and 5)

They grew and they grew and they did not stop!

(raise hand in the air very slowly)

Until one day, the pot went POP!

(clap hands together)

Before

1. **Topic Introduction-** *Yesterday we started learning about plants. We learned that plants need soil, water, and sunlight to grow. We read a book about a bean seed growing into a big bean plant. Who remembers what happened as the plant grew? (thinking gesture - finger on forehead) Turn to someone sitting next to you and tell them one thing that happened as the plant grew.*
2. **Book Introduction-** *Look at these beautiful flowers! The title of this book is Planting a Rainbow. Everyone say, "Planting a rainbow." (Thinking gesture and then open hand to note choral response- "planting a rainbow") I think this book might be about how flowers can be colorful like a rainbow. Let's read to find out if I'm right.*
3. **Title and Author-** Draw attention to title and author. *This story is called Planting a Rainbow. The person who wrote the words is Lois Ehlert. Do you remember the name of the person who writes the words? (Thinking gesture and then open hand to note choral response- the author) Yes, the author writes the words.*



1st Read

Planting a Rainbow

During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"Every year Mom and I plant a rainbow."	TA: <i>I don't think the author means they plant a real rainbow. Real rainbows don't grow under the ground.</i>
"We order seeds from catalogs and wait all winter long"	TA: <i>They bought seeds and made plans for their garden all winter. You can't plant in the winter.</i>
"Then it's time to go to the garden center"	TA: <i>The garden center is a store where you can buy everything for plants.</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Plants are colorful! Plants grow from seeds and bulbs.

Vocabulary: briefly define/highlight vocab words when they come up in the story.

Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
bulbs	a big, round seed that is about the size of your fist <i>A bulb is a big, round seed that is about the size of your fist. Make a fist with your hand.</i>	Make a fist with one hand and use the other hand to rub the outside of the fist
seedlings	young plants <i>Seedlings are young plants. Make your finger grow out of the ground like a seedling.</i>	Hold one hand flat with palm facing toward you, push index finger on other hand slowly up from behind
sow	plant seeds in the ground <i>Sow means to plant seeds in the ground. Pretend to plant a seed.</i>	Hold hand in a fist and with your other hand pretend to poke a hole and plant a seed



1st Read

Planting a Rainbow

After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Did you like this book? (thinking gesture - finger on forehead)

Show me a thumb if you liked this book.

I liked seeing all the colors of plants! What was your favorite color? (thinking gesture - finger on forehead) *Turn to someone near you and tell them your favorite color. Start your sentence with "My favorite color was..."*

(Pause briefly for discussion or facilitation of conversation.)

Check their understanding.

What colors did we see in this book? (thinking gesture - finger on forehead)

If you have a color to share, show a thumbs up.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up.
(Response - red, orange, yellow, green, blue, purple)

How did the family start their garden? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up.
(Response - planted bulbs, ordered seeds, bought seedlings, etc.)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>A bulb is a big, round seed that is about the size of your fist. Ready to clap? Bulb, bulb.</i>	Make a fist with one hand and use the other hand to rub the outside of the fist
<i>Seedlings are young plants. Seed-lings, seedlings.</i>	Hold one hand flat with palm facing toward you, push index finger on other hand slowly up from behind
<i>Sow means to plant seeds in the ground. Sow, sow.</i>	Hold hand in a fist and with your other hand pretend to poke a hole and plant a seed



1st Read

Planting a Rainbow

After Continued

Ask vocabulary questions

What do we call it when we plant seeds in the ground?

(Thinking gesture and then open hand to note choral response- sow)

What is another name for young plants?

(Thinking gesture and then open hand to note choral response- seedlings)

What is the name of a big, round seed about the size of your fist?

(Thinking gesture and then open hand to note choral response- bulb)

3. Follow Up Activity- Vocabulary Review

Explain, *We talked about some of the important words in this book. One word was sow. Let's say that together.* (Thinking gesture and then open hand to note choral response- sow) **Sow. Sow means to plant seeds in the ground.**

I'm going to say something you can do in a garden and you will tell me "yes" if it is sowing or "no" if it is not sowing.

- *Digging a hole and putting a green bean seed in the dirt.*

(Thinking gesture and then open hand to note choral response- yes)

- *Picking an apple from a tree.*

(Thinking gesture and then open hand to note choral response- no)

- *Planting a watermelon seed in a pot with soil.*

(Thinking gesture and then open hand to note choral response- yes)



For the Teacher:
Preview
Little Honey Bee



Unit 9: Botany, Part 1 - Plants & Flowers
Book 3: *Little Honey Bee* by Jane Ormes
Materials Needed: None

Vocabulary		
Word	Definition	Gesture
nodding	moving up and down	Move head up and down
petals	the colorful parts of a flower	Hold hand in a fist with your palm toward you, fan fingers out and wiggle them
unfurl	to open, unfold	Place palms of hands together and open them like you are opening a book



1st Read

Little Honey Bee



Language Time

Five Little Seeds

Five fat seeds in a flower pot.

(make a fist)

One grew...two grew...three grew...four grew...five grew...

(hold up 1 finger, then 2, 3, 4, and 5)

They grew and they grew and they did not stop!

(raise hand in the air very slowly)

Until one day, the pot went POP!

(clap hands together)

Before

1. **Topic Introduction-** *We have been learning about something new. Do you remember what we've been reading and talking about?* (thinking gesture - finger to forehead) *Plants! Studying plants is called botany. Let's clap that word together. Bot-an-y. We are doing botany!*
2. **Book Introduction-** *The cover of this book is so pretty! I see an orange and yellow flower. What kind of flower do you think this is?* (thinking gesture - finger to forehead) *Do you see this striped creature here?* (point to honey bee on cover) *This is a honey bee. Honey bees get their food from flowers so we often see them near flowers like this one*
3. **Title and Author-** Draw attention to title and author. *This book is called Little Honey Bee. The author is Jane Ormes. Who remembers what the author does? Tell me.* (Thinking gesture and then open hand to note choral response- writes the words) *Yes, the author writes the words.*



1st Read

Little Honey Bee



During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"in the winter cold."	TA: <i>This flower is growing when there is still snow on the ground. I didn't know there are some flowers that start to grow when it's still winter.</i>
"Five cherry blossoms opening in the trees."	TA: <i>Let's see what's under the cherry blossom flap. These are called inchworms. We are going to read a book about inchworms soon.</i>
"Nine climbing roses rambling all about."	TA: <i>Let's count the roses.</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: There are many different kinds of flowers. Bees are often found near flowers.

Vocabulary: briefly define/highlight vocab words when they come up in the story.

Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
nodding	moving up and down <u>Nodding</u> means moving up and down. Pretend to plant a seed.	Move head up and down
petals	the colorful parts of a flower <u>Petals</u> are the colorful parts of a flower. Make a flower with your hand and wiggle the petals.	Hold hand in a fist with your palm toward you, fan fingers out and wiggle them
unfurl	to open, unfold <u>Unfurl</u> means to open or to unfold. Pretend to open a book.	Place palms of hands together and open them like you are opening a book



1st Read

Little Honey Bee



After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Did you like that story? (thinking gesture - finger on forehead)

Thumbs up if you want to share one thing you saw in the book.

Encourage all to think about their answer and call on 1-2 students who have their thumb up.

Check their understanding.

What did we count in this book?

(Thinking gesture and then open hand to note choral response- flowers)

When did this story start? What season was it at the beginning?

(Thinking gesture and then open hand to note choral response- winter)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i><u>Nodding</u> means moving up and down. Ready to clap? Nod-ding, nodding.</i>	Move head up and down
<i><u>Petals</u> are the colorful parts of a flower. Pet-als, petals.</i>	Hold hand in a fist with your palm toward you, fan fingers out and wiggle them
<i><u>Unfurl</u> means to open or to unfold. Un-furl, unfurl.</i>	Place palms of hands together and open them like you are opening a book



1st Read

Little Honey Bee



After Continued

Ask vocabulary questions

What are the colorful parts of a flower called?

(Thinking gesture and then open hand to note choral response- petals)

Does unfurl mean that something closed or opened?

(Thinking gesture and then open hand to note choral response- opened)

What is the name for moving up and down, like I am doing with my head right now?

(Thinking gesture and then open hand to note choral response- nodding)

3. Follow Up Activity- Math Word Problem

Explain, *We counted different kinds of flowers in this book.*

Show page with hollyhocks and count flowers on page.

If we start with six crimson hollyhocks then take away five, how many flowers are left? Let's do subtraction to find out. When we subtract, we take away. Let's use our fingers to help. Everyone start with six crimson hollyhocks. Hold up six fingers. Wiggle each as you count. **1, 2, 3, 4, 5, 6.**

Now, let's take away five of those flowers. Put fingers down one by one as you count **1, 2, 3, 4, 5.**

How many flowers are left? (Thinking gesture and then open hand to note choral response- one) **One!**

Six minus five equals one. Say that with me. Repeat equation.



For the Teacher:
Preview
Lola Plants a Garden

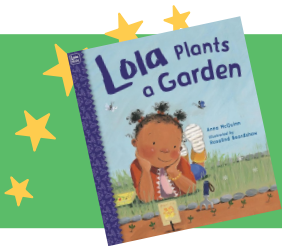


Unit 9: Botany, Part 1 - Plants & Flowers

Book 4: *Lola Plants a Garden* by Anna McQuinn

Materials Needed: None

Vocabulary		
Word	Definition	Gesture
poem	a type of writing that has a rhythm like a song and sometimes rhymes	Hold open hands in front of you as if reading a book, sway rhythmically
shoots	baby plants that are just beginning to pop out of the dirt	Hold one hand flat with palm facing toward you, push very tip of index finger on other hand up from behind
weeds	any plant that is growing where it isn't wanted	Hold hand in a fists near the ground and pull up



1st Read

Lola Plants a Garden

Language Time

Five Little Seeds

Five fat seeds in a flower pot.

(make a fist)

One grew...two grew...three grew...four grew...five grew...

(hold up 1 finger, then 2, 3, 4, and 5)

They grew and they grew and they did not stop!

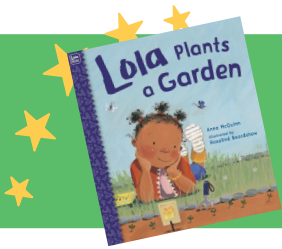
(raise hand in the air very slowly)

Until one day, the pot went POP!

(clap hands together)

Before

1. **Topic Introduction-** *We have been talking about plants. Studying plants is called botany. Let's clap that word together. Bot-an-y. Great! Say it one more time.* (Thinking gesture and then open hand to note choral response- botany) *Botany. We are learning about plants so we're doing botany.*
2. **Book Introduction-** Show book cover. *I see a familiar character. This is Lola! We read a book about Lola getting a cat earlier this year. Do you remember how Lola adopted a cat and was patient and kind while her cat got used to her house? I think this book might be about Lola and plants. What do you think?* (thinking gesture - finger on forehead) *Thumbs up if you think this book will be about Lola and plants.*
3. **Title and Author-** Draw attention to title and author. *The name of this book is Lola Plants a Garden and it was written by Anna McQuinn. Do you remember what we call the name of a book? Tell me.* (Thinking gesture and then open hand to note choral response- title) *Title! Yes, the name of a book is also called the title.*



1st Read

Lola Plants a Garden

During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"Mommy says there is room near the vegetables."	TA: <i>I think that means Lola will get to plant her own garden near the vegetable garden in her yard. Let's see!</i>
"The seed packets mark where the flowers are planted."	TA: <i>That's a good idea! Plants take a long time to grow so the seed packets will help them know where they planted each flower until the plants are big.</i>
"Orla, Ben, and Ty are coming"	TA: <i>I wonder if they will like Lola's garden.</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Growing a garden is a lot of work but it's fun.

Vocabulary: briefly define/highlight vocab words when they come up in the story.

Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
poem	a type of writing that has a rhythm like a song and sometimes rhymes <i>Poems are a type of writing that has rhythm like a song and sometimes rhymes. Pretend to read a poem and move to the rhythm.</i>	Hold open hands in front of you as if reading a book, sway rhythmically
shoots	baby plants that are just beginning to pop out of the dirt <i>Shoots are baby plants that are just beginning to pop out of the dirt. Make just the top of your finger grow out of the ground like a shoot.</i>	Hold one hand flat with palm facing toward you, push very tip of index finger on other hand up from behind
weeds	any plant that is growing where it isn't wanted <i>Weeds are any kind of plant that is growing where it isn't wanted. Pretend to pull weeds out of the garden.</i>	Hold hand in a fists near the ground and pull up



1st Read

Lola Plants a Garden

After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Thumbs up if you liked that story of Lola growing a pretty garden.

(thinking gesture - finger on forehead)

Turn to someone near you and tell them one thing you would plant in your garden if you had one. (Pause briefly for discussion or facilitation of conversation.)

Check their understanding.

Who was this story about?

(Thinking gesture and then open hand to note choral response- Lola, her mommy, her friends)

How did Lola feel when her friends came over to see her garden?

(Thinking gesture and then open hand to note choral response- happy)

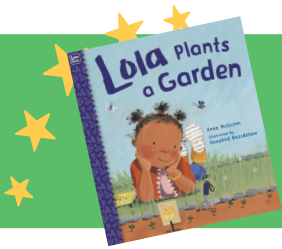
2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>A <u>poem</u> is a type of writing that has rhythm like a song and sometimes rhymes. Ready to clap? Po-em, poem.</i>	Hold open hands in front of you as if reading a book, sway rhythmically
<i><u>Shoots</u> are baby plants that are just beginning to pop out of the dirt. Shoots, shoots.</i>	Hold one hand flat with palm facing toward you, push very tip of index finger on other hand up from behind
<i><u>Weeds</u> are any kind of plant that is growing where it isn't wanted. Weeds, weeds.</i>	Hold hand in a fists near the ground and pull up



1st Read

Lola Plants a Garden

After Continued

Ask vocabulary questions

What are baby plants that are just beginning to pop out of the ground called?

(Thinking gesture and then open hand to note choral response- shoots)

What do we call plants that is growing where it isn't wanted?

(Thinking gesture and then open hand to note choral response- weeds)

What is the name of the kind of writing that often rhymes and has rhythm like a song?

(Thinking gesture and then open hand to note choral response- poem)

3. Follow Up Activity- Guided Retell

Explain, *We are going to work together to retell the story. Listen closely. Use your words to help me finish the story.* Show pictures in the book to refresh their memory. (Thinking gesture and then open hand to note choral response at each pause.)

Lola wanted to plant a _____ (garden). Mommy said there was room by the vegetables. Lola went to the garden store to buy _____ (seeds). She planted the seeds and waited patiently. One day Lola saw tiny green _____ (shoots). Lola's friends came to visit her garden. They loved everything about it and Lola felt so _____ (happy)!



Reread

Lola Plants a Garden



Unit 9: Botany, Part 1 - Plants & Flowers

Book 4: *Lola Plants a Garden* by Anna McQuinn

Reread & Activity: Craft - Painted Flower Garden

Materials Needed: blue and green construction paper, straws, paint in various colors, glue

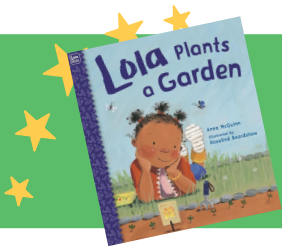
Before

1. **Ask if they can remember what this book is about-** show them the cover to remind them.
We have already read this story. Do you remember it? Look at the cover. What is this girl's name? What did she do in this book? (Pause briefly for discussion or facilitation of conversation.)
2. **Point out title & author-** ask if anyone can tell you what the author does.
The title of this book is Lola Plants a Garden and the author is Anna McQuinn. Do you remember what the author does? Tell me. (Thinking gesture and then open hand to note choral response- writes the words) *Yes, the author of a book writes the words.*
3. **Tell them this time we are going to read and discuss the story** so be ready to share your ideas!
We are going to read the story again. Pay close attention so we can talk about the book when it's done.

Example of Painted Flower Garden Craft



The picture provided is just one example of this craft. Feel free to adapt the craft to student or classroom needs. The focus is on student production of artwork and not a perfect replica.



Reread

Lola Plants a Garden



During

1. **Read** with excitement and fluency.
2. **Think Aloud and Ask Questions as you read.**

Part of Text	Think Aloud (TA) - Question (Q)
"Her favorite poem is the one about Mary Mary."	Q: <i>Who is Lola's favorite poem about?</i>
"Mommy makes a list."	Q: <i>Why is Mommy making a list? What is she writing down?</i>
"Lola's friends love everything about her garden."	Q: <i>How do you think Lola feels? She worked so hard to make her pretty garden and her friends love it.</i>
"What kind of garden will Lola plant next?"	Q: <i>What do you think Lola should plant next?</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Growing a garden is a lot of work but it's fun.

Vocabulary: briefly define/highlight vocab words when they come up in the story.

Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
poem	a type of writing that has a rhythm like a song and sometimes rhymes <i>Poems are a type of writing that has rhythm like a song and sometimes rhymes. Pretend to read a poem and move to the rhythm.</i>	Hold open hands in front of you as if reading a book, sway rhythmically
shoots	baby plants that are just beginning to pop out of the dirt <i>Shoots are baby plants that are just beginning to pop out of the dirt. Make just the top of your finger grow out of the ground like a shoot.</i>	Hold one hand flat with palm facing toward you, push very tip of index finger on other hand up from behind
weeds	any plant that is growing where it isn't wanted <i>Weeds are any kind of plant that is growing where it isn't wanted. Pretend to pull weeds out of the garden.</i>	Hold hand in a fists near the ground and pull up



Reread

Lola Plants a Garden



After

1. Ask Questions

Ask their opinion

Did you like this book? (thinking gesture - finger on forehead) *Show me a thumb if you liked this book.*

What was your favorite part? (thinking gesture - finger on forehead) *Turn to someone near you and tell them your favorite part. Start your sentence with "My favorite part was..."*

(Pause briefly for discussion or facilitation of conversation.)

Check their understanding

Where does this story take place?

(Thinking gesture and then open hand to note choral response- Lola's house, her garden)

What did Lola plant in her garden?

(Thinking gesture and then open hand to note choral response- flowers)

2. Review Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition and making the gesture.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>A <u>poem</u> is a type of writing that has rhythm like a song and sometimes rhymes. Ready to clap? Po-em, poem.</i>	Hold open hands in front of you as if reading a book, sway rhythmically
<i><u>Shoots</u> are baby plants that are just beginning to pop out of the dirt.. Shoots, shoots.</i>	Hold one hand flat with palm facing toward you, push very tip of index finger on other hand up from behind
<i><u>Weeds</u> are any kind of plant that is growing where it isn't wanted. Weeds, weeds.</i>	Hold hand in a fists near the ground and pull up

3. Follow-Up Activity: Craft - Painted Flower Garden

After reading the story again, introduce the craft.Explain, *We are going to make our own flower garden today.* Give each child a piece of light blue construction paper and several green strips for stems. Demonstrate how to glue the stems to make a garden then dip straw "stamps" to make flowers on the ends of each stem.



Shared Writing

Lola Plants a Garden



Planning Guide - Tell a Story

Topic Sentence: Write the topic sentence on the board, leaving a blank space for the underlined word:

Lola wants to make her own garden.

Plan your detail and concluding sentences (You can utilize the following.)

Detail: Her family helps her get ready for the garden.

Detail: They buy seeds and choose flowers.

Detail: Lola and Mommy make the garden.

