



Plants

Teacher Guide



Core Knowledge Language Arts • New York Edition



Core Knowledge®

PRECHOOL



Plants

Teacher Guide

PRESCHOOL

Core Knowledge Language Arts®
New York Edition



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Alignment Chart for Plants

The following chart contains both Core Content and Language Arts Objectives. While Common Core State Standards have yet to be proposed nationally, this chart demonstrates alignment between the New York State Common Core State Standards for preschool and corresponding Core Knowledge Language Arts-Preschool (CKLA-Preschool) goals.

Alignment Chart for Plants	Farm Stand Learning Center	Transition Cards		Day													
		Fruits and Veg.	Sound Pic./ Starting Sounds	1	2	3	4	5	6	7	11	12	13	14	15	16	17
Core Content Objectives																	
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									✓	✓							
Name plants' four basic needs: sunlight, water, air, nutrients (from soil)	✓									✓							
State that flowers make seeds and fruits so that new plants can grow	✓											✓					
Use the word <i>petal</i> to label the colorful part of a flower	✓											✓					

Alignment Chart for Plants		Farm Stand Learning Center	Transition Cards		Day															
			Fruits and Veg.	Sound Pic./ Starting Sounds	1	2	3	4	5	6	7	11	12	13	14	15	16	17		
State that fruits have seeds that grow into new plants		✓															✓			
Identify four types of fruit		✓															✓			
State three ways that plants are important to humans and animals (i.e., they provide oxygen, food, and shelter)																		✓		
Name five foods that come from plants (e.g., apple, blueberry, banana, carrot, lettuce, etc.)		✓																		✓

Reading Standards for Literature: Prekindergarten

Key Ideas and Details

STD	RL.P.1	With prompting and support, ask and answer about detail(s) in a text.																		
CKLA	Goal(s)	With prompting and support, ask and answer <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , and <i>why</i> questions about a fiction read-aloud																		

Alignment Chart for Plants		Farm Stand Learning Center	Transition Cards		Day													
			Fruits and Veg.	Sound Pic./ Starting Sounds	1	2	3	4	5	6	7	11	12	13	14	15	16	17
STD RL.P.2	With prompting and support, retell familiar stories.																	
CKLA Goal(s)	With prompting and support, retell, dramatize, or illustrate a story that has been read aloud, including characters, a beginning, and an ending					✓												
	With prompting and support, retell, dramatize, or illustrate a story that has been read aloud, including character(s), setting (time, place), the plot (central idea) of the story, the sequence of events, and an ending					✓												
	With prompting and support, sequence illustrations of three to five story events					✓												
	With prompting and support, "read"/ tell a story using a wordless picture book								✓						✓			
STD RL.P.3	With prompting and support, ask and answer questions about characters and major events in a story.																	
CKLA Goal(s)	With prompting and support, retell, dramatize, or illustrate a story that has been read aloud, including characters, a beginning, and an ending						✓											
	With prompting and support, "retell," dramatize or illustrate a story that has been read aloud, including character(s), setting (time, place), the plot (central idea) of the story, the sequence of events, and an ending						✓											
	With prompting and support, ask and answer <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , and <i>why</i> questions about a fiction read-aloud					✓												

Alignment Chart for Plants		Farm Stand Learning Center	Transition Cards		Day													
			Fruits and Veg.	Sound Pic./ Starting Sounds	1	2	3	4	5	6	7	11	12	13	14	15	16	17
Craft and Structure																		
STD RL.P.4	Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).																	
CKLA Goal(s)	With prompting and support, ask and answer questions about unfamiliar core vocabulary in fiction read-alouds																	
	Understand and use increasingly varied and complex vocabulary																✓	
STD RL.P.5																		
CKLA Goal(s)	Memorize and recite with others a simple nursery rhyme, poem, or song																	
	Attend and listen to illustrated picture books with simple story lines																	
Integration and Knowledge of Ideas																		
STD RL.P.7	With prompting and support, students will engage in a picture walk to make connections between self, illustration, and the story.																	
CKLA Goal(s)	With prompting and support, describe an illustration and make connections to the story and self																	

Alignment Chart for Plants		Farm Stand Learning Center	Transition Cards		Day														
			Fruits and Veg.	Sound Pic./ Starting Sounds	1	2	3	4	5	6	7	11	12	13	14	15	16	17	
Range of Reading and Level of Text Complexity		Actively engage in group reading activities with purpose and understanding.																	
CKLA Goal(s)	Actively engage in group reading activities with purpose and understanding			✓															
	Predict events in a story, i.e., what will happen next			✓								✓						✓	
	Provide a story ending consistent with other given story events												✓					✓	
	With prompting and support, dictate as a group a retelling of a story that has been heard			✓															
	Interpret and act out through pantomime a nursery rhyme, poem, or fingerplay, using one's own original gestures and movements												✓				✓		
Responding to Literature																			
STD RL.P.11	With prompting and support, make connections between self, text, and the world around them (text, media, social interaction).																		
CKLA Goal(s)	Describe an illustration or text in a fiction read-aloud and make connections to self and the world around them												✓						
Reading Standards for Informational Text: Prekindergarten																			
Prerequisite Skills																			
CKLA Goal(s)	Sit among other children during a group activity, remaining in own physical space																		
	Attend and listen while others speak during a group activity																		
	Wait turn to speak in a group																		

Alignment Chart for Plants		Farm Stand Learning Center	Transition Cards		Day													
			Fruits and Veg.	Sound Pic./ Starting Sounds	1	2	3	4	5	6	7	11	12	13	14	15	16	17
Key Ideas and Details																		
STD RI.P.1	With prompting and support, ask and answer questions about details in a text.																	
CKLA Goal(s)	With prompting and support, ask and answer <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , and <i>why</i> questions about a nonfiction/informational read-aloud		✓	✓							✓	✓	✓	✓	✓	✓	✓	✓
STD RI.P.2	With prompting and support, retell detail(s) in a text.																	
CKLA Goal(s)	With prompting and support, retell important facts and information from a nonfiction/informational read-aloud		✓	✓							✓	✓	✓	✓	✓	✓	✓	✓
CKLA Goal(s)	With prompting and support, sequence three to five pictures depicting information from a nonfiction read-aloud										✓	✓					✓	
STD RI.P.3	With prompting and support, describe the connection between two events or pieces of information in a text.																	
CKLA Goal(s)	With prompting and support, sort, classify, and describe pictures according to concepts and/or categories explained in a nonfiction/informational read-aloud		✓	✓														
CKLA Goal(s)	With prompting and support, identify outcomes described in a nonfiction/informational read-aloud (what happened) with possible causes										✓	✓						
CKLA Goal(s)	With prompting and support, answer <i>what will happen if . . .</i> questions based on information provided in a nonfiction/informational read-aloud																	✓

Alignment Chart for Plants		Farm Stand Learning Center	Transition Cards		Day													
			Fruits and Veg.	Sound Pic./ Starting Sounds	1	2	3	4	5	6	7	11	12	13	14	15	16	17
Craft and Structure																		
STD RI.P.4	Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).																	
CKLA Goal(s)	With prompting and support, ask and answer questions about unfamiliar core vocabulary words in nonfiction/informational read-alouds			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD.RI.P.5	Identify the front cover and back cover of book; displays correct orientation of book, page turning skills.																	
CKLA Goal(s)	Point to the front cover, title, back cover of a book; the top, middle, or bottom of a page; the beginning of the book; where to start reading a book; the order that words are read on a page, the end of the book, a word, and a letter														✓			
Integration and Knowledge of Ideas																		
STD RI.P.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).																	
CKLA Goal(s)	Find the illustration, or object within the illustration, of a book that is being described		✓															
	Describe an illustration and how it relates to the text		✓															
Range of Reading and Level of Text Complexity																		
STD RI.P.10	With prompting and support, actively engage in group reading activities with purpose and understanding.																	
CKLA Goal(s)	With prompting and support, actively engage in group reading activities with purpose and understanding		✓															

