

For students reading at **Literacy Level C/4**, including:

- English-language learners
- Students reading below grade level
- Kindergarten and first grade emergent readers

## Objectives at a Glance

### COMPREHENSION

Students will:

- Identify stated main idea and supporting details
- Monitor their reading by retelling what they've read
- Utilize text and graphic features
- Summarize the information in the book
- Answer text-dependent questions
- Respond to the book

### VOCABULARY

Students will:

- Recognize high-frequency words
- Read academic content vocabulary

### LANGUAGE

Students will:

- Recognize the sentence structure  
*We will see \_\_\_\_*
- Identify future tense using the word **will**

### PHONEMIC AWARENESS

Students will:

- Listen for initial and final //

### PHONICS

Students will:

- Use first-letter cues to solve words
- Recognize initial and final "l" in words

### FLUENCY

Students will:

- Stop at the end of each sentence

### CONCEPTS ABOUT PRINT

Students will:

- Use return sweep when reading multiple lines of print

### WRITING

Students will:

- Write to a picture prompt

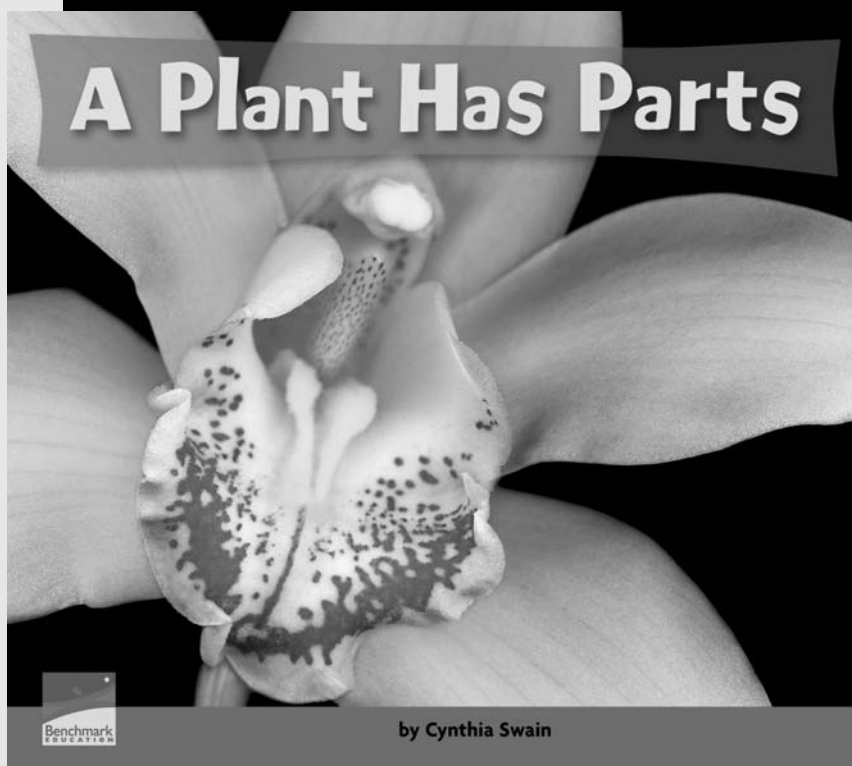
# A Plant Has Parts

### THEME: Plants

- **A Plant Has Parts (Level C/4)**
- The Birthday Flowers (Level C/4)
- A Seed Needs Help (Level E/8)
- Garden Lunch (Level E/8)

### SCIENCE BIG IDEA:

Plants have different parts, including roots, stems, leaves, flowers, fruit, and seeds.



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## Related Resources

The following Benchmark Education Company resources support the skills and strategies taught in this lesson.

