

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ State that fruits have seeds that grow into new plants
- ✓ Identify four types of fruit

Language Arts Objectives

Starting the Day

Students will:

- ✓ Memorize and recite with others a simple nursery rhyme, poem, or song (RL.P.5, RF.P.2a)
- ✓ Segment a spoken word into separate, distinct syllables (RF.P.2a)
- ✓ With prompting and support, give the beginning sound of a spoken word (RF.P.2d)

Skills

Students will:

- ✓ With prompting and support, blend simple CVC words (RF.P.3a)
- ✓ With prompting and support, give the beginning sound of a spoken word (RF.P.2d)
- ✓ With prompting and support, give the consonant sounds of at least three written letters (RF.P.2c, RF.P.3a)

Listening & Learning

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)

- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, and *why* questions about *A Fruit Is a Suitcase for Seeds* by Jean Richards (RI.P.1, SL.P.2, SL.P.3)
- ✓ With prompting and support, ask and answer questions about unknown words in *A Fruit Is a Suitcase for Seeds* by Jean Richards (RI.P.4)
- ✓ Find the illustration, or object within the illustration, that is being described in *A Fruit Is a Suitcase for Seeds* by Jean Richards (RI.P.7)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, retell important facts and information from *A Fruit Is a Suitcase for Seeds* by Jean Richards (RI.P.2)
- ✓ With prompting and support, sequence three to five pictures depicting information from *A Fruit Is a Suitcase for Seeds* by Jean Richards (RI.P.2)
- ✓ With prompting and support, sort, classify, and describe pictures according to concepts and/or categories explained in *A Fruit Is a Suitcase for Seeds* by Jean Richards (RI.P.3)
- ✓ With prompting and support, identify outcomes described in *A Fruit Is a Suitcase for Seeds* by Jean Richards (what happened) with possible causes (RI.P.3)
- ✓ Understand and use precise nouns and verbs related to plants (L.P.1b)
- ✓ Understand and use increasingly precise verbs related to eating, movement, and the five senses. (L.P.5d)
- ✓ With prompting and support, use words and phrases acquired through conversations, and reading and responding to *A Fruit Is a Suitcase for Seeds* by Jean Richards (L.P.6)
- ✓ Classify by other conceptual categories (L.P.5a)
- ✓ With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text about seeds, naming the topic and supplying some information about the topic (W.P.2, W.P.8)

Core Vocabulary

crowded, adj. Close together

Example: The cafeteria was crowded with many students yesterday.

Variation(s): none

fruit, n. Part of a plant that holds seeds and can sometimes be eaten

Example: I like to eat fruit on my cereal for breakfast, especially bananas and strawberries.

Variation(s): fruits

pit, n. Large seed in the middle of some fruits

Example: The peach I ate had a large pit in the middle that I planted to see if it would grow.

Variation(s): pits

suitcase, n. Bag or container used to carry things on trips

Example: I brought a suitcase full of clothes and toys when I went to spend the night at my grandma's house.

Variation(s): suitcases

travel, v. Go on a trip

Example: My uncle is going to travel from another state to see us this weekend.

Variation(s): travels, traveled, traveling

At a Glance

At a Glance		Exercise		Materials	Minutes
STARTING THE DAY					
<i>Routines</i>	W	Continue Established Routines		Nursery Rhymes and Songs Poster 49	During morning circle
<i>Nursery Rhyme</i>	W	Tippety, Tippety			
SKILLS					
<i>Small Group 1</i>	S	Warm-Ups	Activity Page 15-1; stuffed animal; small blocks or counters (6 per student)		10
		Two-Sound Word Hunt			
<i>Small Group 2</i>	S	Warm-Ups	Transition Cards: Sound Pictures; Transition Cards: Initial Sounds; whiteboard with marker; blank paper, writing utensils		10
		Draw the Sound Picture for /d/			
LISTENING & LEARNING					
<i>Introducing the Read-Aloud</i>	W	What Do We Already Know?	Image Cards 13-4–13-11; <i>A Fruit Is A Suitcase For Seeds</i> by Jean Richards and illustrated by Anca Hariton; chart paper, markers		5
		Purpose for Listening			
<i>Presenting the Read-Aloud</i>	W	<i>A Fruit Is a Suitcase for Seeds</i>	<i>A Fruit Is A Suitcase For Seeds</i> by Jean Richards and illustrated by Anca Hariton		10
<i>Discussing the Read-Aloud</i>	W	What’s the Big Idea?	<i>A Fruit Is A Suitcase For Seeds</i> by Jean Richards and illustrated by Anca Hariton; chart paper, markers; four fruits, knife, bowls		10
<i>Extension Activity</i>	L	Fruit Prints	<i>A Fruit Is A Suitcase For Seeds</i> by Jean Richards and illustrated by Anca Hariton; paper, paint, fruits for printing (apple, pepper, orange, cucumber), knife; permanent markers or crayons		During Learning Centers

