

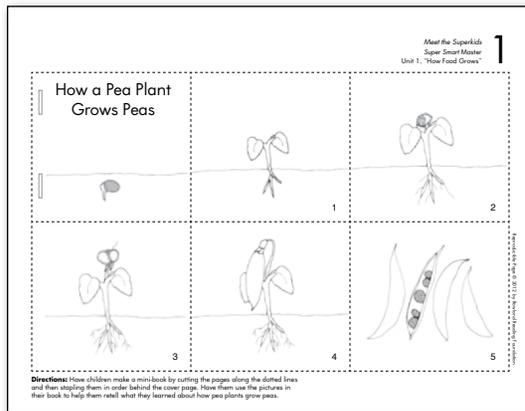
# Lesson for Unit 1

## Summary of Core Instruction

- ★ **Step 1** Introduce the text
- ★ **Step 2** Guide listening and comprehension
- ★ Reinforcement and Extension Activities

### Materials

Super Smart for Unit 1, “How Food Grows”  
Super Smart Master 1



### ★ Pleasant's Pointers

Be sure to watch the *Super Smart* tutorial video and read “How to Teach *Super Smart*” (both in the teacher portal) so that you know how to operate the interactive features in the texts and teach the lessons. Before teaching this lesson, also read the Unit 1 *Super Smart*, “How Food Grows,” to familiarize yourself with the videos, animations, student interactions, and comprehension questions embedded in it.

## Student Objectives

### Reading Informational Text

#### Print and Book Awareness

Recognize differences between print books and multimedia texts  
Understand an author's role

#### Vocabulary

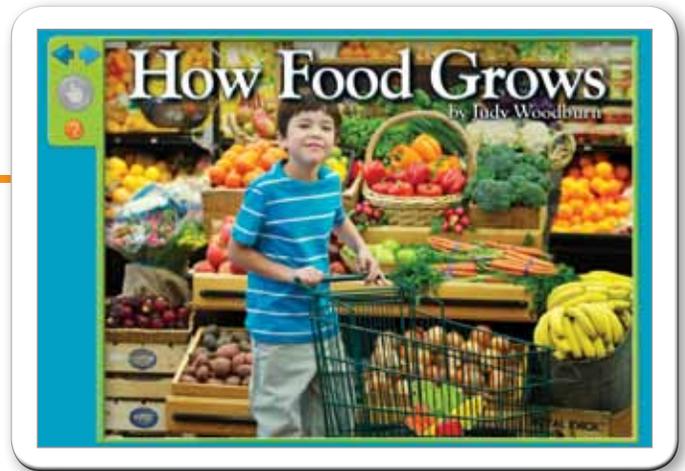
Understand key vocabulary from the text

#### Comprehension

Understand what informational texts are  
Use prior knowledge  
Ask and answer questions about the text  
Understand picture-text relationships  
Connect ideas: Steps in a process  
Understand labels and diagrams  
Identify the main topic and retell key details

### Listening and Speaking

Listen to and discuss a multimedia text



**Key vocabulary:** soil, seeds, roots, stem, leaves, seedling

#### Text structure

Sequential (time) order

#### Text features

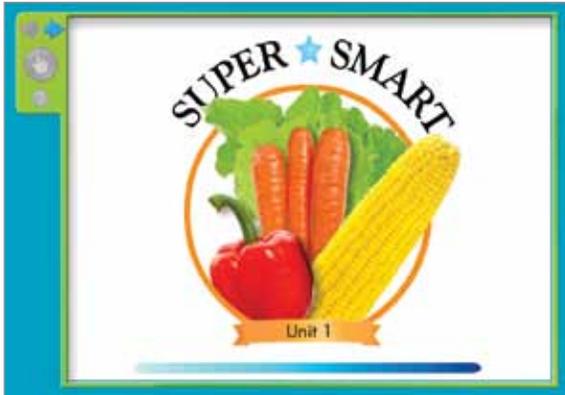
Labels (food names)  
Diagram (plant parts)  
Time-lapsed videos (plant growth)

