

Note to Teacher

Pausing Point 1 is an opportunity to review, reinforce, and extend the material taught during the first half of the domain. Begin by identifying areas in which students may need extra practice by using Observational Assessments (see **General Overview**) and/or Task Assessments (see below). Then, use this information to decide which activities you wish to repeat and whether it is best to repeat them in a whole-group or small-group setting. If students are ready to extend their knowledge, suggestions for activities that draw on information presented across multiple days are provided below. During the Pausing Point, continue conducting routines that have been introduced up until this point (e.g., attendance, daily schedule, classroom jobs, signing in to Learning Centers, etc.).

☑ Lesson Objectives

Core Content Objectives Up to This Pausing Point

Students will:

- ✓ State that plants are alive
- ✓ Name five plants (e.g., tree, grass, sunflower, cactus, carrot, etc.)
- ✓ Name the four parts of a plant (i.e., roots, stem, leaves, flowers)
- ✓ State the function of the four parts of a plant (i.e., roots soak up water; stem holds the plant up; leaves collect sunlight and air; flowers make seeds)
- ✓ State that flowers grow from seeds
- ✓ Describe how a sunflower grows (i.e., seed in ground; small root grows down; seedling comes up out of ground; flower grows from stem)
- ✓ State that trees are plants that grow for a long time

Student Performance Task Assessment

Skills Task Assessment

Adding Initial Sounds

Assess which students have learned to blend initial sounds by giving them directions to do different actions, pausing between the first sound and the rest of the word. Watch carefully to see which students respond correctly. You might do this exercise as a whole group with students standing in a circle and facing outward so that they cannot easily see the motions other students are making. Some examples of directions include:

- Touch your n...ose.
- Put your hands on your kn...ees.
- Touch your sh...oe.
- Wiggle your f...oot.
- Raise your h...and.
- Lift one l...eg.

Listening & Learning Task Assessment

How a Plant Grows

Assess which students are able to describe the growth of a plant by showing them **Image Cards 6-2-6-5: Sunflower Life Cycle**. Put the cards face-up in order from left to right in front of the student. Have each student describe how a plant grows. Prompt the students to name the parts of the plant as s/he describes the Image Cards. Observe and record whether the student has begun to use domain-related vocabulary in his/her description (e.g., *roots, sprout, stem, leaves, seed*, etc.).

Skills Review

Skills Activities Summary

The chart below shows the Small Group activities that students have completed up to Pausing Point 1 and the skill areas they address. If students need more practice in a particular area, revisit activities that address those skills.

Skills Small Group Activities Summary

| Day(s) | Skills Small Group | Activity | Phonological Awareness | | | | Print | | Handwriting | | Shared Writing | Narrative | |
|--------|--------------------|--------------------------------|------------------------|-------------|-----------------|-----------------------------|------------------|--------------------|--------------------------|--------------|----------------|-------------------|------------------|
| | | | Initial Sound | Final Sound | Sounds in Words | Sound-Letter Correspondence | Name Recognition | Alphabet Knowledge | Strokes/ Writing Letters | Name Writing | Dictation | Sequencing Events | Verbal Retelling |
| 1 | 1 | Same Sound Pairs | ✓ | | | ✓ | | | | | | | |
| | 2 | The Story of Tony's Day | | | | | | | | | | ✓ | ✓ |
| 2 | 1 | Adding Initial Sounds | ✓ | | | ✓ | | | | | | | |
| | 2 | Tracing with Primary Crayons | | | | | ✓ | ✓ | ✓ | ✓ | | | |
| 3 | 1 | Adding Initial Sounds | ✓ | | | ✓ | | | | | | | |
| | 2 | A Class Story | | | | | | | | ✓ | | | ✓ |
| 4 | 1 | Draw the Sound Picture for /a/ | ✓ | | | ✓ | | | | | | | |
| | 2 | Writing with Primary Crayons | | | | | ✓ | ✓ | ✓ | ✓ | | | |
| 5 | 1 | Circle the Sound Picture | ✓ | | | ✓ | | | | | | | |
| | 2 | Tell a Story | | | | | | | | | | | ✓ |
| 6 | 1 | Removing Initial Sounds | ✓ | | | ✓ | | | | | | | |
| | 2 | Tracing with Primary Crayons | | | | | ✓ | ✓ | ✓ | ✓ | | | |
| 7 | 1 | Removing Initial Sounds | ✓ | | | ✓ | | | | | | | |
| | 2 | Writing with Primary Crayons | | | | | ✓ | ✓ | ✓ | ✓ | | | |

Additional Skills Activities

Name Writing Activities

In addition to continuing fine motor activities suggested in previous domains, continue to encourage students to practice handwriting strokes and name writing. As students write their names, be sure to say the names of the letters they are forming. Suggestions for ways to encourage students to practice writing strokes and name writing include:

- Draw writing strokes or write a student's name in pen and have them trace over it with a highlighter.
- Cover a plastic plate or tray with a thin layer of play dough. Have students write their handwriting strokes or their names in the play dough with their fingers or a primary pencil.

- Have students form the letters of their names out of play dough, waxed yarn sticks, or pipe cleaners.
- Place paint thickened with cornstarch in a gallon-sized zip-top bag (squeeze out all of the air). Lay the bag flat on the table. Have students “paint” their handwriting strokes or name by making indentations in the paint through the bag.
- Put magnetic letters (upper- and lowercase) in the Writing Center or on a magnetic surface and have students spell their names using the magnets.
- Provide students with trays of sand and allow them to draw handwriting strokes and write their names in the sand.
- Take sidewalk chalk outside and allow students to write their name on the pavement.
- Place shaving cream on a tray or on the table and have students draw their names, as well as the sound pictures they know (e.g., /m/ and /a/).

