

TEACHING LITERACY IN TENNESSEE: UNIT STARTER

GRADE 1 ELA UNIT CONNECTED TO LIFE SCIENCE

Important Note: *The Unit Starter provides the foundation for English language arts unit planning in connection with life science. In addition to thoughtful preparation from these resources, there are additional components of the literacy block for which educators will need to plan and prepare. See page 6 for more guidance on planning for other components of the literacy block.*

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Note: A student packet with all daily tasks included can be accessed in a separate document entitled: “Grade 1 Student Packet.”

GUIDANCE FOR EDUCATORS

1. WHY IS THE DEPARTMENT PROVIDING UNIT STARTERS?

The research is clear: reading proficiently—especially reading proficiently early—prepares students for life-long success. To support greater reading proficiency among all students in Tennessee, Governor Haslam, the First Lady, and Commissioner McQueen kicked off the Read to be Ready campaign in February 2016 with a goal of having 75 percent of Tennessee third graders reading on grade level by 2025. Together, we are making progress. High-quality texts that meet grade-level expectations are increasingly making their way into classrooms. Students are spending more time reading, listening, and responding to texts that have the potential to build both skills-based and knowledge-based competencies. However, the first year of the initiative has revealed a need for strong resources to support the growing teacher expertise in Tennessee.

In May of 2017, the Tennessee Department of Education released [Teaching Literacy in Tennessee](#). This document outlines the types of opportunities students need to become proficient readers, writers, and thinkers and includes a literacy unit design framework describing the ways that teachers can create these opportunities. This includes building rich learning opportunities around meaningful concepts within the English language arts block where students listen to, read, speak, and write about sets of texts that are worthy of students' time and attention.

The resources found in each of the [Teaching Literacy in Tennessee: Unit Starters](#) are intended to support planning for one full unit aligned to the vision for [Teaching Literacy in Tennessee](#). They are intended to serve as a model to reference as educators continue to design units and compare the alignment of lessons to the vision for [Teaching Literacy in Tennessee](#).

2. WHAT RESOURCES ARE INCLUDED IN A UNIT STARTER?

The Unit Starters include several of the key components in the framework for [Teaching Literacy in Tennessee](#). These components serve as the foundation for strong unit planning and preparation.

Content Goals: Each Unit Starter begins with content goals that articulate the desired results for learners. [Adapted from McTighe, J. & Seif, E. (2011), Wiggins, G. & McTighe (2013).]

Universal Concept: A concept that bridges all disciplinary and grade-level boundaries. This concept provides educators and students with an organizational framework for connecting knowledge across disciplines into a coherent view of the world.

Universal Concept Example: Interdependence

Unit Concept: The application of the universal concept to one or more disciplines. This concept provides students with an organizational framework for connecting knowledge within the disciplines into a coherent view of the world and provides educators with a focus for unit planning.

Unit Concept Example: Interdependence of living things

Enduring Understandings and Essential Questions: Enduring understandings are the ideas we want students to understand, not just recall, from deep exploration of our unit concept and the corresponding open-ended questions that will guide students' exploration of these ideas. The enduring understandings reflect the abstract, easily misunderstood, "big" ideas of the discipline. They answer questions like "Why?" "So what?" and "How does this apply beyond the classroom?" to support deep levels of thinking. These questions spark genuine and relevant inquiry and provoke deep thought and lively discussion that will lead students to new

understandings.

Enduring Understanding Example: People, plants, and animals depend on each other to survive.
Essential Question Example: Why do humans need to preserve trees?

Disciplinary Understandings and Guiding Questions: Disciplinary understandings are the specific ideas and specialized vocabulary of the discipline. These ideas will focus instruction, build disciplinary knowledge, and provide the schema to organize and anchor new words. Student understanding of these content-related ideas is critical to investigation and understanding of the more abstract and transferable ideas outlined in the enduring understandings. Guiding questions are open ended and guide students' exploration of the disciplinary understanding. These questions prompt ways of thinking and support knowledge building within the content areas.

Disciplinary Understanding Example: The structure of plants and the function of each part
Guiding Question Example: Why are roots important to plants?

The concepts for this set of Unit Starters were derived from the vertical progression of Tennessee's Life Science Standards and focus on plant and animal life. These standards are represented below. **Though strong connections are made to the science standards within the unit, it is critical to note that this Unit Starter does not encompass the totality of the identified science standards. The unit is not intended to replace instruction and hands-on application of the science standards and practices.**

Kindergarten

- K.LS1.1. Use information from observations to identify differences between plants and animals (locomotion, obtainment of food, and take in air/gases).
- K.LS1.2. Recognize differences between living organisms and non-living materials and sort them into groups by observable physical attributes.

Grade 1

- 1.LS1.1 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).
- 1.LS1.2 Illustrate and summarize the life cycle of plants.

Grade 2

- 2.LS1.1 Use evidence and observations to explain that many animals use their body parts and senses in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air.
- 2.LS1.3 Use simple graphical representations to show that species have unique and diverse life cycles.

Grade 3

- 3.LS1.1 Analyze the internal and external structures that aquatic and land animals and plants have to support survival, growth, behavior, and reproduction.
- 3.LS4.1 Explain the cause and effect relationship between a naturally changing environment and an organism's ability to survive.
- 3.LS4.2 Infer that plant and animal adaptations help them survive in land and aquatic biomes.

Texts for Interactive Read Aloud & Shared Reading: Each Unit Starter includes a collection of complex texts to support strong interactive read aloud and shared reading experiences. These texts have been selected to provide regular opportunities for students to engage with rich academic language and build the disciplinary and enduring understandings for the unit. Given the complexity of these texts, teachers should revisit them with students after the initial read(s) to deepen knowledge. Multiple question sequences and tasks are included in the Unit Starter for most texts, however, teachers are encouraged to add additional readings, questions, and tasks as needed to meet the needs of their students. Teachers may also analyze and select additional suitable texts to extend and/or support the development of the unit concepts. *See page 38 in [Teaching Literacy in Tennessee](#) for the three-part model for determining text complexity: quantitative dimensions of text complexity; qualitative dimensions of text complexity; and reader and task considerations.*

Suggested Resources for Small Group & Independent Reading: The Unit Starters include a list of suggested resources (texts, videos, online resources) to support a volume of reading on the unit concepts. These materials may be used during small group instruction and/or independent reading and writing activities to support knowledge building for students and to meet students' diverse learning needs. In addition, teachers are encouraged to select additional resources to extend and/or support the development of the unit concepts.

End-of-Unit Task: Each Unit Starter includes an end-of-unit task that provides an opportunity for students to demonstrate their understanding of the unit concept and to answer the essential questions for the unit in an authentic and meaningful context.

Daily Tasks & Question Sequences: Each Unit Starter includes a daily task and question sequence for approximately two weeks of instruction. The question sequences integrate the literacy standards to support students in accessing the complex texts during interactive read aloud and shared reading by drawing students' attention to complex features in the text and guiding students toward the disciplinary and/or enduring understandings of the unit.

The daily tasks provide an opportunity for students to demonstrate their new understandings by applying what they have learned from the texts they read daily across the literacy block. The texts and tasks have been carefully sequenced to support students in building disciplinary understandings over the course of the unit, so students are able to successfully engage in the end-of-unit task.

Sidebar Notes: As you navigate this document, you will also see that sidebar notes have been included throughout. These notes (1) highlight additional rationale that may be of interest to educators and (2) point out specific changes that have been made to the second iteration of Unit Starters based on feedback from the first set.

3. WHAT RESOURCES ARE NOT INCLUDED IN A UNIT STARTER?

These resources provide the foundation for unit planning but are not intended to be a comprehensive curriculum resource. Instead, educators must thoughtfully prepare from the resources that are included in the Unit Starter by adding additional resources as appropriate to meet instructional goals and student needs.

In addition, teachers will need to plan for other components of the English language arts block. The Unit Starters **do not include** the following:

- Instructional guidance for small group and independent reading and writing
 - Students should be grouped flexibly and resources selected to meet specific and unique needs of students, which may change over time.
- Instructional guidance and resources for explicit foundational skills instruction and foundational skills practice in and out of context

- Reading foundational skills instruction should follow a year-long scope and sequence and be responsive to the unique needs of your students.

Please refer to [Teaching Literacy in Tennessee](#) for definitions of new or unfamiliar terms used in this document.

4. HOW SHOULD I USE THE RESOURCES IN THE UNIT STARTER TO PLAN MY UNIT?

Interactive Read Aloud and Shared Reading Experiences

To prepare for the unit, start by thoroughly reviewing the resources that are included in the Unit Starter. These resources are designed to support students in thinking deeply about the unit concepts and the enduring understandings embedded in complex text through interactive read aloud and shared reading experiences. To support this step, a unit preparation protocol and a lesson preparation protocol are included in Appendices A and B.

Small Group Reading and Writing

In addition to interactive read aloud and shared reading experiences, plan small group instruction to support the diverse needs of students in your classroom. Group students flexibly and select texts that address students' strengths (e.g., prior knowledge) and meet their specific needs:

Accuracy/word analysis: Some students may need additional practice with foundational reading skills that have already been taught and now are applied to reading authentic texts.

Fluency: Some students may be strong decoders but still struggle to read fluently, which holds them back from successful comprehension.

Comprehension: Some students may require support for their use of comprehension skills and strategies for building knowledge and acquiring academic vocabulary.

The Unit Starters include a list of suggested resources (texts, videos, online resources) that can be used to support small group instruction.

Modeled, Shared and Interactive Writing

While important for a teacher to use modeled, shared, and interactive writing in order to support student independence with the tasks, please note that the units include few call-outs, if any, for modeled, shared, and interactive writing in the unit. To prepare students for success on the daily and end-of-unit tasks in the Unit Starter, teachers should plan for modeled, shared and interactive writing opportunities. Modeled writing is an instructional strategy where the teacher explicitly demonstrates the writing process for different forms and purposes. Shared writing is an instructional strategy where the teacher and students compose a text together with the teacher acting as the scribe. Interactive writing is an extension of shared writing in which the teacher and students compose a text together with the teacher strategically sharing the pen during the process.

Independent Reading and Writing

The Tennessee English Language Arts Standards call for students to read a range of literary and informational texts and to engage in a high volume of reading independently. The standards also call for students to have aligned writing experiences that develop their skills as writers and support their comprehension of rich, complex texts. Plan for how you will use the suggested resources to engage students in a variety of reading and writing experiences. Consider setting up systems for accountability during independent work time such as one-on-one conferences, center assignments, and/or accountable independent reading structures.

See pages 41-43 in [Teaching Literacy in Tennessee](#) for a description of these instructional strategies and their purpose within the literacy block.

Explicit Foundational Skills Instruction

It is recommended that educators consult the Foundational Literacy Standards and use a systematic phonics sequence (often found within a phonics program) for foundational skills instruction in conjunction with the resources in the Unit Starter. Strong foundational skills instruction follows an intentional, research-based progression of foundational skills that incorporates phonological awareness, phonics, and word recognition.

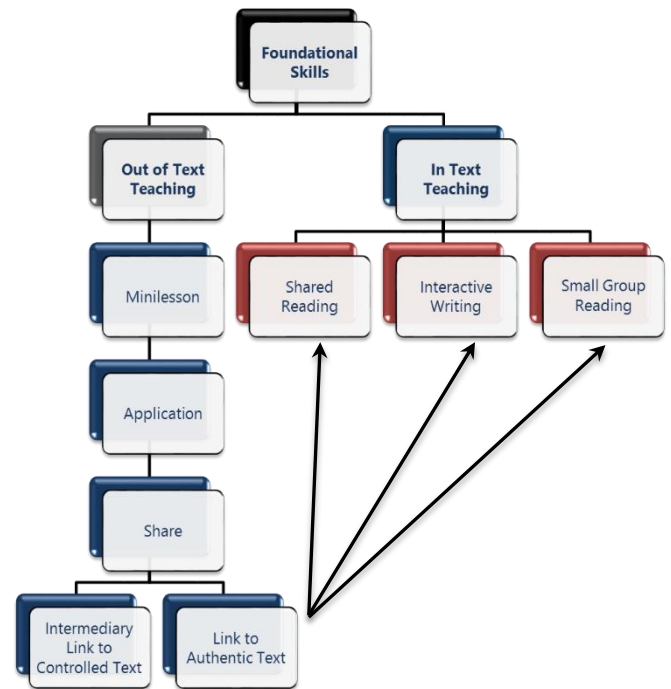
Foundational Skills Practice Out of Text and In Text

Strong foundational skills instruction includes opportunities for students to practice their newly acquired skills out of text and in text.

Out of text instruction may take the form of mini-lessons and hands-on application through activities, such as word sorts or the use of manipulatives.

In text instruction provides opportunities across the literacy block for students to further apply their new learning in authentic reading and writing texts. Foundational skills assessments should be ongoing and should be used to determine when students have mastered the skill and are ready to move on to the next skill.

See pages 78-79 in [Teaching Foundational Skills Through Reading and Writing Coach Training Manual](#) for more information about the relationship between out of text and in text teaching.



Structures for Academic Talk & Collaboration

The Unit Starters include suggestions for questions and daily tasks, but they do not include guidance on how to structure sharing/discussion time. Consider planning how your students will engage with you and each other when responding to complex text orally or in writing by incorporating things like expectations for talk time, sentence starters, hand signals, etc.

5. WHAT MATERIALS DO I NEED TO ORDER AND PRINT?

Texts for Interactive Read Aloud & Shared Reading

Each of the texts included in the Unit Starters can be purchased or accessed online or through a local library. A list of these texts is included in the Unit Starter materials. Educators will need to secure, purchase, or print one copy of each text selected to support interactive read aloud experiences. Each student will need a copy of the selected text for the shared reading experiences, unless the text is projected or displayed large enough for all students to read.

Suggested Texts for Small Group & Independent Reading

Additionally, each of the texts suggested for small group and independent reading can be purchased or accessed online or through a local library.

Materials to Be Printed

The Unit Starters can be accessed digitally [here](#).

Educators may also consider printing:

- **Question Sequence** – Teachers may want to print question sequences or write the questions on sticky notes to have them available during interactive read aloud and shared reading experiences.
- **Daily Task** – Teachers may want to print the teacher directions for the daily task.
- **End-of-Unit Task** – Teachers may want to print the teacher directions for the end-of-unit task.

UNIT OVERVIEW

The diagram on the next page provides a high-level overview of the unit.

