



Peanuts

by Pamela Graham

Overview

This book focuses on the growth cycle of the peanut plant and the harvesting and processing of peanuts.

Literacy Focus *Word Count: 149 words*

High Frequency Words
grow, little, pull, some

Content Words
peanuts, roasted, oil, seeds, farmers, soil, leafy, plants, flowers, petals, peg, pod, machine, factories

Decoding Skills

- **Initial Consonant Blends:**
pl, gr, sp, st, fl (plant, grow, special, stem, flower)
- **Long Vowel Sounds:** *a, i, (made, takes, taken, ripe)*

- **Word Endings:** *-ed (roasted, called, turned)*

- **Vowel Digraphs:** *ee, oa (seeds, roasted)*

**Comprehension/
Thinking Skills**

- Summarizing
- Using illustrations and labels to understand text
- Following a sequence of events

Text Features

- Labels
- Index

**Writing/Speaking
and Listening**

- Writing content words in sentences
- Discussing what is known about plant life cycles

Observe/Assess

See Using Graphic Organizers in the Assessment Handbook.

Science Focus

**Content and
Thinking Skills**

- Recognizing the conditions needed for peanuts to grow
- Naming the features of the peanut plant
- Following the growing cycle of a peanut plant
- Understanding that peanuts are made into various products

Background Information

In spite of its name, the peanut is not a nut. It is a legume. Beans, peas, and lentils are other types of legumes.

In the United States, half of all the peanuts harvested are made into peanut butter. A much smaller percentage is made into oil. Other peanut products include roasted peanuts and animal feed.

**Correlation to
National Standards**

Life Science

- Life Cycles of Organisms
- Characteristics of Organisms

See Standards Chart on page 204.

Literacy Focus

Set the Scene

Ask children to discuss what they know about plant life cycles. Ask:

How do plants grow?

What is needed for plants to grow?

Do peanuts come from plants?

What types of foods contain peanuts?

Record responses for ongoing reference.

Read and Discuss

Cover Page and Title

Discuss the title and what children expect to learn from the text. Make a list of words that might be included in the text.

Pages 2–3

After they have read the text, have children name the products made from peanuts. Discuss what the word *roasted* means.

Pages 4–9

What do the seeds need to grow?

Who is planting the seeds? Why?

How do the peanuts form?

Have children use the pictures on pages 7 and 9 to summarize how peanuts grow.

Pages 10–16

How are the peanuts picked?

What happens next?

Note the different products that peanuts are made into.

Respond

- Ask children to name three words beginning with the blends in each of these words: *plant, stem, flower.*

- Ask children to name words that rhyme with: *take, seed, roast, and ripe.* Note the long vowel pattern in each.

○	○	○	○
take	seed	roast	ripe
make	weed	toast	wipe

- Identify past tense action verbs in the text that have an *-ed* ending.



Content Words

Activity Master, page 124

Have children use the text to find words for use in the content sentences on the Activity Master, page 124.



Meeting

Individual Needs

For specific teaching strategies for meeting individual needs, see pages 198–203.

Science Focus

Science Concept

Peanut plants have stages of growth. The seeds of the peanut plant can be processed into foods or planted to grow more peanuts.

Activities

Peanut Poster

Invite children to create a class poster: *Life cycle of the peanut.*



Life Cycle

Activity Master, page 125

Children can use the Activity Master, page 125, to show the stages of growth of a peanut plant.

Draw and Label

Have children make large illustrations of the peanut plant and label the diagram with the appropriate words.

Flowchart

Using a flowchart, children can fill in details to demonstrate the process peanuts go through to become food products.

Name _____

P e a n u t s

Use a word from the Word Bank to complete each sentence.
Use your book to help you.

Word Bank

flowers

pod

peg

petals

seeds

1. Farmers plant peanut _____ in long rows.
2. Little _____ grow on the lower parts of the plants.
3. When the _____ die, a special stem grows down from each flower.
4. This stem is called a _____ .
5. The peanuts grow inside a _____ under the ground.

Draw a picture of a peanut plant. Show and label as many parts as you can.

Peanuts

Cut out the pictures below. Glue them in the correct order in the diagram.