#### Key science concepts

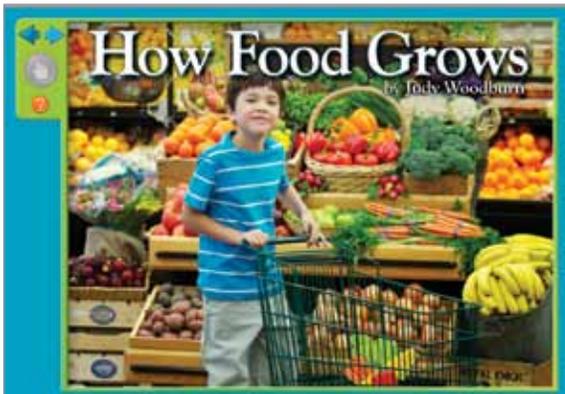
- Some foods come from plants.
- Almost all fruits and vegetables begin as seeds. Seeds are planted in soil. Water and sunlight help them grow.
- Plants have roots, stems, and leaves. Some plants grow buds that turn into flowers. On food plants, the flowers become something we can eat and give us more seeds to plant.
- Seeds always grow into the kind of plant they came from.
- Eating fruits and vegetables helps us be healthy and strong.



## Introduce the text



unit opener page



title page

**Explain what informational texts and *Super Smart* texts are.** Remind children that some books are about make-believe characters, such as the Superkids. Explain that other books tell facts, or true information, about real people, places, and

things. Tell them that this school year you will read aloud special informational texts called *Super Smart*. Explain that they are special because they will be shown on the whiteboard and some pages have moving pictures and sounds.

**Connect the text to the unit topic.** Remind children that they've been getting to know the Superkid Cass who likes to cook. Explain that today's *Super Smart* teaches about some of the real foods that Cass used in her casserole concoction. Open the Unit 1 *Super Smart* so it's displayed on your whiteboard. After the unit opener loads, point out that the page shows different kinds of vegetables and have children name the ones they recognize.

**Set a purpose for listening and develop print awareness.** Continue on to the title page. Have children discuss what the picture shows. (*a boy standing by a bunch of fruits and vegetables at a grocery store*) Point out that the large words tell the *title*, or name, of this *Super Smart* text. Read the title aloud. Then point out and read aloud the small words below the title. Explain that these words tell us that Judy Woodburn wrote this text; she is the author of "How Food Grows." Ask what kind of foods grows. (*fruits and vegetables*) Tell children that you will read aloud the text and they can listen to find out more about how fruits and vegetables grow.



## Guide listening and comprehension

**Read aloud and discuss "How Food Grows."** We recommend reading this first *Super Smart* to children three times. Always read aloud the text on a page first. Then touch the Action Button if it's green and glowing. A video or animation will start or something on the page will wiggle and glow. For your first reading, touch any glowing or wiggling images yourself to model what to do. Then during your second reading, invite individual children to complete these student interactions. Be sure you have a way to quickly determine whose turn it is. (See "How to Teach *Super Smart*" for turn-taking routines you can try.)

For your third reading, you or individual children can do the student interactions, but this time pause every few pages to ask questions about important ideas, vocabulary, and visual features in the text. Discussion questions for "How Food Grows" are provided in this lesson and in pop-up boxes that you can open in the *Super Smart* text using the Question Button. Let children know that they can raise their hand and ask a question at anytime if they need help understanding something in the text.



