

# SEEDS

Skill-based Educational Experiences Delivery System

## BOOK #6

### GROWING VEGETABLE SOUP

by  
Lois Ehlert

#### Materials

Vocabulary Word Cards

No Purchased Materials

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# SEEDS

## Session 1 - Steps to Success

*Growing Vegetable Soup, Lois Ehlert*

### Preparation

- Become familiar with the book by reading it.
- Review the story questions.
- Review the Vocabulary Word Cards – *plants, seeds, grow, water, sprouts, sun, vegetables, soup*.
- Read the Steps to Success session cards.
- You will need Vocabulary Word Cards.

### Introduction of Book

- Introduce the concept of plants by telling children that plants are living things and that they begin with seeds and sprouts and turn into plants. Show the children the cover of the book and ask them to identify what is pictured on the front cover.
- Identify the title of the book, the author and illustrator of the book.
- As you point to the title of the book, tell the children that the letters they see make up words.

### Reading Aloud

- Tell the children that you will be reading a story about growing vegetables.
- Introduce the Vocabulary Word Cards – *plants, seeds, grow, water, sprouts, sun, vegetables, soup*.
- Match the Vocabulary Word Cards to the pictures as you go through the book. Give a child-friendly definition for each word.
- Read to the children. Talk about how seeds and sprouts are planted in the soil. Point to the different sizes and shapes of the seeds. Point to the “marking” sticks, and summarize how the plants are watered and how the sun warms them. Go to page 11 and point out how the water helps the plants grow.
- **After reading page 17**, ask the following questions:
  - Ask the children to name some of the vegetables that will grow in the garden.
  - Are all of the seeds the same size and color? (no)
  - What do seeds need to grow? (water and light from the sun)
- Read the remainder of the book.

### After Reading

- Show the children the Vocabulary Word Cards while summarizing how the seeds were planted in the soil, then watered, and finally began to sprout and grow into vegetables.
- **After reading the book**, ask the following questions:
  - What are some of the plants that grew in the garden? (green beans, broccoli, tomatoes, cabbage, peppers, carrots, squash)
  - What did the children do after they picked the vegetables? (washed them and put them in a pot)
  - What did the children make after they picked the vegetables? (soup)
  - What are some of your favorite vegetables?



## Conversations and Vocabulary Development

- Activity 1** Tell the children you are going to show them a Vocabulary Word Card and ask them to describe the words on the cards ( *plants, seeds, grow, water, sprouts, sun, vegetables, soup*). Continue until all children have had a chance to describe one of the words.
- Activity 2** Sing the **I'm a Little Seed** song with the children.

### **I'm a Little Seed**

*(Tune: I'm a Little Teapot)*

I'm a little seed, brown and fat,  
I don't have a front, and I don't have a back.  
Plant me in the earth, and give me water,  
I'll grow into a vegetable and that's a fact.

## Conversations and Language Enhancement

- Activity 1** Tell the children that they are going to pretend to make a vegetable soup. Ask them to tell you the types of vegetables they would like to have in their soup. Help the children respond in full sentences.
- Activity 2** Sing the **Vegetable Garden** song with the children.

### **Vegetable Garden**

*(Tune: The Farmer in the Dell)*

The farmer plants the seeds, the farmer plants the seeds.

Hi, Ho, and Cherry O,  
The farmer plants the seeds.

The sun begins to shine, the sun begins to shine,  
Hi, Ho and Cherry O,  
The sun begins to shine.

The rain begins to fall, the rain begins to fall.  
Hi, Ho, and Cherry O,  
The rain begins to fall.

The plants begin to grow, the plants begin to grow,  
Hi, Ho, and Cherry O,  
The plants begin to grow.

- Activity 3** Ask the children to name and describe as many different vegetables as they can. Encourage them to use descriptive words to describe the plants. Pretend you are going to make soup. Ask the children to name the vegetables that will go in the soup.

# SEEDS

## Session 2 - Steps to Success

*Growing Vegetable Soup, Lois Ehlert*

### Preparation

- Become familiar with the book by reading it.
- Review the story questions.
- Review the Vocabulary Word Cards – *plants, seeds, grow, water, sprouts, sun, vegetables, soup*.
- Read the Steps to Success session cards.
- You will need Vocabulary Word Cards.

### Introduction

- Show the children the cover of the book and ask them to describe what they see. Show them the back of the book and ask them to describe what they see.
- Review the title of the book, the author, and illustrator of the book.
- Show the children the cover of the book and ask them to read the title of the book.

### Reading Aloud

- Ask the children what they think the book will be about. Display the Vocabulary Word Cards, point to and ask the children to read each of the words.
- Read the book.
- **While reading the book**, ask the following questions:
  - What are some of the vegetables the children are growing?
  - Why are the children putting water on the garden? (helps seeds grow)
  - Some plants grow under ground. What is the oblong orange plant that grows under ground? (carrot)
  - Identify plants that grow on the top of the ground. (broccoli, tomatoes, peas, cabbage, squash, green beans)

### After Reading

- **After reading the book**, ask the following questions:
  - What did the children do when the vegetables were grown? (picked them)
  - Have you ever eaten vegetable soup? Tell us what vegetables were in the soup.

### Conversations and Vocabulary Development

**Activity 1** Sing the **Vegetables Are Good For Me** song with the children.

**Vegetables Are Good For Me**  
(Tune: London Bridge)  
Carrots, celery, and broccoli,  
Vegetables are good for me.  
Beans, potatoes, and some peas,  
Healthy! Yummy! Good for me.