Advance Preparation

Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small-group leader has a copy of the lesson for implementation.

Listening & Learning

Number the pages of the book *A Fruit Is a Suitcase for Seeds* by Jean Richards and illustrated by Anca Hariton. Begin numbering from the front of the book; page 1 is the page facing the inside of the front cover. Continue by numbering every single page until you reach the end of the book.

Practice delivering the trade book text while looking at the pictures in the trade book, making notes as to how you plan to make the trade book interactive for students. Write your notes in the boxes provided. In addition, read pages 30 and 31 in the trade book to learn more about fruits presented in the read-aloud. Incorporate any interesting facts you would like to share with students into your read-aloud plan.

Make notes about the types of fruits that you are going to provide for the exploration portion of this read-aloud as well as your taste test that will occur on Day 17. Make notes about these fruits on the pages that address that type of seed so you remember to talk about them during the read-aloud

Discussing the Read-Aloud

Gather four types of fruit along with a knife and bowls. Do not cut the fruit until the activity following the read-aloud.

Extension Activity

Gather the four suggested fruits for this activity along with a knife and bowls. Make a few fruit prints so students are able to see the finished product.

Starting the Day

	Exercise	Materials	Minutes
Routines	W Continue Established Routines		During morning circle
Nursery Rhyme	W Tippety, Tippety	Nursery Rhymes and Songs Poster 49	

Routines

Whole Group

Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me, Families and Communities, Animals, and Plants* domains. These include:

- Ordering the Schedule Using Temporal Words
- Learning Center labels and sign-in
- Materials labels
- Attendance: Copying Your Name and Naming Letters During Morning Circle
- Classroom jobs

Nursery Rhyme

Whole Group

Tippety, Tippety

Learn the Rhyme

- Teach students the song “Tippety, Tippety” using the echo technique. Use **Nursery Rhymes and Songs Poster 49** for reference if needed. For an example of the echo technique see **Day 1: Here We Go Round the Mulberry Bush**.
- Tell students that *tippety* is a made-up word. Ask students to tiptoe around the circle. Tell them that *tippety toe* means the same as *tiptoe*.
- Have students clap the syllables in *tippety*. (tip—pe—ty)

Blend Initial Sounds

- Tell students you are going to talk about some of the words in the song.

- Students will use the hand motions they learned on Day 2 to accompany initial sound blending for select words in the nursery rhyme (See **Day 2: Nursery Rhyme** for detailed instructions on how to blend sounds with hand motions).
- Ask students what sound the word *tippety* starts with and model segmenting the word by saying /t/—ippety. Have students do the motions to segment and then blend the word *tippety*.
- Follow the same steps for the following words:
 - pancake: /p/—ancake
 - will: /w/—ill
 - toe: /t/—oe

Skills

	Exercise	Materials	Minutes
Small Group 1	Warm-Ups	Activity Page 15-1; stuffed animal; small blocks or counters (6 per student)	10
	Two-Sound Word Hunt		
Small Group 2	Warm-Ups	Transition Cards: Sound Pictures; Transition Cards: Initial Sounds; whiteboard with marker; blank paper, writing utensils	10
	Draw the Sound Picture for /d/		

Note: At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move students between Small Groups.

Small Group 1

10 minutes

Small Group

Warm-Ups

Initial Sound Lists

Students will identify the first sound shared by a group of words.

- Explain that you are going to say four words and you want students to tell you what sound is at the beginning of all the words.
- Begin by saying the following poem and use it throughout the warm-up to reorient students to the game:

“Listen closely with your ear—

Tell me what sound you hear.

Remember the first sound that I say—

Raise your hand when you’re ready to play.