Alignment Chart for Plants		Farm Stand Learning Center	Transition Cards		Day															
			Fruits and Veg.	Sound Pic./ Starting Sounds	1	2	3	4	5	6	7	11	12	13	14	15	16	17		
Reading Standards for Foundational Skills: Prekindergarten																				
NOTE: In Prekindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.																				
Print Concepts																				
STD RFP.1	Demonstrate understanding of the organization and basic features of print.																			
STD RFP.1a	Follow words from left to right, top to bottom, and page by page.																			
CKLA Goal(s)	Point to the front cover, title, and back cover of a book; the top, middle, or bottom of a page; the beginning of the book; where to start reading a book; the order that words are read on a page; the end of the book; a word; and a letter									✓			✓							
STD RFP.1b	Recognize that spoken words are represented in written language by specific sequences of letters.																			
CKLA Goal(s)	Associate spoken and written language by matching written word labels with spoken words, such as the students' names										✓									
STD RFP.1d	Recognize and name some upper/lowercase letters of the alphabet, especially those in own name.																			
CKLA Goal(s)	Recognize the initial letter of one's first name										✓									
	Recognize the written form of one's first name										✓				✓					
	Identify at least ten letters of the alphabet by name, especially those in child's first name										✓									

Alignment Chart for Plants		Farm Stand Learning Center	Transition Cards		Day																							
			Fruits and Veg.	Sound Pic./ Starting Sounds	1	2	3	4	5	6	7	11	12	13	14	15	16	17										
STD RF.P.1f	Differentiate letters from numerals.																											
CKLA Goal(s)	When asked, point to specific examples of letters and specific examples of numerals in the classroom environment and/or on a page																											
Phonological Awareness																												
STD RF.P.2	Demonstrate an emerging understanding of spoken words, syllables and sounds (phonemes).																											
STD RF.P.2a	Engage in language play (e.g., alliterative language, rhyming, sound patterns).																											
CKLA Goal(s)	Memorize and recite with others a simple nursery rhyme, poem, or song																											
	Segment a spoken word into separate, distinct syllables																											
	Blend two spoken syllables, saying the whole word																											
STD RF.P.2b	Recognize and match words that rhyme.																											
CKLA Goal(s)	Given a word, provide a rhyming word																											
STD RF.P.2c	Demonstrate awareness of relationship between sounds and letters.																											
CKLA Goal(s)	With prompting and support, give the consonant sounds of at least three written letters, especially those in the child's own name																											

Alignment Chart for Plants		Farm Stand Learning Center	Transition Cards		Day																						
					Fruits and Veg.	Sound Pic./ Starting Sounds	1	2	3	4	5	6	7	11	12	13	14	15	16	17							
			STL RF.P.2d	With support and prompting, isolate and pronounce the initial sounds in words.																							
CKLA Goal(s)	With prompting and support, given a sound and a choice of two words, choose the word that begins with the given sound			✓					✓							✓			✓					✓			
	With prompting and support, give the beginning sound of a spoken word			✓					✓							✓			✓					✓			✓
Phonics and Word Recognition																											
STL RF.P.3	Demonstrate emergent phonics and word analysis skills.																										
STL RF.P.3a	With prompting and support, demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.																										
CKLA Goal(s)	Give the consonant sounds of at least three letters, especially those in the child's own name			✓					✓							✓			✓							✓	
	With prompting and support, give the vowel sound of at least one letter			✓					✓							✓			✓							✓	
	With prompting and support, blend simple CVC words																										✓
STL RF.P.3b	Recognizes own name and common signs and labels in the environment.																										
CKLA Goal(s)	Recognize the written form of one's first name																									✓	

Alignment Chart for Plants		Farm Stand Learning Center	Transition Cards		Day													
					1	2	3	4	5	6	7	11	12	13	14	15	16	17
Writing Standards: Prekindergarten																		
Text Types and Purposes																		
STD W.P.1	With prompting and support, use a combination of drawing, dictating, or writing to express an opinion about a book or topic (e.g., I like.... because...).																	
CKLA Goal(s)	With prompting and support, use a combination of drawing, dictating, and/or writing to identify a favorite read-aloud, book, place, or activity																✓	
STD W.P.2	With prompting and support, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.																	
CKLA Goal(s)	With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text about a domain topic studied, naming the topic and supplying some information about the topic																✓	
CKLA Goal(s)	With prompting and support, use a combination of drawing, dictating, and/or writing to represent directions for a recipe or craft and/or record scientific observations of events or experiments																✓	

Alignment Chart for Plants		Farm Stand Learning Center	Transition Cards		Day																
			Fruits and Veg.	Sound Pic./ Starting Sounds	1	2	3	4	5	6	7	11	12	13	14	15	16	17			
STD W.P.3	With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.																				
CKLA Goal(s)	With prompting and support, use a combination of drawing, dictating, and/or writing to represent people and an event from one's personal experience, including a reaction to what happened			✓																	
	With prompting and support, use a combination of drawing, dictating, and/or writing to make up and tell a story			✓																	
Research to Build and Present Knowledge																					
STD W.P.7	With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).																				
CKLA Goal(s)	With prompting and support, dictate as a group a retelling of a story that has been heard						✓														
STD W.P.8	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.																				
CKLA Goal(s)	With assistance, categorize and organize facts and information within a given domain to answer questions																				
	Use a combination of drawing, dictating, and/or writing to create an informative text about a domain topic studied, naming the topic and supplying some information about the topic			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

<i>Alignment Chart for Plants</i>	Fairm Stand Learning Center	Transition Cards		Day													
		Fruits and Veg.	Sound Pic./ Starting Sounds	1	2	3	4	5	6	7	11	12	13	14	15	16	17

Responding to Literature																		
STD W.P.11	Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with prompting and support as needed.																	
CKLA Goal(s)	Retell, dramatize, or illustrate a story that has been read aloud, including characters, a beginning, and an ending								✓									
	Retell, dramatize, or illustrate a story that has been read aloud, including character(s), setting (time, place), the plot (central idea) of the story, the sequence of events, and an ending							✓										

Speaking and Listening Standards: Prekindergarten

Comprehension and Collaboration																		
STD SL.P.1	With guidance and support, participate in collaborative conversations with diverse partners about Prekindergarten topics and texts with peers and adults in small and large groups.																	
STD SL.P.1a	Engage in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).																	
CKLA Goal(s)	Attend and listen while others speak during a group activity									✓								
	Engage in extended conversations.																	
CKLA Goal(s)	Carry on a dialogue or conversation with an adult or same aged peer, initiating comments or responding to partner's comments									✓								
	Communicate with individuals from different cultural backgrounds.																	
STD SL.P.1c	Communicate with individuals from different cultural backgrounds.																	
CKLA Goal(s)	Recognize and call classmates and teacher by name									✓								

Alignment Chart for Plants		Farm Stand Learning Center	Transition Cards		Day															
			Fruits and Veg.	Sound Pic./ Starting Sounds	1	2	3	4	5	6	7	11	12	13	14	15	16	17		
STD SL.P.2	With guidance and support, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.																			
CKLA Goal(s)	Ask questions about oral directions or verbal explanations			✓	✓															
	Restate oral directions or verbal explanations			✓	✓															
	With prompting and support, ask and answer <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , and <i>why</i> questions			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD SL.P.3	With guidance and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood.																			
CKLA Goal(s)	With prompting and support, ask appropriately for the help of an adult when needed			✓	✓															
	Ask or answer questions beginning with <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , or <i>why</i>			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CKLA Goal(s)	Ask or answer increasingly detailed, elaborate questions (other than those beginning with <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , or <i>why</i>)			✓																✓
																				✓
Presentation of Knowledge and Ideas																				
STD SL.P.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.																			
CKLA Goal(s)	Describe an event or task that one is in the process of completing			✓	✓															
	Describe an event or task that has already taken place outside the immediate place and time					✓														
	Describe an event or task that one has just experienced in the immediate past																			✓

Alignment Chart for Plants		Farm Stand Learning Center	Transition Cards		Day														
			Fruits and Veg.	Sound Pic./ Starting Sounds	1	2	3	4	5	6	7	11	12	13	14	15	16	17	
STD SL.P.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.				✓	✓	✓												
CKLA Goal(s)	Add drawings or other visual displays to describe an event or task that has already taken place outside the immediate place and time				✓	✓						✓							
STD SL.P.6	Demonstrate an emergent ability to express thoughts, feelings, and ideas.				✓	✓	✓												
CKLA Goal(s)	Express personal needs and desires verbally in a comprehensible manner				✓	✓													✓
	Identify and express physical sensations, mental states, and emotional feelings (happy, sad, angry, afraid, frustrated, confused)																		✓
	Express a personal opinion						✓												✓
	Assume a different role or perspective and express different possibilities, imaginary or realistic	✓																	

