



PRE-K LITERACY: PLANTS ARE ALL AROUND US!
SUPPORTS FOR ENGLISH
LANGUAGE LEARNERS

GRADE PRE-K LITERACY: PLANTS ARE ALL AROUND US!

Unit: Responding to Informational Texts

Pre-Reading: Using authentic experiences, pre-teach new vocabulary that will be encountered in the text *From Seed to Plant*. This can occur in a variety of ways, including the following:

- Provide visual representations to create a print-rich environment by taking pictures of task-related realia during neighborhood nature walks and post them with labels in the classroom. Also, the parts of the plants in the classroom should be labeled.
- Provide opportunities for students to relate, connect, and generate oral conversations in English and/or the native language to build oral proficiency. Upload pictures in order to create interactive slideshows through the use of a Smartboard, an LCD projector, etc.
- Provide realia for students to observe and interact with in order to address different learning styles and link to real life experiences. Such hands-on interactions can include identifying different plants they observed, sorting and finding different types of seeds, planting seeds and observing their growing cycles, and observing existing plants in the classroom.
- Activate prior knowledge by asking students about their experiences with plants or inviting them to bring in one item from home which is derived from a plant. This activity will generate academic discussion and prepare them for learning.
- Provide small group and individual activities to reinforce learning by creating flashcards for new vocabulary either in paper or electronic form with visuals. Teachers should integrate students' native languages when creating flashcards whenever possible.
- Use different graphic organizers along with the learning tasks (such as the one on the next page) to encourage inventive spelling, and develop and reinforce vocabulary. You may alter the graphic organizer to reflect the kind of questioning you have been doing with your students. For example, you can ask them what they noticed or what they saw.
- All of the activities above will culminate in the completion of the "Know" portion of the KWL.
- Provide students with sentence starters in order to complete the "Wonder" portion of the KWL, such as
 - I wonder if....?
 - What...?
 - Why...?
- Use media (e.g., videos) in order to create meaningful connections for Tier II and Tier III words, such as *botanists*, *germinate* and *flower bed*.
- Use Turn-and-Talk with a focus question during the activity to build students' verbal skills.

This is a _____.

Draw a picture of it

During Reading:

- Use a Think-Pair-Share activity when asking students to infer from the text.
- Pair students strategically as some ELL students can benefit from being paired with English proficient students. Other ELL students may benefit from being paired with students with the same native language.
- Allow students to use their native languages during these activities to communicate and clarify unfamiliar concept and meanings.
- Provide students with sentence starters to build academic language and to facilitate conversations among them. The language in which sentence starters are introduced may vary for individual students and teachers must strategically plan according to students' English proficiency levels.
- Allow students to label and draw on Post-its during these interactions, which will allow for inventive spelling. Point when students are unable to produce language orally.

Post-Reading

- Encourage students to refer back to the book during the activity following the read aloud. Students may use the illustrations to assist them in memorizing or recalling details and vocabulary.
- Be sure the text is enlarged, in big book format, or on an interactive screen in order to facilitate connection between the text (print) and the student learning.

- Give students a menu of activities which pertain to the text during center time on day 2 based on their English language proficiency levels. Such activities can include, but should not be limited to, the following:
 - Create a reenactment using Total Physical Response (TPR) of the life cycle of a plant.
 - Create a graphic organizer allowing students to illustrate steps of the life cycle of a plant.
 - Provide students with illustrations of the different stages of a plant's life and allow them to arrange the stages in sequence.
- Plan targeted instruction and group students strategically according to their needs.
- Provide various activities by creating centers and rotate them frequently.
- Record students' responses and provide positive feedback while working in small groups.
- Model language consistently; repeat and reinforce as necessary.
- Allow students to illustrate what was transcribed by the teacher.
- Ask students to trace the words in the transcribed sentence.
- Provide additional reading materials around the same concept/theme in the child's native language; such reading materials should also be culturally responsive.