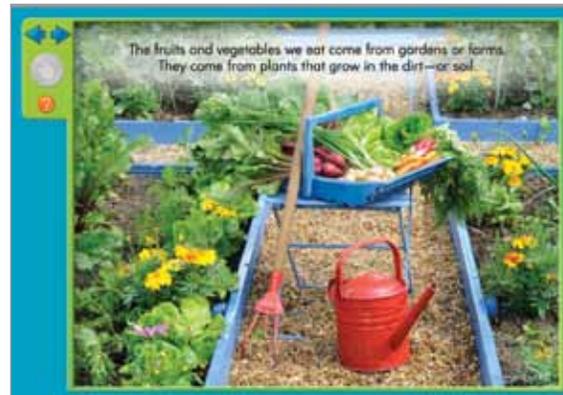
page 1



page 2a (student interaction: food pops out)



page 2b



page 3

### ★ Pleasant's Pointers

Be sure children can recognize when you are reading aloud the exact words in the text versus when you are using your own words to explain or ask a question about something in the text. One way to do this is to place your hand on the whiteboard next to words when you are reading them aloud. Take your hand away and face children when you finish reading and are ready to discuss what you just read.

Below are discussion questions about pages in “How Food Grows.” (The questions are also included in pop-up boxes in the *Super Smart* text.) The **letter a** after a page reference means the question should be asked *before* an action is triggered and the **letter b** means it should be asked *after* the action is complete. Key **vocabulary** words are highlighted in yellow.

**Page 2b** What do the words by the fruits and vegetables tell us? the names of the foods (Understand picture-text relationships)

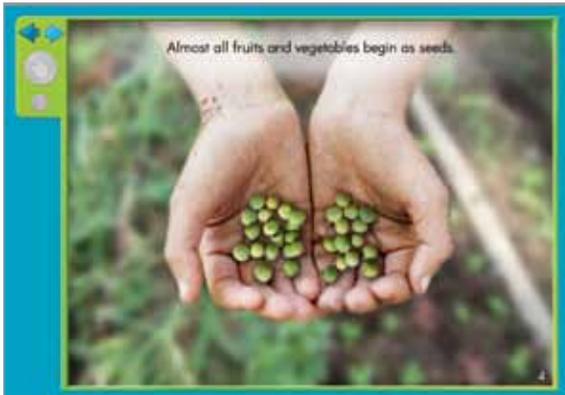
*Explain:* These words are labels. Labels are shown by pictures and tell what the pictures are.

The page asks where fruits and vegetables come from before they get to a store. Do you know? Some may say a garden or farm. (Use prior knowledge)

**Page 3** What does the page say about where fruits and vegetables come from? They come from gardens and farms. They come from plants. (Retell key details)

Fruits and vegetables grow “in the dirt—or soil.” What is **soil**? dirt (Use context clues)

What is in the basket? vegetables How do you think this food got in there? Someone picked it from plants or pulled it out of the ground. (Draw conclusions)



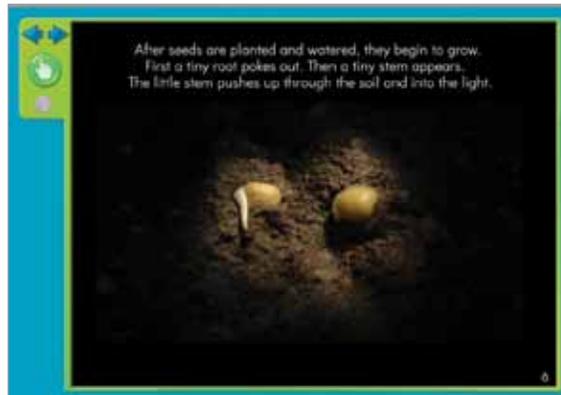
page 4



page 5a (student interaction: seeds gets covered)



