



# The Tiny Seed

By Eric  
Carle

<https://www.youtube.com/watch?v=kZITtrzoK4c>

## The Tiny Seed

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### Standards:

K.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

K.W.TTP.2 With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts.

K.W.PDW.6 With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and share writing.

K.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

K.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.

### Thinking Maps:

- Parts of a Flower – Label parts of a flower–Use diagram to help write a sentence about plant parts.
- Bubble Map– What do plants need to grow?–Discuss as a group. Work independently to complete map and write a sentence describing what plants need to grow.
- Flow Chart–Life Cycle of a Plant–Discuss as a group. Students will draw what the plant looks like in each season. Students will write a sentence using information from the flow chart.

### Implementation

Large Group Shared Writing Experiences



Small Group Writing Experiences

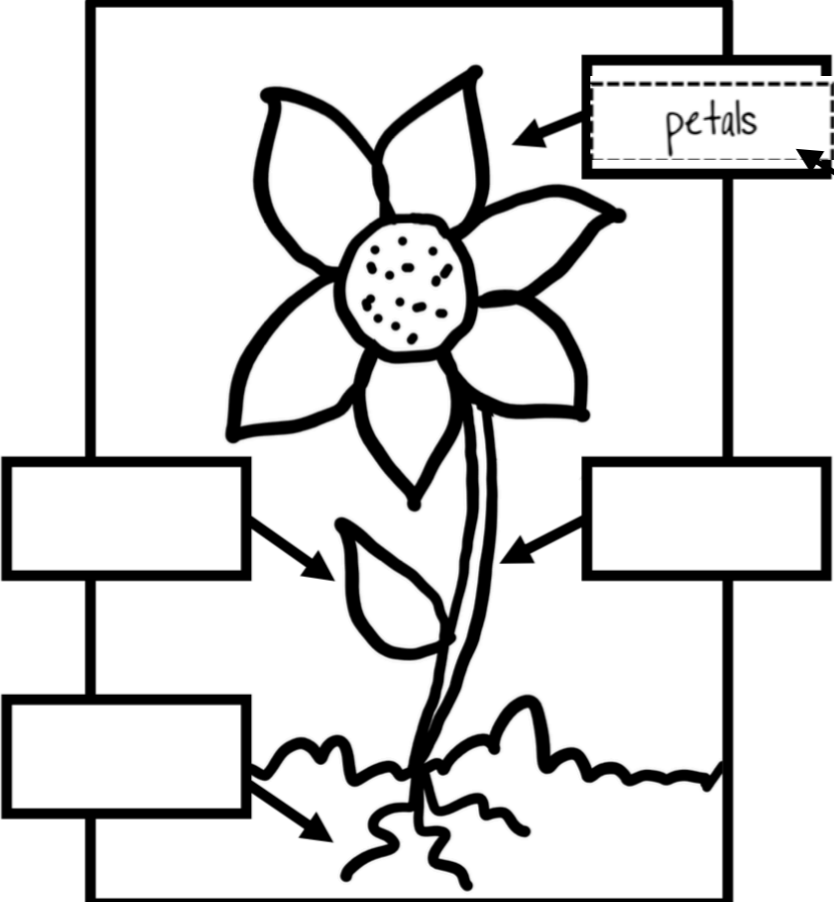




Date: \_\_\_\_\_

Name \_\_\_\_\_

  Flower Labeling



petals

petals

stems

roots

leaf

The students will label the parts of the flower. The students will use the labeling to help them write sentences.

Label the petals.

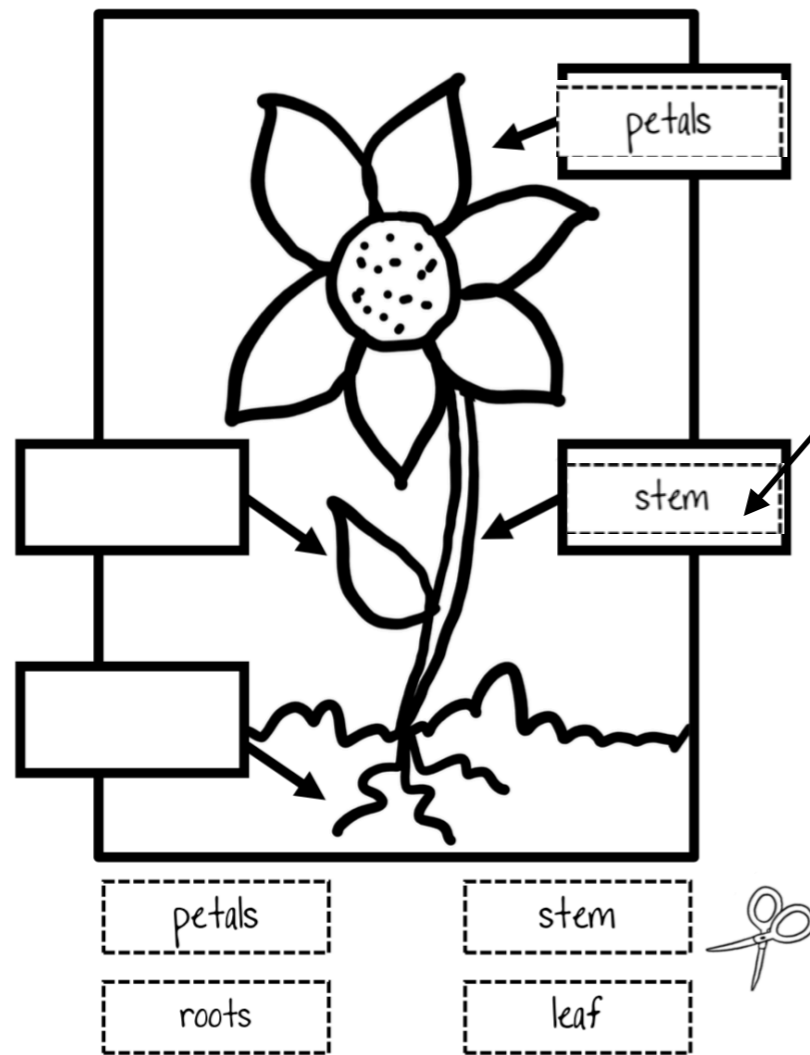
The expectation for Q4 is writing sentences independently. Students should use lined paper to write 2 sentences about parts of a plant.



