

UNIT 6: THINGS THAT GROW CORE STORYBOOK: MAKE WAY FOR DUCKLINGS

In Unit 6, children will explore how living things grow, using observations, experiments, and books.

Welcome

Approximately 2-5 minutes

PURPOSE: Children develop **alphabet knowledge** and **meaning and use of print** through exploration of name cards. Children transition to Jumpstart from their previous activity

Team leader role:

- Implement strategies defined in Units 1-5.

Corps member role:

- Look at children's name cards. If children are proficient with the Welcome strategies from earlier units implement the following.
- Give each child a piece of paper or a 3x5 card and invite them to write the letters of their name.
- Observe and support the different abilities of each child. If children need help writing the letters in their name, offer their name card to copy from.
- After children write the letters in their name ask them to name each letter and the sound of the letter. If children are having trouble, ask if they can tell the names of some of the letters and the first and last sounds in their name.

Transition

- Implement transition strategies defined in Units 1-5.

Reading

Approximately 15 minutes

Make Way for Ducklings by Robert McCloskey

- Story Summary: Mr. and Mrs. Mallard search for just the right place for a nest. After the ducklings hatch, the family settles in the perfect home in the Boston Public Gardens.
- Vocabulary List:
 - **bank**, the land alongside a river
 - **bursting with pride**, feeling proud
 - **cozy**, snug and comfortable
 - **ducklings**, baby ducks
 - **enormous**, very large
 - **feather**, one of many light, thin growths covering the body of a bird
 - **hatch**, to come out of an egg as a newborn
 - **island**, land surrounded by water
 - **molt**, to lose feathers so new ones can grow
 - **proud**, thinking very well of yourself or feeling important; pleased or satisfied with yourself or someone else
 - **traffic**, cars, trucks, bikes, or other vehicles on a busy street
 - **waddled**, walked with short steps, swaying a little
 - **wing**, the part of a bird's or insect's body that moves up and down to make the animal fly

Team leader role:

- Model and coach high quality adult-child interactions and support classroom management.

Corps member role:

- Read the core storybook using the appropriate reading strategy, review selected vocabulary.
- If time allows, read other books from the session library

***NOTE:** For longer stories like *Make Way for Ducklings*, modifications may need to be made while reading. If children have a hard time listening, simplify the story by deleting some non-critical words in sentences and summarizing the main ideas after reading several pages of text. This is especially important for younger children and English-language learners. Team leaders may choose to increase the amount of time for Reading by five minutes if children are still engaged and groups have not completed the story. Children who have finished can choose a favorite book from the session library.

Read for Enjoyment

PURPOSE: Children develop an interest in and enjoyment of stories, develop initial understanding of selected **vocabulary**, and develop **comprehension** of the story and related content knowledge.

Corps member role:

- Introduce the story by making a few comments that are related to the cover illustration.



- For example, as you point to the pictures, you might comment: **"Here is a mother duck with her babies - her ducklings (point to illustration). I wonder what the title means when it says Make Way for Ducklings? It sounds like maybe someone has to make a path for the ducklings to walk. We'll find out what the title means in the story."**
- Be responsive to children's comments but limit the discussion to two to three minutes and conclude by reviewing the title, names of the author and illustrator.
- Read the story expressively to draw children in and help them understand tone, events and characters. Develop children's comprehension of the story by discussing higher-level information (e.g. link characters' feelings to their actions and/or events in the story, predict what might happen, summarize chunks of text).
 - For example, explain that Boston is a big city that the Public Garden is a park and that Mrs. Mallard wants to find a very safe place without predators and with plenty of food to raise their ducklings.
- Develop children's understanding of vocabulary by choosing at least four to six words from the vocabulary list to introduce. Use gestures and tone of voice, pointing to illustrations, and/or providing brief explanations soon after reading the words in the story.
 - For example, point to the illustration of the island in the Charles River and say, **"Oh! It looks like they found another island. Mrs. Mallard thinks it's a great place for her ducklings to hatch - to come out of their eggs - because it's close to the Public Garden where there are plenty of peanuts to eat and because there aren't any turtles or foxes - predators that might eat the eggs or ducklings."**
- Listen for children's comments and questions and respond briefly to confirm or clarify. Provide information to extend children's understanding and ask questions that prompt children to express thoughts more clearly.
 - Be alert to children's involvement with this long story. If children's attention strays, summarize some of the main ideas. For example, when Mrs. Mallard is ready to take her ducklings to the Public Garden summarize the text by saying, **"After practicing how to walk a safe distance behind bikes and scooters, Mrs. Mallard took her ducklings to the Public Garden."** When Ms. Mallard and her ducklings are shown approaching the road, summarize the text by saying, **"Oh no! It looks like there is too much traffic for Mrs. Mallard and her ducklings to cross the road!"**
- If time allows at the end of the story, deepen children's comprehension and content knowledge by prompting further discussion about the theme or the moral of the story.