Guidance for the central text and suggested strategy for each day of instruction has been provided in the Unit Starter. It is important to note that this guidance does not reflect a comprehensive literacy block. Educators should support students in developing their expertise as readers and writers by flexibly utilizing a variety of instructional strategies throughout the literacy block.

Educators are also encouraged to use the guidance from this Unit Starter flexibly based on the needs, interests, and prior knowledge of students. For example, teachers may decide to re-read a text, pull in supplementary texts, or provide additional scaffolding based on their knowledge of their students. Teachers are encouraged to be strategic about how many instructional days to spend on this unit.

This Unit Starter is organized around three questions: (1) What are the desired results for learners? (2) How will students demonstrate these desired results? (3) What learning experiences will students need to achieve the desired results?

UNIT OVERVIEW

WHAT ARE THE DESIRED RESULTS FOR LEARNERS?

By the end of this unit, students will have developed an understanding of the following concepts and will be able to answer the following questions...

Universal Concepts:

Cycles, Structure, and Function

Unit Concepts:

Life Cycle and Structure and Function of Plants

Enduring Understandings:

Plants grow, change, and reproduce in a life cycle that is predictable.

Plants have external structures (parts) with functions (roles/jobs) that work together for the plant's survival.

Essential Questions:

How do plants grow? How do plants survive?

Disciplinary Understandings:

Plants (and trees) need specific interactions and conditions in each stage of their predictable life cycle in order to grow.

Many plants (and trees) start their predictable life cycle as and grow from seeds that have been planted or dispersed.

Each plant structure (part) has a specific function (role/job) in the plant's predictable life cycle.

Humans, animals, and other plants depend on their relationship with plants for survival.

Guiding Questions:

What do plants need in order to grow? Do all plants need the same things? Where do plants "come from"? How does a plant's life begin? How do a plant's structures work? Who depends on plants for survival?

HOW WILL STUDENTS DEMONSTRATE THESE DESIRED RESULTS?

Students will synthesize their learning from the unit texts and demonstrate understanding in the following authentic and meaningful context ...

Ms. Green is looking for some qualified students to volunteer at her nursery, Green's Garden Depot. She has sent a volunteer application for each of you to fill out to demonstrate that you are an expert on parts of plants and their life cycles and could help them thrive in her nursery. In your application, there will be a few questions that help you demonstrate your knowledge about plants, their structures, and their predictable life cycle. You will also have an opportunity to practice your interview with a partner to demonstrate your knowledge and qualifications that will make you an effective volunteer.

To complete your application, be sure to:

- draw with specific detail and use academic language;
- explain characteristics of seeds and how they become plants;
- describe why it is important that plant parts work together;
- use unit vocabulary to support your answers.

To prepare for your interview, consider the following:

- Why do plants need different parts and structures?
- What is the life cycle of a plant?
- How are these life cycles predictable?
- Why do we depend on plants?

WHAT LEARNING EXPERIENCES WILL STUDENTS NEED TO ACHIEVE THE DESIRED RESULTS?

Students will achieve the desired results as a result of deep exploration of complex texts through interactive read-aloud (IRA) and shared reading (SR) experiences ...

From Seed to Plant (IRA)

Sunflower House (SR)

Dandelion Seed (SR)

A Tree is a Plant (SR)

Miss Maple's Seeds (IRA)

"Trees the Seeds" (SR)

A Seed is Sleepy (IRA)

The Curious Garden (IRA)

UNIT CONTENT GOALS

This Unit Starter was created with several levels of conceptual understanding in mind. Each conceptual level serves an instructional purpose, ranging from a universal concept that bridges disciplinary boundaries to concrete disciplinary understandings that focus instruction around specific schema. The diagram below shows the conceptual levels and questions that were considered during the development of all of the Unit Starters. The diagram on the following page outlines the specific concepts and questions for this First Grade Unit Starter.

Universal Concept: A concept that bridges all disciplinary and grade-level boundaries (i.e., super-superordinate concept). This concept provides students with an organizational framework for connecting knowledge across disciplines into a coherent view of the world. Example: Interdependence



Unit Concept: The application of the crosscutting concept to one or more disciplines (i.e., superordinate concept). This concept provides students with an organizational framework for connecting knowledge within the disciplines into a coherent view of the world and provides educators with a focus for unit planning. Example: Interdependence of living things.



Enduring Understandings: The ideas we want students to understand, not just recall, from deep exploration of our unit concept. The enduring understandings reflect the abstract, easily misunderstood, “big” ideas of the discipline. They answer questions like “Why?” “So what?” and “How does this apply beyond the classroom?” to support deep levels of thinking. Example: People, plants, and animals depend on each other to survive.

Essential Questions: Open-ended questions that guide students’ exploration of the enduring understandings or “big” ideas of the discipline. These questions spark genuine and relevant inquiry and provoke deep thought and lively discussion that will lead students to new understandings. Example: Why do humans need to preserve trees?

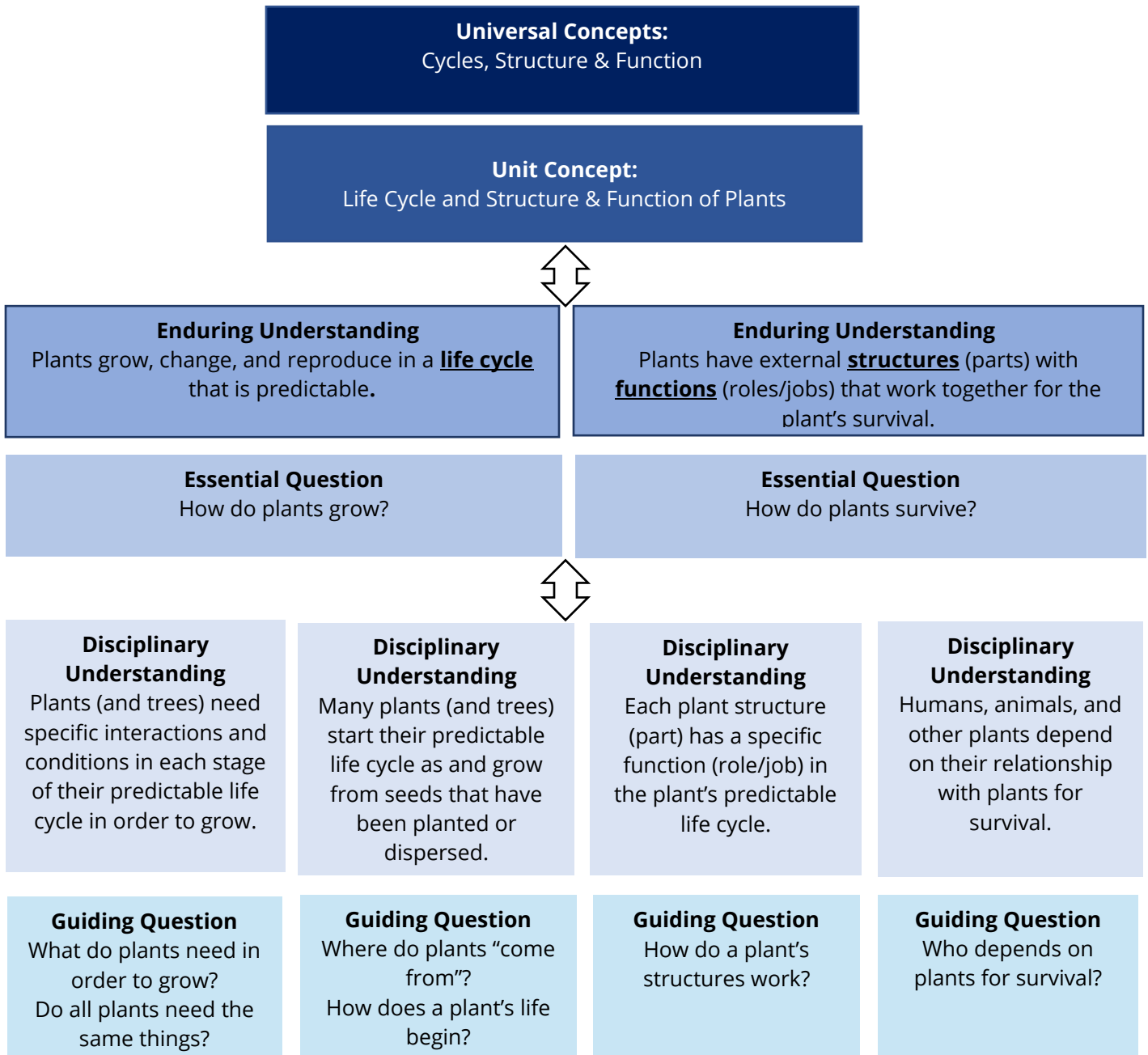


Disciplinary Understandings: The specific ideas and specialized vocabulary of the discipline. These ideas will focus instruction, build disciplinary knowledge, and provide the schema to organize and anchor new words. Student understanding of these key ideas is critical to investigation and understanding of the more abstract and transferable ideas outlined in the enduring understandings. Example: The structure of plants and the function of each part.

Guiding Questions: Open-ended questions that guide students’ exploration of the disciplinary understandings in the unit and refer specifically to the domain (e.g., ecosystems). These questions prompt ways of thinking and perceiving that are the province of the expert. Example: Why are roots important to plants?

UNIT CONTENT GOALS

The diagram below outlines the specific concepts and questions for the First Grade Unit Starter.



1.LS.1.1 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).

1.LS.1.2. Illustrate and summarize the life cycle of plants.

UNIT STANDARDS

The questions and tasks outlined in this Unit Starter are aligned with the following Tennessee English Language Arts and Science Standards. As you will see later in the Unit Starter, the question sequences and tasks for each text integrate multiple literacy standards to support students in accessing the rich content contained in the texts.

ALIGNED STANDARDS: INFORMATIONAL TEXT

- 1.RI.KID.1 Ask and answer questions about key details in a text.
- 1.RI.KID.2 Identify the main topic and retell key details of a text.
- 1.RI.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- 1.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area.
- 1.RI.CS.5 Know and use various text features to locate key facts or information in a text.
- 1.RI.CS.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- 1.RI.IKI.7 Either orally or in writing when appropriate, use the illustrations and words in a text to describe its key ideas.
- 1.RI.IKI.8 Identify the reasons an author provides to support points in a text.
- 1.RI.IKI.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.

ALIGNED STANDARDS: LITERATURE

- 1.RL.KID.1 Ask and answer questions about key details in a text.
- 1.RL.KID.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- 1.RL.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details.
- 1.RL.CS.4 Identify words and phrases in stories and poems that suggest feelings or appeal to the senses.
- 1.RL.CS.5 Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.
- 1.RL.CS.6 Identify who is telling the story in various points in a text.
- 1.RL.IKI.7 Either orally or in writing when appropriate, use the illustrations and words in a text to describe its characters, setting, or events.
- 1.RL.RRTC.10 With prompting and support, read stories and poems of appropriate complexity for grade 1.

ALIGNED STANDARDS: WRITING

- 1.W.TTP.1 With prompting and support, write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.
- 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.TTP.3 With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time-order words to signal event order, and provide 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.
- 1.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- 1.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.

ALIGNED STANDARDS: SPEAKING & LISTENING

- 1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.
- 1.SL.CC.2 Ask and answer questions about key ideas in a text read aloud or information presented orally or through other media.
- 1.SL.CC.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- 1.SL.PKI.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- 1.SL.PKI.5 Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings.
- 1.SL.PKI.6 With prompting and support, speak in complete sentences when appropriate to task and situation.

ALIGNED STANDARDS: SCIENCE

- 1.LS1.1 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).
- 1.LS1.2 Illustrate and summarize the life cycle of plants.

TEXTS FOR INTERACTIVE READ ALOUD & SHARED READING

These texts have been selected to provide regular opportunities for students to engage with rich academic language and to build the disciplinary and enduring understandings for the unit. They have been vetted for quality and complexity to support strong interactive read aloud and shared reading experiences.

The texts selected for interactive read aloud are intended to build students' comprehension of vocabulary, rich characters, engaging plots, and deep concepts and ideas across a variety of genres. These texts will typically be 1-3 grade levels above what students can read on their own.

The texts selected for shared reading are intended to provide opportunities for students to practice newly acquired foundational skills, to develop reading fluency, and to build knowledge across a variety of genres. Shared reading texts should be appropriately complex text that students can read with teacher guidance and support. Teachers will need to take the grade level and time of year into account when deciding if the shared reading texts are appropriate for their students. Teachers will also need to consider students' current abilities and the pace at which students need to grow to meet or exceed grade-level expectations by the end of the year. If the shared reading texts included in the Unit Starter are not appropriate for the specific group of students and time of year, educators are encouraged to make an informed decision about selecting a different text for shared reading. The shared reading texts in this Unit Starter are appropriate for instruction closer to the end of the academic school year. Later in the Unit Starter, you will see an example of different texts that may be more appropriate for different times of the year.

While preparing for instruction, educators are urged to carefully consider the needs and interests of the readers, including how to foster and sustain new interests, and to be strategic about the types of tasks that will support readers in deeply engaging with these rich texts. Teachers should also consider how they will make connections to students' prior knowledge and students' cultural and previous academic experiences. Teachers need to consider the vocabulary demands of the text and the level of support readers will need to deeply understand the text.

TITLE	AUTHOR
<i>From Seed to Plant (IRA)</i>	Gail Gibbons
<i>Sunflower House (SR)</i>	Eve Bunting
<i>Dandelion (SR)</i>	Joseph Anthony
<i>A Tree is a Plant (SR)</i>	Clyde Robert Bulla
<i>Miss Maple's Seeds (IRA)</i>	Eliza Wheeler
<i>"Trees the Seeds" (SR)</i>	Myra Cohn Livingston
<i>A Seed is Sleepy (IRA)</i>	Dianna Hutts Aston
<i>The Curious Garden (IRA)</i>	Peter Brown

SUGGESTED RESOURCES FOR SMALL GROUP & INDEPENDENT READING

These resources can be used to support a volume of reading on the unit concepts. These materials may be used during small group instruction and/or independent reading and writing activities to support knowledge building for students and to meet students' diverse learning needs.