Date: \_\_\_\_\_

Name \_\_\_\_\_

  Flower Labeling

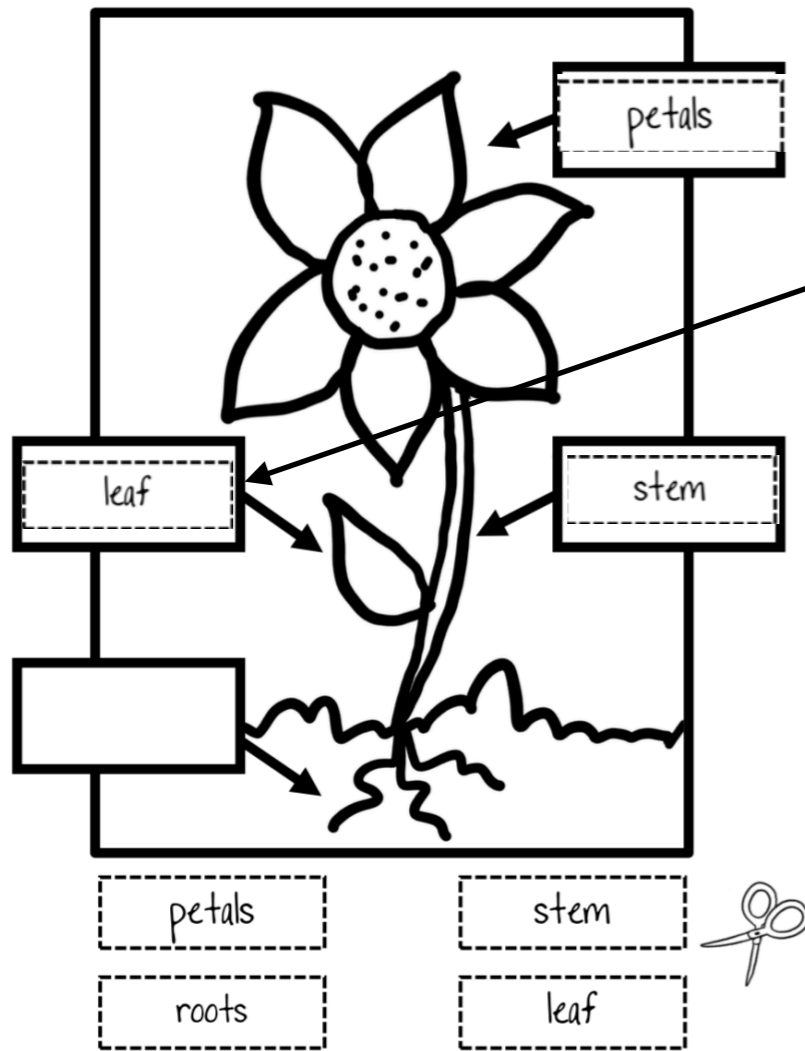


Label the stem.

Date: \_\_\_\_\_

Name \_\_\_\_\_

  Flower Labeling

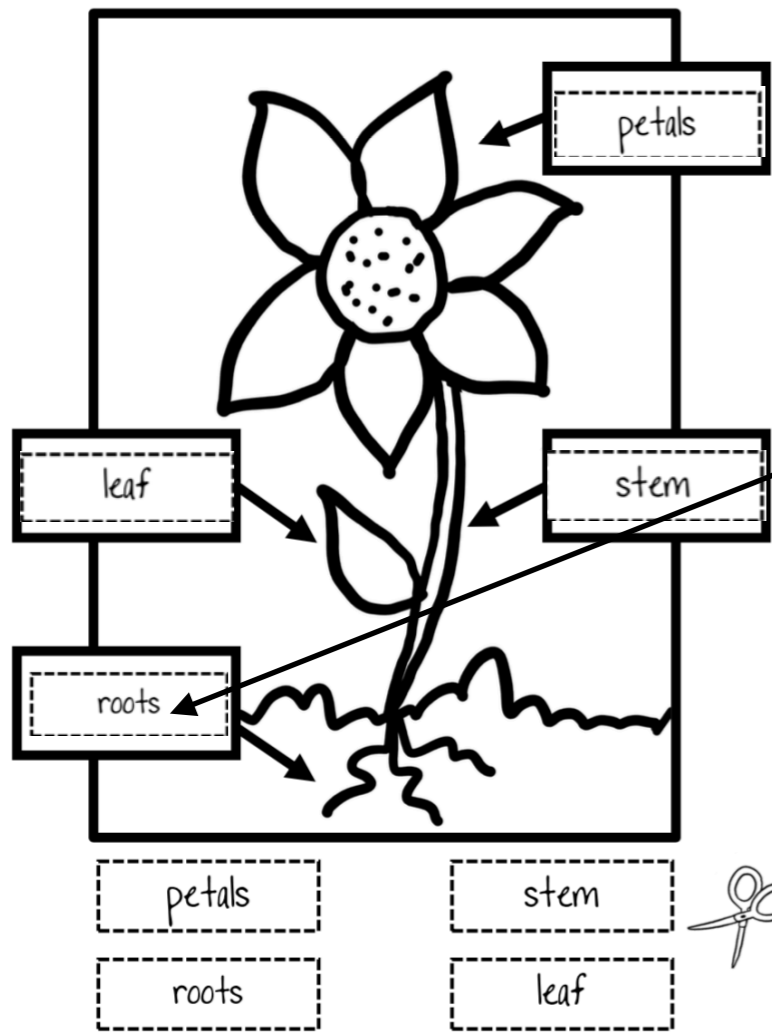


Label the leaf.

Date: \_\_\_\_\_

Name \_\_\_\_\_

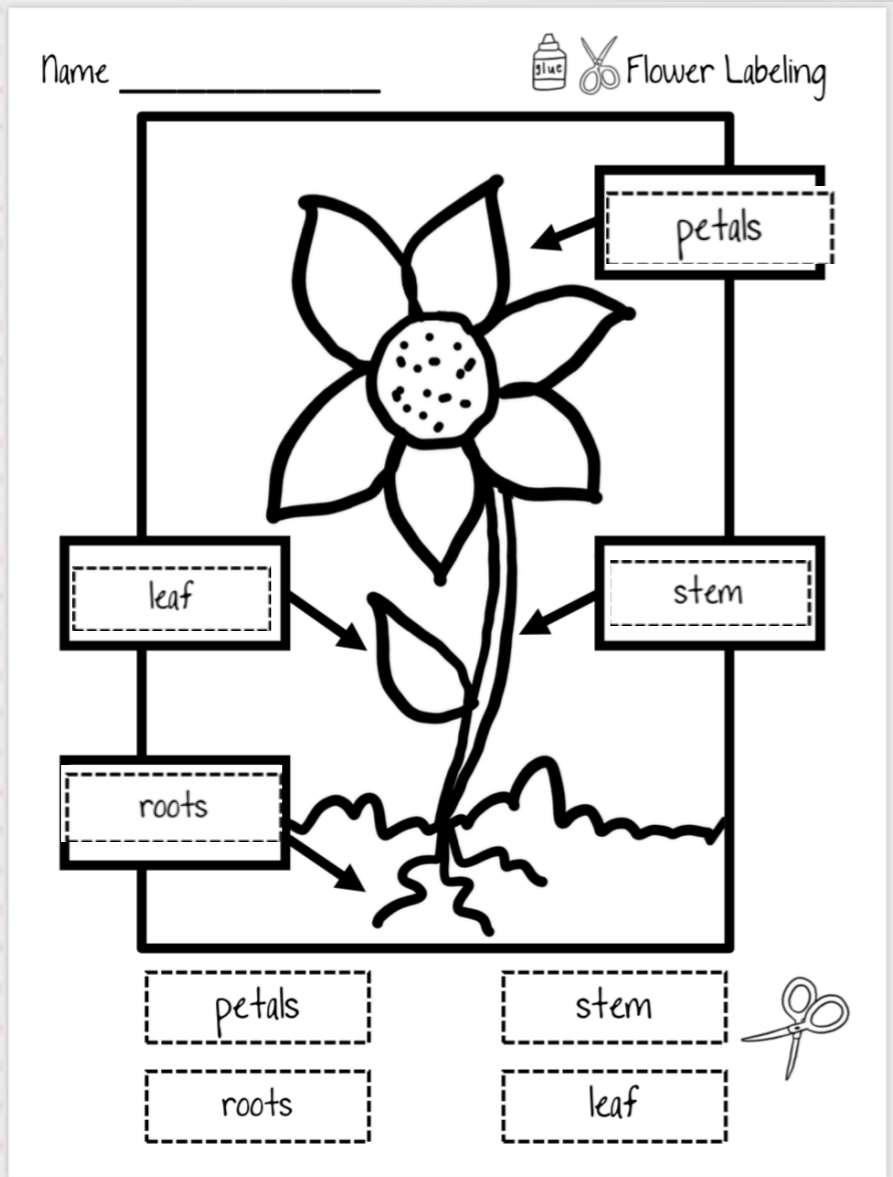
 Flower Labeling



Label the roots.



