



**WEEK 1 Day 3**

**Read Aloud**  
***From Seed to Plant***  
 Read 3 of 5, Pages 11-17

|                                  |  |
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| <b>Big Ideas</b>                 | Plants grow and change over time. They need light, water, and air to live and grow.  |
| <b>Unit Question</b>             | In what ways do people, animals and plants depend on and impact the environment?   |
| <b>Guiding Questions</b>         | How do plants grow and change over time? What do plants need to survive?   |
| <b>Content Objective</b>         | I can use key details from illustrations and words to explain how and why seeds scatter. (R.5.K.a, R.5.K.b, R.11.K.a, R.11.K.c, SL.2.K.a)  |
| <b>Language Objective</b>        | I can use key details to determine the meaning of unfamiliar words. ( L.4.K)   |
| <b>Vocabulary</b>                | <p><b>contain:</b> to have or hold within something</p> <p><b>nutrition:</b> food to make us grow strong and healthy</p> <p><b>protect:</b> to make sure something or someone is safe and not hurt</p> <p><b>scatter:</b> to throw things all around in lots of different places</p> <p><b>care:</b> to keep something or someone safe</p>   |
| <b>Materials and Preparation</b> | <ul style="list-style-type: none"> <li>● <i>From Seed to Plant</i>, Gail Gibbons.</li> <li>● <i>From Seed to Plant</i> vocabulary Cards</li> <li>● Think, Triad, Share chart, from Day 1</li> <li>● triad groups and assigned numbers on the whiteboard, from Day 1</li> <li>● <i>From Seed to Plant</i> KWL chart, from Day 1</li> </ul> <p>On the whiteboard, write:<br/>                 How do seeds scatter?<br/>                 Why is it important for seeds to scatter?</p> |

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| <p><b>Opening</b><br/>1 minute</p>                              | <p>Introduce the text and set a purpose.<br/><i>Today we're going to read a new section of From Seed to Plant to find out how and why seeds scatter, or spread. After we read, we'll discuss these questions in our triads [refer to the whiteboard]:</i><br/><i>How do seeds scatter?</i><br/><i>Why is it important for seeds to scatter?</i></p>  |
| <p><b>Text and Discussion</b><br/>10 minutes</p> <p>page 11</p> | <p><i>Thumbs up if you've seen a flower when it begins to wilt and die. That's so interesting; even when a flower is wilting, the seed inside is alive and growing!</i></p> <p><i>What does it mean that the fruit or pod protects the seeds?</i></p>  |
| <p>page 12</p>  | <p><i>The text says that the seeds are ready to become new plants. I'm realizing that plants have a life cycle, just like animals and humans! Let's keep reading to see what happens when the seeds fall out of the pod or fruit.</i></p>  |
| <p>page 16-17</p>   | <p>Invite children to turn and talk.<br/><i>What does "scatter" mean?</i><br/><i>How do the illustrations and the words on pages 16 and 17 help you understand the meaning of the word "scatter"?</i><br/><i>How does the illustration show the meaning of the word scatter?</i></p>   |
| <p><b>Key Discussion and Activity</b><br/>8 minutes</p>         | <p>Invite children to form their triads and assign the discussion starter and reporter roles. Reread the first question on the whiteboard.<br/><i>How do seeds scatter?</i></p> <p>Have reporters share out before the triads discuss the second question.</p> <p><i>Why is it important for seeds to scatter?</i></p> <p>Gather children back as a whole group to record 2-3 key ideas on the KWL chart.<br/><i>What other important information did we learn today that we should add to our KWL chart about seeds and plants?</i></p> |
| <p><b>Closing</b><br/>1 minute</p>                              | <p><i>Tomorrow we'll continue reading and learn about humans scattering seeds when they make gardens!</i></p> <p>Note that children can continue to add to the KWL chart during Centers.</p>   |
| <p><b>Standards</b></p>   | <p><b>R.5.K.a</b> Retell familiar texts with prompting and support, including details about who, what, when , where and how.<br/><b>R.5.K.b</b> Retell key details of text with prompting and support, including the main topic.</p>   |

