



Plants

Tell It Again!™ Read-Aloud Anthology





Plants

Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand

KINDERGARTEN

Core Knowledge Language Arts®

New York Edition



Core Knowledge®

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Table of Contents

Plants

Tell It Again!™ Read-Aloud Anthology

Alignment Chart for <i>Plants</i>	v
Introduction to <i>Plants</i>	1
Lesson 1: Introduction to Plants	9
Lesson 2: Plant Parts	19
Lesson 3: The Life Cycle of a Plant	31
Lesson 4: The Gigantic Turnip	43
Pausing Point	52
Lesson 5: Polly the Honeybee’s Flower Tour	56
Lesson 6: The Fruits of Polly’s Labor.	65
Lesson 7: Johnny Appleseed	75
Lesson 8: Deciduous Trees	83
Lesson 9: Evergreen Trees	92
Lesson 10: Plants and People	100
Lesson 11: George Washington Carver	109
Domain Review	118
Domain Assessment	121
Culminating Activities	124
Appendix	127

Alignment Chart for Plants

The following chart contains core content objectives addressed in this domain. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

Alignment Chart for Plants	Lesson											
	1	2	3	4	5	6	7	8	9	10	11	
Core Content Objectives												
Explain that different kinds of plants grow in different environments	✓											
Explain that plants are living things	✓											
Describe what plants need to live and grow: food, water, air, and light	✓											
Identify the root, stem, branch, leaf, flower, fruit, and seed of a plant		✓										
Explain that roots anchor the plant and take in water and nutrients		✓										
Explain that stems support the plant and carry water and nutrients to the various parts of the plant		✓										
Explain that the plant makes its food in its leaves		✓										
Explain that seeds are the beginnings of new plants			✓	✓		✓	✓					
Explain the basic life cycle of plants			✓	✓								
Explain that some plants produce fruit to hold seeds						✓						
Compare and contrast the fruits and seeds of different plants						✓						
Identify the parts of specific plants that are eaten by people				✓		✓	✓					
Identify the petals on a flower					✓							
Describe how bees collect nectar and pollen					✓							
Describe how bees make and use honey					✓							
Describe the important role bees play in plant pollination					✓							
Demonstrate familiarity with the tall tale “Johnny Appleseed”							✓					

Alignment Chart for Plants

Lesson

	1	2	3	4	5	6	7	8	9	10	11
Compare and contrast deciduous and evergreen trees								✓	✓		
Explain that deciduous trees are a type of plant that loses its leaves in the fall and becomes dormant in the winter								✓			
Explain that evergreen trees are a type of plant that stays green all year and does not become dormant in the winter									✓		
Identify how deciduous trees are important to people and nature								✓			
Identify things that plants provide to people: oxygen, food, and important products										✓	
Describe the life and scientific achievements of George Washington Carver											✓

Reading Standards for Literature: Kindergarten

Key Ideas and Details

STD RL.K.1

With prompting and support, ask and answer questions about key details in a text.

CKLA Goal(s)	With prompting and support, ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i>) requiring literal recall and understanding of the details and/or facts of a fiction read-aloud				✓			✓				
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a fiction read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships				✓			✓				

STD RL.K.2

With prompting and support, retell familiar stories, including key details.

CKLA Goal(s)	With prompting and support, retell or dramatize fiction read-alouds, including key details				✓			✓				
--------------	--	--	--	--	---	--	--	---	--	--	--	--

STD RL.K.3

With prompting and support, identify characters, settings, and major events in a story.

CKLA Goal(s)	With prompting and support, use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction read-aloud				✓			✓				
--------------	--	--	--	--	---	--	--	---	--	--	--	--

Craft and Structure

STD RL.K.4

Ask and answer questions about unknown words in a text.

CKLA Goal(s)	With prompting and support, ask and answer questions about unknown words in fiction read-alouds and discussions				✓			✓				
--------------	---	--	--	--	---	--	--	---	--	--	--	--

