Language, Literacy & Vocabulary!

Teacher’s Guide for Plant Life
Fluent Science

Includes:
• Lesson Plans
• Learning Masters
• Pre- and Post-Test Assessments
• Take-Home Book Masters
## Language, Literacy & Vocabulary!

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### Take-Home Book Masters
About the Program

Content and Literacy Development for Diverse Language Learners

National Geographic’s *Windows on Literacy: Language, Literacy & Vocabulary* program is designed for today’s classroom—diverse, challenging, and complex. Many children come to school without the basic background knowledge and oral language development needed for academic success. *Language, Literacy & Vocabulary* provides the extra support young learners need to experience success from the start.

National Geographic’s *Language, Literacy & Vocabulary* program offers rich opportunities for beginning learners to build background knowledge, develop vocabulary and oral language, and learn grade-level content. Throughout the nation, teachers told us they needed materials that scaffolded the learning so that children from diverse language backgrounds, at-risk readers, and children with learning challenges would have opportunities to achieve their full potential. The *Language, Literacy & Vocabulary* program meets this need through:

- Thematic units built around essential key concepts in science, social studies, and math
- Academic vocabulary development
- Age-appropriate and engaging nonfiction texts
- Considerate text with strong picture-text match
- Scaffolded, multilevel instruction for students at different levels of language proficiency
- Springboards to related reading and writing
- Customized instruction for English language learners (ELLs)
- Research-based instructional strategies
- Rich and varied teacher support and tools
Consulting Author: Linda Hoyt

Linda Hoyt is an educational consultant who strives to help teachers and school districts implement best practices in literacy instruction. She has had a rich array of experiences in education, ranging from classroom teaching to working as a reading specialist, curriculum developer, Title 1 teacher, staff developer, and Title 1 District Coordinator. She is the author of numerous books, articles, and videos and conducts presentations and workshops on literacy throughout the country.

Program Advisor: Mary Hawley

Mary Hawley is an educational consultant who has worked with teachers, educators, and publishers to implement best practices for teaching students with diverse language backgrounds. She has taught English as a Second Language in Mexico, worked with migrant and refugee children in Indiana, and studied in Latin America. In recent years, she has been instrumental in developing Spanish reading programs and products for English language learners.

Program Reviewers

Susan Brandt, Director of Staff Development and Support Programs, Arlington Heights School District 25, Arlington Heights, Illinois

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Success From the Start!

Achieving academic success is essential for children to make adequate yearly progress and for continued academic growth. Conclusive data and research show that children who fall behind on their acquisition of academic content and vocabulary during the K–2 years will fall further behind as they advance through the grade levels. To help children achieve success from the start and prevent them from falling behind, Windows on Literacy: Language, Literacy & Vocabulary gives children access to the core grade-level content they need for standards-based academic success through these features:

- Explicit instruction in core academic content and vocabulary to build a foundation for future success
- Focused, targeted, standards-based content
- Alignment with TESOL standards
- Multiple exposures to and applications of academic vocabulary
- Carefully leveled developmental texts
- Picture glossaries of key content vocabulary
- Simple, engaging, and visually striking student book pages
- Strong picture-text match
- Familiar language and simple sentence structures
- Multiple opportunities for oral language development
- Theme Builders for building background and developing oral language
- Opportunities for writing and related reading
One Program for Your Diverse Classroom

*Windows on Literacy: Language, Literacy & Vocabulary* recognizes that every classroom includes diverse language learners as well as children whose background knowledge and oral language require development. Teachers told us they wanted one program that they could use with English language learners, children with reading and vocabulary challenges, and children with learning issues that affect their ability to acquire and process language. With appropriate modifications for different needs, *Language, Literacy & Vocabulary* gives teachers a sound, research-based instructional plan to meet the common needs among diverse language learners.
**Flexible Use**

*Windows on Literacy: Language, Literacy & Vocabulary* is designed to be used in a variety of classroom situations. This flexibility allows you to custom fit the program to match your scheduling and program needs.

## Regular Classrooms

The chart below shows the suggested pacing for use in the regular classroom. Each theme can be completed in five days.

### Pacing Guide: One Week for One Theme

<table>
<thead>
<tr>
<th>Day 1 · Lesson 1</th>
<th>Day 2 · Lesson 2</th>
<th>Day 3 · Lesson 3</th>
<th>Day 4 · Lesson 4</th>
<th>Day 5 · Lesson 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administer Pre-Test</td>
<td>Reread Concept Book</td>
<td>Read First Related Nonfiction Book</td>
<td>Read Second Related Nonfiction Book</td>
<td>Rereading and Assessment</td>
</tr>
<tr>
<td>Read Concept Book</td>
<td>Develop Concepts and Vocabulary</td>
<td>Develop Concepts and Vocabulary</td>
<td>Review Concepts and Vocabulary</td>
<td>Guided Writing</td>
</tr>
<tr>
<td>Introduce Concepts and Vocabulary</td>
<td>Introduce Comprehension Strategy</td>
<td>Small Group Reading</td>
<td>Apply Comprehension Strategy</td>
<td>Optional Reading</td>
</tr>
<tr>
<td>Model the Reading</td>
<td>Small Group Reading</td>
<td>Practice Comprehension Strategy</td>
<td>Guided Writing</td>
<td>Home Connection</td>
</tr>
<tr>
<td></td>
<td>Modeled Writing</td>
<td>Shared Writing</td>
<td></td>
<td>Administer Post-Test</td>
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</table>
After-School Programs

Language, Literacy & Vocabulary works within a variety of after-school programs. Whether your after-school program meets every day or only three days a week, the program can easily be adjusted to meet your scheduling needs.