TITLE (TEXTS, VIDEOS & ELECTRONIC RESOURCES)	AUTHOR
<i>Tops and Bottoms</i>	Janet Stevens
<i>The Tortilla Factory</i>	Gary Paulsen
<i>The Great Kapok Tree</i>	Lynne Cherry
<i>Are Trees Alive?</i>	Debbie S. Miller
<i>Wangari's Trees of Peace</i>	Jeanette Winter
<i>Tiny Seed</i>	Eric Carle
<i>From Seed to Pumpkin</i>	Wendy Pfeffer
<i>Bringing the Rain to Kapiti Plain</i>	Verna Aardema
<i>Plant a Little Seed</i>	Bonnie Christiansen
<i>In the Garden with Dr. Carver</i>	Susan Grigsby
<i>A Weed is a Flower</i>	Aliki Brandenburg
<i>The Life Cycle of a Pumpkin</i>	Gail Gibbons

UNIT VOCABULARY

The following list contains vocabulary words from the interactive read aloud and shared reading texts that warrant instructional time and attention. Teachers should attend to these words **as they are encountered in the texts** to build students' vocabulary and to deepen their understanding of the unit concepts. Educators are encouraged to identify vocabulary that might be unfamiliar to students and to determine how they will teach those words (implicit, embedded, or explicit instruction) based on knowledge of their students. See Appendix C for an example routine for explicit vocabulary instruction.

Note: In addition to this comprehensive list, each question sequence lists the newly introduced vocabulary words that warrant instructional time and attention during the specific reading. These lists also provide guidance as to how the specific words could be taught.

Educators are also encouraged to dedicate a space in their classrooms to record unit vocabulary. This will provide a reference point for the students as they read, write, and talk about the unit topics. Through repeated attention to these words over the course of the unit, students will develop their understanding of these words and will begin to use them in speaking and writing activities.

Day 1	Day 2	Day 3	Day 4	Day 5
seed seed coat sprout germination roots minerals shoots leaves cycle predictable buds pods vitamins nutrition	stem flower fruit pollen pollination nectar parachute scatter	sow guaranteed mammoth tinged shiver bulge	flowered delicate	bark trunk
Day 6	Day 7	Day 8	Day 9	Day 10
journey tides drift	orphan bustling firefly burrow gazes grandest guidance	downy aloft rootlets	sleepy secretive fruitful naked adventurous reveal snug cones	inventive generous ancient clever currents embryo dormant photosynthesis energy
Day 11				
pruning city patiently curious				

FROM SEED TO PLANT – READING 1, QUESTION SEQUENCE 1, DAILY TASK 1

TEXT	
Text: <i>From Seed to Plant</i>	Note: In many cases, multiple question sequences are included for one text. These sequences intentionally build on each other in service of deepening students' analysis of the text and understanding of the unit's disciplinary and enduring understandings. Teachers may also decide to read the text in its entirety prior to asking questions.
Question Sequence: First Read (Pages 18-30)	
Instructional Strategy: Interactive Read Aloud	
Note: Each instructional strategy has a different purpose. Interactive read aloud is a time for students to actively listen and respond to above grade level complex text. The texts selected for interactive read aloud are intended to build students' comprehension of vocabulary, rich characters, engaging plots, and deep concepts and ideas across a variety of genres. These texts will typically be 1-3 grade levels above what students can read on their own. Shared reading is an interactive experience in which students join in the reading of an appropriately complex text with teacher support. Texts used for shared reading are texts that students can read with teacher support. The purpose of shared reading is to provide opportunities for students to practice their newly acquired foundational skills, develop reading fluency, and build knowledge. These texts should be chosen by considering students' current abilities and the pace at which they need to grow to end the year meeting or exceeding grade-level expectations.	
TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
560L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	LANGUAGE FEATURES
The text structure is very complex. The illustrations of the parts of plants and the sequence of the life cycle are very detailed and provide additional information that greatly enhance comprehension. Some diagrams are essential to understanding the text.	The language features are moderately complex. The conventions are explicit with some occasions for more complex meaning. The text contains some subject-specific and academic words. The sentence structure is a mix of simple and compound with a few complex constructions.
MEANING/PURPOSE	KNOWLEDGE DEMANDS
The meaning and purpose are moderately complex. The meaning/purpose of the text, while straightforward in that it clearly intends to inform about the parts and the life cycle of plants, also explores complex systems such as pollination.	The knowledge demands are slightly complex for this text. The reader needs to be familiar with what seeds, plants, and flowers are, and know that plants are living things.

Note: The lesson objectives for each reading articulate the integrated understandings, including ELA, disciplinary, and enduring understandings, students will grasp and/or build on as a result of engaging with the text. The question sequence for each reading will draw students' attention to complex features of the text that will support or challenge students. Over the course of the unit, the learning objectives for each reading build intentionally on one another to provide a coherent learning experience for students. This coherence is also supported through the intentional sequence of texts.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that plants have a predictable life cycle that is necessary for their survival and ours. In today's reading, students will

- ask and answer questions in order to identify key ideas and details about the life cycle of a plant;
- determine the meaning of key words and phrases such as, shoot, seed coat, and life cycle; and
- use information from the illustrations and information from the text to gain a deep understanding of life cycles to support their responses both orally and in informational writing.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- seed (explicit)
- seed coat (implicit)
- sprout (embedded)
- germination (embedded)
- roots (implicit)
- minerals (embedded)
- shoots (explicit)
- leaves (explicit)
- cycle (explicit)
- predictable (explicit)
- buds (explicit)
- pods (embedded)
- vitamins (embedded)
- nutrition (embedded)

Note: The daily tasks build over the course of the unit to support students in developing the knowledge, vocabulary, and skills they will need in order to complete the end-of-unit task. Expectations for students' performance on the daily tasks are aligned with the disciplinary standards and the grade-level literacy standards for writing and speaking & listening.

DAILY TASK

2nd graders at our school are learning about life cycles of animals. You will share with them what you have learned about plant life cycles so that they can make connections to what they are learning. Draw the life cycle of a plant. Then, write an informative paragraph about the stages in a plant's life cycle. In your paragraph, be sure to:

- name the topic;
- supply some facts about the topic;
- provide a sense of closure;
- use specific vocabulary from our text.

Note: Tasks throughout the unit are considered to be independent and autonomous writing opportunities where students express their learning through their own writing. Teachers are encouraged to integrate strategies, such as modeled, shared, and interactive writing, in order to equip students with the skills and strategies needed to complete the tasks. The use of these other writing strategies should not demonstrate a carbon copy of the task before students complete it. It is important for students to capture their own thinking as they complete each task.

POSSIBLE STUDENT RESPONSE

Students will draw and label the following:



- the seed in the ground;
- the seed starting to grow roots and a stem;
- a plant with leaves, a stem, and roots; and
- a full-grown plant with buds, flowers, and seeds (or a combination of these).

Informative paragraph:

All plants have a life cycle. First, a seed forms and has the beginnings of a new plant inside. As it grows in the soil, a stem starts to grow up toward the sun, and the roots grow down into the ground. The roots grow down to get the minerals and water from the soil to help the plant grow. Next, a shoot forms and sprouts out of the ground into a small plant. The plant grows and grows until it is a big plant with flowers and seeds. From these seeds, more plants will grow. That is what makes a plant's life cycle like a circle.

Note: You will not see one specific skill indicated as the focus for the reading. Educators are encouraged to support students in arriving at the objectives for the reading by integrating multiple literacy standards. To that end, the question sequences integrate multiple literacy standards. The literacy standards will come into play as students access the rich texts included in the Unit Starter. In this way, multiple literacy standards naturally support students in accessing and making meaning of the text.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Pages 18-19	<p>Today we will read about the life cycle of plants. Looking at pages 18-19, what is one way that seeds end up where they are going to grow?</p> <p>Why are the people planting seeds? Do they need them? Look closely at the pictures and you can find out more information.</p>	<p>People plant seeds where they want them to grow.</p> <p>Yes we need to plant seeds for our food. People plant seeds because they turn into food like tomatoes and lettuce.</p>
Page 20	<p>What is the outside of the seed called, and why it is important to the seed?</p>	<p>It is called a seed coat, and it protects the seed and the food inside of it, so it can start to grow into a plant.</p>
Pages 2-22	<p>Using information on pages 21 and 22, what three things does a plant need to grow during its life cycle?</p> <p>How does a plant get nutrients?</p>	<p>Plants need water, sunlight, and minerals from the soil to grow during its life cycle.</p> <p>Roots grow down, so the plant can take what it needs from the soil to grow: water and minerals.</p>
Page 23	<p>After the seed germinates and the roots grow down into the soil, what happens next?</p>	<p>A tiny plant, called a shoot, comes out of the ground and spreads its leaves toward the sun.</p>

Pages 24-25	<p>We read how the plant continues to grow bigger and bigger until it is fully grown. What forms on the full-grown plant, and why is this plant part important?</p> <p>Now that we know that new seeds grow from buds, what can we predict will happen to the new seeds?</p> <p>What is this process called?</p> <p>Can you name other things that happen in a cycle?</p>	<p>A bud forms on the plant. This is important to the plant because it is where a flower will open and new seeds will grow.</p> <p>The new seeds will be planted, germinate, and grow into a full-grown plant.</p> <p>This process is called a life cycle.</p> <p>Seasons and day and night all happen in a cycle.</p>
Pages 20-25 (After reading each page and question above)	<p>Let's look at the pictures. We have read about the life cycle of a plant, now describe how the illustrations provide additional meaning about this process? Use words to describe the pictures you have observed and how they helped you understand the life cycle.</p> <p> (This is an opportunity for a collaborative talk structure.)</p>	<p>The picture shows how the seed changes with each life cycle. After the seed is germinated, the seed starts to sprout. This sprout grows more and more until there are blooms. The pictures helped me understand what different words mean.</p>
Pages 26-27	<p>The author says that the seeds, fruits, and pods that we eat from plants are "full of nutrition." What do you think that means?</p> <p>Why is the life cycle of a plant important to humans?</p> <p></p>	<p>She means that they are healthy and good for us to eat because they have vitamins and minerals that our bodies need.</p> <p>The life cycle of plants is necessary for us to be able to grow the food we need to eat to stay healthy. Plants will continue to grow fruits and vegetables so we will never run out.</p>
Pages 28-29	<p>Today we are going to start the life cycle of a bean plant. Let's predict what will happen to our bean seeds based on what we just learned about the life cycle of a plant. What will we see first? What might we see next?</p> <p><i>Note: The daily task will require them to summarize the life cycle, so helping them to verbalize the stages will build their capacity for the daily task.</i></p>	<p>We will put them into dirt in a pot so they can get what they need to grow.</p> <p>They will start to grow roots and a little new plant will start.</p> <p>The seeds will sprout and have stems and leaves.</p> <p>The little plant will grow and grow if we make sure it has water, air, and sunlight.</p> <p>It will eventually become a big plant and make buds and flowers and seeds.</p>

FROM SEED TO PLANT – READING 2, QUESTION SEQUENCE 2, DAILY TASK 2**TEXT**

Text: *From Seed to Plant* (Pages 1-17)

Question Sequence: Second Read

Instructional Strategy: Interactive Read Aloud

LESSON OBJECTIVES(S) FOR THIS READING

Students will understand that plant parts (roots, shoot, leaves, buds/flowers) work together to help it grow.

In today's reading, students will:

- identify key ideas and details about the structures and functions of a plant and how they impact survival and growth;
- use text features and illustrations to locate information about plant parts and pollination;
- make connections between information gained in illustrations and words about how seeds travel; and
- write to inform how plant parts work together.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- stem (implicit)
- flower (explicit)
- fruit (embedded)
- pollen (explicit)
- pollination (embedded)
- nectar (embedded)
- parachute (embedded)
- scatter (implicit)

These words will be reinforced:

- roots
- leaves
- buds
- pods

DAILY TASK

A local nature center has asked you to create a sign for their new exhibit on the parts of plants so that visitors can learn about the plant display. Draw and label a plant's structures including the stem, leaves, flowers, buds, pods, and pollen. Then, write an informative paragraph describing how the plant's structures work together to help it grow. In your paragraph, be sure to:

- name the topic;
- supply some facts about the topic;
- provide a sense of closure;
- use specific vocabulary from our text.

POSSIBLE STUDENT RESPONSE


Students will draw a plant and label the following structures:


- stem;
- leaves;
- flowers;
- pods;
- pollen


Informative paragraph:

Plants have many structures that work together to help it grow. The stem takes water from the soil to the rest of the plant. The leaves help take in sunshine that flowers need to grow. The inside of flowers hold seeds. The fruit (or the pod) protects the seed until the fruit (or the pod) ripens and releases the seeds. Pollen is also found inside of a flower. Pollen is needed for a flower to make seeds. That is how the structures of a plant work together to help it grow.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Review of Reading 1	What did we learn about the life cycle of a plant?	We learned that plants start as seeds and they germinate in soil. They grow roots and then a tiny plant grows up out of the soil. The plant grows leaves, buds, and flowers which have new seeds. Then the life cycle will start again.
	Why is the life cycle of a plant important to humans?	It is important for humans because many of the foods we eat come from plants like fruits and vegetables.