Alignment Chart for Plants

Lesson

		1	2	3	4	5	6	7	8	9	10	11
STD RL.K.5	Recognize common types of texts (e.g., storybooks, poems).											
CKLA Goal(s)	Listen to, understand, and recognize a variety of texts, including fictional stories, fairy tales, fables, nursery rhymes, and poems				✓			✓				
Integration of Knowledge and Ideas												
STD RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).											
CKLA Goal(s)	With prompting and support, describe illustrations from a fiction read-aloud, using the illustrations to check and support comprehension of the read-aloud				✓							
Range of Reading and Level of Text Complexity												
STD RL.K.10	Actively engage in group reading activities with purpose and understanding.											
CKLA Goal(s)	Actively engage in fiction read-alouds				✓			✓				
Reading Standards for Informational Text: Kindergarten												
Key Ideas and Details												
STD RI.K.1	With prompting and support, ask and answer questions about key details in a text.											
CKLA Goal(s)	With prompting and support, ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i>) requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud							✓				
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships							✓				
STD RI.K.2	With prompting and support, identify the main topic and retell key details of a text.											
CKLA Goal(s)	With prompting and support, identify the main topic and retell key details of a nonfiction/informational read-aloud			✓					✓	✓		
STD RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.											
CKLA Goal(s)	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a nonfiction/informational read-aloud	✓	✓	✓		✓					✓	✓

Alignment Chart for Plants

Lesson

		1	2	3	4	5	6	7	8	9	10	11
Craft and Structure												
STD RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.											
CKLA Goal(s)	With prompting and support, ask and answer questions about unknown words in nonfiction/informational read-alouds and discussions	✓	✓	✓		✓	✓		✓	✓	✓	✓
Integration of Knowledge and Ideas												
STD RI.K.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)	With prompting and support, describe illustrations from a nonfiction/informational read-aloud, using the illustrations to check and support comprehension of the read-aloud	✓	✓	✓		✓	✓		✓	✓	✓	✓
STD RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).											
CKLA Goal(s)	With prompting and support, compare and contrast similarities and differences within a single nonfiction/informational read-aloud or between two or more nonfiction/informational read-alouds									✓		
Range of Reading and Level of Text Complexity												
STD RI.K.10	Actively engage in group reading activities with purpose and understanding.											
CKLA Goal(s)	Actively engage in nonfiction/informational read-alouds	✓	✓	✓		✓	✓		✓	✓	✓	✓
Writing Standards: Kindergarten												
Text Types and Purposes												
STD W.K.2	Use a combination of drawing, dictating, and 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)	Use a combination of drawing, dictating, and writing to present information from a nonfiction/informational read-aloud, naming the topic and supplying some details								✓	✓		

Alignment Chart for Plants

		1	2	3	4	5	6	7	8	9	10	11
Speaking and Listening Standards: Kindergarten												
Comprehension and Collaboration												
STD SL.K.1	Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and large groups.											
STD SL.K.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).											
CKLA Goal(s)	Use agreed-upon rules for group discussions, (e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.)											
STD SL.K.1b	Continue a conversation through multiple exchanges.											
CKLA Goal(s)	Carry on and participate in a conversation over four to five turns, stay on topic, initiate comments or respond to a partner’s comments, with either an adult or another child of the same age											
STD SL.K.2	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 and answer questions to clarify information in a fiction or nonfiction/ informational read-aloud											
STD SL.K.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 descriptions as desired to provide additional detail											
STD SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.											
CKLA Goal(s)	Speak audibly and express thoughts, feelings, and ideas clearly											
Language Standards: Kindergarten												
Conventions of Standard English												
STD L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.											
STD L.K.1b	Use frequently occurring nouns and verbs.											
CKLA Goal(s)	Use frequently occurring nouns and verbs in oral language											

Alignment Chart for Plants

Lesson

		1	2	3	4	5	6	7	8	9	10	11
STD L.K.1f	Produce and expand complete sentences in shared language											
CKLA Goal(s)	Answer questions orally in complete sentences						✓					
	Produce and expand complete sentences in shared language						✓					
Vocabulary Acquisition and Use												
STD L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.											
STD L.K.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)	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>)	✓					✓					
STD L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.											
STD L.K.5a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.											
CKLA Goal(s)	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent	✓	✓									
STD L.K.5c	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).											
CKLA Goal(s)	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>)						✓					
STD L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.											
CKLA Goal(s)	Use words and phrases acquired through conversations, being read to, and responding to texts						✓					
	Learn the meaning of common sayings and phrases			✓								✓
Additional CKLA Goals												
	Listen to a variety of texts, including nonfiction/informational text	✓	✓	✓		✓	✓		✓	✓	✓	✓
	Prior to listening to an nonfiction/informational read-aloud, identify orally what they know and/or have learned about a given topic	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓

Alignment Chart for Plants

Lesson

	1	2	3	4	5	6	7	8	9	10	11
Prior to or while listening to a nonfiction/informational read-aloud, orally predict what will happen in the read-aloud based on pictures and/or text heard thus far				✓				✓			
Discuss personal responses to favorite foods and fruits they eat and connect those to the fruits discussed in the read-aloud						✓					
Use temporal language to express story events in sequential order							✓				
Evaluate and select read-alouds or stories on the basis of personal choice for rereading											✓



These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.



