



Read Aloud: *Zinnia's Flower Garden*

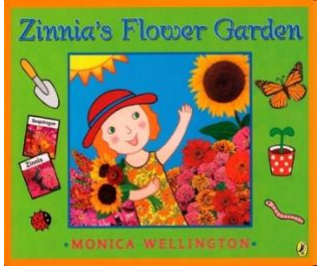
Standard Connection:
RL.PK.1-7,10
SL.PK.1-4,6
L.PK.1.d,4a,6

Enduring Understanding(s):

- Living things grow and have life cycles.
- Living things need food, water, and proper conditions to survive and thrive.

Essential Question(s):

- What do systems need in order to function successfully?

Materials	Vocabulary
<ul style="list-style-type: none"> • <i>Zinnia's Flower Garden</i> • Vocabulary word picture cards 	<p>abundant: many</p> <p>bouquet: a group of flowers</p> <p>buds: small bumps on plants that grow into flowers or leaves</p> <p>burrow(-ing): pushing and digging into the earth</p> <p>dim: not very bright</p> <p>inspect: look at something very closely and carefully</p> <p>seedling: a young plant</p> <p>sprout: begin to grow into a plant</p>
Books	
	

First Read	
Preparation: Set up materials.	
Children will: <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 	
"The title of this book is <i>Zinnia's Flower Garden</i> . It is written and illustrated by Monica Wellington."	Underline the title, author, and illustrator as you say them.
"Zinnia <i>sprinkled</i> - poured water gently - on the plant."	p. 3
"The seeds sprouted - began to grow into plants."	p. 5
"A seedling is a young plant."	p. 7
"The roots are burrowing - pushing and digging into the earth."	p. 9 Point to roots and stems.
"The weeds are <i>pesky</i> - they bother Zinnia's plants. Inspect means to look at something very closely and carefully."	p. 13

" Buds are small bumps on plants that grow into flowers or leaves."	p. 15
"Zinnia sees the flowers when the buds bloomed - opened. The butterfly's wings <i>fluttered</i> - they moved quickly."	p. 17
"Zinnia's flowers are abundant - there are so many of them. A bouquet is a group of flowers. The flowers are <i>fragrant</i> - they smell good."	p. 19
"The sun is dim - not very bright."	p. 27
Discussion Question(s): <ul style="list-style-type: none"> How did Zinnia prepare for planting? How did Zinnia use tools? 	

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., Zinnia planted seeds, the seeds sprouted, Zinnia sold the flowers at her lemonade stand, etc.

Encourage children to use vocabulary words in context, i.e., *sprout*, *seedling*, *abundant*.

Discussion Question(s):

- Why did Zinnia write in her notebook?
- How is Zinnia's garden similar to or different from the garden in *The Ugly Vegetables*?

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 is Zinnia's garden her favorite place to be?
- Why did Zinnia sell her flowers instead of keeping them?

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):

- How is the image on p.15 (the butterfly life cycle) similar to or different from the illustration on p. 27 (the seeds throughout the seasons)?
- Why did Zinnia sell lemonade with her flowers?