- For programs that meet every day, one theme can be completed each week of the program. Use the Pacing Guide on page 6.
- For programs that meet three times per week, one theme can be completed every two weeks. Use the suggested plan shown below.

Pacing Guide:
Two Weeks for One Theme

<table>
<thead>
<tr>
<th>Week 1 · Day 1 · Lesson 1</th>
<th>Week 2 · Day 1 · Lesson 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Test</td>
<td>Read Second Related Nonfiction Book</td>
</tr>
<tr>
<td>Read Concept Book</td>
<td>Review Concepts and Vocabulary</td>
</tr>
<tr>
<td>Introduce Concepts and Vocabulary</td>
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</tr>
<tr>
<td>Model the Reading</td>
<td>Apply Comprehension Strategy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 1 · Day 2 · Lesson 2</th>
<th>Week 2 · Day 2 · Begin Lesson 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reread Concept Book</td>
<td>Assess and Extend</td>
</tr>
<tr>
<td>Develop Concepts and Vocabulary</td>
<td>Rereading and Assessment</td>
</tr>
<tr>
<td>Introduce Comprehension Strategy</td>
<td>Begin Guided Writing</td>
</tr>
<tr>
<td>Small Group Reading</td>
<td></td>
</tr>
<tr>
<td>Modeled Writing</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 1 · Day 3 · Lesson 3</th>
<th>Week 2 · Day 3 · Complete Lesson 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read First Related Nonfiction Book</td>
<td>Complete Guided Writing</td>
</tr>
<tr>
<td>Develop Concepts and Vocabulary</td>
<td>Optional Reading</td>
</tr>
<tr>
<td>Small Group Reading</td>
<td>Home Connection</td>
</tr>
<tr>
<td>Practice Comprehension Strategy</td>
<td>Post-Test</td>
</tr>
<tr>
<td>Shared Writing</td>
<td></td>
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</tbody>
</table>

Summer School Programs

Language, Literacy & Vocabulary is the perfect fit for your summer school program. When time is short and results matter, your class time must be productive. The five-day lesson plan allows you to complete one theme during each week of your summer school program. Whether your summer school plan includes a four-, five-, or six-week program, you can select developmentally appropriate themes that focus on the content areas of math, science, and social studies while developing strong literacy skills.
Overview

Plant Life

STANDARDS

ACADEMIC LANGUAGE/ELD
• Use academic vocabulary related to the study of plant life
• Use appropriate language forms to discuss and describe plants and to make predictions
• Develop fluency in reading, writing, listening, and speaking English

SCIENCE
• Describe the specific sequence of steps that occur as plants grow
• Name and identify the basic parts of a plant and their functions
• Explain how people and animals need plants

READING/LANGUAGE ARTS
• Learn and apply the comprehension strategy: Predicting
• Use the text features: Picture Glossary and Labels
• Write about plant life
• Learn and use vocabulary related to plant life

Before Theme Assessment
To compare progress before and after teaching this theme, use the Pre-Test and Post-Test Assessments, pages 33–43.

Optiona Reading

Windows on Literacy
Content-Based Fiction
A Tree of Her Own  Level 13
The Mystery Seed  Level 14

Windows on Literacy
Nonfiction
Seeds Grow Into Plants  Level 10
Plants on My Plate  Level 10
Peanuts  Level 17
Cactuses  Level 18
Instructional Highlights

Key Concepts
• Plants grow and change following a specific sequence.
• The basic parts of a plant have functions that help plants live and grow.
• People and animals need plants.

Comprehension Strategy
Predicting

Key Concept Words
flowers seeds
fruit shoot
leaves soil
root stem

Text Features
Labels
Picture Glossary

Theme Planner

Lesson 1*
Teacher's Guide pp. 10–11
Read Plant Life
• Administer Pre-Test, p. 38
• Introduce Concepts and Vocabulary
• Model the Reading

Reread Plant Life
• Develop Concepts and Vocabulary
• Introduce the Comprehension Strategy: Predicting
• Small Group Reading
• Modeled Writing

Lesson 2
Teacher's Guide pp. 12–13
Read Plant Life
• Administer Pre-Test, p. 38
• Introduce Concepts and Vocabulary
• Model the Reading

Reread Plant Life
• Develop Concepts and Vocabulary
• Introduce the Comprehension Strategy: Predicting
• Small Group Reading
• Modeled Writing

Lesson 3
Teacher's Guide pp. 14–15
Read Big Red Tomatoes
• Develop Concepts and Vocabulary
• Small Group Reading
• Practice the Comprehension Strategy: Predicting
• Shared Writing

Lesson 4
Teacher's Guide pp. 16–17
Read My Bean Plant
• Review Concepts and Vocabulary
• Small Group Reading
• Apply the Comprehension Strategy: Predicting
• Guided Writing

Lesson 5
Teacher's Guide pp. 18–19
Assess and Extend
• Administer Post-Test, p. 41
• Rereading
• Guided Writing
• Assessment Tools
• Optional Reading
• Home Connection
Lesson 1

Read Plant Life

Introduce Concepts and Vocabulary

Introduce Theme Question
Ask students: What makes a plant grow? How are all plants similar? Explain that students will learn about plant life. They will also learn the language to use when describing plants and how they grow.

Turn and Talk Ask learning partners to describe kinds of plants they have seen at home or in other places.

Develop Oral Language
Hold up a potted plant or a photo of a potted plant. Ask students to describe the plant by counting the number of leaves they see and telling the color of the leaves. Model a sentence that includes nouns and adjectives. This plant has (five) leaves that are (green).