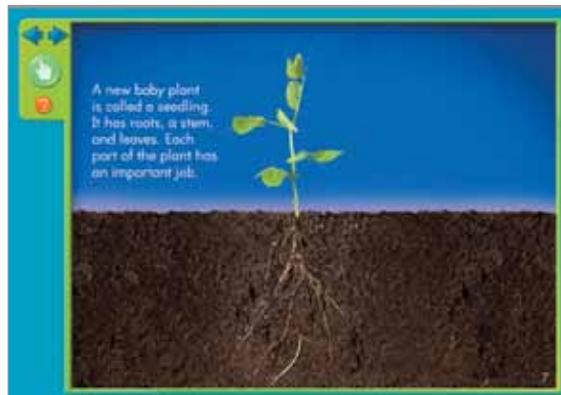
page 5b (student interaction: seeds get watered)



page 6a (play video of seeds growing)



page 6b



page 7a

**Page 5b** What do you do with seeds to make them grow? put them in soil, cover them, and water them (Connect ideas: Steps in a process)

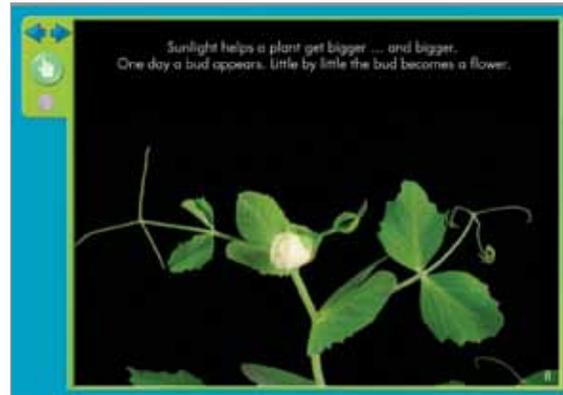
**Page 6b** What does the video show? how seeds grow into plants (Understand a time-lapsed video)

**Explain:** It takes a few weeks for a seed to grow into a little plant. The video makes this growth look like it happens really fast so we can see what happens without having to wait the weeks it really takes for the plant to grow.

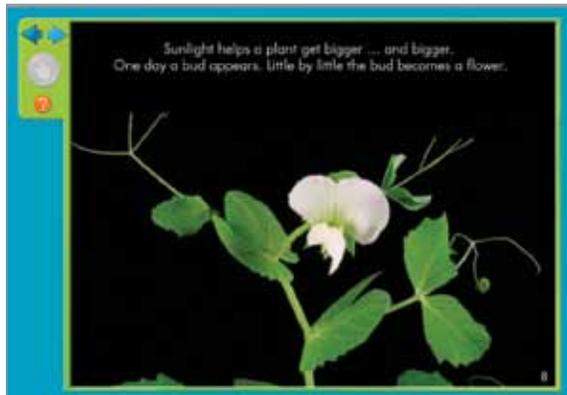
**Page 7a** What is a seedling? a baby plant What do the labels roots, stem, and leaves name? the different parts of the plant (Understand labels and vocabulary)



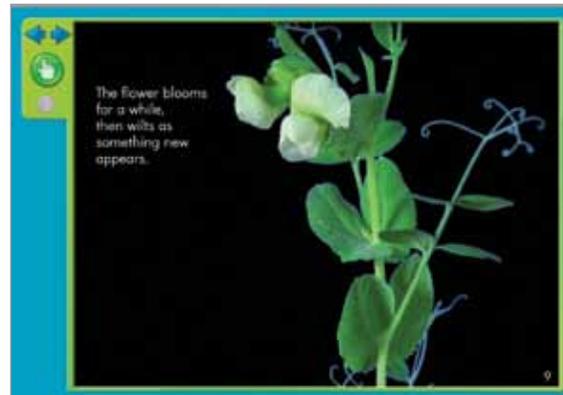
page 7b (student interaction: diagram fills out)



page 8a (play video of bud growing)



page 8b



page 9a (play video of pea pod growing)

