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# ***Plant It!***

***Unit 7 • Week 23***





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# **Unit 7: Your Environment**

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# Week 23: Plant It!

This week you will teach the children about seeds and plants and how they grow, in part through a study of fruits and vegetables. The children will also:

- learn *Uu* /u/ and *Qq* /kw/ and identify initial /u/ and /kw/ words
- plant and care for their own grass seeds
- discover what seeds and plants need to grow
- observe how water and food travel through the roots to other parts of a plant
- learn that fruits and vegetables play an important role in keeping people healthy
- compare and contrast two-dimensional and three-dimensional shapes
- categorize fruits and vegetables by color
- dramatize "The Turnip"



Uu



Qq

## Starfall Books & Other Media

*The Green Grass Grew All Around* by William Jerome

*The Little Red Hen and other Folk Tales* by Starfall

Carrot Growth Sequence Cards

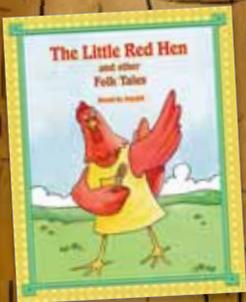
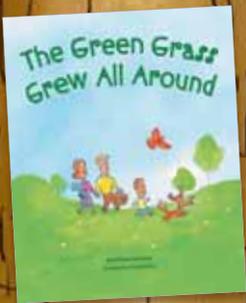
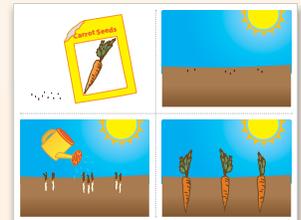
"The Turnip" Character Cards

*Star Writer Melodies*

Starfall American Sign Language Poster

*Starfall Sing-Along Volume 1*

*Starfall's Selected Nursery Rhymes*



## Preparation

Include available natural environment (plants, trees, flowers) and sequence (from seed to plant) puzzles as choices for Small Group & Exploration this week.

### Day One

*Morning Meeting* — Have the bag of seeds from Week 22 available. You will also need a small bag of grass seed for each child.

*Circle Time* — Have an umbrella available.

*Story Time* — Have the list of children's responses and bag of grass seeds from today's *Morning Meeting* available.

*Small Group* — You will need the children's individual bags of grass seed, a labeled plastic cup or container for each child, potting soil, a watering can or pitcher, a spray bottle, newspaper, and spoons for children to plant and water their own grass seeds.

### Day Two

*Morning Meeting* — Familiarize yourself with the lyrics to "Miss MacDonald" (page 576). Have a carrot and a turnip (real or pictured) available to compare and contrast.

*Story Time* — You will need a carrot, a clear glass, measuring spoons, water, green food coloring, and a table knife for an experiment.

### Day Three

*Morning Meeting* — Cut apart the Carrot Growth Sequence Cards. You will also need the glass with the carrot from Day 2, a container of water, and a table knife.

*Story Time* — Have a quilt available, or use the *quilt* Picture Card.

### Day Four

*Morning Meeting* — Real fruits and vegetables may be used in place of, or in conjunction with Picture Cards for this activity.

*Story Time* — Cut out and punch two holes in each "The Turnip" Character Card. Attach yarn to create character necklaces.

*Small Group* — Have recycled gardening magazines and seed catalogs available. The children will cut out pictures of fruits and vegetables to create collages.

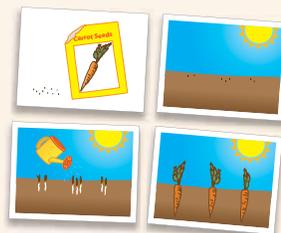
### Day Five

*Morning Meeting* — Prepare a chart paper with the title "My Favorite Fruit or Vegetable."

*Circle Time* — Have the list of Qq words from Day 4 available, as well as shaving cream for children to use for writing letters.

*Story Time* — Choose a book about fruits and/or vegetables to share. Suggestions include:

- *Eating the Alphabet* by Lois Ehlert
- *A Fruit is a Suitcase for Seeds* by Jean Richards
- *Tops & Bottoms* by Janet Stevens
- *The Enormous Potato* by Aubrey Davis



I didn't know plants grow from little seeds. What do seeds need to help them grow?

Your pal,  
Gingerbread Boy

## Day 2

Do you have a garden outside your house? My grandmother has a vegetable garden. I love helping her plant seeds.

Love,  
Gingerbread Boy

## Day 3

I can't wait to see what happened to our carrot. Is it time?

Your friend,  
Gingerbread Boy

## Day 4

I want to eat healthy foods. Do you think fruits and vegetables are good choices?

Your pal,  
Gingerbread Boy

## Day 5

I can't decide which is my favorite fruit or vegetable. What's yours?

Love,  
Gingerbread Boy

**GATHERING ROUTINE**

**Morning Meeting**

Gingerbread Boy's Message  
 Introduce seeds  
 Review characteristics of living things

Gingerbread Boy's Message  
 "Miss MacDonald"  
 Compare and contrast a carrot and a turnip  
 What seeds need to grow

**LEARNING CENTERS**

**Circle Time**

Phonological Awareness:  
 Blend Onset and Rime  
 Introduce /u/  
 Identify initial /u/ words  
 "Umbrella" riddle

Phonological Awareness: Blend and Delete Syllables  
 List initial /u/ words  
 Introduce Uu  
 Introduce ASL sign for Uu  
 "Where Is /u/?"



**Story Time**

Review seed predictions  
*The Green Grass Grew All Around*



"Mr. Bunny's Carrot Soup"  
 Carrot experiment



**Small Group & Exploration**

Plant grass seeds

Compare and contrast two-dimensional and three-dimensional shapes  
 Make shapes with play dough

## Day Three

## Day Four

## Day Five

### GATHERING ROUTINE

Gingerbread Boy's Message

*Star Writer Melodies*

Examine how food and water travel through a carrot

Carrot Growth Sequence Cards



Gingerbread Boy's Message

Categorize fruits and vegetables by color and discuss results

Gingerbread Boy's Message

Favorite fruits and vegetables

### LEARNING CENTERS

Phonological Awareness:  
Compound Words

"Quilt" riddle

Introduce /kw/

Identify initial /kw/ words

Phonemic Awareness:  
Rhyming Words

List initial /kw/ words

Introduce Qq

Introduce ASL sign for Qq

"Where Is /kw/?"