Date: \_\_\_\_\_



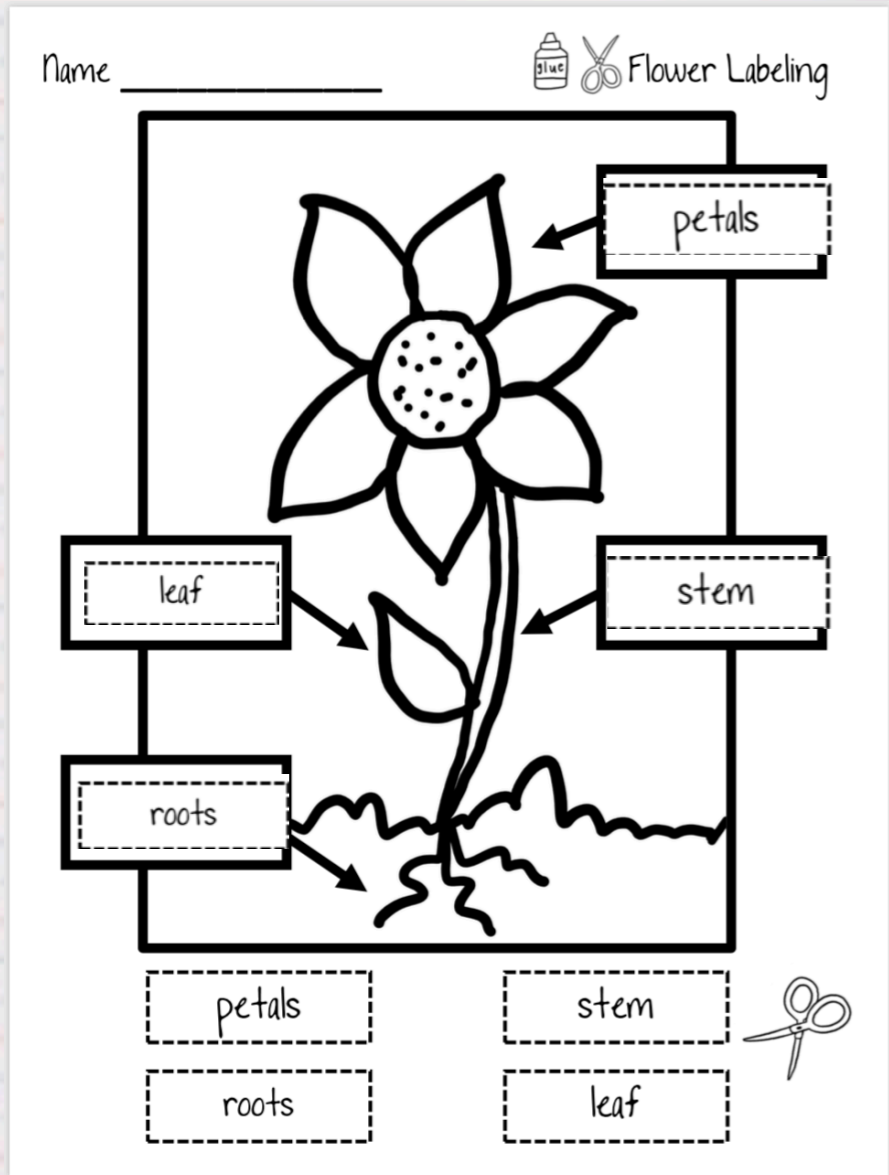
The students will write  
a sentence using the  
information from the flower  
labeling.

Example:

The flower has red petals.



Date: \_\_\_\_\_



The students will write another sentence using the information from the flower labeling.

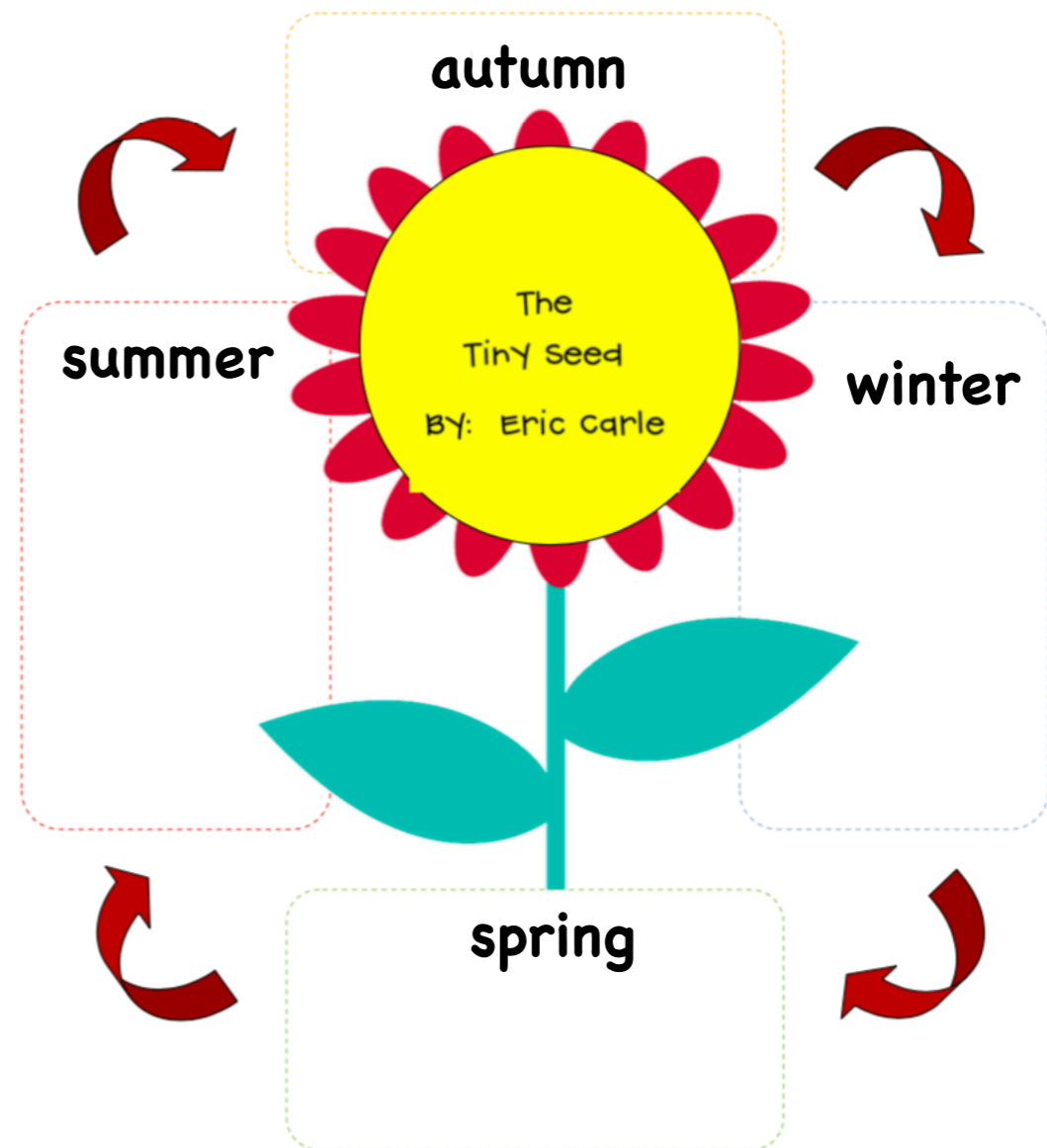
Examples:

The flower has red petals.

The flower has a stem.



This is called a flow map. This flow map will follow the seasons of The Tiny Seed.

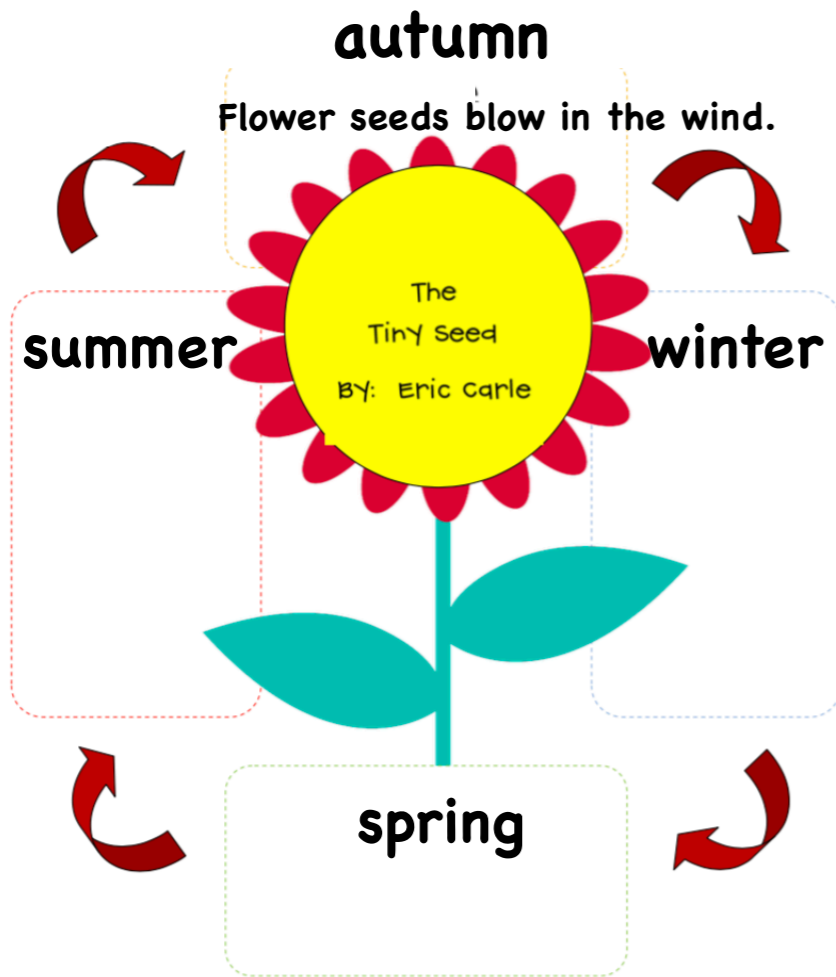


This story takes place over \_\_\_\_ Year. It begins in the autumn and ends the following autumn. This is called a \_\_\_\_\_ story. Write one sentence about what the seed did in each season.



Date:

The student will complete the flow map using information from the story.



This story takes place over \_\_\_\_ year. It begins in the autumn and ends the following autumn. This is called a \_\_\_\_\_ story. Write one sentence about what the seed did in each season.

The expectation for Q4 is writing sentences independently. Students should use lined paper to write 2 sentences about the tiny seed.



Date: \_\_\_\_\_

**autumn**  
Flower seeds blow in the wind.

**summer**

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**winter**  
The seed  
lays in  
the soil.

**spring**

This story takes place over \_\_\_\_ Year. It begins in the autumn and ends the following autumn. This is called a \_\_\_\_\_ story. write one sentence about what the seed did in each season.

The student will complete the flow map using information from the story.

Date:

**autumn**  
Flower seeds blow in the wind.

**summer**

**winter**  
The seed lays in the soil.

**spring**  
The seed begins to grow into a plant.

The  
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This story takes place over \_\_\_\_ year. It begins in the autumn and ends the following autumn. This is called a \_\_\_\_\_ story. write one sentence about what the seed did in each season.

The student will complete the flow map using information from the story.

Date:

The student will complete the flow map using information from the story.

