

GROWING GOLD

Kindergarten

Outcome:

Students will demonstrate an understanding of the story through discussion, sequencing, auditory discrimination, syntax, phonics, pantomime, counting, writing, and drawing.

Overview:

Students will read and explore a folktale from India while utilizing interdisciplinary connections in language arts, math, science, art, dramatic arts, and cooking.

Materials:

Book, *Growing Gold*
Old magazines
Scissors
Glue sticks
Markers
Large sheet of paper or end roll of newsprint
Unlined paper
Lined paper
Pencils
Crayons
Small containers
Soil
Forks
Large spoons
Wheat seeds
Water
Sunny location

Cooking Materials:

2 large mixing bowls
Small bowl
Hand-held mixer or whisk
8 ½ x 4 ½ x 3-inch loaf pan
Butter or oil spray to grease pan
Oven
Toothpick
Pot holders
Bread knife
Napkins

Ingredients:

1 Egg	¼ C Sugar
½ C Molasses	1 TBL Canola Oil
1 tsp Baking Soda	1 C Buttermilk
1 C Whole Wheat Flour	⅔ C All-Purpose Flour
½ tsp Salt	Butter, jam, or honey to spread on bread



Optional:

Computer with Internet access

Hoffmire, A.B. *The Ogre Bully*. Atlanta: August House, 2007.

Forest, Heather. *The Little Red Hen*. Little Rock: August House, 2006.

Assessment Tools:

“Wheat Seed” worksheet

“Gold” Phonics worksheet

“Copying Sentences” worksheet

“Writing Story Words” worksheet

“Farm Math” worksheet

“Growing Wheat Seeds Log” worksheet

“Made with Wheat” worksheet

INSTRUCTIONAL PLAN

Introduction:

Materials:

“Wheat Seed” worksheet

Crayons

Directions:

Teacher:

- Asks students if they have ever visited a farm.
- Asks students what kinds of crops are grown on farms.
- Asks students what they know about wheat.
- Gives each student a copy of the “Wheat Seed” worksheet.
 - Explains that the picture is a cross section of a wheat seed, showing its different layers.
 - Tells students although the seed looks large in the picture, it is actually very small.
- Shares the following facts with students, as appropriate:
 - The wheat seed has three parts: the endosperm, the bran, and the germ.
 - The endosperm is used to make white flour.
 - The bran is found on the outside layers of the wheat seed and is used in many breakfast cereals.
 - The germ is very small. It’s the part of the seed that will sprout and grow into a wheat plant if it is planted.
 - Whole wheat flour is made from all three parts of the seed.
 - Wheat farmers prepare their fields by plowing the soil. This allows water and oxygen to get to the seeds.
 - A drill digs spaces in the soil and plants seeds in each of the spaces.
 - The seeds need water, oxygen, and sunshine to grow.
- Asks students to color in the three parts of the seed different colors.

Teacher Reads the Story:

Materials:

Book, *Growing Gold*

Directions:

Teacher:

- Tells students that they will listen to a story about a wheat farmer in India.
- Distributes the books to the students.
- Reads story while students follow along in their books.
- Checks comprehension as needed.

Questions for Assessing Students' Comprehension:

- Who are the characters in this story?
- Where does this story take place?
- What did the farmer plant in his fields?
- At the beginning of the story, were the farmer's sons helpful?
- How did the farmer's wife feel about her sons being lazy?
- What "secret" did the farmer's wife share with her sons?
- Why did the farmer's wife tell her sons to plow the field?
- What did the farmer's wife tell the farmer to do while their sons plowed the field?
- What does "sowing the seeds" mean?
- Why did the farmer's wife tell her sons to plant seeds?
- Why did the farmer's wife tell her sons to water the field?
- Why did the sons dig a ditch near the river?
- Why were the sons so tired at night?
- One morning the sons looked out on the field and saw something sparkling. What was it?
- What was the treasure that was hidden in the ground?
- How did the sons feel about farming at the end of the story? Why?
- Should children who live on a farm help their parents? Why or why not?
- Do you think that farming is hard work? Why or why not? What do you think is the hardest part of farming?

Language Arts:

- **Tell a Partner**

Directions:

- Teacher assigns each student a partner.
- Students retell the story to their partners.

Language Arts cont.:

• Visualize the Setting

Directions:

- Teacher asks students to close their eyes and pretend that they are on the farm where the story takes place.
- Teacher asks students what they would see, hear, touch, smell, and taste while on the farm.