Phonological Awareness:  
Words in a Sentence

Where there's a q there's a u

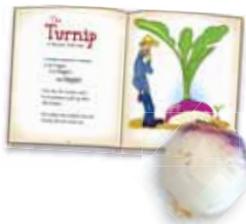
Write qu in shaving cream

"The Farmer in the Dell"

Characters and setting

"The Turnip"

Answer questions



Dramatize "The Turnip"

Retell "The Turnip" in a different order



Teacher's Literature Choice:  
Fruits and Vegetables

Observe and illustrate  
grass plants

Dictate sentences

Fruit and vegetable collages



Measure fruits and vegetables

# WEEK 23

## LEARNING CENTERS

### Technology

Uses technology to explore concepts and gain information

Enjoys electronic forms of storybooks and informational texts

Navigates simple on screen menus

## Computer Center

**Activity** — Children enjoy *Talking Library*: “Who Likes the Rain?” *I’m Reading*: Nonfiction, “Pumpkin, Pumpkin,” and *Colors*: “Green.” They review /g/, /v/ and reinforce /kw/ and /u/ at ABCs: G, V, U, and Q and practice skills at *Geometry and Measurement*: “Measurement.”

### Interaction & Observation

- At this point in the year, children should be able to maneuver confidently through *Starfall.com*, manage the mouse, and complete the assigned activities with ease.
- Pair children who are having difficulty with those more advanced in technology skills.

### Materials

- Computers set up to access *Starfall.com*
- Headsets

## Art Center

### Creative Arts

Creates original work

Shows care and persistence in a variety of art projects

### Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Coordinates hand-eye movements

**Activity** — Children paint pictures of their favorite fruits and vegetables using illustrations for reference. After the artwork has dried, children share their paintings with the class. Display them in the classroom or hallway.

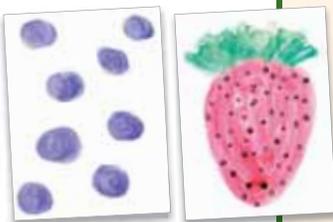
On Day 4, children illustrate additional fruits and vegetables and add them to the pocket chart.

### Interaction & Observation

- Most children love to paint. Each painting is truly a work of art to them. Keep in mind that painting is more about the process and learning than it is about the product.
- Teach children to think creatively and to use items they wouldn’t normally use to create their artwork. Instead of brushes, suggest other materials such as cotton swabs, cotton balls, twigs or sticks, toothbrushes, feathers, or other objects from nature.
- Encourage children to experiment to learn cause and effect, and how to mix colors.

### Materials

- Art easel, paper, paintbrushes
- Various colors of tempera paints or watercolors
- Illustrations of fruits and/or vegetables from seed catalogs and cooking magazines
- Paper and crayons for Day 4



## Library Center

### Reading

Interacts appropriately with books and other materials in a print-rich environment

### Vocabulary

Asks questions about unknown objects and words

**Preparation** — Book suggestions include *Jack and the Beanstalk* by Steven Kellogg and *The Tiny Seed* by Eric Carle.

**Activity** — Children read and listen to *The Green Grass Grew All Around* and *Little Red Hen and other Folk Tales*, “Mr. Bunny’s Carrot Soup” after Day 2, and “The Turnip” after Day 3. They also enjoy other books about seeds and planting.

### Interaction & Observation

- Converse with children about new vocabulary in books, and model use of new vocabulary throughout the week.
- Discuss unfamiliar words as you talk about the books and help children learn to use the illustrations in books to determine meaning.

### Materials

- The Green Grass Grew All Around*
- Folk Tales* Read-Along CD
- Little Red Hen and other Folk Tales*
- Books about seeds and planting

## Dramatic Play Center

**Preparation** — Create a vegetable and fruit stand by adding a variety of plastic fruits and vegetables, toy carts, and a cash register with play money. Include a balance scale to weigh the produce and a supply of reusable shopping bags for customers.

**Activity** — Children run a fruit and vegetable stand and pretend to buy and sell produce. They use the balance scale to weigh toy fruits and vegetables, ring up sales on the cash register and bag items for their customers.

### Interaction & Observation

- Visit the vegetable and fruit stand as a customer, and model the language used when purchasing produce. Ask about the flavor, freshness, and price.
- Discuss where the vegetables and fruits were grown (above ground, underground, on vines, bushes, or trees).
- Discuss the use of natural resources such as trees being used to make bags and the importance of reusable grocery bags due to the effect of plastic bags on the environment.
- Encourage children to speak in complete sentences.

### Materials

- Plastic fruits and vegetables
- Toy shopping carts
- Cash register with play money
- Balance scale
- Reusable shopping bags

### Creative Arts

*Reinforces concepts through dramatic play*

*Represents fantasy and real-life experiences through pretend play*

### Math

*Explores the use and meaning of currency and coins*

### Science

*Understands the use of natural resources and demonstrates environmental awareness and responsibility (e.g., reduce, reuse, recycle)*

### Social Studies

*Demonstrates an awareness of the uses of money*

*Understands that an individual earns money through work*

## Construction Center

**Preparation** — Book suggestions include:

- *From the Garden* by Michael Dahl
- *My Garden* by Kevin Henkes
- *The Curious Garden* by Peter Brown

**Activity** — Children build farms and farm buildings using blocks. They create walled gardens where they plow and pretend to plant vegetable, fruit, and flower gardens. They reference books about gardens as they construct.

### Interaction & Observation

- Provide children with the materials they need to research and to expand their knowledge and understanding of the current theme in the lesson plans, and then engage them in conversation as they construct.
- Ask children to explain what they are doing and respond using vocabulary words from books read aloud during the week and activities related to the theme.
- Discuss the effects of pushing and pulling as they plow and work in their gardens.

### Materials

- Blocks in various shapes and sizes (pattern blocks, attribute blocks and/or wooden blocks)
- Toy farm vehicles, animals, and people
- Books about gardens

### Creative Arts

*Engages in cooperative pretend play with other children*

### Science

*Investigates properties of earth materials including water, soil, rocks, and sand*

*Observes and describes how objects move*

### Technology

*Uses technology for research with teacher support*

### Vocabulary

*Uses words and phrases acquired through conversations, activities and read alouds*



## Writing Center

### Reading

Retells familiar stories in sequence

Identifies characters, settings, and major events in a story

### Writing

Uses a combination of drawing, dictation, scribe writing, or invented spelling to convey meaning

Uses writing tools and materials

**Activity** — Children illustrate the enormous turnip along with any story characters they wish, and dictate or write a sentence or two about their illustrations. Compile the completed illustrations into a class book and place it in the Library Center.

### Interaction & Observation

- Illustrating read aloud books enables children to recall characters and settings. Talk with them as they illustrate and dictate sentences, and discuss the beginning, middle, and end by asking them to retell the story as they work.
- Engage children in conversations about how they felt when they heard the story (happy, sad, scared, excited) or how they might change the ending.