	<i>Teacher's Script: "Today, we will read additional information about the structures of a plant and how they work together."</i>	
Page 1	How do plants begin their lives? Why are seeds important?	Plants begin their lives as seeds. They make more seeds that grow into plants.
Page 4	Where do most seeds live inside the plant?	Most seeds live in the flower of the plant.
Page 5	<p><i>Note: Read the parts of the flower to students. Have them point out the stem and petals.</i></p> <p>What did we learn these were (point out the leaves) during our reading yesterday? Why are they important to the plant's survival? (refer to page 24 if students need to recap before answering).</p> <p>How does the stem (point out the stem) help the plant?</p> <p>What do we call the yellow powder that flowers make?</p> <p><i>Let's label it on our anchor chart along with the plant parts we've talked about so far.</i></p> <p><i>Note: Go through each part discussed so far asking students to identify the structures as you label.</i></p> <p>How do all the parts of a plant work together to help the plant live and survive?</p> <p> (This is an opportunity for a collaborative talk structure.)</p> <p>How did the text features help you better understand the words in the text (at the bottom of the page)?</p>	<p><i>Students point to parts indicated.</i></p> <p>Those are leaves. Leaves help take in the sunshine that flowers need to grow. Possible answers include:</p> <p>The stem hold the plant up. The stem takes water from the soil to the rest of the plant.</p> <p>The yellow powder is called pollen.</p> <p>Roots, stem, leaves, flower, petal, pollen</p> <p>Possible answers include: Each part of the plant has a job and does something that the whole plant depends on to get food, water, and sunlight, and even to make seeds for the future. One example is the roots because they provide water and nutrients to other parts of the plant such as the stem and the leaves.</p> <p>The text features helped me understand what the different parts actually were. It helped me understand their names and what each part's job is.</p>

Page 6	<p><i>Teacher's Note: (Reread page 6) Explain what pollination is, and why it is important in a plant's life cycle.</i></p> <p><i>Pollination is when grains of pollen land on a flower so seeds can begin to grow.</i></p> <p><i>Pollination is important because without it we would not have seeds that grow new plants...the life cycle could not continue.</i></p> <p>How can text features better help you understand this process? Use the illustration and text features on the page to inform your answer.</p> 	<p>The illustration has the parts labelled and lines pointing to each part. This helped me see where pollination actually occurs with the flower. The text feature helps me think about what it looks like in real life.</p>
Pages 7-9	What are the different ways plants can be pollinated?	The wind helps some flowers with pollination, and others are pollinated by bees and birds.
Pages 10-11	<p>Remember when we discussed fruit pods? Why is the fruit or pod an important plant structure?</p> <p>Let's label the pod on our anchor chart.</p>	The fruit or the pod protects the seed.
Pages 12-17	<p>Based on what we just read, what happens when a fruit or pod becomes ripe?</p> <p>Explain how nature impacts what happens to seeds after they fall to the ground. Think about the examples we heard in our text about animals and the weather. How do the illustrations help explain what the words say?</p>	<p>The fruit or pods opens and the seeds falls out where it can begin to grow in the soil.</p> <p>The seed could be eaten by a bird or other animals. Then it would not grow into a new plant. Or, it could travel on water or be scattered by the wind or animals and grow into a new plant somewhere else. People could also move the seed to another place to grow. I can see in the illustrations the different ways seeds can travel such as the wind scattering the seeds, or the seeds hooking on people's clothes.</p>

	<p><i>Teacher's Script: "Based on what we have talked about so far, we're going to think about each plant structure, and how it works to keep a plant alive."</i></p> <p>Using our anchor chart of the plant structures we learned about today, describe each structure and what its job is in helping the plant grow and survive.</p> <p>Use text structures and illustrations to support your answers.</p> <p><i>Teacher's Note: The text might be used to flip back and forth so students can apply what they know about text features and illustrations.</i></p> <p>How do all these parts support each other to keep the plant alive?</p> 	<p>Answers could include:</p> <p>Stems take the water and food to the whole plant so it can grow.</p> <p>Leaves soak up the sun to make food for the plant.</p> <p>Fruit protects the seeds until it is time for them to get planted.</p> <p>Pods protect the seeds until they ripen and open for the seeds to fall out and grow if they are planted.</p> <p>Flowers are where new seeds begin to grow.</p> <p>Pollen is what is needed for a flower to make seeds.</p> <p>Each part of a plant has a function to help the plant grow, survive, and make new plants. A plant depends on its stem and leaves for food and water. Its flower contains seeds and pollen, which are important to help the plant. All of the plant parts must work together for the plant to be able to continue its life cycle.</p>
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SUNFLOWER HOUSE - READING 1, QUESTION SEQUENCE 1, DAILY TASK 3

TEXT
<p>Text: <i>Sunflower House</i></p> <p>Question Sequence: First Read</p> <p>Instructional Strategy: Shared Reading</p>

TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
530L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	LANGUAGE FEATURES
<p>The text structure is slightly complex. Chronologically sequenced, this rhyming narrative consists of both prose form and stanzas. Many illustrations are used to directly support and assist in the interpretation of the text.</p>	<p>The language features are very complex. The text contains elements of figurative language such as metaphors and personification. The sunflowers are referenced as “a golden roof above my head,” and the sunflower house is referred to as a castle and a cage. The children metaphorically allude to themselves as jungle beasts that roar and rage. Examples of personification include: “Moon shadows shiver on the ground. The sunflowers whisper all around. They whisper songs of heat and rain and things too secret to explain.” “The stars play peek-a-boo.” Some unfamiliar vocabulary is used. Examples include: guaranteed, frilly, mammoth, shiver, tinged, bulge.</p>
MEANING/PURPOSE	KNOWLEDGE DEMANDS
<p>The text meaning/purpose is moderately complex. It includes multiple levels of meaning, including the outcomes of hard work, the challenges the children face concerning the life cycle of the sunflowers, and the hope the children have when they realize the lifecycle will continue. The theme is clear though it is conveyed subtly through the story.</p>	<p>The knowledge demands are slightly complex. The text includes mostly simple, concrete ideas about how to grow and care for gardens, and what to expect from gardens in each part of the life cycle and/or season. This is likely knowledge that is common to readers through their life experiences.</p>

LESSON OBJECTIVES(S) FOR THIS READING

Students will understand that changes during the life cycle of a plant are predictable throughout the seasons. Students will also understand that seeds grow into mature plants that produce new seeds.

In today's reading, students will:

- ask and answer questions in order to identify key ideas and details about the changes that occur during the life cycle of a plant connected to each season;
- use illustrations and words to understand the predictability of life cycles; and
- write narrative text from the seed's point of view.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- sow (explicit)
- guaranteed (embedded)
- mammoth (embedded)
- tinged (embedded)
- shiver (implicit)
- bulge (implicit)

The following words will be reinforced in this reading:

- stems
- petals

DAILY TASK



You are entering a writing contest for the local newspaper. They are looking for stories that have plants as the main character. Write a narrative describing your journey as a seed that will develop into a flower. In your writing, be sure to:


- provide an introduction to your story;
- include details to describe actions, thoughts, and feelings;
- use time-order words to signal event order;
- provide some sense of closure; and
- incorporate our unit vocabulary in your writing.

POSSIBLE STUDENT RESPONSE

I am a seed in early spring, and a human plants me. He sows me in the soil and waters me. Every day I feel the warm sunshine and the cool water. Now, it is summer and I am sprouting and growing taller every day. I am now a sunflower. Next, it is late summer and my yellow, big and bright flower bursts open and my petals stay open wide. Finally, it is fall and my leaves turn brown and I produce lots of new seeds. Many of my new seeds fall to the ground. Some of them will be picked up by humans to plant next spring. The ones that fall to the ground will sleep all winter long.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Pages 1-4 (Teacher must number pages beginning with the first page of written text.)	<p>The story begins with a boy pulling the weeds out of his garden and planting seeds. How does he help care for them?</p> <p>What is this process called?</p> <p>In our previous text, we discussed reasons why people need seeds. Based on this text, who else may need seeds? Why do you think that?</p>	<p>He waters them every day and keeps birds from eating the seeds.</p> <p>This is called sowing.</p> <p>The birds also need seeds. They may want the seeds to eat.</p>
Page 4	<p>We just finished reading the book <i>From Seed to Plant</i> and learned so much information about seeds and how they grow. Notice the illustration on this page. What has happened to the seed since it was first planted? Use specific vocabulary we have been learning to make connections in your answer.</p> <p>Why would the illustrator draw this picture for the readers?</p>	<p>Germination of the seed has begun. It has grown roots deep into the soil, and the flower is beginning to sprout above the ground.</p> <p>The illustrator wants us to understand the story, so the illustration gives us more information about the growth stage the plant is in right now.</p>
Pages 5-6	<p>Look at the illustration on page 5. What type of flowers will sprout from these seeds and how do you know?</p> <p>What can we predict about what this flower will be like?</p>	<p>The sunflower seeds will grow sunflowers. In our reading from yesterday, we learned that each type of seed will grow into that same type of plant.</p> <p>It will grow to be very large.</p>
Page 6	<p>We learned from the text that the boy's friend Bernice refuses to believe that a mammoth flower would grow from each seed. Why might she be so unsure?</p> <p>The boy, however, is very confident that the large flower will grow from this seed. What does he know about planting, watering, and</p>	<p>The tiny seed looks nothing like the large plant it will grow to be.</p> <p>The boy knows that if a seed is planted in the soil, it will soon germinate to grow</p>

	caring for plants? Why would he tell her to wait?	roots and leaves if it is watered and protected from the birds. If Bernice waits, she will see that he was correct.
Pages 9-10	In what season do the sunflowers finally bloom and how do you know? Use evidence from the illustration to support your answer.	Sunflowers bloom in the summer. I know it is summer because we planted them in spring and summer comes after. I also know that its summer because the boy is wearing shorts. We do not wear shorts in the fall or winter.
Page 11	<p>The author calls the flowers a “golden roof.” Why would he choose to describe the flowers in this way?</p>  (This is an opportunity for a collaborative talk structure.)	The boy sits inside the “sunflower house.” The flowers stand tall above him, and so many of them cover him like a roof on a house. The sunflower has yellow petals which makes the roof look golden.
Pages 16-18	<p>The boy and his friends bundle up and sleep in the sunflower house one night. On page 18, the text says that the sunflowers, “whisper songs of heat and rain.” Think about how the heat and rain affect the flowers. Why would the sunflowers whisper about them?</p> <p>Are the flowers actually whispering? What does the author mean?</p> 	<p>The flowers would talk about things that affect them in both good and bad ways. Rain is very important in helping the flowers grow from a seed to a plant. The summer heat is hard on the plants, but they need the sunshine so the leaves can make food for the plant.</p> <p>The flowers are not really whispering. The text says they are whispering about things too secret to explain. When we tell secrets, we whisper so others cannot hear what we are saying. The author is saying the sunflowers are whispering so what they are saying about the heat and rain won't be heard.</p>
Page 19	<p>After many days of playing in the sunflower house, the story tells us that the flowers come “tumbling and rumbling down” and the sunflower house is “not a house at all.”</p> <p>What is happening to the flowers at this point? Why does this happen?</p>	The plants have grown from a seed into a full-grown plant. After summer in the fall, seasons the sunflower begins to die.

	How does the illustration help you understand what "tumbling, rumbling down" means?	The illustration shows the golden roof looking down. It lets me know that tumbling, rumbling down might mean the sunflower is dying.
Page 25	The children try very hard to help the dying plants to recover, but nothing works. When the boy discovers all the seeds in the middle of the plants, what does he realize?	He knows that he can plant the seeds and grow more sunflowers like he did last year because planting seeds started the life cycle of a new plant.
Page 25	<p>The text says, "It's neat to think when something's gone a part of it goes on and on." Thinking back about what you have learned about the life cycle of plants from our studies so far, what does the author mean? How does something that is gone continue to go on and on? Discuss what this statement means.</p> 	<p>The sunflower seeds are part of the flower. After the sunflower dies, the seeds will make more sunflowers. The cycle will keep repeating.</p> <p>Also, the sunflower houses that have died could grow again, so the fun times could continue.</p>
Page 29	<p>On page 29, the last sentence in the text speaks of the sunflowers. It states, "Next summer they'll be everywhere!!!"</p> <p>What, from his experiences in the story, has the boy learned about the life cycle of plants that makes him so certain that next summer the flowers will be everywhere?</p>	<p>The boy knows that the life cycle has a predictable pattern and will be repeated. The seeds will grow roots and develop into large, full-grown flowers.</p>

THE DANDELION SEED - READING 1, QUESTION SEQUENCE 1, DAILY TASK 4

TEXT
<p>Text: <i>The Dandelion Seed</i></p> <p>Question Sequence: First Read</p> <p>Instructional Strategy: Shared Reading</p>

TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
560L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	LANGUAGE FEATURES
The text structure is slightly complex. The text follows a simple narrative structure. The order of events is chronologically sequenced through the life cycle from seed to plant. Beautifully crafted illustrations support comprehension of the text.	The language features are moderately complex. Largely familiar conversational language is accompanied by support within the text; however, some students may recognize that the vocabulary is used in an unfamiliar context. For example, "It became part of the wind, and was carried away." Pronoun references to antecedents are frequently required for understanding. The sentence structure is primarily comprised of simple and compound sentences. The occasional use of figurative language is expressed in the form of similes and personification and raises the complexity (e.g., "The seed landed when snow began to fall. It listened in silence as peace covered it like a blanket.")
MEANING/PURPOSE	KNOWLEDGE DEMANDS
The meaning and purpose for this text are very complex. Expressed through the journey of a little seed, underlying metaphorical references with multiple implicit themes (i.e., loneliness, courage, and empathy) alongside the knowledge of plant life cycles.	The knowledge demands are slightly complex. For some students, the actual experience of travel across landscapes may be limited to what is read in texts. Universal content knowledge makes the text readily accessible to all cultural backgrounds. The complex concepts of the seasons, seed dispersal, and germination are referenced in this text.

LESSON OBJECTIVES(S) FOR THIS READING

Students will understand that seeds grow into mature plants that produce new seeds, and the changes during the life cycle of a plant are predictable throughout the seasons.

In today's reading, students will:

- identify key ideas and details about the changes that occur during the life cycle of a plant connected to each season, as well as what plants need to grow and survive;
- use sentence level clues and illustrations to determine the meaning of figurative language that describes what happens to the seed;
- write a narrative text from the point of view of a frightened little seed; and
- use words and phrases from the story that suggest feelings or appeal to the senses.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- flowered (implicit)
- delicate (embedded)

The following words will be reinforced in this reading:

- ripened
- nectar

DAILY TASK


The text demonstrates how the seasons helped support the growth of the seed into a dandelion. Write a narrative that continues the story of the frightened little seed who, at the end of the story, was encouraged by the dandelion. We will put all of our stories together to make a class book to share at parent night. In your narrative, be sure to:



- describe the actions, thoughts, and feelings of the little seed as it is carried far away to develop into a plant;
- use time-order words to tell what happens;
- describe how the wind, rain, and sunshine helped the seed to grow into a healthy, full-grown flower;
- using your knowledge of the seasons, explain when this help from nature happens;
- incorporate our unit vocabulary in your writing.

Draw a detailed illustration to accompany your narrative.

POSSIBLE STUDENT RESPONSE

The little seed listened to the words of the dandelion and no longer felt afraid. The wind took it to many exciting places and dropped it by a stream. For many days, the cold winter winds pushed the seed into the ground. It rested a long time. Spring got closer, and the sun warmed the ground. The rain and the stream gave it water to drink. Soon, germination began, and the seed pushed through the soil. It grew green leaves. It was becoming a plant! The plant grew until it turned into a beautiful flower that knew that the dandelion's words were true. It is okay to be brave. The seasons, the wind, the rain, and the sun took good care of it.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Page 1	<p>The author chooses to begin the story <i>The Dandelion Seed</i> in autumn. Why would he purposefully select this specific season to open his story?</p> <p>How does Autumn connect to the life cycle of a plant that we have been learning about? Think for a minute before sharing your response.</p>	<p>The author begins the story in Autumn because the seeds have fallen from the dead flowers. This is when the journey of the seed begins as it waits until the Winter wind carries it away.</p> <p>Autumn connects to the life cycle because it shows us how seeds and plants repeat the same process as they grow and die. The single seed was waiting to grow again since the flower had died.</p>
Page 4	What does the text mean when it states that the seed became "part of the wind and was carried away"?	The winter wind picked the seed up and carried it along until it landed.
Page 12	<p>The story tells us that the seed "wondered where it belonged." Thinking about what the seed is experiencing in this story, why would the seed feel this way?</p> <p> (This is an opportunity for a collaborative talk structure.)</p>	The wind is blowing the seed from place to place. Where the seed lands depends on the elements of the weather, so the actual place it settles cannot be known ahead of time.
Page 13	The text says: "The seed landed when snow began to fall. It listened in silence as peace covered it like a blanket." In which season did the seed's travels finally end? Using evidence from the text, how do we know this?	It is Winter. We know this because the text tells us that the seed was carried in Winter. After the winter winds blew it away, the snow began to fall.