• Create a Time Line

Materials:

Large sheet of paper or end roll of newsprint

Markers

Directions:

- Teacher reviews the sequence of the story events with students.
- Teacher writes the events on a large sheet of paper, leaving room for illustrations.
- Students illustrate the story events in the appropriate places on the paper.
- Students take turns retelling the story using the time line.
- Teacher displays the time line in the classroom.

• Scrambled Sentences

Directions:

- Teacher reads scrambled sentences to students.
- Students say the sentence with the correct syntax.
 1. sons were the lazy
 2. planted farmer the wheat
 3. sons helped never his
 4. dreamed sons the of gold
 5. gold father my buried
 6. plowed field they the
 7. the they seeds planted
 8. dug a they ditch
 9. field the they watered
 10. they plants the tended
 11. sons the were tired very
 12. sons found the gold the

Language Arts cont.:

• Questions and Statements

Materials:

Book, *Growing Gold*

Direction:

Teacher:

- Asks students to define the word “question.” (A question is a sentence that *asks* you something.)
- Asks students to define the word “statement.” (A statement is a sentence that *tells* you something.)
- And students re-read the story. After each sentence, teacher asks students if it is a question or a statement.

• Opposites

Materials:

Unlined paper

Markers

Directions:

Teacher:

- Asks students the opposites of the following story words:

on (off)	young (old)	love (hate)
find (lose)	son (daughter)	sad (happy)
soft (hard)	day (night)	
- Asks students to illustrate one pair of opposite words.

• Auditory Discrimination of Rhyming Story Words

Directions:

Teacher:

- Reviews the concept of rhyming words with students (words that have the same word endings, such as “ball” and “call”).
- Reads the following pairs of words to students. After each pair of words is read, teacher asks students if the words rhyme:

great / late	work / back	field / told	pull / ball	yet / bet
sons / runs	day / play	find / mind	rest / best	smell / tell
three / knee	ever / never	all / call	old / gold	root / boat
wheat / neat	just / pushed	face / mess	her / car	ray / day
him / ham	want / went	deep / gap	seed / feed	last / fast
wife / life	lot / got	first / feast	sow / grow	grain / rain
lazy / busy	last / past	plow / now	talk / walk	
gold / fold	plan / fan	dig / pig	see / bee	

Phonics:

• **Gold Phonics**

An activity for differentiated learning

Materials:

“Gold” Phonics worksheet

“Copying Sentences” worksheet

Lined paper

Markers

Scissors

Pencils

Directions:

Teacher divides the class into three groups.

- Group A: Complete the “Gold” Phonics worksheet.

Directions:

1. Cut out the wheat and color it yellow.
2. Cut out the letter strip and the slits next to /old/.
3. Feed the letter strip through the slits in the wheat.
4. Practice with a partner saying the /old/ family words created by pulling the strip through the opening.

- Group B: Complete the “Gold” Phonics worksheet as per directions for Group A. Copy all the words on lined paper.

- Group C: Complete the “Gold” Phonics worksheet as per directions for Group A. Complete the “Copying Sentences” worksheet.

Directions:

Copy the sentences.

1. He is old.
2. I see gold.
3. It is cold.
4. You can fold it.
5. She will hold it.

Writing:

Materials:

“Writing Story Words” worksheet

Pencils

Directions:

Students:

1. Trace over the dotted lines to write story words.
2. Read the words out loud.

Art:

• **Make a Collage**

Materials:

Old magazines

Scissors

Glue sticks

Markers

Unlined Paper

Directions:

- Teacher tells students to cut out magazine pictures that relate to the story.
- Students paste the pictures on the paper to make a story collage.
- Students draw pictures to add to the collage.

Math:

• **Farm Math**

Materials:

“Farm Math” worksheet

Crayons

Directions:

Students circle the correct number of farm items in each row. Students trace over the numbers.

• **First, Second, and Third**

Directions:

Teacher:

- Reminds students that the sons in the book were referred to as the first son, second son, and third son. Teacher asks students which son was the oldest and which son was the youngest.
- Divides the class into groups of three.
- Arranges for each group to race in a creative way such as jumping, hopping, crawling, and walking backwards.
- Asks students who finished first, second, and third after each race.