### Materials

- Drawing paper, pencils, crayons
- Turnip (or picture of a turnip)
- The Little Red Hen and other Folk Tales*, "The Turnip"

## Discovery Center

### Fine Motor Skills

Demonstrates hand-eye coordination

### Science

Participates in scientific investigations

Uses tools and equipment to explore objects

Develops awareness of the properties of objects

### Social/Emotional Development

Works with others to solve problems

**Activity** — The sand table becomes a potting shed. Children enjoy creating potted plants and flowers in the potting shed.

### Interaction & Observation

- Observe as children develop and improve their hand-eye coordination and fine motor skills through sand play. They learn to explore the changes sand undergoes when it becomes slightly wet, dripping wet, and then dry again. Sand nurtures the imagination as children build developmental concepts.
- Discuss the need and ways of caring for living things.
- Concepts about how the world works are built gradually as children enter a rich learning environment and exercise their freedom to play.

### Materials

- Sand table or potting soil
- Plastic or living flowers and greenery
- Small flower pots
- Hand gardening spades or shovels
- Spray bottles of water

## Math Center

### Math

Uses numbers to predict, estimate, and make realistic guesses

Becomes familiar with standard and nonstandard measuring tools and their uses

### Science

Uses tools and equipment to explore objects

**Activity** — Children practice fine motor skills by gripping various items from containers using tweezers or tongs, and placing them on the balance scale. They check and compare weights of the various items.

### Interaction & Observation

- Provide varied learning experiences for children in the Math Center by allowing them to use nonstandard and standard units to weigh and measure familiar objects.
- Encourage children to estimate and then verify the accuracy of their estimations by asking questions such as: How many shells might you need to balance the marbles? How is the weight of the corks different from the stones? How is the weight of the corks similar to the feathers?
- Converse with children as they experiment to verify whether or not their estimates were accurate.

### Materials

- Balance scales
- Containers of buttons, beads, small stones, corks, plastic figures, counting chips, marbles, shells, bottle caps, etc.
- Large tweezers
- Small kitchen tongs

# Gathering Routine

Continue the Gathering Routine and counting activity.

## Morning Meeting

### Warm Up Your Brain

Ask: **How would you like to be a plant?**

Play *Sing-Along* Volume 1 Track 18. Children close their eyes and visualize what is happening as they listen to "Little Plant." Repeat the song several times. Children pretend they are little seeds as they act out the song.

#### Materials

- Starfall Sing-Along* Volume 1
- Dragon

#### Creative Arts

*Expresses concepts, ideas or feelings through movement*

*Participates in movement using songs*

I didn't know plants grow from little seeds. What do seeds need to help them grow?  
Your pal,  
Gingerbread Boy

### Seeds

Read and discuss Gingerbread Boy's message. Tell Gingerbread Boy that this week he and the class will learn all about seeds and plants.

Say: **We talked about the difference between living and nonliving things. Let's review what we learned. There are four things that a living thing must have in order to be a living thing. Let's see if we can name them. Who remembers one?** Choose volunteers to name characteristics. Assist to name all four if necessary

Living things:

- need food and water
- grow
- can make more of themselves
- move

Indicate the bag of seeds. Discuss answers to the following questions:

- **What are seeds used for?**
- **How do they help our environment?**
- **How do we use seeds and plants?**
- **What would happen if there were no seeds or plants?**

Say: **All living things begin as seeds. A seed is like a lunch box. It is hard on the outside. On the inside is all the food the seed needs to grow. But the seed needs a little help. What do you think it needs?** Lead volunteers to mention water, sunlight, and soil. Continue: **Seeds need all of those things in order to grow.**

Distribute individual bags of grass seed to each child. Say: **Gingerbread Boy bought some seeds for us. What do you think your seeds will grow into?** Write responses on the chart paper and review the list with the help of the children.

Collect the bags of grass seed. Gingerbread Boy whispers that the children will find out what the seeds will grow into during *Story Time*.

#### Materials

- Bag of seeds from Week 22
- Small plastic bag of grass seed  
for each child
- Chart paper
- Marker

#### Science

*Recognizes that living things have similar needs for water, food, and air*

*Shows curiosity by asking questions and seeking information*

*Observes similarities and differences in living and nonliving things*

*Investigates properties of earth materials including water, soil, rocks, and sand*

*Explores relationship of objects to light*

#### Writing

*Contributes to a shared writing experience or topic of interest*

**Social Studies**

Describes events that happened in the past

Sequences familiar events in time

**Phonological Awareness**

Combines onset and rime to form a familiar one-syllable word

**Phonological Awareness**

Recognizes and identifies beginning sounds in words

**LEARNING CENTERS**

See Learning Centers for Week 23, pages 570-572. After cleanup, the children gather to share their Learning Center experiences in sequential order.

**Circle Time****Phonological Awareness: Blend Onset and Rime**

Say: **Listen to these word parts and put them together to form words.**

Use: /g/ /ot/ (got), /h/ /ot/ (hot), /d/ /irt/ (dirt), /v/ /an/ (van).

**Materials**

None

**Introduce /u/**

Say: **Grandmother has a riddle for us. Listen to her clues to solve this riddle.**

Children identify, *umbrella*.

Display the *umbrella*, *umpire*, *under*, and *upstairs* Picture Cards.

Say: **Here is a picture of an umbrella. Say, umbrella. Umbrella begins with /u/. Say /u/.** Continue:

- **Umpire begins with /u/. Say, umpire. Say /u/, umpire.**
- **Under begins with /u/. Say, under. Say /u/, under.**
- **Upstairs begins with /u/. What sound do you hear at the beginning of upstairs? Right, /u/.**

Indicate the umbrella. Explain: **This is an umbrella. Stand if you have ever used an umbrella.**

Say: **Umbrella begins with /u/. Listen to these two words. Which one begins with /u/, umbrella or hat? Right, umbrella begins with /u/. Say, /u/. (Children repeat, /u/.) Listen again, under or box. Which one begins with /u/? Right, under.**

Say: **Pretend to open an umbrella.** (Demonstrate) **If you hear a word that begins with /u/, open your umbrella and hold it over your head. If the word doesn't begin with /u/, close your umbrella and hold it down. Ready?**

Ask: **Do you hear /u/ at the beginning of uncle? Say it with me, uncle, /u/.** (Children repeat, *uncle*, /u/.) **Good, open your umbrella. Let's try some more.** Continue for *girl*, *wagon*, *up*, *down*, *us*, *train*, and *understand*.

Encourage children to listen for /u/ today.

**Materials**

- Grandmother
- Umbrella
- Picture Cards: *umbrella*, *umpire*, *under*, *upstairs*
- Pocket chart

**Umbrella**

You use me to keep you dry when it rains.

You have to open me up so I can work.

You hold me over your head so raindrops hit me, not your head!

My name begins with /u/.

What am I?

## Story Time

### Gingerbread Boy's Surprise

Indicate and review the predictions from today's *Morning Meeting*.