Alignment Chart for Plants		Farm Stand Learning Center	Transition Cards		Day													
			Fruits and Veg.	Sound Pic./ Starting Sounds	1	2	3	4	5	6	7	11	12	13	14	15	16	17
Language Standards: Prekindergarten																		
Conventions of Standard English																		
STD L.P.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.																	
STD L.P.1a	Print some upper- and lowercase letters. (e.g., letters in their name).																	
CKLA Goal(s)	Perform activities requiring small muscle control				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Hold a writing instrument correctly between the thumb and index finger, resting against the middle finger				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Draw and use as motifs: horizontal line, vertical line, diagonal line, zigzag line, circle, spiral, moon, cross, cane, hook, bowl, bridge, wave, x, star				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Write one's first name, using upper- and lowercase letters appropriately				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD L.P.1b	Use frequently occurring nouns and verbs (orally).																	
CKLA Goal(s)	Understand and use precise nouns and verbs related to the human body, families, communities, animals, plants, and habitats		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Use present and past verb tense				✓													
	Use future verb tense		✓															

Alignment Chart for Plants		Farm Stand Learning Center	Transition Cards		Day												
			Fruits and Veg.	Sound Pic./ Starting Sounds	1	2	3	4	5	6	7	11	12	13	14	15	16
STD L.P.2	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.																
STD L.P.2a	Capitalize the first letter in their name.																
CKLA Goal(s)	Write the first letter of one's first name using a capital letter																
	Write one's first name, using upper- and lowercase letters appropriately																
Vocabulary Acquisition and Use																	
STD L.P.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Prekindergarten reading and content.																
STD L.P.4a	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).																
CKLA Goal(s)	Demonstrate understanding and use words with multiple meanings appropriately (e.g., knowing that <i>sink</i> is a container into which water runs and learning the verb <i>to sink</i>)																
	With guidance and support, explore word relationships and nuances in word meanings.																
CKLA Goal(s)	Provide synonyms for common words recognizing nuances in meaning (e.g., knowing that <i>hot</i> and <i>warm</i> are similar but not identical in meaning)																
	Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.																
CKLA Goal(s)	Given a sample object/pictures and verbal description of the selection criteria, sort objects/pictures according to a single criterion: sort by function																
	Classify by function																
CKLA Goal(s)	Classify by other conceptual categories																

Alignment Chart for Plants		Farm Stand Learning Center	Transition Cards		Day														
			Fruits and Veg.	Sound Pic./ Starting Sounds	1	2	3	4	5	6	7	11	12	13	14	15	16	17	
STD L.P.5c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).				✓					✓									
CKLA Goal(s)	<p>Show understanding of temporal words (today-tomorrow-yesterday; always-never-sometimes; before-after; now-immediate; first-last; beginning-middle-end; then-next; already; soon)</p> <p>Use temporal words appropriately in context (today-tomorrow-yesterday; always-never-sometimes; before-after; now-immediate; first-last; beginning-middle-end; then-next; already; soon)</p>				✓					✓									
STD L.P.5d	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.																		
CKLA Goal(s)	<p>Understand increasingly precise verbs related to eating, movement, and the five senses</p> <p>Use increasingly precise verbs related to eating, movement, the five senses</p>		✓																
STD L.P.6	With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts.																		
CKLA Goal(s)	With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts	✓	✓																

INTRODUCTION

Plants

Introduction

The Teacher Guide for *Plants* contains a total of twenty-one days of instruction. These twenty-one days are divided into fourteen days of Skills and Listening & Learning activities, six Pausing Point days, and one day for Domain Assessments (see **Domain Calendar**). Each day of instruction requires a total of approximately forty-five minutes—twenty minutes for small-group instruction and twenty-five minutes for whole-group instruction. Activities to be conducted during morning circle and Learning Center time are also included in the Teacher Guide, and are intended to be conducted during existing daily routines. Guidance for staging and facilitating a domain-related Learning Center is included, as are instructions for facilitating learning during transitions between activities.

The various activities included in this Teacher Guide are intended to be implemented in different contexts across the Preschool day, as indicated by the Domain Calendar. Teachers use their professional judgement, combined with the constraints of their day-to-day schedule, to decide when to conduct these activities. See the **General Overview** for suggestions for various ways to structure the Preschool day to incorporate CKLA-Preschool.

	Day(s)							8-10
	1	2	3	4	5	6	7	
Plants								
Starting the Day								
Routines	Attendance: Name Your Letters	--	--	--	--	--	--	--
Nursery Rhyme	Here We Go Round the Mulberry Bush	Here We Go Round the Mulberry Bush	Here We Go Round the Mulberry Bush	One Potato, Two Potato	One Potato, Two Potato	Oats, Peas, Beans, and Barley Grow	Oats, Peas, Beans, and Barley Grow	
Skills								
Small Group 1	Same-Sound Pairs	Adding Initial Sounds	Adding Initial Sounds	Draw the Sound Picture for /a/	Circle the Sound Picture	Removing Initial Sounds	Removing Initial Sounds	
Small Group 2	The Story of Tony's Day	Tracing with Primary Crayons	A Class Story	Writing with Primary Crayons	Tell a Story	Tracing with Primary Crayons	Writing with Primary Crayons	
Listening & Learning								
Read-Aloud/ Picture Talk	Read-Aloud: Plants Are All Around Us	Read-Aloud: Plants Have Different Parts	Read-Aloud: Plants Have Different Parts	Trade Book: <i>Sunflower House</i> by Eve Bunting	Trade Book Reread: <i>Sunflower House</i> by Eve Bunting	Read-Aloud: Plants Grow	Picture Talk: Plants Grow	
Deepening Understanding	--	--	<i>soil</i>	--	<i>sow</i>	--	<i>trunk</i>	
Extension Activity	Plant a Seed	Plant a Seed	Plant a Seed	Make Your Own Sunflower	Make Your Own Sunflower	Make Your Own Sunflower	Make Your Own Sunflower	
Take-Home Material								
Take-Home Material	Activity Page 1-1: Family Letter 1	Activity Page 2-1: "Plants Have Different Parts" Read- Aloud	--	Activity Page 4-1: Parts of a Plant	Bags of Seeds to Sow	--	Activity Page 7-1: Watch Seeds Sprout	

Pausing Point

Plants

Day(s)

	11	12	13	14	15	16	17	18-20	21
Starting the Day									
Routines	Attendance: Naming Letters During Morning Circle	--	--	--	--	--	--	Pausing Point	
Nursery Rhyme	Ring Around the Rosey	Ring Around the Rosey	Peter Piper	Peter Piper	Tippety, Tippety	Tippety, Tippety	Tippety, Tippety	Domain Assessment	
Skills									
Small Group 1	Initial Sound Mystery Box	Initial Sound Matches	Initial Sound Matches	Robot Talk: Two-Sound Words	Two-Sound Word Hunt	Make a Match	Pushing Blocks for Sounds		
Small Group 2	Tell Your Own Story	Draw the Sound Picture for /t/	What Will Happen Next?	Circle the Sound Picture for /t/	Draw the Sound Picture for /d/	Retell the Ending	Write the Initial Sound		
Listening & Learning									
Read-Aloud/ Picture Talk	Read-Aloud: Plants Have Basic Needs	Picture Talk: Plants Have Basic Needs	Trade Book: <i>Flowers</i> by Vijaya Khisty Bodach	Trade Book Reread: <i>Flowers</i> by Vijaya Khisty Bodach	Trade Book: <i>A Fruit Is a Suitcase for Seeds</i> by Jean Richards and illustrated by Anca Hariton	Read-Aloud: Plants Are Important to Humans and Animals	Hands on Learning: Tasting Fruits and Vegetables		
Deepening Understanding	--	<i>Hands on Learning: Plants Experiment</i>	--	<i>sip</i>	--	--	--		
Extension Activity	Nature Walk	Nature Walk	Nature Walk	Nature Walk	Fruit Prints	Fruit Prints	Fruit Prints		
Take-Home Material									
Take-Home Material	Activity Page 11-1: Family Letter 2	--	Activity Page 13-1: Tasting Fruits and Vegetables Permission Form	Activity Page 14-1: Bunny Hop	--	Activity Page 16-1: "Plants Are Important to Humans and Animals" Read-Aloud	--		