**autumn**  
Flower seeds blow in the wind.

**summer**  
The plant grows leaves and a big flower.

**winter**  
The seed lays in the soil.

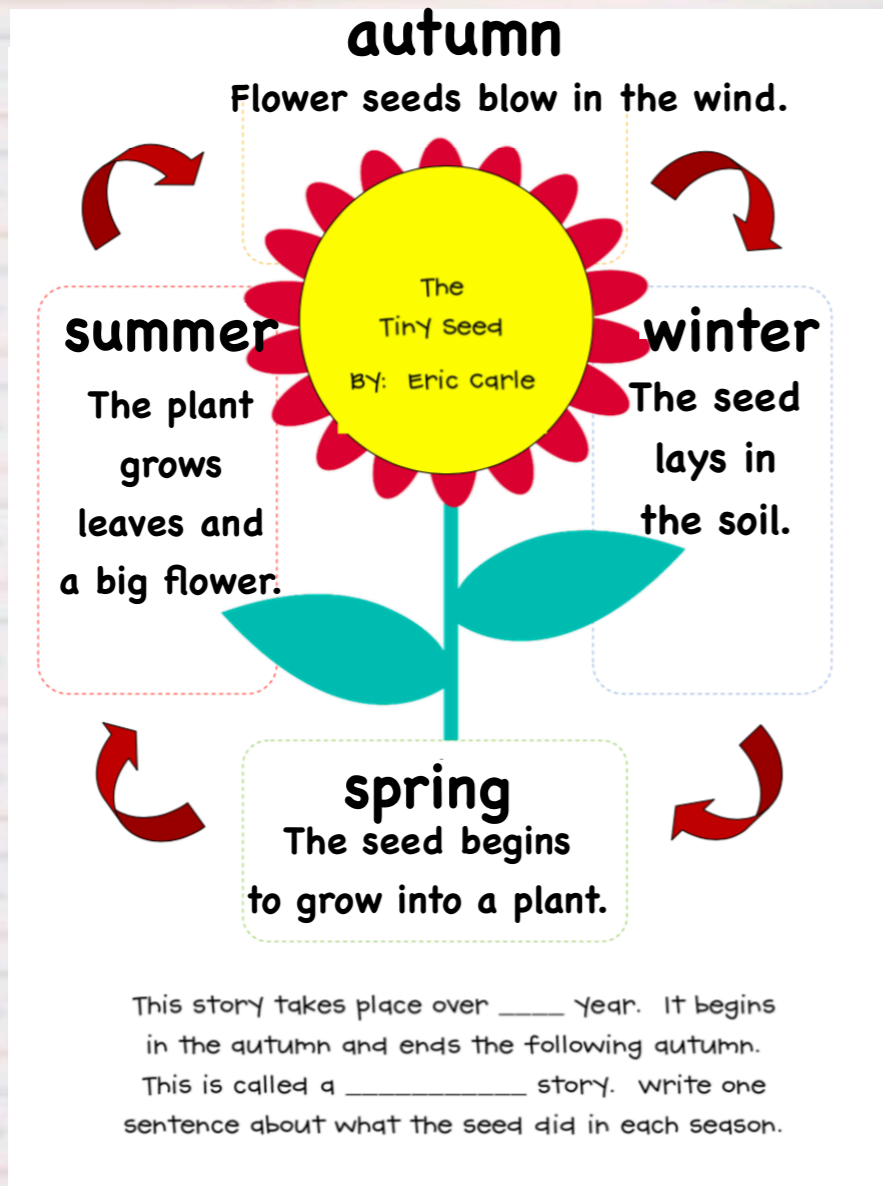
**spring**  
The seed begins to grow into a plant.

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This story takes place over \_\_\_\_ year. It begins in the autumn and ends the following autumn. This is called a \_\_\_\_\_ story. write one sentence about what the seed did in each season.



Date:



The students will use  
the flow map to write  
2 sentences

Example:

The tiny seed blows in  
the wind.

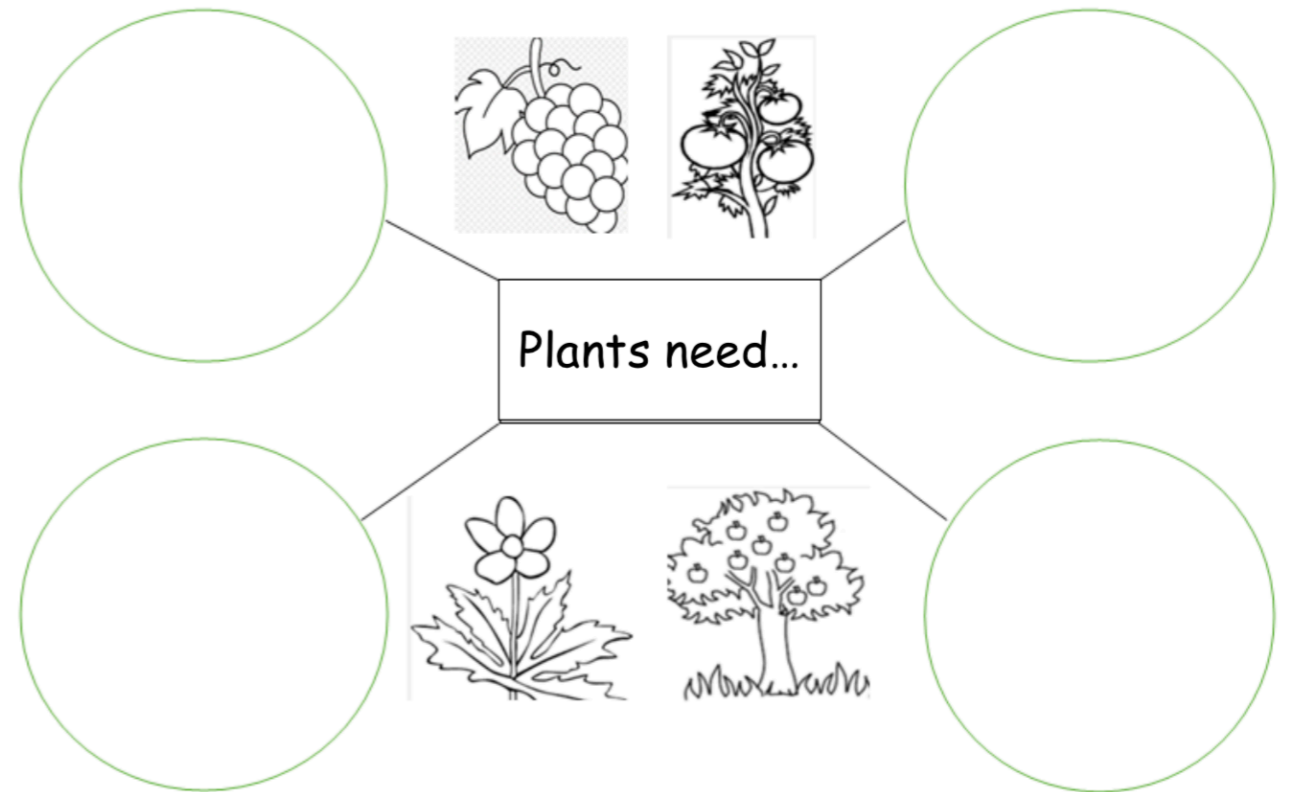
The tiny seed begins to grow.



This is called a bubble map. This bubble map will show what plants need to grow.

Name: \_\_\_\_\_

Write and draw what plants need to survive.



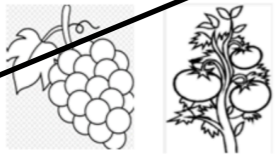


Date: \_\_\_\_\_

Name: \_\_\_\_\_

Write and draw what plants need to survive.

sunlight



Plants need...



Students will write and draw things that plants need to grow.

The expectation for Q4 is writing sentences independently.  
Students should use lined paper to write 2 sentences about what plants need to grow.






Date: \_\_\_\_\_

Students will write and draw things that plants need to grow.


Name: \_\_\_\_\_

Write and draw what plants need to survive.

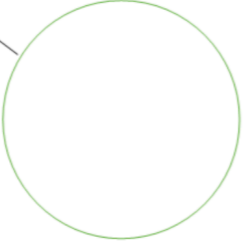
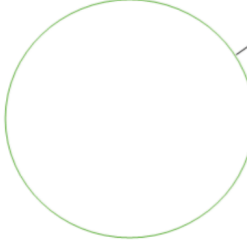


**sunlight**



**water**



Plants need...



Date: \_\_\_\_\_

Students will write and draw things that plants need to grow.

Name: \_\_\_\_\_  
Write and draw what plants need to survive.

**sunlight**

**water**

**soil**

Plants need...

Date: \_\_\_\_\_

Students will write and draw things that plants need to grow.

Name: \_\_\_\_\_  
Write and draw what plants need to survive.

**sunlight**

**water**

**air**

**soil**

Plants need...



