

## Read to Be Ready plans for: Seeds (week 1 of 2 weeks) Kindergarten

K.RL.KID.1 With prompting and support, ask and answer questions about key details in a text.  
 K.RL.KID.2 With prompting and support, orally retell familiar stories, including key details.  
 K.RL.CS.4 With prompting and support, ask and answer questions about unknown words in text.  
 K.RL.CS.5 Recognize common types of texts.  
 K.FL.PC.1d Recognize and name all upper and lowercase letters of the alphabet in isolation and in connected text.  
**K.FL.PWR.3** Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.  
**K.FL.WC.4** Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.  
**K.FL.SC.6** Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.  
**K.FL.VA.7a** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten conversations, reading, and content.  
 i. Identify new meanings for familiar words and apply them accurately.  
**K.FL.VA.7c** Use words and phrases acquired through conversations, reading and being read to, and responding to texts  
 Science: K.LS1: From Molecules to Organisms: Structures and Processes 1) Use information from observations to identify differences between plants and animals (locomotion, obtainment of food, and take in air/gasses).  
 K.LS3.1: Heredity: Inheritance and Variation of Traits 1) Make observations to describe that young plants and animals resemble their parents.  
 K.ESS3: Earth and Human Activity 1) Use a model to represent the relationship between the basic needs (shelter, food, water) of different plants and animals (including humans) and the places they live. 3) Communicate solutions that will reduce the impact from humans on land, water, air, and other living things in the local environment.  
 K.ETS1: Engineering Design 1) Ask and answer questions about the scientific world and gather information using the senses. 2) Describe objects accurately by drawing and/or labeling pictures.

**Comprehension skill:** sequencing; scientific process

**Phonics:** Consult curriculum map for this week

**Grammar/Writing:** Writing complete sentences

**Unit Focus:** Seeds/plants - Scientific process

**Culminating Task:** Each day's written/illustrated response leads students closer to an understanding of the development of seeds & plants.

The culminating task will occur next week when students organize their thoughts about the science experiment of planting seeds and observing their growth.

**Text Set for this week:** *The Tiny Seed* by Eric Carle      *How a Seed Grows* by Helene J. Jordan

**Next week:** *From Seed to Plant* by Gail Gibbons      *Tops and Bottoms* by Janet Stevens

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Small Group/Center ideas
M O N D A Y	1 <sup>st</sup> Read Aloud of <i>How a Seed Grows</i> .  This book not only takes the students through the steps of the science experiment about seed growth, but it also introduces the beginning parts of the growing seed and plant.  Read through this first time to generate a discussion about the science experiment taking place in the classroom.	<ul style="list-style-type: none"> <li>Seed</li> <li>Someday</li> <li>Suppose</li> <li>Soil</li> <li>Numbered</li> <li>Windowsill</li> <li>Soaks</li> <li>Root</li> <li>Root hairs</li> <li>Shoots</li> <li>leaves</li> </ul>	What is a seed? (the beginning of a plant)  What is the first growth you will see from the seed? (root and then root hairs)  What is the name of the first part that grows above the soil? (shoot)  What do all seeds need to grow? (soil, water, sun - can also introduce students to the need for space to grow)  Does every seed get a chance to grow? Explain your answer	Draw and label what a seed looks like as it begins to grow in the soil.  Use these labels: Seed Soil Root Root hairs shoot	<b>Seed experiment:</b> <i>How a Seed Grows</i> uses: <ul style="list-style-type: none"> <li>bean seeds</li> <li>egg shells</li> <li>egg cartons</li> <li>soil</li> </ul> <b>**Beginning the experiment on the Friday before this unit would be perfect.</b> On the 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> days after planting you will dig one seed up. So if you begin on the Friday before the unit begins you will be read to dig up the 1 <sup>st</sup> seed on Monday or Tuesday. ☺
T U E S D A Y	2 <sup>nd</sup> read aloud of <i>How a Seed Grows</i>	<ul style="list-style-type: none"> <li>Seed</li> <li>Someday</li> <li>Suppose</li> <li>Soil</li> <li>Numbered</li> <li>Windowsill</li> <li>Soaks</li> </ul>	When a farmer plants a seed how does he/she know what plant will grow? (the adult plant will be the same as the baby seed)  Why might a seed not grow?	What does a seed need to grow?  A seed needs.....  Make a drawing of a growing seed and also draw the things	Keep a class chart of the observations made each day with the seed experiment using both illustrations and written words/sentences describing the observations.