### Early Explorers Partner

- *The Birthday Flowers* (Fiction, Level C/4)

### Text-Dependent Comprehension Resources

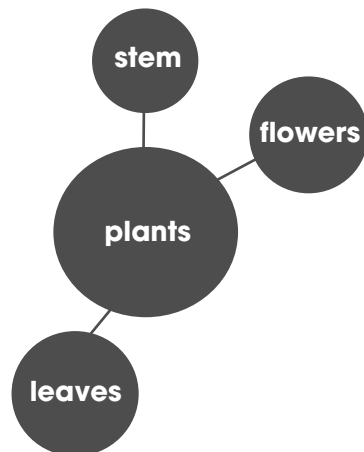
- *A Plant Has Parts* Comprehension Question Card
- Power Tool Flip Chart for Teachers
- Student Bookmark

### Assessment

- *Early Explorers Overview & Assessment Handbook*
- *Grade K Comprehension Strategy Assessment Book*

## Make Connections and Build Background

- **Use a Photograph or Realia** Show students the picture of the plant on the cover or a live plant from the classroom. Point to something you see on a plant and model a *We will see* \_\_\_\_\_ sentence, such as *We will see some green leaves*. Next, ask students to Think/Pair/Share about things they see on a plant. As each partnership shares, invite the rest of the students to point to the plant part and repeat the word. To provide additional support, name and point to any parts of the plant students do not mention. Invite students to repeat each word.
- **Use a Graphic Organizer** Draw a circle on the board and write the word **plants** in the center. Read the word and ask students what they see on plants. As students respond, create a concept web about plants. Then, read each word and ask the students to echo-read.



## Introduce the Book

- **Preview the Cover and Title Page** Give each student a copy of the book. Point to the front. **Say:** *This book tells about the parts of a plant.* Read the title and author, and ask the students to echo-read. Invite them to tell what they see in the photograph. **Say:** *This is the book's cover.* Repeat the process with the title page. **Say:** *The cover and title page get us ready to read the book.* Using the think-aloud strategy, model how to make predictions about the book based on the cover and title page information. **Say:** *The title tells me a plant has parts. I see pictures of plants, too. I think this book will tell about different plants.* Allow time for students to share their own predictions about the book.
- **Preview the Photographs and Vocabulary** Revisit the photographs on the cover and title page. **Say:** *Nonfiction books have many photographs. Photographs help us understand the words in the book. They help us learn more, too.* Ask students to turn to pages 2 and 3, and point to each photograph as you say its matching label. Repeat the process, inviting students to echo-read. **Say:** *We will see these words in the book.* Then take students on a picture walk. Reinforce the meanings of the previewed words as you talk about the photographs. Also talk about the **flowers**, **fruit**, and **seeds**, and make sure students can pronounce each word.

- **Locate High-Frequency Words to Monitor Meaning** Ask students to turn to page 6 and locate the word **has**. Ask them to frame the word and check it by running their finger under the word in a left-to-right motion. Then ask students to locate the word **has** on page 7. **Say:** *Has is an important word. Use the word **has** to help you while you read.*
- **Preview Sentence Structure** For students who need additional support, write “We will see \_\_\_\_” on the board and read it aloud. **Say:** *We used these words when we talked about plants. These words are in the book, too. Page 6 has these words. I’ll frame the words. Then I’ll read them: We will see \_\_\_\_.* Invite students to turn to page 8. **Ask:** *Can you find the words **We will see** \_\_\_\_? Can you frame the words? Can you read them?* Allow time for students to do so, assisting as needed. If students need additional practice, allow them to locate and read the phrase on pages 10, 12, 14, and 15.
- **Use Graphophonic Cues** **Say:** *Another word in this book is **pink**. Say the word **pink**. What letter do you expect to see at the beginning?* Allow time for students to respond, assisting as needed. **Say:** *Find the word **pink** on page 12.* Once students locate the word, repeat the process with the word **yellow** on page 13. **Say:** *Use first-letter sounds to help you when you read.*
- **Scaffold Spanish-Language Speakers** Say the word **plant**. **Ask:** *Does **plant** sound like a word you know in Spanish?* Allow time for students to respond. **Say:** *The word **plant** sounds like the Spanish word **planta**. **Plant** and **planta** mean the same thing. The words look similar, too.* Write the word **plant** on the board and ask students to locate it on page 6 in the book. Then invite students with other first languages to share their cognates.