Read to Reconstruct

PURPOSE: Children develop an interest in and enjoyment of stories, deepen understanding of selected **vocabulary**, develop **comprehension** of the story and related content knowledge.

Corps member role:

- Before opening the book make a comment related to the cover that is also representative of a central idea from the story.
 - For example, **"Here's Mrs. Mallard with her ducklings - her baby ducks. I remember that it took Mr. and Mrs. Mallard a long time to find a safe place to raise them."**
- Be responsive to children's comments but limit the discussion to two to three minutes.
- Reconstruct the story with children and read some of the text to support/reinforce children's comprehension or content knowledge. Corps member's comments should deepen children's comprehension and content knowledge.
 - For example, **"At first, Mrs. Mallard thought that she might like to hatch her ducklings at the Public Garden but then she changed her mind. Why?"**
 - Discuss why Mrs. Mallard was a good mother for her ducklings. For example, **"What did Mrs. Mallard teach her ducklings?"** Wait for children to respond and expand upon their ideas. For example, **"That's right. She taught them how to swim and dive. They need to know how to dive to find food."** or **"Yes, she taught them to come when they are called because she might notice something dangerous that they don't see and want them to come to her quickly."**
- Ask questions, like "what's happening here" to diagnose what children remember. Follow up with comments to clarify and extend children's comments.
- Deepen children's comprehension and content knowledge by referring to the illustrations.
 - For example, **"We see here in the illustration that the ducklings are in a straight line behind Mrs. Mallard. Why was it important for Mrs. Mallard to teach her ducklings to follow her in a straight line?"**
- Ask questions that require thinking rather than asking children to only recall literal details of the story. Wait for children to respond, acknowledge what is said and add ideas.
 - For example, **"Mrs. Mallard needed some help getting her ducklings safely to the Public Garden. Why did she need help?"**
- Deepen children's understanding of vocabulary that children were exposed to while Reading for Enjoyment by



using vocabulary naturally rather than asking directly, "What does ____ mean?" and choose a few more words from the list to introduce.

- For example, "**Mrs. Mallard was so proud of her ducklings and how well the trip was going that it says that 'she tipped her nose in the air and walked along with an extra swing in her 'waddle' (gesture) – her short little steps.**"
- If children's reconstruction of the story has been brief and/or incomplete, at the end of the story go back and reconstruct from where children showed interest or where further content knowledge can be developed.
 - For example, "**How did Michael the policeman know that Ms. Mallard and her ducklings wanted to cross the road and the cars weren't stopping for them?**"
- Conclude by saying the book will be available during Center Time if they want to read the book again.

Transition

- Implement transition strategies defined in Units 1-5.

Circle Time

Approximately 15 minutes

Team leader role: Activity leader

Corps member role:

- Actively participate on children's level and encourage child participation
- Consider pace, variance in tone, and Corps member volume

1) Heads and Shoulders, Knees and Toes

PURPOSE: Children develop **vocabulary** and **comprehension** as they sing a familiar song, perform accompanying motions and learn to vary the tempo of a song.