Date: \_\_\_\_\_

Students will use the bubble map to write 2 sentences.

Name: \_\_\_\_\_

Write and draw what plants need to survive.

**sunlight**

**water**

**air**

**soil**

Plants need...

Examples:

Plants need sunlight to grow.

Date: \_\_\_\_\_

Students will use the bubble map to write 2 sentences.

Name: \_\_\_\_\_  
Write and draw what plants need to survive.

**sunlight**

**water**

**air**

**soil**

Plants need...

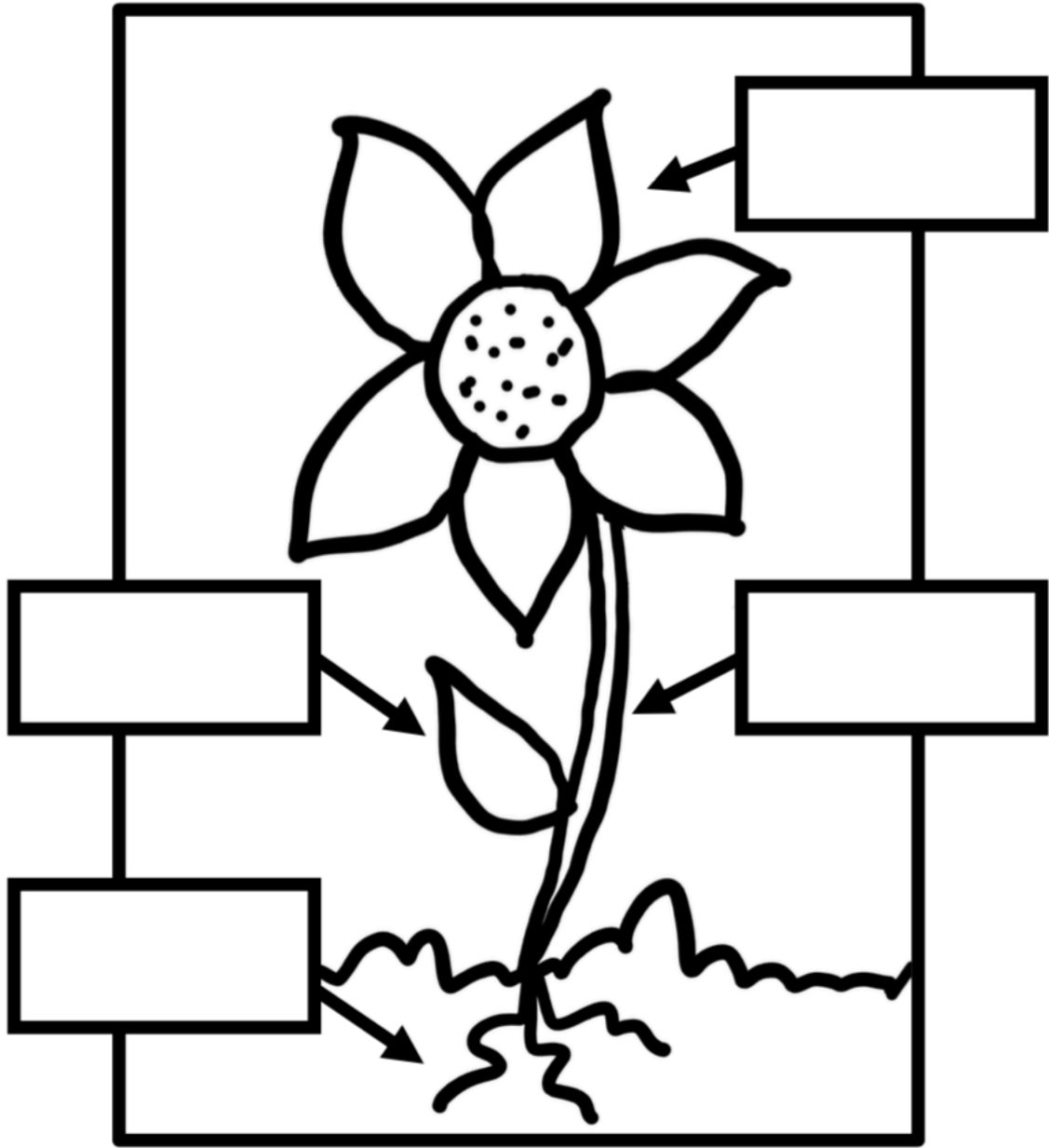
Examples:

Plants need sunlight to grow.

Plants need water to grow.