Pages 13-14	<p>Let me read this phrase again. “The seed landed when snow began to fall. It listened in silence as peace covered it like a blanket.” What do we think the author means when he says that the seed, “listened in silence as peace covered it like a blanket”? Why would he use the word <i>peace</i> to make this description? How do the illustrations help you?</p>  <p>How does this phrase help you understand how the seed might be feeling?</p>	<p>The author is talking about the snow. It covers the little seed like a blanket. The author uses the word ‘peace’ because the snow falls very quietly and the world is very calm just like the seed lies in silence. The illustration on the next page helps me to see that not much is happening. Everything is covered in snow. I know that when it snows, it seems to be quiet outside.</p> <p>The seed may feel calm after travelling so far. It is calm and peaceful because its surroundings are quiet.</p>
Page 24	<p>The author states that the “life that began as one little dandelion seed ripened into many.” What does this statement mean?</p> 	<p>One seed changes into a full-grown plant that creates many seeds. Each seed then begins its own journey to becoming adult plants.</p>
Page 27	<p>In the story’s conclusion, the full-grown dandelion tells the little seed, “The wind and the sun and the rain will take care of you.” In what ways will each of these three elements support the life of this seed? Return to the text to support your response. Using your knowledge of the seasons, think about when these elements from nature would help the seeds germinate.</p>	<p>The wind blows the seed carrying it away to its place to land. This happens in the fall, before the seeds bury down in the soil during winter.</p> <p>The sun warms the temperatures and the soil so the seed can grow roots and leaves. This would happen in the spring and summer.</p> <p>The rain provides water for the roots to grow. This would happen during spring time.</p> <p>All three of the elements work together to help the plant to grow.</p>

A TREE IS A PLANT - READING 1, QUESTION SEQUENCE 1, DAILY TASK 5

TEXT

Text: *A Tree is a Plant*

Question Sequence: First Read

Instructional Strategy: Shared Reading

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

AD 420L

QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure for this text is slightly complex. This text uses simple sentences that are very explicit. The connections between ideas and processes are clear, sequential, and predictable.

LANGUAGE FEATURES

The language features for this text are slightly complex. The language is explicit, literal, straightforward, and easy to understand. The vocabulary is familiar and conversational.

MEANING/PURPOSE

The meaning and purpose for this text are slightly complex. The meaning is clear, explicitly stated, and narrowly focused.

KNOWLEDGE DEMANDS

The knowledge demands for this text are moderately complex. The text explicitly details domain-specific content. It draws on the assumption that the reader knows the difference in living and non-living things. There are mostly simple concepts (life cycle) with some more complex concepts (photosynthesis).

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that the life cycle of a plant is predictable, and that trees are the largest plants on our planet and therefore, go through a predictable life cycle, though their growth looks different. Students will also understand that their specific structures also work together to help them survive. In today's reading, students will:

- identify key ideas and details about the structures and functions of a tree and how its specific structures work together to help it survive;
- use illustrations to support their understanding of the importance of tree parts;
- describe how the structures of a tree impact its survival; and
- write an article to describe how a tree's parts work together.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- bark (explicit)
- trunk (explicit)

The following words will be reinforced in this reading:

- soil
- blossom
- ripe
- roots
- bud
- seed
- flower
- fruit

DAILY TASK


World News Kids magazine has contacted you to do a feature article about trees. They want you to describe how the structures of a tree work together to help it survive. In your article, be sure to:



- name the topic;
- supply facts about the topic;
- provide a sense of closure;
- use vocabulary from our unit in your article;
- include a detailed illustration of a tree and label its structures.

POSSIBLE STUDENT RESPONSE

Trees are plants and have parts that work together to help them live. The roots of a tree hold it in the ground and keep it safe from the weather. The roots bring water to the trunk. The trunk carries water to the branches. The branches carry water to the leaves. The leaves make food for the tree from water, air, and the sun. The bark covers the trunk and branches to protect it. The blossoms help the tree make seeds to make new trees. A tree has parts that work together to help it live.

Illustration will include: roots, trunk, bark, branches, leaves, blossoms

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Page 5	Let's think about what the author told us on this page. What new things have we learned? Name one connection between trees and the other plants about which we have learned.	Trees are the largest plants that grow. Trees grow from seeds just like smaller plants. There are many kinds of trees.
Page 9	What causes the seed to begin germinating? Be sure to use a complete sentence that includes our vocabulary words.	Seeds begin to germinate when they have warm soil and plenty of sunshine and water.
Page 13	Why it is important for the apple blossoms to fall off the tree? How is this similar to other plant life cycles? Make a connection with at least one text we have read so far.	It's important for the blossoms to fall off because apples grow where the blossoms were. Inside the apples there are new seeds. Those new seeds must come in contact with soil after they fall to the ground where they will wait until spring to germinate. When flowers die, they shed seeds and other plant parts. Like the sunflower, it shed seeds so that the cycle could continue the next year.
Page 15	<i>Re-read page 15.</i> The author uses the pronoun, "they." I wonder how to figure out what the author was referencing with the pronoun, "they." (Re-read pg. 13) What word we could use to replace "they" on page 15?	We could use the word "apples" to replace "they."
Page 16	Why is the bark an important structure of the tree?	It covers the trunk and branches like a coat.
Pages 18-19	What have we learned about a tree's roots and how they help the tree survive and grow?  (This is an opportunity for a collaborative talk structure.)	We've learned: <ul style="list-style-type: none"> • They are underground. • We can't see roots. • They can be as small as hairs. • A tree cannot live without roots. How they help the tree survive and grow: <ul style="list-style-type: none"> • Roots hold the trunk in the ground. • Roots keep the tree from falling over.

		<ul style="list-style-type: none"> • Roots keep the tree from washing away. • They carry water to the trunk.
Pages 19-20	<p>What makes the trunk an important part of the tree? Use the illustration to support your answer.</p> <p>How do other parts of the tree support each other?</p> 	<p>The trunk carries water to the branches</p> <p>The tree trunk, leaves, and blossoms all work together to keep the tree alive. The tree trunk supports the branches of the tree. The leaves grow on the branches and make food for the tree. The food the leaves makes goes into every part of the tree to help it grow and survive.</p>
Page 26	<p>We have talked about the life cycle of a plant. Does an apple tree follow a life cycle? How do you know?</p>	<p>Yes, an apple tree lives and grows. Each spring, it has blossoms and begins to grow apples just like the year before. It follows a life cycle as it grows each year.</p>
Page 26	<p>In complete sentences, explain how a tree's structures help it grow and survive. Use specific vocabulary we have been learning.</p>  <p>Based on our reading and the illustrations from our text, who needs trees? Why? <i>(Teachers might flip through various pictures to spark conversation.)</i></p>	<p>A tree has roots that help hold its trunk in place in the soil. The roots also take nutrients from the soil to help feed the tree. The bark on the outside of the tree protects the inside of the tree trunk that is needed to support the limbs of the tree and the leaves. The leaves are necessary to take in air and sunlight to help make food for the tree.</p> <p>I see in the pictures that many animals need trees. Trees don't just provide certain foods like apples and lemons, they also provide shelter for many animals such as birds and bunnies. Bees even use trees to pollinate flowers. We use trees for shade and other fun things like climbing trees.</p>

MISS MAPLE'S SEEDS – READING 1, QUESTION SEQUENCE 1, DAILY TASK 6

TEXT
<p>Text: <i>Miss Maple's Seeds</i></p> <p>Question Sequence: First Read</p> <p>Instructional Strategy: Interactive Read Aloud</p>

TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
AD 850L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	LANGUAGE FEATURES
The text structure is very complex. This narrative allows the reader to experience the journey of a seed through rich figurative language and personification. Illustrations are necessary for readers to understand some of the complex language (i.e., "thunderstorms pour curtains of rain").	The language features for this text are very complex. Figurative language, personification, and non-literal language make this text complex for readers. Examples include: "orphan seeds;" "weedy characters;" "curtains of rain;" and "dance and burrow down."
MEANING/PURPOSE	KNOWLEDGE DEMANDS
The language features for this text are very complex. This text has multiple levels of meaning. Very literally, it is about the journey of a seed. However, this repeated text offers another level of meaning which is hinted at implicitly through a repeated phrase in the text: "Take care, my little ones, for the world is big and you are small." This will help students understand the subtler theme that the size of a seed doesn't matter, and that seeds must be "taken care of" to grow. Additionally, a reader could also gain the message of perseverance.	The knowledge and demands are moderately complex for this text. The reader needs to understand that plants grow from seeds and that seeds and plants all look very different.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that the wind, water, and animals can help plant seeds in a place where they can germinate, or that seeds must have the necessary conditions to grow.

In today's reading, students will:

- use key details to understand the conditions a seed needs to grow;
- retell important events from the story and how they connect to what seeds need to grow;
- use key ideas from the story to make connections across multiple informational texts in the unit; and
- write an informative text describing how nature helps seeds germinate.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- journey (explicit)
- tides (embedded)
- drift (implicit)

The following words will be reinforced in this reading:

- soil
- bloom
- pods
- petals
- root(s)
- germinate



DAILY TASK


You have been asked to write an informative paragraph for our class newsletter explaining how nature helps seeds germinate. In your paragraph, be sure to:

- name the topic;
- supply some facts about the topic;
- provide a sense of closure;
- use specific vocabulary from our text.

POSSIBLE STUDENT RESPONSE

There are many different ways that nature can help seeds germinate. One way nature that helps seeds germinate is the water. Seeds can drift on tides, rivers, or streams until they find dirt to grow into. Another thing in nature that helps seeds germinate is the wind. The wind can carry seeds to new places for them to germinate. Finally, animals can help seeds germinate by hiding seeds in new places or animals can carry seeds in their fur. The seeds will fall off somewhere new and begin to grow into plants. The sun and rain always help seeds grow tall. Those are different ways that nature can help seeds germinate.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Page 4	<p>Think about everything we have learned about seeds so far. What are some ways the seeds could have gotten lost during spring planting? Think about ideas we discussed in the text <i>From Seed to Plant</i>.</p> <p><i>Teacher's Note: Consider having previous texts from the unit to reference as students make connections.</i></p>	<p>The wind blew some of the seeds away. Animals or people carried seeds to another place. Some seeds could have traveled on the water. Other seeds landed in places where they could not grow. This is like the seeds that travelled in <i>From Seed to Plant</i>. Seeds can “get lost” by being carried away by the wind or by latching onto animals and moving from place to place.</p>
Page 10	<p>What details does the author provide here that help us know some things a seed needs in order to grow?</p>	<p>The author says that rich soil keeps them healthy.</p>
Page 13	<p>The author writes, “Together they pass the long months with stories and songs.” Why must the seeds stay cozy and dry during the long winter months?</p> <p>How is this different than the way most seeds survive during the winter?</p> <p>How does this connect with the dandelion seed in our previous story?</p> <p> (This is an opportunity for a collaborative talk structure.)</p>	<p>The seeds have to stay cozy and dry or else they would not survive the cold winter.</p> <p>Most seeds do not sleep inside. They stay safe and warm underground in the soil all winter long.</p> <p>In <i>The Dandelion Seed</i>, the seed was covered by a “blanket of snow.” The text said that the seed was peaceful and calm because it was resting under the winter snow. This connects because in the winter, seeds are normally still because of the cold weather. They are waiting to begin to grow again.</p>
Page 16	<p>So far in the story Miss Maple has taken the seeds on some field trips, and she has taught them some important lessons. Think of at least 3 things she has taught the seeds.</p> <p></p>	<p>Miss Maple took them to see different ways they might travel like in the river. She has shown them field of rich soil where they might grow. And she has taught them that they shouldn't be afraid of the rain because it will help them grow.</p>

Page 18	<p>Explain why Miss Maple decides that May was the right time to send her seeds off to find roots of their own.</p> <p>What other plants from this unit begin to grow in the spring?</p>	<p>May is in the spring. This is the time for seeds to be planted so they can begin to germinate and restart their life cycle.</p> <p>The apple tree begins to blossom and grow fruit during the spring, too.</p>
Page 19	<p>Reread this sentence: "Some seeds will take root in nearby gardens, while others will travel on distant winds and faraway tides." How does nature and humans help seeds during their life cycle?</p>	<p>The wind will carry some seeds. Seeds can travel by water. Animals and people can transport seeds.</p>
Page 27	<p>Why do you think the author chooses to end this book during the same season the book began?</p> 	<p>The author wants us to recognize the life cycle of the plant is continuous and begins the same time every year.</p>

MISS MAPLE'S SEEDS – READING 2, QUESTION SEQUENCE 2, DAILY TASK 7**TEXT**

Text: *Miss Maple's Seeds*

Question Sequence: Second Read

Instructional Strategy: Interactive Read Aloud

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that the wind, water, and animals can help plant seeds in a place where they can germinate.

In today's reading, students will:

- retell stories and show understanding of their central message or lesson;
- use the illustrations and words in the text to describe its characters, setting, or events; and
- use key details as they compose a narrative about their journey as a seed before it is buried in the soil, using words and phrases from the story that suggest feelings or appeal to the senses.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- orphan-embedded
- bustling (embedded)
- firefly (implicit)
- burrow (implicit)
- gazes (implicit)
- grandest (embedded)
- guidance (embedded)

The following words will be reinforced in this reading:

- bloom
- soil
- root(s)
- germinate

DAILY TASK




Eliza Wheeler has asked you to continue her story about one of Miss Maples' seeds. Pretend you are one of the seeds. Miss Maple has just released you to go out on your own. Write a narrative describing your journey to become planted. Be sure to include:

- how you traveled (wind, water, animal);
- where you landed;
- how you survived once you got there;
- include details to describe your actions, thoughts, and feelings;
- time-order words to signal event order;
- words and phrases to describe your experiences; and
- a closure.