Indicate the bag of grass seed. Ask Gingerbread Boy if he is ready to tell what kind of seeds are in the bag. Gingerbread Boy whispers that he will give the children a clue.

Gingerbread Boy presents *The Green Grass Grew All Around*. Say: **Let's look through this story together, and see if we can guess what kind of seeds are in the bag. Gingerbread Boy will tell us if we are right.**

Picture walk through the book until children identify that they will be planting grass seeds.

Gingerbread Boy reveals that the seeds are grass seeds, and he thinks the children should plant them to grow their own grass. They will do this during *Small Group*.

Say: **Let's make a plan so we will know what we will need to do to help our plants grow.** Guide the children as you discuss this process. Review the chart paper from today's *Morning Meeting* and elicit children's help as you elaborate on the process for planting and caring for the grass seeds.

#### Materials

- Gingerbread Boy
- Bag of grass seed
- Chart paper list from *Morning Meeting*
- The Green Grass Grew All Around* by William Jerome

#### Reading

Makes predictions based on titles, illustrations, content, and prior knowledge

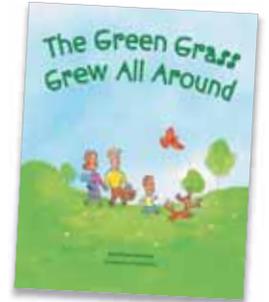
Makes connections using illustrations/photos, prior knowledge, real-life experiences

#### Science

Recognizes that living things have similar needs for water, food, and air

#### Social Studies

Sequences familiar events in time



## Small Group & Exploration

### Plant Seeds

The children refer to and follow the plan they created during Story Time to plant grass seeds in containers that have been labeled with their names.

Place the seeds in a sunny area of the classroom. Plant an extra cup of grass seeds and place it in an area of the classroom that doesn't receive much sunlight, such as in a cupboard. Have the children predict what will happen to the seeds that don't receive enough sunlight and explain the reasons for their predictions.

Children may use a watering can or spray bottle to water their seeds daily.

#### Optional activities:

- Children fill containers three-quarters full with potting soil, then use craft sticks to scratch the first letters of their names in the soil. Assist children to sprinkle grass seed into the indentations and gently cover them with more soil. The grass will grow in the shapes of the letters.
- Children plant grass seeds in clear plastic cups. They create faces by gluing wiggly eyes to the cups, and use permanent markers to draw noses and mouths. The grass will be the hair!

#### Materials

- Individual bags of grass seed
- Labeled plastic cup or container for each child
- Potting soil
- Watering can or spray bottle
- Newspaper
- Spoons

#### Science

Uses tools and equipment to explore objects

Participates in scientific investigations

Makes and verifies predictions

Recognizes living things have similar needs for water, food, and air

Understands the use of natural resources and demonstrates environmental awareness and responsibility (e.g., reduce, reuse, recycle)

Explores relationship of objects to light

#### Social Studies

Recognizes and accepts responsibilities

**Creative Arts**

Participates in a variety of dance and movement activities with or without props  
Expresses concepts through movement

Do you have a garden outside your house?  
My grandmother has a vegetable garden. I love helping her plant seeds.  
Love,  
Gingerbread Boy

**Science**

Develops awareness of the properties of objects  
Notifies changes in living things over time  
Recognizes that living things have similar needs for water, food, and air  
Compares, contrasts, and classifies objects and data  
Describes simple life cycles of plants



**Morning Meeting**

**Warm Up Your Brain**

Children gather in a circle and hold hands. Play *Nursery Rhymes* Audio CD Track 17. Children sing "Old MacDonald." They walk around in the circle until they hear an animal name, then they stop and pretend to be that animal.

**Materials**

- Starfall's Selected Nursery Rhymes Audio CD
- Dragon

**Miss MacDonald**

Read and discuss Gingerbread Boy's message.

Say: **Old MacDonald had a daughter who planted a garden on his farm. What kind of plant do you think she planted? Listen to this song to find out.**

Children join in singing "Miss MacDonald" (a variation of "Old MacDonald") and create appropriate actions to accompany the song.

Ask: **What did Miss MacDonald plant in her garden?** (carrots and turnips)

Indicate the carrot and turnip. Say: **Here are a carrot and a turnip. Both of these foods grow under the ground. Do a carrot and turnip look the same or do they look different? How are they different?** Repeat the song. Children join in singing.

Ask: **What do the carrot and turnip seeds need to grow?** (soil, water, and sunlight)  
**What might happen if it never rained or if Miss MacDonald forgot to water the plants in her garden? What should we remember to do to the grass seed we planted? Let's check our grass seed.**

Children use a spray bottle or watering can to water their grass seed plants.

**Materials**

- Carrot and turnip (or carrot and turnip Picture Cards)
- Spray bottle or watering can

**Miss MacDonald**

*Miss MacDonald had a garden, E I E I O.  
And in her garden she had some seeds, E I E I O.  
With a plant-a-seed here,  
and a plant-a-seed there.  
Here a seed, there a seed,  
everywhere a seed, seed.  
Miss MacDonald had a garden, E I E I O.*

*Miss MacDonald had a garden, E I E I O.  
And in her garden she had some water, E I E I O.  
With a sprinkle, sprinkle here,  
and a sprinkle, sprinkle there.  
Here a sprinkle, there a sprinkle,  
everywhere a sprinkle, sprinkle.  
Miss MacDonald had a garden, E I E I O.*

*Miss MacDonald had a garden, E I E I O.  
And in her garden she had some plants, E I E I O.  
With a pick-a-carrot here,  
and a pick-a-turnip there.  
Here a carrot, there a turnip,  
everywhere a garden plant.  
Miss MacDonald had a garden, E I E I O.*

**LEARNING CENTERS**

See Learning Centers for Week 23, pages 570-572. After cleanup, the children gather to share their Learning Center experiences in sequential order.



# Circle Time

## Materials

 None

### Phonological Awareness: Blend and Delete Syllables

Say: **Today let's play with words. Say, cowboy.** (Children repeat, *cowboy*.) **How many syllables do we hear in the word cowboy? Right, there are two syllables in cowboy.**

Choose a volunteer to stand next to you and continue: **I will say the first syllable and my partner will say the second syllable. Ready?** Stand side-by-side facing the class and say *cow*. Your partner says *boy*.

Step away from your partner and say: **If we take cow away from cowboy, what is left? Right, boy.** Choose partners and continue blending and deleting syllables using the words *birthday, popcorn, into, today, toothpaste, airplane, bookcase, blackbird* and *firehouse*.

### Phonological Awareness

Blends and deletes syllables in spoken words



### Introduce Uu, List Uu Words, ASL Uu

Indicate Letter Card *Uu*.