Name \_\_\_\_\_

  Flower Labeling



petals

stem

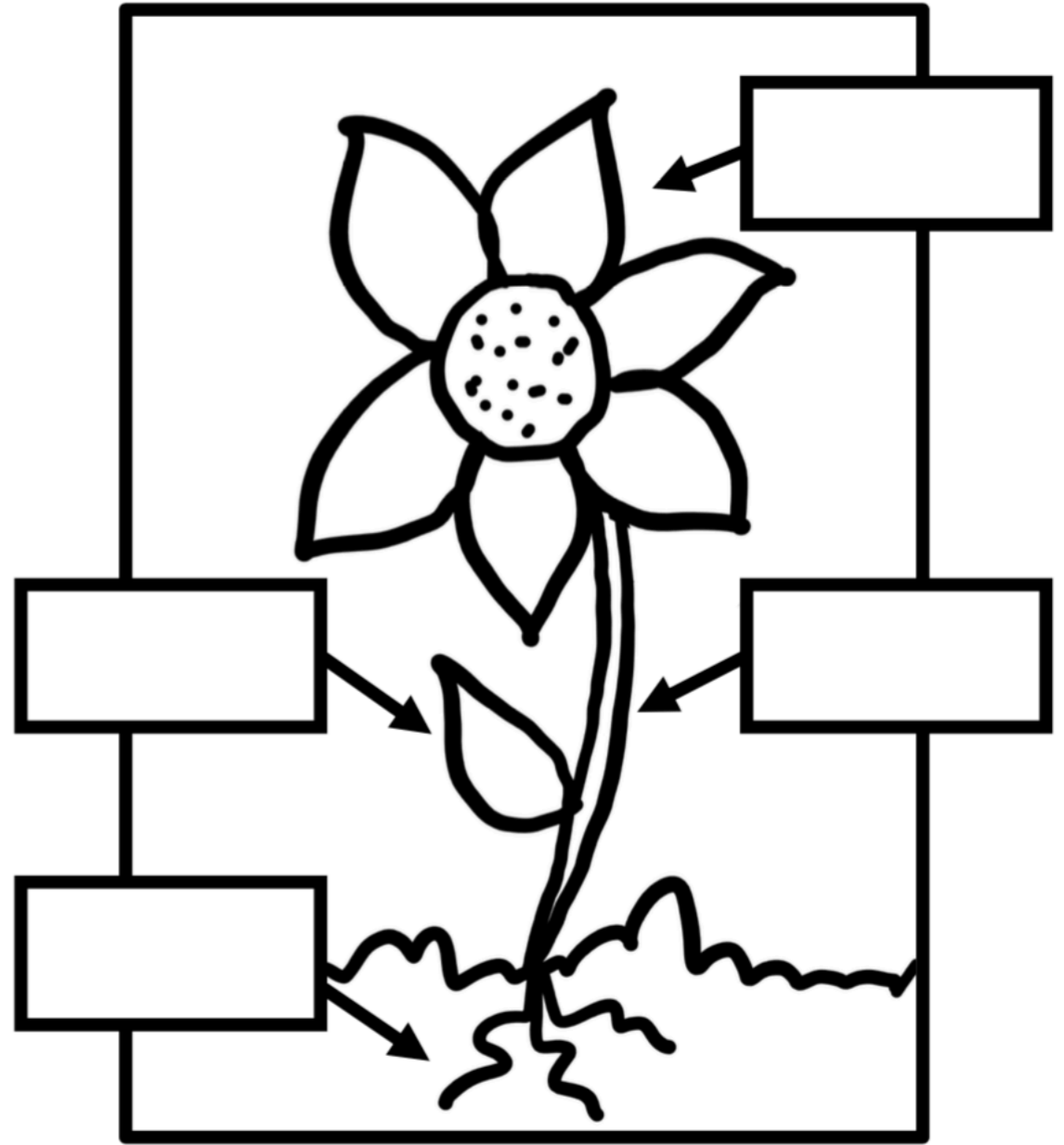
roots

leaf



Name \_\_\_\_\_

  Flower Labeling



petals

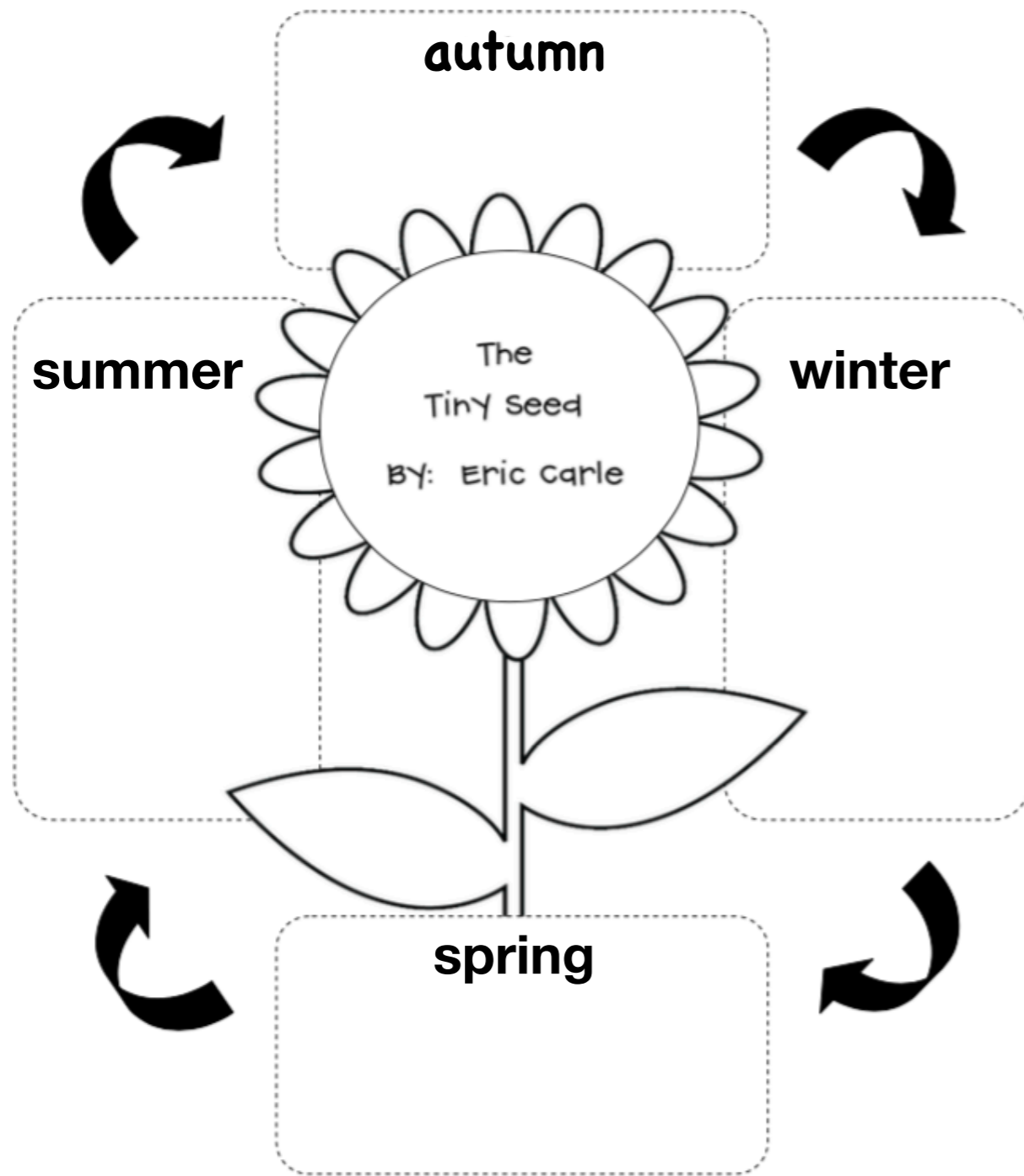
stem

roots

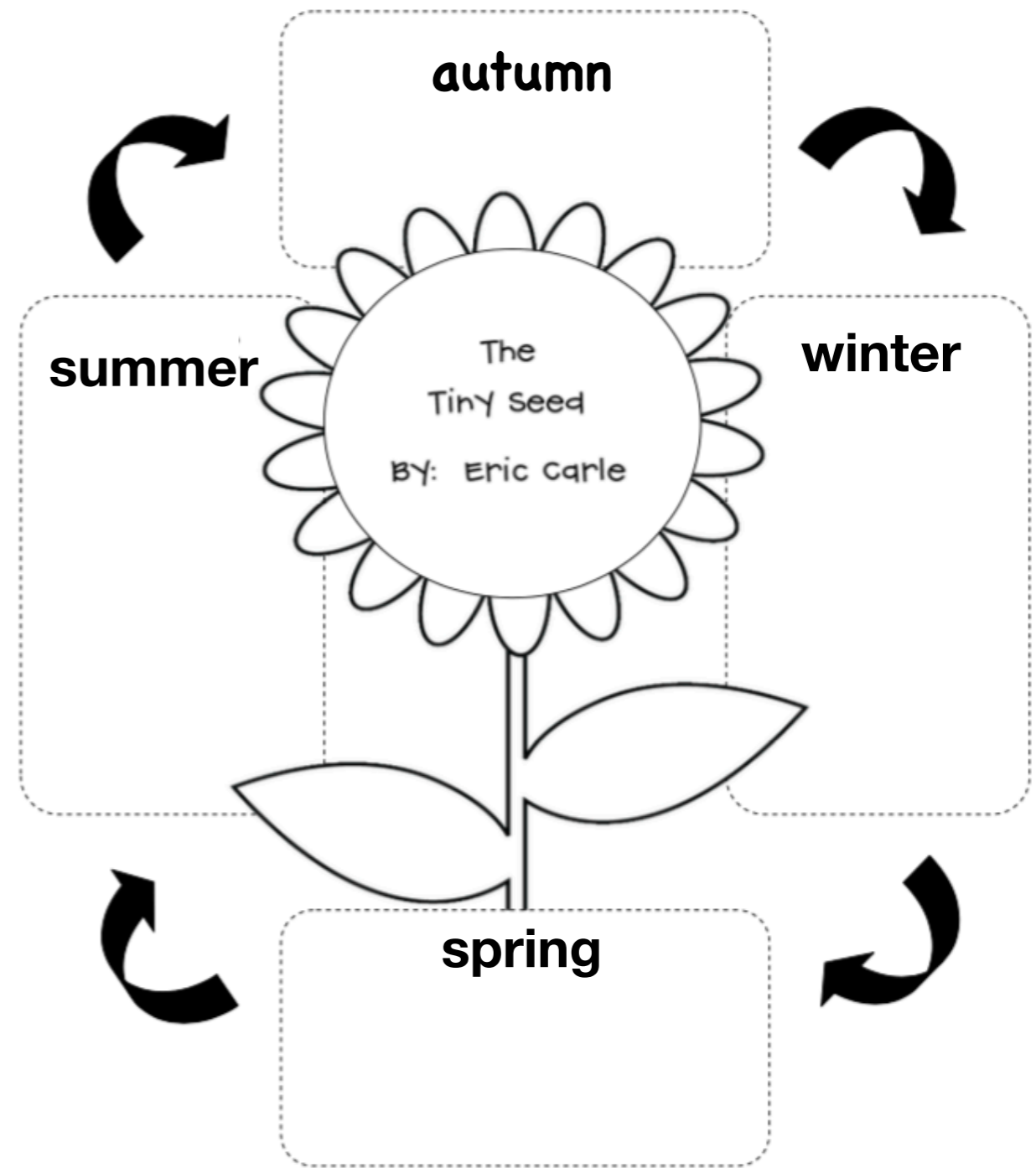
leaf







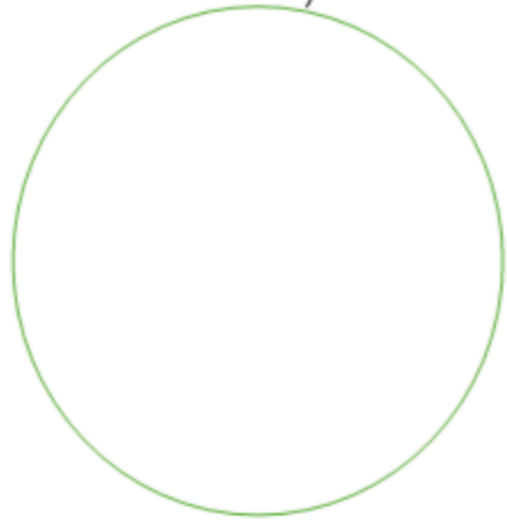
This story takes place over \_\_\_\_ year. It begins in the autumn and ends the following autumn. This is called a \_\_\_\_\_ story. write one sentence about what the seed did in each season.



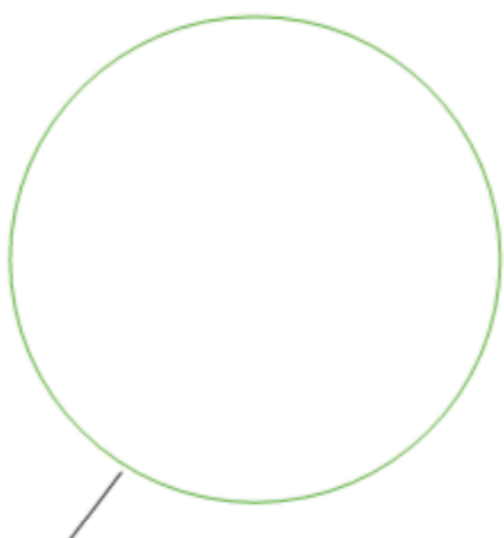