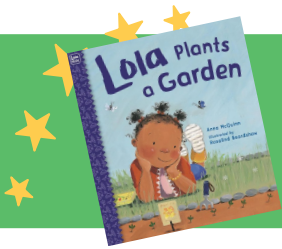
Detail: Lola waits for the shoots to grow.

Conclusion: Finally, Lola invites her friends to see her garden and they love it!

Vocabulary to Include if Possible		
Word	Definition	Gesture
poem	a type of writing that has a rhythm like a song and sometimes rhymes	Hold open hands in front of you as if reading a book, sway rhythmically
shoots	baby plants that are just beginning to pop out of the dirt	Hold one hand flat with palm facing toward you, push very tip of index finger on other hand up from behind
weeds	any plant that is growing where it isn't wanted	Hold hand in a fists near the ground and pull up

Let's Write!

Discuss the book and vocabulary: *We read this book called Lola Plants a Garden. In this story, Lola wanted her own garden. She worked hard and her garden was beautiful!*



Shared Writing

Lola Plants a Garden



Write Topic Sentence

1. **Plan:** *We are going to work together to tell the story of Lola. What did Lola want?* (thinking gesture - finger on forehead and then open hand to note choral response - a garden) *A garden!*
2. **Write:** Write **garden** to complete the sentence.
3. **Read aloud, pointing to each word:** *Lola wants to make her own garden.*

Write Detail Sentence(s)

1. **Plan:** *Let's work together to tell the rest of the story. What happened next?* Guide children by showing them a few pictures in the book, if necessary. Remember the planned detail sentences are available if your students need more direction. Otherwise, write the ideas they share.
2. **Write:** *Her family helps her get ready for the garden.*
3. **Read** aloud, pointing to each word: *Her family helps her get ready for the garden.* Read again, encouraging children to read with you.

Continue adding detail sentences if students are engaged. This can also be returned to tomorrow or added to later in the day.

Write Concluding Sentence

1. **Plan:** *We told all about how Lola made her garden. Now what happened at the end of the story?* (thinking gesture - finger on forehead) *Let's write, "Finally, Lola invites her friends to see her garden and they love it!"*
2. **Write:** *Finally, Lola invites her friends to see her garden and they love it!*
3. **Read** aloud, pointing to each word: *Finally, Lola invites her friends to see her garden and they love it!* Read again, encouraging children to read with you.

Read the whole paragraph with students. Post writing where they can see it.



For the Teacher:

Preview

In a Garden



Unit 9: Botany, Part 1 - Plants & Flowers

Book 5: *In a Garden* by Tim McCanna

Materials Needed: None

Vocabulary		
Word	Definition	Gesture
bursting	popping open	Hold both hands in a fist in front of your body and open them up quickly
nectar	sugary water in flowers	Open and wiggle fingers in “petal” gesture. Pinch index finger and thumb on other hand to mimic a bee. Make bee touch the hand
disguise	changing the way you look to hide	Put hands up in front of eyes and open fingers to peek through like a disguise



1st Read

In a Garden



Language Time

Five Little Seeds

Five fat seeds in a flower pot.

(make a fist)

One grew...two grew...three grew...four grew...five grew...

(hold up 1 finger, then 2, 3, 4, and 5)

They grew and they grew and they did not stop!

(raise hand in the air very slowly)

Until one day, the pot went POP!

(clap hands together)

Before

1. **Topic Introduction-** *We've been learning about Botany. Let's clap that word. Bot-an-y. Botany is the study of plants. We've been learning about how plants grow.*
2. **Book Introduction-** *This book looks interesting! I see children sitting on the ground. I see colorful flowers and plants and a big pile of something brown. What do you think this brown pile is?* (thinking gesture - finger on forehead) *I am guessing these kids are making a garden.*
3. **Title and Author-** Draw attention to title and author. *The title of this story is In a Garden. The author is Tim McCanna. He wrote the words. The illustrator is Aimee Sicuro. Do you remember what an illustrator does? Tell me.* (Thinking gesture and then open hand to note choral response- draws the pictures) *Yes! An illustrator draws the pictures.*



1st Read

In a Garden



During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"moving through the garden soil."	TA: <i>Look at the earthworms moving through the tunnels they dug in the soil. Did you know that worms live in the dirt?</i>
"newborn flowers find their way."	TA: <i>Wow! These new flowers are so colorful and beautiful!</i> Q: <i>How are the children helping these new baby flowers?</i> (thinking gesture - finger on forehead)
"Time goes by and by and then..."	TA: <i>I think it's winter! It's snowy and cold. There's nothing growing in the garden. I wonder what happened to that seed we just saw.</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Gardens are full of life- both plants and animals.

Vocabulary: briefly define/highlight vocab words when they come up in the story.

Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
bursting	popping open <i>Bursting means popping open. Make your hands burst open.</i>	Hold both hands in a fist in front of your body and open them up quickly
nectar	sugary water in flowers <i>Nectar is the sugary water found in flowers. Make a flower with one hand and a bee with the other hand, have the bee sip the nectar from the flower.</i>	Open and wiggle fingers in "petal" gesture. Pinch index finger and thumb on other hand to mimic a bee. Make bee touch the hand
disguise	changing the way you look to hide <i>A disguise is changing the way you look to hide. Put your hands to your face and peek through a disguise.</i>	Put hands up in front of eyes and open fingers to peek through like a disguise



1st Read

In a Garden



After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

I liked that story! My favorite part was the bunnies sneaking carrots.

What was your favorite part? (thinking gesture - finger on forehead)

Put your thumb up if you would like to tell everyone. Start your sentence with, “My favorite part was...”

Encourage all to think about their answer and call on 1-2 students who have their thumb up.

Check their understanding.

Where did this story take place?

(Thinking gesture and then open hand to note choral response- in a garden)

What creatures did we see in the garden? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up.
(Response - bugs, owls, bunnies, worms, etc.)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>Bursting means popping open. Ready to clap? Burst-ing, bursting.</i>	Hold both hands in a fist in front of your body and open them up quickly
<i>Nectar is the sugary water found in flowers. Nec-tar, nectar.</i>	Open and wiggle fingers in “petal” gesture. Pinch index finger and thumb on other hand to mimic a bee. Make bee touch the hand
<i>A disguise is changing the way you look to hide. Dis-guise, disguise.</i>	Put hands up in front of eyes and open fingers to peek through like a disguise



1st Read

In a Garden



After Continued

Ask vocabulary questions

What is the sugary water found in flowers called?

(Thinking gesture and then open hand to note choral response- nectar)

If something is popping open, it is _____?

(Thinking gesture and then open hand to note choral response- bursting)

What is it called when you change the way you look to hide?

(Thinking gesture and then open hand to note choral response- disguise)

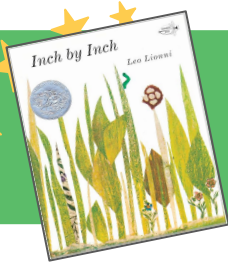
3. Follow Up Activity- Rhyming Practice

Explain, *There were lots of rhyming words in this book. Remember, rhyming words sound the same at the end. Let's go back and read parts of the book.* Reread the passages. Emphasize the underlined words.

Ask *Do those words rhyme? Do they sound the same at the end?*

Read the whole passage, emphasizing the underlined words.

- *Then at last a tiny shoot, ever slowly forms a root.*
(Thinking gesture and then open hand to note choral response- Yes)
- *In a garden showers fall, dainty drinks for one and all.*
(Thinking gesture and then open hand to note choral response- Yes)
- *Finding shelter in the shade.*
(Thinking gesture and then open hand to note choral response- No)



For the Teacher:

Preview

Inch by Inch



Unit 9: Botany, Part 1 - Plants & Flowers

Book 6: *Inch by Inch* by Leo Lionni

Materials Needed: None

Vocabulary

Word	Definition	Gesture
gobble	eat quickly	Quickly move open hands in an alternating motion up to your mouth
measure	see how long or tall something is	Start with palms touching and move out as if showing width
twigs	small sticks	Pinch finger and thumb together down low then lift up



1st Read

Inch by Inch



Language Time

Five Little Seeds

Five fat seeds in a flower pot.

(make a fist)

One grew...two grew...three grew...four grew...five grew...

(hold up 1 finger, then 2, 3, 4, and 5)

They grew and they grew and they did not stop!

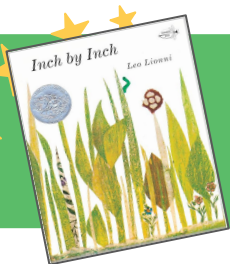
(raise hand in the air very slowly)

Until one day, the pot went POP!

(clap hands together)

Before

1. **Topic Introduction-** *We have been learning about plants. When we study plants, we are doing botany. Turn to someone sitting near you and tell them one thing you know about plants.* (Pause briefly for discussion or facilitation of conversation.)
2. **Book Introduction-** *Let's look at the cover of this book.* (Point to cover) *Do you see the tiny little inchworm crawling up the plant? Inchworms are kind of like tiny caterpillars.*
3. **Title and Author-** Draw attention to title and author. *The title of this book is Inch by Inch. Leo Lionni is the author and illustrator. That means that Leo wrote the words and drew the pictures in this book. Wow!*



1st Read

Inch by Inch



During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"That's easy..."	TA: <i>The inchworm is one inch long. He can use his body to measure. He inches along and counts as he goes. That's how he finds out how big something is.</i>
"The inchworm measured the neck of the flamingo."	TA: <i>I think the flamingo's neck is going to be very long! Much longer than the robin's tail.</i>
"Then the inchworm had an idea."	TA: <i>I wonder what the inchworm is planning. How can he measure a song? He measures things you can see, not songs.</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Inchworms are one inch long. We use inches to measure small things.

Vocabulary: briefly define/highlight vocab words when they come up in the story.

Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
gobble	eat quickly <u>Gobble</u> means to eat quickly. Pretend to gobble food.	Quickly move open hands in an alternating motion up to your mouth
measure	see how long or tall something is <u>Measure</u> means to see how long or tall something is. Use your hands to measure something.	Start with palms touching and move out as if showing width
twigs	small sticks <u>Twigs</u> are small sticks. Pretend to pick up a small stick.	Pinch finger and thumb together down low then lift up



1st Read

Inch by Inch



After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

I liked that book. I think it would be fun to measure with your body like an inchworm! Thumbs up if you would like to measure like that, too.

Check their understanding.

Who was this story about?

(Thinking gesture and then open hand to note choral response- inchworm)

How did the inchworm escape from the nightingale? What did he do?

(thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up.

(Response - He measured inch by inch until he was out of sight)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<u>Gobble</u> means to eat quickly. Ready to clap? <i>Gob-ble, gobble.</i>	Quickly move open hands in an alternating motion up to your mouth
<u>Measure</u> means to see how long or tall something is. <i>Mea-sure, Measure.</i>	Start with palms touching and move out as if showing width
<u>Twigs</u> are small sticks. <i>Twigs, twigs.</i>	Pinch finger and thumb together down low then lift up



1st Read

Inch by Inch



After Continued

Ask vocabulary questions

What are small sticks called?

(Thinking gesture and then open hand to note choral response- twigs)

What are we doing when we see how long or tall something is?

(Thinking gesture and then open hand to note choral response- measure)

What is another way to say eat quickly?

(Thinking gesture and then open hand to note choral response- gobble)

3. Follow Up Activity- Vocabulary Review

Explain, *We talked about some of the important words in this book. One word was measure. Measure means to see how long or tall something is.*

Tell me if this is something you could measure:

- *a robin's tail feathers*

(Thinking gesture and then open hand to note choral response- yes)

- *a toucan's beak*

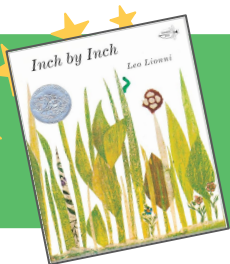
(Thinking gesture and then open hand to note choral response- yes)

- *a whole hummingbird*

(Thinking gesture and then open hand to note choral response- yes)

- *a nightingale's song*

(Thinking gesture and then open hand to note choral response- no)



Reread

Inch by Inch



Unit 9: Botany, Part 1 - Plants & Flowers

Book 6: *Inch by Inch* by Leo Lionni

Reread & Activity: Math Activity - Measure Classroom Objects

Materials Needed: book, various small classroom objects, inchworms for measuring (1 per student)

Before

1. **Ask if they can remember what this book is about-** show them the cover to remind them.
We have already read this story. Do you remember it? Look at the cover. What is this tiny green creature? (Thinking gesture and then open hand to note choral response- inchworm)
2. **Point out title & author-** ask if anyone can tell you what the author does.
The title of this book is Inch by Inch. The author and illustrator is Leo Lionni. Do you remember what the author does? Tell me. (Thinking gesture and then open hand to note choral response- writes the words) *Yes, the author of a book writes the words. Do you remember what the illustrator does? Tell me.* (Thinking gesture and then open hand to note choral response- draws the pictures) *Yes, the illustrator draws the pictures.*
3. **Tell them this time we are going to read and discuss the story** so be ready to share your ideas!
We are going to read the story again. Pay close attention so we can talk about the book when it's done.

Example of Math Activity- Measure Classroom Objects





Reread

Inch by Inch



During

1. **Read** with excitement and fluency.
2. **Think Aloud and Ask Questions as you read.**

Part of Text	Think Aloud (TA) - Question (Q)
"That's easy..."	Q: <i>How does the inchworm measure? What does he do with his body?</i>
"The inchworm measured the neck of the flamingo."	Q: <i>What was longer the flamingo's neck or the robin's tail?</i>
"Then the inchworm had an idea."	Q: <i>What was his idea?</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Inchworms are one inch long. We use inches to measure small things.

Vocabulary: briefly define/highlight vocab words when they come up in the story.

Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
gobble	eat quickly <u>Gobble</u> means to eat quickly. Pretend to gobble food.	Quickly move open hands in an alternating motion up to your mouth
measure	see how long or tall something is <u>Measure</u> means to see how long or tall something is. Use your hands to measure something.	Start with palms touching and move out as if showing width
twigs	small sticks <u>Twigs</u> are small sticks. Pretend to pick up a small stick.	Pinch finger and thumb together down low then lift up



Reread

Inch by Inch



After

Ask Questions

Ask their opinion

Did you like this book? (thinking gesture - finger on forehead)

Show me a thumb if you liked this book.

What was your favorite part? (thinking gesture - finger on forehead) *Turn to someone near you and tell them your favorite part.*

Start your sentence with “My favorite part was...”

(Pause briefly for discussion or facilitation of conversation.)

Check their understanding

Who did the measuring in this story?

(Thinking gesture and then open hand to note choral response- inchworm)

What did the inchworm measure? (thinking gesture - finger on forehead) *What is one thing the inchworm measure? Think about it.*

When I open my hand, everyone will tell me together. Start by saying “The inchworm measure...” Ready? (open hand)

2. Review Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition and making the gesture.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i><u>Gobble</u> means to eat quickly. Ready to clap? Gob-ble, gobble.</i>	Quickly move open hands in an alternating motion up to your mouth
<i><u>Measure</u> means to see how long or tall something is. Mea-sure, Measure.</i>	Start with palms touching and move out as if showing width
<i><u>Twigs</u> are small sticks. Twigs, twigs.</i>	Pinch finger and thumb together down low then lift up

3. Follow-Up Activity: Math Activity - Measure Classroom Objects

After reading the story again, introduce the activity. Explain, *We are going to use inchworms to measure things in our classroom today.* Give each child an inchworm (found in Appendix) on a popsicle stick. Demonstrate how to move the inchworm along a small classroom object, using other finger to hold your place, to measure it. Encourage students to measure 3-5 classroom objects. Suggestions for objects: gluestick, marker, puzzle piece, book, small toy.

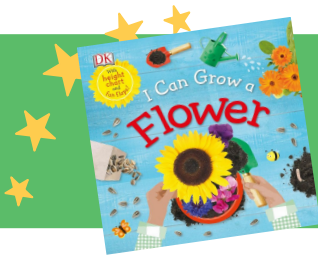


For the Teacher:
Preview
I Can Grow a Flower



Unit 9: Botany, Part 1 - Plants & Flowers
Book 7: *I Can Grow a Flower* by Dawn Sirett
Materials Needed: None

Vocabulary		
Word	Definition	Gesture
seeds	part of the plant that can grow into a new plant	Rub fingers together as you move hand in a line, as if spreading seeds
shoots	baby plants that are just beginning to pop out of the dirt	Hold one hand flat with palm facing toward you, push very tip of index finger on other hand up from behind
buds	little growths on a plant that will turn into a leaf or flower	Hold hands in a fist with palms facing toward each other



1st Read

I Can Grow a Flower

Language Time

Five Little Seeds

Five fat seeds in a flower pot.

(make a fist)

One grew...two grew...three grew...four grew...five grew...

(hold up 1 finger, then 2, 3, 4, and 5)

They grew and they grew and they did not stop!

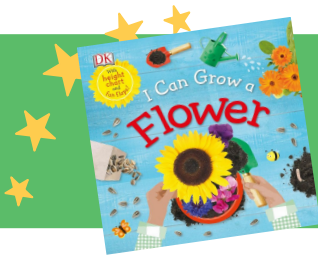
(raise hand in the air very slowly)

Until one day, the pot went POP!

(clap hands together)

Before

1. **Topic Introduction-** *We have been learning about botany- the study of...* (Thinking gesture and then open hand to note choral response- plants) *Plants! Let's clap the word botany. Bot-an-y. Yesterday, we read about an interesting creature that could measure with its body. What was that creature called?* (Thinking gesture and then open hand to note choral response- inchworm)
2. **Book Introduction-** *What do you think this story will be about?* (thinking gesture - finger on forehead) *I see hands planting a flower in a pot. Do you recognize anything else on the cover? Thumbs up if you'd like to share one thing you recognize on the cover.* Encourage all to think about their answer and call on 1-2 students who have their thumb up. *There are little flaps inside this book. We'll open some of them to see what's hiding behind.*
3. **Title and Author-** Draw attention to title and author. *This book is called I Can Grow a Flower. The author is Dawn Sirett. Who remembers what the author does? Tell me.* (Thinking gesture and then open hand to note choral response- writes the words) *Yes, the author writes the words.*



1st Read

I Can Grow a Flower

During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"I wonder what these striped seeds will grow into. Let's find out."	Q: <i>Do you see the striped seeds? What kind of plant do you think these seeds will become?</i> (thinking gesture - finger on forehead) <i>Think about it and then we will read to find out if you were correct.</i>
"We check it each day, and keep the soil moist."	TA: <i>The plant needs sun and water. That's why they put it by a window and have to keep the soil moist.</i>
"the tallest flower in the garden... a beautiful..."	TA: <i>What did the seed become? Let's lift this flap to find out.</i>

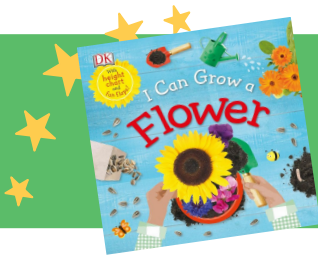
3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Most plants begin as seeds or bulbs. Plants need sun, water, and soil.

Vocabulary: briefly define/highlight vocab words when they come up in the story.

Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
seeds	part of the plant that can grow into a new plant <i><u>Seeds</u> are the part of the plant that can grow into a new plant. Pretend to sprinkle seeds.</i>	Rub fingers together as you move hand in a line, as if spreading seeds
shoots	baby plants that are just beginning to pop out of the dirt <i><u>Shoots</u> are baby plants that are just beginning to pop out of the dirt. Make just the top of your finger grow out of the ground like a shoot.</i>	Hold one hand flat with palm facing toward you, push very tip of index finger on other hand up from behind
buds	little growths on a plant that will turn into a leaf or flower <i><u>Buds</u> are little growths on a plant that will turn into a leaf or flower. Hold your hands together to show a bud before it becomes a flower.</i>	Hold hands in a fist with palms facing toward each other



1st Read

I Can Grow a Flower

After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

That book was fun! Did you like that story? (thinking gesture - finger on forehead)

Thumbs up if you liked the story. Thumbs down if it wasn't your favorite book about plants.

Check their understanding.

What kind of plant did the striped seed become?

(Thinking gesture and then open hand to note choral response- sunflower)

What does a plant need to grow? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up.

(Response - sun, water, soil)

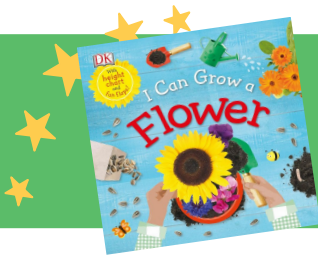
2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i><u>Seeds</u> are the part of the plant that can grow into a new plant. Ready to clap? Seeds, seeds.</i>	Rub fingers together as you move hand in a line, as if spreading seeds
<i><u>Shoots</u> are baby plants that are just beginning to pop out of the dirt. Shoots, shoots.</i>	Hold one hand flat with palm facing toward you, push very tip of index finger on other hand up from behind
<i><u>Buds</u> are little growths on a plant that will turn into a leaf or flower. Buds, buds.</i>	Hold hands in a fist with palms facing toward each other



1st Read

I Can Grow a Flower

After Continued

Ask vocabulary questions

Buds are the little growths on plants that can turn into leaves or _____

(Thinking gesture and then open hand to note choral response- flowers)

What is another name for the baby plants that are just beginning to pop out of the dirt?

(Thinking gesture and then open hand to note choral response- shoots)

The parts of a plant that will grow into a new plant are _____?

(Thinking gesture and then open hand to note choral response- seeds)

3. Follow Up Activity- Game: Was it in the Book?

Explain, *We are going to play a game called Was it in the Book? I'm going to say a fact. You will nod your head if the fact was in the book and shake your head if it wasn't in the book.*

Practice nodding and shaking.

- *Most plants grow from seeds or bulbs.*

(Thinking gesture and then open hand to note nodding- Yes)

- *Plants grow best in the dark, with no sun.*

(Thinking gesture and then open hand to note shaking- No)

- *The little striped seeds became a tall sunflower.*

(Thinking gesture and then open hand to note nodding- Yes)



Reread

I Can Grow a Flower



Unit 9: Botany, Part 1 - Plants & Flowers

Book 7: *I Can Grow a Flower* by Dawn Sirett

Reread & Activity: Craft - Flower Pots

Materials Needed: small terracotta pots (1 per student), various colors of paint, paint brushes, soil, seeds

Before

1. **Ask if they can remember what this book is about-** show them the cover to remind them.
We have already read this story. Do you remember it? (thinking gesture - finger on forehead) **Look at the cover. Do you remember what kind of plant they grew in this book?** (thinking gesture - finger on forehead) **Turn to someone near you and tell them what kind of plant they grew.** (Pause briefly for discussion or facilitation of conversation.)
2. **Point out title & author-** ask if anyone can tell you what the author does.
The title of this story is I Can Grow a Flower. The author of the story is Dawn Sirett. Who remembers what the author does? Tell me! (Thinking gesture and then open hand to note choral response- writes the words) *Yes, the author writes the words. The illustrator is Claire Patane. She made the beautiful pictures.*
3. **Tell them this time we are going to read and discuss the story** so be ready to share your ideas!
We are going to read the story again. Pay close attention so we can talk about the book when it's done.



Reread

I Can Grow a Flower



During

1. **Read** with excitement and fluency.
2. **Think Aloud and Ask Questions as you read.**

Part of Text	Think Aloud (TA) - Question (Q)
"But where do they come from?"	Q: <i>Where do plants come from?</i>
"I wonder what these striped seeds will grow into?"	Q: <i>Do you remember what those tiny striped seeds grew into?</i>
"We put our pot near a window."	Q: <i>Why did they put the pot near the window?</i>
"Then a bud grows at the top."	Q: <i>What will this bud become?</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Most plants begin as seeds or bulbs. Plants need sun, water, and soil.

Vocabulary: briefly define/highlight vocab words when they come up in the story.

Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
seeds	part of the plant that can grow into a new plant <i>Seeds are the part of the plant that can grow into a new plant. Pretend to sprinkle seeds.</i>	Rub fingers together as you move hand in a line, as if spreading seeds
shoots	baby plants that are just beginning to pop out of the dirt <i>Shoots are baby plants that are just beginning to pop out of the dirt. Make just the top of your finger grow out of the ground like a shoot.</i>	Hold one hand flat with palm facing toward you, push very tip of index finger on other hand up from behind
buds	little growths on a plant that will turn into a leaf or flower <i>Buds are little growths on a plant that will turn into a leaf or flower. Hold your hands together to show a bud before it becomes a flower.</i>	Hold hands in a fist with palms facing toward each other



Reread

I Can Grow a Flower



After

1. Ask Questions

Ask their opinion

Did you like this book? (thinking gesture - finger on forehead)

Show me a thumbs up if you liked this book.

Check their understanding

What does a plant need to grow? (Thinking gesture)

If you have an idea to share, show a thumbs up.

Encourage all children to think of an answer, then call on 1-2 students with thumbs up to share (Response- sun, water, soil).

How can you help a seed grow into a plant? (Thinking gesture)

If you have an idea to share, show a thumbs up. Encourage all children to think of an answer.

When I open my hand, everyone will tell me their answer at the same time. Ready?

(Open hand. Response- put the seed in soil, give it sunlight, water it).

2. Review Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition and making the gesture.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>The part of the plant that can grow into a new plant is called _____ (<u>seeds</u>).</i>	Rub fingers together as you move hand in a line, as if spreading seeds
<i>Baby plants that are just beginning to pop out of the dirt are called _____ (<u>shoots</u>).</i>	Hold one hand flat with palm facing toward you, push very tip of index finger on other hand up from behind
<i>Little growths on a plant that will turn into a leaf or a flower are called _____ (<u>buds</u>).</i>	Hold hands in a fist with palms facing toward each other

3. Follow-Up Activity: Craft - Flower Pots

After reading the story again, introduce the craft. Give each child a small pot, colorful paints, and a paintbrush. Encourage children to decorate the pots with paint. Allow the pots to dry before helping children to fill the pots with soil and plant a few small seeds inside. This might be best managed over multiple days.



For the Teacher:

Preview

The Curious Garden



Unit 9: Botany, Part 1 - Plants & Flowers

Book 8: *The Curious Garden* by Peter Brown

Materials Needed: None

Vocabulary

Word	Definition	Gesture
dreary	sad, not colorful or interesting	Make a big sigh, slouch your shoulders, and make a sad face
curious	wanting to learn something new, wanting to explore	Use pointer finger and tap raised chin as if thinking, like you're saying "hmmmm"
discovery	to find something new	Put your hand over your eye like you are looking for something, then when you find it make a surprised face and point to it



1st Read

The Curious Garden



Language Time

Five Little Seeds

Five fat seeds in a flower pot.

(make a fist)

One grew...two grew...three grew...four grew...five grew...

(hold up 1 finger, then 2, 3, 4, and 5)

They grew and they grew and they did not stop!

(raise hand in the air very slowly)

Until one day, the pot went POP!

(clap hands together)

Before

1. **Topic Introduction-** *We have been learning about botany. Botany is the study of plants. We've learned so much about plants. What is one thing we have learned about plants?* (thinking gesture - finger on forehead) *Thumbs up if you liked to share one thing we have learned about plants.* Encourage all to think about their answer and call on 1-2 students who have their thumb up.
2. **Book Introduction-** *I'm so excited to read this book! I'm wondering why this boy is sitting on top of a tree. He has a watering can and he's reading a book. Look at the trees! They have such interesting shapes. What shapes do you see?* (thinking gesture - finger on forehead) *Turn to someone near you and tell them one shape that you see.* Pause-allow students to chat briefly.
3. **Title and Author-** Draw attention to title and author. *The title of this story is The Curious Garden. Peter Brown is the author. What does the author do?* (Thinking gesture and then open hand to note choral response- writes the words) *Yes, the author writes the words.*



1st Read

The Curious Garden



During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"They needed a gardener."	TA: <i>Liam noticed the colorful wildflowers are dying. I wonder who will take care of them.</i>
"Liam and the curious garden explored every corner of the railway."	TA: <i>I don't think the plants are really exploring the railway, but they are growing and making more.</i>
"the plants soon awoke from their winter sleep."	TA: <i>Liam planned all winter and was ready to help the plants start growing again when the weather got warm.</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Gardeners work hard to care for their plants. Gardens bring color and variety.

Vocabulary: briefly define/highlight vocab words when they come up in the story.

Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
dreary	sad, not colorful or interesting <i>Dreary means sad, not colorful or interesting. Look sad and dreary with me.</i>	Make a big sigh, slouch your shoulders, and make a sad face
curious	wanting to learn something new, wanting to explore <i>Curious means wanting to learn something new or wanting to explore. Tap your finger on your chin.</i>	Use pointer finger and tap raised chin as if thinking, like you're saying "hmmmm"
discovery	to find something new <i>Discovery means to find something new. Pretend to look for something and then make a surprised face and point when you find it.</i>	Put your hand over your eye like you are looking for something, then when you find it make a surprised face and point to it



1st Read

The Curious Garden



After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

I liked watching the garden grow as the boy took care of the wildflowers and plants. Did you like that too? (thinking gesture - finger on forehead) *Thumbs up if you liked it.*

Check their understanding.

Who was the curious gardener?

(Thinking gesture and then open hand to note choral response- the boy, Liam)

What happened to the garden in winter? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up.

(Response - snow fell on the city, Liam couldn't visit his plants)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<u>Dreary</u> means sad, not colorful or interesting. Ready to clap? Drear-y, dreary.	Make a big sigh, slouch your shoulders, and make a sad face
<u>Curious</u> means wanting to learn something new or wanting to explore. Cur-i-ous, curious.	Use pointer finger and tap raised chin as if thinking, like you're saying "hmmmm"
<u>Discovery</u> means to find something new. Dis-cov-er-y, discovery.	Put your hand over your eye like you are looking for something, then when you find it make a surprised face and point to it



1st Read

The Curious Garden



After Continued

Ask vocabulary questions

When you find something new you make a...?

(Thinking gesture and then open hand to note choral response- discovery)

If something looks sad, not colorful or interesting it is...?

(Thinking gesture and then open hand to note choral response- dreary)

When you want to learn something new or want to explore you might be?

(Thinking gesture and then open hand to note choral response- curious)

3. Follow Up Activity- Guided retell

Explain, *We are going to work together to retell the story. Listen closely. Use your words to help me finish the story.* Show pictures in the book to refresh their memory. (Thinking gesture and then open hand to note choral response at each pause.)

There once was a city without any _____ (gardens.) One day a curious boy noticed a dark stairwell leading to railroad tracks. He ran up the stairs and saw _____ (wildflowers and plants.) He knew he could help. The plants patiently waited while the boy learned how to be a gardener. Soon, the plants covered the tracks. There was color everywhere. Many years later the entire city _____ (had blossomed, was covered in plants and flowers.) The end.

One Little Lot

The 1-2-3s of an Urban Garden

Diane C. Mullen, Illustrated by David Miller



For the Teacher:

Preview

One Little Lot



Unit 9: Botany, Part 1 - Plants & Flowers

Book 9: *One Little Lot* by Diane Mullen

Materials Needed: None

Vocabulary

Word	Definition	Gesture
abandoned	alone, no one taking care of it	Wave and make a sad face
preparing	getting ready	Pretend to hold a bag in one hand and use the other hand to mimic packing a bag by putting things in one by one
soil	dirt that is full of the things plants need to grow	Rub your hand on the ground like you touching the soil



1st Read

One Little Lot



Language Time

Five Little Seeds

Five fat seeds in a flower pot.

(make a fist)

One grew...two grew...three grew...four grew...five grew...

(hold up 1 finger, then 2, 3, 4, and 5)

They grew and they grew and they did not stop!

(raise hand in the air very slowly)

Until one day, the pot went POP!

(clap hands together)

Before

1. **Topic Introduction-** *We have been learning about the study of plants. Do you remember what the study of plants is called? Tell me.* (Thinking gesture and then open hand to note choral response- botany) *Botany! Let's clap that word. Bot-an-y. We've read lots of books about plants and flowers. Today we are going to read our last book about plants and flowers. Tomorrow we will start learning about something new related to botany.*
2. **Book Introduction-** *I see people with happy, smiling faces.* (Point to cover) *It looks like they are in a garden. I see a tall building behind these people. I'm wondering if this story is about a garden growing in a big city. Do plants grow around tall buildings?* (thinking gesture - finger to forehead) *Let's read to find out.*
3. **Title and Author-** Draw attention to title and author. *This book is called One Little Lot. Diane Mullen is the author of this book. Who remembers what the author does? Tell me.* (Thinking gesture and then open hand to note choral response- writes the words) *Yes, the author writes the words.*



1st Read

One Little Lot



During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"as silent strangers hurry by without a glance."	TA: <i>All of the people are so busy going to work or school. They are neighbors, but they are strangers.</i>
"Maybe, just maybe, they all say."	TA: <i>I wonder what they are imagining.</i>
"Ten newfound friends clean and chop and peel."	TA: <i>The neighbors are friends now. They worked together to grow this garden.</i>
"Neighbors pick..."	TA: <i>These plants are food! Do you recognize any of these foods?</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Neighbors can work together to grow a garden that can feed their community.

Vocabulary: briefly define/highlight vocab words when they come up in the story.

Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
abandoned	alone, no one taking care of it <u>Abandoned</u> means alone, no one is taking care of it. Wave and make a sad face like you are abandoning something.	Wave and make a sad face
preparing	getting ready <u>Preparing</u> means getting ready. Pretend to put things into a bag to get ready for something.	Pretend to hold a bag in one hand and use the other hand to mimic packing a bag by putting things in one by one
soil	dirt that is full of the things plants need to grow <u>Soil</u> is the dirt that is full of the things plants need to grow. Pretend there is soil in front of us and touch it on the ground.	Rub your hand on the ground like you touching the soil



1st Read

One Little Lot



After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

I liked that book! My favorite part was when the neighbors sat side by side to plant the seeds.

What was your favorite part? (thinking gesture - finger on forehead)

Put your thumb up if you would like to tell everyone.

Start your sentence with, "My favorite part was..."

Encourage all to think about their answer and call on 1-2 students who have their thumb up.

Check their understanding.

Where did the story take place? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up.
(Response - a city, an empty lot, a community garden)

What did the neighbors grow in their garden? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up.
(Response - beans, bok choy, etc.)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i><u>Abandoned</u> means alone, no one is taking care of it. Ready to clap? A-ban-doned, abandoned.</i>	Wave and make a sad face
<i><u>Preparing</u> means getting ready. Pre-par-ing, preparing.</i>	Pretend to hold a bag in one hand and use the other hand to mimic packing a bag by putting things in one by one
<i><u>Soil</u> is the dirt that is full of the things plants need to grow. Soil. Soil.</i>	Rub your hand on the ground like you touching the soil



1st Read

One Little Lot



After Continued

Ask vocabulary questions

If no one is taking care of plants what is a word that we could use to describe it?

(Thinking gesture and then open hand to note choral response- abandoned)

What do we call the dirt that is full of the things plants need to grow?

(Thinking gesture and then open hand to note choral response- soil)

What is a word that means getting ready?

(Thinking gesture and then open hand to note choral response- preparing)

3. Follow Up Activity- Math Word Problem

Explain, *In this story, neighbors worked together to grow a garden. They had 4 planter boxes. At the end of the story, there were 9 plants. Were there more planter boxes or more plants? To answer that question, we have to figure out which number is bigger. Is 4 (hold up 4 fingers) a bigger number or is 9 (hold up 9 fingers) a bigger number? Nine is the number that is bigger. That means there were more plants than planter boxes because there were 9 plants and only 4 boxes. Thank you for helping me figure out that math problem.*



For the Teacher:

Preview Butterflies



Unit 9: Botany, Part 2 - Butterflies, Bees, & Bugs

Book 10: *Butterflies* by Marfe Ferguson Delano

Materials Needed: None

Vocabulary

Word	Definition	Gesture
nectar	sugary water in flowers	Open and wiggle fingers in “petal” gesture. Pinch index finger and thumb on other hand to mimic a bee. Make bee touch the hand
chrysalis	a thin shell the caterpillar makes around itself	Hold your right hand flat with palm facing down, hook left index finger in a c-shape and touch it to the palm as if it's hanging
split	to break into parts	Hold hands together flat with palms touching, starting with fingertips slowly break apart into two pieces



1st Read

Butterflies



Language Time

The Caterpillar

A little caterpillar crawled to the top of a tree. "I think I'll take a nap," it said.

(Make your left pointer finger bend and extend as you move it up your right arm like a caterpillar climbing up your arm)

So - under a leaf he began to creep

(Cover your left pointer finger with your right hand)

To spin a chrysalis

(Hold your right hand flat with palm facing down, hook left index finger in a c-shape and touch it to the palm as if it's hanging)

Then he fell asleep

(fold hands and lay your cheek on them)

He slept and he slept in his chrysalis bed

(Hold your right hand flat with palm facing down, hook left index finger in a c-shape and touch it to the palm as if it's hanging)

Til the sun come up one sunny spring day and said, "Wake up, wake up, little sleepy head. Wake up. It's time to get out of bed."

(Hold your right hand flat with palm facing down, hook left index finger in a c-shape and touch it to the palm as if it's hanging. Make left index finger wiggle.)

So - he opened his eyes that sunshiny day and... OH! He was a butterfly and he flew away!

(join hands together and flap like a butterfly)

Before

1. **Topic Introduction-** *We have been learning about Botany, the study of plants. We learned a lot about plants and flowers. Now we are going to learn about animals that need plants. These animals get their food from plants and they help the plants. Isn't that amazing? The animals need plants and the plants need the animals.*
2. **Book Introduction-** *What animal do you see on the cover of this book? This book is about butterflies! Butterflies need plants and they help plants. Amazing!*
3. **Title and Author-** Draw attention to title and author. *The title of this book is Butterflies. The person who wrote the words is Marfe Ferguson Delano. Who remembers what we call the person who writes the words in a book? Tell me.* (Thinking gesture and then open hand to note choral response- the author) *Yes, the author writes the words.*



1st Read Butterflies



During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"They flit over fields and wander through woods."	TA: <i>I don't think I've ever seen so many butterflies before. Have you ever seen a butterfly?</i>
"it tastes the flower with the tips of its feet!"	TA: <i>I taste with my mouth, not my feet. Butterflies taste flowers with their feet. I wonder what that would be like.</i>
"The shell is called a chrysalis"	TA: <i>I wonder why the caterpillar made a chrysalis.</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Butterflies start life as caterpillars. Caterpillars create a chrysalis around their bodies and come out as butterflies.