POSSIBLE STUDENT RESPONSE

Today Miss Maple released me, and I began my new journey. It was both exciting and scary to float through the wind, but I stayed brave and enjoyed looking at the beautiful, green grass and tall trees. All of the sudden, I began to drift slowly to the ground. Next, I landed in a pasture. Thankfully, a pile of soft soil cushioned my landing. Later, it began to rain, and I was pushed deeper into the soil. Now, I am still waiting to become a beautiful plant. I can't wait to grow up from a tiny seed into a strong, tall tree.

PAGE NUMBER	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Before reading	<i>Teacher's Script: "Today we are going to re-read Miss Maple's Seeds. As we read, I want you to listen for how Miss Maple cares for her seeds. I also want you to pay close attention to the specific words the author has chosen to express a possible feeling of the seeds or to spark your own imagination."</i>	
Page 4	<p>Why does Miss Maple refer to the seeds as "orphans"?</p> <p>How might the seeds feel at the beginning of the story based on this description?</p>	<p>These seeds were lost and did not get planted, so they are on their own like children without their parents are on their own.</p> <p>The seeds may feel lonely because they have no one to care for them.</p>
Pages 5-6	Using the illustrations on pages 5 & 6, how is Miss Maple taking care of her seeds? Is this how we care for seeds in real life?	She is carefully looking at the seed to see what type it is and she is cleaning them. In real life, this would not happen. Seeds would get what they need from

	 (This is an opportunity for a collaborative talk structure.)	nature. The rain, sun, and soil provide the nutrients and water they need to grow.
Page 10	<p>Let's listen to the author's words again, "In bustling gardens, seeds must take care to stay clear of weedy characters." Look at the illustrations and think about the text. What is the author telling the orphan seeds? Who are the "weedy characters," and why would they want to stay away from them?</p> 	Stay away from dangerous people or things. The weedy characters are other plants that are weeds like the plants and vines in the illustration. Seeds need to stay away from weeds because they can take away the sun, water, and air that the plants need to grow.
Page 15	Why does Miss Maple tell the seeds, "Don't be afraid"? Can seeds really be afraid? What did she mean by that?	Ms. Maple does not want the seeds to be afraid of their first thunderstorm. Seeds cannot be afraid because they do not have emotions like we do.
Page 22	What does the author mean when she writes, "They say their goodbyes with sweet memories past and bright futures ahead"?	The author means that even though their lives with Miss Maple are over, their lives as a seed growing into a plant is just beginning.
Page 24	<p>Throughout the book, Miss Maple says, "Take care, my little ones, for the world is big and you are small." Why would she say this to her seeds?</p> 	She has taught her small seeds how to survive in the outside world until they are fully grown. She also cares about the seeds and wants them to be happy and grow into big, beautiful plants.

RESOURCES

As an additional resource, teachers could explore figurative language by unpacking the meaning behind specific language features in the text. Students will engage in a deep investigation of the complex language features presented in the text (1.FL.VA.7b) (1.RL.RRTC.10) in order to analyze how the author gives us a new perspective of how seeds experience the beginning of their life cycles.

Shared Writing: Teachers complete an anchor chart including examples of complex language features the author uses throughout the text (see examples below).

COMPLEX LANGUAGE EXAMPLES:

1. "She learns each seed by heart, all similar yet none the same." PAGE 6
2. "Friends of the river will help them bloom in safe places." PAGE 7
3. "In bustling gardens, seeds must take care to stay clear of weedy characters." PAGE 10

4. "Snuggled in each night, Miss Maple reads flower tales by firefly light." PAGE 12
5. "When spring comes, thunderstorms pour curtains of rain." PAGE 15
6. "They learn to dance and burrow down into the muddy ground." PAGE 15
7. "The time has come for Miss Maple to send her seeds off to find roots of their own." PAGE 18
8. "They say their good-byes with sweet memories past and bright futures ahead." PAGE 22
9. "Take care, my little ones, for the world is big and you are small." PAGE 24
10. "Miss Maple grabs her willow-weed hat, whistles a merry tune, and sets off to follow the faraway call of other lost seeds, waiting to be found." PAGE 27

Teacher led:

Teacher talks through unpacking one or two examples of complex language features, then writes a sentence describing the meaning behind the chosen language feature.

- Example 1: "Friends of the river will help them bloom in safe places." PAGE 7
- Example 2: "The time has come for Miss Maple to send her seeds off to find roots of their own." PAGE 18

Partner practice:

Students share the work to unpack the meaning behind another example of a complex language feature.

Example: "When spring comes, thunderstorms pour curtains of rain." PAGE 15

Independent:

Students work independently to complete an unpacking of their choice from the remaining list of complex language features from the text. Student responses will include:

- 1-2 sentences unpacking (in their own words) the meaning behind their chosen language feature.
- an illustration

The following are example sentences that could be written to describe the meaning behind each language feature from the anchor chart.

1. Seeds are all unique and special in their own way.
2. The water in the river helps push seeds to the side where there is wet soil to germinate and grow.
3. Be careful in places you might not be familiar with and stay away from danger.
4. Seeds rest before they begin to grow, or germinate.
5. Sometimes, the rain can come down so heavily that you can hardly see through it, like a curtain.
6. Rain helps push seeds down into wet soil for them to begin to germinate and grow.
7. The seeds are now ready to find a place to plant themselves and grow. People often call the place where they grow up "roots."
8. After being cared for so well, the seeds are carried away to begin growing into something wonderful.
9. Seeds are small and a lot can happen to them before they are fully grown.
10. Many seeds are not in the correct environment to grow and thrive so Ms. Maple will find these seeds and place them where they have a better chance of growing.

“TREES: THE SEEDS” - READING 1, QUESTION SEQUENCE 1, DAILY TASK 8

TEXT
<p>Text: “Trees: The Seeds”</p> <p>Question Sequence: First Read</p> <p>Instructional Strategy: Shared Reading</p>

TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
Non prose	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	LANGUAGE FEATURES
The text structure for this text is moderately complex. The way this poem is arranged on the page, the use of some punctuation marks but not others, and the capitalization of every line will make this text moderately complex. Its short length will help it be more accessible.	The language features are very complex for this text. Figurative language, verb tense shifts, personification, and advanced vocabulary make this text very complex. Examples include: “light wings”, “downy legs”, and “green shoots, to weave”.
MEANING/PURPOSE	KNOWLEDGE DEMANDS
<p>The meaning and purpose for this text are very complex. This text has many layers of both figurative and literal meanings. Examples of literal meanings from the poem include:</p> <p>First stanza: how seeds travel Second stanza: how seeds stay safe from predators Third stanza: the role of a seed in the life cycle of a tree</p>	The knowledge demands for this text are moderately complex. Readers will need to have some experience reading poetry, and some knowledge of plants as living things that grow from seeds.

LESSON OBJECTIVE(S) FOR THIS READING
<p>Students will understand that trees grow from seeds that have features that allow them to be scattered by wind and animals. Also, trees have a predictable life cycle like other plants.</p> <p>In today’s reading, students will:</p> <ul style="list-style-type: none"> • use illustrations and words in the text to describe the events in a poem that they add to clarify ideas; and • rewrite and illustrate each stanza of the poem to demonstrate their understanding.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- downy (embedded)
- aloft (embedded)
- rootlets (embedded)

These words will be reinforced from previous learnings:

- seed
- scatter
- sprout

DAILY TASK

Readings and daily task may require an additional day of instruction

Students have their own copy of the poem. They number each line (1-15).

The teacher will chart the poem for all students to see during the reading. The poem will be read in its entirety several times before students begin the daily task.

Lines 1-5: Teacher led

- Reread lines 1-5 and complete question sequence below for these specific lines
- Model how to illustrate this stanza and write a sentence describing the meaning of the stanza into your own words. Example: The wind helps the seeds travel through the air by the wind.

Lines 6-9: Partner

- Reread lines 6-9 and complete question sequence below for these specific lines
- Student pairs illustrate this stanza and write a sentence together describing the meaning of the stanza into their own words. Example: The seeds fall to the ground and get buried under the soil.

Lines 10-15: Independent

- Reread lines 10-15 and complete question sequence below for these specific lines
- Students work independently to illustrate this stanza and write a sentence describing the meaning of the stanza in their own words. Example: The seeds sprout and the roots grow down in the soil to get water and nutrients for it to grow.

POSSIBLE STUDENT RESPONSE

Lines 1-5: Teacher led

- Example: The wind helps the seeds travel through the air by the wind.

Lines 6-9: Partner

- Example: The seeds fall to the ground and get buried under the soil.

Lines 10-15: Independent

- Example: The seeds sprout and the roots grow down in the soil to get water and nutrients for it to grow.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
All	<p><i>Teacher's Note: Read the entire poem all the way through a couple of times. Each student needs their own copy so they can follow along, and the poem needs to be projected for all to see, as well, if possible.</i></p> <p><i>Teacher's Script: "Look at how the poem appears on the page. Is there punctuation at the end of every sentence? How are capitals used? Why do you think the author chose to set these words up the way she did? Do you see any patterns? When you read a poem, these are things to think about.</i></p> <p><i>On your copy of the poem, number each line. There are 15 lines in this poem.</i></p> <p><i>We will take turns reading now – I will read some lines, and then you will read those same lines after me."</i></p>	Students may have a variety of responses. The goal is to focus thinking about poetry as a medium.
Teacher reads Lines 1-2; students repeat	<p><i>Teacher's Script: "The title gives information that we are reading a poem about seeds. We also learned in The Dandelion Seed that one way a seed travels is by wind. So, the seeds are telling the story, right? This is called personification, or when things that are not human act like humans. Let's look at lines 2 and 3 for an example of personification."</i></p>	
Teacher reads Lines 3-5; students repeat	<p>In lines 2 and 3, the parts of the seeds are called wings, parachutes, and legs...do seeds really have these things? What is the author trying to show?</p> <p><i>When an author compares things like seed parts and parachutes, she is using a metaphor.</i></p> <p><i>Look at the word downy in line 3. Downy means soft and fluffy, and floaty like a feather.</i></p> <p>Why do you think the author used the phrase "downy legs" to describe how the seeds travel?</p> <p><i>Teacher's Note: Stop and complete the teacher led section of the Daily Task. Ask questions</i></p>	<p>No, they don't really have these things. The author is trying to show how seeds have parts that allow them to be scattered by the wind.</p> <p>The author used downy legs because seeds need a soft landing when they fall.</p>

	<i>about the illustrations that could represent the text's meaning.</i>	
Teacher reads Lines 6-8; students repeat	These lines talk about "some kind mouse." Why would the author call the mouse kind? What might happen to the seeds if they did not get buried by the mouse?	Because the mouse will bury the seeds in the earth where they can grow. They might not be able to grow.
Teacher reads Line 9; students repeat	Do squirrels usually eat seeds for food? Where do they get them? Why is it important that those seeds were forgotten by the squirrel? Do we usually think of squirrels doing human things like forgetting? What did we say that was called? <i>Teacher's Note: Stop and complete the partner section of the Daily Task. Ask questions about the illustrations that could represent the text's meaning.</i>	Squirrels eat nuts from trees that are seeds. They get them off the ground or dig them up if they are buried. So that the seeds will be left to sprout and grow? No; it is called personification.
Teacher reads Lines 10-13; students repeat	Again, in these lines, we see the seeds acting like people...what does it say the seeds are doing?	Weaving rootlets, eating. The way it is written, it sounds like people doing these things.
Teacher reads Lines 13-15; students repeat	In lines 13-15, the poet compares the seeds to people as well as giving them human traits. We talked about this comparison word earlier. What kind of comparison is she making? Why is the author making this comparison? <i>Teacher's Note: Stop and complete the independent section of the Daily Task. Ask questions about the illustrations that could represent the text's meaning.</i>	The author is using a metaphor. The author wants us to understand that, like humans, the tree needs food, water, and air to grow. The tree uses its leaves and roots to get what it needs.
The teacher may call the students back over after completing the daily task to review or to cover these next two sections. Or,	Look at the whole poem. Mark these lines: Which lines talk about the first stages of the life cycle? Which lines are talking about seedlings? Grown plants? The next generation of seeds?	Lines 1-9 Lines 10-13 Lines 13-14 Lines 14-15

students can use the first part of tomorrow's lesson to complete these sections.		
Teacher reads the whole poem again.	<i>Teacher's Script: "As I read the whole poem through one last time, I want you to close your eyes and visualize what the poem is saying now that you have more information about its words and workings. Put yourself in the place of the seeds and see if you can visualize it from their perspective."</i>	

A SEED IS SLEEPY – READING 1, QUESTION SEQUENCE 1, DAILY TASK 9

TEXT
<p>Text: <i>A Seed is Sleepy</i> (Pages 1-14)</p> <p>Question Sequence: First Read</p> <p>Instructional Strategy: Interactive Read Aloud</p>

TEXT COMPLEXITY ANALYSIS	
QUANTITATIVE COMPLEXITY MEASURES	
750 L	
QUALITATIVE COMPLEXITY MEASURES	
TEXT STRUCTURE	LANGUAGE FEATURES
The text structure is moderately complex for this text. The ideas are sequential and carefully crafted, however there are two story lines throughout the text. The illustrations support the text.	The language features for this text are very complex. Vocabulary is complex and sometimes unfamiliar, such as: inventive, ancient, and dormant. The text includes word endings/root words such as secretive and adventurous. Figurative language is fairly complex and includes personification. The author uses adjectives that are typically used to describe people to describe seeds. The text includes repetition: “A seed is...” followed by facts and captioned illustrations. The text is a hybrid and contains both literary and informational knowledge.
MEANING/PURPOSE	KNOWLEDGE DEMANDS
The meaning and purpose of this text are moderately complex. There are multiple levels of meaning that are clearly distinguished in the text. The themes are clear, but are conveyed with some subtlety (there is more to a seed than we might think).	The knowledge demands are moderately complex for this text. The text explores several themes, including travel, size, germination, and needs, which could be uncommon to readers. Student’s prior knowledge of the life cycle of a plant will support access to the text.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand how seeds have unique characteristics that help them get planted in nature and germinate.