Domain Components

The components needed to implement Core Knowledge Language Arts-Preschool are as follows:

- The *Plants* **Teacher Guide** outlines each day of instruction and contains all the information needed to teach the *Plants* domain.
- The *Plants* **Flip Book** contains a collection of images that accompany read-alouds found in the Teacher Guide.
- The *Plants* **Image Cards** contain additional images that are used in Skills and Listening & Learning instruction.
- The *Plants* **Transitional Learning Center Cards** are designed to be posted in classroom Learning Centers and provide information for students and teachers. *Plants* Transition Cards are content- and skills-related materials that are used to provide learning opportunities as students move between activities.
- The *Plants* **Activity Pages** contain various activities for students to complete in class or at home with their families. There should be a copy of each Activity Page for every student in the class.
- A set of **Nursery Rhymes and Songs Posters** are provided for use with every domain. The Teacher Guide provides guidance on how to teach a subset of these posters in each domain, but teachers may choose to teach additional rhymes at any time.
- The following **Trade Books** are required in order to teach the *Plants* domain:
 - *A Fruit Is A Suitcase For Seeds*, by Jean Richards and illustrated by Anca Hariton (First Avenue Editions, 2006) ISBN 978-0822559917
 - *Flowers*, by Vijaya Khisty Bodach (Capstone Press, 2007) ISBN 978-0736896191
 - *Sunflower House*, by Eve Bunting and illustrated by Kathryn Hewitt (Voyager Books, 1996) ISBN 978-0152019525

Domain Icons

The icons below are used throughout the domain to indicate the setting in which the activities are designed to occur.

		Whole Group
		Small Group
		Learning Center
		Take-Home

The Importance of Experiential Learning in the Plants Domain

The materials comprising the CKLA-Preschool *Plants* domain are designed to teach young children appropriate, nonfiction content about plants. In addition to the information provided in this curriculum, it is vital that students also have opportunities for hands-on learning about plants. Ideally, teachers would provide multiple opportunities for students to observe, interact with, plant, grow, and care for a variety of plants. When interacting with real plants, students should be given opportunities engage in the scientific reasoning cycle by asking questions, making predictions, making observations, and recording observations. See **Appendix B: What Teachers Need to Know about the Scientific Reasoning Cycle** for further information. For additional information regarding science and early childhood, see the article “Supporting the Scientific Thinking and Inquiry of Toddlers and Preschoolers through Play” in the National Association for the Education of Young Children’s publication *Young Children*, May 2012 issue: <http://www.naeyc.org/yc/article/supporting-scientific-thinking-and-inquiry>.

Below are several suggestions that we recommend teachers integrate into their teaching of the *Plants* domain.

Opportunities for Experiential Learning about Plants

Plant a Class Garden

Increasingly, schools are implementing gardening programs and providing green space for such endeavors. Many Preschool classes enjoy planting and caring for a class vegetable or flower garden. The class’s

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.

garden might be planted in a flower bed in front of the school or in the windowsill of the classroom. Students might care for their own plant, or they might care for the garden collectively. Teachers can add a sign to the garden saying that it belongs to their class. Class projects might include making seed stakes, bird feeders, wind chimes, and decorations for the garden.

Add “Gardener” to Classroom Jobs Chart

Once a class garden has been established, students can take on the role of gardener and become responsible for its care. Teachers may need to train students in general outdoor safety practices and how much water is appropriate to give each plant. Students may need to wear protective clothing such as aprons, gloves, and hats.

Conduct Science Experiments

There are many interesting science experiments that can be conducted to help children learn about plants (see **Pausing Points 1** and **2** for suggestions). When conducting science experiments in Preschool, it is important that teachers help students begin to think like scientists by guiding them to formulate questions, make predictions, conduct observations, record observations, and share their findings. See **Appendix B: What Teachers Need to Know about the Scientific Reasoning Cycle** for more information.

Go on a Field Trip

Young children enjoy opportunities to learn outside the classroom. You might arrange for students to visit a farm, park, garden, orchard, arboretum, grocery store, plant nursery, greenhouse, nature preserve, or farmer’s market. Before leaving for the trip, make a plan as to how students will connect the experiences they have to the content they are learning in school.

Invite a Guest Speaker

There are many community members who may be able to come to talk with students about plants and even bring some plants for students to observe. You might invite a forester, master gardener, farmer, farm stand owner, produce manager of the grocery store, or chef who cooks with plants (to do a cooking demonstration).

Learning Centers and Transitions

Learning Centers and Transitions provide opportunities throughout the school day for teachers to reinforce and students to reencounter content taught in Skills and Listening & Learning instruction.

Learning Centers

The domain-specific Learning Center for the *Plants* domain is the Farm Stand Learning Center. As they learn about plants, students will have the opportunity to practice using the vocabulary that they are hearing in the read-alouds in the Farm Stand. They will have extended conversations with their teachers and peers as they plant gardens, harvest fruits and vegetables, and serve customers. Students will interact with print by reading gardening books, gardening magazines, grocery store flyers, and signs. Students will practice writing receipts, making seed stakes, developing signage for their products, making grocery lists, and writing cards to be delivered with flowers.

Transition Cards

In the *Plants* domain, there are three new sets of Transition Cards that provide teachers with meaningful ways to help students move between different activities during the school day. Teachers will find suggested ways to use these Transition Cards in the *Plants* Teacher Guide, and are also encouraged to think of other ways to use these cards.

The content-related set of Transition Cards provided in this domain is the **Transition Cards: Fruits and Vegetables** set. These cards depict various edible plants that are likely familiar to young children. The skills-related sets of Transition Cards provided in this domain are the **Transition Cards: Sound Pictures** and the **Transition Cards: Initial Sounds** sets. These cards depict sound pictures (i.e., letters) that students are learning and pictures of things that start with these sounds.

Starting the Day

Activities presented in the Starting the Day portion of the lessons provide opportunities to introduce and practice classroom routines and nursery rhymes.

Classroom Routines

Continue conducting the daily routines introduced during the *All About Me, Families and Communities*, and *Animals* domains. These include:

- Ordering the schedule using temporal words
- Learning Center labels and sign-in
- Materials labels
- Attendance: Copying your name
- Classroom jobs

By the start of the *Plants* domain, students are very familiar with classroom routines, and are even taking responsibility for conducting some of these routines themselves. In this domain, you will continue making slight modifications to the existing routines to further challenge students.

The routine modified in this domain is:

- **Taking Attendance: Name Your Letters** (modified on Day 1)
- **Taking Attendance: Naming Letters During Morning Circle** (modified on Day 11)

Objectives associated with each of these routines are listed *only* on the day the routine is modified. Though every routine should be conducted every day, the associated objective will not be listed every day.

Nursery Rhymes

During the *Plants* domain, students learn nursery rhymes and songs, some of which have accompanying motions. Each of these rhymes or songs has an accompanying Nursery Rhymes and Songs poster that shows the words of the rhyme and a related illustration. The nursery rhymes and songs included in the *Plants* domain include:

- “Here We Go Round The Mulberry Bush”
- “Oats, Peas, Beans, and Barley Grow”
- “One Potato, Two Potato”
- “Ring Around The Rosey”
- “Peter Piper”
- “Tippety, Tippety”

By this time in the year, students have spent significant time in Small Groups learning to identify and blend the starting sounds of words. In the latter part of the school year, it is appropriate that students add a daily review of specific Small Group skills to their morning routine. Thus, teachers are asked to lead students in exercises to identify initial sounds and blend them into words every day by using words from the nursery rhymes. Starting on **Day 2**, a list of words to blend is provided under the activity heading **Blend Initial Sounds** during the Nursery Rhyme portion of Starting the Day.

Skills Instruction

During Skills instruction, students gain experience with emergent literacy skills that develop during the preschool period and provide the foundation for skilled, fluent reading and writing in the elementary school grades.

