



Read to Be Ready plans for: Growing Plants - 1st Grade Week 2

ELA Standards:

- 1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. e) Decode two-syllable words following basic patterns by breaking the words into syllables. g) Recognize and read grade-appropriate irregularly spelled words.
- 1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. d) Spell two-syllable words that end in -y or -ly, are compounds, or have two closed syllables.
- 1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.
- 1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. c) Use personal, possessive, and indefinite pronouns. h) Use frequently occurring prepositions such as *during*, *beyond*, and *toward*.
- 1.FL.VA.7a Determine or clarify the meaning of unknown and multi-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. ii) Use frequently occurring affixes as a clue to the meaning of a word.
- 1.FL.VA.7b With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. ii) Define words by category and by one or more key attributes.
- 1.RI.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe the connections between two individuals, events, ideas, or pieces of information in a text.
- 1.RI.CS.5 Know and use various text features to locate key facts or information in a text.
- 1.RI.KI.8 Identify the reasons an author provides to support points in a text.
- 1.RI.KI.9 Identify basic similarities and differences between two texts on the same topic including written details and illustrations when developmentally appropriate.
- 1.RI.RRTC.10 With prompting and support, read informational texts of appropriate complexity for grade 1.
- 1.W.TTP.2 With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure.
- 1.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Science Standards:

1.LS1: From Molecules to Organisms: Structures and Processes

- 1) Recognize the structure of plants (roots, stems, leaves, flowers, fruits) and describe the function of the parts (taking in water and air, producing food, making new plants).
- 2) Illustrate and summarize the life cycles of plants.
- 3) Analyze and interpret data from observations to describe how changes in the environment cause plants to respond in different ways.

1.LS2: Ecosystems: Interactions, Energy, and Dynamics

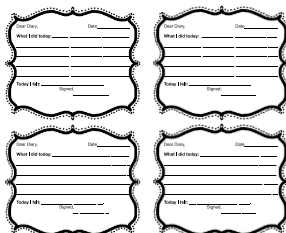
- 1) Conduct an experiment to show how plants depend on air, water, minerals from soil, and light to grow and thrive.

Comprehension skill: cause and effect **Phonics:** -ly, -ful, vowels in moon. **Phonemic Awareness:** segment and count syllables

Grammar/Writing: adjectives that compare **Unit Focus:** The structure and life cycle of plants

Culminating Task: 1) Students will apply for a volunteer job in the school garden by writing about their knowledge of growing plants.
2) Students will observe the growth of a bean seed over the two weeks of the topic.

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Resources/Small group instruction ideas
M O N D A Y	1st read of <i>The Gardener</i> Today read first page through the letter dated December 25th. Emphasis: <ul style="list-style-type: none"> • Settings (place and time) • Illustrator's craft – details • Author's crafty – using letter-form to convey the story • Seasons of the year • Needs of plants Gardener knowledge	Introduce for the purpose of understanding this text: <ul style="list-style-type: none"> • The Depression (time in our history) • Anxious • Knead • Vacant Tier 2 vocab: <ul style="list-style-type: none"> • Bulbs 	<i>Aug. 27th - Why is Lydia Grace going to Uncle Jim's home in the city?</i> (talk to students about the time of the depression) <i>Sept 3rd - Why does Lydia Grace mention that she doesn't know much about baking? What does she love to do?</i> <i>Sept 4th - What has changed about the letters on this page? (now written to her mom and dad and grandmother)</i> <i>What is important about Grandma's gift to Lydia Grace?</i> <i>Sept. 5th - What changes do you notice in the setting?</i> <i>Why do you think Uncle Jim doesn't smile?</i> <i>Dec. 25th- How do you think Lydia Grace knows that Uncle Jim liked her poem?</i>	Explain to students what the culminating task will be and go over the application. Your school is creating a garden and they are asking for volunteers. You must show that you have a knowledge of what plants need to grow in order to be selected. (students will use the information they have been recording in writing journals to help them complete their job application form) **The PDF of the Volunteer Application is on the lesson plan web page. **Credit for the application goes to Tn Dept of Education – Unit Starter for 1st Grade. 😊	DE Board Link: https://tinyurl.com/y82ptt6k