Team leader role:

- Tell children to stand up for "Head and Shoulders, Knees and Toes."
- Sing the song through once with children. Be aware of the tempo.
- Then sing the song again, and vary the tempo by singing it very slowly. If children are still engaged sing the song a third time, very fast.

***NOTE:** During the second session implementation, sing the song again but change the words "head and shoulders" to "hair and elbows". Change "eyes and ears" to "eyes and cheeks". Keep "knees and toes" the same throughout.

2) What Word Would We Have if We Took Out _____? (And Make Way for Ducklings)

PURPOSE: Children develop **phonemic awareness** as they begin to understand that a new word can sometimes be made by deleting a part of the word.

Team leader role:

- Hold up the book and tell children you are going to play a game with some words from *Make Way for Ducklings*.
 - For example: "**I will say a word. Then I will leave out a part of that word to say a new word.**"
- To present *island*, say the word, and remind children that the ducks found an *island* on which to live. Tell children that you want them to say *island* without the /i/. If children do not answer fairly quickly, say *land*.
- To present the word *for*, say the word, and tell children to say *for* without the /f/ (or). If children do not answer fairly quickly, say *or*.

3) Bingo (And We Can Change It and Rearrange It) and Make Way for Ducklings

PURPOSE: Children develop **alphabet knowledge** as they begin to understand that substituting one letter for another makes a new word.

Team leader role:

- Tell children you will sing the tune of "Bingo," but you will use "Quack" instead. Remind them that Quack was the name of one of the ducklings in *Make Way for Ducklings*.
- Show children the written word *Quack*. Have children name the letters one at a time, and put each letter up on the easel. Point out that only one letter, *Q*, is uppercase, or big, just like in the beginning of their names.
- Sing this verse:
 - "**There were two ducks that had a duckling, and Quack was his name-o.
Q-U-A-C-K, Q-U-A-C-K, Q-U-A-C-K, and Quack was his name-o.**"
- Sing the song again, turning one letter over per verse, and then clapping for it the next time.
- After completing the song, remove the *Q* and *u* and replace them with *Y*. Sound out /y/ to model this aspect of reading, and then quickly read the rest of the word, as you underline it with your finger. (Yack)
- Remove *Y* and replace it with *B*, and use the same process as with *Yack* to help children see how to read it. (Back).
- Rearrange the letters to spell *caB*. Read this word, underlining it with your finger, going slowly enough that children can join with you. Then comment that we need a little *b* to write *cab*. Replace *B* with *b*.



4) Good Morning, Mrs. Hen

PURPOSE: Children develop **vocabulary** as they learn a new poem and count objects to ten.

Team leader role:

- Tell children that the last thing you will do today is learn a new poem about a mother hen.
- Show children the poem in the *Poetry Poster*, and help children identify the hen (mother chicken) and chicks (baby chickens) in the illustrations. Comment that no daddy chicken, no rooster, is shown in the picture.
- Read the title, underlining it with your finger. Point to and sound out *G* and *d* in *Good*, *M* in *Morning*, *M* in *Mrs.*, and *H* and *n* in *Hen*. Run your finger under the rest of the letters when reading the words. Comment that someone, maybe the owner of the hen, is saying "Good morning."
- Recite the poem naturally. Comment afterward that maybe Mrs. Hen's chicks hatched recently and someone was asking how many new chicks she had.
- Point to each of the chicks: yellow ones first, then brown, then red speckled ones, and count them with children. Then recite the poem a second time.

Introduction of Center Time Activities

Approximately 5 minutes

- Implement transition strategies defined in Units 1-5.

Center Time

Approximately 45- 50 minutes

Let's Find Out About It: Keeping Eggs and Baby Animals Safe: Nests – approx 15 minutes

PURPOSE: Children develop **vocabulary** and **comprehension** as they begin to understand how adult animals take care of baby animals.