Journals

Materials: paper, drawing tools and writing utensils, stapler, various craft supplies like stickers and stencils

Have students create their own journals to keep in the Writing Center. Students can use drawing tools and writing utensils to write their name on the cover. Allow students to decorate the cover of their journal any way they would like. When students are in the Writing Center, they can make entries in their journals. Date each entry so that you can keep a record of students’ progress over time.

Autograph Books

Materials: paper, drawing tools and writing utensils, stapler

Have students create an autograph book where they can collect other students’ signatures. Keep the autograph books in the Writing Center, and have students sign their names and draw in each other’s books. Include a class list at the front of each book so that students can cross off the names of those who have signed.

Storytelling Cards

Materials: small pictures, cardboard squares, glue or tape

Glue or tape small pictures (from magazines or clip art) onto cardboard squares. Put cards face down in front of students. Have students choose three cards and make up a story about the pictures shown on the cards. A few printable sequencing cards available for download can be found here: <http://www.mydeliciousambiguity.com/2010/11/free-printable-sequencing-cards.html>

Initial Sound and Sound Picture Shaker

Materials: large, clear plastic water bottle, white rice, small objects, letter beads or letter magnets (/m/ and /a/ only)

Place small objects, letter beads, and rice inside the bottle. Close and seal the bottle using glue or tape. Have students shake the bottle until they find one of the objects or letters. If students find an object, have students say the name of the object and identify its initial sound. If students find a sound picture, have them say the sound that goes along with the letter and think of a word that begins with that sound.

Listening & Learning Review

Read-Aloud and Picture Talk Reviews

If students need repeated exposure to particular content, choose a read-aloud to be heard again. You could also let students choose their favorite read-aloud to hear or retell. Picture Talks provide an excellent opportunity to practice Core Vocabulary, and can be repeated in a whole-group or small-group setting. You may also choose to do a Picture Talk of pages not presented in the lesson, facilitating a discussion using questions and comments similar to those given in the lesson.

Domain-related Trade Books

Read nonfiction trade books that are related to the Core Content Objectives addressed up to Pausing Point 1. See the **Introduction** for suggestions. You might also choose to read a fiction trade book that complements the content presented in this domain. You may have your own favorites, or you could use the following fictional stories:

Little Critter Jack And The Beanstalk, by Mercer Mayer (Sterling, 2010)
ISBN 978-1-4027-6793-7

- Connection to content from “Plants Grow”:

This book is a take on the classic tale that has been made more appropriate for preschoolers. Talk with students about Jack and his beanstalk and how it grew so tall. Discuss how plants grow and think about planting your own beanstalk.

The Tiny Seed, by Eric Carle (Little Simon Books, 1987)
ISBN 978-1-4169-7917-3

- Connection to content from *Sunflower House*:

This book is about the life stages of a plant, starting with a tiny seed. Talk with students about how seeds grow, specifically focusing on how this seed grows from a tiny seed into a beautiful flower.

A Tree Is Nice, by Janice May Udry and pictures by Marc Simont (HarperCollins, 1956) ISBN 978-0-06-443147-7

- Connection to content from “Plants Have Different Parts”:

This book talks about the many uses for a tree. Discuss the parts of a tree and what they are used for in this text. Compare parts of a tree to the parts of a sunflower by discussing whether they are the same or different.

Activities

Teaching Tip

The widespread availability of digital cameras provides an excellent opportunity to record scientific observations through the use of photographs. Teachers might take and print photographs of growing plants so that students can compare, sort, and sequence phases of plant growth and development.

Watching Plants Grow Roots

Materials: clear plastic bottle, paper towels, lima beans

Soak a few beans in water overnight. Cut the top off the water bottle and fill it with damp paper towels, placing the beans about a third way down in the bottle. Keep the paper towels moist and watch as the beans sprout and grow roots. Make observations of the beans’ growth over the next two to four weeks as they sprout and grow. You might also grow the lima beans in a ziplock bag that can be tacked to a bulletin board or taped to the wall.

Plant Collage

Materials: plant material (e.g., nuts, seeds, needles, leaves, twigs, bits of bark, flower petals, etc.), construction paper, glue or tape

Students will make a plant collage using various materials provided in the Art Center or Science Center. If practical, have students collect plant

materials from outside (only nonliving materials that have fallen on the ground). Talk with students about which plants the materials came from and which part of the plant they represent (e.g., leaves, seeds, stems, etc.). Allow students to create collages using the plant materials. Have students dictate labels for the materials; write these labels on their collage.

Seed Sorting

Materials: various seeds (i.e., sunflower seeds, lima beans, kidney beans, peas, apple seeds, cherry pits), small plates, small jars or containers

Students will sort seeds by their appearance. Place one seed of each type into a jar. Provide each child with a small pile of seeds and direct them to sort the seeds by matching them to the seeds in the jars. Talk with students about how seeds are planted in the ground and then grow into new plants.

Observing Plants

Materials: three to five different kinds of potted plants, magnifying glasses, writing utensils, blank pieces of paper or journals

Have students make observations of different plants using their senses of touch, sight, and smell. Encourage students to compare the appearances of the plants. Discuss the different parts of each plant and have students draw them on the paper. Label the plant parts for students.