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|                                  | <p><b>R.11.K.a</b> With prompting and support, describe the relationship between illustrations and the text.</p> <p><b>R.11.K.c</b> With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p> <p><b>SL.2.K.a</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><b>L.4.K</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>   |                  |  |                   |                                       |               |                        |                      |                           |                                |                                      |                        |                                      |                                  |                             |                              |                                      |
| <p><b>Ongoing assessment</b></p> | <p>Observe children’s discussion behaviors and listen to their responses.</p> <p>Do children listen to peers and share their own ideas?</p> <p>Do children use question words to ask about plants?</p> <p>How do children use the illustrations to retell and explain key details?</p> <p>Do children demonstrate understanding of key vocabulary?</p>   |                  |  |                   |                                       |               |                        |                      |                           |                                |                                      |                        |                                      |                                  |                             |                              |                                      |
| <p><b>Center Activities</b></p>  | <table border="1"> <tr> <td data-bbox="451 842 678 915"><b>Art Table</b></td> <td data-bbox="678 842 1406 915">Children create artwork inspired by our earth.</td> </tr> <tr> <td data-bbox="451 915 678 989"><b>Art Studio</b></td> <td data-bbox="678 915 1406 989">Children paint inspired by our earth.</td> </tr> <tr> <td data-bbox="451 989 678 1062"><b>Blocks</b></td> <td data-bbox="678 989 1406 1062">Children build plants.</td> </tr> <tr> <td data-bbox="451 1062 678 1136"><b>Dramatization</b></td> <td data-bbox="678 1062 1406 1136">Children create a garden.</td> </tr> <tr> <td data-bbox="451 1136 678 1230"><b>Library &amp; Listening</b></td> <td data-bbox="678 1136 1406 1230">Children work on the book inventory.</td> </tr> <tr> <td data-bbox="451 1230 678 1335"><b>Discovery Table</b></td> <td data-bbox="678 1230 1406 1335">Children sort and write about seeds.</td> </tr> <tr> <td data-bbox="451 1335 678 1440"><b>Science &amp; Engineering</b></td> <td data-bbox="678 1335 1406 1440">Children start the compost.</td> </tr> <tr> <td data-bbox="451 1440 678 1545"><b>Writing &amp; Drawing</b></td> <td data-bbox="678 1440 1406 1545">Children sort and write about seeds.</td> </tr> </table> | <b>Art Table</b> | Children create artwork inspired by our earth. | <b>Art Studio</b> | Children paint inspired by our earth. | <b>Blocks</b> | Children build plants. | <b>Dramatization</b> | Children create a garden. | <b>Library &amp; Listening</b> | Children work on the book inventory. | <b>Discovery Table</b> | Children sort and write about seeds. | <b>Science &amp; Engineering</b> | Children start the compost. | <b>Writing &amp; Drawing</b> | Children sort and write about seeds. |
| <b>Art Table</b>                 | Children create artwork inspired by our earth.   |                  |  |                   |                                       |               |                        |                      |                           |                                |                                      |                        |                                      |                                  |                             |                              |                                      |
| <b>Art Studio</b>                | Children paint inspired by our earth.  |                  |  |                   |                                       |               |                        |                      |                           |                                |                                      |                        |                                      |                                  |                             |                              |                                      |
| <b>Blocks</b>                    | Children build plants.   |                  |  |                   |                                       |               |                        |                      |                           |                                |                                      |                        |                                      |                                  |                             |                              |                                      |
| <b>Dramatization</b>             | Children create a garden.  |                  |  |                   |                                       |               |                        |                      |                           |                                |                                      |                        |                                      |                                  |                             |                              |                                      |
| <b>Library &amp; Listening</b>   | Children work on the book inventory.   |                  |  |                   |                                       |               |                        |                      |                           |                                |                                      |                        |                                      |                                  |                             |                              |                                      |
| <b>Discovery Table</b>           | Children sort and write about seeds.   |                  |  |                   |                                       |               |                        |                      |                           |                                |                                      |                        |                                      |                                  |                             |                              |                                      |
| <b>Science &amp; Engineering</b> | Children start the compost.  |                  |  |                   |                                       |               |                        |                      |                           |                                |                                      |                        |                                      |                                  |                             |                              |                                      |
| <b>Writing &amp; Drawing</b>     | Children sort and write about seeds.   |                  |  |                   |                                       |               |                        |                      |                           |                                |                                      |                        |                                      |                                  |                             |                              |                                      |

**Notes**