Then ask students to name something else they notice about the plant. Model another sentence that includes nouns and adjectives. This plant has leaves that are different sizes.

Remind students that describing words tell about a person, place, or thing.

Turn and Talk Have partners take turns describing plants in pictures you provide. Ask them to include nouns, such as plant or leaf, and adjectives to describe the plants.

Introduce Theme Poem
Display the Theme Poem on the Theme Builder. Have students say the poem in unison. Tell partners to use Learning Masters page 25 to practice reading the Theme Poem.

Introduce Key Vocabulary
Use the Think and Discuss scene to teach Key Concept Words and model language forms.

This plant has flowers that are yellow.
This plant has roots that are long.
This plant has delicious fruit.
Continue to model sentences, using the words listed below to help identify objects in the scene. As you introduce words, jot them down on chart paper. Display this Word Bank throughout the theme.

Turn and Talk Have students work with partners to describe other objects in the scene, using the words and language form for describing.

This plant has ____ that are ____.
This plant has a ____ that is ____.

Build Background
Display the Think and Discuss scene on the Theme Builder again. Ask students to tell what the people are doing. Have students tell how the actions of the people help them understand more about how plants are used.

Turn and Talk Ask partners to talk about what both the woman and panda are doing. For example: The woman has an orange carrot that she is eating. The panda has green leaves that it is eating.
Model the Reading

Preview the Book
Distribute copies of Plant Life. Read aloud the title and the author’s name. As you page through the book, point out:

- Captions and labels provide information.
- The boldfaced words are vocabulary words.
- The Picture Glossary helps with learning the meanings of words.

Predict Vocabulary
Encourage students to use photos to predict vocabulary: Which words do you expect to see in this book?

Display pages 6–7 and cover the words: Which words do you expect to see on these pages?

Students may mention objects on the page, such as hose, woman, hands, and water. Add these words to the Word Bank. Have students describe these items to partners. Continue the activity with other pages as time allows.

Model the Reading
Invite students to follow along as you read aloud pages 4–7 in Plant Life. Read fluently, modeling smooth, accurate reading with appropriate expression. After reading each pair of pages, pause to think aloud. Encourage students to ask questions and make observations.

Pages 4–5
Think Aloud This is like the Think and Discuss picture we talked about earlier. The labels tell me the parts of the plants and what plants need to grow. The panda is eating leaves. The woman is eating a carrot. This tells me that humans and animals use plants for food.

Pages 6–7
Think Aloud As I read the caption, the words under the pictures, I can match what I read to the pictures. I read water and see a woman watering a garden. I read the word soil and see a picture of hands in dirt.

Share the Reading
Now have partners complete the reading. Encourage students to pause after reading one or two pages and have conversations about what they have read. Ask them to share questions they have about the pages, as well as ideas about what they will read next.

Reread for Fluency
To have students practice fluent reading, read aloud the first few sentences of Plant Life. Be sure to pause after each comma. Have students read subsequent sentences in unison, imitating how you read. Then have students reread the entire book independently to build fluency. See Customize the Reading.

Customize Instruction for ELLs

Newcomers/Beginning Hold up the potted plant and point to each part. Ask, “What is this part?”

Developing Hold up the potted plant. Ask students to name the plant parts you point to, using the following sentence frame in their answers: This part of the plant is the _____.

Expanding/Bridging Hold up the potted plant. Ask students to suggest sentences to describe the plant’s parts.
Lesson 2

**Develop Concepts and Vocabulary**

**Develop Oral Language**
Display the graphic organizer showing photos of humans and animals using plants and plant products. Ask students to describe what they see. How are the humans and animals using plants?

**Turn and Talk** Ask learning partners to choose one of the photos and further discuss how the plant is being used.

**Revisit the Theme Poem** Display the theme poem on the Theme Builder. Have a group of students stand and read the poem together. Have them emphasize the plant parts by saying those words louder.

**Build Background**
Display the graphic organizer on the Theme Builder. Discuss the photos. Ask students to tell how humans and animals use plants in similar ways. Next, have them tell how humans and animals use plants in different ways. Point out that people and animals need plants.

**Turn and Talk** Have partners choose one of the photos from the graphic organizer and discuss it further, describing how the plant is being used.

**Begin Vocabulary Log** As students read, encourage them to use sticky notes to tag words they would like to save. After reading, students can record the words and their notes about them. Model tagging a word and recording it on the Vocabulary Log for students.

Use Learning Masters page 24.

**Introduce the Comprehension Strategy**

**Introduce Predicting**
Students use their prior knowledge, as well as illustrations and text, to tell what they think an entire reading selection—or parts of a reading selection—will be about.

**Think Aloud** Before I read a book, I use what I already know plus what I see and read. Then I can make a prediction. I can tell what I think the book will be about. I can also predict what will happen next as I read. Then I read on to see if I was right about my predictions.

**Model Predicting**
Turn to pages 4–5 and model the comprehension strategy of predicting.

I see questions at the top of page 5, so I can predict that the book will answer these questions on the next pages.

I predict that I will learn more about plant parts and how they grow because the pictures show parts of plants. The pages also show a woman eating a carrot and a panda eating leaves. I predict that I will learn more about how humans and other animals use plants.

For additional practice in predicting, have partners work on Learning Masters page 26.
Small Group Reading

As students read, invite them to share what they notice. Use some of the suggestions below to encourage observations and talk about the book.

Pages 6–9
Support Comprehension Guide students to look at the photos and read the text on pages 6–7. Have them make a prediction about what may happen when someone plants a seed and gives it warmth, water, and light. (A plant grows.)

Pages 10–13
Check Understanding After reading these pages, what can you figure out is true about most plants? (They grow the same way. They have a way of making seeds in order to make new plants.)