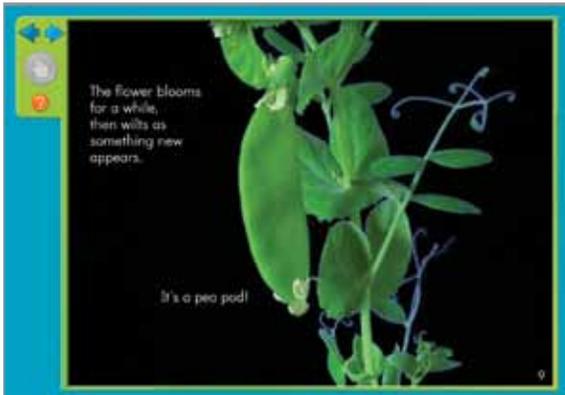
**Page 7b Explain:** This picture shows how a plant drinks, or takes in, water. The blue drops show the water moving. The words by each part of the plant tell what that part does.

What part of the plant takes in water from the soil? the roots What part carries the water to the leaves? the stem What does it mean that the stem works like a straw? It sucks up the water like we do when we drink with a straw. What do the leaves soak up besides water? sunlight (Understand a diagram)

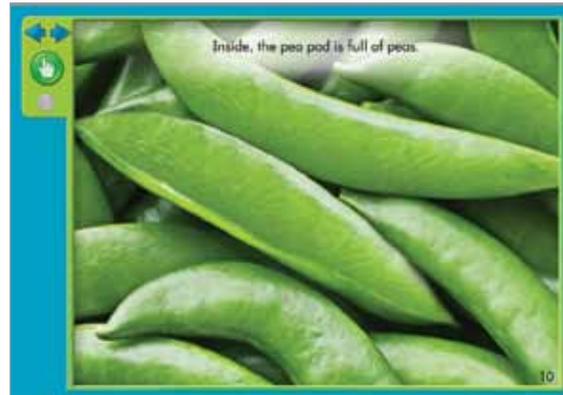
**Page 8b What does the video show?** Think aloud: "To understand a text, I think about what I see and what the words on the page say. The video showed a small white part on the plant grow into a flower. The words say, 'Little by little the bud becomes a flower.' That tells me the small white part that grew is called a bud. 'Little by little' tells me the flower grew slowly." (Understand picture-text relationships)

### ★ Pleasant's Pointers

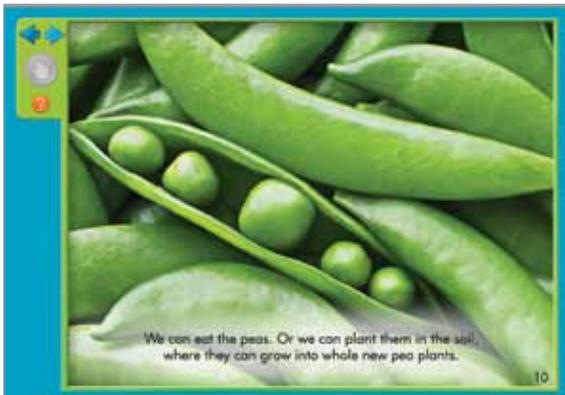
Have children hold an answer in their minds until you ask them to say it. This waiting time gives slower thinkers a chance to process what they see and hear. When the answer is just a word or two, have everyone say it at once. Occasionally ask follow-up questions about children's answers. For example, ask a child to tell how he knows the answer or why she thinks the way she does. This gives children practice explaining their thinking and gives you insight into possible misunderstandings. If children struggle to answer a question, reread relevant information and point out details in pictures that can help them figure out the answer.