Small Group Skills Instruction

In the *Plants* domain, students continue to learn sounds and letters as they practice a variety of emergent literacy skills through child-friendly activities such as playing games to practice phonological awareness, continuing to work in their **My First Strokes Books**, learning three new ‘sound pictures,’ and telling stories. Like in the previous domains, most Small Groups begin with a movement opportunity designed to help students transition into their group. Some activities are repeated across days so that students are increasingly able to participate in them. The particular Skills areas addressed in the *Plants* domain include:

- Initial Sound Identification
- Initial Sound Synthesis and Analysis
- Final Sound Identification
- Sound Pictures for /a/, /t/, and /d/
- Sequencing and Narrative Storytelling
- Handwriting Strokes
- Blending Two-Sound Words

Sounds, Letters, and Sound Pictures

Research on literacy development during the Preschool period and beyond indicates that knowledge of the alphabet (i.e., letter names and letter sounds) is strongly correlated with students' later success in learning to read. Therefore, CKLA-Preschool provides instruction in both letter names and letter sounds throughout the school day. In the *Plants* domain, students continue to learn the letters in their own names during the Taking Attendance, Starting the Day, and Transitions portions of the lessons.

During Small Group time in the *Plants* domain, teachers and students focus on letter sounds at the beginning of words and learn to write the sound pictures for /a/, /t/, and /d/. As in the *Animals* domain, teachers first draw students' attention to the way a particular sound is made using the mouth and voice, and then they ask students to identify whether or not words presented orally begin with that sound. Then, teachers show students that the sound they are hearing can be written down or drawn (i.e., sound pictures). Some students may also know the letter name that corresponds to the sound picture and sound that their teacher introduces. If a student points out the name of a letter, teachers are encouraged to confirm the student's correct identification of the letter's name and to clarify that letters have *both* names and sounds. When Small Group activities focus on letter sounds, suggestions are given as to how teachers might draw students' attention to the sounds that the letters represent, while at the same time acknowledging letter names. Note that CKLA-Preschool focuses on the lowercase letters as the 'sound pictures,' since most of the letters students will see in printed texts are lowercase. Thus, teachers are instructed to write the lowercase letter whenever writing sound pictures.

Importance of Phonemic Awareness in the Plants Domain

Teaching Tip

See **Appendix C: Representing Phonemes (Sounds) in CKLA-Preschool** for a guide to how individual sounds in words (phonemes) are spelled in the *Plants* domain.

It is important to note that students are expected to be able to detect and manipulate individual sounds in words at this point in the school year (i.e., have phonemic awareness). For example, students are asked to add and subtract initial sounds before Pausing Point 1 during the *Plants* domain. After Pausing Point 1, students continue listening for sounds in words and start to blend words with two sounds. These activities prepare students for scaffolded, supported blending of three-sound words by the end of the school year. **If some students are not yet able to detect and manipulate sounds in words, it is very important that these students spend extra time reviewing and practicing the**

Skills activities from the previous domains, particularly the *Animals* domain. Students who cannot detect and manipulate sounds will experience difficulty in many of the Skills activities in the *Plants* and *Habitats* domains. During Small Group time, teachers should be aware of and provide the level of additional support and scaffolding that these students may need. Furthermore, the teacher should ensure that these students receive additional instruction in the phonological awareness skills (e.g., word awareness, rhyme awareness and production, detecting and manipulating syllables) that lay the foundation for the awareness of individual sounds in words. *The understanding that words are made up of individual sounds is foundational to reading and spelling in Kindergarten, and students must be given ample instruction and opportunity to develop this knowledge.*

Skills Activities Summary

The table that follows shows the activities that students will participate in during Small Groups and the various skills that are covered in those activities. Many activities cover multiple skill areas (for a more detailed explanation of these skills areas, see the **General Overview**).

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					✓	✓	✓	✓			
8-10	Pausing Point 1												
11	1	Initial Sound Mystery Box	✓			✓							
	2	Tell Your Own Story											✓
12	1	Initial Sound Matches	✓			✓							
	2	Draw the Sound Picture for /t/	✓			✓			✓				
13	1	Initial Sound Matches	✓			✓							
	2	What Will Happen Next?										✓	✓
14	1	Robot Talk: Two-Sound Words	✓	✓	✓	✓							
	2	Circle the Sound Picture for /t/	✓			✓			✓				
15	1	Two-Sound Word Hunt	✓	✓	✓								
	2	Draw the Sound Picture for /d/	✓			✓			✓				
16	1	Make a Match	✓			✓							
	2	Retell the Ending										✓	✓
17	1	Pushing Blocks for Sounds	✓	✓	✓	✓							
	2	Write the Initial Sound	✓			✓			✓				
18-20	Pausing Point 2												
21	Domain Assessment												

Listening & Learning Instruction

Listening & Learning instruction is designed to provide students the experiences needed to develop domain-specific language and content knowledge. These experiences include participating in interactive read-alouds, read-aloud reviews, and explicit vocabulary instruction.

The *Plants* domain introduces many scientific concepts that may be new to preschoolers as well as teachers. Because preschoolers are naturally curious, they may ask questions beyond the information provided in the read-aloud or scripted language. Please refer to **Appendix A: What Teachers Need to Know about Plants** and **Appendix B: What Teachers Need to Know about the Scientific Reasoning Cycle** for general information regarding teaching scientific concepts to preschoolers. Furthermore, you may wish to read supplemental resources for teachers found at the end of this Introduction. You will find several articles that address teaching science to preschoolers as well as specific information explaining various plant facts taught throughout this domain.

Interactive Read-Alouds

The *Plants* domain includes five original read-alouds and three trade books that address the Core Content Objectives for this domain. The read-alouds in the *Plants* domain are intended to be conducted as interactive group readings, meaning that teachers encourage student contributions and participation throughout the reading of the text. The read-alouds for the *Plants* domain include:

- “Plants Are All Around Us”
- “Plants Have Different Parts”
- *Sunflower House* by Eve Bunting and illustrated by Kathryn Hewitt
- “Plants Grow”
- “Plants Have Basic Needs”
- *Flowers* by Vijaya Khisty Bodach
- *A Fruit Is a Suitcase for Seeds* by Jean Richards and illustrated by Anca Hariton
- “Plants Are Important to Humans and Animals”

Picture Talks

Like the interactive group read-alouds, it is imperative that teachers read the Picture Talk and become familiar with the prompts used to engage students before conducting the Picture Talk.

Picture Talks accompany the following read-alouds in the *Plants* domain:

- “Plants Have Different Parts”
- “Plants Grow”
- “Plants Have Basic Needs”
- *Flowers* by Vijaya Khisty Bodach

Hands-On Learning

As part of Listening & Learning instruction in the *Plants* domain, students are provided two opportunities for whole-group experiential learning. These activities take the place of a whole-group read-aloud or Picture Talk. During these two activities, students will have the opportunity to conduct experiments related to growing and tasting plants. See the specific days for materials and **Advance Preparation**.

The hands-on learning opportunities in the *Plants* domain include:

- Day 13: Plant Experiments
- Day 17: Tasting Fruits and Vegetables

Deepening Understanding

In the *Plants* domain, Deepening Understanding instruction is given for the following words:

- soil
- sow
- trunk
- sip

Core Vocabulary

Day 1: "Plants Are All Around Us"

buds
edible
harvested
vegetables

Day 2: "Plants Have Different Parts"

nourish
nutrients
roots
soil
stem

Day 4: *Sunflower House*, by Eve Bunting and illustrated by Kathryn Hewitt

guaranteed
mammoth
sow
weeds

Day 6: "Plants Grow"

deeper
emerges
larger
seedling
thick

trunk

Day 11: "Plants Have Basic Needs"

collect
garden
healthy
plant
soak

Day 13: *Flowers*, by Vijaya Khisty Bodach

bloom
nectar
petals
raw
sip

Day 15: *A Fruit Is A Suitcase For Seeds*, by Jean Richards and illustrated by Anca Hariton

crowded
fruit
pit
suitcase
travel

Day 16: "Plants Are Important to Our World"

important
oxygen
root vegetables
shade

Extension Activities

Extension activities provide opportunities for teachers to reinforce and for students to apply content knowledge presented in the read-alouds. These activities are designed to be conducted by the teacher or classroom aide during Learning Center time across a period of three to five days. Since these activities cover certain Core Content and Language Arts Objectives, it is important that every student have an opportunity to participate in each activity.

Teachers are active facilitators of extension activities in that they provide the appropriate materials and model and facilitate the language needed to complete an activity. Nevertheless, these activities are intended to be primarily child-led. That is, once the general instructions have been explained, the teacher strategically supports students' learning by a) following the students' lead, b) scaffolding their language, and c) providing content-related information.