Pages 14–15
Support Comprehension Point out the diagram in the right margin. Ask students why the information might be shown in this way. Invite a volunteer to point to parts of the diagram while explaining the process they show.

Pages 16–19
Check Understanding Have students use the Word Bank to help them describe the photos. What do the photos show about how plants can be used?

Discuss the Book

Invite students to share what they learned. Ask them to tell, in their own words, how all plants are alike. Then have them tell ways plants are used by humans and animals. Encourage students to use the words in the Word Bank to discuss what they have read. Remind students to add words to their Vocabulary Logs.

Students can complete Learning Masters page 27.

Reread for Fluency

Have students follow along as you read aloud the four sentences on page 12 without taking a breath. Ask why it was hard for them to understand you. (You didn't pause, and you ran everything together.) Point out that punctuation helps you know when to pause. Remind students that a period means to pause before reading the next sentence. Ask a volunteer to read the sentences, pausing appropriately at the periods. Have partners reread pages 8–11, focusing on pausing for punctuation.

For additional suggestions, see Customize the Reading.

Modeled Writing

Use the graphic organizer on the Theme Builder to review some Key Concepts of the theme. Prepare to model writing an interesting beginning.

Think Aloud I'll write about how a plant grows from a seed. My beginning should get readers' interest. I'll use interesting words that help the reader picture a seed changing and a plant beginning to grow.

Think Aloud Saying that something is starting to happen can catch readers' interest. Describing words, like warm and moist, can help readers picture the scene.

White roots stretch down from the seed, and a thin green shoot pushes up. The shoot breaks through the top of the soil. It stretches up in the sunlight.
Read Big Red Tomatoes

Develop Concepts and Vocabulary

Develop Oral Language
Model the Key Concept Words seeds, soil, leaves, and flowers as you show the tomato plant and sliced tomato. Ask volunteers to use three words to describe each of the parts you named. What three words can you use to describe the leaves? The soil? The flower? The seeds?

Turn and Talk Have learning partners use some of the describing words from the discussion to make up a sentence for each part of the plant. For example: The leaves on this tomato plant are small and white and pretty.

Revisit the Theme Poem Display the poem on the Theme Builder. Help students write two more rhyming lines for the poem.

Build Background
Distribute copies of Big Red Tomatoes. Show students the tomato plant and other vegetables you have brought in. Ask students about their experiences with vegetable gardens, and have them describe what they have seen in them. Find out how many students like to eat raw tomatoes and how many like tomatoes cooked in foods, such as pizza sauce.

Small Group Reading

Get Ready to Read
Preview the Book Read aloud the title, the author’s name, and the Think and Discuss question on the back cover: How does a tomato grow?
Page through the book and do the following:
• Point out the labels in the book. Discuss how they are different from those in Plant Life.
• Discuss the photos, and ask students why the author may have included them.
• Ask students to predict what they will learn as they read the book.

Predict Vocabulary Encourage students to use photos to predict vocabulary: Which words do you expect to see in this book?

Display a page and cover the words: Which words do you expect to see on this page?
List the words students provide. Add Key Concept Words in the book that students do not mention.

Text Feature: Labels
Introduce Point out the label on page 3. Labels tell us what we see in a photo. Labels may also point out what the author wants us to notice.

Model On pages 4–5, I see three labels: salad, sandwich, and sauce. I recognize the salad. I’m not sure what the second picture shows, but the label tells me: sandwich. The third label says sauce.

Practice Have students read the labels on page 9. Ask what the author wants them to notice. (the plant’s leaves and the soil)
Read the Book
As students read, invite them to share what they notice. Use the suggestions below to encourage observations and talk about the book.

Pages 2–5
Support Comprehension Poll students to see how many eat tomatoes in a salad, how many on a sandwich, and how many in a sauce. Ask students what they learned as a result of their poll.

Pages 6–13
Key Concept Words flowers, leaves, seeds, soil
Support Comprehension As students read these pages, ask them to point out the labels and read them aloud. Have students predict how the tomato seeds will change.

Pages 14–19
Support Comprehension Have students confirm their predictions. Then make certain they understand the meaning of ripe on page 16. Point out that other vegetables, such as bell peppers, start out one color and change to another color as they ripen.

Pages 20–21
Practice the Comprehension Strategy
After reading pages 20–21, encourage students to predict how the tomatoes will be used. Have them think about what they have already read and then Make a Prediction.

Pages 22–23
Support Comprehension Have students confirm their predictions. I predicted we would see tomatoes used in food. I was right. The foods are the same ones shown in the beginning of the book.

Discuss the Book
Invite students to use the Word Bank to discuss the book and to share what they learned. Then have students name something they found interesting. Tell students to add words to their Vocabulary Logs. Use Learning Masters page 28.

Reread for Fluency
Have students reread the entire book independently to build fluency. See Customize the Reading.

Shared Writing
Review the writing you modeled in Lesson 2. Invite students to help you continue to write about a growing plant. Review the Key Concept Words for suggestions of other plant parts. Help students list interesting words to describe the plant parts and the actions of the plant as it grows. You may wish to draw a plant to include with the writing and add labels to your drawing.

Customize Instruction for ELLs
Newcomers/Beginning Have students draw a plant and label the plant parts, using words from the Word Bank.

Developing Encourage partners to list words that could describe a plant’s actions as it grows.

Expanding/Bridging Ask students to suggest an interesting beginning that will catch readers’ interest.

