



Read Aloud
From Seed to Plant
 Read 5 of 5, Pages 18-25

Big Ideas	Plants grow and change over time. They need light, water, and air to live and grow.
Unit Question	In what ways do people, animals and plants depend on and impact the environment?
Guiding Questions	How do plants grow and change over time? What do plants need to survive?
Content Objective	I can use key details from the text to act out and retell how a plant grows. (R.5.K.a, R.5.K.b, SL.1.K.b)
Language Objective	I can demonstrate the meaning of action words in the text by acting them out. (L.5.K.d)
Vocabulary	<p>contain: to have or hold within something</p> <p>nutrition: food to make us grow strong and healthy</p> <p>protect: to make sure something or someone is safe and not hurt</p> <p>scatter: to throw things all around in lots of different places</p> <p>care: to keep something or someone safe</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>From Seed to Plant</i>, Gail Gibbons. ● <i>From Seed to Plant</i> vocabulary Cards ● <i>From Seed to Plant</i> KWL chart, from Day 1 ● <i>From Seed to Plant</i> Plant life cycle images ● chart paper <p>Print and display the life cycle images in sequence on a piece of chart paper.</p> <ul style="list-style-type: none"> ● Unit Question chart

<p>Opening 1 minute</p>	<p>Review the text and set a purpose. <i>Today we will closely reread the section of From Seed to Plant that explains how a plant grows—its life cycle. We will pay attention to the action words, or verbs, that describe what the plant does at different stages of its life cycle. Then, with partners, we will act out the stages.</i></p>
<p>Text and Discussion 9 minutes pages 19</p>	<p><i>The first step in the life cycle is that the seed is planted in the ground, or, like we read yesterday, falls in the ground after it's scattered by wind or animals. On the next pages, we're going to pay attention to how the plant grows and changes.</i></p>
<p>page 21</p>	<p><i>What does Gail Gibbons mean when she says that the seed will not sprout until certain things happen?</i></p> <p><i>That's right, sprout means to grow. The seed will not grow into a plant unless it gets wet and soft from the rain first.</i></p>
<p>page 20</p>	<p><i>What is happening to the plant on this page? Show me with your bodies!</i></p> <p><i>Yes, the plant is curled inside the seed.</i></p>
<p>page 22</p>	<p><i>Show me with your fingers how the roots grow down into the soil.</i></p> <p><i>What do the roots do?</i> Harvest 2-3 ideas and prompt as needed by rereading the text.</p>
<p>page 23</p>	<p>Invite the children to act out what's happening as you continue reading. <i>Yes, you can show your arms reaching toward the sun, just like the leaves on the shoot!</i></p>
<p>page 25</p>	<p><i>Can you make your hands look like buds opening into flowers?</i></p>
<p>Key Discussion and Activity 6 minutes</p>	<p>Display and refer to the plant life cycle chart. <i>Here you can see pages from the book. You can use these pages to help you as you act out and retell the stages of the plant life cycle.</i></p> <p>Pair children and identify each member of the pair as Partner A or B. <i>Partner A will act out and retell the first stage of the plant life cycle. Then Partner B will act out and retell the second stage. You will continue taking turns until you have acted out all six stages of the plant life cycle.</i></p>
<p>Closing 1 minute</p>	<p><i>In Stations next week, you'll have a chance to write and draw about the plant life cycle!</i></p>

<p>Unit Question Chart 3 minutes</p>	<p>Introduce the Unit Question Chart. <i>Over the next several weeks, we will be thinking about this question: In what ways do people, animals and plants depend on and impact the environment? At the end of each week, we'll revisit this chart and see how our ideas have grown.</i></p> <p>Reread the Unit Question. Think aloud about the question, reflecting on experiences throughout the week, and suggest an idea that answers or is connected to the question. Ask for children's input, and decide together on one or two ideas to write on the chart.</p> <p>Some emerging ideas might include: a lot of the food we eat comes from plants; plants need light, water and air to survive; plants depend on things like wind and water to spread seeds and make new plants.</p>												
<p>Standards</p>	<p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how. R.5.K.b Retell key details of text with prompting and support, including the main topic. SL.1.K.b Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). L.5.K.d Distinguish shades of meaning among verbs differing in manner (e.g. look, peek, glance, state, glare, scowl) and adjectives differing in intensity (e.g. large, gigantic) by defining or choosing them or by acting out the meanings.</p>												
<p>Ongoing assessment</p>	<p>Observe children's discussion behaviors and listen to their responses. Do children act out and retell the plant life cycle in the correct sequence, using details from the text? What knowledge do children demonstrate about the plant life cycle?</p>												
<p>Center Activities</p>	<table border="1"> <tr> <td data-bbox="451 1367 678 1440">Art Table</td> <td data-bbox="678 1367 1406 1440">Children create artwork inspired by our earth.</td> </tr> <tr> <td data-bbox="451 1440 678 1514">Art Easel</td> <td data-bbox="678 1440 1406 1514">Children paint inspired by our earth.</td> </tr> <tr> <td data-bbox="451 1514 678 1587">Blocks</td> <td data-bbox="678 1514 1406 1587">Children build plants.</td> </tr> <tr> <td data-bbox="451 1587 678 1661">Dramatization</td> <td data-bbox="678 1587 1406 1661">Children create a garden.</td> </tr> <tr> <td data-bbox="451 1661 678 1755">Library & Listening</td> <td data-bbox="678 1661 1406 1755">Children work on the book inventory.</td> </tr> <tr> <td data-bbox="451 1755 678 1850">Discovery Table</td> <td data-bbox="678 1755 1406 1850">Children sort and write about seeds.</td> </tr> </table>	Art Table	Children create artwork inspired by our earth.	Art Easel	Children paint inspired by our earth.	Blocks	Children build plants.	Dramatization	Children create a garden.	Library & Listening	Children work on the book inventory.	Discovery Table	Children sort and write about seeds.
Art Table	Children create artwork inspired by our earth.												
Art Easel	Children paint inspired by our earth.												
Blocks	Children build plants.												
Dramatization	Children create a garden.												
Library & Listening	Children work on the book inventory.												
Discovery Table	Children sort and write about seeds.												

	Science & Engineering	Children start the compost.
	Writing & Drawing	Children sort and write about seeds.

Notes

Large empty rectangular box for taking notes.