		<ul style="list-style-type: none"> <li>• Root</li> <li>• Root hairs</li> <li>• Shoots</li> <li>• leaves</li> </ul>	How can we help seeds grow?	it needs.	
W E D N E S D A Y	<p>1<sup>st</sup> read of The Tiny Seed</p> <p><b>Today read the first part of the story, ending after reading the page where the winter mouse eats a seed.</b></p>	<ul style="list-style-type: none"> <li>• Spring</li> <li>• Winter</li> <li>• Autumn (fall)</li> <li>• Summer</li> <li>• Sun's hot rays</li> <li>• Ocean</li> <li>• Desert</li> <li>• Drifts</li> <li>• Weed</li> <li>• Petals</li> <li>• Sail along</li> <li>• Sways</li> <li>• Seed pod</li> </ul>	<p>Create a class chart listing the reasons given in the text that a seed cannot grow. Use a quick picture walk to remind students: Too hot; too cold; too much water; no water &amp; too hot; eaten by an animal; eaten by a mouse</p> <p>What does a seed need to grow according to this text? Spring weather; sun shining; rain falling</p> <p>In the story what was the first thing seen on a growing seed and what came next? (roots then stems &amp; leaves )</p> <p>What is another word for the new stem? (shoot)</p>	<p>What are some things that could cause a seed NOT to grow? A seed might not grow if.....</p> <p>Draw and label at least 3 things that could make it hard for a seed to grow.</p>	<p>Chart the seed experiment for today with class observations.</p> <p><b>**As always, during the week find those teachable moments when the current and past phonics patterns appear in the text.</b></p>
T H U R S D A Y	<p>2<sup>nd</sup> read of The Tiny Seed</p> <p><b>Review quickly using illustrations of yesterday's reading.</b></p> <p><b>Today read from the Spring page to the end.</b></p>	<ul style="list-style-type: none"> <li>• Spring</li> <li>• Winter</li> <li>• Autumn (fall)</li> <li>• Summer</li> <li>• Sun's hot rays</li> <li>• Ocean</li> <li>• Desert</li> <li>• Drifts</li> <li>• Weed</li> <li>• Petals</li> <li>• Sail along</li> <li>• Sways</li> <li>• Seed pod</li> </ul>	<p>Yesterday's reading was about seeds. Today we read about the growing plant.</p> <p>What are some reasons a <u>plant</u> might not grow? (weeds take over its sun &amp; water; person steps on it; person breaks off the flower)</p> <p>Why do you think the Tiny Seed grew so tall?</p> <p>What will happen to the seeds from the tall Tiny Seed?</p>	<p>Today we read <u>The Tiny Seed</u>. Draw and label the parts of the plant that the Tiny Seed became by the end of the story.</p>	<p>Chart the seed experiment for today with class observations</p>
F R I D A Y	<p>3<sup>rd</sup> read of The Tiny Seed.</p> <p>Do a picture walk to review and discover the seasons shown in the book The Tiny Seed.</p>	<ul style="list-style-type: none"> <li>• Spring</li> <li>• Winter</li> <li>• Autumn(fall)</li> <li>• Summer</li> <li>• seasons</li> </ul>	<p>During what seasons do seeds usually grow in Bartlett, TN?</p> <p>When should we plant seeds at home? (Spring, when the weather is warming up and there is rain)</p> <p>Do the seeds come up quickly or do we have to wait a while?</p> <p>What do you think farmers do to help their plants grow?</p> <p>What plants do you eat that farmers have grown?</p>	<p>What season would be the best for planting new seeds? I would plant seeds in _____ because _____.</p> <p>Illustrate a picture of that season with planted seeds in your picture.</p>	<p>Chart the seed experiment for today with observations</p>