Customize the Reading
Students reread and talk about Big Red Tomatoes using one of the following options:
• Look through the pages, using the photos to tell what is happening on each page.
• Reread the book while following along with the audioloesson.
• Read independently or aloud with a partner.
Lesson 4

Read My Bean Plant

Review Concepts and Vocabulary

Develop Oral Language
Review the meanings of the Key Concept Words soil, seeds, root, shoot, stem, leaves, and flowers. Display a photo of a giant sunflower plant and then of an African violet. Model using each word in a sentence.

Revisit the Theme Poem Display the poem on the Theme Builder. Have three students stand and each read one stanza of the poem. Then read it aloud again as a class.

Build Background
Distribute copies of My Bean Plant. Invite students to share what they know about vegetables. Ask them to name and discuss green vegetables you display. Point out how all these plants are alike.

These plants are all vegetables. The plant in the book we will read is a bean plant. A bean is a vegetable.

Materials
Theme Builder
Photos: sunflower plant, African violet
Realia: green beans and other green vegetables, such as broccoli, Brussels sprouts, and lettuce
My Bean Plant
Learning Masters pages 29, 30
Take-Home Book Masters: Plant Life
Audiolesson 1

Get Ready to Read
Preview the Book Read aloud the title, the author’s name, and the Think and Discuss question on the back cover: What plant would you like to grow?

Page through the book and do the following:
- Point out the labels on the pages.
- Point out that the photos show the steps in a process.
- Ask students to predict what they will learn.

Predict Vocabulary Encourage students to use photos to predict vocabulary: Which words do you expect to see in this book?

Display a page and cover the words: Which words do you expect to see on this page?

Small Group Reading

List the words students provide. Add Key Concept Words in the book that students do not mention.

Text Feature: Picture Glossary

Introduce Have students turn to page 16 in My Bean Plant. This is a Picture Glossary. It shows important words from the book. The words are in alphabetical order. The pictures help you know what the words mean.

Model Have students turn to page 12. I read the label, but I’m still not sure what a bean pod is. I’ll look in the Picture Glossary on page 16. Under pod, I see more clearly what a bean pod is.

Practice Have students turn to page 9 and choose one label to look up. Have students compare the picture on page 9 with the picture in the Picture Glossary.
**Guided Writing**

Distribute copies of the *Take-Home Book Masters*. Read the title and page through the book. Explain that students will write books about the different parts of some plants. Work with students to:

- Complete the Contents page and the Picture Glossary.
- Label the parts of the plants.
- Share writing ideas for each set of pages.

Record students’ writing ideas for the pages of their books on chart paper.

Have learning partners talk together to plan what they will write. Explain that each partner will complete a graphic organizer.

**Read the Book**

As students read, invite them to share what they notice. Use some of the suggestions below to encourage observations and talk about the book.

**Pages 2–3**

**Key Concept Words** seeds, soil

**Support Comprehension** Ask students if they have seen any of these items and if so, where. Then ask what they think the boy will do with the items.

**Pages 4–7**

**Key Concept Words** root, shoot

**Check Understanding** We can see a root and a shoot. Where is the root? Where is the shoot? What is happening to them?

**Pages 8–11**

**Key Concept Words** stem, leaves, flowers

**Support Comprehension** Explain that on many plants, the fruit of the plant grows where the flowers once were.

**Apply the Comprehension Strategy**

Have students read pages 12–13. Encourage them to **Make a Prediction** about what they will read and see when they turn the pages.

I predict _____ because _____.

Have students turn to pages 14–15 to confirm their predictions.

**Discuss the Book**

Invite students to use the Word Bank to tell about the book and share what they have learned. Have them use the Picture Glossary to review what they saw in the book. Remind students to add words to their Vocabulary Logs.

Use *Learning Masters* page 29.

**Reread for Fluency**

Have students reread the entire book independently to build fluency. See **Customize the Reading**.

**Pages 12–15**

**Customize the Reading**

Students reread and talk about *My Bean Plant* using one of the following options:

- Look through the pages, summarizing the plant’s sequence of growth steps.
- Reread the book while following along with the audiolesson.
- Read independently or aloud with a partner.

**Learning Masters/page 29**

**Graphical Organizer**

Use this graphic organizer to plan what you will write in your Take-Home Book on plant life.

**Learning Masters/page 30**

**My Bean Plant**

Use the Word Bank to label the parts of this plant. Add a describing word to each label.

For example, green leaf

- flowers
- leaves
- roots
- seed
- shoot
- stem

**Word Bank**

- Plants (top)
- Plant Parts and What They Do (left column)
- How People or Animals Use Parts (right column).

Students could list in column one the plant parts shown in their Take-Home Books and tell what the plant parts do. In column two, students can tell how people or animals use the plant parts.

Display the Word Bank and remind students to check their Vocabulary Logs as they begin to write.

Use *Learning Masters* page 30.
Lesson 5

Assess and Extend

OBJECTIVES
- Use Key Concepts and Key Concept Words in writing
- Demonstrate oral language proficiency
- Demonstrate comprehension of theme selections
- Read related titles to reinforce Key Concepts and vocabulary

Materials
Take-Home Book Masters: Plant Life
Learning Masters pages 22–23, 31–32

Rereading and Assessments
Allow time for children to independently reread the theme selections. Display the Word Bank for children’s reference as they read. As children reread, meet with individuals. Use the Post-Test on pages 41–43 to evaluate children’s progress and to update their records.

Guided Writing
Students continue writing the Take-Home Books they began in Lesson 4. Review the group list of writing ideas. Display the Word Bank. Page through the theme books to review the text features, including the Picture Glossary and labels. Talk about text features students could add to their Take-Home Books. For example, they might add additional labels to the parts of plants featured in their books.