T U E S D A Y	<p>2nd read of <i>The Gardener</i></p> <p>Emphasis:</p> <ul style="list-style-type: none"> • Settings (place and time) • Illustrator's craft – details • Author's crafty – using letter-form to convey the story • Seasons of the year • Needs of plants <p>Gardener knowledge</p>		<p><i>How does the illustrator use light within each drawing?</i></p> <p><i>Feb. 12th – What trade do Lydia Grace and Emma make?</i></p> <p><i>Where are the bulbs in the illustration?</i></p> <p><i>March 5th – Where do you think the secret place might be? How do you know this?</i></p> <p><i>Where is she getting her soil?</i></p> <p><i>April 27th – What have we learned that sprouting means?</i></p> <p><i>How do you think Lydia Grace will get Uncle Jim to smile?</i></p> <p><i>May 27th – What do we call the little plants that came out of the envelope?</i></p> <p><i>June 27th – What evidence is there on this page as to why the book is titled, <i>The Gardener</i>?</i></p> <p><i>July 4th – Why is the store closing for ½ a day?</i></p> <p><i>July 11th – Name the reasons Lydia Grace is so happy.</i></p> <p><i>Without the use of words but only drawings on the last page, what has the illustrator been able to tell us?</i></p>	<p>Fill in the first section of the diary sheets. Inform students that diary writing is another way of keeping track of what you did or writing down your feelings. Students will complete four days. Tuesday thru Friday.</p> <p>Day 1 of Diary Writing</p> 									
W E D N E S D A Y	<p>Re-read the story again with the thought of looking for evidence of how Lydia Grace and Uncle Jim were alike and different.</p>		<p><i>Invite students to consider how Lydia Grace and Uncle Jim were the same and different in the story. For example, they were different because Lydia Grace was always happy and Uncle Jim never smiled. They were the same because they cared about each other. Use evidence from the book.</i></p> <p><i>Discuss whether Uncle Jim changed from the beginning to the end of the story.</i></p>	<p>Day 2 of Diary Writing</p>									
T H U R S D A Y	<p>Reread the story and ask students to listen for acts of kindness. After each letter is read, ask students to identify any act(s) of kindness and record them on the board.</p>		<p style="text-align: center;">Acts of kindness</p> <table border="1" data-bbox="641 1522 990 1606"> <thead> <tr> <th>Who was kind?</th> <th>What did they do?</th> <th>Who received the kindness?</th> <th>What happened?</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p><i>Lead the students into a discussion about what acts of kindness they could do. Does an act of kindness have to be noticed by people? Is there an age restriction on who to perform your act of kindness on?</i></p> <p><i>Read the following statements and ask the students are they acts of kindness or not.</i></p> <ol style="list-style-type: none"> 1) <i>Your mother is sick and you make her a cup of tea.</i> 2) <i>You want your brother to help you do</i> 	Who was kind?	What did they do?	Who received the kindness?	What happened?					<p>Day 3 of Diary Writing</p>	
Who was kind?	What did they do?	Who received the kindness?	What happened?										

			<p><i>the dishes, so you give him some candy.</i></p> <p>3) <i>You share a snack with your friend at recess.</i></p> <p>4) <i>You find a dollar on the street and give it to a homeless person.</i></p> <p>5) <i>You take your neighbor's dog for a walk.</i></p> <p>6) <i>You take your neighbor's garbage out every week and he pays you a dollar.</i></p> <p>7) <i>You make your sister's lunch.</i></p>		
<p>F</p> <p>R</p> <p>I</p> <p>D</p> <p>A</p> <p>Y</p>	<p>Your school is creating a garden and they are asking for volunteers. You must show that you have a knowledge of what plants need to grow in order to be selected.</p> <p>(students will use the information they have been recording in writing journals to help them complete their job application form)</p>		<p><i>The culminating task will take up all of your ELA time. As students are working on their application, etc. you can call students back for small group if needed to review any skills they are lacking.</i></p>	Day 4 of Diary Writing	