- /a/: apple, axe, acrobat, Adam
- /k/: can, car, castle, cap
- /w/: winter, water, was, wind
- /s/: sail, sand, center, send
- /d/: down, dig, dip, sit”







Two-Sound Word Hunt

Students will locate pictures of two-sound words and then place a block below the picture.

- Give each student **Activity Page 15-1: Two-Sound Word Hunt**.
- Remind students that they have already met the stuffed animal named 'Robo' who talks in robot talk. Reintroduce Robo using robot talk.
- Explain to students that Robo is going to name some of the pictures using robot talk. When they see the picture Robo is describing, they should place a block or counter on top of the picture.
- Encourage students to use the arm blending technique they learned on **Day 14 in Skills Small Group 1** to blend Robo's word before finding the picture on the Activity Page.
- Name each of the pictures in random order, being sure to pause between each sound. When students have put counter or block on top of each picture, have them clear their Activity Pages.
- Next, allow students to speak in robot talk and name the pictures while the rest of the group searches for and covers up the correct picture.

Teaching Tip

See **Appendix B: Representing Phonemes (Sounds) in CKLA-Preschool** for a guide to how individual sounds in words (phonemes) are spelled in the *Plants* domain.

Activity Page Picture	Robo Talk	Blended Word
	/b/—/oe/	bow
	/p/—/ie/	pie
	/sh/—/ue/	shoe
	/h/—/ae/	hay
	/t/—/oe/	toe
	/b/—/ee	bee

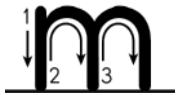
Small Group

Warm-Ups

Sound Picture Review

Students will review previously learned sound pictures.

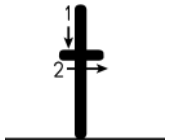
- Start with all students standing.
- Show students **Transition Card: Sound Pictures: /m/, /a/, and /t/**.
- Ask students what sound this sound picture shows. If students identify the name of the letter that spells the /m/ sound (i.e., 'm'), confirm that they have indeed correctly identified the name of the letter 'm'. Then, clarify that you would like them to identify the sound shown on the card, and that some letters have both names and sounds.
- **Hold up Transition Card: Sound Picture: /m/** with your left hand and trace the 'm', describing each stroke as you trace. Then, as you write an /m/ in the air with your magic pencil (i.e., pointer finger), have students write an /m/ in the air, too.
- Repeat for /a/ and /t/.
- Call on a few students to share words that start with /a/.
- Have each student think of one word that starts with /t/. When they have thought of their word, students should sit down. Call on the seated students to share their words.



1. short line down
2. hump
3. hump



1. circle to the left
2. short line down

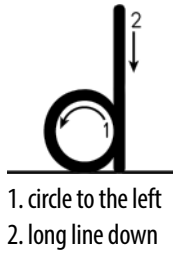


1. long line down (lift)
2. short line across

Draw the Sound Picture for /d/

Students will observe as you show them the sound picture for the /d/ sound. Remember to try to avoid using the letter name 'd' during this activity. Instead, say the sound /d/.

- Tell students you are going to show them a new sound picture. You are going to show them how to draw the sound picture for /d/. Say a few words that start with /d/, saying the /d/ sound many times very quickly. Try to avoid adding an 'uh' to the /d/ sound; that is, do not say "duh, duh, duh."
- Tell students that when you make the /d/ sound, you tap the tip of your tongue right behind your top teeth. Lips are a little bit open, and a bit of air 'pops' out every time you say /d/, just like /t/. Explain that /d/ is different from /t/ because you have to use your voice to make /d/.



Have students look in the mirror and at their friends to see where their tongues are when they make the /d/ sound. Have students alternate between making the /t/ and /d/ sounds, putting their fingers on their throats to feel the sound they make when they say /d/.

- Draw a large lowercase 'd' on the board and describe what you are doing using the phrases on the left. Repeat several times, using the phrases or describing the strokes as you create the letter.
- Tell students you are going to use your entire arm to draw the sound picture in the air. Model the sound picture /d/ with your back to students, encouraging them to copy the motions and repeat the phrases for forming 'd' with you.
- Give students paper and drawing utensils. Have them draw a picture of something that starts with /d/. Use **Transition Cards: Initial Sounds: /d/** to help them think of something if necessary.
- As students complete their pictures, go around and write the sound picture 'd' on their papers for them, reminding them that it is a picture of the sound /d/.
- If students are ready, they might try copying the sound picture 'd' that you drew.