Point out that good writers:
- Make notes about what they want to include in their books. Students may add notes to their graphic organizers.
- Decide which information is most interesting and important. Students then focus on this information as they write.
- Add describing words and details to help the reader picture what is described.

Have students complete the Picture Glossary and About the Author last.

As students write, circulate to coach and support individuals. Have partners exchange books and discuss what they like in each other’s books. For example, a partner might like the words the other partner used to describe something. Have each writer decide what changes to make and then add any final touches.

Customize Instruction for ELLs

Newcomers/Beginning Have students add their own illustrations of plant parts that are not pictured, such as roots and shoots.

Developing Ask questions to prompt contributions to writing, such as: “How do flowers change on some plants?” (Flowers become fruits or vegetables.)

Expanding/Bridging Challenge students to vary sentence lengths. For example, they might want to have a long sentence followed by some short sentences.
Assessment Tools

Self-Assessment
Allow children to reflect and assess their own learning by completing Learning Masters pages 22–23.

• What I Learned, page 22
• How I Learned, page 23

Reading
In addition to the Pre-Test and Post-Test Assessments, the following assessment tools, available online, can help you evaluate and record children’s progress in reading.

• Retelling Guide and Scoring Rubric
• Fluency Scoring Guide
• Oral Reading Record

Writing
Use the completed Take-Home Books available online and the following tools to assess children’s development as writers.

• Writing Rubric
• Developmental Checklist

Content Assessment
Arrange a group walk. Have partners find two or three different plants and draw pictures and take notes about the plants. Have each pair make a poster with drawings of the plants they saw, with plant parts labeled. Have students list on the poster what plant parts do to help the plant (including parts that were hidden from view), and present their poster to other pairs.

Vocabulary and Oral Language
Use the following resources, available online, in addition to the Theme Builder, to assess oral language development.

• Content Vocabulary Checklist
• Oral Language Developmental Checklist

Optional Reading
Reading related titles allows students to explore concepts and vocabulary at different levels. It also allows them to use reading strategies in different types of texts. Encourage students to compare the theme books to the books in the next column.

Optional Titles
These related Windows on Literacy titles reinforce Key Concepts of the Plant Life theme.

Nonfiction Titles
Seeds Grow Into Plants Level 10
Plants on My Plate Level 10
Peanuts Level 17
Cactuses Level 18

Fiction Titles
A Tree of Her Own Level 13
The Mystery Seed Level 14

Home Connection
The Family Focus letters on Learning Masters pages 31–32 summarize key concepts about plant life.

In the Share and Learn activity, family members examine plants they have at home to find each of the plant parts.

Related Fiction Titles

A Tree of Her Own
The Mystery Seed

Words to Know
• root
• leaves
• fruit
• flowers

Words to Learn
• soil
• stem
• shoot
• seeds

Share and Learn
Discuss information with your child about plant-related Key Concepts from the Share and Learn activity that apply to favorite plants, such as a pet plant, a family garden plant, or a plant at your school. Have your child create a simple poster to show what they have learned.
Language, Literacy & Vocabulary!

Learning Masters
Fluent: Plant Life
Name _____________________________________________

**What I Learned**

List the three most important things you learned in this theme. Tell why you listed each one.

1. ____________________________________________

2. ____________________________________________

3. ____________________________________________
Think about reading the books in this theme. 
Draw an X next to the things you did as you read.

☐ I made connections.

☐ I thought about what would happen next.

☐ I asked questions before I read.

☐ I asked questions while I read.

☐ I made pictures in my mind.

☐ I picked out the most important ideas.

☐ I figured things out without the author telling me.

Choose one thing from your list. 
Tell how it helped you understand the text.
**Vocabulary Log**

<table>
<thead>
<tr>
<th>Word</th>
<th>What It Means</th>
<th>Notes or Drawings</th>
</tr>
</thead>
</table>

List words you want to remember. Tell what each word means. Add notes or drawings about the word.
I have some plants with long brown roots.
They have green leaves and grew from shoots.
They started from tiny seeds,
But soon they grew as big as weeds.

I put my plants out in the yard,
But moving them proved very hard.
I had to dig up so much dirt!
Still, it was all worth the work.

Today, my plants bear tasty fruit.
See what can come from roots
and shoots?
Name ____________________________

**Predicting**

Look at the first photo on page 8 of *Plant Life*. Predict how the seed will change.

I predict ____________________________

because ____________________________

____________________________________

____________________________________

____________________________________

____________________________________

____________________________________

____________________________________

____________________________________

____________________________________

____________________________________

____________________________________

____________________________________

____________________________________

____________________________________
Write two questions you might find on a test about plant life. Then exchange papers with a partner. Answer each other’s questions. Discuss your questions and answers.

**Example:** What plant part grows underground?

A. leaf  
B. stem  
C. root  
D. flower

1. __________________________
   
   A. __________________________  
   
   B. __________________________  
   
   C. __________________________  
   
   D. __________________________

2. __________________________
   
   A. __________________________  
   
   B. __________________________  
   
   C. __________________________  
   
   D. __________________________
Here are chapter names and numbers in a book about tomatoes.

**Chapter 1: How Tomatoes Grow**
**Chapter 2: Tomato Flowers**
**Chapter 3: Where Tomatoes Grow**
**Chapter 4: Picking Tomatoes**
**Chapter 5: From Farm to Market**

Where could you find the answer to each question?
Write the chapter number on the line.
Then talk about the answers to the questions with a partner.