Vocabulary: briefly define/highlight vocab words when they come up in the story.
Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
nectar	sugary water in flowers <i><u>Nectar</u> is sugary water in flowers. Make a flower with one hand and a bee with the other hand, have the bee sip the nectar from the flower.</i>	Open and wiggle fingers in "petal" gesture. Pinch index finger and thumb on other hand to mimic a bee. Make bee touch the hand
chrysalis	a thin shell the caterpillar makes around itself <i>A <u>chrysalis</u> is a thin shell the caterpillar makes around itself. Make a chrysalis with your hand and show it hanging from your other hand.</i>	Hold your right hand flat with palm facing down, hook left index finger in a c-shape and touch it to the palm as if it's hanging
split	to break into parts <i><u>Split</u> means to break into parts. Put your hands together and then split them apart.</i>	Hold hands together flat with palms touching, starting with fingertips slowly break apart into two pieces



1st Read Butterflies



After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Butterflies are so interesting! Did you enjoy that book about butterflies?

(thinking gesture - finger on forehead) *Thumbs up if you liked it.*

Check their understanding.

What was this book about?

(Thinking gesture and then open hand to note choral response- butterflies)

What do butterflies eat? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up.

(Response - nectar, rotten food, dead bugs, etc.)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i><u>Nectar</u> is sugary water in flowers. Ready to clap? Nec-tar, nectar.</i>	Open and wiggle fingers in "petal" gesture. Pinch index finger and thumb on other hand to mimic a bee. Make bee touch the hand
<i>A <u>chrysalis</u> is a thin shell the caterpillar makes around itself. Chrys-a-lis, chrysalis.</i>	Hold your right hand flat with palm facing down, hook left index finger in a c-shape and touch it to the palm as if it's hanging
<i><u>Split</u> means to break into parts. Split. Split.</i>	Hold hands together flat with palms touching, starting with fingertips slowly break apart into two pieces



1st Read Butterflies



After Continued

Ask vocabulary questions

When something breaks into parts it...?

(Thinking gesture and then open hand to note choral response- splits)

What do we call the sugary water in flowers?

(Thinking gesture and then open hand to note choral response- nectar)

What do we call the thin shell the caterpillar makes around itself?

(Thinking gesture and then open hand to note choral response- chrysalis)

3. Follow Up Activity- Game: Was it in the Book?

Explain, *We are going to play a game called Was it in the Book? I'm going to say a fact. You will show me a thumbs up if the fact was in the book and a thumbs down if it wasn't in the book.*

Practice thumbs up and down.

- *Butterflies taste flowers with their feet.*
(Thinking gesture and then open hand to note thumbs up- yes)
- *Butterflies only eat nectar from flowers.*
(Thinking gesture and then open hand to note thumbs down- no)
- *Butterflies eat nectar, rotting fruit, and even dead bugs.*
(Thinking gesture and then open hand to note thumbs up- yes)
- *Baby butterflies are caterpillars.*
(Thinking gesture and then open hand to note thumbs up- yes)



Reread

Butterflies



Unit 9: Botany, Part 2 - Butterflies, Bees, & Bugs

Book 10: *Butterflies* by Marfe Ferguson Delano

Reread & Activity: Butterfly Habitat

Materials Needed: book, butterfly observation journal (found in Appendix), butterfly life cycle model, Butterfly habitat and caterpillars

Before

1. **Ask if they can remember what this book is about-** show them the cover to remind them.
We have already read this story. Do you remember it? (thinking gesture - finger on forehead) **Look at the cover. What is this animal called?** (Thinking gesture and then open hand to note choral response- butterfly) **Let's clap that name. But-ter-fly. We are learning about butterflies because they need plants and they are helpful to plants.**
2. **Point out title & author-** ask if anyone can tell you what the author does.
The title of this story is Butterflies. The author of the story is Marfe Ferguson Delano. Who remembers what the author does? Tell me! Yes, the author writes the words. There is no illustrator for this story because the pictures are real photographs. No one drew these pictures.
3. **Tell them this time we are going to read and discuss the story** so be ready to share your ideas!
We are going to read the story again. Pay close attention so we can talk about the book when it's done. We are going to read about how butterflies change over time. We'll use these models (show life cycle models) *to help us see how the butterfly changes.*

Example of Butterfly Life Cycle Models





Reread Butterflies



During

1. **Read** with excitement and fluency.
2. **Think Aloud and Ask Questions as you read.**

Part of Text	Think Aloud (TA) - Question (Q)
"The eggs hatch and out creep the babies."	Q: <i>The babies are tiny little caterpillars. What color are the tiny caterpillars in this picture?</i> Show eggs/baby caterpillars on leaf model
"Eat, grow, split, wriggle."	Q: <i>What is happening to the caterpillar?</i> Show model of large caterpillar
"The shell is called a chrysalis."	Q: <i>What is going to happen inside the chrysalis?</i> Show model of chrysalis
"Out crawls the new butterfly."	Q: <i>What comes out of the chrysalis?</i> Show butterfly model

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Butterflies start life as caterpillars. Caterpillars create a chrysalis around their bodies and come out as butterflies.

Vocabulary: briefly define/highlight vocab words when they come up in the story.

Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
nectar	sugary water in flowers <i>Nectar is sugary water in flowers. Make a flower with one hand and a bee with the other hand, have the bee sip the nectar from the flower.</i>	Open and wiggle fingers in "petal" gesture. Pinch index finger and thumb on other hand to mimic a bee. Make bee touch the hand
chrysalis	a thin shell the caterpillar makes around itself <i>A chrysalis is a thin shell the caterpillar makes around itself. Make a chrysalis with your hand and show it hanging from your other hand.</i>	Hold your right hand flat with palm facing down, hook left index finger in a c-shape and touch it to the palm as if it's hanging
split	to break into parts <i>Split means to break into parts. Put your hands together and then split them apart.</i>	Hold hands together flat with palms touching, starting with fingertips slowly break apart into two pieces



Reread Butterflies



After

1. Ask Questions

Ask their opinion

Did you like this book? (thinking gesture - finger on forehead)

Show me a thumb if you liked this book. What was your favorite part? (thinking gesture - finger on forehead) *Put your thumb up if you would like to tell everyone.*

Start your sentence with, "My favorite part was..."

Encourage all to think about their answer and call on 1-2 students who have their thumb up.

Check their understanding

What animal was this book about?

(Thinking gesture and then open hand to note choral response- caterpillars and butterflies)

What do butterflies eat? (Thinking gesture)

Thumbs up if you can remember one thing that butterflies eat.

Encourage all children to think of an answer. *When I open my hand, everyone will tell me their answer at the same time. Ready?* Open hand.

2. Review Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition and making the gesture.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>The sugary water in flowers is called _____ (<u>nectar</u>). Nec-tar. Nectar.</i>	Open and wiggle fingers in "petal" gesture. Pinch index finger and thumb on other hand to mimic a bee. Make bee touch the hand
<i>A thin shell the caterpillar makes around itself called a _____ (<u>chrysalis</u>). Chrys-a-lis. Chrysalis.</i>	Hold your right hand flat with palm facing down, hook left index finger in a c-shape and touch it to the palm as if it's hanging
<i>When something breaks into parts it _____ (<u>splits</u>). Splits. Splits.</i>	Hold hands together flat with palms touching, starting with fingertips slowly break apart into two pieces

3. Follow-Up Activity: Activity - Butterfly Habitat

After reading the story again, introduce the activity. Give each child a Butterfly Observation Journal (found in Appendix). Show them the caterpillars and the habitat.

Explain, *We are going to watch these caterpillars grow and change over time. They will live in our classroom. We will use these journals to record what we see.* Give children crayons, pencils, or markers to write 1(for day 1) and draw what they see. Revisit this activity daily or every few days to allow students to record their observations of the changes.



Shared Writing

Butterflies



Planning Guide - Discuss and Respond to Questions

Topic Sentence: Write the topic sentence on the board, leaving a blank space for the underlined word:

How do butterflies change as they grow?

Plan your detail and concluding sentences (You can utilize the following.)

Detail: **First, butterflies are tiny eggs on leaves.**

Detail: **Then a small caterpillar comes out of the egg.**

Detail: **The caterpillar eats and gets bigger.**

Detail: **Next, the big caterpillar makes a chrysalis around itself.**

Conclusion: **Finally, the chrysalis splits and a butterfly comes out.**

Vocabulary to Include if Possible

Word	Definition	Gesture
nectar	sugary water in flowers	Open and wiggle fingers in “petal” gesture. Pinch index finger and thumb on other hand to mimic a bee. Make bee touch the hand
chrysalis	a thin shell the caterpillar makes around itself	Hold your right hand flat with palm facing down, hook left index finger in a c-shape and touch it to the palm as if it’s hanging
split	to break into parts	Hold hands together flat with palms touching, starting with fingertips slowly break apart into two pieces

Let's Write!

Discuss the book and vocabulary: *We read this book called Butterflies. In this story, we see how butterflies grow and change. We learned that butterflies are grown up caterpillars. We also learned what butterflies eat and how they protect themselves from predators.*



Shared Writing

Butterflies



Write Topic Sentence

1. **Plan:** *We are going to work together to answer a question. What was this book about?* (thinking gesture - finger on forehead and then open hand to note choral response - butterflies) *Butterflies! We are going to answer this question about butterflies.*
2. **Write:** Write **butterflies** to complete the sentence.
3. **Read aloud, pointing to each word:** *How do butterflies change as they grow?*

Write Detail Sentence(s)

1. **Plan:** *Let's work together to answer that question about butterflies. Let's start at the very beginning. What do brand new baby butterflies look like? Here's a hint- they aren't butterflies yet.*
Guide children by showing them a few pictures in the book, if necessary. Remember the planned detail sentences are available if your students need more direction. Otherwise, write the ideas they share.
2. **Write:** **First, butterflies are tiny eggs on leaves.**
3. **Read** aloud, pointing to each word: *First, butterflies are tiny eggs on leaves.* Read again, encouraging children to read with you.

Continue adding detail sentences if students are engaged. This can also be returned to tomorrow or added to later in the day.

Write Concluding Sentence

1. **Plan:** *Now, we need to tell what happens after the chrysalis. What comes out of the chrysalis?* (thinking gesture - finger on forehead and then open hand to note choral response - butterflies) *Let's write, "Finally, the chrysalis splits and a butterfly comes out."*
2. **Write:** **Finally, the chrysalis splits and a butterfly comes out.**
3. **Read** aloud, pointing to each word: *Finally, the chrysalis splits and a butterfly comes out.* Read again, encouraging children to read with you.

Read the whole paragraph with students. Post writing where they can see it.



For the Teacher:
Preview
Waiting for Wings



Unit 9: Botany, Part 2 - Butterflies, Bees, & Bugs

Book 11: *Waiting for Wings* by Lois Ehlert

Materials Needed: Dramatic Play Center prepared and ready for play

Vocabulary		
Word	Definition	Gesture
caterpillar	larvae, young butterflies or moths	Make your left pointer finger bend and extend as you move it up your right arm like a caterpillar climbing up your arm
chrysalis	a thin shell the caterpillar makes around itself	Hold your right hand flat with palm facing down, hook left index finger in a c-shape and touch it to the palm as if it's hanging
nectar	sugary water in flowers	Open and wiggle fingers in "petal" gesture. Pinch index finger and thumb on other hand to mimic a bee. Make bee touch the hand



1st Read

Waiting for Wings



Language Time

The Caterpillar

A little caterpillar crawled to the top of a tree. "I think I'll take a nap," it said.

(Make your left pointer finger bend and extend as you move it up your right arm like a caterpillar climbing up your arm)

So - under a leaf he began to creep

(Cover your left pointer finger with your right hand)

To spin a chrysalis

(Hold your right hand flat with palm facing down, hook left index finger in a c-shape and touch it to the palm as if it's hanging)

Then he fell asleep

(fold hands and lay your cheek on them)

He slept and he slept in his chrysalis bed

(Hold your right hand flat with palm facing down, hook left index finger in a c-shape and touch it to the palm as if it's hanging)

Til the sun come up one sunny spring day and said, "Wake up, wake up, little sleepy head. Wake up. It's time to get out of bed."

(Hold your right hand flat with palm facing down, hook left index finger in a c-shape and touch it to the palm as if it's hanging. Make left index finger wiggle.)

So - he opened his eyes that sunshiny day and... OH! He was a butterfly and he flew away!

(join hands together and flap like a butterfly)

Before

1. **Topic Introduction-** *We have been learning about plants. Yesterday, we started learning about an animal that needs plants and helps plants. Turn to someone near you and tell them the name of that animal.* (Pause briefly for discussion or facilitation of conversation.)
2. **Book Introduction-** *Do you see an animal hiding in the flowers? What animal is it?* (thinking gesture - finger on forehead and then open hand to note choral response - butterflies) *Butterflies. Let's clap that word. But-ter-flies.*
3. **Title and Author-** Draw attention to title and author. *This story is called Waiting for Wings. Lois Ehlert is the author, that means she wrote the...* (thinking gesture - finger on forehead and then open hand to note choral response - words) *Yes, she wrote the words. This book is about butterflies. It's also a rhyming book. Listen for the words that rhyme. They sound the same at the end.*



1st Read

Waiting for Wings



During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"clinging to leaves with butterfly glue."	Q: <i>Do you see the eggs? What color are the tiny eggs?</i>
"When it's time, each case is torn- wings unfold; new butterflies are born!"	Q: <i>Do you hear the rhyming words? Torn, born.</i> TA: <i>They sound the same at the end.</i>
"We watch them circle, land on their feet,"	TA: <i>I just remembered something we read in the other book about butterflies. They taste with their feet! The butterfly is tasting the flower as it lands on its feet.</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Butterflies change a lot as they grow. They all follow the same life cycle changes- egg, caterpillar, chrysalis, butterfly.

Vocabulary: briefly define/highlight vocab words when they come up in the story.
Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
caterpillar	larvae, young butterflies or moths <i>Caterpillars are larvae, or young butterflies or moths. Make a caterpillar with your finger and have it walk up your arm.</i>	Make your left pointer finger bend and extend as you move it up your right arm like a caterpillar climbing up your arm
chrysalis	a thin shell the caterpillar makes around itself <i>A chrysalis is a thin shell the caterpillar makes around itself. Make a chrysalis with your hand and show it hanging from your other hand.</i>	Hold your right hand flat with palm facing down, hook left index finger in a c-shape and touch it to the palm as if it's hanging
nectar	sugary water in flowers <i>Nectar is sugary water in flowers. Make a flower with one hand and a bee with the other hand, have the bee sip the nectar from the flower.</i>	Open and wiggle fingers in "petal" gesture. Pinch index finger and thumb on other hand to mimic a bee. Make bee touch the hand



1st Read

Waiting for Wings



After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

I liked reading that book! (thinking gesture - finger on forehead) *Thumbs up if you liked it.*

Check their understanding.

Where do butterflies lay their eggs? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up.
(Response - on plants and leaves)

When does the caterpillar come out of the chrysalis? *It comes out when it's a...*

(Thinking gesture and then open hand to note choral response- butterfly)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<u>Caterpillars</u> are larvae, or young butterflies or moths. Ready to clap? Cat-er-pil-lar, caterpillar.	Make your left pointer finger bend and extend as you move it up your right arm like a caterpillar climbing up your arm
A <u>chrysalis</u> is a thin shell the caterpillar makes around itself. Chrys-a-lis, chrysalis.	Hold your right hand flat with palm facing down, hook left index finger in a c-shape and touch it to the palm as if it's hanging
<u>Nectar</u> is sugary water in flowers. Nec-tar, nectar.	Open and wiggle fingers in "petal" gesture. Pinch index finger and thumb on other hand to mimic a bee. Make bee touch the hand



1st Read

Waiting for Wings



After Continued

Ask vocabulary questions

What do we call the thin shell the caterpillar makes around itself?

(Thinking gesture and then open hand to note choral response- chrysalis)

What do we call sugary water in flowers?

(Thinking gesture and then open hand to note choral response- nectar)

What do we call larvae, or young butterflies or moths?

(Thinking gesture and then open hand to note choral response- caterpillar)

3. **Follow Up Activity**- Introduce dramatic play center (Nature Center)

Show the children the items in the center. Ensure that a teacher is available near this area to help children engage with the toys appropriately while using their new vocabulary and background knowledge to engage in pretend play together. Children might dress as insects and pretend to grow and change from caterpillars to butterflies. Teachers might help children learn to play Memory with Types of Butterflies or Types of Birds Memory Games (found on website). Teachers can model how to pretend to catch bugs in the bug house or build a flower garden.



For the Teacher:

Preview
100 Bugs!



Unit 9: Botany, Part 2 - Butterflies, Bees, & Bugs

Book 12: *100 Bugs!* by Kate Narita

Materials Needed: None

Vocabulary		
Word	Definition	Gesture
explorers	people who go on adventures to find new things or places	Right hand above eye like a salute and rotate head side to side
farrow	a group of baby pigs all born at the same time, a litter of pigs	Scrunch nose and snort
darting	moving suddenly and quickly	Put hands together in front of you and move one hand quickly forward



1st Read

100 Bugs!



Language Time

The Caterpillar

A little caterpillar crawled to the top of a tree. "I think I'll take a nap," it said.

(Make your left pointer finger bend and extend as you move it up your right arm like a caterpillar climbing up your arm)

So - under a leaf he began to creep

(Cover your left pointer finger with your right hand)

To spin a chrysalis

(Hold your right hand flat with palm facing down, hook left index finger in a c-shape and touch it to the palm as if it's hanging)

Then he fell asleep

(fold hands and lay your cheek on them)

He slept and he slept in his chrysalis bed

(Hold your right hand flat with palm facing down, hook left index finger in a c-shape and touch it to the palm as if it's hanging)

Til the sun come up one sunny spring day and said, "Wake up, wake up, little sleepy head. Wake up. It's time to get out of bed."

(Hold your right hand flat with palm facing down, hook left index finger in a c-shape and touch it to the palm as if it's hanging. Make left index finger wiggle.)

So - he opened his eyes that sunshiny day and... OH! He was a butterfly and he flew away!

(join hands together and flap like a butterfly)

Before

1. **Topic Introduction-** *We have been learning about butterflies. We know how they grow and change. We know that they need plants and they are helpful to plants. Today we are going to read about other animals that are similar to butterflies.*
2. **Book Introduction-** *Look at the cover of the book. What do you see in this picture? Do you recognize any of these animals? Turn to someone near you and tell them one animal you see in the picture.* (Pause briefly for discussion or facilitation of conversation.)
3. **Title and Author-** Draw attention to title and author. *The title of this book is 100 Bugs! All of these animals that are flying around are types of bugs. I think we might be counting bugs in this book. What do you think? The author of this book is Kate Narita. She wrote the words. The illustrator of this book is Suzanne Kaufman. What does the illustrator do?* (Thinking gesture and then open hand to note choral response- draws the pictures) *She drew the pictures!*



1st Read

100 Bugs!



During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"1 by the old hose, 9 by the gold rose"	TA: <i>I hear rhyming words. Hose, rose. They rhyme. They sound the same at the end.</i>
"4 by the rafters, 6 by the asters"	TA: <i>There are 4 ladybugs by the rafters and 6 by the asters.</i> Q: <i>How many ladybugs is that altogether? 4 plus 6 equals... 10!</i>
"90 from before, plus 10 more. 100 bugs out and about!"	TA: <i>We saw 10 of each type of bug. Altogether that's 100 bugs!</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: There are different ways to add up to 10. There are different types of bugs.

Vocabulary: briefly define/highlight vocab words when they come up in the story.

Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
explorers	people who go on adventures to find new things or places <i><u>Explorers</u> are people who go on adventures to find new things or places. Put your hand above your eye and look around.</i>	Right hand above eye like a salute and rotate head side to side
farrow	a group of baby pigs all born at the same time, a litter of pigs <i>A <u>farrow</u> is a group of baby pigs all born at the same time, a litter of pigs. Snort like a pig.</i>	Scrunch nose and snort
darting	moving suddenly and quickly <i><u>Darting</u> means moving suddenly and quickly. Make one hand dart away from the other.</i>	Put hands together in front of you and move one hand quickly forward



1st Read

100 Bugs!



After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

I liked counting all of those bugs. My favorite bug was the lightning bugs.

What was your favorite bug? (thinking gesture - finger on forehead)

Put your thumb up if you would like to tell everyone. Start your sentence with, “My favorite bug was...” Encourage all to think about their answer and call on 1-2 students who have their thumb up.

Check their understanding.

What did we count in that book?

(Thinking gesture and then open hand to note choral response- bugs)

How many bugs did we count in all?

(Thinking gesture and then open hand to note choral response- 100!)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i><u>Explorers</u> are people who go on adventures to find new things or places. Ready to clap? Ex-plor-ers, explorers.</i>	Right hand above eye like a salute and rotate head side to side
<i>A <u>farrow</u> is a group of baby pigs all born at the same time, a litter of pigs. Far-row, farrow.</i>	Scrunch nose and snort
<i><u>Darting</u> means moving suddenly and quickly. Dart-ing, darting.</i>	Put hands together in front of you and move one hand quickly forward



1st Read

100 Bugs!



After Continued

Ask vocabulary questions

When something is moving suddenly and quickly it is...?

(Thinking gesture and then open hand to note choral response- darting)

What do we call a group of baby pigs that are all born at the same time?

(Thinking gesture and then open hand to note choral response- farrow)

What do we call people who go on adventures to find new things or places?

(Thinking gesture and then open hand to note choral response- explorers)

3. Follow Up Activity- Math Word Problem

Explain, *We counted bugs in this book. There were so many different types of bugs! How many of each type of bug were there? Let's look at the katydids to help us remember. There were 9 katydids (hold up 9 fingers) by the wood box and 1 katydid (hold up 1 finger) by the white phlox. How many katydids were there in all? Let's use our fingers to help us figure it out. 9 by the wood box (hold up 9 fingers and keep them up) plus 1 (hold up 1 more finger) by the white phlox equals... 10! Let's count. 1,2,3,4,5,6,7,8,9,10. Nine plus one equals ten. Thank you for helping me do that math problem about katydids.*



For the Teacher:

Preview

Bee



Unit 9: Botany, Part 2 - Butterflies, Bees, & Bugs

Book 13: *Bee* by Britta Teckentrup

Materials Needed: None

Vocabulary		
Word	Definition	Gesture
hue	different colors	Point to different colors around the room
pollen	powder on a flower that is needed to make more flowers	Wrinkle nose, close eyes, and pretend to sneeze
blossom	new, small flower	Hold hands in a fist with palms facing toward each other and open fingers to extend up and back



1st Read

Bee



Language Time

The Caterpillar

A little caterpillar crawled to the top of a tree. "I think I'll take a nap," it said.

(Make your left pointer finger bend and extend as you move it up your right arm like a caterpillar climbing up your arm)

So - under a leaf he began to creep

(Cover your left pointer finger with your right hand)

To spin a chrysalis

(Hold your right hand flat with palm facing down, hook left index finger in a c-shape and touch it to the palm as if it's hanging)

Then he fell asleep

(fold hands and lay your cheek on them)

He slept and he slept in his chrysalis bed

(Hold your right hand flat with palm facing down, hook left index finger in a c-shape and touch it to the palm as if it's hanging)

Til the sun come up one sunny spring day and said, "Wake up, wake up, little sleepy head. Wake up. It's time to get out of bed."

(Hold your right hand flat with palm facing down, hook left index finger in a c-shape and touch it to the palm as if it's hanging. Make left index finger wiggle.)

So - he opened his eyes that sunshiny day and... OH! He was a butterfly and he flew away!

(join hands together and flap like a butterfly)

Before

1. **Topic Introduction-** *We have been learning about bugs. Bugs often hang around plants because they need plants. They can also be helpful to plants. We learned that butterflies eat the nectar from plants. Today we are going to learn about one kind of bug.*
2. **Book Introduction-** *Look at this beautiful, colorful flower! There's a little hole in the center of the flower. If I look very closely, I see a bug in there. The bug is small. It has wings. Its body is striped black and yellow. I wonder what kind of bug that is.*
3. **Title and Author-** Draw attention to title and author. *The title of this book is Bee. The author and illustrator is Britta Teckentrup. That means she wrote the words and...* (Thinking gesture and then open hand to note choral response- drew the pictures) *Yes, the author writes the words and the illustrator draws the pictures.*



1st Read

Bee



During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"A wonder of nature is about to unfold."	TA: <i>A wonder of nature? That sounds like something amazing is about to happen. I wonder what it is.</i>
"Gathering nectar as she goes"	TA: <i>The bee drinks nectar. It is food for the bee.</i>
"Were given life by one small bee."	TA: <i>The bee helped all of these flowers to grow by spreading pollen.</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Bees need flowers for food. Bees help flowers make more by spreading their pollen from flower to flower.

Vocabulary: briefly define/highlight vocab words when they come up in the story.
Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
hue	different colors <i>Hue means different colors. Point to different colors.</i>	Point to different colors around the room
pollen	powder on a flower that is needed to make more flowers <i>Pollen is the powder on a flower that is needed to make more flowers. Pretend to sneeze to show that powdery pollen is tickling your nose.</i>	Wrinkle nose, close eyes, and pretend to sneeze
blossom	new, small flower <i>A blossom is a new, small flower. Hold your hands together and open your fingers up to show a blossom.</i>	Hold hands in a fist with palms facing toward each other and open fingers to extend up and back



1st Read

Bee



After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Did you like reading about the bee? What is one thing that bees do? (thinking gesture - finger on forehead) *Turn to someone next to you and tell them one thing that bees do.*

Start your sentence with “Bees..” (Pause to allow brief conversation.)

Put your thumb up if you want to tell everyone one thing that bees do.

Call on 1-2 students who have their thumbs up.

Check their understanding.

Who was this story about?

(Thinking gesture and then open hand to note choral response- a bee)

What do bees eat?

(Thinking gesture and then open hand to note choral response- nectar from flowers)

2. Review the Vocabulary

In today’s story, we learned 3 new words. Let’s clap out our new words.

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<u>Hues</u> are different colors. Ready to clap? Hues. Hues.	Point to different colors around the room
<u>Pollen</u> is the powder on a flower that is needed to make more flowers. Pol-len, pollen.	Wrinkle nose, close eyes, and pretend to sneeze
A <u>blossom</u> is a new, small flower. Blossom, blossom.	Hold hands in a fist with palms facing toward each other and open fingers to extend up and back



1st Read

Bee



After Continued

Ask vocabulary questions

What do we call the powder on a flower that is needed to make more flowers?

(Thinking gesture and then open hand to note choral response- pollen)

What is a word that means different colors?

(Thinking gesture and then open hand to note choral response- hues)

What do we call a new, small flower?

(Thinking gesture and then open hand to note choral response- blossom)

3. Follow Up Activity- Rhyming Practice

Explain, *There were lots of rhyming words in this book. Remember, rhyming words sound the same at the end. Let's go back and read parts of the book.* Reread the passages. Emphasize the underlined words.

Ask *Do those words rhyme? Do they sound the same at the end?* Read the whole passage, emphasizing the underlined words.

- *Dawn is breaking on a brand-new day, And in the meadow, poppies sway.*

(Thinking gesture and then open hand to note choral response- Yes)

- *The little bee beats her wings As she travels here and there.*

(Thinking gesture and then open hand to note choral response- No)

- *Harvesting flowers one by one, Her compass is the midday sun.*

(Thinking gesture and then open hand to note choral response- Yes)



For the Teacher:
Preview
Monarch and Milkweed



Unit 9: Botany, Part 2 - Butterflies, Bees, & Bugs

Book 14: *Monarch and Milkweed* by Helen Frost & Leonid Gore

Materials Needed: None

Vocabulary		
Word	Definition	Gesture
nectar	sugary water in flowers	Open and wiggle fingers in “petal” gesture. Pinch index finger and thumb on other hand to mimic a bee. Make bee touch the hand
caterpillar	larvae, young butterflies or moths	Make your left pointer finger bend and extend as you move it up your right arm like a caterpillar climbing up your arm
chrysalis	a thin shell the caterpillar makes around itself	Hold your right hand flat with palm facing down, hook left index finger in a c-shape and touch it to the palm as if it's hanging



1st Read



Monarch and Milkweed

Language Time

The Caterpillar

A little caterpillar crawled to the top of a tree. "I think I'll take a nap," it said.

(Make your left pointer finger bend and extend as you move it up your right arm like a caterpillar climbing up your arm)

So - under a leaf he began to creep

(Cover your left pointer finger with your right hand)

To spin a chrysalis

(Hold your right hand flat with palm facing down, hook left index finger in a c-shape and touch it to the palm as if it's hanging)

Then he fell asleep

(fold hands and lay your cheek on them)

He slept and he slept in his chrysalis bed

(Hold your right hand flat with palm facing down, hook left index finger in a c-shape and touch it to the palm as if it's hanging)

Til the sun come up one sunny spring day and said, "Wake up, wake up, little sleepy head. Wake up. It's time to get out of bed."

(Hold your right hand flat with palm facing down, hook left index finger in a c-shape and touch it to the palm as if it's hanging. Make left index finger wiggle.)

So - he opened his eyes that sunshiny day and... OH! He was a butterfly and he flew away!

(join hands together and flap like a butterfly)

Before

1. **Topic Introduction-** *We have been learning about bugs. Bugs are really interesting because they need plants and they also help plants. Yesterday, we learned how bees help flowers make more, and how they need flowers for food. Today we are going to read about another bug and a plant that it needs.*
2. **Book Introduction-** *Do you see this beautiful butterfly? What color is it?* (Thinking gesture and then open hand to note choral response- orange and black) *It is sitting on a plant. What do you think the butterfly is doing on the plant? Let's read to find out.*
3. **Title and Author-** Draw attention to title and author. *The title is Monarch and Milkweed. A monarch is a kind of butterfly. Milkweed is a kind of plant. This book has two people who wrote the words. Their names are Helen Frost and Leonid Gore. Who remembers what we call the person who writes the words?* (Thinking gesture and then open hand to note choral response- the author) *Yes! The author writes the words. Leonid Gore is also the illustrator. That means he drew the pictures.*



1st Read

Monarch and Milkweed



During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"and tastes home."	TA: <i>Remember how butterflies taste with their feet? The monarch tastes home when it lands on the milkweed. I think that means that the butterfly makes its home on milkweed.</i>
"stopping on each to lay one shiny egg."	TA: <i>Each egg has its own milkweed plant.</i>
"all the way to Mexico"	TA: <i>Monarchs fly all the way to Mexico every year when it gets colder in the fall.</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Monarch butterflies need milkweed for food and a safe place to lay eggs.

Vocabulary: briefly define/highlight vocab words when they come up in the story.

Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
nectar	sugary water in flowers <i>Nectar is the sugary water in flowers. Make a flower with one hand and a bee with the other hand, have the bee sip the nectar from the flower.</i>	Open and wiggle fingers in "petal" gesture. Pinch index finger and thumb on other hand to mimic a bee. Make bee touch the hand
caterpillar	larvae, young butterflies or moths <i>Caterpillars are larvae, or young butterflies and moths. Make a caterpillar with your finger and have it walk up your arm.</i>	Make your left pointer finger bend and extend as you move it up your right arm like a caterpillar climbing up your arm
chrysalis	a thin shell the caterpillar makes around itself <i>A chrysalis is a thin shell the caterpillar makes around itself. Make a chrysalis with your hand and show it hanging from your other hand.</i>	Hold your right hand flat with palm facing down, hook left index finger in a c-shape and touch it to the palm as if it's hanging



1st Read



Monarch and Milkweed

After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Did you like that book about the monarch? My favorite part was when the monarch landed on the milkweed and tasted home.

What was your favorite part? (thinking gesture - finger on forehead)

Put your thumb up if you would like to tell everyone. Start your sentence with, "My favorite part was..."

Encourage all to think about their answer and call on 1-2 students who have their thumb up.

Check their understanding.

What did the monarch caterpillar eat?

(Thinking gesture and then open hand to note choral response- milkweed leaves)

What does the monarch caterpillar eat?

(Thinking gesture and then open hand to note choral response- nectar)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i><u>Nectar</u> is the sugary water in flowers. Ready to clap? Nec-tar, nectar.</i>	Open and wiggle fingers in "petal" gesture. Pinch index finger and thumb on other hand to mimic a bee. Make bee touch the hand
<i>A <u>caterpillar</u> is the larvae or young butterflies or moths. Cat-er-pil-lar, caterpillar.</i>	Hold your right arm flat in front of your body close to your chest, make your left pointer finger bend and extend as you move it up your right arm like a caterpillar climbing up your arm
<i>A <u>chrysalis</u> is a thin shell that a caterpillar makes around itself. Chrys-a-lis, chrysalis.</i>	Hold your right hand flat with palm facing down, hook left index finger in a c-shape and touch it to the palm as if it's hanging



1st Read

Monarch and Milkweed



After Continued

Ask vocabulary questions

What do we call the thing shell that a caterpillar makes around itself?

(Thinking gesture and then open hand to note choral response- chrysalis)

What is the name of the larvae or young butterflies?

(Thinking gesture and then open hand to note choral response- caterpillar)

What do we call the sugary water in flowers?

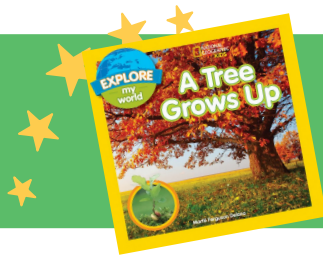
(Thinking gesture and then open hand to note choral response- nectar)

3. Follow Up Activity- Wrap up learning about Butterflies, Bees & Bugs

Explain, *We finished our last book about bugs. Bugs are very cool because they need plants and they help plants.*

Turn to someone near you and tell them one thing you learned about:

- *bees* (Pause briefly for discussion or facilitation of conversation.)
- *bugs* (Pause briefly for discussion or facilitation of conversation.)
- *butterflies* (Pause briefly for discussion or facilitation of conversation.)



For the Teacher:
Preview
A Tree Grows Up

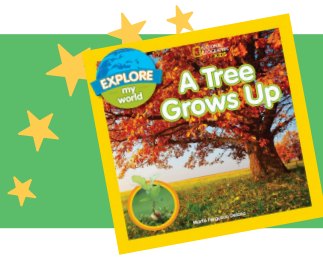


Unit 9: Botany, Part 3 - Trees

Book 15: *A Tree Grows Up* by Marfe Ferguson Delano

Materials Needed: None

Vocabulary		
Word	Definition	Gesture
acorn	the seed of an oak tree	Use one hand to make a fist and then place the other hand on top to make the cap of the acorn
root	the part of the plant that is underground	With arm bent at elbow, spread fingers apart like a tree. With other hand, motion downward from elbow, indicating the roots
trunk	the big part of the tree that grows up from the ground	Make a large circle shape with hands and move it up like tracing the shape of a trunk



1st Read

A Tree Grows Up



Language Time

Birds in a Tree

There was one little bird, in a little tree. She was all alone and she didn't want to be.

(hold up 1 finger, make it wiggle like a little bird)

So she flew far away, over the sea

(hide 1 finger [bird] behind your back)

And brought back a friend to live in the tree.

(bring hand from behind back, now with 2 fingers up)

There were two little birds, in a little tree. They were all alone and they didn't want to be.

Hold up 2 fingers, make them wiggle.

So they flew far away, over the sea

(hide 2 fingers [birds] behind your back)

And brought back a friend to live in the tree.

(bring hand from behind back, now with 3 fingers up)

Repeat, adding 1 bird each time until there are 5 birds.

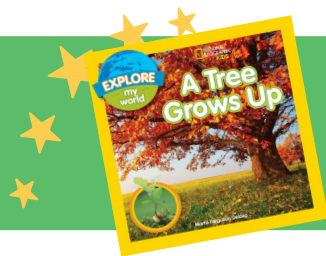
Last verse:

Now there are 5 little birds living in the tree. They are five kind friends that are happy as can be.

(wiggle 5 fingers)

Before

1. **Topic Introduction-** *Yesterday we finished learning about bugs. Today we are going to start learning about something new related to botany. Do you remember that word, botany?* (thinking gesture - finger on forehead) *It means the study of plants. Let's clap it. Bot-an-y.*
2. **Book Introduction-** *Look at the cover of the book. I see a big tree with colorful leaves. This little picture shows a tiny, baby tree. I think this book might be about how a tree gets bigger.*
3. **Title and Author-** Draw attention to title and author. *This is a nonfiction book called A Tree Grows Up. The person who wrote the words is Marfe Ferguson Delano. Who remembers what we call the person who writes the words in a book? Tell me.* (Thinking gesture and then open hand to note choral response- the author) *Yes, the author writes the words.*



1st Read

A Tree Grows Up



During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"Its stem, called a trunk"	TA: <i>As the tree grows, this thin green stem will become the thick trunk of the tree.</i>
"When it's five year old, it's tall enough for people to stand under."	TA: <i>Trees grow slowly. It takes five years for the tree to be taller than a person.</i>
"One spring, when the oak tree is about 30 years old, surprise!"	TA: <i>An oak tree has to grow for 30 years before it grows flowers and acorns.</i>

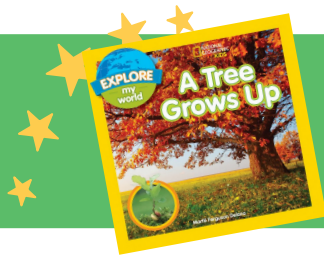
3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Acorns become oak trees. It takes 30 years for an oak tree to be fully grown.

Vocabulary: briefly define/highlight vocab words when they come up in the story.

Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
acorn	the seed of an oak tree <i>An <u>acorn</u> is the seed of an oak tree. Make an acorn with your hands, your fist is the nut and your other hand is the cap.</i>	Use one hand to make a fist and then place the other hand on top to make the cap of the acorn
root	the part of the plant that is underground <i>The <u>root</u> is the part of the plant that is underground. Make a tall tree with one arm and show that the roots are under the ground, below the tree.</i>	With arm bent at elbow, spread fingers apart like a tree. With other hand, motion downward from elbow, indicating the roots
trunk	the big part of the tree that grows up from the ground <i>A <u>trunk</u> is a big part of the tree that grows up from the ground. Put your hands around the trunk of a tree.</i>	Make a large circle shape with hands and move it up like tracing the shape of a trunk



1st Read

A Tree Grows Up



After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

I liked learning about how an oak tree grows up. My favorite part was when the tree started making its own acorns.

What was your favorite part? (thinking gesture - finger on forehead)

Start your sentence with, "My favorite part was..." Put your thumb up if you would like to tell everyone.

Encourage all to think about their answer and call on 1-2 students who have their thumb up.

Check their understanding.

What was this book about?

(Thinking gesture and then open hand to note choral response- an acorn becoming an oak tree)

What does the oak tree look like in the winter?