The Extension Activities for the *Plants* domain are:

- Days 1–3: Plant A Seed
- Days 4–7: Make Your Own Sunflower
- Days 11–14: Nature Walk*
- Days 15–17: Fruit Prints

*Prior planning is required for this activity. Teachers will take students on a walk outside to observe plants growing in nature. The Nature Walk might occur during the regular Extension Activity time, or at another convenient time during the day. Locations where the Nature Walk might occur include: the playground, a park, a nature trail, or any of the suggested field trip locations where plants grow naturally. Teachers might plan to take students together as a class or in small groups. It could be helpful to plan the Nature Walk at a time when additional adults are in the classroom or to ask parent volunteers to be present for the activity.

Take-Home Material

Take-home material is designed to give students repeated exposure to the domain-specific language and content knowledge in the *Plants* Domain. Some teachers might choose to use the take-home materials during the school day. In the *Plants* domain, we recommend that students take home the following:

- Day 1: *Plants* Family Letter 1
- Day 2: Read-Aloud “Plants Have Different Parts”
- Day 4: Parts of a Plant
- Day 5: Bags of Sunflower Seeds to Sow
- Day 7: Watch Seeds Sprout
- Day 11: *Plants* Family Letter 2
- Day 13: Tasting Fruits and Vegetables Permission Form
- Day 14: Bunny Hop
- Day 16: Read-Aloud “Plants Are Important to Humans and Animals”

Pausing Points

Pausing Points are opportunities to complete any activities from previous days or revisit material with which students are experiencing difficulty. Pausing Points do not follow the same daily structure (e.g., Starting the Day, Small Groups, whole-group read-aloud, etc.) as other days during the domain, but you could plan to do so if you wish. Each Pausing Point includes both a Skills and Listening & Learning Task Assessment that can be used to quickly evaluate students’ knowledge of important material taught up until that point. Teachers can use the Skills Activities Summary to find and repeat activities that target particular areas of difficulty for students. Additional ideas for activities that reinforce or extend material from both Skills and Listening & Learning are included in the Pausing Point as well.

Assessments

It is important to remember that while many objectives are taught in each domain, the expectation is not that students will master every objective taught in a single domain; the goal is mastery of all objectives by the

end of the school year. Therefore, some objectives that are taught in a given domain will not be assessed until subsequent domains. CKLA-Preschool assessments are designed to provide a “snapshot view” of whether or not each student is mastering specific Language Arts and Core Content Objectives. In addition to the specific assessments detailed here, teachers should continuously monitor students’ understanding of concepts and skill development by interacting with and observing students on a daily basis. By using the assessments provided with these daily observations, teachers can make informed day-to-day instructional decisions relevant to each student’s progress.

Portfolio Collection

During the *Plants* domain, students are beginning to produce more examples of written work during Small Group and Extension Activities. Teachers are able to collect a variety of examples of written work and artwork to be included as items in students’ portfolios. Students’ work in the *Plants* domain can be compared to that collected in the previous domain to gauge students’ progress. In this domain, students’ work from the following activities may be included in their portfolios:

- **Day 1:** Activity Pages 1 and 2: Watching Seeds Grow
- **Days 2, 4, 6, and 7:** Writing Strokes Activity Pages and students’ attempts at writing their names
- **Days 5 and 14:** Circle the Sound Picture
- **Day 17:** Writing the Initial Sound Pictures
- **Farm Stand Learning Center:** Students’ emergent writing samples, such as their efforts to make signs and flyers

Assessment Opportunity

In the *Plants* domain, the Farm Stand Learning Center provides an excellent Assessment Opportunity for observing students’ language skills in a naturalistic setting throughout the entire domain. Teachers should pay particular attention to observing the Core Content and Language Arts Objectives assigned to the Farm Stand and Vegetable Garden Learning Center. One way to record these observations is to take a pad of sticky notes to the Learning Center and date and record observations about individual students on each note. At the end of the day, these observations can be affixed to a page inserted into each individual

student's portfolio. As these observations are conducted over a period of time and across different settings, they collectively reflect students' progress across different areas of competency.

The *Plants* domain also includes routine activities that provide excellent opportunities for direct observation. For example, teachers might focus on observing students' daily participation in reciting and performing nursery rhymes during Starting the Day. Teachers might lead the activity while aides record students' levels of participation, or vice versa. There are numerous Assessment Opportunities during small-group and whole-group activities in the *Plants* domain.

Student Performance Task Assessments

During the *Plants* domain, students participate in Task Assessments during Pausing Point 1 and during the Domain Assessment. Pausing Point 1 Task Assessments are designed to give teachers a general idea of how students are performing relative to particular Core Content and Language Arts Objectives addressed in this domain. Students are asked to participate in tasks that demonstrate their competency in both Skills and Listening & Learning. These assessments are administered in either whole-group or small-group settings. The Task Assessments that students perform in the *Plants* Pausing Point 1 include:

- Skills: Adding Initial Sounds
- Listening & Learning: How Plants Grow

Task Assessments presented during the Domain Assessment are designed to record students' progress relative to objectives that one might reasonably expect students to master by the end of the *Plants* domain. The Task Assessments that students perform in the *Plants* Domain Assessment include:

- Skills: Handwriting Strokes
- Skills: Identifying Initial Sounds
- Listening & Learning: Plant Parts
- Listening & Learning: How Do Plants Grow?

Domain Materials

Lists of materials required to teach the *Plants* domain before and after the first Pausing Point are provided on the following pages. These lists do not include materials for Pausing Point activities (see **Pausing Points 1 and 2** for suggested materials). Use substitutions when necessary, as long as substitutions do not affect the Core Content and Language Arts Objectives for each Day.

Materials Required before Pausing Point 1

CKLA Materials

- Sign-In Cards 7-2
- ‘At Home’ and ‘At School’ containers
- Nursery Rhymes and Songs Posters 17, 26, 33
- Image Cards 1-1–1-3, 4-1, 6-1–6-5, 7-1
- Activity Pages 1-1, 1-2, 2-1–2-4, 4-1, 4-2, 5.1, 5-2, 6-1–6-3, 7-1,
- Transition Cards: Sound Pictures /m/ and /a/
- Transition Cards: Initial Sounds
- My First Strokes Book

Other Materials

- pairs of objects that start with the same sound
- seeds
- soil
- shovels
- plastic cups for planting
- markers
- writing utensils
- watering can or small pitcher
- large tray or tub
- chart paper or white board
- blank paper
- poster board or bulletin board
- scissors
- masking tape
- *Sunflower House* by Eve Bunting
- primary crayons
- construction paper
- yarn
- straws
- sunflower seeds
- muffin liners
- glue or tape
- small plastic bags (1 per student)
- acorn or other tree seed

Materials Required after Pausing Point 1

CKLA Materials

- Sign-In Cards
- 'At Home' and 'At School' containers
- Nursery Rhymes and Songs Posters 17, 26, 33, 37, 42, 49
- Transition Cards: Initial Sounds
- Transition Cards: Sound Pictures
- Activity Pages 11-1, 12-1, 13-1, 14-1, 14-2, 15-1, 16-1, 17-1, 17-2
- Image Cards 13-1–13-3, 13-4–13-11, 16-1–16-3

Other Materials

- box filled with objects
- chart paper or whiteboard
- colored markers
- wordless picture book
- digital camera (optional)
- placemats or trays (one per student)
- scissors
- seeds
- soil
- cups
- drawing utensils
- paper
- *Flowers* by Vijaya Khisty Bodach
- stuffed animal
- different kinds of flowers
- *A Fruit Is A Suitcase For Seeds* by Jean Richards and illustrated by Anca Hariton
- small blocks or counters (six per student)
- four fruits
- knife
- bowls
- fruits for printing (apple, pepper, orange, cucumber)
- permanent marker
- crayons
- various objects
- familiar fiction text
- small blocks or counters (twelve per student)
- various produce for tasting (at least four choices)
- individual bowls or plates
- bar graph
- stickers
- paper towels or wet wipes

Recommended Resources for Plants

Trade Books

We highly recommend the inclusion of any of the remaining books in your Library Center and/or for use as time permits throughout the year as additional whole-group read-alouds.

*Asterisk indicates that the text complexity or length of this trade book is likely above the comprehension level or attention span of preschoolers. Nevertheless, the pictures or themes in this book represent important opportunities for adults to facilitate conversations related to the content in this domain.

