

Kindergarten Module 8

From Plant to Plate

Essential Question: What does it mean to try hard?

Get Curious Video, Week 1: An Applesauce Story

Wrap-Up Video, Week 4: Experimenting with Seeds

Overview

In this module, children find out how bugs, worms, snakes, and even skunks help us grow seeds, roots, stems, leaves, and flowers that we eat. This module serves up some fun foods like peanut butter and jelly sandwiches and rainbow stew. Are you hungry yet? Well, start reading!

Inquiry Based and Research Project: Watch My Plant Grow Slideshow

Background/Theme: Children will plant seeds and record their observations of plant growth, which they will use to create a digital slide show about plant development.

Goal: Students will make observations of their seed growing and create a digital slideshow about how their seed developed.

Science Connection: Elevate Science – Topic 5: Needs of Living Things K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.

Module 8 Essential Question: How do plants become food?

Week 1	Vocabulary			
	Topic Words: garden, harvest, plant KL5c, KL6 Academic Vocabulary: <i>Plants Feed Me</i> : bloom, root, seed KL5c, KL6			
	Reading		Writing	
	Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
	Read Aloud Book: <i>Plants Feed Me</i> <u>KR2, KR6</u> Big Book: <i>Planting Seeds</i> <u>KR2, KR6</u> Anchor Chart: Make and Check Predictions, Text Features, Steps in a Sequence Chart paper, markers, crayons for anchor charts Display and Engage: Knowledge Map 8 Vocabulary Cards: bloom, root, seed Word Cards: the, then, down myBook , p. 88, p. 89, p. 90 			

Foundational Skills		Grammar Skills	
Required Resources: Alphafriend Card/s: <i>Aa, Ii</i> <u>KRF1d, KRF3b</u> Know It, Show It Workbook: <i>pp. 175-178</i> <u>KL1a</u> “Words to Know” Word Cards: <i>know, out, same, take</i> <u>KRF3d</u> Start Right Reader Book 8: <i>Lesson 3- Lime Cake, pp. 4-11</i> <i>Lesson 4- Bake Shop, pp. 12-19</i> <i>Lesson 5- Review both readers</i> <u>KRF3d, KRF1a, KRF4</u> Lesson Slides: Foundational Skills HMH Website, Lesson 1-5	Priority Skills: Blend phonemes into words <u>KRF2d</u> Isolate medial vowel sounds <u>KRF3b</u> Segment words into phonemes <u>KRF2d</u> Phonics: Long a and Long i <u>KRF3b</u> High- Frequency Words: Words to know <u>KRF3d</u> Read decodable text <u>KRF3d, KRF1a, KRF4</u>	Required Resources: <i>(Lesson 5)</i> Display and Engage: <i>Grammar, Fixing Incomplete Sentences, 8.1b</i> Printable: <i>Let’s Fix It!, p.103 of Weekly Practice Bundle</i> <u>KL1j</u>	Priority Skills: Complete sentences <u>KL2f</u> <u>KL1j</u>

Week 2	Vocabulary			
Topic Words <i>REVIEW</i> : garden, harvest, plant <u>KL5c</u> , <u>KL6</u> Academic Vocabulary: <i>Plants Feed Me</i> : bloom, root, seed <u>KL5c</u> , <u>KL6</u>				
Reading		Writing		
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills	
Read Aloud Book: Up in the Garden and Down in the Dirt <u>KR2</u> , <u>KR6</u> Big Book: Earthworms <u>KR2</u> , <u>KR6</u> Anchor Chart: Chart paper, markers, crayons for anchor charts Display and Engage: Knowledge Map Vocabulary Cards: Word Cards: myBook, p.	Make and Check Predictions <u>KR1</u> Identify Central Idea <u>KR2</u> Oral Language: Academic Vocabulary <u>KL6</u> Synthesize Information Compare and Contrast Information* <u>KR8</u> Make Connections <u>KR9</u> Print Concepts: One-to-One Correspondence <u>KRF1b</u> Bold = priority skill *Assessed at end of week or end of module	Anchor Charts: Writing Process, Opinion Writing Chart paper, markers, crayons for anchor charts and interactive writing Display and Engage: Opinion Writing Model 8.2 (Lesson 6) Printable: Plan Your Opinion, p. 104 of weekly bundle (Lesson 7) Printable: Opinion and Reason, p. 105 of weekly bundle (Lesson 8) Printable: Editing Checklist, p. 106 of weekly bundle	Writing Process: Opinion <u>KW1</u> Revision Focus: Opinion and Reasons <u>KW1</u> Edit for Complete Sentences <u>KL2f</u> Bold = priority skill *Assessed at end of week or end of module	