(Thinking gesture and then open hand to note choral response- like it's sleeping)

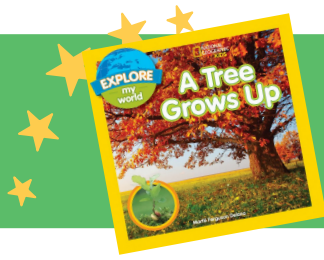
2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>An <u>acorn</u> is the seed of an oak tree. Ready to clap? A-corn, acorn.</i>	Use one hand to make a fist and then place the other hand on top to make the cap of the acorn
<i>The <u>root</u> is the part of the tree that is underground. Root. Root.</i>	With arm bent at elbow, spread fingers apart like a tree. With other hand, motion downward from elbow, indicating the roots
<i>The <u>trunk</u> is the big part of the tree that grows up from the ground. Trunk. Trunk.</i>	Make a large circle shape with hands and move it up like tracing the shape of a trunk



1st Read

A Tree Grows Up



After Continued

Ask vocabulary questions

What do we call the big part of the tree that grows up from the ground?

(Thinking gesture and then open hand to note choral response- trunk)

What do we call the seed of an oak tree?

(Thinking gesture and then open hand to note choral response- acorn)

What do we call the part of the plant that is underground?

(Thinking gesture and then open hand to note choral response- root)

3. Follow Up Activity- Game: Was it in the Book?

Explain, *We are going to play a game called Was it in the Book? I'm going to say a fact. You will show me a thumbs up if the fact was in the book and a thumbs down if it wasn't in the book.*

Practice thumbs up and down.

- *Squirrels think acorns are yucky. They don't eat them.*
(Thinking gesture and then open hand to note thumbs down- no)
- *Squirrels eat crunchy acorn in the fall.*
(Thinking gesture and then open hand to note thumbs up- yes)
- *Apples grow on oak trees.*
(Thinking gesture and then open hand to note thumbs down- no)
- *Flowers and acorns grow on oak trees.*
(Thinking gesture and then open hand to note thumbs up- yes)



For the Teacher:

Preview

A Tree is Nice



Unit 9: Botany, Part 3 - Trees

Book 16: *A Tree is Nice* by Janice May Udry

Materials Needed: None

Vocabulary

Word	Definition	Gesture
trunk	the big part of the tree that grows up from the ground	Make a large circle shape with hands and move it up like tracing the shape of a trunk
shade	a dark, cool spot away from the sun	Put one flat hand across your brow, like the brim of a hat
shovel	a tool for digging holes	Put hands together like you're holding a shovel and pretend to dig



1st Read

A Tree is Nice

Language Time

Birds in a Tree

There was one little bird, in a little tree. She was all alone and she didn't want to be.

(hold up 1 finger, make it wiggle like a little bird)

So she flew far away, over the sea

(hide 1 finger [bird] behind your back)

And brought back a friend to live in the tree.

(bring hand from behind back, now with 2 fingers up)

There were two little birds, in a little tree. They were all alone and they didn't want to be.

Hold up 2 fingers, make them wiggle.

So they flew far away, over the sea

(hide 2 fingers [birds] behind your back)

And brought back a friend to live in the tree.

(bring hand from behind back, now with 3 fingers up)

Repeat, adding 1 bird each time until there are 5 birds.

Last verse:

Now there are 5 little birds living in the tree. They are five kind friends that are happy as can be.

(wiggle 5 fingers)

Before

1. **Topic Introduction-** *Yesterday we started learning about trees. We learned that trees are plants that grow and change over time. Trees need soil, water, and sunlight just like other plants.*
2. **Book Introduction-** *When I look at this book cover, I see a very tall tree and a very small tree. I see someone watering the small tree and a cat way up high in the tall tree. I'm guessing this book will be about trees.*
3. **Title and Author-** Draw attention to title and author. *The title is A Tree is Nice. Janice May Udry is the author and Marc Simont is the illustrator. Who remembers what the author does? Tell me.*
(Thinking gesture and then open hand to note choral response- writes the words) *Yes, the author writes the words.*



1st Read

A Tree is Nice

During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"Birds build nests in trees and live there."	TA: <i>We know all about bugs who need plants. Birds are another animal that needs a kind of plant, trees.</i>
"A tree is nice for a house to be near."	TA: <i>Big trees can even shade a whole house and keep it cool.</i>
"Every day for years and YEARS"	TA: <i>It takes a long time for a tree to grow! Look how small the boy was when he planted the tree and how big he is now.</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Trees are nice. They provide lots of important things for people and animals.

Vocabulary: briefly define/highlight vocab words when they come up in the story.

Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
trunk	the big part of the tree that grows up from the ground <i>A trunk is the big part of the tree that grows up from the ground. Put your hands around the trunk of a tree.</i>	Make a large circle shape with hands and move it up like tracing the shape of a trunk
shade	a dark, cool spot away from the sun <i>Shade is a dark, cool spot away from the sun. Put your hand up like you are shading your eyes from the bright sun.</i>	Put one flat hand across your brow, like the brim of a hat
shovel	a tool for digging holes <i>A shovel is a tool for digging holes. Pretend to hold a shovel and dig.</i>	Put hands together like you're holding a shovel and pretend to dig



1st Read

A Tree is Nice

After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

That book made me feel grateful for trees!

Thumbs up if you, also, are happy that we have trees. (thinking gesture - finger on forehead)

Check their understanding.

What kind of plant was this book about?

(Thinking gesture and then open hand to note choral response- trees)

How are trees useful? What do trees do to help people? (thinking gesture - finger on forehead)
If you have an idea to share, show a thumbs up.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up.
 (Response - good for climbing, provide shade, etc.)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>A <u>trunk</u> is a big part of the tree that grows up from the ground. Ready to clap? Trunk. Trunk.</i>	Make a large circle shape with hands and move it up like tracing the shape of a trunk
<i><u>Shade</u> is a dark, cool spot away from the sun. Shade.</i>	Put one flat hand across your brow, like the brim of a hat
<i>A <u>shovel</u> is a tool for digging holes. Shov-el, shovel.</i>	Put hands together like you're holding a shovel and pretend to dig



1st Read

A Tree is Nice

After Continued

Ask vocabulary questions

What do we call a dark, cool spot away from the sun?

(Thinking gesture and then open hand to note choral response- shade)

What do we call a tool for digging holes?

(Thinking gesture and then open hand to note choral response- shovel)

What do we call the big part of the tree that grows up from the ground?

(Thinking gesture and then open hand to note choral response- trunk)

3. Follow Up Activity- Vocabulary Review

Explain, *We talked about some of the important words in this book. One word we talked about was shade. Shade is a cooler spot away from the sun. Trees make shade. Another word we talked about was shovel. A shovel is a tool for digging holes.*

I'm going to give you clues and you will tell me if I'm talking about shade or a shovel.

- *This is a tool you might have hanging in your garage. It's sharp. It has a long handle. We use it to dig holes.* (Thinking gesture and then open hand to note choral response- shovel)
- *This is a dark place that helps us stay cool when the sun is hot. Trees give us this.* (Thinking gesture and then open hand to note choral response- shade)



Reread

A Tree is Nice



Unit 9: Botany, Part 3 - Trees

Book 16: *A Tree is Nice* by Janice May Udry

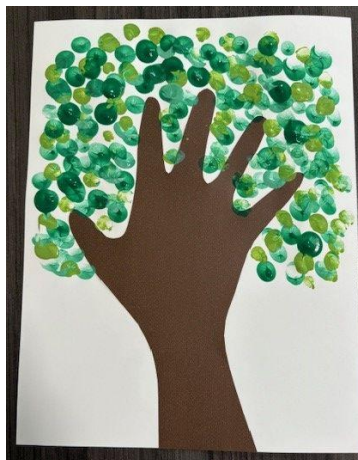
Reread & Activity: Craft - Hand Print Tree

Materials Needed: white cardstock, brown construction paper, paint

Before

1. **Ask if they can remember what this book is about-** show them the cover to remind them
We read this book already. Look at the cover. I see a tall tree and a very small tree. Someone is watering the small tree. Do you remember what this book was about? (thinking gesture - finger on forehead) *Think about it. What did we read about?* (Thinking gesture and then open hand to note choral response- trees) *Yes. This book was about trees.*
2. **Point out title & author-** ask if anyone can tell you what the author does.
The title of this story is A Tree is Nice. The author of the story is Janice May Udry. Who remembers what the author does? Tell me! (Thinking gesture and then open hand to note choral response- writes the words) *Yes, the author writes the words. The illustrator is Marc Simont. He drew the...* (Thinking gesture and then open hand to note choral response- pictures)
3. **Tell them this time we are going to read and discuss the story** so be ready to share your ideas!
We are going to read the story again. Pay close attention so we can talk about the book when it's done.

Example of Hand Print Tree Craft



The picture provided is just one example of this craft. Feel free to adapt the craft to student or classroom needs. The focus is on student production of artwork and not a perfect replica.



Reread

A Tree is Nice



During

1. **Read** with excitement and fluency.
2. **Think Aloud and Ask Questions as you read.**

Part of Text	Think Aloud (TA) - Question (Q)
"Birds build nests in trees and live there."	Q: <i>Where do birds build their nests?</i>
"A tree is nice for a house to be near."	Q: <i>Why is it nice to have a tree near your house? What does a tree do for a house or the people who live there?</i>
"Every day for years and YEARS."	Q: <i>Does a tree grow very quickly or does it grow slowly?</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Trees are nice. They provide lots of important things for people and animals.

Vocabulary: briefly define/highlight vocab words when they come up in the story.

Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
trunk	the big part of the tree that grows up from the ground <i>A <u>trunk</u> is the big part of the tree that grows up from the ground. Put your hands around the trunk of a tree.</i>	Make a large circle shape with hands and move it up like tracing the shape of a trunk
shade	a dark, cool spot away from the sun <i><u>Shade</u> is a dark, cool spot away from the sun. Put your hand up like you are shading your eyes from the bright sun.</i>	Put one flat hand across your brow, like the brim of a hat
shovel	a tool for digging holes <i>A <u>shovel</u> is a tool for digging holes. Pretend to hold a shovel and dig.</i>	Put hands together like you're holding a shovel and pretend to dig



Reread

A Tree is Nice



After

1. Ask Questions

Ask their opinion

Did you like this book? (thinking gesture - finger on forehead)

Show me a thumb if you enjoyed reading about all the ways that trees are nice.

Check their understanding

What kind of plant was this book about?

(Thinking gesture and then open hand to note choral response- trees)

How are trees useful? What is one thing a tree can do for people?

Show me a thumb if you remember one reason why a tree is nice. Put your thumb up if you would like to tell everyone. Start your sentence with, "A tree is nice because..."

Encourage all to think about their answer and call on 1-2 students who have their thumb up.

2. Review Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition and making the gesture.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>The big part of a tree that grows up from the ground is the ____ (<u>trunk</u>). Trunk, trunk.</i>	Make a large circle shape with hands and move it up like tracing the shape of a trunk
<i>A dark, cool spot away from the sun is called ____ (<u>shade</u>). Shade, shade.</i>	Put one flat hand across your brow, like the brim of a hat
<i>A <u>shovel</u> is a tool for ____ (<u>digging</u>). Shov-el, shovel.</i>	Put hands together like you're holding a shovel and pretend to dig

3. Follow-Up Activity: Craft - Fingerprint tree

Explain, *We are going to use our arms, hands, and fingers to make our own trees.* Help each child to create the trunk and branches of their tree by tracing their arm and fingers onto brown construction paper. If possible, encourage the child to cut out the trunk and branches. Glue to a larger piece of paper. Provide students with various colors of paint. Show them how to dip a fingertip into the paint and press it gently on the paper to create leaves for the tree. Leaves can be colorful to represent a tree in fall or green to represent a tree in summer.



Shared Writing

A Tree is Nice



Planning Guide - Discuss and Respond to Questions

Topic Sentence: Write the topic sentence on the board, leaving a blank space for the underlined word:

Why is a tree nice?

Plan your detail and concluding sentences (You can utilize the following.)

Detail: **Trees give us leaves that we can jump in.**

Detail: **Trees give us shade to keep us cool.**

Detail: **Birds can build their nests in trees.**

Detail: **Some trees give us food, like apples.**

Conclusion: **Trees do many wonderful things for us.**

Vocabulary to Include if Possible

Word	Definition	Gesture
trunk	the big part of the tree that grows up from the ground	Make a large circle shape with hands and move it up like tracing the shape of a trunk
shade	a dark, cool spot away from the sun	Put one flat hand across your brow, like the brim of a hat
shovel	a tool for digging holes	Put hands together like you're holding a shovel and pretend to dig

Let's Write!

Discuss the book and vocabulary: *We read this book called A Tree is Nice. In this story, we saw some of the wonderful things trees do for us. Do you remember some of the things we learned? Let's think about some of the things that trees do for us.* Pause to review.



Shared Writing

A Tree is Nice



Write Topic Sentence

1. **Plan:** *We are going to work together to answer this question. What word is missing from my sentence? Let's start by finishing this sentence. It says Why is a _____ nice? What did we learn about in this book?* (thinking gesture - finger on forehead and then open hand to note choral response - trees) *Trees. Good!*
2. **Write:** Write **tree** to complete the sentence.
3. **Read aloud,** pointing to each word: *Why is a tree nice?*

Write Detail Sentence(s)

1. **Plan:** *Let's work together to answer this question. What do trees do for us?* Guide children by showing them different parts of the book, if necessary. Remember the planned detail sentences are available if your students need more direction. Otherwise, write the ideas they share.
2. **Write:** *Trees give us leaves that we can jump in.*
3. **Read aloud,** pointing to each word: *Trees give us leaves that we can jump in.* Read again, encouraging children to read with you.

Continue adding detail sentences if students are engaged. This can also be returned to tomorrow or added to later in the day.

Write Concluding Sentence

1. **Plan:** *We answered a question about how trees are helpful. Now we need to tell our readers that we are done. How could we do that?* (thinking gesture - finger on forehead) *Let's write, "Trees do many wonderful things for us."*
2. **Write:** *Trees do many wonderful things for us.*
3. **Read aloud,** pointing to each word: *Trees do many wonderful things for us.* Read again, encouraging children to read with you.

Read the whole paragraph with students. Post writing where they can see it.



For the Teacher:

Preview

Tall, Tall Trees



Unit 9: Botany, Part 3 - Trees

Book 17: *Tall, Tall Tree* by Anthony Fredericks

Materials Needed: None

Vocabulary

Word	Definition	Gesture
seldom	not often	Hold one finger up and wiggle it slightly from side to side while shaking your head back and forth
canopy	very top of the trees in the forest	Lift arms up overhead in an arc to create a canopy above you
darting	moving suddenly and quickly	Put hands together in front of you and move one hand quickly forward



1st Read

Tall, Tall Trees



Language Time

Birds in a Tree

There was one little bird, in a little tree. She was all alone and she didn't want to be.

(hold up 1 finger, make it wiggle like a little bird)

So she flew far away, over the sea

(hide 1 finger [bird] behind your back)

And brought back a friend to live in the tree.

(bring hand from behind back, now with 2 fingers up)

There were two little birds, in a little tree. They were all alone and they didn't want to be.

Hold up 2 fingers, make them wiggle.

So they flew far away, over the sea

(hide 2 fingers [birds] behind your back)

And brought back a friend to live in the tree.

(bring hand from behind back, now with 3 fingers up)

Repeat, adding 1 bird each time until there are 5 birds.

Last verse:

Now there are 5 little birds living in the tree. They are five kind friends that are happy as can be.

(wiggle 5 fingers)

Before

1. **Topic Introduction-** *We have been learning about trees. Think about something you have learned about trees.* (thinking gesture - finger on forehead) *Turn to someone near you and tell them one thing you know about trees.* (Pause briefly for discussion or facilitation of conversation.)
2. **Book Introduction-** *I see loads of tall trees in this picture. The trees are so tall I can't even see the tops. This is a counting book. It's also a rhyming book. Listen for the words that rhyme.*
3. **Title and Author-** Draw attention to title and author. *This book is called Tall Tall Tree. The author is Anthony D. Fredericks. He wrote the words. Chad Wallace is the illustrator. He drew the pictures.*



1st Read

Tall, Tall Trees



During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"High in this tall, tall tree, Insects, birds, and mammals."	TA: <i>I hope we will see all the animals that live in this big tree.</i>
"Eight sleeping bats"	TA: <i>Bats sleep upside down. That's so silly. Do you do that?</i>
"Crawl along the needles"	TA: <i>The redwood tree's leaves are called needles. I wonder why they are called needles?</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Redwood trees are very tall. Redwood trees are home to lots of animals.

Vocabulary: briefly define/highlight vocab words when they come up in the story.

Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
seldom	not often <u>Seldom</u> means not often. Use your finger and head to show that seldom means it almost never happens.	Hold one finger up and wiggle it slightly from side to side while shaking your head back and forth
canopy	very top of the trees in the forest <u>Canopy</u> means the very top of the trees in the forest. Put your arms above your head to make a canopy.	Lift arms up overhead in an arc to create a canopy above you
darting	moving suddenly and quickly <u>Darting</u> means moving suddenly and quickly. Make one hand dart away from the other quickly.	Put hands together in front of you and move one hand quickly forward



1st Read

Tall, Tall Trees



After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

I liked seeing all the animals that live in tall redwood trees.

Which animal was your favorite? (thinking gesture - finger on forehead)

Turn to someone next to you and tell them which animal was your favorite. Start your sentence with "My favorite animal was..."

(Pause briefly for discussion or facilitation of conversation.)

Check their understanding.

What was this story about? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up.
(Response - redwood trees and the animals that live in them)

Who would like to visit a tall, tall redwood forest? (thinking gesture - finger on forehead)

If you want to visit a tall, tall redwood forest show a thumbs up.

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<u>Seldom</u> means not often. Ready to clap? Sel-dom, seldom.	Hold one finger up and wiggle it slightly from side to side while shaking your head back and forth
<u>Canopy</u> is the very top of the trees in the forest. Can-o-py, canopy.	Lift arms up overhead in an arc to create a canopy above you
<u>Darting</u> means moving suddenly and quickly. Dart-ing, darting.	Put hands together in front of you and move one hand quickly forward



1st Read

Tall, Tall Trees



After Continued

Ask vocabulary questions

When something is moving suddenly and quickly it is...?

(Thinking gesture and then open hand to note choral response- darting)

When something doesn't happen often it happens...?

(Thinking gesture and then open hand to note choral response- seldom)

What do we call the very top of the trees in the forest?

(Thinking gesture and then open hand to note choral response- canopy)

3. Follow Up Activity- Math Word Problem

Explain, *We counted animals in this book. We saw 3 (hold up 3 fingers) climbing salamanders and 4 (hold up 4 fingers) busy woodpeckers. How many animals is that altogether? Let's use our fingers to help us figure that out. 3 (hold up 3 fingers and keep them up) salamanders plus 4 (hold up 4 fingers and keep them up) woodpeckers equals... Let's count. 1,2,3,4,5,6,7. Seven! 3 plus 4 equals 7. Thank you for helping me figure out that math problem.*



For the Teacher:

Preview

The Busy Tree



Unit 9: Botany, Part 3 - Trees

Book 18: *The Busy Tree* by Jennifer Ward

Materials Needed: None

Vocabulary

Word	Definition	Gesture
roots	the part of the plant that is underground	With arm bent at elbow, spread fingers apart like a tree. With other hand, motion downward from elbow, indicating the roots
acorn	the seed of an oak tree	Use one hand to make a fist and then place the other hand on top to make the cap of the acorn
trunk	the big part of the tree that grows up from the ground	Make a large circle shape with hands and move it up like tracing the shape of a trunk



1st Read

The Busy Tree



Language Time

Birds in a Tree

There was one little bird, in a little tree. She was all alone and she didn't want to be.