## Set a Purpose for Reading

- Direct students’ attention to the plants web. **Say:** *Now it’s time to whisper-read the book. Read to learn about the different parts of a plant.*

## Observe and Prompt Reading Strategies

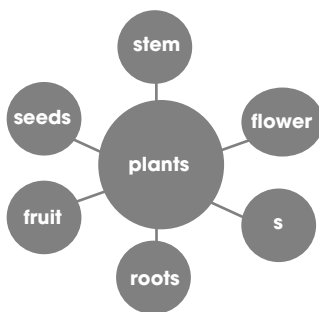
- After the supportive introduction, students should be able to read all or most of the book on their own. Observe students as they read. Take note of the graphophonic, syntactic, and semantic cues they use to make sense of the text and self-correct. Prompt individual students who have difficulty problem-solving independently, but be careful not to prompt English-language learners too quickly. They may need more time to process the text as they rely on their first language for comprehension.

### Strategic Reading Prompts

Cue Source	Prompt	Example	Page
Graphophonic	Look at the first letter.	big	10
Syntactic	Think about the sentence pattern.	We will see leaves.	10
Semantic	Check the picture.	seeds	15

## Use the Graphic Organizer to Summarize

Ask students to think about their reading. **Ask:** Do we need to add any plant parts to the web? Record words the students suggest. Choral-read the entire web. Then ask students to use the graphic organizer to tell a partner about the book.



## Reading Strategy Mini-Lesson: Retell What You've Read

- **Reflect** Ask students to think about the parts of the book that were hard for them to understand. **Ask:** What did you do to help yourself understand what you read?
- **Model Say:** I want to make sure I understand what I read. One way is to retell the important information. I'm going to turn back to pages 6 and 7. First I'll read the pages. "We will see roots. This plant has little roots. This plant has big roots." Now I'll say the important information in my own words. "Plants have roots. Roots can be little or big."

- **Guide** Ask students to turn to page 8. Read the page aloud together. Ask the following questions, allowing time for students to respond after each one: *What do you see? What is this page about? What part of a plant does the author talk about? How could you tell about this in your own words?* If students have difficulty, model a retelling of your own, such as *Plants have stems. Sometimes stems are green.*

- **Apply** Ask each student to turn to his or her favorite page. Then ask students to read the page to a partner and retell the important information in their own words. Observe students as they read and retell. If more support is needed, use the prompts in the "Guide" section. See the *Early Explorers Overview & Assessment Handbook* for an observation chart you can use to assess students' understanding of the **retelling** monitor-reading strategy. Then **say:** You can retell anytime you read. Remember to use retelling to help you understand.

## Answer Text-Dependent Questions

- **Explain** Remind students that they can answer questions about books they have read. **Say:** We answer different kinds of questions in different ways. I will help you learn how to answer each kind. Tell students that today they will practice answering *Find It!* questions. **Say:** The answer to a *Find It!* question is in the book. You can find the answer if you know what to look for. The answer is in one place. You can put your finger right on the answer.

- **Model** Use the *Find It!* question on the Comprehension Question Card. **Say:** *I will show you how I answer a Find It! question. First I'll read the question: "The plant has a green . . ." I need to look for important words in the question. These words tell me what to look for in the book. What words do you think will help me? Allow student responses. That's right. I'm looking for the words **plant** and **green**. Now I'll look back in the book. Page 8 says, "This plant has a green stem." This sentence has the words **plant** and **green**. Put your finger on this sentence. It answers the question. It makes sense. I have found the answer in the text.*
- **Guide** Ask students to answer the next *Find It!* question on the Comprehension Question Card. Provide additional modeling as needed. Remind them to ask themselves: *What is the question asking? Where can I find the answer in the text? Does my answer make sense? How do I know?*

