

# GUESS THAT PLANT!

**Focus Lesson:** Guess That Plant!

**Materials:**

*Pick, Pull, Snap! Where Once a Flower Bloomed* by Lola M. Schaefer

Chart paper

Markers

**Time:** 1.5 hours

**\*Common Core Standards:**

**CCSS.ELA-LITERACY.RL.5.4**

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

**CCSS.ELA-LITERACY.W.5.4**

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**Thinking Skill:**

Using context clues

Using descriptive language

**Objective:**

Students will use context clues to guess what fruits and vegetables are being described, and then use the model in *Pick, Pull, Snap!* to write their own descriptions

**Connection:**

Students will make a connection between descriptive language and nature, and will learn about a wide range of fruits and vegetables that they may not have known about before

**Explicit Instruction:**

Have students come up with a class list of all the fruits and vegetables they can think of and write them on chart paper. Hold up one fruit or vegetable and have students come up with as many words to describe it as they can.

Record these words and phrases on chart paper. Invite students to compare this vegetable to other things. (Red like a cheek, round like a ball, dimples like a smile, spots like a leopard, as yellow as the sun).

Explain how phrases like these are examples of descriptive language and that comparisons to other things using “like” or “as” are called similes.

**Guided Practice:**

Read *Pick, Pull, Snap! Where Once a Flower Bloomed* by Lola M. Schaefer. Read the book without showing students the pictures and ask them to guess what the fruit or vegetable might be before opening the flap. Ask students to provide evidence from the text or context clues to support their answer.

**Independent Practice:**

Have students create their own page for the book! Bring in a variety of fruits and vegetables for students to examine. They each pick a fruit or vegetable and think about how they want to describe it, giving enough clues that someone could guess it, but not giving it all away. Have them include at least 2 similes for their fruit or vegetable.

**Reflection – Group Share:**

Have students share their pages in small groups, each taking turns reading their pages.

**Reading list:**

*Pick, Pull, Snap! Where Once a Flower Bloomed* by Lola M. Schaefer

**Teacher Note:** To take this lesson further into ELA students could work on revising and editing. In the small groups students are sharing with, students could peer edit. From there students would revise their work and create a final copy, which could be compiled into a class version of *Pick, Pull, Snap!*, making the students published authors!