Introduction to Plants

This introduction includes the necessary background information to be used in teaching the *Plants* domain. The *Tell It Again! Read-Aloud Anthology* for *Plants* contains eleven daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. Each entire lesson will require a total of fifty minutes.

This domain includes a Pausing Point following Lesson 4, after plant parts and the life cycle are introduced. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. **You should spend no more than fifteen days total on this domain.**

Week One									
Day 1	#	Day 2	ⓐ#	Day 3	#	Day 4	ⓐ#	Day 5	ⓐ#
Lesson 1A: "Introduction to Plants" (35 min.)		Lesson 2A: "Plant Parts" (35 min.)		Lesson 3A: "The Life Cycle of a Plant" (35 min.)		Lesson 4A: "The Gigantic Turnip" (35 min.)		Pausing Point (35 min.)	
Lesson 1B: Extensions (15 min.)		Lesson 2B: Extensions (15 min.)		Lesson 3B: Extensions (15 min.)		Lesson 4B: Extensions (15 min.)		Pausing Point (15 min.)	
50 min.		50 min.		50 min.		50 min.		50 min.	

Week Two									
Day 6	#	Day 7	#	Day 8	#	Day 9	#	Day 10	#
Lesson 5A: "Polly the Honeybee's Flower Tour" (35 min.)		Lesson 6A: "The Fruits of Polly's Labor" (35 min.)		Lesson 7A: "Johnny Appleseed" (35 min.)		Lesson 8A: "Deciduous Trees" (35 min.)		Lesson 9A: "Evergreen Trees" (35 min.)	
Lesson 5B: Extensions (15 min.)		Lesson 6B: Extensions (15 min.)		Lesson 7B: Extensions (15 min.)		Lesson 8B: Extensions (15 min.)		Lesson 9B: Extensions (15 min.)	
50 min.		50 min.		50 min.		50 min.		50 min.	

Week Three									
Day 11	#	Day 12	#	Day 13	#	Day 14	ⓐ#	Day 15	#
Lesson 10A: "Plants and People" (35 min.)		Lesson 11A: "George Washington Carver" (35 min.)		Domain Review (35 min.)		Domain Assessment (35 min.)		Culminating Activities (35 min.)	
Lesson 10B: Extensions (15 min.)		Lesson 11B: Extensions (15 min.)		Domain Review (15 min.)		Domain Assessment (15 min.)		Culminating Activities (15 min.)	
50 min.		50 min.		50 min.		50 min.		50 min.	

ⓐ Lessons include Student Performance Task Assessments

Lessons require advance preparation and/or additional materials; please plan ahead

Domain Components

Along with this Anthology, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book for Plants*
- *Tell It Again! Image Cards for Plants*
- *Tell It Again! Supplemental Guide for Plants*
- *Tell It Again! Multiple Meaning Word Posters for Plants*

Recommended Resource:

- *Core Knowledge Kindergarten Teacher Handbook*, edited by E.D. Hirsch, Jr. and Souzanne A. Wright (Core Knowledge Foundation, 2004) ISBN: 978-1890517694

Why Plants Are Important

There are millions of living things on earth. Scientists classify these living things into groups called kingdoms. Plants make up one kingdom in this classification system. Over 350,000 species of highly diverse plants are found on almost every part of the earth. By listening to the read-alouds in this domain, students will acquire a fundamental understanding of the parts of plants and how they grow. They will learn what plants need in order to stay alive and will be introduced to the concepts of the life cycle of plants, pollination, and photosynthesis. This basic knowledge about plants will lay the foundation for a broader understanding of ecology and the interdependence of all living things, topics that will be addressed in other Kindergarten domains (*Farms* and *Taking Care of the Earth*), as well as in subsequent grades.

