



Read Aloud: *The Ugly Vegetables*

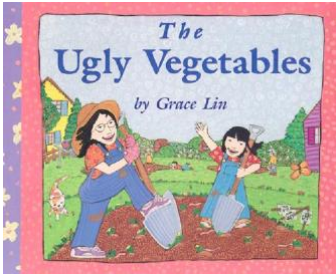
Standard Connection:
 RL.PK.1-7,10
 SL.PK.1-4,6
 L.PK.1.d,4a,6

Enduring Understanding(s):

- People impact their environment in different ways.
- Living things grow and have life cycles.
- Living things need food, water, and proper conditions to survive and thrive.

Essential Question(s):

- How do living things respond and adapt to their environments?
- What do systems need in order to function successfully?

Materials	Vocabulary
<ul style="list-style-type: none"> • <i>The Ugly Vegetables</i> • Vocabulary word picture cards 	<p>aroma: a smell or odor</p> <p>bloom (-ing): opening flowers</p> <p>drag: to pull something along the ground</p> <p>poppy/peony/petunia: types of colorful, blooming flowers</p> <p>scent: an aroma or smell</p> <p>vines: plants that grow low to the ground</p> <p>wriggle: to move from side to side</p>
Books	
	

First Read	
Preparation: <i>Set up materials.</i>	
<p>Children will:</p> <ul style="list-style-type: none"> • listen to a story read aloud • demonstrate increasing levels of sustained and focused engagement • show a steady increase in the number of words in listening vocabulary • develop an understanding of main events 	
<p>“The title of this book is <i>The Ugly Vegetables</i>. Grace Lin is the author and illustrator.”</p>	<p>Underline the title, author, and illustrator as you say them.</p>
<p>“Wriggle means to move from side to side.”</p>	<p>p. 2 Model.</p>
<p>“Drag means to pull something along the ground.”</p>	<p>p. 4</p>

"The girl's mother is writing signs with Chinese characters."	p. 6
"You can see blooming flowers' colorful petals."	p. 9
" Vines are plants that grow low to the ground."	p. 12
" Poppies, peonies, and petunias are different kinds of flowers."	p. 14
" Scent is another word for aroma or smell."	p. 18-19

Discussion Question(s):

- Why did the girl and her mother call their crops "ugly vegetables"?
- Why did the mother create garden signs with Chinese symbols?

Second Read

Children will:

- recall some main events when asked
- link characters' basic emotions to their actions
- use their own experiences to understand characters' feelings and motivations
- express the main idea of a story or other text in a way that shows increasing understanding

Support children in reconstructing the story by selecting significant plot points, i.e., the girl and her mother prepared the soil for planting, planted seeds, and shared soup with their neighbors.

Encourage children to use vocabulary words in context, i.e. bloom, aroma, vine, etc.

Discussion Question(s):

- How are the illustrations in *The Ugly Vegetables* similar to or different from the illustrations in *The Seven Chinese Sisters*?
- How are the girl and her mother's garden signs similar to or different from Zinnia's garden signs?

Third Read

Children will:

- chime in and read the story with the teacher
- practice saying and using story-related vocabulary words
- recall main events and characters in the story

As you read, slow down in some places to invite children to chime in. If children have difficulty recalling, scaffold by saying the first sound of a word or the first word in a phrase.

Discussion Question(s):

- Why did the girl's mother say that their plants were "better than flowers"?
- Why did the girl and her mother give their neighbors soup instead of vegetables?

Fourth Read

Children will:

- act out one or more scenes from the story
- explore character motivations and emotions
- recall main events from the story

With children, choose one scene to act out. Assign roles to children or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.

Discussion Question(s):

- Why did the girl's feelings about the garden change?
- How did the neighbors know that the girl's mother was cooking soup?