Listening & Learning

	Exercise	Materials	Minutes
Introducing the Read-Aloud	W What Do We Already Know?	Image Cards 13-4--13-11; <i>A Fruit Is A Suitcase For Seeds</i> by Jean Richards and illustrated by Anca Hariton, chart paper, markers	5
	W Purpose for Listening		
Presenting the Read-Aloud	W <i>A Fruit Is a Suitcase for Seeds</i>	<i>A Fruit Is A Suitcase For Seeds</i> by Jean Richards and illustrated by Anca Hariton	10
Discussing the Read-Aloud	W What's the Big Idea?	<i>A Fruit Is A Suitcase For Seeds</i> by Jean Richards and illustrated by Anca Hariton; chart paper, markers; four fruits, knife, bowls	10
Extension Activity	L Fruit Prints	<i>A Fruit Is A Suitcase For Seeds</i> by Jean Richards and illustrated by Anca Hariton; paper, paint, fruits for printing (apple, pepper, orange, cucumber), knife; permanent markers or crayons	During Learning Centers

Introducing the Read-Aloud

5 minutes

Whole Group

What Do We Already Know?

List of Fruits

- Tell students that you are going to make a list of the fruits that they already know.

"We are going to make a list of all of the fruits that you may already know about. Raise your hand if you can think of something that you eat that is a fruit."

- Call on a few students to respond, writing their answers on chart paper.

Reviewing Flowers and Fruits

- Remind students that they learned about flowers yesterday.
- Show **Image Cards 13-4–13-11** and discuss the process of a plant growing from a flower into a fruit.

"Yesterday we looked at these cards and talked about how a zucchini and pumpkin grow. Let's look at them again today to remember how they grow from a flower to a piece of fruit."

- Have students put them in order with you.

Purpose for listening

- Tell students to listen to find out about plants that they eat that are called fruit.

“Today we are going to listen to find out how fruits protect seeds and help them grow.”

A Fruit Is a Suitcase for Seeds by Jean Richards and illustrated by Anca Hariton

➔ COVER . . . is a suitcase for seeds

- Have students predict what kind of fruit is shown on the cover.

“What kind of fruit do you think this is on the cover? What do you think it looks like on the inside?”

- Show students the back of the book.

“This fruit is called an apple. The inside of an apple looks like this. Does anybody know what is inside of the apple? Has anyone ever bitten into an apple and found something inside?”

- Call on a few students to respond. (seeds)

➔ PAGE 1 (TITLE PAGE) . . . Jean Richards and illustrated by Anca Hariton

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➡ **PAGE 5 . . . a new plant grows from it.**

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➡ **PAGE 9 . . . Some seeds travel in the water.**

- *Point to the little boy blowing a dandelion.*

- *Show Flip Book Page 16-2: Girl with dandelion*

"Both of these books show us pictures of dandelions. Have you ever seen a dandelion? When you blow on it, the tiny little seeds catch the wind and go everywhere. This is how this kind of seed travels."

- *Point to the birds standing by the water.*

- *Discuss how birds move seeds into the water and how those seeds travel.*

➡ **PAGE 11 . . . It protects them on their trip.**

- *Point to the picture of the pomegranate.*

"This fruit is called a pomegranate. When you cut it open, you can see many seeds on the inside. The seeds of the pomegranate are protected by the skin on the outside. The author of this book calls that a suitcase. A suitcase is a case used for travel. Have you ever used a suitcase?"

- *Call on a few students to respond*
- *Remind students that the fruit protects seeds like a suitcase protects your things while you travel.*

➡ **PAGE 13 . . . and drop the seeds in different places.**

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➡ PAGE 15 . . . A cherry is one of these fruits.

- *Point to the pit in the cherry.*

- *Discuss what a pit looks like.*

"A pit is a large seed in the middle of some fruits. They are hard, and you can't eat them."

⬅ PAGE 17 . . . An apple is one of these fruits.

➡ PAGE 19 . . . A kiwi is one of these fruits.

➡ PAGE 23 . . . Peas are seeds.

- *Point to the peas in the picture.*

- *Discuss that vegetables have seeds, too.*

"Vegetables are also plants with seeds. Not all vegetables have seeds, just a few. Some people call them fruit, and some people call them vegetables. They are still a suitcase for the seeds that they carry. What vegetables do you recognize on these pages?"