Say: **This is the letter Uu.** (Children repeat, *Uu*.) **One Uu is uppercase and one is lowercase, but both letters are Uu. The letter Uu stands for /u/ (u sound). Each time I touch the letter Uu, say /u/.** Touch the Letter Card several times, quickly and slowly as children say /u/.

Say: **Let's sky write uppercase U.** (Demonstrate) **Now let's sky write lowercase u.** (Demonstrate) **Now find a partner.** (Children find partners.) **Take turns and use your finger to write uppercase U on your partner's back.** After they have done this several times say: **Now write lowercase u.**

Indicate the star. Grandmother asks: **Who can find the letter Uu on the Alphabet Chart?** A volunteer identifies *Uu* and attaches the star on or above the Wall Letter Card.

Indicate *ABC for Gingerbread Boy and Me*. Say: **Let's look at Uu. Here are some pictures of things that begin with /u/.**

- Identify each picture. Children repeat.
- Isolate the beginning sound. (Example: *umbrella, /u/*)
- Indicate the word below each picture. Say: **Here is the picture; here is the word that names the picture.**
- Discriminate between picture/word. (Example: Indicate the picture of the umbrella. Indicate the word, *umbrella*.)

Say: **We have learned the letter Uu and /u/. Let's learn to make the letter Uu with our fingers.** Indicate the Starfall American Sign Language Poster and demonstrate the American Sign Language sign for *Uu*. Say: **This is the letter Uu in sign language. Now you try it.** Children sign *Uu*.

## Materials

 Grandmother

 Letter Card *Uu*
 Chart paper, marker

 Starfall American Sign

Language Poster

 Star

 *ABC for Gingerbread Boy and Me* by Starfall

### Phonological Awareness

Recognizes and identifies beginning sounds in words

### Print Concepts

Focuses on letter names and shapes

Connects oral language and print

Indicate the chart paper. Say: **Let's make a list of words that begin with the letter Uu. I'll write the words on this chart paper so we don't forget them.**

Start with children's names that begin with Uu then accept suggestions. Children circle Uu in their words after you write them.

Demonstrate the ASL hand sign for Uu. Say: **This is Uu in sign language.** Children form the Uu hand sign.

Sing "Where Is /u/?" Each time /u/ is used children make the Uu hand sign.

Encourage children to bring items (or pictures of items) from home that begin with /u/.

**Where Is /u/?**

(Melody: "Where Is Thumbkin?")

Where is /u/? Where is /u/?  
Here I am. Here I am.  
/u/ in umbrella, /u/ in uncle.  
/u/ /u/ /u/, Uu, Uu, Uu.

**Story Time**

**Reintroduce "Mr. Bunny's Carrot Soup"**

Indicate *The Little Red Hen and other Folk Tales*, page 41 "Mr. Bunny's Carrot Soup." Ask: **What do you remember about this story?** (Volunteers respond.)

Read "Mr. Bunny's Carrot Soup." Ask: **What is the main idea of this story? Is the story about how to plant carrots? Is it about eating carrots? Or, is it about helping friends by sharing carrots and then surprising Mr. Bunny with carrot soup?** (Discuss)

Continue: **Where did Mr. Bunny get his carrots? (Accept responses.) What else could Mr. Bunny make with his carrots?** (Volunteers respond.)

Say: **Water goes from the soil to a plant's roots and then to other parts of the plant to help the plant grow. Let's do an experiment to learn how.**

- Put two tablespoons of water in a glass.
- Add 20-30 drops of green food coloring and stir well.
- Cut about one-half inch from the bottom of the carrot and discard it.
- Place the carrot, cut side down, in the colored water.

Ask: **What might happen to the carrot? We'll have to wait to see. We'll check tomorrow.**

**Materials**

- The Little Red Hen and other Folk Tales* by Starfall
- Carrot
- Clear glass
- Measuring spoons
- Water
- Green food coloring
- Table knife

**Reading**

Recalls information from stories

Makes connections using illustrations/photos, prior knowledge, real-life experiences

**Science**

Participates in scientific investigations

Makes and verifies predictions

Recognizes living things have similar needs for water, food, and air



## Small Group & Exploration

### Play Dough Shapes

Indicate the Picture Cards. Compare and contrast the two-dimensional and three-dimensional shapes.

Distribute play dough. Ask:

- **Which shapes remind you of a seed? Make a seed with your play dough.**
- **Which shape reminds you of a tree trunk? Make a tree trunk with your play dough.**
- **Which shapes could you use to create a flower? Create a flower with your play dough.**

Say: **Let's see what happens when we put 2D shapes together.** Direct the children to create two squares.

Continue: **Put the two squares together.** (The children do this.) **What shape do you have now? Right, when you put two squares together, you create a rectangle.** Repeat using two circles to create an ellipse. Allow time for the children to experiment putting shapes together to create new shapes.

Materials	
<input type="checkbox"/>	Play dough
<input type="checkbox"/>	Place mats or newspaper
<input type="checkbox"/>	Picture Cards: circle, sphere, oval, cylinder, rectangle, rectangular prism, square, cube, triangle, pyramid

#### Math

*Identifies basic two- and three-dimensional shapes*

*Describes, compares, creates, and composes basic shapes*

*Identifies shapes regardless of their orientations or size*

#### Science

*Develops awareness of the properties of objects*



**Creative Arts**

Experiences different moods in music activities

**Social/Emotional Development**

Recognizes and regulates emotions, attention, impulses and behavior

I can't wait to see what happened to our carrot. Is it time?

Your friend,  
Gingerbread Boy

**Approaches to Learning**

Reflects on what has been learned

**Reading**

Identifies sequence of events

Recognizes cause and effect

**Science**

Participates in scientific investigations

Describes simple life cycles of plants

Notices changes in living things over time

Develops awareness of the properties of objects



**Morning Meeting**

**Warm Up Your Brain**

Play *Star Writer Melodies* (any track). Direct the children as follows:

- Sit up tall, cross-legged on the floor.
- Put your palms together in front of your chest.
- Take a deep breath and hold it.
- Let it out slowly and relax.
- Close your eyes and listen to the music.

Remind the children that they may use this as a calming technique.

**Materials**

- Star Writer Melodies*
- Dragon

**Carrot Experiment**

Read and discuss Gingerbread Boy's message.

Indicate the glass with the carrot. Ask: **Does the outside of the carrot look the same as it did yesterday, or does it look different?** Volunteers describe the carrot. **Let's look at the inside.**

- Remove the carrot from the colored water and rinse it in clear water.
- Cut across the carrot about one-half inch above the first cut and examine the center. Volunteers describe what they see.