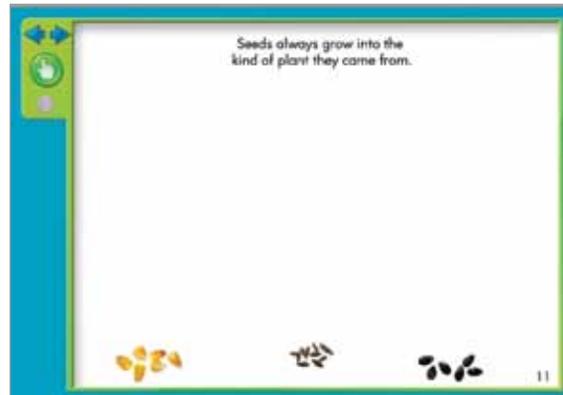
page 9b



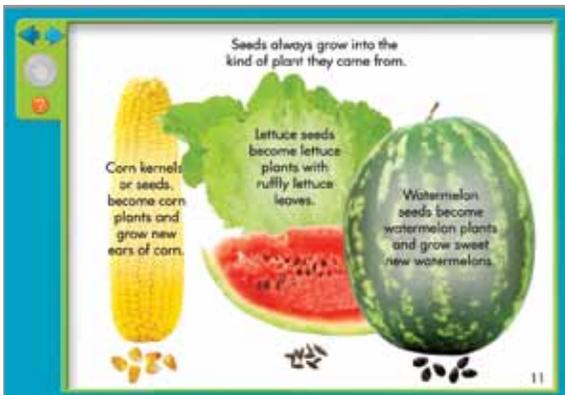
page 10a (student interaction: pea pod opens)



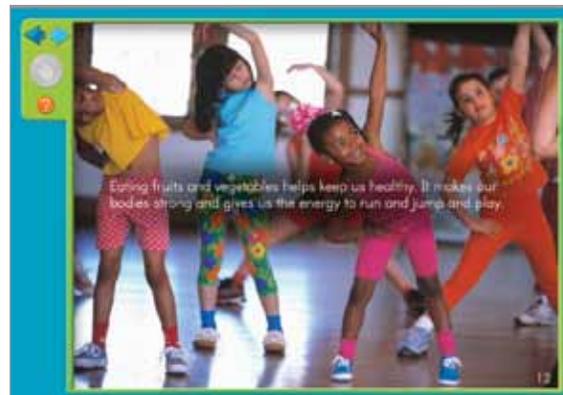
page 10b



page 11a (student interaction: foods pop up)



page 11b



page 12

**Page 9b** What happens as the flower wilts? A pea pod grows in its place. (Connect ideas: Steps in a process)

**Explain:** Often on food plants, a flower turns into a food we can eat. But not all flowers do that. The videos show a pea plant grow a bud, a flower, and then a pea pod all in just a few seconds. It actually takes several weeks for this growth to happen.

**Page 10b** What does the page say we can do with the peas inside the pea pod? eat them or plant them and grow new pea plants (Retell key details)

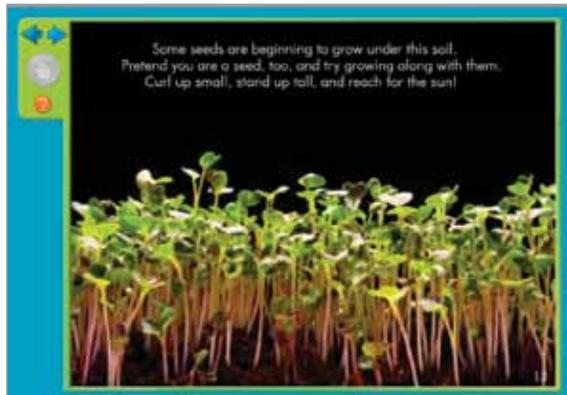
**Explain:** Peas are the seeds of a pea plant. You can eat the seeds of some plants, such as peas, but not all plants. You can also take the peas from the pods and plant them to grow new pea plants, but you can't grow new plants using peas from cans or frozen peas.