(hold up 1 finger, make it wiggle like a little bird)

So she flew far away, over the sea

(hide 1 finger [bird] behind your back)

And brought back a friend to live in the tree.

(bring hand from behind back, now with 2 fingers up)

There were two little birds, in a little tree. They were all alone and they didn't want to be.

Hold up 2 fingers, make them wiggle.

So they flew far away, over the sea

(hide 2 fingers [birds] behind your back)

And brought back a friend to live in the tree.

(bring hand from behind back, now with 3 fingers up)

Repeat, adding 1 bird each time until there are 5 birds.

Last verse:

Now there are 5 little birds living in the tree. They are five kind friends that are happy as can be.

(wiggle 5 fingers)

Before

1. **Topic Introduction-** *We have been learning about trees. Trees are very important to lots of animals. Today we are going to read our last book about trees. Tomorrow, we will start learning about something new related to Botany.*
2. **Book Introduction-** *Look at the cover of the book. I see so many animals! It looks like they are all in a tree. Turn to someone near you and tell them the name of an animal you see.* (Pause briefly for discussion or facilitation of conversation.)
3. **Title and Author-** Draw attention to title and author. *The title of this book is The Busy Tree. The author is Jennifer Ward. Who remembers what the author does? Tell me.* (Thinking gesture and then open hand to note choral response- writes the words) *The author writes the words.*



1st Read

The Busy Tree



During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"nibbled by chipmunks who scratch at the ground"	TA: <i>This tree has acorns. It must be an oak tree!</i>
"then at night starts to prowl."	TA: <i>The owl lives in a hole in the trunk. It comes out at night and sleeps during the day.</i>
"shading the children below as they play."	TA: <i>The tree is helping these children by giving them shade to keep them cool while they play.</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Trees are important and help many animals, including people.

Vocabulary: briefly define/highlight vocab words when they come up in the story.

Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
roots	the part of the plant that is underground <i>Roots are the part of the plant that is underground. Make a tall tree with one arm and show that the roots are under the ground, below the tree.</i>	With arm bent at elbow, spread fingers apart like a tree. With other hand, motion downward from elbow, indicating the roots
acorn	the seed of an oak tree <i>An acorn is the seed of an oak tree. Make an acorn with your hands, your fist is the nut and your other hand is the cap.</i>	Use one hand to make a fist and then place the other hand on top to make the cap of the acorn
trunk	the big part of the tree that grows up from the ground <i>The trunk is the big part of the tree that grows up from the ground. Put your hands around the trunk of a tree.</i>	Make a large circle shape with hands and move it up like tracing the shape of a trunk



1st Read

The Busy Tree



After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Did you like reading this story? (thinking gesture - finger on forehead)

Thumbs up if you liked it.

Check their understanding.

What was this book about?

(Thinking gesture and then open hand to note choral response- a busy oak tree)

What animals did the oak tree help? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up.

(Response - chipmunks, ants, woodpeckers, owls, etc.)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i><u>Roots</u> are the part of the plant that is underground. Ready to clap? Roots. Roots.</i>	With arm bent at elbow, spread fingers apart like a tree. With other hand, motion downward from elbow, indicating the roots
<i><u>Acorn</u> is the seed of an oak tree. A-corn, acorn.</i>	Use one hand to make a fist and then place the other hand on top to make the cap of the acorn
<i><u>Trunk</u> is the big part of the tree that grows up from the ground. Trunk. Trunk.</i>	Make a large circle shape with hands and move it up like tracing the shape of a trunk



1st Read

The Busy Tree



After Continued

Ask vocabulary questions

What do we call the seed from an oak tree?

(Thinking gesture and then open hand to note choral response- acorn)

What do we call the part of the plant that is underground?

(Thinking gesture and then open hand to note choral response- roots)

What do we call the part of the tree that is big and grows up from the ground?

(Thinking gesture and then open hand to note choral response- trunk)

3. Follow Up Activity- Rhyming Practice

Explain, *There were lots of rhyming words in this book. Remember, rhyming words sound the same at the end. Let's go back and read parts of the book.* Reread the passages. Emphasize the underlined words.

Ask *Do those words rhyme? Do they sound the same at the end?* Read the whole passage, emphasizing the underlined words.

-lives in my bark, from dawn until dark.
(Thinking gesture and then open hand to note choral response- Yes)
- ...leafy and high, ...soar through the sky.
(Thinking gesture and then open hand to note choral response- Yes)
- Hear my green leaves as they shake in the wind.
(Thinking gesture and then open hand to note choral response- No)



For the Teacher:
Preview
Bird Builds a Nest



Unit 9: Botany, Part 4 - Birds

Book 19: *Bird Builds a Nest* by Martin Jenkins

Materials Needed: None

Vocabulary		
Word	Definition	Gesture
pulls	move something toward you (closer to you)	Use hands in a motion like you are pulling a rope in front of you
twigs	small sticks	Pinch finger and thumb together down low then lift up
pushes	move something away from you	Hold hands open with palms facing away from you like you are pushing something away



1st Read

Bird Builds a Nest

Language Time

Birds in a Tree

There was one little bird, in a little tree. She was all alone and she didn't want to be.

(hold up 1 finger, make it wiggle like a little bird)

So she flew far away, over the sea

(hide 1 finger [bird] behind your back)

And brought back a friend to live in the tree.

(bring hand from behind back, now with 2 fingers up)

There were two little birds, in a little tree. They were all alone and they didn't want to be.

Hold up 2 fingers, make them wiggle.

So they flew far away, over the sea

(hide 2 fingers [birds] behind your back)

And brought back a friend to live in the tree.

(bring hand from behind back, now with 3 fingers up)

Repeat, adding 1 bird each time until there are 5 birds.

Last verse:

Now there are 5 little birds living in the tree. They are five kind friends that are happy as can be.

(wiggle 5 fingers)

Before

1. **Topic Introduction-** *Yesterday we finished learning about trees. Trees are a kind of plant. The study of plants is called Botany. We are doing Botany right now as we learn about plants. Today we are going to start learning about something new related to botany.*
2. **Book Introduction-** *When I look at this picture, I see a bird working hard to do something. It looks like the bird is building a nest. We learned in another book that birds build their nests in trees.*
3. **Title and Author-** Draw attention to title and author. *The title is Bird Builds a Nest. The author is Martin Jenkins. Who remembers what the author does? Tell me!* (Thinking gesture and then open hand to note choral response- writes the words) *Yes, the author writes the words.*



1st Read

Bird Builds a Nest

During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"First she needs some breakfast."	TA: <i>I wonder what birds eat for breakfast. It's something nice and juicy. Let's keep reading to find out what it is.</i>
"She needs twigs. Lots of twigs."	TA: <i>Why does Bird need twigs?</i> Q: <i>What is she going to do with them?</i>
"Can you guess what it's waiting for?"	TA: <i>Why did she make a nest? What is it for?</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Birds build nests in trees. Birds push and pull twigs to make their nest. It is hard work.

Vocabulary: briefly define/highlight vocab words when they come up in the story.

Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
pulls	move something toward you (closer to you) <u>Pulls</u> means move something toward you or closer to you. Pretend to pull a rope in front of you.	Use hands in a motion like you are pulling a rope in front of you
twigs	small sticks <u>Twigs</u> are small sticks. Pretend to pick up a small stick.	Pinch finger and thumb together down low then lift up
pushes	move something away from you <u>Pushes</u> means to move something away from you. Pretend to push something away from you.	Hold hands open with palms facing away from you like you are pushing something away



1st Read

Bird Builds a Nest

After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Did you like this story? (thinking gesture - finger on forehead)

Thumbs up if you liked that book about birds making a nest.

Check their understanding.

Who was this story about? (Thinking gesture and then open hand to note choral response- Bird)

How did Bird make a nest?

What did Bird do to get her nest ready? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up.

(Response - collect twigs, push and pull the twigs into the right shape, gather soft things, etc.)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i><u>Pulls</u> means move something toward you or closer to you. Ready to clap? Pulls. Pulls.</i>	Use hands in a motion like you are pulling a rope in front of you
<i><u>Twigs</u> are small sticks. Twigs. Twigs.</i>	Pinch finger and thumb together down low then lift up
<i><u>Pushes</u> means to move something away from you. Push-es, pushes.</i>	Hold hands open with palms facing away from you like you are pushing something away



1st Read

Bird Builds a Nest

After Continued

Ask vocabulary questions

If you want to bring your plate closer to you, what might you do, pull or push?

(Thinking gesture and then open hand to note choral response- pull)

If you want to swing, what might you ask someone to do, pull or push?

(Thinking gesture and then open hand to note choral response- push)

When you put your pants on, do you pull them or push them?

(Thinking gesture and then open hand to note choral response- pull them)

3. Follow Up Activity- Guided Retell

Explain, *We are going to work together to retell the story. Listen closely. Use your words to help me finish the story.* Show pictures in the book to refresh their memory. (Thinking gesture and then open hand to note choral response at each pause.)

It was a beautiful day! Bird was up early and she wanted some _____ (breakfast.) She pulled on a big worm but it was too strong so she found a smaller worm to eat. Then Bird started her work. She was looking for _____ (twigs.) She collected twigs and pushed and pulled to make a _____ (nest.) Next, she added softer things. Her nest was ready and waiting. It was waiting for _____ (eggs!)



Reread

Bird Builds a Nest



Unit 9: Botany, Part 4 - Birds

Book 19: *Bird Builds a Nest* by Martin Jenkins

Reread & Activity: Bird and Nest Matching Game

Materials Needed: bird and nest matching cards (found in Materials on website)

Before

1. **Ask if they can remember what this book is about-** show them the cover to remind them. *We have already read this story. Do you remember it? Look at the cover. What did Bird make in this story? What did Bird's nest look like?*
2. **Point out title & author-** ask if anyone can tell you what the author does. *The title of this story is Bird Builds a Nest. The author of the story is Martin Jenkins. Who remembers what the author does? Tell me!* (Thinking gesture and then open hand to note choral response- writes the words) *Yes, the author writes the words. The illustrator is Richard Jones. He made the beautiful pictures.*
3. **Tell them this time we are going to read and discuss the story** so be ready to share your ideas! *We are going to read the story again. Pay close attention so we can talk about the book when it's done.*

Example of Bird and Nest Matching Cards





Reread

Bird Builds a Nest



During

1. **Read** with excitement and fluency.
2. **Think Aloud and Ask Questions as you read.**

Part of Text	Think Aloud (TA) - Question (Q)
"What she wants is a nice juicy..."	Q: <i>What did Bird want for breakfast?</i>
"She pulled hard"	Q: <i>Why does Bird have to pull so hard?</i>
"Carefully, she pushes a twig into the side of the nest"	Q: <i>Push means to move something away from you. Can you pretend to push a twig into a nest? What would that look like?</i>
"Can you guess what it's waiting for?"	Q: <i>Why did Bird make the nest? What is the nest waiting for?</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Birds build nests in trees. Birds push and pull twigs to make their nest. It is hard work.

Vocabulary: briefly define/highlight vocab words when they come up in the story.

Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
pulls	move something toward you (closer to you) <i><u>Pulls</u> means move something toward you or closer to you. Pretend to pull a rope in front of you.</i>	Use hands in a motion like you are pulling a rope in front of you
twigs	small sticks <i><u>Twigs</u> are small sticks. Pretend to pick up a small stick.</i>	Pinch finger and thumb together down low then lift up
pushes	move something away from you <i><u>Pushes</u> means to move something away from you. Pretend to push something away from you.</i>	Hold hands open with palms facing away from you like you are pushing something away



Reread

Bird Builds a Nest



After

1. Ask Questions

Ask their opinion

Did you like this story? (thinking gesture - finger on forehead)

Show me a thumb if you liked this book. What was your favorite part of the story? (thinking gesture - finger on forehead)

Turn to someone near you and tell them your favorite part. Start your sentence with "My favorite part was..." (Pause briefly for discussion or facilitation of conversation.)

Check their understanding

Why did Bird collect twigs in this story? What was she planning to do with the twigs?
(Thinking gesture and then open hand to note choral response- She was making a nest)

Where did Bird make her nest?

(Thinking gesture and then open hand to note choral response- in a tree)

2. Review Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition and making the gesture.

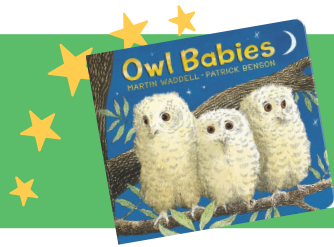
Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>When you want to move something toward you you need to _____ (<u>pull</u>).</i>	Use hands in a motion like you are pulling a rope in front of you
<i>Small sticks are called _____ (<u>twigs</u>).</i>	Pinch finger and thumb together down low then lift up
<i>When you want to move something away from you you need to _____ (<u>push</u>).</i>	Hold hands open with palms facing away from you like you are pushing something away

3. Follow-Up Activity: Bird and Nest Matching Game

Show children the bird and nest matching cards. First, show each bird card and identify each bird by name. Explain, *Every bird builds a different kind of nest. Birds live in different places and they are all different sizes. Birds make nests that are perfect for them. Today we are going to look at these birds and match them to their nests. Let's think about what each kind of bird looks like and where they live to help us match them to their nests.*

Work together to make observations about each bird and match the bird to its nests. Make observations about the nest (size, location, etc.) to help children make matches.



For the Teacher:

Preview
Owl Babies



Unit 9: Botany, Part 4 - Birds

Book 20: *Owl Babies* by Martin Waddell

Materials Needed: None

Vocabulary		
Word	Definition	Gesture
trunk	the big part of the tree that grows up from the ground	Make a large circle shape with hands and move it up like tracing the shape of a trunk
hunting	looking for food	Put your hand flat over your eye like you are looking for something. Make quiet gesture over lips with other hand
branches	a big part of the tree, coming from the trunk	With arm bent at elbow, spread fingers apart like a tree., Use your other arm to make a branch coming off the trunk



1st Read

Owl Babies

Language Time

Birds in a Tree

There was one little bird, in a little tree. She was all alone and she didn't want to be.

(hold up 1 finger, make it wiggle like a little bird)

So she flew far away, over the sea

(hide 1 finger [bird] behind your back)

And brought back a friend to live in the tree.

(bring hand from behind back, now with 2 fingers up)

There were two little birds, in a little tree. They were all alone and they didn't want to be.

Hold up 2 fingers, make them wiggle.

So they flew far away, over the sea

(hide 2 fingers [birds] behind your back)

And brought back a friend to live in the tree.

(bring hand from behind back, now with 3 fingers up)

Repeat, adding 1 bird each time until there are 5 birds.

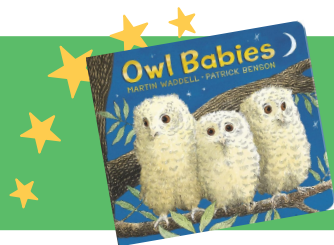
Last verse:

Now there are 5 little birds living in the tree. They are five kind friends that are happy as can be.

(wiggle 5 fingers)

Before

1. **Topic Introduction-** *Yesterday we started learning about birds. Birds are animals that need trees. Many birds make their nests in trees. Some birds eat things that live in trees or grow on trees.*
2. **Book Introduction-** *These are baby owls. How many babies do you see? I think they look a little scared. Do you think so, too?* (thinking gesture - finger on forehead) *Let's read the book to find out why they are scared.*
3. **Title and Author-** Draw attention to title and author. *The title of this book is Owl Babies. The author is Martin Waddell. He wrote the words. The illustrator is Patrick Benson. Who remembers what the illustrator does? Tell me.* (Thinking gesture and then open hand to note choral response- draws the pictures) *Yes, the illustrator draws the pictures.*



1st Read

Owl Babies

During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"It was their house."	TA: <i>Trees are so important for many animals. Owls need trees for their homes. They live in the trunk of trees.</i>
"She'll bring us mice and things that are nice."	TA: <i>Owls eat mice. The baby owls are thinking about the food Mommy will bring back for them.</i>
"AND SHE CAME"	TA: <i>Mommy Owl came back! The babies must be so happy!</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Mother owls leave their babies to hunt for food. Owls live in trees.

Vocabulary: briefly define/highlight vocab words when they come up in the story.

Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
trunk	the big part of the tree that grows up from the ground <i>A trunk is the big part of the tree that grows up from the ground. Put your hands around the trunk of a tree.</i>	Make a large circle shape with hands and move it up like tracing the shape of a trunk
hunting	looking for food <i>Hunting means looking for food. Pretend to look around for food. You have to be quiet when you're hunting.</i>	Put your hand flat over your eye like you are looking for something. Make quiet gesture over lips with other hand
branches	a big part of the tree, coming from the trunk <i>Branches are a big part of a tree, coming from the trunk. Use your arm to make a tree trunk and then your other arm to make a branch coming from the tree trunk.</i>	With arm bent at elbow, spread fingers apart like a tree., Use your other arm to make a branch coming off the trunk



1st Read

Owl Babies

After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

I felt a little bit sad for the baby owls when I was reading that book.

Did you like reading the book? (thinking gesture - finger on forehead)

Thumbs up if you enjoyed reading the story. Thumbs down if you didn't like it.

Check their understanding.

Who were the characters in this story? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up.
(Response- Mommy, Percy, Sarah, Bill)

Where did the owl family live?

(Thinking gesture and then open hand to note choral response- in a tree)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i><u>Trunk</u> is the big part of the tree that grows up from the ground. Ready to clap? Trunk. Trunk.</i>	Make a large circle shape with hands and move it up like tracing the shape of a trunk
<i><u>Hunting</u> means looking for food. Hunt-ing, hunting.</i>	Put your hand flat over your eye like you are looking for something. Make quiet gesture over lips with other hand
<i><u>Branches</u> are a big part of the tree, coming from the trunk. Branch-es, branches.</i>	With arm bent at elbow, spread fingers apart like a tree., Use your other arm to make a branch coming off the trunk



1st Read

Owl Babies

After Continued

Ask vocabulary questions

When an animal is looking for food they are...?

(Thinking gesture and then open hand to note choral response- hunting)

What do we call the big part of the tree that grows up from the ground?

(Thinking gesture and then open hand to note choral response- trunk)

What do we call big parts of the tree that come from the trunk?

(Thinking gesture and then open hand to note choral response- branches)

3. Follow Up Activity- Guided Retell

Explain, *We are going to work together to retell the story. Listen closely. Use your words to help me finish the story.* Show pictures in the book to refresh their memory. (Thinking gesture and then open hand to note choral response at each pause.)

One day, there were three baby owls. They lived in a tree with their mother. One night they woke up and their mother was _____ (gone.) They thought she had gone hunting. They climbed out of their nest and waited on _____ (branches.) They waited and waited and got a little scared because the forest was dark and there were noises all around them. Then, Mommy _____ (came back.) The owl babies felt so _____ (happy!)



Shared Writing

Owl Babies



Planning Guide - Tell a Story

Topic Sentence: Write the topic sentence on the board, leaving a blank space for the underlined word:

Sarah, Percy, and Bill are baby owls.

Plan your detail and concluding sentences (You can utilize the following.)

Detail: **One day, the owl babies woke up and saw Mommy was gone.**

Detail: **They thought Mommy went hunting.**

Detail: **The baby owls waited on branches.**

Detail: **The owl babies got scared because it was dark and noisy.**

Conclusion: **Mommy owl came back!**

Vocabulary to Include if Possible

Word	Definition	Gesture
trunk	the big part of the tree that grows up from the ground	Make a large circle shape with hands and move it up like tracing the shape of a trunk
hunting	looking for food	Put your hand flat over your eye like you are looking for something. Make quiet gesture over lips with other hand
branches	a big part of the tree, coming from the trunk	With arm bent at elbow, spread fingers apart like a tree., Use your other arm to make a branch coming off the trunk

Let's Write!