- Vocabulary List – use these words throughout the activity: **nest, sticks, twigs, mud, feathers, predators.**

Team leader role: Activity leader

- Show children the page in *Make Way for Ducklings* where Mrs. Mallard is shown sitting on her nest of eggs to keep them warm and safe for hatching. Comment that she and Mr. Mallard looked for a long time for a safe place to build a nest. They didn't want predators – other animals that would eat the eggs or the baby ducklings to find it.
- Show pictures of nests (for birds and other animals) from other books or photographs.
- Comment about each nest you show- indicating the animal that made it; whether the animal is a bird, as are ducks, or some other animal; whether the nest is above the ground or under the ground; and what materials are used in the nest (e.g., twigs and dried grass, feathers, mud, etc.)
- Comment that all animal parents want their nests in a safe place to protect their eggs and babies from predators- other animals that eat their eggs or babies.
- If you have a real sample of a nest, show it now. Explain that you will pass it around but that children should leave it in the box and just touch it carefully.
- Give one informational book or a group of photographs to each Corps member so that children can look more closely at pictures of nests and talk about them with Corps members and other children.
- Once children are finished looking at the books, the team leader can tell children that if they are interested they can choose to make a nest in Science during Center Time.

Transitions:

- Use transition strategies defined in Units 1-5.

Corps member role: Activity support

- Support children in exploring of the books or photographs and talk about the nests and the materials that nests are made from.
- Encourage trading of books and photographs after awhile if children are engaged to allow them to see a wider range of different kinds of nests.
- Once children complete the activity, Corps members should help children make a choice for Center Time by reminding them of the Center Time choices.

Center Time

Team leader role:

- Model and coach high quality adult-child interactions and support classroom management.

Writing

Bean Growing Books

PURPOSE: Children develop **meaning and use of print** as they begin to understand that living things change as they grow and that these changes can be documented through pictures and writing. Children learn to make observations and record them.

Corps member role:



- Ask children to look at the bottles or Ziploc bags (saved from the last session) with planted seeds to see what has changed. Observe the sprouting seed and talk about what they see.
 - You might ask: **"What do you see coming out of the seed? Yes, a green sprout that will become the stem of this plant."**
 - Point out pictures from plant books that identify parts of a developing plant and compare them with the plants. If necessary, repeat names of plant parts as you point them out on the plant. For example: **"This little green part that sticks out of the seed is called the sprout."**
- Give children the bean growing books. Ask them to draw a picture of the way plants look. Explain use of the word cards to assist in labeling plant parts.
- Talk about what the cover of a book looks like, encourage them to draw a picture for the cover. Prompt children to include their name as the author and illustrator.
- To extend this activity, have a conversation about what the plant might look like in another week. Ask children to draw a picture of this on another page in the book.

Books

Expository Book Reading

PURPOSE: Children develop **vocabulary** and **comprehension** as they begin to understand that informational books have answers to questions about how animal babies grow.

Corps member role:

- Read one of the informational books that is of interest to the children. As you read, talk with them about the pictures. Comment on the baby animals' growth from the time they hatch or are born until they are nearly grown up. For example, show children informational book about ducklings. Look at the book together, commenting on the pictures and reading the text.
 - You might say: **"Look at mother duck sitting on the nest of grass and feathers. The photograph shows the eggs safe inside the nest. The duck sits on them to keep them warm and keeps a sharp lookout for predators—animals that might want to eat the eggs. This is how the mother duck keeps her eggs safe."**

Puzzles and Manipulatives

Constructing Puzzles

PURPOSE: Children develop **vocabulary** as they learn to look for things that grow in the puzzles.

Corps member role:

- Allow children to play freely with the puzzles. Name the items pictured in the puzzles and talk about how children may see them grow in real life.
- For example, **"That's a monarch butterfly. It started out as a little caterpillar."**

Dramatic Play

Growing a Garden

PURPOSE: Children develop **vocabulary** and **comprehension** as they learn to incorporate new materials into house play.