- *Call on a few students to respond.*

➡ . . . a suitcase for seeds!

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Discussing the Read-Aloud

10 minutes

Whole
Group

What's the Big Idea?

Note: Teachers may choose the same fruits for this activity that they chose for the Extension Activity to reduce food waste.

What Did We Learn?

Students will review the fruits that they have learned in the book after hearing the read-aloud.

- Remind students that they made a list before they heard the read-aloud about fruits that they knew.

“We made this list before we listened to our book about fruits. This is a list of fruits we may have eaten before.”

- Read the list of fruits that students compiled prior to the read-aloud.
- Ask students if they can add to the list after hearing the read-aloud.

“Now that we have heard our story, can you think of a new fruit you have learned about? Raise your hand if you can tell me a new fruit.”

- Call on a few students to respond and add to the list.
- When you are finished, review the whole list with the students by pointing to the words and reading as you go along.

Exploring Fruit

Students will explore real fruits after hearing the read-aloud.

Note: *When offering food to students to touch, be sure to follow procedures your school has in place for handling food (e.g., students wash hands, you wear gloves, students brush teeth, etc.). Remember that some students may be allergic to certain foods.*

- Present several types of fruit to students in small group.
- Suggestions for fruit to present include:
 - banana
 - avocado
 - apple
 - lemon
 - strawberries
 - kiwi
 - pomegranate
- Invite students to watch as you cut open each piece of fruit.
- Pass around each piece of fruit (in a bowl, if needed) separately.
- Allow students to touch, smell, and hold the fruit, if appropriate.
- Talk with students about what each piece of fruit looks like.
- Discuss the seeds that are in each piece, relating it back to the text.

“This is a seed on a strawberry. They are small, green dots found on the outside of the fruit. When I cut into this avocado, there is one big seed called a pit. Let’s look at this pepper. The skin on the outside

protects the seeds on the inside. The seeds are little and small on the inside. The skin on the pepper is a suitcase for seeds.”

- Reread portions of the text that deal with the fruit selections you have made.
- Finish activity by reminding students that all fruits have seeds.

“All fruits have seeds. Fruit is a suitcase that carries around seeds, protecting them.”

Extension Activity

Learning
Center

Fruit Prints

Note: *When offering food to students to taste, be sure to follow whatever procedures your school has in place for mealtimes and snack times (e.g., students wash hands, you wear gloves, students brush teeth, etc.). Remember that some students may be allergic to certain foods.*

Teacher will reread the book *A Fruit Is a Suitcase for Seeds* by Jean Richards and illustrated by Anca Hariton. Students will make prints using fruits and vegetables. When their prints dry, students will draw seeds and teachers will label seeds.

- Re-read the book *A Fruit Is a Suitcase for Seeds* by Jean Richards and illustrated by Anca Hariton.
- Tell students that they are going to get to use real fruits and vegetables and paint to make prints. Later, they will draw and label the seeds on their fruits and vegetables.
- Show students the fruits and vegetables you selected, labeling each one and allowing students time to explore them.
- Allow students to watch you cut the fruits and vegetables in half, showing them the seeds in each one. Save half of the fruit for later in this activity, cutting only one half of it at this time.
- Instruct students to study the fruit(s) as you cut them so that they can see where the seeds are located inside each piece of fruit.
- Have students who are willing touch and collect the seeds place them in plastic bags with pictures and words labeling each kind of produce.

Teaching Tip

When cutting the vegetables for this activity, save the seeds from the fruits and vegetables in plastic bags. You will use them later to display on a bulletin board for students to examine.

Teaching Tip

Make a bulletin board to display student's fruit prints. Hang the bags of dried seeds that are labeled with photos of the actual fruits on the bulletin board for students to see throughout the domain.

Review Tip

Talk about colors with students as they dip the produce into various paints. You may say things such as “you are dipping your apple into red paint” or “what color paint will you choose to dip the pepper into?”

- Show students how to dip a piece of produce into the paint, blot off excess paint, and press the produce gently onto their paper.
- Allow students to explore the cut produce as they make their own prints.
- Once students’ prints dry, have them draw seeds onto the fruit in the appropriate location (inside or on the surface of the fruit).
- Help students label their seeds. You could write the word ‘seed’ beside each print and have students draw a line to the seed they have drawn.
- Give students their Name Cards and have them copy their names onto their paper or write them from memory.