Science:

• **Growing Wheat Seeds**

Materials:

“Growing Wheat Seeds Log” worksheet

Small containers

Soil

Forks

Large spoons

Wheat seeds

Water

Pencils

Markers

Sunny location

Directions:

1. Fill each container about $\frac{3}{4}$ full with soil.
2. Rake the soil with a fork to loosen it. (This is similar to plowing the field to loosen the soil. This helps oxygen and water reach the seeds.)
3. Make 4 or 5 holes with the pencil (about an inch deep) in the soil in each container. (Making the holes with a pencil is similar to the way that a drill on a farm makes holes and plants seeds.)
4. Place 1 wheat seed in each hole.
5. Cover holes with soil.
6. Water well and place in a sunny location.
7. Continue to water on a regular basis, as needed.
8. Observe the plants daily.
9. As they grow, draw pictures of what the plants look like on the “Growing Wheat Seeds Log” worksheet. Each day that the students draw pictures, they also record the number of days that have passed since the seeds were planted.
10. Using the “Growing Wheat Seeds Log” worksheet as a guide, discuss the changes that have occurred in the ‘gardens’ since the seeds were planted.
11. Review the things that a plant needs to grow (oxygen, water, and sunlight).

• **Made With Wheat**

Materials:

“Made With Wheat” Worksheet

Crayons

Directions:

Teacher and students complete the worksheet together.

1. Name each picture.
2. Color the pictures of the foods that are made with wheat.

Cooking:

- **Whole Wheat Bread** YIELD: 1 loaf, about 12 slices

Materials:

2 large mixing bowls
Small bowl
Hand-held mixer or whisk
8 ½ x 4 ½ x 3-inch loaf pan
Butter or oil spray to grease pan
Oven
Toothpick
Pot holders
Bread knife
Napkins

Ingredients:

1 Egg	¼ C Sugar
½ C Molasses	1 TBL Canola Oil
1 tsp Baking Soda	1 C Buttermilk
1 C Whole Wheat Flour	⅔ C All-Purpose Flour
½ tsp Salt	Butter, jam, or honey to spread on bread

Directions:

1. Pre-heat oven to 350°.
2. Grease baking pan.
3. Combine egg and sugar in a large mixing bowl. Beat well.
4. Add molasses and oil. Beat until well blended. Set aside.
5. In small bowl, dissolve baking soda in buttermilk.
6. Add flour, salt, and buttermilk mixture to molasses mixture. Beat until well blended.
7. Pour batter into greased baking pan.
8. Bake at 350° for about 50 minutes. A toothpick inserted in center should come out clean when it is done.
9. Cool, slice, and serve with butter, jam, or honey.

Drama:

- **Pantomime the Story**

Directions:

- Teacher divides class into small groups of 5 students.
- Students pantomime the story.

Extensions:

• **Compare and Contrast**

Materials:

Book, *The Ogre Bully*

Book, *The Little Red Hen*

Directions:

Teacher:

- Reads *The Ogre Bully* by A.B. Hoffmire. Students compare and contrast this story about a farmer with *Growing Gold*.
- Reads *The Little Red Hen* by Heather Forest. Students compare and contrast this folktale about growing wheat with *Growing Gold*. Both books emphasize the theme of laziness contrasted with hard work and show the value of wheat.

• **Technology Connection**

Materials:

Computer with Internet access

Directions:

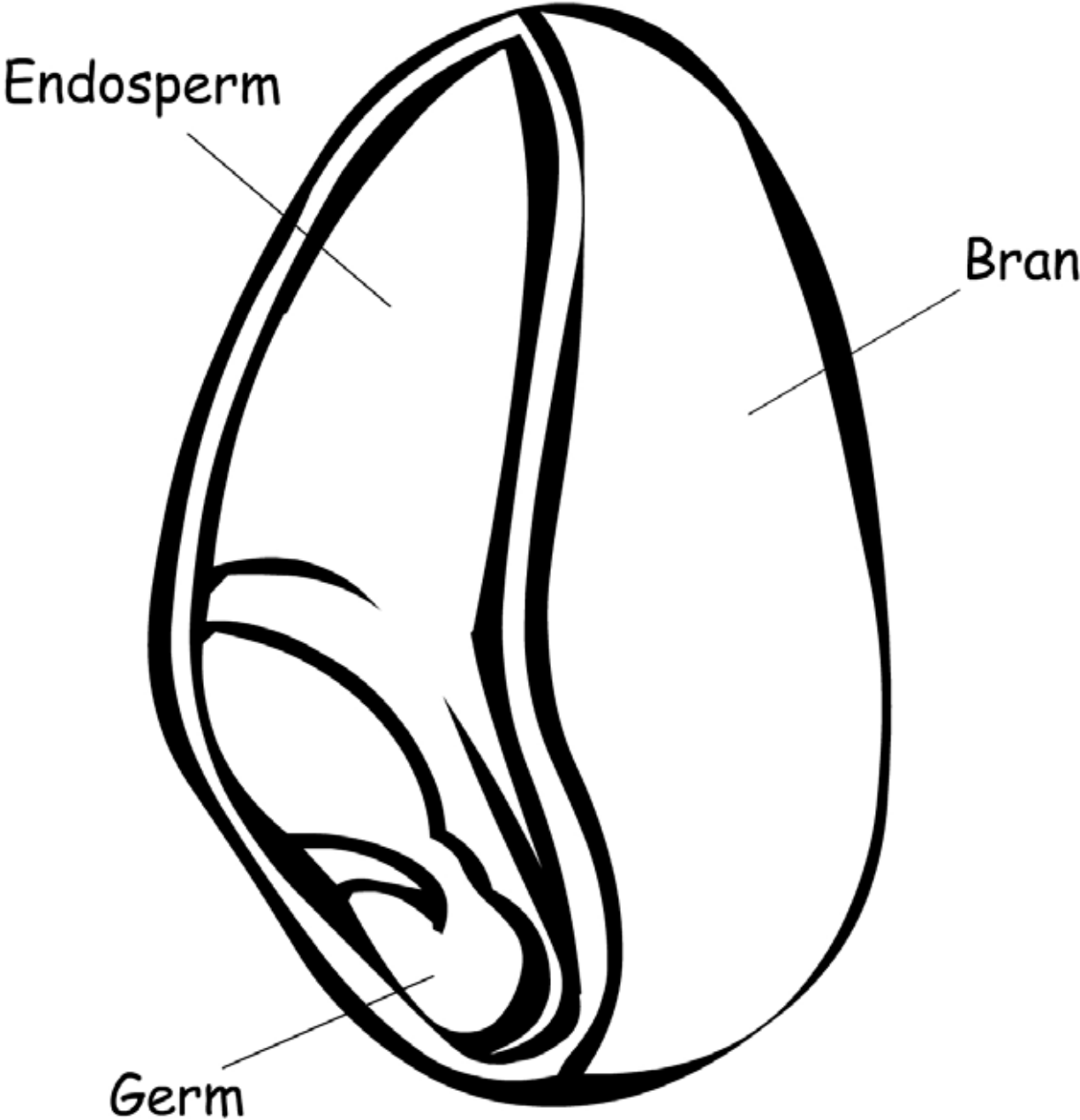
- Teacher helps students access www.storycove.com.
- Students view the animation for *Growing Gold* narrated by the author.
- Students think about how the storyteller uses her voice to convey emotions throughout the story.
- Students explore the animations and activities for other stories on www.storycove.com.

GROWING GOLD

Kindergarten

Name _____ Date _____

Wheat Seed



GROWING GOLD

Kindergarten

Name _____ Date _____

Gold Phonics



g b c f h s t

Name _____ Date _____

Copying Sentences

Directions: Copy the sentences.

1. He is old.

2. I see gold.

3. It is cold.

4. You can fold it.

5. She will hold it.

Name _____ Date _____

Writing Story Words

Directions: Trace over the dotted lines to write story words. Read the words out loud.

son

wife

farmer

seeds

dig

GROWING GOLD

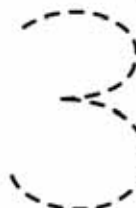
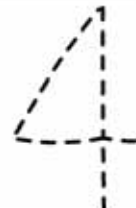
Kindergarten

Name _____ Date _____

Farm Math

Directions: Circle the correct number of farm items in each row.

Trace over the numbers.











GROWING GOLD

Kindergarten

Name _____ Date _____

Growing Wheat Seeds Log

Directions: Observe the wheat seeds. Draw what you see.

Day — 	Day — 	Day — 	Day — 
Day — 	Day — 	Day — 	Day — 

GROWING GOLD

Kindergarten

Name _____ Date _____

Made With Wheat

Directions: Name each picture. Color the pictures of the foods that are made with wheat.