In today's reading, students will:

- Identify how adjectives help us understand characteristics of seeds;
- identify words and phrases in the story that suggest feelings or appeal to the senses to describe seeds; and
- participate in asking and answering questions about words that describes seeds in unique ways.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- sleepy (explicit)
- secretive (explicit)
- fruitful (explicit)
- naked (explicit)
- adventurous (explicit)
- reveal (embedded)
- snug (embedded)
- cones (implicit)

The following words will be reinforced in this reading:

- flowering/flower
- soil
- seed
- pod
- roots

DAILY TASK

Today we are going to have a question and answer partner discussion that features the five adjectives used in today's reading. You will be responsible for crafting a question for each adjective that was used to describe the seeds. Your partner will answer these questions. Be sure to begin your questions with, "why" or "how." This will allow your partner to give you more evidence from the text. Take notes and be prepared to share your partner's responses with the class.

The adjectives are:

sleepy
secretive
fruitful
naked
adventurous

The responding partner should cite text evidence from today's reading and other books in the unit to support their responses.

Teacher's note: Circulate during the question and answer session to take anecdotal notes and to provide academic feedback. This task will help prepare students for the interview in the end-of-unit task.

POSSIBLE STUDENT RESPONSE

Why are seeds sleepy? *Possible supporting text evidence:* Seeds are tucked away in flowers, cones, or the soil.


How can seeds be secretive? *Possible supporting text evidence:* Seeds take time to germinate and sprout above the soil. Some can stay in the soil for many seasons.


What makes a seed fruitful? *Possible supporting text evidence:* Flowering plants produce fruits of all shapes and textures.

Why did the author say that seeds are naked? *Possible supporting text evidence:* Some seeds do not start in fruit or pods, so they are naked. Naked seeds can hide in cones until they fall to the ground.

How can a seed be adventurous? *Possible supporting text evidence:* Some seeds float in the air until they are in a new spot where they can germinate.

(Partner responses should cite in text evidence from the reading and previous readings in the unit.)

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Pages 3-4	Throughout the year, we have learned that an adjective is a word that describes a noun. For example, I can describe the weather by saying "It is hot outside today." The word 'hot' is the adjective in this sentence because it is describing the weather. On page 3, what adjective does the author use to describe the seed? Why do you think it is important that seeds stay secretive? Use evidence from the text to support your answer.	The author calls the seed secretive. It is important because we want the seeds to grow until they are ready to reveal themselves. We don't want people to destroy the seeds until they are strongly planted in the ground. Also, they don't show you what they are like right away. It says the seed "does not reveal itself too quickly" OR it says "some seeds take 10 years to turn into flowers."
Pages 5-6	On page 5&6, what does the author mean when she says a seed is fruitful? What are some examples?  (This is an opportunity for a collaborative talk structure.)	Plants have flowers that produce fruit of all kinds, shapes, and sizes, like kiwi, strawberries, papaya, honeydew melons, etc.

Pages 7-8	<p>The author says that some seeds are naked! What is an example of a seed that is naked? How would a naked seed protect itself without a seed coat?</p>	<p>Some seeds are not in fruit or pods. To protect themselves, they hide themselves on the outside of a cone to stay safe since they don't have a seed coat. A pinecone is an example.</p>
Pages 11-14	<p>How are seeds adventurous? How does that impact the types of plants we see around us here in Tennessee?</p> <p>How does this story support the idea that we need seeds?</p> 	<p>Seeds have features that help them travel from place to place on animals, in the air, or on peoples' clothes or shoes. Some seeds get scattered very far from where they were made. We see plants around us from seeds that floated and landed here in our state.</p> <p>This story described different types of seeds like strawberries and kiwi. Seeds make different fruits and vegetables that we eat in order to survive and stay healthy.</p>

A SEED IS SLEEPY – READING 2, QUESTION SEQUENCE 2, DAILY TASK 10**TEXT**

Text: *A Seed is Sleepy* (Pages 15-28)

Question Sequence: Second Read

Instructional Strategy: Interactive Read Aloud

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that seeds have unique characteristics and adaptations that help them get planted in nature and germinate.

In today's reading, students will:

- identify and use words from the story that help to understand the unique characteristics of seeds; and
- write an opinion piece describing which adjectives best describe a seed.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- inventive (explicit)
- generous (explicit)
- ancient (explicit)
- clever (explicit)
- currents (explicit)
- embryo (embedded)
- dormant (embedded)
- photosynthesis (embedded)
- energy (embedded)

The following words will be reinforced in this reading:

- pod
- sunlight
- soil
- seed coat
- germinate
- minerals
- shoot

DAILY TASK


Choose two adjectives from *A Seed is Sleepy* that describe the special characteristics of a seed. Write a paragraph that states your opinion of why those two adjectives **best** describe the special characteristics that seeds have, and why they are important to the seed or plant. In your writing, be sure to:

- introduce your topic;
- give your opinion and a supporting reason;
- end your paragraph with a sense of closure to show the reader your paragraph is finished;
- use vocabulary from our unit in your writing.

POSSIBLE STUDENT RESPONSE

The best adjectives to describe a seed are adventurous and fruitful. Seeds are adventurous because they can float to different areas to germinate so they can survive and continue their life cycle. Seeds are also fruitful because some can grow flowers and fruit pods. The fruit pods make seeds for new plants. The fruit protects the new seeds inside. These seeds will also be fruitful when they germinate and make food for people and animals. I think the adjectives adventurous and fruitful are the best ways to describe seeds!

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
	<p><i>Teacher's Note: To support students in the daily task, collect adjectives that best describe the seed in a shared anchor chart. Consider the use of the following questions to support students in collecting these words and in forming an opinion about them as they read the remainder of the book. You may want to revisit a few pages from the first reading of pages 1-14.</i></p> <ul style="list-style-type: none"> • What words on this page best describe the seeds? • Why are these words so helpful and provoking? • What does this word help you understand about the seed? Why does it add to your understanding? 	
Pages 15-16	<p>How can a seed be inventive? Use the text to support your answers.</p> <p>Scaffolded question:</p> <p>How does the seed travel? In what ways is a seed's travel unique?</p>	<p>A seed is not frightened to take a journey. A seed goes alone, floats through the air, or travels in a bear's belly. It must go alone in search of a less crowded place to put down roots.</p>

	 (This is an opportunity for a collaborative talk structure.)	
Pages 21-22	The author describes the seed as hungry and thirsty. Using what you have learned about seeds, what does the author mean?	The author means the seeds need food and water to grow. Seed's roots take in minerals from the soil. Leaves take in sunlight to help the plant make its own food.
Pages 23-24	Listen carefully as I re-read the section on page 24. "It knows to seek the sunlight... to push itself up, up, up through the soil. But it must wait awhile before that happens." Explain how this section from the book shows that a seed is clever.	This tells us a seed is clever because it knows it needs sunlight to make its food so it pushes itself up reach towards the sun. It knows it can't do this until its roots have taken in nutrients to make it strong enough to grow and push up out of the soil.

Note: The texts selected for shared reading are intended to provide opportunities for students to practice newly acquired foundational skills, to develop reading fluency, and to build knowledge across a variety of genres. Shared reading texts should be appropriately complex text that students can read with teacher guidance and support. Teachers will need to take grade-level and time of year into account when deciding if the shared reading texts are appropriate for their students. Teachers will also need to consider students' current abilities and the pace at which students need to grow to meet or exceed grade-level expectations by the end of the year. If the shared reading texts included in the Unit Starter are not appropriate for the specific group of students and time of year, educators are encouraged to make an informed decision about selecting a different text for shared reading. The shared reading texts with question sequences in this Unit Starter are appropriate for instruction closer to the end of the academic school year. However, as you see here, different texts may be more appropriate if this Unit Starter is used at a different point in the year.

ALTERNATIVE SHARED READING OPTIONS

Other options for aligned shared reading experiences that may be more appropriate for a different point in the year include the following:

This song is by **Raffi** and appears on the album *One Light One Sun (1985)*.

Raffi: In My Garden Lyrics

Digging, digging
 This is how we dig the ground
 In our garden, in our garden
 Digging, digging
 This is how we dig the ground
 Early in the morning

Hoeing, hoeing
 This is how we hoe the weeds

In our garden, in our garden
Hoeing, hoeing
This is how we hoe the weeds
Early in the morning

Planting, planting
This is how we plant the seeds
In our garden, in our garden
Planting, planting
This is how we plant the seeds
Early in the morning

Growing, growing
This is how the peas will grow
In our garden, in our garden
Growing, growing
This is how the peas will grow
Early in the morning

Picking, picking
This is how we pick the peas
In our garden, in our garden
Picking, picking
This is how we pick the peas
Early in the morning

Eating, eating
This is how we'll eat those peas
From our garden, from our garden
Eating, eating
This is how we'll eat those peas
Early in the morning.

THE CURIOUS GARDEN – READING 1, QUESTION SEQUENCE 1, DAILY TASK 11

TEXT

Text: *The Curious Garden* by Peter Brown

Question Sequence: First Read

Instructional Strategy: Interactive Read Aloud

TEXT COMPLEXITY ANALYSIS

QUANTITATIVE COMPLEXITY MEASURES

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QUALITATIVE COMPLEXITY MEASURES

TEXT STRUCTURE

The text structure is slightly complex. While there are rich ideas embedded in this text, the structure is accessible and easy to follow. The order of events is chronological and is supported by the use of graphics. Some graphics might be supported with questioning, especially when there are two graphics side by side or section breaks on a page.

LANGUAGE FEATURES

The language features of this text are moderately complex. The language is conventional and easy to understand. While there are great, descriptive words (patiently, worrying, handy), these words are supported in the text or by pictures. The sentence structure ranges from simple to complex.

MEANING/PURPOSE

The meaning and purpose of this text are very complex. While students will be able to understand Liam's desire to help out and make the garden beautiful, they may not initially understand the idea of taking initiative or having an impact on the community. These ideas can be lifted with further questioning and exploration of the text.

KNOWLEDGE DEMANDS

The knowledge demands are moderately complex. While additional meanings could be assumed, the texts largely explores life experiences that could be understood by a first-grade student. The text also does not offer many connections or references to other cultural aspects in the community.

LESSON OBJECTIVE(S) FOR THIS READING

Students will understand that plants need specific interactions and conditions to grow. They will understand that people depend on plants for more reasons than to provide food. People sometimes depend on plants for their beauty.

In today's reading, students will:

- make connections with various elements of the story (setting) and previous texts from the unit;
- use the illustration to describe the main character and the setting of the story to provide additional meaning; and
- write and prepare a narrative conversation that expresses certain feelings about the curious garden.

VOCABULARY WORDS

The following words will be introduced during this reading. The suggested instructional methods are included in parenthesis.

- pruning (explicit)
- city (implicit)
- patiently
- curious (explicit)

DAILY TASK

Part 1: Liam has asked you to help out in the curious garden. He would like you to interview for the job because he cares so much for his flowers. He wants the right person. He wants you to write a brief summary that describes what you know about plants, their life cycle and how to take care of them.

Your summary needs to include:

- introduce your topic;
- give at least two ideas on how to help the garden and supporting reasons;
- end your summary with a sense of closure to show the reader your paragraph is finished;
- use vocabulary from our unit in your writing.

Part 2: After writing your summary, work with a partner. One will pretend he/she is Liam while the other practices the interview questions.

Liam's Questions


- What do plants need in order to survive?
- In what ways should we care for plants?
- How could you use the life cycle to meet a plant's needs?


POSSIBLE STUDENT RESPONSE


Part 1: Plants need a lot of water, sunshine, and love. I love taking care of plants and would check on the garden every day. Plant life cycles are predictable, so I would use what I know about the life cycle to predict and prepare for their needs. I would plant seeds in the spring, water in the summer, prune in the fall, and be patient in the winter. I can help your curious garden grown!

Part 2: Possible student responses:

Possible Interviewee Responses
<ul style="list-style-type: none"> Plants need water, sunshine, and attention. We can care for plants by checking on them regularly and giving them what they need when they don't look as good as they should. The life cycle of a plant will help me predicts their needs. It will help me know when to plant, water, prune, and be patient as the flowers go through each phase.

PAGE/PART OF TEXT	QUESTION SEQUENCE	EXEMPLAR STUDENT RESPONSE
Page 1 (Pages were numbered to begin with the first page where text is present.)	<p>Based on the illustration, what is the setting of this story? Describe it using adjectives.</p> <p>How is this setting different than other settings we have had in stories from this unit? Why were they set in different places?</p> <p>Scaffold: How might the needs of plants have influenced the setting of the author's story?</p> <p> (This is an opportunity for a collaborative talk structure.)</p>	<p>The setting of this story is a city that is dull and brown. The dull city does not have a lot of color or plants.</p> <p>Most stories have been set in the country or near a lot grass so plants could grow.</p> <p>The author set the other stories near fields, forests, and sunny places. The setting also had rain. These may have been the settings because the books talked about seeds and seeds need dirt, sun, and rain to grow.</p>
Page 5	<p>What is different about this space compared to the rest of the city?</p> <p>At what stage of the plants' life cycle are these flowers?</p>	<p>This space is not dark and dull like the rest, because it has flowers growing in a small patch.</p> <p>They may be at the end of their life cycle preparing for winter because they are dying.</p>

	<p>What if they aren't preparing for winter? Why would the plants be dying?</p> <p>Scaffold: What do the plants need in order to live and thrive?</p>	<p>They need water and sunlight to stay alive. It does not look like they have been taken care of in a long time, which is why they may be dying.</p>
Page 6	<p>What mistakes did Liam make as he began caring for the flowers?</p> <p>What advice could you give him to become a better gardener? Speak as if you were talking to Liam.</p> 	<p>He gave the flowers too much water and drowned them. He pruned or cut down the flowers too much. He sang to the flowers, which doesn't really help them grow.</p> <p>Answers may vary: "Liam, we need to make sure we do not over water plants. They need enough water to get down to the roots and then to breathe."</p>
Page 8 - 9	<p>What had Liam done to help the garden grow?</p> <p>How is the setting starting to change? Describe how this change impacts the city?</p>	<p>With his watering and pruning, the seeds were able to germinate and start to sprout and grow.</p> <p>The setting is starting to change because the garden is spreading around the railroad tracks. It makes the city look brighter and happier.</p>
Page 11	<p>Did Liam <i>need</i> this garden space?</p>	<p>Liam did not need the garden space to stay alive, but he did need it the more he started to enjoy working in it. Sometimes we need plants to bring us joy and make us happy.</p>
Page 13	<p>Describe the current life cycle of the garden? How has the cycle progressed since the last page (10 – 11)? What from the text supports your answer?</p>	<p>It is Fall and the flowers are starting to shed their seeds and lose their color. This means that flowers that return each year are preparing for winter. This has changed from the last picture when the flowers were in full bloom. It was probably summer in the last picture.</p>
Page 17	<p>Using the illustration, how did Liam prepare for the garden, even during the winter months?</p>	<p>He is reading a book in the picture. The book has a flower on it. I think he is reading a book about flowers and gardens so he can help them grow even more.</p>
Page 19	<p>The author said "the plants soon awoke from their winter sleep." What does he mean by that?</p>	<p>He means that they were not blooming during the winter, and they weren't showing their pretty colors off.</p>

Page 21	The text never says Liam planted seeds. Where might all of the flowers be coming from? How did the seeds get there? Use what we have learned in previous texts to support your answer.	Sometimes seeds blow away from different gardens. These seeds could have blown in the wind, like Miss Maple's seeds. The seeds could have also travelled on an animal's leg or their fur.
Page 27	<p>Why did people help Liam with the curious garden?</p> <p>How does this support the idea that we need plants?</p> 	<p>The text does not say, but I think people wanted to help make the garden spread because it made the city so beautiful.</p> <p>We need things that are beautiful.</p>
Page 29	How do we know plants remained important to Liam?	It looks like he is a daddy now and he brings his family to work in the garden. He grew up and the garden was still something he needed and wanted to take care of.
Page 31	How did the setting change?	The setting changed from a dark and dull city to one where there were plants and flowers all over the place.

