

WEEK 6

Shared Reading

"A Seed Needs"	
<p>Standards: R.2.K.d R.3.K.c R.3.K.d L.2.K.b L.2.K.c L.2.K.d</p>	<p>I see you are a seed! Please tell me what you need.</p> <p>Room for my roots to spread, Into my soil bed.</p> <p>First I need dirt to grow, Then I need the sun to glow.</p> <p>After a while you will see, A plant I shall be!</p> <p>Water to make me wet, Air for my leaves to get.</p>
<p><b>Session 1</b></p>	<p>Opening: <i>The title of our poem is "A Seed Needs."</i> <i>What do you already know about what a seed needs?</i></p> <p>Fluency: Read the poem aloud once through with expression, emphasizing the rhyming words. Pause at "then," "wet," "get," and "bed" for children to chorally decode.</p> <p>Read the poem a second time, pausing at the last word of each stanza for children to fill in the rhyming word.</p> <p>Meaning Making: <i>What new information did you learn from this poem?</i> <i>What do you think a soil bed might be? Why is it needed? [a space for a garden to grow]</i> Reread "Room for my roots to spread," and analyze its meaning. <i>It's not a bed like we sleep in, but rather an area to plant seeds and where roots will grow down into the earth.</i></p>

## “A Seed Needs”

Standards:  
R.2.K.d  
R.3.K.c  
R.3.K.d  
L.2.K.b  
L.2.K.c  
L.2.K.d

I see you are a seed!  
Please tell me what you need.

Room for my roots to spread  
Into my soil bed.

First I need dirt to grow,  
Then I need the sun to glow.

After a while you will see,  
A plant I shall be!

Water to make me wet,  
Air for my leaves to get.

### Session 2

#### Phonological Awareness:

Cover the song so that children do not see the print.

*This poem has the word “grow.”*

*How many sounds do you hear in the word “grow?” Let’s segment and count the sounds.*

Repeat the same exercise with the words “glow” and “please.”

#### Fluency and Language Conventions:

Show the print.

*What punctuation do you see?* [exclamation points, periods, and commas]

*How do they help you read the poem with expression?*

*Let’s use the punctuation to read this poem with expression.*

Invite children to echo read each stanza, emphasizing fluency while reading phrases.

#### Phonological Awareness:

*We can change sounds or remove sounds to make new words that rhyme.*

Say the word “grow,” and ask children to replace the /r/ with /l/.

*What word do we have now?* [glow]

*Now say the word “glow” and change the /g/ to /b/. [blow]*

*Now say the word “blow” and take out the sound /b/. [low]*

*The words “grow,” “glow,” “blow,” and “low” rhyme.*

*We made these words by changing and removing beginning sounds.*

## “A Seed Needs”

**Standards:**

R.2.K.d  
R.3.K.c  
R.3.K.d  
L.2.K.b  
L.2.K.c  
L.2.K.d

I see you are a seed!  
Please tell me what you need.

Room for my roots to spread  
Into my soil bed.

First I need dirt to grow,  
Then I need the sun to glow.

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A plant I shall be!

Water to make me wet,  
Air for my leaves to get.

**Session 3**

**Phonological Awareness:**

Cover the song so that children do not see the print.

*You are experts at noticing the sounds in words and blending sounds together to say a word. I am going to say the sounds of a word and you will blend them together into a word.*

Say “/l/-/ē/-/v/-/z/” with a long pause between each sound.

*What word is that? [leaves]*

Repeat the same exercise with the words “roots,” “spread,” and “shall.”

**Fluency:**

*This poem has some punctuation that helps us read it, knowing when to stop or pause.*

Invite children to chorally read with expressive phrasing.

**Letter-Sound Awareness and Phonics:**

*One strategy you can use to read and write unfamiliar words is looking or listening for parts of words that you already know.*

*You all know how to read and write the high frequency word “see.”*

*Write it on your hand.*

*Now listen as I say two words.*

Say “dirt” and “seed.”

*Which word has a part that you know?*

*“Seed” starts with the sounds in the word “see!”*

*You also know what letter makes the last sound in “seed.”*

*Now you can read and write “seed.”*

Invite children to find “seed” in the song or to write it on the whiteboard.

**Word Recognition:**

*“Are” is a new high frequency word in this poem.*

*It sounds just like the letter “r.”*

*Instead of using just the letter “r” to spell this word, we spell it “a-r-e.”*

<b>Extensions</b>	<p>Whiteboard practice: Dictate simple sentences and emphasize intonation to help children include the correct ending punctuation. For example: Is that a cat? I wish I had a fish! He will dig. That is a big ship! Children write each full sentence, using knowledge of high frequency words, CVC spelling, and punctuation marks. Then they practice reading the sentences fluently to a partner.</p>
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