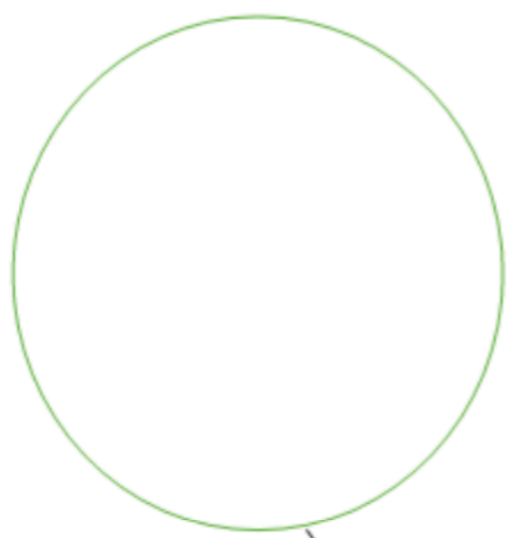
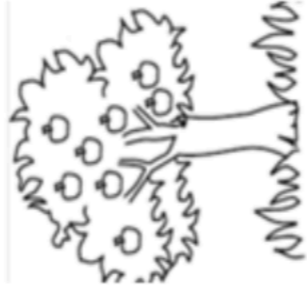
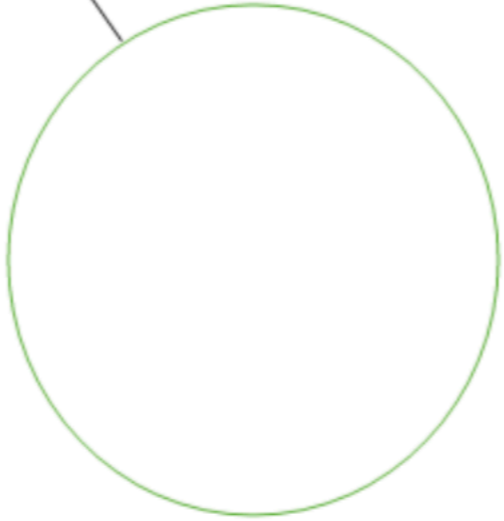
This story takes place over \_\_\_\_ year. It begins in the autumn and ends the following autumn. This is called a \_\_\_\_\_ story. write one sentence about what the seed did in each season.

Name: \_\_\_\_\_

Write and draw what plants need to survive.

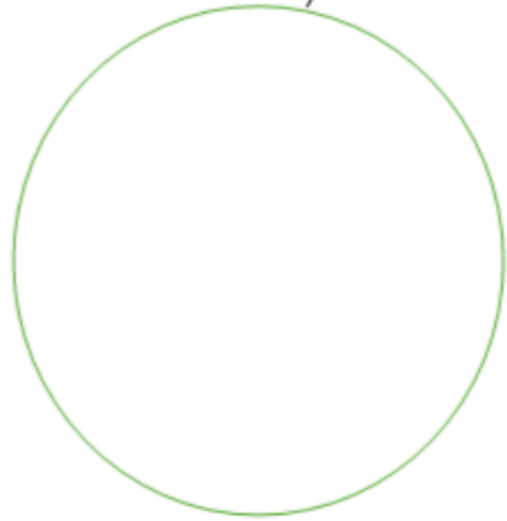


Plants need...



Name: \_\_\_\_\_

Write and draw what plants need to survive.



Plants need...