END-OF-UNIT TASK

Note: The end-of-unit task gives students the opportunity to independently answer the essential questions for the unit and to demonstrate their understanding of the unit concepts. The end-of-unit task prompts student thinking, speaking, and writing about unit texts that reflects the demands of the grade-level literacy standards. In addition, the end-of-unit task provides students a chance to demonstrate their understanding in an authentic and meaningful context.

END-OF-UNIT TASK

Ms. Green is looking for some qualified students to volunteer at her nursery, Green's Garden Depot. She has sent a volunteer application for each of you to fill out to demonstrate that you are an expert on parts of plants and their life cycles and could help them thrive in her nursery. In your application, there will be a few questions that help you demonstrate your knowledge about plants, their structures, and their predictable life cycle. You will also have an opportunity to practice your interview with a partner to demonstrate your knowledge and qualifications that will make you an effective volunteer.

To complete your application, be sure to:

- draw with specific detail and use academic language;
- explain characteristics of seeds and how they become plants;
- describe why it is important that plant parts work together;
- use unit vocabulary to support your answers.

To prepare for your interview, consider the following:

- Why do plants need different parts and structures?
- What is the life cycle of a plant?
- How are these life cycles predictable?
- Why do we depend on plants?

POSSIBLE STUDENT RESPONSE

Employment Application

Applicant Information

Full

Name:

1st Grader

Date:

Address:

123 School Road

Readingville

TN

12345

City

State

ZIP Code

Phone: 123-4567

Email : 1stgrader@reading.com

It is important for all of our volunteers to be very knowledgeable about plants and how they grow. Please complete the following questions to show us how much you know about plants.

Draw and label the parts of the plant.

Students should draw and label the parts of a plant.

Explain how seeds become plants. Make sure you explain what characteristics seeds have to help them get planted to germinate.

Seeds become plants when the seed is made by a living plant. The seeds are created in the flower or fruit pods. When some seeds leave the pods, they have special characteristics that help them get planted. Some seeds can drift in the air. Other seeds are carried by the wind, water, or animals. Seeds get planted in the ground. They germinate and sprout. Then they grow stems and leaves.

Why is it important that the parts of a plant work together to keep it alive?

Each part of a plant has a special job. First, the seed is where the plant begins its life. The seed waits in the ground to be germinated. Once the seed is germinated, it begins to sprout. The roots grow down into the ground and green shoots begin to come out on top of the ground. At this point, the plant has roots to get water and minerals and a stem to hold it up straight and tall. It also begins to grow leaves. The leaves collect the sunshine, air, and rain to help make the plant make food. The plant will also grow flowers and make its own seeds. Those seeds will fall off and begin their own life cycle.

Students use these questions to do a mock interview with each other. The interviewer holds these questions while the interviewee responds to each of the questions verbally. After students have practiced their questions together, students will independently write their responses in their journal.

Peer to Peer Interview Questions:

Do plants need all of their parts? Why?

Plants need all of their parts because they help the plant survive. For example, a plant needs its roots to bring minerals and water from the soil up to the stem. The plant needs the stem to hold it in the ground. The stem also brings water to the leaves. Using a process called photosynthesis, the leaves take in air and sunlight which make food for the plant. Plants need all of their parts to work together in order to live.

Summarize the life cycle of a plant.

Most plants begin as seeds. Then they germinate, sprout, and grow roots and a stem. After that the plants may produce, flowers, fruit, and seeds. The seeds then fall to the ground and begin their own life cycle.

How are plants' life cycles predictable? Why is this important for farmers?

We know that plants have a predictable life cycle. They go through stages that we can see. It is important for the life cycle of a plant to be predictable so that farmers can know when their crops are ready or not ready to harvest. For example, an apple farmer knows that he should see apples begin to bud AFTER the blossoms fall off. This predictability is helpful when we observe plants.

Why do we (people, animals, etc.) need plants?

We need plants for a lot of reasons. Plants give us fruit and vegetables that are good to eat, and we need to eat to be healthy and strong. Plants also can be beautiful. They fill up parks and places we can go to relax and have fun. People need those things to survive and be happy. Animals need plants for other reasons. Some animals rely on plants, or trees, for shelter.

END OF UNIT TASK RUBRIC

END-OF-UNIT TASK RUBRIC

Note: The end-of-unit task rubric is designed to support educators in determining the extent to which students' responses meet the grade-level expectations. This rubric will also help teachers analyze the extent to which each student understands the unit concepts and understandings.

End of Unit Task Rubric

Student End of Unit Task Rubric: Grade 1

Directions: After reading and reflecting on the student work sample, score each area and total the rubric score at the bottom of the page. This rubric is designed to look at student work samples in a holistic manner.

	Below Expectation (0)	Needs More Time (1)	Meets Expectation (2)	Above Expectation (3)
Content (Text-based evidence)	Writes but does not use information from the text set to explain the life cycle and/or functions of the parts of plants OR the content is off topic	Writes using at least 1 piece of information from the text set to explain the life cycle and/or functions of the parts of plants	Writes using at least 2 pieces of information from the text set to explain the life cycle and/or functions of the parts of plants	Writes using at least 3 pieces of information from the text set to explain the life cycle and/or functions of the parts of plants
Word Choice (Content Vocabulary)	Uses 0 or 1 content vocabulary to explain the life cycle and/or functions of the parts of plants	Uses 2 science content vocabulary to explain the life cycle and/or functions of the parts of plants	Uses 3 science content vocabulary to explain the life cycle and/or functions of the parts of plants	Uses 4 or more science content vocabulary to explain the life cycle and/or functions of the parts of plants
Mechanics	Little to no use of punctuation and capitalization	Uses some punctuation and capitalization but errors make understanding difficult	Mostly uses punctuation and capitalization and errors do not interfere with the understanding	Consistently uses correct punctuation and capitalization
Structure	Writing does not include an introduction nor a sense of closure, and few details sentences are included	Writing does not include an introduction nor a sense of closure, but does include some detail sentences	Writing includes an introduction, detail sentences, and leaves reader with a sense of closure	Writing includes a clear introduction, many key details, and a sense of closure in the final sentence

Total: _____

Above Expectation: 11 -12 points

Meets Expectation: 8-10 points

Needs More Time: 4-7 points

Below Expectation: 0-3 points

***Points are not designed to be averaged for a grade.**

APPENDIX A: UNIT PREPARATION PROTOCOL

Question 1: What will students learn during my unit?

Review the content goals for the unit, and identify the desired results for learners.	
<ul style="list-style-type: none"> • What are the concepts around which I will organize my unit (<i>universal concept, unit concept</i>)? • What will students come to understand through deep exploration of these concepts (<i>essential questions, enduring understandings*</i>)? • What disciplinary knowledge will focus instruction and provide the schema for students to organize and anchor new words (<i>guiding questions, disciplinary understandings</i>)? • Why is this content important for students to know? <p>*Adapted from McTighe, J. & Seif, E. (2011), Wiggins, G. & McTighe (2013).</p>	

Question 2: How will students demonstrate their learning at the end of my unit?

Review the end-of-unit task and the exemplar response to determine how students will demonstrate their learning.	
<ul style="list-style-type: none"> • How does the task integrate the grade-level standards for reading, writing, speaking and listening, and/or foundational literacy in service of deep understanding of the unit texts and concepts? • How does the task call for students to synthesize their learning across texts to demonstrate their understanding of the unit concept? • How does the task call for students to use appropriate details and elaborate on their thinking sufficiently? • How does the task prompt student thinking and writing that reflects the grade-level expectations? 	

- What is the criteria for success on this task?
What does an excellent response look/sound like?

Question 3: How will students build knowledge and vocabulary over the course of the unit?

Read each of the texts for the unit, and consider how the texts are thoughtfully sequenced to build world and word knowledge.

- How are the texts sequenced to build knowledge around the unit concepts?
- How are the texts sequenced to support students in developing academic and domain-specific vocabulary?
- Which instructional strategies are suggested for each text? How will I sequence them within the literacy block?

Question 4: What makes the text complex?

You are now ready to prepare at the lesson level. To do this, revisit the individual text. Review the text complexity analysis and read the desired understandings for the reading.

- What aspects of this text (structure, features, meaning/purpose, knowledge) are the most complex?
- What aspects of the text are most critical for students to comprehend to ensure they arrive at the desired understanding(s) for the reading?
- Where might you need to spend time and focus students' attention to ensure they comprehend the text?

Question 5: How will I help students access complex texts during daily instruction?

Review the question sequence, and reflect on how the questions support students in accessing the text.

- How does the question sequence support students in accessing the text and developing the desired understanding(s) of the reading?
- How does the question sequence attend to words, phrases, and sentences that will support students in building vocabulary and knowledge?
- How are the questions skillfully sequenced to guide students to the desired understanding(s) of the reading?
- How will you ensure all students engage with the questions that are most essential to the objectives of the lesson? (Consider structures such as turn and talk, stop and jot, etc.)
- How will you consider additional texts, or additional reads of the text, to ensure students fully access and deeply understand the text?
- Are there any additional supports (e.g., modeling, re-reading parts of the text) that students will need in order to develop an understanding of the big ideas of the text and the enduring understandings of the unit?

Question 6: How will students demonstrate their learning during the lesson?

Review the daily task for the lesson to determine what students will be able to do at the end of the lesson.	
<ul style="list-style-type: none"> • How does the task require students to demonstrate their new or refined understanding? • How does the task call for students to use appropriate details and elaborate on their thinking sufficiently? How does the task prompt student thinking and writing that reflects the grade-level expectations? • How does this task build on prior learning in the unit/prepare students for success on the end-of-unit task? • How will students demonstrate their learning during other parts of the lesson? What is the criteria for success on this task? What does an excellent response look/sound like? 	

Question 7: What do my students already know, and what are they already able to do?

Consider what your students already know and what they are already able to do to support productive engagement with the resources in the Unit Starter.	
<ul style="list-style-type: none"> • What knowledge do my students need to have prior to this unit? • What do my students already know? What are they already able to do? • Given this, which/what components of these texts might be challenging? Which/what components of these tasks might be challenging? • What supports will I plan for my students (e.g., shifting to a different level of cognitive demand, adding or adjusting talking structures, adding or adjusting accountable talk stems into student discussions, providing specific academic feedback, or adding or adjusting scaffolded support)? 	

- How can the questions and tasks provided in the Unit Starter inform adjustments to upcoming lessons?

Question 8: What content do I need to brush up on before teaching this unit?

Determine what knowledge you as the teacher need to build before having students engaged with these resources.

- What knowledge and understandings about the content do I need to build?
- What action steps can I take to develop my knowledge?
- What resources and support will I seek out?

APPENDIX B: LESSON PREPARATION PROTOCOL

Question 1: What will students learn during this lesson?

Review the desired understanding(s) for the reading. Then read the daily task and the desired student response.

- What is the desired understanding(s) for this reading?
- How does this desired understanding build off what students have already learned? What new understandings will students develop during this reading?
- How will my students demonstrate their learning at the end of the lesson?
- How does the desired understanding for this reading fit within the larger context of the unit?

Question 2: How might features of the text help or hold students back from building the disciplinary and/or enduring understandings?

Read and annotate the lesson text and review the associated text complexity analysis.

- Where in the text will students be asked to make connections to what they already know? Where in the text will students build new knowledge?
- What aspects of the text (structure, features, meaning/purpose, knowledge) might help or hold students back from building the disciplinary and/or enduring understandings?
- Where do I need to focus students' time and attention during the read aloud/shared reading?

Question 3: How will I support students in accessing this text so they can build the disciplinary and/or enduring understandings?

Read through the question sequence and the desired student responses.	
<ul style="list-style-type: none"> • Which question(s) are crucial and most aligned to the desired understandings? What thinking will students need to do to answer the most important questions? • Which questions target the aspects of the text that may hold students back from building the desired disciplinary and/or enduring understandings? • Are there adjustments I need to make to the questions or their order to meet the needs of my students - while ensuring students are still responsible for thinking deeply about the content? • What do I expect to hear in students' responses? How will I support to students who provide partial or incomplete responses in developing a fuller response? 	

APPENDIX C: USEFUL PROCEDURAL EXAMPLES FOR EXPLICIT VOCABULARY INSTRUCTION

Example 1:

- Contextualize the word for its role in the text.
- Provide a student friendly definition, description, explanation, or example of the new term along with a nonlinguistic representation and a gesture.
- Provide additional examples, and ask students to provide their own examples of the word.
- Construct a picture, symbol, or graphic to represent the word.
- Engage students in lively ways to utilize the new word immediately.
- Provide multiple exposures to the word over time.

-Beck et al., 2002; Marzano, 2004

For a specific example, see the shared reading webinar presentation found [here](#).

Example 2:

- Say the word; teach pronunciation.
- Class repeats the word.
- Display the word with a visual, read the word, and say the definition using a complete sentence.
- Have the class say the word and repeat the definition.
- Use the word in a sentence: the context of the sentence should be something students know and can connect with.
- Add a gesture to the definition, and repeat the definition with the gesture.
- Students repeat the definition with the gesture.
- Have student partners take turns teaching the word to each other and using the word in a sentence they create.
- Explain how the word will be used in the text, either by reading the sentence in which it appears or explaining the context in which it appears.

- Adapted from *50 Nifty Speaking and Listening Activities* by Judi Dodson