



About the Book

Text Type: Nonfiction/How-To Page Count: 12 Word Count: 169

Book Summary

Grow Tomatoes in Six Steps tells how to grow tasty tomatoes. Students will learn about the steps involved in growing tomatoes from seeds. This book provides the opportunity to sequence events. Illustrations support the text.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Use the reading strategy of connecting to prior knowledge to understand text
- Sequence events
- Discriminate short /o/ sound
- Identify short /o/ vowel
- Recognize and read exclamatory sentences
- Recognize and use question words

Materials

Green text indicates resources available on the website

- Book—*Grow Tomatoes in Six Steps* (copy for each student)
- Chalkboard or dry erase board
- [Sequence events, short /o/ vowel, exclamatory sentences 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

- High-frequency words: *do, how, out, when, with*
- Content words: *bloom, fresh, seedling, soil, stake, tasty, tomatoes, transplant*

Before Reading

Build Background

- Write the word *tomatoes* on the board and point to it as you read it aloud to students. Repeat the process and have students say the word aloud.
- Ask students whether or not they have ever eaten a tomato. Have them describe what tomatoes look and taste like.
- Ask students if they know how tomatoes are grown. Discuss where tomatoes might come from.

Preview the Book

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *Grow Tomatoes in Six Steps*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that good readers make connections between what they already know and new information they read. Remind students that thinking about what they already know about the topic of the book will help them understand what they read.
- Model connecting to prior knowledge using the information on the covers.
Think-aloud: When I read the title and look at the picture on the cover, it reminds me of times when I have planted seeds. It makes me think about the materials I need to plant things, such as soil, seeds, water, and a pot. I know that these things are needed to grow plants. I wonder if growing tomatoes is the same as growing other plants.
- Invite students to share how they connected to prior knowledge, based on the covers and title page of the book.
- 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 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 seem to follow certain steps in a specific order. For example, when I do the laundry, first I gather 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 machines to wash and 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 growing tomatoes, I will think about the steps I will need to take to grow them 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 events for doing laundry on the board in order, using words such as *first*, *second*, *next*, *then*, and *last*.
- 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

- While previewing the book, reinforce the vocabulary words that students will encounter. For example, while looking at the picture on page 4, you might say: *Do you like tomatoes? I think they are tasty. They are easy and fun to grow.*
- Remind students to look at the picture and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *soil* on page 5 and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows a person planting a seed in the dirt. When I look at the first part of the word, it starts with /s/. However, the word dirt starts with the /d/ sound, so this can't be the word. I know that another word for dirt is soil. The word soil starts with the /s/ sound. It also ends with the /l/ sound. The sentence makes sense with this word. The word must be soil.*

Set the Purpose

- Have students use what they already know about planting and growing seeds to help them read the book. Remind them to think about the sequence of events as they read.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Ask them to place a finger on the page number in the bottom corner of page 3. Have them read to the end of page 5, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Cut apart the pictures from pages 5–11 of an extra copy of the book. Place them out of order in a pocket chart or along the chalkboard ledge. Model connecting to prior knowledge and sequencing events.
Think-aloud: On page 5, I see someone making a hole in the soil with a pencil and dropping in two seeds. I know that making a hole and planting seeds is one of the first steps in growing tomatoes. I will place the picture of making a hole and planting seeds first in the sequence of pictures in the pocket chart. I also know that it takes some time and special care for seeds to begin to grow.
- Invite students to share how they connected with what they already knew as they read. Then have them tell which event comes next in the sequence for growing tomatoes (watering the seeds). Have a volunteer choose the picture that depicts this step and place it in the correct order in the pocket chart.
- **Check for understanding:** Have students read to the end of page 8. Encourage them to share how they connected to prior knowledge as they read. (Accept all answers that show students understand how to connect to prior knowledge.)
- Use the cut-out pictures to discuss the sequence of events for growing tomatoes through the end of page 8. Encourage students to use words such as *next* and *then* when identifying the steps.
- Have students read the remainder of the book. Remind them to use what they already know about growing plants to help them understand new information as they read.



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

- **Think-aloud:** *When I read page 12, I thought about all of the yummy things that could be made with fresh tomatoes. I know that tomatoes can be used in tomato soup, salsa, salad, and spaghetti sauce. Growing tomatoes can be fun and can also provide many good things to eat.*
- Have students draw a picture on a separate piece of paper showing how they connected to prior knowledge while reading about one of the steps in growing tomatoes. Invite them to share and explain their picture to the rest of the class.
- Ask students to explain how thinking about what they already knew helped them to understand and remember the story.