Core Vocabulary for Plants

The following list contains all of the core vocabulary words in *Plants* in the forms in which they appear in the read-alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. Boldfaced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson 1

environment
nutrients
plants, n.
plant, v.

soil

Lesson 2

flowers
leaves
photosynthesis
roots
seeds
stems

survival

Lesson 3

germinate
life cycle
mature
sapling
seedlings

Lesson 4

budge
gigantic
stew

Lesson 5

honey
nectar

petals

pollen

pollination

Lesson 6

blossoms
core

fruit

produce

scrumptious

Lesson 7

eventually

hero

orchards

Lesson 8

bare
deciduous
dormant
habitat
sheds

Lesson 9

cones
conifers
deciduous
evergreen

needles

Lesson 10

bouquet
lumberjack
medicines
oxygen
provide

Lesson 11

botanist
botany
canvas
crops

Student Performance Task Assessments

In the *Tell It Again! Read-Aloud Anthology for Plants*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observations, such as *Think Pair Share* and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified in the *Tell It Again! Read-Aloud Anthology* with this icon: ⑩. There is also an end-of-domain summative assessment. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each SPTA into a Tens score. On the same page, you will also find the rubric for recording observational Tens scores.

Above and Beyond

In the *Tell It Again! Read-Aloud Anthology for Plants*, there are numerous opportunities in the lessons and the Pausing Point to challenge students who are ready to attempt activities that are above grade-level. These activities are labeled “Above and Beyond” and are identified with this icon: ↗.

Supplemental Guide

Accompanying the *Tell It Again! Read-Aloud Anthology* is a *Supplemental Guide* designed to assist education professionals who serve students with limited English language skills or students with limited home literacy experience, which may include English Language Learners (ELLs) and children with special needs. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide in the Listening and Learning strand. Teachers may also choose to begin a domain by using the *Supplemental Guide* as their primary guide before transitioning to the *Tell It Again! Read-Aloud Anthology*, or may choose individual activities from the *Supplemental Guide* to augment the content covered in the *Tell It Again! Read-Aloud Anthology*.

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and

accompanying Multiple Meaning Word Posters, which help students determine and clarify different meanings of words; Syntactic Awareness Activities, which call students' attention to sentence structure, word order, and grammar; and Vocabulary Instructional Activities, which place importance on building students' general academic, or Tier 2, vocabulary. These activities afford all students additional opportunities to acquire a richer understanding of the English language. Several of these activities have been included as Extensions in the *Tell It Again! Read-Aloud Anthology*. In addition, several words in the *Tell It Again! Read-Aloud Anthology* are underlined, indicating that they are multiple-meaning words. The accompanying sidebars explain some of the more common alternate meanings of these words. Supplemental Guide activities included in the *Tell It Again! Read-Aloud Anthology* are identified with this icon: ↔.

Recommended Resources for Plants

Trade Book List

The *Tell It Again! Read-Aloud Anthology* includes a number of opportunities in Extensions, the Pausing Point, and the and Culminating Activities for teachers to select trade books from this list to reinforce domain concepts through the use of authentic literature. In addition, teachers should consider other times throughout the day when they might infuse authentic domain-related literature. If you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

1. *The Boy Who Didn't Believe in Spring*, by Lucille Clifton and illustrated by Brinton Turkle (Puffin, 1992) ISBN 978-0140547399
2. *The Carrot Seed*, by Ruth Krauss and Crockett Johnson (HarperTrophy, 2004) ISBN 978-0064432108
3. *City Green*, by DyAnne DiSalvo-Ryan (HarperCollins, 1994) ISBN 978-0688127862

4. *Daisy (Looking at Life Cycles)*, by Victoria Huseby (Smart Apple Media, 2009) ISBN 978-1599201795
5. *Eating the Alphabet: Fruits & Vegetables from A to Z*, by Lois Ehlert (Voyager Books, 1993) ISBN 978-0152244361
6. *The Empty Pot*, by Demi (Henry Holt, 2007) ISBN 978-0805082272
7. *Eyewitness Plant (DK Eyewitness Books)*, by David Burnie (DK Publishing, 2011) ISBN 978-0756660352
8. *Flower Garden*, by Eve Bunting and illustrated by Kathryn Hewitt (Voyager Books, 2000) ISBN 978-0152023720
9. *From Bud to Blossom (Apples)*, by Gail Saunders-Smith (Capstone Press, 2006) ISBN 978-1560659518
10. *From Seed to Plant*, by Gail Gibbons (Live Oak Media, 2012) ISBN 978-1430110798
11. *The Great Kapok Tree: A Tale of the Amazon Rainforest*, by Lynne Cherry (Sandpiper, 2000) ISBN 978-0152026141
12. *Growing Vegetable Soup*, by Lois Ehlert (Voyager Books, 1990) ISBN 978-152325800
13. *The Honey Makers*, by Gail Gibbons (HarperTrophy, 2000) ISBN 978-0688175313
14. *How a Seed Grows (Let's-Read-and-Find-Out Science 1)*, by Helene J. Jordan and illustrated by Loretta Krupinski (Collins, 1992) ISBN 978-0064451079
15. *I Am a Leaf (Hello Reader! Science, Level 1)*, by Jean Marzollo and Judith Moffatt (Cartwheel, 1999) ISBN 978-0590641203
16. *I Am an Apple (Hello Reader! Science, Level 1)*, by Jean Marzollo and Judith Moffatt (Scholastic, 1997) ISBN 978-0590372237
17. *I'm a Seed (Hello Reader! Science, Level 1)*, by Jean Marzollo and Judith Moffatt (Cartwheel, 1996) ISBN 978-0590265867
18. *Jack's Garden*, by Henry Cole (HarperTrophy, 1997) ISBN 978-0688152833