Corps member role:

- Encourage the children to add gardening materials to his or her play. Engage in conversation with the children as they play.
 - For example: **"I see that you are planting a bean seed? When planting seeds in a garden or a pot you need things like soil, something to plant a seed in, and you have to be sure it will get lots of light and water it often so it will grow. I wonder what bow you will take care of your bean seed so it will grow well."**

Science

Making Nests

PURPOSE: Children develop **vocabulary** as they begin to experiment with simple materials to replicate something in nature: a nest.

Corps member role:

- Remind children that in *Make Way for Ducklings*, Mrs. Mallard made a nest for her eggs.
- Show the children a real, purchased, or Corps member made bird's nest and display pictures of nests from books. Point out the variety of materials animals use to build nests.
 - You might say: **"I see sticks in this nest. What other materials can you see in it?"** Identify the animals that live in the nests pictured.
- Use suggested vocabulary words during the discussion in ways that make their meanings clear: **nest, names of nest-building materials (e.g., dried grass, straw, wheat), mold, weave, shape**
- Remind children that nests are made from different materials found in the environment.
- Place nest-building materials within easy reach, and work with children to build a nest



- Show children one way of making a nest by using a bowl as a frame to hold the nest-building materials. For example, place straw and twigs inside the bowl, leaving a depression in the middle. Use the play dough to hold the materials together.
- Support children in building their own nests by listening and observing their ideas on nest building.
- Help the children make a depression in the middle of the nest and fill it with soft materials such as cotton balls or feathers.
- Talk with children about a nest as a warm, safe place for eggs to rest on.

Transition

- Implement transition strategies defined in Units 1-5.

Sharing & Goodbye

Approximately 5 minutes

PURPOSE: Children deepen **vocabulary** and **comprehension** as they talk and listen to others. Children talk about favorite activities, and begin to look ahead and think about activities in the next session.

- Implement strategies defined in Units 1-5.
- Tell children something that will help them look forward to the next Jumpstart session. For example:
 - **"Next session we will play the word game with some words from Make Way for Duckling and record the growth of your bean seeds in a bean growing book in Writing."**
- After the second session say something like,
 - **"Next session, we will read a new book called I Heard Said the Bird and learn a new poem that has rhymes."**

Family Involvement

Communicate With Families:

- Share with family members the books children have read, the songs sang, and the activities children participated in during Center Time.
- Tell family members that children are learning about how plants and animals grow. Encourage children to show his or her family the bean plant, and/or the nest that they made.