Say: **Now look at your arm. Do you see little lines under your skin? They are your veins. Your veins carry blood through your body so you can live. This carrot has veins like your body, but they carry food and water. The green food coloring shows us how the water traveled up the carrot through its veins.**

Cut the carrot in half lengthwise and indicate the vein.

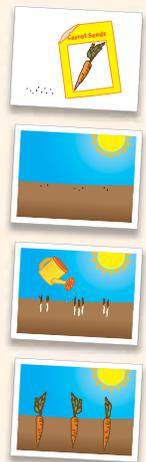
Ask: **Can you see the vein? The water and food travel through the vein so the plant can grow.**

Place the Carrot Growth Sequence Cards in a pocket chart in order. Indicate each card and children describe what is happening. Mix up the cards and children work together to reorder them.

Lead the children to discuss their findings and what they learned from this experiment.

**Materials**

- Glass with carrot from Day 2
- Container of water
- Cloth
- Table knife
- Carrot Growth Sequence Cards
- Pocket chart



# LEARNING CENTERS

See Learning Centers for Week 23, pages 570-572. After cleanup, the children gather to share their Learning Center experiences in sequential order.

## Social Studies

Describes events that happened in the past

Sequences familiar events in time

## Circle Time

### Phonological Awareness: Silly Compound Words

Place half of the Picture Cards in each bag or basket. Say: **Let's play a game called "Silly Words."** Two volunteers each draw a Picture Card from a different bag or basket. They identify their pictures and choose a classmate to put the two words together to create a silly or nonsense compound word. Continue as time allows.

#### Materials

- Picture Cards: *baby, baker, ball, bat, box, celery, chair, clock, door, eggs, fan, feet, grass, ham, horse, leaf, lips, log, milk, moon*
- 2 bags or baskets



## Phonological Awareness

Combines words to form compound words

### Introduce /kw/

Say: **Grandmother has a riddle for us. Listen to her clues to solve this riddle.** Grandmother reads the riddle "Quilt" and the children solve the riddle.

Display the *quarter, queen, and quilt* Picture Cards.

Say: **Here is a picture of a quilt. Say, quilt. Quilt begins with /kw/. Say /kw/.** Continue:

- **Queen begins with /kw/. Say, queen. Say /kw/, queen.**
- **Quarter begins with /kw/. What do you hear at the beginning of quarter? Right /kw/.**

Say: **Quilt begins with /kw/. Listen to these two words. Which one begins with /kw/, blanket or quilt? Right, quilt begins with /kw/. Say /kw/.** (Children repeat, /kw/.) **Listen again, queen or mat. Which one begins with /kw/?** (queen)

Say: **If you hear a word that begins with /kw/, give a thumbs up. If the word doesn't begin with /kw/ give a thumbs down.** Ready?

Ask: **Do you hear /kw/ at the beginning of queen? Say it with me, queen, /kw/.** (Children repeat, *queen, /kw/.*) **Good, give a thumbs up. Let's try some more.** Continue with *fun, quarter, hop, quiet, bat, ball, and question.*

Encourage children to listen for /kw/ today.

#### Materials

- Grandmother
- Picture Cards: *quarter, queen, quilt*
- Pocket chart

#### Quilt

*I keep you warm on a cold night.*

*I am not a sheet or a blanket.*

*Many squares are sewn together to make me.*

*My name begins with /kw/.*

*What am I?*

## Phonological Awareness

Recognizes and identifies beginning sounds in words



## Story Time

### Reading

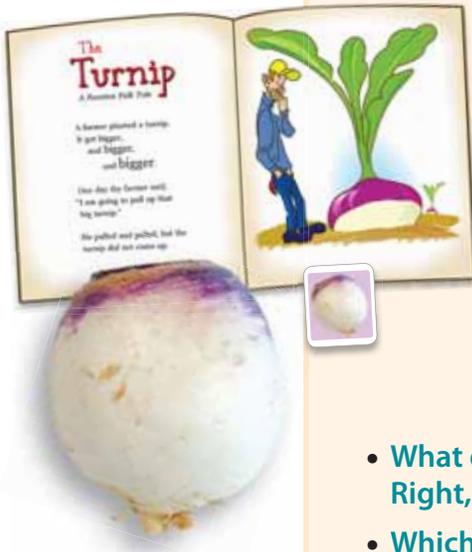
Identifies characters, settings, and major events in a story

Uses illustrations to make inferences

Recalls information from stories

Compares and contrasts characters, stories, or events

Recognizes common types of literature (folk tales, fairy tales, fables, poetry, nursery rhymes)



### Introduce “The Turnip”

Play *Nursery Rhymes* Audio CD Track 7. Children sing “The Farmer in the Dell” as you indicate the pictures on pages 10 and 11.

Say: **The people or animals in a story are called characters. Who were the characters in this song?** (farmer, wife, child, dog, cat, rat, cheese) **The setting is where the story takes place. Where does this story take place?**

Indicate the turnip (or *turnip* Picture Card).

Say: **A turnip is a vegetable that grows under the ground like a carrot. This story is about a giant, enormous turnip. Enormous means the turnip is very, very big!**

Indicate *The Little Red Hen and other Folk Tales* page 78, “The Turnip.”

Read “The Turnip,” then discuss the following questions:

- **Could the farmer have pulled the turnip out of the ground by himself? Why not?**
- **What could the farmer have done to get the turnip out by himself?**
- **Who helped the farmer?** (wife, child, dog, cat, mouse)
- **How do you think the characters felt when they finally pulled the turnip out of the ground?** (proud, relieved, tired)
- **What do you think they did with the turnip?** (Answers will vary.)
- **What did you notice about the song, “The Farmer in the Dell” and this story? Right, many of the characters were the same.**
- **Which characters were different?** (no cheese)

### Materials

- Starfall's Selected Nursery Rhymes* (Book & Audio CD)
- The Little Red Hen and other Folk Tales* by Starfall
- Turnip (or turnip Picture Card)

### Approaches to Learning

Attends to tasks for a brief period and seeks help when needed

### English Conventions

Understands and uses question words

### Science

Explores relationship of objects to light

### Writing

Recognizes writing as a way of communicating for a variety of purposes, such as giving information

## Small Group & Exploration

### Write About Grass Plants

Children observe their grass plants. They answer *who*, *what*, *where*, *when*, *why*, and *how* questions to compare and contrast the grass plants that were placed in the sunlight with those that were not. Then the children write or dictate one or more sentences to describe their plants and those that didn't receive sunlight. Encourage them to copy words they recognize in books and the environment as they write. As children finish, they share their writings with each other.

### Materials

- Writing & Observation Journals
- Crayons, pencils
- Individual grass plants

# Gathering Routine

Continue the Gathering Routine and counting activity.