## Build Comprehension: Identify Stated Main Idea and Supporting Details

- **Explain** Create an overhead transparency of the "A Plant Has Parts" graphic organizer on page 8 or draw it on the chalkboard. **Say:** *Nonfiction books have main ideas and supporting details. The main idea is the most important thing we learn. Details tell about the main idea. Good readers pay attention to the main idea and details. This helps readers get the most out of the book.*
- **Model** **Say:** *Sometimes a title tells us the main idea. A Plant Has Parts is the title of our book. This title also tells the most important thing we learn. The most important information is called the main idea. "A plant has parts" is the main idea of the book. I'll write the main idea on the graphic organizer. Write "A plant has parts" in the **Main Idea** box on the graphic organizer. Read it with students. **Say:** *Now we need to look for supporting details. The details will tell us some parts a plant has. I see the word **has** on page 6. Can you point to the word **has**? Let's read the sentence together. It says, "This plant has little roots." The word **has** helps me find a supporting detail. I'll write this on the graphic organizer. Write "A plant has roots" in the first **Detail** box on the graphic organizer.**

- **Guide** **Say:** *Let's find another supporting detail. Look on page 8. Find the word **has** on the page. Read the sentence. Does the sentence tell something a plant has? Tell me what a plant has. Allow time for students to respond, assisting if needed. **Say:** *Yes, the plant has a stem. That tells us more about the main idea. It is another supporting detail. Let's add it to the graphic organizer. Write "A plant has a stem" in the second **Detail** box on the graphic organizer.**
- **Apply** Ask each student to work with a partner to find other supporting details to add to the graphic organizer. Remind students that the word **has** is a clue word they can use in this book. If more support is needed, utilize all or part of the "Guide" process on pages 10 (**leaves**), 12 (**flowers**), 14 (**fruit**), and 15 (**seeds**). Finally, read the completed graphic organizer and invite students to echo-read.

NAME \_\_\_\_\_ DATE \_\_\_\_\_

**A Plant Has Parts**  
Identify Stated Main Idea and Supporting Details

<b>Main Idea:</b> A plant has parts.	<b>Detail:</b> A plant has roots.
	<b>Detail:</b> A plant has a stem.
	<b>Detail:</b> A plant has leaves.
	<b>Detail:</b> A plant has flowers.
	<b>Detail:</b> A plant has fruit.
	<b>Detail:</b> A plant has seeds.

A PLANT HAS PARTS © 2007 Benchmark Education Company, LLC

**Teacher Tip** Use Benchmark Education Company's *Comprehension Strategy Assessment* books to assess students' ability to identify main idea and supporting details in other brief, grade-level texts.

## Home Connection

- Give students the take-home version of *A Plant Has Parts* to read to family members. Encourage students to work with a friend or family member to draw a picture of a real or make-believe plant and label the parts. Invite them to bring their drawings to share with the group.

## Reader Response

Invite students to respond to the book in a way that is meaningful to them. Model and use think-alouds as needed to scaffold students before they try the activities on their own.

- Tell something you learned. Use the sentence frame "A plant has \_\_\_\_."
- Draw a picture of a flower and label it.
- Tell what you saw in your mind as you read.
- Tell what you wondered as you read.
- Write about a connection you made to the book.
- Write about what you thought was most important in the book.

## Write to a Picture Prompt

- **Write a Description** Tell students they will describe a picture in the book. Then they will write their descriptions. **Say:** *I like the pictures in this book. I like to think of interesting ways to tell about the pictures, too. On page 6, I see a picture of some plant roots. I will describe the roots: The roots are long and squiggly. They look like giant worms hanging from the soil. What do you notice about the picture? How would you describe it?* Allow time for students to respond. **Ask:** *Which picture do you like best? How would you describe it?* Allow time for students to respond, prompting further if needed. **Say:** *You've described the picture you chose. Now write your description. After you are done, read your description to a partner.*

## Concepts About Print

- **Use Return Sweep When Reading Multiple Lines of Print** Point out that some pages in the book have words on more than one line. **Say:** *We read the first line. We sweep down and back. That takes us to the beginning of the next line. Then we keep reading.* Turn to page 4. Without reading the words aloud, model how to move your finger under the first line, sweep down and back, and move under the second line. Then invite the students to mimic your actions.

