

About the Book

Text Type: Nonfiction/Descriptive Page Count: 10 Word Count: 64

Book Summary

Where Plants Grow is an informational book that explains the different conditions under which plants can grow. The familiar topic, repeated text, and picture-to-text correspondence make this an easy book for early readers.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions


Objectives

- Use the reading strategy of asking and answering questions to understand text
- Understand and identify main idea and details
- Discriminate medial sounds
- Identify short vowels *li* and *Oo*
- Capitalize and punctuate sentences
- Read content vocabulary

Materials

Green text indicates resources available on the website

- Book—*Where Plants Grow* (copy for each student)
- Chalkboard or dry erase board
- [Main idea and details, content vocabulary worksheets](#)
- [Discussion cards](#)

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

Vocabulary

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

- High-frequency words: *can*, *in*, *some*
- Content words:
 - Story critical: *air* (n.), *rocks* (n.), *sand* (n.), *soil* (n.), *sunlight* (n.), *water* (n.)
 - Enrichment: *inside* (adv.), *outside* (adv.), *plants* (n.), *pots* (n.)

Before Reading

Build Background

- Discuss the kinds of plants students have seen. Have them tell what the plant looked like and where it was growing. Make a KWL chart on the board and explain each section. Write what students know about plants in the first column.
- Expand the discussion by talking about how living things need certain things to grow. Talk about what people and other animals need in order to grow.

Book Walk

Introduce the Reading Strategy: **Ask and answer questions**

- Show students the front and back covers of the book and read the title. Ask students what they think this book will be about, based on the cover information. Model how to ask questions as you preview the book.
Think-aloud: I see a big plant on the front cover of the book. It is a saguaro (sa-WAR-o) cactus. I wonder what it grows in. I'll write that question on our chart. (What does a cactus grow in?) The picture on the back cover looks like a garden. I wonder if the saguaro and the plants in the garden need the same things to stay alive. I'll write that question on the chart. (What do plants need to stay alive?)
- Show students the title page and ask them what they see in the picture. Turn the pages in the book so students can see the pictures. Ask students what questions they have, and add them to the KWL chart. If necessary, model once more for students how to ask questions about the book.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- Go through each page of the book with students. Ask them to talk about what they see in the pictures. Encourage them to use the vocabulary they will encounter in the text. Have them name what they see in the pictures. For example, point to the pictures on page 4 and ask: *Where are these plants growing?* (soil)
- Point out the words on the page. Explain that the words on the page tell them the facts about the plants.
- Show that the words are read left to right.
- Ask a student to come up and point to the place on the book where he or she should start reading and in which direction he or she should go while reading.
- Reinforce new vocabulary and word-attack strategies by modeling how students can read unfamiliar words. Ask a volunteer to point to the word *sand*. Ask students how they know this word says *sand*. Model how they can find the familiar word *and* in the word and then say the sound of the letter that is at the beginning of the word to help them. Point out that they can check whether the word makes sense by reading the sentence and looking at the picture. Read aloud the sentence with the word *sand* and ask if they think the sentence makes sense. Repeat with other vocabulary words if you feel students need more modeling. Remind students to look at the beginning and ending sounds in words, and/or word parts within words that they recognize, to help them sound out the word. They should check whether the word makes sense by looking at the picture and rereading the sentence.

Set the Purpose


- Have students look for the answers to the questions on the KWL as they read the book.

During Reading

Student Reading

- **Guide the reading:** Give students their book and have them put a sticky note on page 5. Direct them to read to the end of this page. Tell students to reread the pages if they finish before everyone else.
- When they have finished, ask students to tell the places where plants grow (inside, outside, soil, pots). Ask them if they have found the answers to any of the questions written on the KWL. Circle these on the KWL.

- Model asking and answering questions.
Think-aloud: I wanted to know where cactuses grow. I haven't found the answer, but if I keep reading, I might. I also wanted to know what plants need to stay alive. I haven't found the answer to that question either. I think they need water. I'll keep reading to see if I'm right.
- Tell students to read the remainder of 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 they marked in their book. Use this opportunity to model how they could read these words using decoding strategies and context clues. For example, point out the word *can* and ask students how they know this word doesn't say *pan*. Focus on the sound of /k/ at the beginning of the word.

Reflect on the Reading Strategy

- Reinforce how asking questions about the book before they begin reading and then looking for the answers while they are reading helps them understand and remember what they read.