Suggested for Pausing Points and Library Center:

1. *A Tree Is A Plant*, by Clyde Robert Bulla and illustrated by Stacey Schuett (HarperCollins, 2001) ISBN 978-0064451963
2. *A Tree Is Nice*, by Janic May Udry and pictures by Marc Simont (HarperCollins Publishers, 1956) ISBN 978-0-64431477
3. *Alejandro's Gift*, by Richard E. Albert and illustrated by Sylvia Long (Chronicle Books, 1994) ISBN 978-0811813426
4. *Beatrix Potter: The Complete Tales*, by Beatrix Potter and edited by Frederick Warne (F. Warne and Company, 1989) ISBN 978-0723258049
5. *Chrysanthemum*, by Kevin Henkes (HarperCollins, 1991) ISBN 978-0688147327
6. *Corn Is Maize: The Gift of the Indians*, by Alike (HarperCollins, 1976) ISBN 978-0064450263
7. *Eating the Alphabet: Fruits and Vegetables from A to Z*, by Lois Ehlert (Voyager Books, 1989) ISBN 978-0152010362
8. **Eyewitness Plant*, by David Burnie (DK Publishing, 2011) ISBN 978-0756660352
9. *Flower Garden*, by Eve Bunting and illustrated by Kathryn Hewitt (Voyager Books, 1994) ISBN 978-0152023720
10. *Fruits*, by Vijaya Khisty Bodach (Capstone Press, 2007) ISBN 978-0736896207

11. *From Seed to Plant*, by Allan Fowler (Children's Press, 2001)
ISBN 978-0823410255
12. *Growing Vegetable Soup*, by Lois Ehlert (Voyager Book, 1987)
ISBN 978-0152325800
13. *How a Plant Grows*, by Bobbie Kalman (Crabtree Publishing, 1997)
ISBN 978-0865057289
14. *Jack's Garden*, by Henry Cole (Greenwillow Books, 1995)
ISBN 978-0688152833
15. *Leaves*, by Vijaya Khisty Bodach (Capstone Press, 2007)
ISBN 978-0736896214
16. *Little Critter Jack And The Beanstalk*, by Mercer Mayer (Sterling, 1991)
ISBN 978-1402767937
17. *Our Community Garden*, by Barbara Pollak (Beyond Words Publishing, 2004) ISBN 978-1582701097)
18. **Plant Secrets*, by Emily Goodman and illustrated by Phyllis Limbacher Tildes (Charlesbridge, 2009) ISBN 978-1580892049
19. *Planting a Rainbow*, by Lois Ehlert (Harcourt, Inc., 1988)
ISBN 978-0152626105
20. *Roots*, by Vijaya Khisty Bodach (Capstone Press, 2007)
ISBN 978-0736896221
21. *Seeds*, by Vijaya Khisty Bodach (Capstone Press, 2007)
ISBN 978-0736896238
22. *This is the Sunflower*, by Lola M. Schaefer and pictures by Donald Crews (Greenwillow Books, 2000) ISBN 978-0688164133
23. *The Carrot Seed*, by Ruth Krauss and pictures by Crockett Johnson (HarperCollins, 1945) ISBN 978-0064432108
24. *The Tiny Seed*, by Eric Carle (Little Simon, 1987)
ISBN 978-1416979173
25. *The Ugly Vegetables*, by Grace Lin (Charlesbridge, 1999)
ISBN 978-0881063363
26. *Zinnia's Flower Garden*, by Monica Wellington (Puffin Books, 2005)
ISBN 978-0142407875

Online Resources for Teachers and Students

Online Resources for Teachers

1. Extensive list of resources for teaching science in the early childhood classroom
<http://www.naeyc.org/files/yc/file/200911/ClusterResourcesWeb1109.pdf>
2. Online article about teaching science to preschoolers
<http://www.naeyc.org/files/yc/file/200911/BosseWeb1109.pdf>
3. Online article about benefits of using science to teach preschoolers
<http://journal.naeyc.org/btj/200209/ScienceInThePreschoolClassroom.pdf>
4. Teaching science during the early childhood years
http://ngl.cengage.com/images/advertisements/marketing_downloads/PRO0000000028/SCL22-0429A_AM_Trundle.pdf
5. Using photographs to document student work
http://www.naeyc.org/files/tyc/file/V4N3/Using_Photos.pdf
6. Starting a school or classroom garden
<http://growing-minds.org/school-gardens>
7. Lesson Plans and Activities—Kid’s Gardening
<http://www.kidsgardening.org>
8. Michelle Obama “Let’s Move” campaign—school garden
<http://www.letsmove.gov/school-garden-checklist>

Online Resources for Students

9. Planting seeds for a garden with Michelle Obama Sesame Street clip
http://www.youtube.com/watch?v=tiXU_SDirRQ
10. “The Carrot Seed” online video clip
<http://www.youtube.com/watch?v=5q7iQhSCsj8>
11. “The Tiny Seed” online video clip
<http://www.youtube.com/watch?v=VSFNr777V0A>
12. Pumpkin circle project website
<http://www.informeddemocracy.com/pumpkin>
13. The garden song video clip
<http://www.youtube.com/watch?v=7Vu8zSCMQY>
14. Sesame Street step-by-step planting seeds video clip
http://www.youtube.com/watch?v=6J_FaEtCivl

15. **The Needs of a Plant video clip**
<http://www.youtube.com/watch?v=OQT6piZOX7c>
16. **Plants Video (Many Types of Plants)**
<http://video.nationalgeographic.com/video/kids/green-kids/plants-kids>
17. **The Great Plant Escape website**
<http://urbanext.illinois.edu/gpe/case1/c1facts2b.html>
18. **The Lady Bird Johnson Wildflower and Botanical Gardens**
<http://www.wildflower.org>
19. **Team Nutrition: Grow it, Plant it, Like it!**
<http://teamnnutrition.usda.gov/Resources/growit.html>
20. **Online tour of Brooklyn botanical garden**
<http://www.youtube.com/watch?v=aMidrXcnZcU>

Core Content Objectives

Students will:

- ✓ 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)
- ✓ Name plants' four basic needs: sunlight, water, air, nutrients (from soil)
- ✓ State that flowers make seeds and fruits so that new plants can grow
- ✓ Use the word *petal* to label the colorful part of a flower
- ✓ State that fruits have seeds that grow into new plants
- ✓ Identify four types of fruit
- ✓ Name five foods that come from plants (e.g., apple, blueberry, banana, carrot, lettuce, etc.)

Language Arts Objectives

Students will:

- ✓ Describe an event or task that one is in the process of completing (SL.P.4)
- ✓ Describe an event or task that one has just experienced in the immediate past (SL.P.4)
- ✓ Use future verb tense (L.P.1b)
- ✓ Given sample objects/pictures and a verbal description of the selection criteria, sort objects/pictures according to a single criterion: sort by function (L.P.5a)

- ✓ Classify by function (L.P.5a)
- ✓ With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts (L.P.6)
- ✓ Understand and use precise nouns and verbs related to plants (L.P.1b)
- ✓ Assume a different role or perspective and express different possibilities, imaginary or realistic (SL.P.6)

Staging the Learning Center

Roles: gardener, farmer, cashier, customer, florist, delivery person

Play Props: market stand (made from cardboard boxes or puppet theater); cartons, bins, or baskets filled with plastic or felt fruits and vegetables; cash register with play money and credit cards; plastic container filled with beans or rocks for planting vegetables; striped beach towel to use as vegetable garden rows; seeds and seed packets with pictures on them; plastic or silk flowers; watering cans; plastic rakes and trowels; shopping cart and shopping baskets; scales to weigh fruits and vegetables; grocery bags; aprons with pockets; plastic vases for flowers

Reading Props: signs to label the farm stand and items for sale, labels for fruits and vegetables, gardening magazines or books, nonfiction books related to plants and seeds, flower or nature field guides, grocery store flyers

Writing Props: small notepads to write receipts and cards, paper on clipboards to write grocery or shopping lists, construction paper to label seeds planted in the garden, chalkboard to write announcements related to specials and news from the farm, blank cards for students to write notes to others (to accompany flower delivery)

Assessment Opportunity

Students' emergent writing from this Learning Center could be included in their portfolio and examined as part of ongoing assessment.

Facilitating the Farm Stand Learning Center

Teachers and aides play important roles as facilitators of Learning Centers, particularly when Learning Centers are first added to the classroom. Post the Center Cards for the Farm Stand Dramatic Play Learning Center so students can identify the center and so adults have a quick guide to facilitating language and play in the Learning Center.