Foundational Skills		Grammar Skills	
Required Resources: Alphafriend Card/s: <i>Oo, Uu</i> <u>KRF1d, KRF3a</u> Know It, Show It Workbook: <i>pp. 179-182</i> <u>KL1a</u> “Words to Know” Word Cards: <i>many, right, home, like</i> <u>KRF3d</u> Start Right Reader Book 8: <i>Lesson 8- Hen and Mule, pp. 20-27</i> <i>Lesson 9- Big Stones, pp. 28-35</i> <i>Lesson 10- Review both readers</i> <u>KRF3d, KRF1a, KRF4</u> Lesson Slides: Foundational Skills HMH Website, Lesson 6-10 Display and Engage: <i>Song, Rhyme Poem, Fresh Food, 8.2</i>	Priority Skills: Isolate final sounds <u>KRF2d</u> Isolate medial vowel sounds <u>KRF2d</u> Segment words into phonemes <u>KRF2</u> Phonics: Long o and long u <u>KRF3b</u> High-Frequency Words: Words to know <u>KRF3d</u> Read decodable text <u>KRF3d, KRF1a, KRF4</u>	Required Resources: <i>(Lesson 5)</i> Display and Engage: <i>Opinion Editing, Earthworms and Gardens, 8.2</i> Printable: <i>Editing Checklist, p.106 of Weekly Practice Bundle</i>	Priority Skills: Edit for complete sentences <u>KL2f</u>

Week 3		Vocabulary	
Topic Words <i>REVIEW</i> : garden, harvest, plant <u>KL5c, KL6</u> Academic Vocabulary: <i>PB & J Hooray!</i> : crop, factory, ingredient <u>KL5c, KL6</u>			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
Read Aloud Book: PB & J Hooray <u>KR2, KR6</u> Big Book: Growing Vegetable Soup <u>KR2, KR6</u> Anchor Chart: Set a Purpose, What Is Most Important? Steps in a Sequence Chart paper, markers, crayons for anchor charts Display and Engage: Knowledge Map 8 Vocabulary Cards: crop, factory, ingredient Word Cards: a, and, cut, home, in, of, put, then, we myBook, p. 94, p. 95	Set a Purpose <u>KSL3</u> Identify Central Idea <u>KW2</u> Oral Language: Academic Vocabulary <u>KL6</u> Evaluate Details <u>KW2</u> Steps in a Sequence* <u>KR1 KR7</u> Story Elements: Characters, Setting, Events KR3 Order of Events <u>KR1</u> Print Concepts: One-to-One Correspondence KRF1c Bold = priority skill *Assessed at end of week or end of module	Anchor Charts: Opinion Writing, Verbs 2 Chart paper, markers, crayons for anchor charts and interactive writing Display and Engage: Grammar 8.3a, 8.3b <i>(Lesson 11)</i> Printable: What Do You Think? p. 107 of weekly bundle <i>(Lesson 12)</i> Printable: Now and Later, p. 108 of weekly bundle <i>(Lesson 13)</i> Printable: Give Me a Reason, p. 109 of weekly bundle <i>(Lesson 14)</i> Printable: Now or Then?, p. 110 of weekly bundle <i>(Lesson 15)</i>	Opinion Writing <u>KW1</u> Organization: Opinion and Research <u>KW1</u> Grammar: Past-, Present-, and Future-Tense Verbs <u>KL11</u> Bold = priority skill *Assessed at end of week or end of module