## Morning Meeting

### Warm Up Your Brain

Direct the children to do the following:

- Clap your hands.
- Stomp your feet.
- Stand up; sit down.
- Crawl around.
- Pretend you're a seed.
- Pretend someone is watering you.
- Grow up straight and tall.

#### Materials

- Dragon

#### Creative Arts

Expresses concepts, ideas or feelings through movement

#### Speaking & Listening

Follows simple and multiple-step directions

I want to eat healthy foods. Do you think fruits and vegetables are good choices?

Your pal,  
Gingerbread Boy

#### Health, Safety and Nutrition

Develops awareness of nutritious food choices and habits that promote physical well being

#### Math

Uses graphs and charts to collect and analyze data

Analyzes, compares, and sorts groups of objects by a single attribute and explains

#### Phonics & Word Recognition

Recognizes frequently used words in text

#### Science

Compares, contrasts, and classifies objects and data

## Fruits and Vegetables

Read and discuss Gingerbread Boy's message.

Say: **Fruits and vegetables are some of the healthiest foods. They come from plants. People and animals need fruits and vegetables to be healthy and strong.**

Indicate the bag of fruits and vegetables. Say: **Fruits and vegetables come in many colors.** Review the Color Cards and color words.

Continue: **Let's group these fruits and vegetables according to their colors.**

Volunteers take turns drawing Picture Cards from the bag. They identify the fruits or vegetables with assistance if needed, and the class repeats their names. Volunteers place the Picture Cards in the pocket chart to create columns by color. Children name additional fruits or vegetables to add to each column.

Provide paper and crayons at Learning Center time for children to illustrate the additional fruits and vegetables. Add them to the pocket chart.

Discuss which colors have the most and the least number of fruits and vegetables.

#### Materials

- Color Picture Cards: blue, green, orange, purple, red, white, yellow
- Fruit and vegetable Picture Cards in a paper bag: apple, bananas, beets, blueberries, carrots, cauliflower, celery, cherries, corn, eggplant, grapes, lemon, lettuce, mushroom, onion, orange, peas, pepper, pineapple, plum, pumpkin, tomato, turnip
- Pocket chart



## LEARNING CENTERS

See Learning Centers for Week 23, pages 570-572. After cleanup, the children gather to share their Learning Center experiences in sequential order.

#### Social Studies

Describes events that happened in the past

Sequences familiar events in time

## Circle Time

### Phonological Awareness

Identifies or discriminates rhyming words



### Phonics & Word Recognition

Associates letters with their names and sounds

### Phonological Awareness

Recognizes beginning sounds in words

### Print Concepts

Focuses on letter names and shapes

Connects oral language and print



### Phonological Awareness: Rhyming Words

Scatter the Picture Cards on the right side of a pocket chart. Indicate and identify each Picture Card.

Say: **Today we will go on a rhyming words hunt.**

**I will look for two pictures that rhyme.** Choose two words that rhyme (*cat* and *hat*), identify them, and place them side-by-side on the left side of the pocket chart. Ask: **Who can find another picture that rhymes with *cat* and *hat*?** A volunteer locates *rat* and places the Picture Card next to *cat* and *hat*.

Continue having volunteers locate sets of three rhyming words and placing them on the left side of the pocket chart.

#### Materials

- Picture Cards: *cat, hat, rat, bear, chair, hair, dig, pig, wig, dog, frog, log, fan, man, pan*
- Pocket chart

### Introduce Qq, List Qq Words, ASL Qq

Indicate the Qq Letter Card. Say: **This is the letter Qq.** (Children repeat, *q*.) **One Q is uppercase and one is lowercase, but both letters are Qq. The letter Qq stands for /kw/** (*q* sound). **Each time I touch the letter Qq say /kw/.** (Touch the Letter Card several times, quickly and slowly and children say /kw/.)

Say: **Sky write uppercase Q.** (Demonstrate) **Now, let's sky write lowercase q.** (Demonstrate) **Find a partner.** (Children find partners.) **Take turns and use your finger to write uppercase Q on your partner's back.** After children have done this several times say: **Now write lowercase q.**

Indicate the star. Grandmother asks: **Who can find the letter Qq on the Alphabet Chart?** A volunteer identifies Qq and attaches the star on or above the Wall Letter Card. Grandmother helps the volunteer locate Qq and review the other letters with stars.

Indicate *ABC for Gingerbread Boy and Me*. Say: **Let's look at Qq. Here are some pictures of things that begin with /kw/.**

- Identify each picture. Children repeat.
- Isolate the beginning sound. (Example: *quilt, /kw/*)
- Indicate the word below each picture. Say: **Here is the picture; here is the word that names the picture.**
- Discriminate between picture/word. (Example: Indicate the picture of the quilt. Indicate the word, *quilt*.)

Say: **We have learned the letter Qq and /kw/. Let's learn to make the letter Qq with our fingers.** Indicate the Starfall American Sign Language Poster and demonstrate the American Sign Language sign for Qq. Say: **This is the letter Qq in sign language. Now you try it.** Children sign Qq.

Indicate the chart paper. Say: **Let's make a list of words that begin with the letter Qq. I'll write the words on this chart paper so we don't forget them.**

#### Materials

- Grandmother
- Letter Card Qq
- Star
- ABC for Gingerbread Boy and Me* by Starfall
- Starfall American Sign Language Poster
- Chart paper, marker
- Basket or bag

Children circle *Qq* in their words after you write them.

Grandmother asks: **Did you notice that wherever there is a *q* there is a *u*? Let's check our list of words.** Review the list and indicate each time the letter *u* follows *q*.

Sing "Where Is /kw/?" Each time /kw/ is used children make the *Qq* hand sign.

You will use the list of *Qq* words again on Day 5.

### Where Is /kw/?

(Melody: "Where Is Thumbkin?")

Where is /kw/? Where is /kw/?

Here I am. Here I am.

/kw/ in quilt, /kw/ in quarter.

/kw/ /kw/ /kw/, Qq, Qq, Qq.

## Story Time

### Dramatize "The Turnip"

Indicate *The Little Red Hen and other Folk Tales* page 78, "The Turnip" and the prepared character necklaces.

Say: **Let's dramatize "The Turnip." First we will read it again and choose volunteers to play each of the characters.**

As each character is identified, choose a volunteer to wear the character necklace and stand in the front of the class.

Reread the story as children dramatize it. Characters place their hands on the waists of the children in front of them as they are introduced. Repeat with new volunteers.

Say: **Let's play "Mix up the Story."** Arrange the characters in a different order and retell the story. Characters rearrange themselves to follow the story order.

