# Grade K: Unit 5, Lesson 25

**Title:** *Pie in the Sky*

**Essential Question:** How can plants provide for all living things?

**Week 1 Comprehension**

1. Read aloud the selection for the week.
2. After you read, pose the questions on the left to your students. Use large public notes (chart paper) or individual note catchers to capture student learning. Use the optional questions to prompt reflection; sample answers provided for teacher reference.

**Sample Chart Responses**

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| **Title: *Pie in the Sky*** | |
| Write, Draw, or List | |
| **Questions (optional)** | **New and important learning about the topic or evidence** |
| What is finally growing on the tree? Why do you think the birds are excited? | *There are cherries growing on the tree. They want to eat the cherries.* |
| Who is going to pick cherries? What will they do with the cherries? | *The child and dad. They are going to make a pie.* |
| What steps do the characters follow to make the pie? | *They wash the cherries and squeeze out all the pits. They mix the cherries and other ingredients in a bowl. They make the piecrust dough.* |
| What do the words on the potholder tell us? | *How to make a pie. It is the recipe.* |
| Why are the birds in the tree making so much noise? | *They are excited to eat the cherries.* |
| What ingredients were used to make the pie? | *They used cherries, flour, sugar, cinnamon, and pie crust dough.* |

**Written Response #1**

Using the pictures and the text, draw, or write two ways the birds benefited from the tree.

**Sample Student Response**

The birds eat the cherries. The birds live in the tree.

*(May include an illustration, perhaps with labels.)*

**Written Response #2**

How did the people and animals benefit from the tree differently?

**Sample Student Response**

Boy and his Father

Animals

How did the people and animals benefit from the tree differently?

Use the cherries to make pie

The boy and his father pick the cherries to use as an ingredient.

Caterpillar makes his home

Caterpillar transitions to a chrysalis, and hangs from the tree

Caterpillar becomes a butterfly

The birds build their nest in the tree to lay eggs and make a home.

Birds get food from the tree by eating the cherries.

Raccoon eats the cherries from the tree as well.

For the animals, they use the cherries as food.

Use the tree as shelter, and a home.

**Week 2, Building Knowledge: Extending the Topic**

**Essential Question:** How can plants provide for people?

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| **Cumulative Activities** – The following activities could be completed and updated after reading each resource this week. The purpose of these activities is to capture knowledge building from one resource to the next and to provide a holistic snapshot of central ideas of the content covered in response to the essential question. *It is recommended that the class and/or students complete one of the Cumulative Activities (Rolling Knowledge Journal or Rolling Vocabulary) for Week 2.* |

**Rolling Vocabulary: “Fabulous Four” Sample**

* Read each resource then, with students, pick 4 important words. The Rolling Vocabulary may be kept as a large public interactive chart with words and pictures or drawings.
* Collaboratively use the 4 words to write about the most important ideas of the text. You should have as many sentences as you do words.
* Continue this activity with EACH selection in the text set.
* After reading all the selections on the topic, go back and review your words.
* Now select the “Fabulous Four” words from ALL the word lists.
* Use the “Fabulous Four” words to write an interesting sentence or sentences about the topic.

**Sample Student Response**

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| **Title** | **Four Vocabulary Words & Sentences** |
| *We Like Apples* | **Words: pick, wash, pot, cut**   1. We can **pick** the apples. 2. We can **wash** the apples. 3. We can cook the apples. (Text Feature Labeling: **pot**.) 4. We can **cut** the apples. |
| *Snack Time* | **Words: snack, carrot, good, banana**   1. He said that **banana** is a good **snack**. 2. She said that **carrot** makes a **good** snack. |
| *Bread Comes to Life* | **Words: crop, sturdy, grind, sprout**   1. When the **crop** is ripe and ready, the farmer will harvest. 2. **Sturdy** blades of grass stand straight and tall. . 3. To make flour, **grind** the grains so it can be baked. 4. The seeds send down roots and **sprout** into grass. |
| *From Apple Tree to Store* | **Words: store, ripe, bin, farm stand**   1. We can buy apples at the **store**. 2. The trees are full of **ripe** apples in the fall. 3. A large **bin** is best for collecting apples. 4. A **farm stand** is usually along the road. |
| *Vital Vegetables*  *(EPIC Resource)* | **Words: seed, germs, heal, guide**   1. A **seed** will grow into a plant if given dirt and water. 2. Some vegetables help your body fight **germs**. 3. Cuts **heal** and get better. 4. The food pyramid **guide** shows eating lots of vegetables is good for you. |
| *Maple Trees*  *(EPIC Resource)* | **Words: nature, trunk, sap, bare**   1. Let’s go on a **nature** walk. 2. The **trunk** holds the tree up. 3. Sugar maple **sap** is made into syrup. 4. In winter, **bare** branches don’t have leaves. |
| *The Tortilla Factory* | **Words: See Read Aloud lesson for words and definitions** |
| **Fabulous Four: crops, picked, nature, snack** | |
| **Summary:**  Many **crops** can be **picked** from **nature** to be eaten as a healthy **snack.** | |