1. What is a seedling? Chapter _____

2. What color is a tomato flower? Chapter _____

3. How does the grocery store get tomatoes for me to buy?  
   Chapter _____

4. How are tomatoes taken out of the field? Chapter _____

5. What is the best place to grow tomato plants? Chapter _____

6. When does the tomato plant get leaves? Chapter _____
My Bean Plant

Use the Word Bank to label the parts of this plant.
Add a describing word to each label.
For example: green leaf

Word Bank

flowers  leaves
roots    seed
shoot    stem
Use this graphic organizer to plan what you will write in your Take-Home Book on plant life.
Dear Family,
Your child has been reading the books *Plant Life*, *Big Red Tomatoes*, and *My Bean Plant* in our unit of study on plant life. Please use this page to talk together about what your child learned in this theme.

Your child has written a Take-Home Book. Invite your child to share the book with you. Also, share your child’s Vocabulary Log for the theme. Here are some sample questions to help you discuss the Take-Home Book together:
- What are some plant seeds that people can eat?
- What are some plants that have fruit?
- What is one way the stem of a pumpkin plant and the trunk of a tree are alike? What is one way they are different?
- What are some other ways that plants are used?

Key Concepts
Your child has been learning these important ideas:
- Plants grow and change following a specific sequence.
- The parts of a plant have functions that help plants live and grow.
- Humans and other animals need plants.

Words to Know
- flowers
- fruit
- leaves
- root
- seeds
- shoot
- soil
- stem

Share and Learn
Encourage conversation with your child about plants at home or pictured in books. Together, look at each plant and try to identify its different parts. Look at vegetables in your refrigerator, too. Ask your child to use the *Words to Know* to identify the plant parts.
Estimada familia,

Su escolar ha estado leyendo los libros Plant Life (Las plantas), Big Red Tomatoes (Tomates grandes y rojos) y My Bean Plant (Mi planta de frijol) en nuestra unidad de estudio sobre las plantas. Favor de usar esta página para hablar juntos sobre lo que su escolar ha aprendido sobre este tema.

Su escolar ha escrito un libro para llevar a la casa. Pídale a su escolar que le lea el libro. También revise el Diario de Vocabulario que ha creado para el tema. Use estas preguntas para discutir el libro juntos.

- ¿Cuáles son algunas semillas de plantas que se pueden comer?
- ¿Cuáles son algunas plantas que dan fruta?
- ¿En qué manera se parece el tallo de una planta de calabaza al tronco de un árbol? ¿Cuál es una manera en que son diferentes?
- ¿Cuáles son otras maneras de usar plantas?

Ideas Clave

Su escolar ha estado aprendiendo estas ideas importantes:

- Las plantas crecen y cambian según una secuencia específica.
- Las partes de una planta tienen funciones que ayudan a la planta a vivir y crecer.
- Los humanos y otros animales necesitan las plantas.

Vocabulario

<table>
<thead>
<tr>
<th>Español</th>
<th>Inglés</th>
</tr>
</thead>
<tbody>
<tr>
<td>flores</td>
<td>(flowers)</td>
</tr>
<tr>
<td>fruta</td>
<td>(fruit)</td>
</tr>
<tr>
<td>hojas</td>
<td>(leaves)</td>
</tr>
<tr>
<td>raíz</td>
<td>(root)</td>
</tr>
<tr>
<td>retoño</td>
<td>(shoot)</td>
</tr>
<tr>
<td>semillas</td>
<td>(seeds)</td>
</tr>
<tr>
<td>tallo</td>
<td>(stem)</td>
</tr>
<tr>
<td>tierra</td>
<td>(soil)</td>
</tr>
</tbody>
</table>

Compartir y aprender

Anime a su escolar a hablar sobre las plantas en casa o en libros. Juntos, observen cada planta e intenten de identificar sus diferentes partes. Miren las verduras en su refrigerador también. Pídale a su escolar que use el Vocabulario para identificar las partes de las plantas.
Assessments

Fluent: Plant Life
Administering the Tests

About the Pre-Test and Post-Test

The Pre-Test and Post-Test measure students’ performance in four skill domains:

- Concept Words
- Key Concepts
- Comprehension Strategies
- Text Features

The Pre-Test gives information about each student’s baseline proficiency with the theme of study. Analyzing student results will help you select appropriate teaching strategies and target areas of need. The Post-Test, when compared with the Pre-Test data, captures students’ gains and serves as a useful tool in documenting student progress.

Administering the Test

1. Before distributing the test, be sure that students have their Concept and Related Nonfiction books accessible. These texts are often referred to in both the Pre- and Post-Tests.

2. Distribute the test.

3. Look to make sure that each student is working on the correct page. Read all directions and test items out loud to students. Have students work individually on sections and allow a reasonable amount of time for them to complete each item.

4. Collect all tests and score them using the Answer Key on page 35.
### Scoring the Pre-Test and Post-Test

Items 1–12 and 15–18 are worth one point. Items 13–14 are worth 2 points. There are 20 points total. For free response answers that require students to draw or write, answers need to show an understanding of the key word or concept to receive the point. Do not penalize students for incorrect spelling or grammar.