Discuss the book and vocabulary: *We read this story about the baby owls. They were sad because their mommy was gone. Let's look at the book again and remember what happened when Mommy was gone.* Briefly summarize the book while showing key pictures and highlighting important details.



Shared Writing

Owl Babies



Write Topic Sentence

1. **Plan:** *We are going to work together to tell about the story. What type of baby animals were Sarah, Percy, and Bill?* (thinking gesture - finger on forehead and then open hand to note choral response - owls) *Owls. Good!*
2. **Write:** Write *owls* to complete the sentence.
3. **Read aloud, pointing to each word:** *Sarah, Percy, and Bill are baby owls.*

Write Detail Sentence(s)

1. **Plan:** *Let's work together to tell the rest of the story. What happened next?* Guide children by showing them a few pictures in the book, if necessary. Remember the planned detail sentences are available if your students need more direction. Otherwise, write the ideas they share.
2. **Write:** *One day, the owl babies woke up and saw Mommy was gone.*
3. **Read aloud, pointing to each word:** *One day, the owl babies woke up and saw Mommy was gone.* Read again, encouraging children to read with you.

Continue adding detail sentences if students are engaged. This can also be returned to tomorrow or added to later in the day.

Write Concluding Sentence

1. **Plan:** *We told most of the story. Now we need to tell what happened at the end. How could we do that?* (thinking gesture - finger on forehead) *Let's write, "Mommy owl came back!"*
2. **Write:** *Mommy owl came back!*
3. **Read aloud, pointing to each word:** *Mommy owl came back!* Read again, encouraging children to read with you.

Read the whole paragraph with students. Post writing where they can see it.



For the Teacher:

Preview

Balance the Birds



Unit 9: Botany, Part 4 - Birds

Book 21: *Balance the Birds* by Susie Ghahremani

Materials Needed: None

Vocabulary		
Word	Definition	Gesture
balance	make even on both sides	Hold hands out to side with palms facing up and move them up and down like you are balancing two objects
remain	leftover	Hold up five fingers and put down all but one finger. Point to the finger that remains
heavy	weighs a lot	Pretend to lift a heavy object by straining your arms and make a face like you're struggling



1st Read

Balance the Birds



Language Time

Birds in a Tree

There was one little bird, in a little tree. She was all alone and she didn't want to be.

(hold up 1 finger, make it wiggle like a little bird)

So she flew far away, over the sea

(hide 1 finger [bird] behind your back)

And brought back a friend to live in the tree.

(bring hand from behind back, now with 2 fingers up)

There were two little birds, in a little tree. They were all alone and they didn't want to be.

Hold up 2 fingers, make them wiggle.

So they flew far away, over the sea

(hide 2 fingers [birds] behind your back)

And brought back a friend to live in the tree.

(bring hand from behind back, now with 3 fingers up)

Repeat, adding 1 bird each time until there are 5 birds.

Last verse:

Now there are 5 little birds living in the tree. They are five kind friends that are happy as can be.

(wiggle 5 fingers)

Before

1. **Topic Introduction-** *We have been learning about birds. Birds need trees. Why do birds need trees?* (thinking gesture - finger on forehead) *Turn to someone near you and tell them.* (Pause briefly for discussion or facilitation of conversation.)
2. **Book Introduction-** *I see a lot of birds in this picture. It looks like they are landing on a tree's branches. The birds look a little wobbly to me. I wonder why. This is a math book. We are going to do some counting.*
3. **Title and Author-** Draw attention to title and author. *The title of this book is Balance the Birds. The author is Susie Ghahremani. What does the author do?* (Thinking gesture and then open hand to note choral response- writes the words) *She writes the words in the book!*



1st Read

Balance the Birds



During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"Half on the left side, and half on the right."	TA: <i>The birds landed on the tree branches. Half on one side, half on the other. I wonder what will happen.</i>
"One side is too light. Unless..."	TA: <i>The sides aren't balanced. I wonder if they can make them balanced again.</i>
"How will these birds balance?"	TA: <i>This bird is much bigger. Can they balance?</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Balance means to make even on both sides. Birds must balance in a tree so they don't fall.

Vocabulary: briefly define/highlight vocab words when they come up in the story.

Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
balance	make even on both sides <i>Balance means to make even on both sides.</i> <i>Balance two things with your hands.</i>	Hold hands out to side with palms facing up and move them up and down like you are balancing two objects
remain	leftover <i>Remain means leftover. Start with 5 fingers and put fingers down until only one is left or remains.</i>	Hold up five fingers and put down all but one finger. Point to the finger that remains
heavy	weighs a lot <i>Heavy means something weighs a lot. Pretend to lift something very heavy.</i>	Pretend to lift a heavy object by straining your arms and make a face like you're struggling



1st Read

Balance the Birds



After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Did you like that story about how birds can balance in a tree?

(thinking gesture - finger on forehead)

Everyone tell me together. Say, "I liked the story" or "I didn't like the story." 1,2,3.

(open hand to note choral response)

Check their understanding.

Who was this story about?

(Thinking gesture and then open hand to note choral response- birds)

Where did the birds balance?

(Thinking gesture and then open hand to note choral response- in a tree)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<u>Balance</u> means to make even on both sides. Ready to clap? Bal-ance, balance.	Hold hands out to side with palms facing up and move them up and down like you are balancing two objects
<u>Remain</u> means leftover. Re-main, remain.	Hold up five fingers and put down all but one finger. Point to the finger that remains
<u>Heavy</u> means something weighs a lot. Hea-vy, heavy.	Pretend to lift a heavy object by straining your arms and make a face like you're struggling



1st Read

Balance the Birds



After Continued

Ask vocabulary questions

What do we call something that weighs a lot?

(Thinking gesture and then open hand to note choral response- heavy)

What do we do when we make something even on both sides?

(Thinking gesture and then open hand to note choral response- balance)

When something is leftover we say it...?

(Thinking gesture and then open hand to note choral response- remains)

3. Follow Up Activity- Math Word Problem

Explain, *We counted some birds in this book. The birds tried to balance on the tree.*

Show picture in book. *In this picture, two birds perch here* (hold up two fingers on one hand) *and two hop there* (hold up two more fingers). *How many birds is that altogether? Let's count our fingers to help us figure it out.* (wiggle fingers as you count) *1,2,3,4. Two plus two equals four. Let's say that together. Two plus two equals four. Thanks for helping me to figure out that math problem.*



Reread

Balance the Birds



Unit 9: Botany, Part 4 - Birds

Book 21: *Balance the Birds* by Susie Ghahremani

Reread & Activity: Balancing birds on a scale

Materials Needed: Balance scale, large stuffed bird, small bird figurines

Before

1. **Ask if they can remember what this book is about-** show them the cover to remind them. *We have already read this story. Do you remember it? Look at the cover. What happened when these birds landed in the tree? What happened when some of the birds flew away?*
2. **Point out title & author-** ask if anyone can tell you what the author does. *The title of this story is Balance the Birds. The author of the story is Susie Ghahremani. Who remembers what the author does? Tell me!* (Thinking gesture and then open hand to note choral response- writes the words) *Yes, the author writes the words.*
3. **Tell them this time we are going to read and discuss the story** so be ready to share your ideas! *We are going to read the story again. Pay close attention so we can talk about the book when it's done.*



Reread

Balance the Birds



During

1. **Read** with excitement and fluency.
2. **Think Aloud and Ask Questions as you read.**

Part of Text	Think Aloud (TA) - Question (Q)
"Half on the left side, and half on the right."	Q: <i>Half of the birds are on one side and half are on the other. Are they balanced? Are they even?</i>
"One side is too light. Unless..."	Q: <i>What happened to the tree because one side is too light?</i>
"How will these birds balance?"	Q: <i>Do you remember what they did to balance?</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Balance means to make even on both sides. Birds must balance in a tree so they don't fall.

Vocabulary: briefly define/highlight vocab words when they come up in the story.
Reinforce throughout the day.

Word Definition to use	Gesture
<u>Balance</u> means to make even on both sides. Ready to clap? Bal-ance, balance.	Hold hands out to side with palms facing up and move them up and down like you are balancing two objects
<u>Remain</u> means leftover. Re-main, remain.	Hold up five fingers and put down all but one finger. Point to the finger that remains
<u>Heavy</u> means something weighs a lot. Hea-vy, heavy.	Pretend to lift a heavy object by straining your arms and make a face like you're struggling



Reread

Balance the Birds



After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Did you like that story about how birds can balance in a tree?

(thinking gesture - finger on forehead)

Everyone tell me together. Say, "I liked the story" or "I didn't like the story." 1,2,3.

(open hand to note choral response)

Check their understanding.

Who was this story about?

(Thinking gesture and then open hand to note choral response- birds)

Where did the birds balance?

(Thinking gesture and then open hand to note choral response- in a tree)

2. Review Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition and making the gesture.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<u>Balance</u> means to make even on both sides. Ready to clap? Bal-ance, balance.	Hold hands out to side with palms facing up and move them up and down like you are balancing two objects
<u>Remain</u> means leftover. Re-main, remain.	Hold up five fingers and put down all but one finger. Point to the finger that remains
<u>Heavy</u> means something weighs a lot. Hea-vy, heavy.	Pretend to lift a heavy object by straining your arms and make a face like you're struggling

3. Follow-Up Activity: Math Activity - Balancing with a Scale

After reading the story again, introduce the activity. Explain, *We are going to use this scale and these little birds to act out parts of the story. The scale is like the tree. It will move when it's not balanced.* Read key parts of the story and act them out by placing bird figurines, or large stuffed bird, on the scale. Remind students that the scale is balanced when it is even on both sides.



For the Teacher:

Preview
Bird Watch



Unit 9: Botany, Part 4 - Birds

Book 22: *Bird Watch* by Christie Matheson

Materials Needed: None

Vocabulary		
Word	Definition	Gesture
treasures	something very special, valuable	Cup your hands like you are holding something then open them slowly and look excited
feast	a large meal	Right hand moves like spoon to open mouth
nectar	sugary water in flowers	Open and wiggle fingers in “petal” gesture. Pinch index finger and thumb on other hand to mimic a bee. Make bee touch the hand



1st Read

Bird Watch



Language Time

Birds in a Tree

There was one little bird, in a little tree. She was all alone and she didn't want to be.

(hold up 1 finger, make it wiggle like a little bird)

So she flew far away, over the sea

(hide 1 finger [bird] behind your back)

And brought back a friend to live in the tree.

(bring hand from behind back, now with 2 fingers up)

There were two little birds, in a little tree. They were all alone and they didn't want to be.

Hold up 2 fingers, make them wiggle.

So they flew far away, over the sea

(hide 2 fingers [birds] behind your back)

And brought back a friend to live in the tree.

(bring hand from behind back, now with 3 fingers up)

Repeat, adding 1 bird each time until there are 5 birds.

Last verse:

Now there are 5 little birds living in the tree. They are five kind friends that are happy as can be.

(wiggle 5 fingers)

Before

1. **Topic Introduction-** *Today we are going to read our last book about Botany. Botany is the study of plants. We've been reading about birds because birds need trees and trees are a kind of plant. This is our last book about birds.*
2. **Book Introduction-** *This picture is beautiful! I see all kinds of birds hiding in these green leaves. How many birds do you see?* (Pause briefly for discussion or facilitation of conversation.)
3. **Title and Author-** Draw attention to title and author. *This story is called Bird Watch. Lots of people like to go bird watching. They sit quietly and observe the birds. I think this book is going to be about watching birds. The author is Christie Matheson. Do you remember what the author does? Tell me.* (Thinking gesture and then open hand to note choral response- writes the words) *Yes, the author writes the words*



1st Read

Bird Watch



During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"Birding Checklist"	TA: <i>We are going to see all of these birds in the story. Let's read their names so we know who we are looking for.</i>
"Blow on a dandelion"	TA: <i>I have blown on a dandelion before! It makes the fluffy seeds fly everywhere.</i> Q: <i>Have you ever tried that?</i>
"Count them quietly so you don't scare them away."	TA: <i>Let's whisper as we count the doves. Don't scare them!</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Many animals need trees and other plants. There are many kinds of birds.

Vocabulary: briefly define/highlight vocab words when they come up in the story.

Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
treasures	something very special, valuable <i><u>Treasures</u> are very special or valuable. Pretend to hold something very special in your hand.</i>	Cup your hands like you are holding something then open them slowly and look excited
feast	a large meal <i>A <u>feast</u> is a large meal. Pretend to eat food.</i>	Right hand moves like spoon to open mouth
nectar	sugary water in flowers <i><u>Nectar</u> is sugary water in flowers. Make a flower with one hand and a bee with the other hand, have the bee sip the nectar from the flower.</i>	Open and wiggle fingers in "petal" gesture. Pinch index finger and thumb on other hand to mimic a bee. Make bee touch the hand



1st Read Bird Watch



After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

I liked that book! We saw a lot of the animals we have been learning about in Botany.

There were birds, butterflies, ladybugs. What else? (thinking gesture - finger on forehead)
If you have an idea to share, show a thumbs up.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up.

Thumbs up if you liked that story.

Check their understanding.

Who was brave around the hawks?

(Thinking gesture and then open hand to note choral response- hummingbird)

Where did this story take place? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up.
 (Response- near trees, in a forest)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<u>Treasures</u> are something that are very special or valuable. Ready to clap? Trea-sures, treasures.	Cup your hands like you are holding something then open them slowly and look excited
A <u>feast</u> is a large meal. Feast. Feast.	Right hand moves like spoon to open mouth
<u>Nectar</u> is sugary water in flowers. Nec-tar, nectar.	Open and wiggle fingers in "petal" gesture. Pinch index finger and thumb on other hand to mimic a bee. Make bee touch the hand



1st Read

Bird Watch



After Continued

Ask vocabulary questions

What do we call the sugary water in flowers?

(Thinking gesture and then open hand to note choral response- nectar)

When we have a large meal it is a...?

(Thinking gesture and then open hand to note choral response- feast)

What do we call things that are very special or valuable are called...?

(Thinking gesture and then open hand to note choral response- treasures)

3. Follow Up Activity- Wrap up unit

Explain, *We finished our last book about botany. Let's talk about some of the things we have learned about.*

Turn to someone sitting near you and tell them:

- **One plant we learned about.** (Pause briefly for discussion or facilitation of conversation.)
- **One bug we learned about.** (Pause briefly for discussion or facilitation of conversation.)
- **One bird we learned about.** (Pause briefly for discussion or facilitation of conversation.)



Appendix

Blackline Masters

- Book 6: *Inch by Inch* Inchworms for measuring
 - Print on cardstock
 - Cut apart and glue to popsicle sticks (one per student)
 - Also Needed: variety of classroom objects to measure

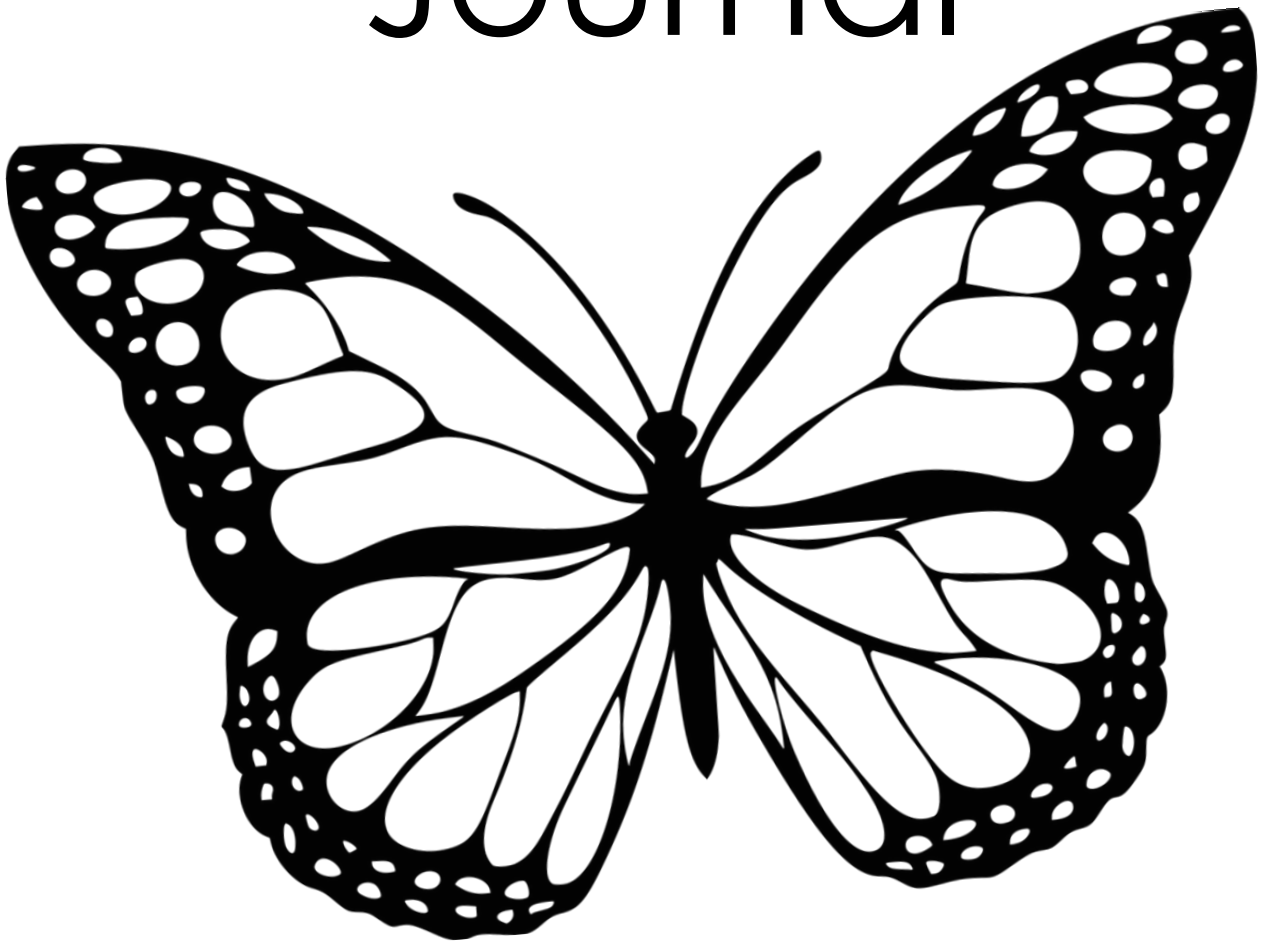
- Book 10: *Butterflies* Butterfly Observation Journal
 - Print on white paper - print as many observation pages as needed.
 - Staple as a journal (one per student)



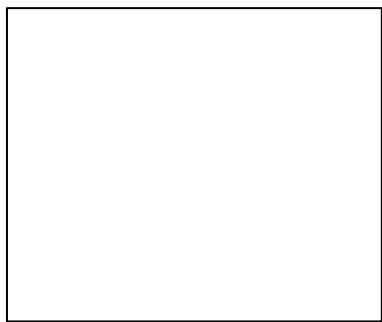
Inch by Inch
Inchworms for measuring
Print on cardstock and glue to popsicle stick (1 per student)



Butterfly Observation Journal



Name: _____



Day



Day



PROJECT
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Joyful Discoveries Preschool Curriculum