**Page 11b** Can you grow a pumpkin from a watermelon seed? no How do you know? It says seeds always grow into the kind of plants they come from, so watermelon seeds grow into watermelons. (Connect ideas)

**Page 12** What reasons does the author give on this page for why we should eat fruits and vegetables? to keep us healthy and strong, give us energy (Identify an author's reasons)



page 13a (play video of seedlings growing)



page 13b



page 14

**Page 13b** If you watched seedlings outside, would they grow as fast as in the video? no **Why not?** It takes time for plants to grow. The video makes the growing look fast. (Understand a time-lapsed video)

**At the end** What is this *Super Smart* all about? how fruits and vegetables grow from seeds (Identify the main topic)

What do seeds need to grow? soil, water, sunlight What else did you learn about how food grows? Answers should be based on information from the text. (Retell key details)

Do you think it was a good idea for the author to include videos of seeds and plants growing? Why or why not? Many children will say yes because the videos help them see up close how seeds and plants grow into food or because they made the text more interesting. (Give and support opinions)

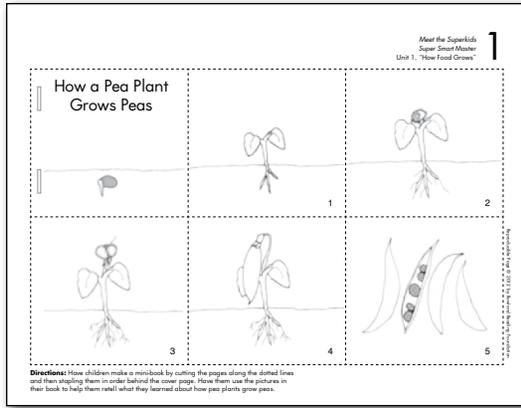
### ★ *Pleasant's Pointers*

Every *Super Smart* lesson includes an activity in which children use a blackline master to make a mini-book related to the *Super Smart* text. (See page 8 for the mini-book activity in this lesson.) Children use the pictures in their book as prompts to help them retell information from the *Super Smart* text. You can use children's retellings as an informal assessment of their comprehension and retention of information from the text. Listen for how much information a child can retell, how accurately the child restates this information, and whether the child is able to include important details in the retelling.

# ★ Reinforcement and Extension Activities

## Comprehension: Retell

Use Super Smart Master 1, scissors, and a stapler.



Tell children they will make their own little book to show how peas grow. On Super Smart Master 1, have them cut along the dotted lines to separate the pages of the mini-book. Help them put the pages in order and then staple them together. Then have children use their books to retell to you, another adult, or a partner what they learned about how peas grow.

## Vocabulary

Use fruits and vegetables with seeds or packages of seeds; a plant you can uproot; and (optional) a straw.

Reinforce vocabulary from the text using actual seeds and plants.

**Seeds**—Remind children that plants grow from seeds. Show the seeds you've collected, cutting open any fruits and vegetables. Have children compare the seeds. Help them identify the plant each type of seed could grow into. (Save any food for the Cross-Curriculum activity.)

**Soil**—Have children feel some soil and ask them what's another word for soil. (*dirt*) Remind them that seeds and plants grow in soil. Discuss other things they know that live in soil such as worms and ants.

**Roots, leaves, stem**—Uproot a plant and have children touch and name the plant's parts. Ask which part grows in the soil (*roots*) and which parts grow above ground. (*stem, leaves*) Have children trace with a finger the path water travels up a plant. If the plant has a large stem, break it open and have children compare it to a straw.

## Cross-Curriculum: Science

Gather different plant parts that people eat. See suggestions below.

*Seeds:* peas, sunflower seeds

*Roots:* carrots (with green tops)

*Stems:* celery

*Leaves:* lettuce, cabbage

*Flowers:* broccoli, cauliflower

Plus other fruits and vegetables

Help children name each food and identify what part of a plant it is. If possible, show pictures of the plants the foods are part of. Point out parts of the plants that we don't eat, such as the leaves and stems of carrots. Cut open a food with seeds, such as a cucumber, and point out the seeds. (From a scientist's perspective, foods that contain seeds are fruits. *Vegetable* is an everyday word to describe less-sweet fruits, such as cucumbers and tomatoes, and other edible parts of a plant.) Then wash the foods and let children taste them. They may like vegetables dipped in ranch dressing. (Check with parents about food allergies.)