## Phonemic Awareness: Listen for Initial and Final /I/

- Tell students you will read a sentence from *A Plant Has Parts*. Ask them to listen for words that begin with the /I/ sound: "This plant has little leaves" (page 11). Once students supply the words **little** and **leaves**, tell them you'll read another sentence from the book. This time, ask them to listen for a word that ends with the /I/ sound: "We will see roots" (page 6). Reread the sentence if needed so students can identify the word **will**.
- **Say:** *I will say some plant names. Some begin with the /I/ sound and some do not. Please listen carefully. Clap if you hear a word that begins with /I/: lily, rose, lilac, daisy, tulip, larkspur.*
- **Say:** *Now I will say some new plant names. Some end with the /I/ sound and some do not. Please listen carefully. Hop if you hear a word that ends with the /I/ sound: kale, ivy, bluebell, fern, daffodil, basil.*

## Phonics: Initial and Final “I”

- Tell students they will go on a letter “I” hunt in *A Plant Has Parts*. Ask them to locate words that begin or end with “I” on pages 3, 4, 6, 8, 10, 11, 12, 14, and 15.
- Ask students to brainstorm words beginning with /I/. Make a list on the board. Then brainstorm words ending with /I/. Write these on a new list. Read each word, inviting students to echo-read.
- **Say:** *I’ll make up a sentence using one of the words. Then I will circle the letter “I” in the word.* Model the process using one of the words on the list. Then invite each student to make up a sentence using one of the words and circle the letter that makes the /I/ sound.

## Vocabulary

- **Academic Content Vocabulary** Review the book with students and record the words **flowers, fruit, leaves, plants, roots, seeds, and stems** on index cards. Read the words and invite the students to add illustrations to the cards. Spread the cards out in a pocket chart or on a table. Then ask the students to select words to fit the riddles below. Use the riddles most appropriate for your students.

*You will see us on a plant. We are green.*

*What are we? (leaves)*

*You will see us on a plant. We are pretty.*

*What are we? (flowers)*

*We are on plants. We hold leaves and flowers.*

*What are we? (stems)*

*I grow on plants. I am good to eat. What am I? (fruit)*

*We grow on plants. We are in the ground. What are we? (roots)*

*We grow in gardens. We have leaves. What are we? (plants)*

*People put us in the ground. We grow into plants. What are we? (seeds)*

## Language Development: Future Tense

- **Model Say:** *Sometimes authors use the word **will**. The word **will** means that something hasn’t happened yet. It is going to happen later. Let’s turn to page 6 and read the first sentence together: “We will see roots.” This means we will see roots when we look at plants. I use the word **will**, too. Use the classroom calendar to support the concepts of today and tomorrow as you model present and future tenses:*  
*Today I see the book. Tomorrow I **will** see the book.*  
*Today I see my students. Tomorrow I **will** see my students.*  
*Today I see our classroom. Tomorrow I **will** see our classroom.*

- **Guide** Write the sentence *I will see my dog* on the board. Read it aloud and ask the students to echo-read. Circle the word **will**. **Ask:** *Has this happened yet? When will it happen?*

- **Apply** Pair students. Ask them to make up sentences using the words “I will see \_\_\_\_.” As they share their sentences with the group, write them on the board. Ask the partners to tell when the actions in their sentences will happen.

## Fluency: Stop at the End of Each Sentence

- **Say:** *Each sentence in a book is a complete thought. A good reader stops at the end of each sentence. This helps the reader understand the thought. It also helps the listener understand the reader.*
- Ask students to turn to pages 6 and 7. First, read the sentences without stopping. Discuss how this makes the listener feel. Then read the pages again, stopping at the end of each sentence. Ask the students to echo-read.
- Ask students to turn to pages 10 and 11. Choral-read the two pages with the students, stopping at the end of each sentence.
- Invite students to take turns rereading *A Plant Has Parts* with a partner. Remind them to stop at the end of each sentence.

NAME \_\_\_\_\_

DATE \_\_\_\_\_

# A Plant Has Parts

Identify Stated Main Idea and Supporting Details

<b>Main Idea:</b>	→	<b>Detail:</b>
	→	<b>Detail:</b>
	→	<b>Detail:</b>
	→	<b>Detail:</b>
	→	<b>Detail:</b>
	→	<b>Detail:</b>