



### About the Book

Text Type: Nonfiction/Informational    Page Count: 12    Word Count: 82

### Book Summary

Taking care of living things, such as plants, is a huge responsibility. In *I Am Your New Plant*, students will learn about the supplies and steps needed for growing a plant. Detailed illustrations, high-frequency words, and repetitive phrases support readers. Students will have the opportunity to identify the sequence of events as well as retell the story.

### About the Lesson

#### Targeted Reading Strategy

- Retell

#### Objectives

- Use the reading strategy of retelling to understand text
- Sequence Events
- Discriminate initial /pl/ sound
- Identify initial consonant blend *pl*
- Recognize and use commas after introductory words
- Recognize and use compound words

#### Materials

Green text indicates resources that are available on the website.

- Book—*I Am Your New Plant* (copy for each student)
- Sticky notes
- Sheets of paper
- [Sequence events, introductory commas, compound words worksheets](#)
- [Discussion cards](#)



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

#### Vocabulary

\*Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](#).

- High-frequency words: *give*, *me*, *please*
- Content words:  
     Story critical: *grow* (v.), *plant* (n.), *pot* (n.), *soil* (n.), *sunlight* (n.), *water* (n.)

### Before Reading

#### Build Background

- Write the word *garden* on the board. Have students repeat the word.
- Ask students if they have ever planted something in a garden or a pot. Discuss how the process might work and what things you would need. If possible, have some potted plants available for students to see.

### Book Walk

#### Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

#### Introduce the Reading Strategy: **Retell**

- Explain to students that one way to understand and remember what they are reading is to stop now and then during reading to retell in their mind what is happening in the story.
- Explain that when someone retells something, he or she explains the details of what happened in order. Point out that people retell stories as part of their daily lives, such as explaining what happened at a sports game. Ask students to share other examples of when people might give a retelling.
- Model retelling a familiar story in detail, such as *Goldilocks and the Three Bears*.  
**Think-aloud:** *In Goldilocks and the Three Bears, Goldilocks comes to a house in the forest that belongs to three bears: a mama bear, a papa bear, and a baby bear. The bears leave the house for a walk in the forest while their porridge is cooling. Goldilocks goes inside the house even though no one is home. First, Goldilocks sees three bowls of porridge on the table. She tries each one. The first bowl is too hot, the second bowl is too cold, and the third bowl is just right, so she eats it all up. Next, she sees three chairs and sits in each one. The first chair is too hard, the second chair is too soft, and the third chair is just right. However, that chair breaks, and Goldilocks falls to the ground.*
- Continue retelling in detail to the end of the story. Invite students to suggest information for the retelling of the story.
- Have students place sticky notes on pages 5, 8, and 12. Explain that as they read, they should stop on these pages to think about what has happened in the story. Encourage students to retell in their mind what happens in the story as they read.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

#### Introduce the Comprehension Skill: **Sequence events**

- Review or explain to students that the steps for how to do something are told in order from beginning to end.
- Model sequencing the main steps of a familiar process, such as doing the laundry. Write key words about each event in order on the board as you describe them to students.  
**Think-aloud:** *When I do something, I often follow certain steps in a specific order. For example, when I do the laundry, first I gather up all the dirty clothes. Next, I take them to the laundry room. Then, I sort them by color and type. Next, I put them into the machine to wash them. Then, I put them in a different machine to dry them. Last, I fold the clothes and put them away. I have a plan for how to do the laundry. Since I think this book is about planting a plant, I will think about the steps for planting it and the order in which the steps are completed. As I read, I will look for words that describe these steps.*
- Explain to students that certain words are often used to explain a sequence of events. Read to students the list of steps on the board for doing laundry in order, using words such as *first*, *second*, *next*, and *last*. Ask students to identify these sequencing words from the example.
- Have a volunteer use the key words on the board to sequence the events out of order. Ask students to explain why the order of the steps is important (*the process does not make sense if it's out of order*). Discuss with students that a process for doing something makes sense only if the events are in the correct order.

### Introduce the Vocabulary

- Have students turn to page 7 in their book. Point out the word *sunlight*. Ask students to look at the two words that make up one word. Have students look at the picture on the page and say the word. Repeat with other vocabulary words if necessary.
- Remind students to look at the word to see if they can break it down into smaller words to help them say the word. They should also check whether a word makes sense by looking at the picture or rereading the sentence.

### Set the Purpose

- Have students think about the steps required to take care of a plant as they read the book.

### During Reading

#### Student Reading

- **Guide the reading:** Give students their copy of the book. Have them read to the end of page 5 and then stop to think about what has happened so far in the book. Encourage students who finish before others to reread the text.
- Model retelling.  
*Think-aloud: I stopped after a few pages to retell in my mind what I had read so far. I learned that when you bring a new plant home, it needs a pot. You need to be patient when planting a new plant. A new plant needs soil to grow.*
- Ask students what happened next (*the new plant needs water*). Remind students that only the main events are included in the sequence of events.
- **Check for understanding:** Have students read to the end of page 8. Have them retell what they have read so far.
- Have students read the remainder of the book. Remind them to retell what they have read so far and think about the sequence of events to help them understand and remember the events as they read.
- Have students read the remainder of the book. Remind them to think about what they know about or have experienced with plants as they read and identify the sequence of events in the book.



Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

### After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Reflect on the Reading Strategy

- Retell in detail the events of the story after the boy planted the new plant.
- **Think-aloud:** *The boy gave the plant soil. Next, the boy gave the plant water. Then, he put the plant in the sunlight. Next, he read to the plant. Finally, he gave the plant attention.*
- Have students retell the story from the beginning to a partner. Listen for whether they include the following: correct events in detail and events in order.

### Reflect on the Comprehension Skill

- **Discussion:** Review the steps in the process of planting something and watching how it grows. Explain that effective readers think about the sequence of events in the story to help them remember what they read.
- **Independent practice:** Introduce, explain, and have students complete the [sequence events worksheet](#). If time allows, discuss their responses.

- **Enduring understanding:** In this book, you learned steps for planting and having patience while taking care of a new plant. Now that you know this information, why do you think it's a good idea to be patient when attempting a project?

### Build Skills

#### Phonological Awareness: **Discriminate initial /pl/ consonant blend**

- Say the word *play* aloud to students, emphasizing the initial /pl/ sound. Have students say the word aloud and then say the initial /pl/ sound.
- Read pages 3 and 4 aloud to students. Have students raise their hand when they hear a word that begins with the /pl/ sound.
- **Check for understanding:** Say the following words one at a time and have students give the thumbs-up signal if the word begins with the /pl/ sound: *drink, plug, plan, talk, plot, place, topple*

#### Phonics: **Identify initial consonant blend pl**

- Write the word *play* on the board and say it aloud with students.
- Have students say the /pl/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letters represent the /pl/ sound in the word *play*.
- **Check for understanding:** Write the following words that begin with the /pl/ sound on the board, leaving off the initial consonant: *plate, please, plane*. Say each word, one at a time, and have volunteers come to the board and add the initial blend to each word.

#### Grammar and Mechanics: **Comma after introductory words**

- Write the following sentence on the board: *Yes, we have a new plant.* Ask a volunteer to come to the board and circle the comma. Explain that the word *Yes* is an introductory word leading into the sentence. Point out that a comma separates those words from the rest of the thought.
- Ask students to turn to page 4. Ask them to find the following sentence: *Then, be patient.* Ask a volunteer to identify the introductory word (*Then*). Discuss the location of the comma. Read the sentence aloud, emphasizing how the comma separates the introductory word from the rest of the sentence.
- Write the following sentence on the board: *Every May we plant our garden.* Have students turn to a neighbor and tell where the comma should be placed. Check individual answers for understanding.
- **Check for understanding:** Have students search the text for other examples of sentences with introductory words set off by a comma. Monitor their answers and, if necessary, clarify the different uses of commas found in the text.



**Independent practice:** Introduce, explain, and have students complete the [commas worksheet](#). If time allows, discuss their responses.

#### Word Work: **Compound words**

- Explain to students that a *compound word* is a word that is made from two words put together. The two words are words that can stand on their own and have their own meaning, but when they are put together, they mean something else. *Butter* is a solid yellow substance used for cooking, and *fly* means to move in or pass through the air with wings. A *butterfly* is a brightly colored insect that flies during the day.
- Write the following words on the board and read them aloud with students: *mail, box, tooth, brush, rain, bow*. Discuss each word's meaning. Select volunteers to draw a line connecting the two words that make a compound word. Then, have volunteers write the new compound words (*mailbox, toothbrush, rainbow*). Discuss the meaning of each compound word.

- Read page 7 aloud to students. Challenge them to locate a compound word on the page (*sunlight*). Ask a volunteer to name the two words that make the compound word. Discuss the meaning of the two individual words and then the meaning of the compound word.
- **Check for understanding:** Have students locate other compound words in the book. Have them write the compound words on a piece of paper and circle each smaller word in the compound word. Discuss as a class if time allows.
- **Independent practice:** Introduce, explain, and have students complete the [compound words worksheet](#). If time allows, have students discuss their answers after they finish the assignment.

### Build Fluency

#### Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

#### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them retell the story with someone at home.

### Extend the Reading

#### Informational Writing and Art Connection

Have students draw a picture of them making something in the kitchen. Have them write a how-to paragraph telling the steps to make the food. Collect the paragraphs and display them in the classroom. Visit [WritingA-Z.com](#) for a lesson and leveled materials on informational writing.

#### Science Connection

Discuss different types of plants that you can grow in a pot or a garden. Provide information about these plants and discuss how they are like and different from one another. Discuss how they might be classified into groups, on the basis of things they have in common. Have students write a fact they learned about plants and illustrate it.

#### Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

**Assessment****Monitor students to determine if they can**

- consistently retell story events during discussion;
- accurately sequence events during discussion and on a worksheet;
- accurately discriminate initial /pl/ consonant blend sound during discussion;
- identify and write the letter symbols that represents the /pl/ consonant blend during discussion;
- recognize the use of and identify examples of commas after introductory words in the text, during discussion, and on a worksheet;
- correctly use and write compound words in discussion and on a worksheet.

**Comprehension Checks**

- [Book Quiz](#)
- [Retelling Rubric](#)