Material List	
Welcome	<ul style="list-style-type: none"> <input type="checkbox"/> Name cards with metal binder rings <input type="checkbox"/> Pencils or markers (one per child) <input type="checkbox"/> Paper or 3x5 cards (one per child)
Reading	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Make Way for Ducklings</i> by Robert McCloskey (one per Corps member)
Circle Time	<ol style="list-style-type: none"> 1) <u>"Heads, Shoulders, Knees and Toes"</u> <ul style="list-style-type: none"> <input type="checkbox"/> Song Chart – "Heads, Shoulders, Knees and Toes" 2) <u>What Word Would We Have if We Took Out _____ ? (And Make Way for Ducklings)</u> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Make Way for Ducklings</i> (one per team leader) 3) <u>Bingo (And We Can Change It and Rearrange It) and Make Way for Ducklings</u> <ul style="list-style-type: none"> <input type="checkbox"/> Uppercase letter cards: Q, Y, B <input type="checkbox"/> Lowercase letter cards: u, a, c, k, b <input type="checkbox"/> Easel or clipboard to display letters <input type="checkbox"/> A piece of paper with the word "Quack" 4) <u>"Good Morning, Mrs. Hen"</u> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Poetry Poster</i>, "Good Morning, Mrs. Hen" <p><u>Introduction of Center Time Activities</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Small group chart for Let's Find Out About It <input type="checkbox"/> Trays or shoe boxes for presenting available Center Time activities <input type="checkbox"/> At least one material from each Center Time activity
Center Time	<p><u>Let's Find Out About It: Keeping Eggs and Baby Animals Safe: Nests</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Make Way for Ducklings</i> (one per team leader) <input type="checkbox"/> Pictures of nests (for birds and other animals) from other books or photographs (for TL demonstration) <input type="checkbox"/> Additional pictures of nests from books or photographs (at least one book or several pictures per Corps member for sharing with children) <input type="checkbox"/> Real sample of a nest (real, purchased, or Corps member-made) in a box (optional) <p><u>Writing: Bean Growing Books</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Children's bottles or Ziploc bags with beans sprouting (saved from the last session) <input type="checkbox"/> Blank books titled, "My Bean Growing Book" <input type="checkbox"/> Informational books (one or more) showing parts of plants (root, stem, leaves) <input type="checkbox"/> Word cards: <i>root, stem, leaves</i> <input type="checkbox"/> Markers, crayons, or colored pencils <p><u>Books: Expository Book Reading</u></p> <p>Session Library: 3-5 of these books or other books that support the unit theme</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Play and Learn Growing Things</i> by Dawn Sirett and Lara Tankel <input type="checkbox"/> <i>Jack's Garden</i> by Henry Cole <input type="checkbox"/> <i>Vegetables in the Garden</i> by Pascale De Bourgoing <input type="checkbox"/> <i>From Seed to Plant</i> by Gail Gibbons <input type="checkbox"/> <i>Let's-Read-and-Find-Out-Science: How a Seed Grows</i> by Helene J. Jordon <input type="checkbox"/> <i>One Bean</i> by Anne Rockwell <input type="checkbox"/> <i>Life Cycle of a Sunflower</i> by Angela Royston <input type="checkbox"/> <i>Rabbits</i> by Patricia Whitehouse <input type="checkbox"/> <i>Seeds</i> by Patricia Whitehouse <input type="checkbox"/> <i>Animal Homes</i> by Angela Wilkes <input type="checkbox"/> Informational books about ducklings or other baby animals <p><u>Puzzles and Manipulatives: Constructing Puzzles</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Several puzzles of flowers and animals <p><u>Dramatic Play: Growing a Garden</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Basic house-play materials including: a few plastic pots and bottles, watering can, bean seeds, plastic gardening tools. <p><u>Science: Making Nests</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Real, purchased, or Corps member-made bird's nest <input type="checkbox"/> Pictures of nests (for birds and other animals) from books or photographs <input type="checkbox"/> Small sticks and twigs <input type="checkbox"/> Pieces of string or yarn <input type="checkbox"/> Dried grass or straw <input type="checkbox"/> Cotton balls <input type="checkbox"/> Down feathers <input type="checkbox"/> Play dough (homemade or store bought) <input type="checkbox"/> Scissors <input type="checkbox"/> Paper towels

- | | |
|--|---|
| | <ul style="list-style-type: none"><input type="checkbox"/> Small bowls (at least one per child in addition to one for demonstration)<input type="checkbox"/> Large flat tray |
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Session Plan 19

Materials Preparation

Welcome

Preparation

- Gather name cards, pencils or marker, and paper or 3x5 cards.

Reading

Preparation

- Prepare core storybook *Make Way for Ducklings* according to the appropriate read strategy.

Circle Time

Preparation

- 1) "Heads, Shoulders, Knees and Toes": Gather song chart and practice with Corps members.
 - See Session Plan 6 Materials Packet for lyrics
- 2) What Word Would We Have if We Took Out _____ ? (And Make Way for Ducklings): Gather materials; Practice saying the vocabulary words as they are outlined in Session Plan 19.
- 3) Bingo (And We Can Change It and Rearrange It) and Make Way for Ducklings: Gather materials, write the word "Quack" on a piece of paper, and practice with Corps members.
- 4) "Good Morning, Mrs. Hen": Gather *Poetry Poster* and practice with Corps members.

Good morning, Mrs. Hen.
How many chickens have you got?
Madam, I've got ten.
Four of them are yellow,
And four of them are brown,
And two of them are speckled red,
The nicest in town.