Reflect on the Comprehension Skill

- **Discussion:** Discuss the sequence of events through the end of the book. Place the pictures in order in the pocket chart or along the chalkboard ledge. Have students practice telling the sequence for growing tomatoes to a partner using the pictures on the board and sequencing words.
- **Independent practice:** Introduce, explain, and have students complete the [sequence events worksheet](#). If time allows, discuss their responses.

Lesson Plan *(continued)*

Grow Tomatoes in Six Steps

- **Enduring understanding:** In this book, you learned about the steps for growing tomatoes. Now that you know this information, why might it be important to know the steps for doing something before you begin?

Build Skills

Phonological Awareness: **Discriminate short /o/ vowel**

- Say the word *pot* aloud to students, emphasizing the short vowel /o/ sound. Have students say the word aloud and then say the short /o/ sound.
- Read pages 5 and 6 aloud to students. Have them raise their hand when they hear a word that has the short /o/ sound.
- **Check for understanding:** Say the following words, one at a time, and have students give the thumbs-up signal if the word has the short /o/ sound: *poke, dog, soil, clock, seed*.

Phonics: **Identify short /o/ vowel**

- Write the word *pot* on the board and say it aloud with students.
- Have students say the short /o/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the short /o/ sound in the word *pot*.
- **Check for understanding:** Write the following words containing the short /o/ sound on the board, leaving off the vowel: *box, frog, rock*. Say each word, one at a time, and have volunteers come to the board and add the letter representing the short /o/ sound to each word.
- **Independent practice:** Introduce, explain, and have students complete the [short /o/ vowel worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: **Exclamatory sentences**

- Review or explain that an *exclamation point* is punctuation used at the end of a sentence to show surprise or strong emotion. Tell students that they may also hear it called an *exclamation mark*. Explain that sentences ending with an exclamation point are called *exclamatory sentences*.
- Write the following sentence on the board: *Those are tasty tomatoes!* Tell students that this is an example of an exclamatory sentence. It shows surprise or strong emotion. Point out the punctuation mark at the end.
- Reread the sentence aloud to students. Demonstrate how to read the sentence with strong emotion.



- **Check for understanding:** Have students locate and circle all the exclamatory sentences in the book. Have them read the sentences to a partner. Listen as students read the sentences to determine if they understand how to read an exclamatory sentence.
- **Independent practice:** Introduce, explain, and have students complete the [exclamatory sentence worksheet](#). If time allows, discuss their responses.

Word Work: **Question words**

- Have students turn to page 4. Read the following sentence aloud: *Do you like tomatoes?*
- Write the sentence on the board. Point to the question mark at the end and underline the word *Do*. Tell students that this sentence ends with a question mark and therefore asks a question. Explain that this type of sentence is called an *interrogative sentence*. In this sentence, the word *Do* is the question word.
- Have students find another example of an interrogative sentence in the book (page 11 or 12). Select a volunteer to come to the board and write the question word from the sentence.
- **Check for understanding:** Write the following declarative sentence on the board: *We eat tomatoes*. Ask students to change this sentence to an interrogative sentence using a question word. Allow volunteers to share their sentences. (Example: *How do we eat tomatoes?*)

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 sequence the steps of growing tomatoes with someone at home.

Extend the Reading

How-To Writing and Art Connection

Work together with students to make a list of things they know how to do. Have each student choose one thing he or she knows how to do and illustrate the steps to accomplish the task. Have students write sentences to tell about their picture.

Visit [Writing A–Z](#) for a lesson and leveled materials on procedural writing.

Science Connection

Work with students to create a list of the materials needed to plant seeds. Gather these materials and have students follow the steps to plant tomatoes. Keep a class journal about the growth of the seeds into seedlings and then plants.

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 connect to prior knowledge to understand text
- accurately sequence the steps in the process described in the book during discussion and on a worksheet
- accurately discriminate the short /o/ vowel sound during discussion
- identify and write the letter symbol that represents the short /o/ vowel sound during discussion and on a worksheet
- correctly read, understand, and use exclamatory sentences during discussion and on a worksheet
- correctly locate and use question words in interrogative sentences

Comprehension Checks

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