Teach the Comprehension Skill: **Main idea and details**

- **Introduce and model:** Review or explain that every writer has a big idea in mind when he or she writes a book. Tell students that the “big” idea of a book is what most of the sentences are about. Give students the [main-idea-and-details worksheet](#). Point out the circle in the middle of the page. Tell students that this is where they will write the words that tell the “big” idea. Model how to figure out that the main idea is “where plants grow” by looking back through the book and finding what is the same about all of the things in the book. Have students write “where plants grow” in the center circle. Next, model how to go to page 3 to find the name of a place where plants grow. For example, say: *This is a picture of plants growing outside. This is a picture of plants growing inside. I read the sentences to find out that plants grow inside and outside, so I'll write the words inside and outside in any two of the smaller circles.*
- **Checking for understanding:** Have students tell the next place plants grow and then write it on the worksheet.
- **Discussion:** Have students tell the three things plants need in order to live (water, air, sunlight). Talk about the different plants in the book and how some may need more or less water, air, or sunlight than others.
- **Independent practice:** Tell students to complete the main-idea-and-details worksheet. Discuss their responses.

 **Extend the discussion:** Have students use the last page of their book to draw a plant they would like to grow.

Build Skills

Phonological Awareness: **Sound discrimination**

- Say the words *soil* and *toy*, and tell students that the words have the same sound in the middle: /oi/. Have students repeat the words and the middle sound.
- Say the following words: *grow/show/oil*. Have students repeat the words and tell you which two words have the same middle sound.
- Repeat the steps with the following words, one group at a time: *boy/toy/most; treat/feet/flow; moon/lake/boot; chase/pat/dad*. Have students tell the sound that is the same in each group.
- Say the following sentences slowly to allow time for students to clap each time they hear the /oi/ sound in the middle of the words: *The boy bought a toy with six shiny coins. Then, filled with joy, he went home again. His dog took the toy and buried it in the soil.*

Phonics: Short vowels *i* and *Oo*

- Have students turn to page 3 and find a word with the short /i/ sound. When students have found the word *in*, have them run their finger under the word as they say the sounds: /i/ /n/.
- Have students find the word *in* on the other pages of the book and count how many times they find it. (5)
- Have students look on page 8 to find the word *on*. Ask what vowel sound they hear in the word. Read the word *rocks* and ask what vowel sound they hear in this word.
- Write the following words on the board: *pot, fit, cob, him, rob, sit, not, Tim*. Run your finger under each letter in the words as you have students sound out the words.
- Give volunteers different colored chalk and ask them to come up one at a time and circle two words from the same word family (*-ot, -ob, -im, -it*). If necessary, explain that words from the same word family end with the same sounds, and they rhyme.

Grammar and Mechanics: Capitalization and punctuation

- Write the following sentence on the board: *Plants grow in pots*. Review or explain that there are different kinds of sentences and that a sentence like this one tells the reader something. Explain or review that sentences always begin with a capital letter. Ask students to identify the capital letter. Explain or review that every telling sentence has a period at the end so the reader will know when to stop reading. Explain or review that the period is used as a “stop sign.” Circle the period at the end of the sentence.
- Write the following sentence on the board without capitalization or punctuation: *plants need water to grow* Ask students to tell what is wrong with the sentence (it needs to begin with a capital letter and end with a period). Have a student come to the board and change the lowercase letter to a capital. Have another student put the punctuation at the end of the sentence.
- Write the following sentences on the board:
some plants grow inside
some plants grow in water
plants need sunlight to grow
plants need air to grow
- **Checking for understanding:** Ask students to tell what needs to be corrected in each sentence. Have students come to the board and make the needed changes.

Word Work: Content vocabulary

- Tell students that many of the words they read in the book tell about plants and where plants grow. Have students work in pairs to find the words in the book that are related to plants and where plants grow.
- **Checking for understanding:** Record the words that students find on a word web on the board.
- **Independent practice:** Give students the [content vocabulary worksheet](#) and have them find the words in the word search. Tell them they can use the book as a reference.

Build Fluency
Independent Reading

- Allow students to read their book independently. Additionally, allow partners to 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.

Extend the Reading

Writing Connection

Write the sentence *Plants grow in ____*. on the board. Ask each student to provide a word to finish the sentence. Have students illustrate their sentences. Display their sentences and illustrations on a bulletin board titled *We Know Where Plants Grow!*

Science Connection

Use this book as an introduction to a science unit about plant growth. Provide seeds, soil, and paper cups for students to grow their own plants. Discuss how often and how much water is needed and where the plants can be placed to receive sunlight. Have students check their plants daily and tell about any changes they see.

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 or dictate a response.
- 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:

- use the strategy of asking and answering questions to understand informational text.
- understand the main idea and identify details about it
- discriminate medial sounds
- read CVC words with short /o/ and short /i/
- capitalize and punctuate sentences
- understand vocabulary related to growing plants

Comprehension Checks

- **Retelling Rubric**
- **Book Quiz**