For Introduction Of Center Time Activities

- Gather objects to use when introducing available Center Time activities in trays or shoe boxes.
- Prepare and practice introducing all activities, and demonstrating 1-2 activities.
- Create a chart displaying the names of the designated small groups of children. These small groups will meet together for Let's Find Out About It.

Center Time

Preparation

Let's Find Out About It: Keeping Eggs and Baby Animals Safe: Nests

- Gather materials.
- Mark pages in *Make Way for Ducklings* referenced in Session Plan 19.
- Find pictures of nests (for birds and other animals) from books and/or the internet (one book/picture set for the team leaders, plus one book or several pictures per Corps member).
- If possible, gather a real, purchased, or Corps member made bird's nest and place in a box.

Writing: Bean Growing Books

- Create books for each child titled, "My Bean Growing Book" using the instructions below.
- Create plant word cards using the instructions below.
- Gather remaining writing materials
- Plan to include children's bean plants or bean plants sprouted by Corps members in this area.

Books: Expository Book Reading

- Gather session library books.

Puzzles and Manipulatives: Constructing Puzzles

- Gather materials.

Dramatic Play: Growing a Garden

- Gather play materials.

Science: Making Nests

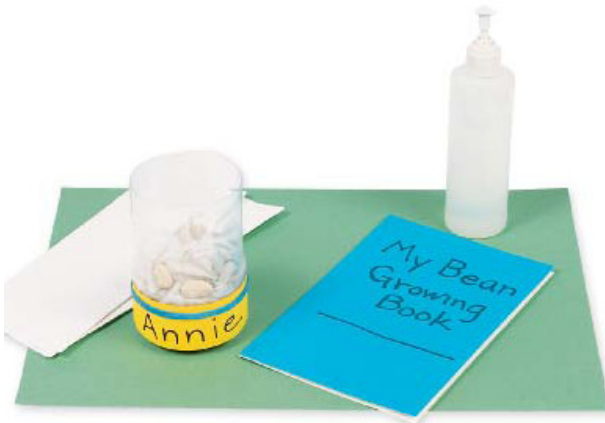
- Gather materials.
- If you are making play dough, refer to the directions below.
- Practice making a nest.



Session Plan 19

Bean Growing Books, Word Cards, and Play dough Preparation

Bean Growing Books

Materials	Directions
<ul style="list-style-type: none"> Tag board or construction paper White paper Marker Stapler 	<ol style="list-style-type: none"> 1) Place two to three sheets of white paper, folded in half, between the tag board or construction paper covers and secure them with a stapler. 2) On each front cover, write "My Bean Growing Book" and leave a line for a child to write his or her name. 3) Write a page number on each page. <div style="text-align: center; margin-top: 20px;">  </div>

Plant Word Cards

Materials	Directions
<ul style="list-style-type: none"> Tag board, poster board, or construction paper Printed word card template Glue tubes Hole punch Metal binder rings Markers (optional) Clear adhesive or laminating machine (optional) 	<ol style="list-style-type: none"> 1) Scroll down and print the template. 2) Cut each word card along the dotted lines from the printed templates. 3) Cut tag board, poster board, or construction paper strips large enough to accommodate the word card strips. 4) Paste the templates to the tag board, poster board, or construction paper strips. 5) Laminate each card, if possible. 6) Punch a hole in one end of each card and put them on a metal ring.

Play dough

Materials	Directions
<ul style="list-style-type: none"> Flour (two cups per batch) Salt (one cup per batch) Water (one cup per serving) Food coloring (optional) Bowl Ziploc Storage Bag (one per batch) 	<ol style="list-style-type: none"> 1) Mix ingredients into a bowl. <ul style="list-style-type: none"> Note: Depending on the number of children anticipated at the center, you will want to make multiple batches). 2) *Note: If food coloring is added, the dye may stain children's and Corps members' hands. Some food coloring is child-safe and doesn't bleed. 3) To store play dough in between sessions, store in a Ziploc storage bag in a cool, dry place.

roots



stem



leaves