**Activity 2** Play the **I Am Thinking** game with the children.

**Clues:**

- **I Am Thinking** of 3 tools that we use when we plant our gardens. What are they? (shovel, rake, hoe)
- I have a garden, and the vegetables are ready to be picked. What are some of the vegetables that I might pick?
- **I Am Thinking** of a vegetable that is round and red, and we like to put it in our salads. What is it? (tomato)

## **Conversations and Language Enhancement**

**Activity 1** Tell children that flowers are plants. Ask the children to name as many different flowers as they know (daisy, daffodil, carnation, orchid, lily, petunia, tulip, rose). Ask them to tell what colors the flowers are. Ask them to tell you how flowers are used.

Option: Bring in real or plastic flowers for the children to describe.

**Activity 2** Show the children page 35 of the book. Tell the children that green beans, peppers, broccoli, and eggplants grow on top of the ground. Point to the diagram on page 35 and tell the children that some plants grow below ground, such as potatoes and onions. Tell the children that we sometimes eat the leaves (lettuce) and sometimes we eat the roots (carrots).

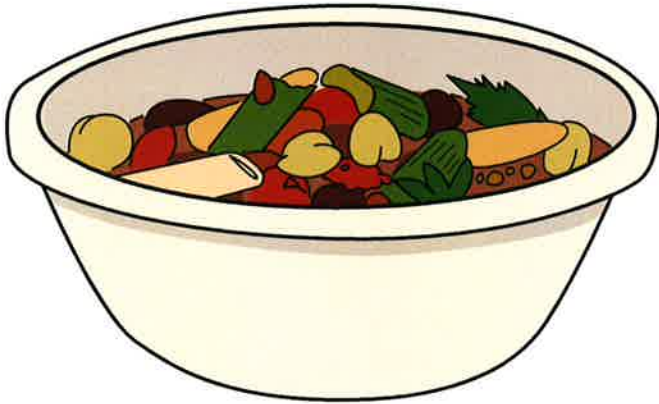
**Activity 3** Give each child a topic and ask him/her to make up sentences describing the topic. If the child has difficulty, prompt by giving clues or say a sentence and ask the child to repeat the sentence.

**Prompt 1** I am thinking about planting a garden. What do plants need to grow? (sun, rain) Make up a sentence using these two words.

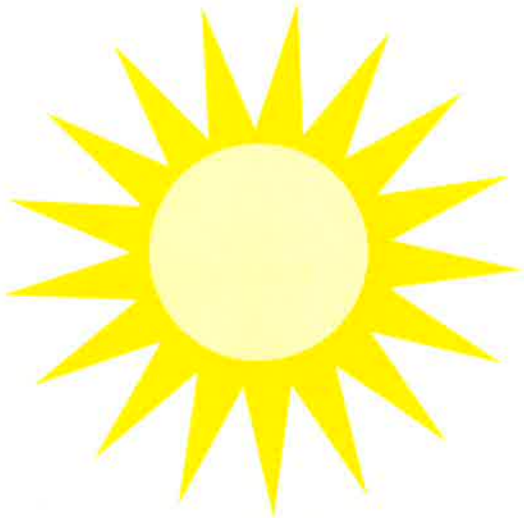
**Prompt 2** The story talked about how the children picked the vegetables. What were some of the vegetables that they picked?

**Prompt 3** Pretend you are making vegetables soup. Tell us about it.

## Vocabulary Word Cards



vegetable  
soup



sun

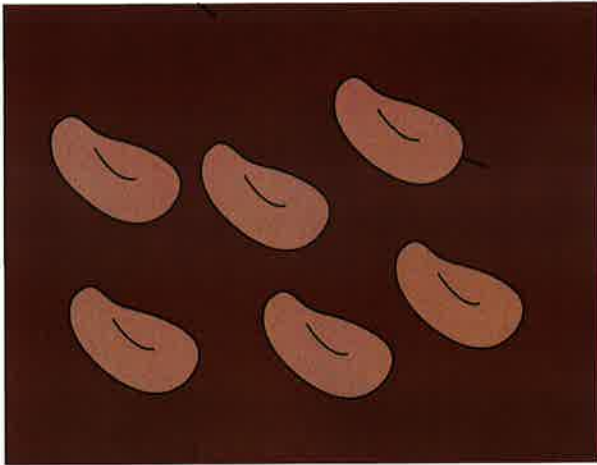


plants

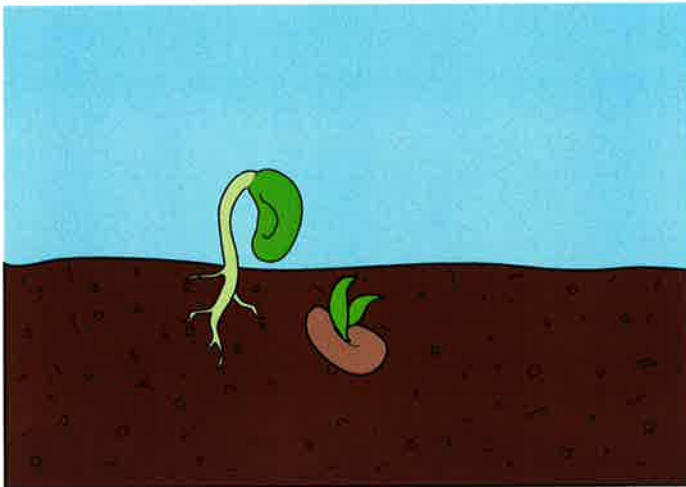




## Vocabulary Word Cards



seeds



sprouts



water



# Vocabulary Word Cards



grow