Note: See the *Learning Center Card* for suggested language and vocabulary to model in this Learning Center.

Assessment Opportunity

The Learning Center provides excellent Assessment Opportunities throughout the entire domain. See the Domain Assessment for instructions for conducting naturalistic observations during Learning Centers.

Vocabulary: garden, gardener, farmer, cashier, shopper, list, vegetable, produce, fruit, flower, seed, sprout, harvest, grow, plant, pick, water, soil, air, sunlight, bouquet, recipe, stem, leaf, petals

Suggested Phrases:

Encourage students to describe what they are doing as they plant or harvest.

- I am **planting** my seeds in the soil.
- I am **planting** carrots, peppers, and flowers in the garden.
- I am **watering** the vegetables so they will grow bigger.

Encourage students to talk to customers about how they planted and harvested their goods.

- I **picked** the carrots from the garden just this morning!
- I **harvested** the corn this morning after it rained all week; the plants had grown very tall!
- I **planted** the flowers early this spring so they would grow for our farm stand.

Encourage students to plan what they are planting or using their purchases for.

- I **am going to make** soup tonight with the vegetables I bought at the Farm Stand
- I **am going to plant** some corn and then help shoppers at the Farm Stand today.
- I **am going to work** at the cash register counting money.
- I **am arranging flowers** that will be for sale today at the Farm Stand.

Encourage students to sort and classify goods within the Farm Stand.

- I am putting all of **the things we eat** from our garden into the bins so that customers can see them.
- I am putting all of the **things we use to dig** in this basket near the garden to find them later.

Before the Pausing Point

- Teacher or aide models the roles of farmer and gardener.
- Students play the role of customer, coming to the Farm Stand to purchase goods (fruits, vegetables, and flowers).
- Teacher or aide models the role of cashier.
- Students help at the Farm Stand, harvesting and sorting vegetables and fruits.
- Teacher or aide models discussing how to plant, care for, and harvest vegetables. Teacher or aide models labeling and pricing fruits and vegetables.
- Students participate in reading activities (e.g., reading signs to identify types of produce to buy or fliers about special Farm Stand events) modeled by teacher or aide.
- Teacher or aide models writing receipts, labels, and sale fliers.
- Teacher or aide models how to arrange flowers for purchase.

After the Pausing Point

- Students play the roles of farmer, gardener, and customer.
- With prompting and support from the teacher or aide, students play the role of cashier.
- Students plant and harvest the garden.
- Students write receipts and labels.
- Teacher or aide models planning the day at the Farm Stand (e.g., when coming to the center, students will discuss what job each will have in the Farm Stand and plan activities such as planting vegetables, picking vegetables, and then selling vegetables).
- Students shop at the Farm Stand and discuss what they will purchase as well as how they will use their purchases.
- Students discuss a plan for how to operate the Farm Stand before they engage in play.
- Students make grocery lists and shop at the Farm Stand.

TRANSITION CARDS: FRUITS AND VEGETABLES

Plants

Core Content Objectives

Students will:

- ✓ Name five plants (e.g., tree, grass, sunflower, cactus, carrots, etc.)

Language Arts Objectives

Students will:

- ✓ Ask or answer questions beginning with *who*, *what*, *where*, *when*, or *why* (SL.P.3)
- ✓ Ask or answer increasingly detailed, elaborate questions (other than those beginning with *who*, *what*, *where*, *when*, or *why*) (SL.P.3)
- ✓ Understand and use precise nouns and verbs related to plants (L.P.1b)
- ✓ Understand and use increasingly precise verbs related to eating, movement, and the five senses. (L.P.5d)
- ✓ With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts about plants (L.P.6)

Use the **Transition Cards: Fruits and Vegetables** throughout the *Plants* domain to help students move from one activity to the next. Ideas for ways to use the cards are presented below. These ideas progress from less to more difficult.

Find That Fruit or Vegetable

Place **Transition Cards: Fruits and Vegetables** in a pocket chart where all students can see them. Remind students that fruits and vegetables come from plants. Tell students that you are going to say the name of a fruit or vegetable and you want them to find that fruit or vegetable in the pocket chart. Say, “Can you find the _____?” Choose one student to come forward and point to the card. Then, transition that student to the next activity and continue until all students have had a chance to respond.

Review Tip

Ask students what color each vegetable or fruit is as they name it. Alternatively you could post

Transition Cards: Colors from the *Families and Communities* domain and have students match the fruits and vegetables to the color cards.

Name That Fruit or Vegetable

Tell students you are going to show them a picture of a fruit or vegetable and you want them to tell you its name. Remind students that fruits and vegetables come from plants. Show the first card and ask a student, “What fruit is this?” or “What vegetable is this?” Transition that student to the next activity and continue asking other students to identify fruits and vegetables until all students have had a chance to respond.

Solve the Riddle

Tell students that you are going to describe a fruit or a vegetable and you want them to guess the fruit or vegetable you are describing (do not show cards to students at this point). Tell students, “I am thinking of a green leafy vegetable that you use to make salad.” Call on one student to answer, then show all students the transition card depicting lettuce. Transition the student who responded to the next activity, then continue asking students to solve riddles until all students have had a chance to respond.

Transition Cards: Sound Pictures and Initial Sounds

Language Arts Objectives

Students will:

- ✓ With prompting and support, given a sound and a choice of two words, choose the word that begins with the given sound (RF.P.2d)
- ✓ With prompting and support, give the beginning sound of a spoken word (RF.P.2d)
- ✓ Give the consonant sounds of at least three written letters (RF.P.2c, RF.P.3a)
- ✓ With prompting and support, give the vowel sound of at least one letter (RF.P.3a)

Use the **Transition Cards: Initial Sounds** set in conjunction with the **Transition Cards: Sound Pictures** set throughout the *Plants* domain to help students move from one activity to the next. Ideas for ways to use these two sets of cards alone and together are presented below. These ideas progress from less to more difficult.

Starting Sounds

For this round, use only the **Transition Cards: Initial Sounds** set. Tell students that you are going to hold up a card and say a word. Their job is to figure out the sound at the beginning of the word. Hold up a card and say the word, emphasizing the beginning sound. Call on a student to say the word and its beginning sound. Transition the student who responded to the next activity, then continue asking students to identify initial sounds until all students have had a chance to respond.

Matching Initial Sound to Single Sound Pictures

Note: *Students will be introduced to and review Sound Pictures /m/, /a/, /t/, or /d/ over the course of this domain. At the beginning of the Plants domain, students only know /m/, which was introduced in the Animals domain. Throughout the domain, as students are introduced to new sound pictures (/a/, /t/, and /d/), begin using these in transition as well.*

Use the full set of **Transition Cards: Initial Sounds** in conjunction with any **Transition Cards: Sound Pictures** that students have learned (e.g., use only the words that start with /m/ at the beginning of the domain). Put one of the **Transition Cards: Sound Pictures** (/m/, /a/, /t/, or /d/) in a pocket chart. Give each student a card from the deck of **Transition Cards: Initial Sounds**. Have each student say the word that describes their picture and decide whether it starts with the same sound that is shown in the pocket chart. If it does, students place their cards in the chart. If it does not, student place their cards in a discard pile. Transition the student who responded to the next activity.

Matching Starting Sounds to Multiple Sound Pictures

Use the full set of **Transition Cards: Initial Sounds** in conjunction with any **Transition Cards: Sound Pictures** that students have learned. Put two or more of the **Transition Cards: Sound Pictures** (/m/, /a/, /t/, or /d/) that students have learned in a pocket chart. Give each student a card from the deck of **Transition Cards: Initial Sounds**. Have each student say the word that describes their picture and decide whether it starts with the same sound that is shown in the pocket chart. If it does, students place their cards in the chart beneath the correct sound picture. If it does not, student place their cards in a discard pile. Transition the student who responded to the next activity.

What Words Start with this Sound Picture?

Use the **Transition Cards: Sound Pictures** for this round. Show students a **Transition Card: Sound Picture** (/m/, /a/, /t/, or /d/) that they have learned. Ask students to think of a word that starts with the sound shown. Call on one student at a time say the sound that goes with the sound picture, then to share a word that starts with that sound. Repeat the student's word, emphasizing the initial sound to confirm or give corrective feedback. Transition the student who responded to the next activity.