**Rolling Knowledge**

1. Read each selection in the set, one at a time.
2. After you read *each* resource, stop and think what the big learning was. What did you already know about this from your other reading? Write or draw in the first box. This can be done collaboratively in small groups or individually depending on your students.
3. What did you learn that was new *and important* about the topic from *this* resource? Write, draw, or list what you learned from the text about (topic).

**Sample Student Response (most likely these would be drawings!)**

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| **Write, Draw, or List** | | |
| **Title** | **What I already knew from my other reading…** | **What I learned from reading this…** |
| 1. *We Like Apples* | We can get food from trees. | Apples grow on trees and can be used to make applesauce. |
| 1. *Snack Time* | Some fruit grows on trees and can be used in different recipes. | Fruits and vegetables can make a healthy snack. |
| 1. *Bread Comes to Life* | We can pick food from trees and from the ground and use it in a recipe to make something new. | The bread I eat is made from wheat. Wheat is grown by a farmer. |
| 1. *From Apple Tree to Store* | Apples can be used to make applesauce. | Apples can also be used to make juice, cider, or pie.. |
| 1. *Vital Vegetables*   *(EPIC Resource)* | Vegetables are a healthy snack. | Vegetables can help heal cuts and fight germs. |
| *6. Maple Trees*  *(EPIC Resource)* | Apples grow on an apple tree and cherries grow on a cherry tree. | Maple syrup comes from a maple tree. |

**Written Response Week 2**

Use words and pictures to describe how corn provides for people in, The Tortilla Factory.

**Sample Student Response**

The tortillas are made from the corn. The tortillas are food that people can eat.

# Picture a cute kid drawing here!

# Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Title:** *Pie in the Sky*

**Essential Question:** How can plants provide for all living things?

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| **Title:** | |
| Write, Draw, or List | |
| **Questions** | **New and important learning about the topic or evidence** |
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**Writing Prompt #1**

Using the pictures and the text, draw, or write two ways the birds benefited from the tree.

**Student Response**

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**Writing Prompt #2**

How did the people and animals benefit from the tree differently?

**Student Response**

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**Building Knowledge: Extending the Topic**

**Essential Question:** *How can plants provide for people?*

**Rolling Vocabulary**

As you read each book, keep track of the new words you are learning. Collect the most important words from each book, website or video as you read and learn. Think about the words and write or draw a picture to help you remember them.

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| --- | --- |
| **Title** | **Vocabulary Words & Sentences** |
| *We Like Apples* | Words: |
| *Snack Time* | Words: |
| *Bread Comes to Life* | Words: |
| *From Apple Tree to Store* | Words: |
| *Vital Vegetables*  *(EPIC Resource)* | Words: |
| *Maple Trees*  *(EPIC Resource)* | Words: |
| *The Tortilla Factory* | Words: |
| **Fabulous Four:** | |
| **Summary:** | |

**Rolling Knowledge**

As you read each book, keep track of what you are learning. Write and draw what you already knew in the box on the left. In the box on the right, write and draw about what you learned from this book.

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| --- | --- | --- |
| **Write, Draw, or List** | | |
| **Title** | **What I already knew from my other reading…** | **What I learned from reading this…** |
| 1. *We Like Apples* |  |  |
| 1. *Snack Time* |  |  |
| 1. *Bread Comes to Life* |  |  |
| 1. *From Apple Tree to Store* |  |  |
| 1. *Vital Vegetables*   *(EPIC Resource)* |  |  |
| 1. *Maple Trees*   *(EPIC Resource)* |  |  |

**Written Response Week 2**

Use words and pictures to describe how corn provides for people in, *The Tortilla Factory.*

**Student Response**

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