**Optional:** Have children develop and dramatize an alternate ending to the story.

### Materials

- The Little Red Hen and other Folk Tales* by Starfall
- Prepared character necklaces from "The Turnip"

### Creative Arts

Participates in teacher-guided dramatic activities such as acting out a story

Reinforces concepts through dramatic play

### Reading

Identifies characters in a story

Identifies sequence of events

Makes connections using illustrations/photos, prior knowledge, and real-life experiences



## Small Group & Exploration

### Make Fruit and Vegetable Collages

The children cut pictures of fruits and vegetables from recycled magazines or catalogs. They sort them by color and glue them to paper to create collages then use the Color Picture Cards to label each color category.

Be sure to discuss the use of recycled magazines as a way to demonstrate environmental awareness.

### Materials

- Recycled gardening magazines or seed catalogs
- Color Picture Cards
- Drawing paper
- Scissors
- Glue
- Pencils, crayons



### Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

### Math

Analyzes, compares, and sorts groups of objects by a single attribute

### Phonics & Word Recognition

Recognizes frequently used words in text

### Science

Understands the use of natural resources and demonstrates environmental awareness and responsibility (e.g., reduce, reuse, recycle)

### Writing

Independently writes some letters and words

**Morning Meeting**

**Materials**

- Dragon

**Warm Up Your Brain**

Children follow your directions and pretend to be plants reaching toward the sun. Say:

- **Stand up straight like a flower stem.**
- **The sun is on your right. Stretch your right arm toward the ceiling.**
- **Now the sun is on your left. Bend toward the sun and stretch your left arm up.**
- **Stand up straight.**
- **Put your arms down at your sides.**
- **The sun is straight over your head. Stretch your left arm up.**
- **Now the sun is on your right. Bend toward the sun.**
- **The sun is over your head now. Stand up straight. Put your left arm down.**
- **Stretch both arms up and cross them.**

**Gross Motor Skills**

Moves with balance and control

**Math**

Responds to and uses positional words such as in, under, between, down, and behind

**Speaking & Listening**

Follows simple and multiple-step directions

I can't decide which is my favorite fruit or vegetable. What's yours?

Love,  
Gingerbread Boy

**Math**

Uses graphs and charts to answer questions

Compares and orders groups of objects

**Science**

Compares, contrasts, and classifies objects and data

**Graph Favorite Fruits & Vegetables**

Read and discuss Gingerbread Boy's message.

Say: **Let's review the fruits and vegetables. As we review the list, think about which is your favorite. Then we will take turns telling Gingerbread Boy which fruits and vegetables are our favorites.**

Identify the fruit and vegetable Picture Cards as you place them in a pocket chart.

Indicate the chart paper and read the title, "My Favorite Fruit or Vegetable." Children tell the class and Gingerbread Boy the names of their favorite fruits or vegetables. Write their names in a column on the left side of the chart paper and their favorite fruits or vegetables in a column on the right.

Review the responses. Identify the fruit and/or vegetable that received the most responses, and the one that received the least responses.

**Materials**

- Fruit and Vegetable Picture
- Cards: *apple, bananas, beets, blueberries, carrots, cauliflower, celery, cherries, corn, eggplant, grapes, lemon, lettuce, mushroom, onion, orange, peas, pepper, pineapple, plum, pumpkin, tomato, turnip*
- Pocket chart
- Prepared chart paper
- Marker



## LEARNING CENTERS

See Learning Centers for Week 23, pages 570-572. After cleanup, the children gather to share their Learning Center experiences in sequential order.

### Social Studies

*Describes events that happened in the past*

*Sequences familiar events in time*

## Circle Time

### Materials

- None

### Phonological Awareness: Words in a Sentence

Say: **Listen to this sentence. *The queen made a quilt.*** (Children repeat.) **Listen again.** (Repeat the sentence.) Ask: **How many words did you hear?** **Let's check.** A volunteer stands to represent each word. The children join you to count the volunteers as you repeat the sentence.

Repeat for *The quilt is under the bed.* and *The umbrella helps keep me dry.*

### Phonological Awareness

*Distinguishes individual words within spoken phrases or sentences*

### Review Qq Words

Indicate the Qq word list. Say: **Listen to this rhyme. *Wherever there's a q there's always a u. Say it with me.*** Repeat the sentence as children join you. **Let's look at the list of Qq words to see if it's true.** Volunteers circle or underline *qu* in each word.

Distribute a small amount of shaving cream on the table in front of each child. Direct children to form uppercase *QU* with the shaving cream. Repeat for lowercase *qu*. Provide additional shaving cream if necessary. When the activity is finished, children rub the remaining shaving cream and it will evaporate. Distribute moist wipes for children to clean their hands.

### Materials

- Grandmother  
 List of Qq words from **Day 4**  
 Shaving cream  
 Moist wipes

### Print Concepts

*Focuses on letter names and shapes*

## Story Time

### Teacher's Literature Choice: Fruits & Vegetables

Indicate your choice of fruit and/or vegetable book. Introduce the title, author, and illustrator. Picture-walk through the book identifying the fruits and/or vegetables with help from the children. Read the book, pausing to discuss what was read and to introduce new vocabulary as it is encountered.

Choose 3 or 4 words from the book that are used frequently in texts, such as *a*, *l*, and *to*. List them on a sheet of chart paper and identify them. The children repeat them. Challenge the children to locate these words in books or in their environment as time allows.

### Materials

- Teacher's choice of book about fruits and/or vegetables  
 Chart paper, marker

### Health, Safety and Nutrition

*Develops awareness of nutritious food choices and habits that promote physical well being*

### Phonics & Word Recognition

*Recognizes frequently used words in text*

### Reading

*Makes connections using illustrations/photos, prior knowledge, real-life experiences*

### Vocabulary

*Uses words and phrases acquired through conversations, activities and read alouds*

## Small Group Math

### Approaches to Learning

Attends to tasks for a brief period and seeks help when needed

### Math

Measures length of one or more objects

Becomes familiar with nonstandard measuring tools and their uses

Orders objects by measurable attributes

Uses measurable attributes to compare objects

### Social/Emotional Development

Seeks assistance from adults or classmates or assists adults or classmates

## Measure Fruits & Vegetables

Say: **Let's measure how long this celery stalk is using paper clips.** Demonstrate how to use paper clips to measure the celery.

Continue: **Let's count how many paper clips long the celery is.** As you do this, discuss how you used paper clips to measure.

Distribute a fruit or vegetable, paper clips, journal, and pencil to each child. The children take turns measuring their fruits and vegetables and recording the data in their journals. Classmates may assist as needed.

The children then illustrate their fruits and vegetables as time allows. Compare them and discuss which are the longest, shortest, or the same length. Volunteers place the fruits and vegetables in order from shortest to longest.

The children should understand that in order to measure accurately they must measure the entire object from the top or the bottom.

### Materials

- Fruits and vegetables that are easy to measure (celery, carrots, cucumbers, zucchini, bananas)
- Writing & Observation Journals
- Pencils