			Printable: End Strong!, p. 111 of weekly bundle	
	Foundational Skills		Grammar Skills	
	Required Resources: Alphafriend Card/s: Ee <u>KRF1d, KRF3a</u> Know It, Show It Workbook: pp. 179-182 <u>KL1a</u> “Words to Know” Word Cards: keep, made, why, would <u>KRF3d</u> Start Right Reader Book 8: Lesson 12- Buds Need Bees!, pp. 36-43 Lesson 14- Bee Hive pp. 44-51 Lesson 15- Review both readers <u>KRF3d, KRF1a, KRF4</u> Lesson Slides: Foundational Skills HMH Website, Lesson 11-15 Display and Engage: Song, Rhyme, Poem, Little Seeds, 8.3	Priority Skills: Isolate medial vowel sounds <u>KRF3</u> Segment words into phonemes <u>KRF2d</u> Phonics: long e <u>KRF3b</u> High-Frequency Words: Words to know <u>KRF3d</u> Read decodable text <u>KRF3d, KRF1a, KRF4</u>	Required Resources:(Lesson 12) Display and Engage: Grammar, Action Words, 8.3a Printable: Now and Later, p.108 of Weekly Practice Bundle (Lesson 14) Anchor Chart: Verbs 2 Display and Engage: Grammar, Action Words, 8.3b Printable: Now and Then?, p.110 of Weekly Practice Bundle <u>KL1l</u>	Priority Skills: Past-, Present-, and Future-Tense verbs <u>KL1l</u>

Week 4	Vocabulary						
	Topic Words <i>REVIEW</i> : garden, harvest, plant <u>KL5c</u> , <u>KL6</u> Academic Vocabulary: <i>Rainbow Stew</i> : peel, row, serve <u>KL5c</u> , <u>KL6</u>						
	Reading		Writing				
Required Resources		Priority Skills & Instructional Vocabulary		Required Resources & Instructional Vocabulary		Priority Skills	
Read Aloud Book: Rainbow Stew <u>KR2</u>, <u>KR3</u> Big Book: How Does Your Salad Grow? <u>KR2</u>, <u>KR3</u> Anchor Chart: Set a Purpose, Author’s Purpose, Steps in a Sequence Chart paper, markers, crayons for anchor charts Display and Engage: Knowledge Map 8 Vocabulary Cards: peel, row, serve Word Cards: all, by, in, look, make, our, out, the, time, to, we myBook, p. 97, p.98		Set a Purpose <u>KSL3</u> Oral Language: Academic Vocabulary <u>KL6</u> Visualize <u>KR8</u> Author’s Purpose and Craft* <u>KR6</u> Story Elements: Characters, Setting, Events KR3 Identify Central Idea <u>KW2</u> Steps in a Sequence <u>KR1</u> <u>KR7</u> Print Concepts: One-to-One Correspondence <u>KRF1c</u> Bold = priority skill *Assessed at end of week or end of module		Anchor Charts: Writing Process, Opinion Writing Chart paper, markers, crayons for anchor charts and interactive writing Display and Engage: Opinion Writing Model 8.4, Opinion Editing Model 8.4 <i>(Lesson 16)</i> Printable: Plan Your Opinion Place, <i>p. 112 of weekly bundle</i> <i>(Lesson 17)</i> Printable: Opinion and Reaosns, <i>p. 113 of weekly bundle</i> <i>(Lesson 19)</i> Printable: Editing Checklist, <i>p. 114 of weekly bundle</i>		Writing Process: Opinion <u>KW1</u> Revision Focus: Opinion and Reasons *<u>KW1</u> Edit for Verb Tense <u>KL11</u> Bold = priority skill *Assessed at end of week or end of module	

Foundational Skills		Grammar Skills	
Required Resources: Picture Card/s: <i>goat and airplane</i> <u>KRF3a</u> Know It, Show It Workbook: <i>pp. 187-190</i> “Words to Know” Word Cards: <i>all, into, make, time</i> <u>KRF3d</u> Start Right Reader Book 8: <i>Lesson 18- Rice is Nice, pp. 52-59</i> <i>Lesson 19- Rice Race, pp. 60-67</i> <i>Lesson 20- Review both readers</i> <u>KRF3d, KRF1a, KRF4</u> Lesson Slides: Foundational Skills HMH Website, Lesson 16-20 Display and Engage: <i>Song, Rhyme, Poem, Little Seeds, 8.3</i>	Priority Skills: Add syllables <u>KRF2b</u> Isolate final sounds <u>KRF2d</u> Delete syllables <u>KRF2b</u> Phonics: Soft c and soft g <u>KRF3a</u> High-Frequency Words: Words to know <u>KRF3d</u> Read decodable text <u>KRF3d, KRF1a, KRF4</u>	Required Resources: <i>(Lesson 19)</i> Display and Engage: <i>Opinion Editing, Pumpkins in the Garden, 8.4</i> Printable: <i>Editing Checklist, p.114 of Weekly Practice Bundle</i> <u>KL11</u>	Priority Skills: Edit for verb tense <u>KL11</u>