19. *Johnny Appleseed*, by Reeve Lindbergh and illustrated by Kathy Jakobsen Hallquist (Little, Brown Young Readers, 1993) ISBN 978-0316526340
20. *Johnny Appleseed (Rookie Biographies)*, by Christin Ditchfield (Children's Press, 2003) ISBN 978-0516278162
21. *The Life and Times of the Honeybee*, by Charles Micucci (Houghton Mifflin, 1997) ISBN 978-0395861394
22. *The Life and Times of a Peanut*, by Charles Micucci (Houghton Mifflin, 2000) ISBN 978-0618033140
23. *Mama Miti: Wangari Maathai and the Trees of Kenya*, Donna Jo Napoli and illustrated by Kadir Nelson (Simon & Schuster, 2010) ISBN 978-1416935056
24. *Maple Syrup Season*, by Ann Purmell and illustrated by Jill Weber (Holiday House, 2008) ISBN 978-0823418916
25. *Oak Tree (Looking at Life Cycles)*, by Victoria Huseby (Smart Apple Media, 2009) ISBN 978-1599201788
26. *OLIVIA Plants a Garden (Olivia Ready-to-Read)*, by Emily Sollinger and illustrated by Jared Osterhold (Simon Spotlight, 2011) ISBN 978-1442416758
27. *One Bean*, by Anne Rockwell and pictures by Megan Halsey (Walker Publishing Company, Inc., 1998) ISBN 978-0802775726
28. *Plant a Little Seed*, by Bonnie Christensen (Roaring Brook Press, 2012) ISBN 978-1596435506
29. *Planting a Rainbow*, by Lois Ehlert (Voyager Books, 1992) ISBN 978-0152626105
30. *The Reason for a Flower (Ruth Heller's World of Nature)*, by Ruth Heller (Topeka Bindery, 1999) ISBN 978-0833590008
31. *The Seasons of Arnold's Apple Tree*, by Gail Gibbons (Sandpiper, 1988) ISBN 978-0152712457
32. *Seed, Soil, Sun*, by Cris Peterson and photographs by David R. Lundquist (Boyd's Mills Press, 2010) ISBN 978-1590787137

33. *Soil Basics/Lo Básico de la Tierra*, by Carol Lindeen (Capstone, 2010) ISBN 978-1429653473
34. *The Tiny Seed (The World of Eric Carle)*, by Eric Carle (Aladdin, 2001) ISBN 978-0689842443
35. *Wangari’s Trees of Peace: A True Story from Africa*, by Jeanette Winter (Harcourt, 2008) ISBN 978-0152065454
36. *Why Do Leaves Change Color? (Let’s-Read-and-Find-Out Science, Stage 2)*, by Betsy Maestro and illustrated by Loretta Krupinski (HarperCollins, 1994) ISBN 978-0064451260
Note: This book is more appropriate for individualized reading.

Websites and Other Resources

Student Resources

1. **Parts of Plant Game**
http://www.softschools.com/science/plants/plant_parts/
2. **Plant Games**
<http://www.cookie.com/kids/games/grow-plant.html>
3. **“Groovy Garden” Game**
<http://pbskids.org/arthur/games/groovygarden/groovygarden.html>

Teacher Resources

4. **George Washington Carver**
<http://www.ideafinder.com/history/inventors/carver.htm>
5. **“Biology of Plants”**
<http://www.mbgnet.net/bioplants/main.html>