#### Pre-Test

<table>
<thead>
<tr>
<th>Concept Words (1–6)</th>
<th>Key Concepts (7–12)</th>
<th>Comprehension Strategy (13 &amp; 14)</th>
<th>Text Features (15–18)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 point each</td>
<td>1 point each</td>
<td>2 points each</td>
<td>1 point each</td>
</tr>
<tr>
<td>1. (b) 7. plants</td>
<td>Points</td>
<td>Description</td>
<td>15. Drawings will vary.</td>
</tr>
<tr>
<td>2. (e) 8. seedling</td>
<td>2</td>
<td>Response demonstrates a complete understanding of the strategy.</td>
<td>1 point for correctly labeled seed.</td>
</tr>
<tr>
<td>3. (a) 9. shoot</td>
<td>1</td>
<td>Response demonstrates a partial understanding of the strategy.</td>
<td>16. Drawings will vary.</td>
</tr>
<tr>
<td>4. (d) 10. leaves</td>
<td>0</td>
<td>Response is totally incorrect or irrelevant.</td>
<td>1 point for correctly labeled stem.</td>
</tr>
<tr>
<td>5. (f) 11. food</td>
<td>Note: Do not score written response for grammar, mechanics, or spelling.</td>
<td>17. 20</td>
<td></td>
</tr>
<tr>
<td>6. (c) 12. people</td>
<td></td>
<td></td>
<td>18. (c)</td>
</tr>
</tbody>
</table>

#### Post-Test

<table>
<thead>
<tr>
<th>Concept Words (1–6)</th>
<th>Key Concepts (7–12)</th>
<th>Comprehension Strategy (13 &amp; 14)</th>
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<tr>
<td>5. (c) 11. homes</td>
<td>Note: Do not score written response for grammar, mechanics, or spelling.</td>
<td>17. 16</td>
<td></td>
</tr>
<tr>
<td>6. (d) 12. oxygen</td>
<td></td>
<td></td>
<td>18. (c)</td>
</tr>
</tbody>
</table>
## Student Profile for Pre-Test and Post-Test

<table>
<thead>
<tr>
<th>Test &amp; Date</th>
<th>Concept Words</th>
<th>Key Concepts</th>
<th>Compr. Strategy</th>
<th>Text Features</th>
<th>Point Score</th>
<th>Percent Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Test</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date: ____</td>
<td>/6</td>
<td>/6</td>
<td>/4</td>
<td>/4</td>
<td>/20</td>
<td>%</td>
</tr>
<tr>
<td>Post-Test</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date: ____</td>
<td>/6</td>
<td>/6</td>
<td>/4</td>
<td>/4</td>
<td>/20</td>
<td>%</td>
</tr>
</tbody>
</table>
# Class Profile

Teacher Name ________________________________

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Pre-Test</th>
<th></th>
<th>Post-Test</th>
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<tbody>
<tr>
<td></td>
<td>Date:</td>
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<td>Percent</td>
</tr>
<tr>
<td></td>
<td>Score</td>
<td></td>
<td>Score</td>
</tr>
</tbody>
</table>

Pre-Test:
- Point Score: /20
- Percent Score: %

Post-Test:
- Point Score: /20
- Percent Score: %
Pre-Test

Name ___________________________________________________ Date ____________________

Concept Words

Draw a line from the word to what it means.

1. flower  a. This part grows down from the seed.
2. fruit    b. A colored part of the plant that often smells good.
3. root    c. These parts take in air and light to help the plant grow.
4. soil    d. The dirt in the ground.
5. seeds    e. A part of the plant that we eat.
6. leaves  f. Most plants grow from them.
Pre-Test

Name ___________________________________________________ Date ____________________

Key Concepts

Look at the words in the Word Bank. Choose the word that best completes the sentence. Write the word on the line. Follow the example.

Example: All the parts of a plant help the plant live and ______grow______.

7. Sunlight, water, soil, food, and air help ____________ grow.

8. A _____________ grows and becomes a plant.

9. The _____________ pushes up through the soil and becomes a seedling.

10. To help the plant grow, the _____________ take in air and light.

11. Animals use plants as _____________ and shelter.

12. _____________ make clothes out of some plants.
Pre-Test

Name ___________________________ Date ____________________

Comprehension Strategy

Look at the photos on page 8 of Plant Life. Complete the sentences.

13. What do you think will happen to the seeds if they get sun and water?
   I predict that __________________________________________

14. What do you think will happen to the seeds if they don’t get enough sun and water?
   I predict that __________________________________________

Text Features

15. and 16. Draw a picture of a plant. Label the seeds and stem.

Look at the book Plant Life.

17. On what page is the Picture Glossary? The Picture Glossary
   is on page ______.

18. The Picture Glossary shows
   a. the parts of plants
   b. how to plant trees

Word Bank

seeds  stem
Post-Test

Name ____________________________ Date ____________________

Concept Words

Draw a line from the word to what it means.

1. flower
   a. These parts take in air and light to help the plant grow.

2. fruit
   b. A part of the plant that we eat.

3. leaves
   c. This part carries water and food through the plant.

4. shoot
   d. The dirt in the ground.

5. stem
   e. This part grows up from the seed.

6. soil
   f. A colored part of the plant that often smells good.
Post-Test

Look at the words in the Word Bank. Choose the word that best completes the sentence. Write the word on the line.

7. A tomato grows out of a yellow ____________.

8. In a bean plant, ____________ form after the shoot grows.

9. To grow, the plant’s ____________ carries water and food through the plant.

10. All parts of the ____________ help the plant live and grow.

11. Both animals and people use plants to make their ____________.

12. Plants produce ____________. It helps people breathe.
13. Look at page 14 in *Big Red Tomatoes*. You can see a tiny tomato forming in the middle of the flower. What do you predict will happen to this green tomato if you leave it on the plant?

I predict that ________________________________

14. What do you think will happen to the tiny green tomato if you pick it now, before it is red and ripe?

I predict that ________________________________

15. and 16. Draw a picture of a tomato plant. Label the **fruit** and **shoot**.

Open the book *My Bean Plant*.

17. On what page is the **Picture Glossary**? The Picture Glossary is on page ______.

18. The **Picture Glossary** shows the parts of a
   a. tree  
   b. bush  
   c. bean plant
Take-Home Book Masters
Fluent: Plant Life
About the Author

Seeds and Seed Coverings