



Read to Be Ready plans for: NGR: Seed to Plant 1st Grade

ELA Standards:

- 1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. e) Decode two-syllable words following basic patterns by breaking the words into syllables. g) Recognize and read grade-appropriate irregularly spelled words.
- 1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. d) Spell two-syllable words that end in -y or -ly, are compounds, or have two closed syllables.
- 1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.
- 1.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. c) Use personal, possessive, and indefinite pronouns. h) Use frequently occurring prepositions such as *during*, *beyond*, and *toward*.
- 1.FL.VA.7a Determine or clarify the meaning of unknown and multi-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. ii) Use frequently occurring affixes as a clue to the meaning of a word.
- 1.FL.VA.7b With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. ii) Define words by category and by one or more key attributes.
- 1.RI.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe the connections between two individuals, events, ideas, or pieces of information in a text.
- 1.RI.CS.5 Know and use various text features to locate key facts or information in a text.
- 1.RI.IKI.9 Identify basic similarities and differences between two texts on the same topic including written details and illustrations when developmentally appropriate.
- 1.RI.RRTC.10 With prompting and support, read informational texts of appropriate complexity for grade 1.
- 1.W.TTP.2 With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure.
- 1.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.

Science Standards:

1.LS1: From Molecules to Organisms: Structures and Processes

- 1) Recognize the structure of plants (roots, stems, leaves, flowers, fruits) and describe the function of the parts (taking in water and air, producing food, making new plants).
- 2) Illustrate and summarize the life cycles of plants.
- 3) Analyze and interpret data from observations to describe how changes in the environment cause plants to respond in different ways.

1.LS2: Ecosystems: Interactions, Energy, and Dynamics

- 1) Conduct an experiment to show how plants depend on air, water, minerals from soil, and light to grow and thrive.

Comprehension skill: character, setting and plot **Phonics:** compound words, vowels ew, ue, ui. **Phonemic Awareness:** segment and count

Grammar/Writing: adjectives for how many **Unit Focus:** The structure and life cycle of plants

Next Week's Culminating Task: 1) Students will apply for a volunteer job in the school garden by writing about their knowledge of growing plants.

2) Students will observe the growth of a bean seed over the two weeks of the topic.

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Resources/Small group instruction ideas
M O N D A Y	First Read Aloud of <i>National Geographical Readers: Seed to Plant</i> Shared Reading: <i>From Seed to Plant</i> Great intro video in DE: https://tinyurl.com/yard6z94 <i>Next Week:</i> <i>The book, The Gardener, allows for viewing seed growth in story form, with the impact of humans on the process. This text also alludes to the Depression and moves the setting for growing plants from a more rural area to a busy city, on top of a building.</i>	<ul style="list-style-type: none"> • seedling • germination • bud • pollination • pod • seed coat Flower parts: <ul style="list-style-type: none"> • Petal • Stigma • Pollen • Stem • roots • shoot • flower • buds **Do not explicitly teach all of the detailed parts of the flower as seen in the text.	Discuss with a partner facts about plants. What they are? Do they change? How are they alike or different? Why are plants an important part of our lives? Food, clothing, homes for animals What happens to the root as the seedling starts to grow? Begin the bean experiment.	Write 4 facts about plants.	DE Board link – log in through Clever: https://tinyurl.com/y82ptt6k **Begin the bean experiment at the back of the book: NGR:From Seed to Plant p. 28-29
T U E S	Second Read Aloud of <i>National Geographical Readers: Seed to Plant p. 4-15</i>		Play the video again from Monday and then discuss the purpose of the roots, stem, leaves.	Complete: Roots _____. The stem _____. Leaves _____.	

D A Y	DE video segment of bee pollinating a flower: https://tinyurl.com/ydbtu78y		How does a plant begin? Ask students to explain how a plant grows. Use the word germination. As the plant begins to grow bigger and bigger, what happens to the roots, stem and leaves.		
W E D N E S D A Y	Third Read Aloud of <i>National Geographical Readers: Seed to Plant</i> p. 16-28		p. 16-17 Read over each fun plant fact again. Ask the students to visualize each of these. Ask students if any of those fun facts surprised them and if so, which ones and why? What is a bud. When do we see it in the life cycle of a plant? (right before the flower blooms) How does pollen help make more flowers in various places? Ask students to answer this and make sure they include the word pollination. What is the case around a seed called? (If you can bring in pea pods to show them, it would be helpful) Are all seeds located in the same place? Explain. What happens to seeds? How are they moved?	Create a thinking map to show the ways that seeds can travel. (tree map) Write sentences using the information on your thinking map.	
T H U R S D A Y	DE video clip on Germination: https://tinyurl.com/yb7x44tw DE video segment about pollination and the plant life cycle: https://tinyurl.com/y6urbboa DE video segment of bee pollinating a flower: https://tinyurl.com/ydbtu78y		<i>Why is the seed coat important?</i> <i>What is needed for a seed to sprout?</i> <i>What is germination? **Add to anchor chart</i> <i>Explain germination to another classmate.</i> <i>What is a shoot? **Add to Anchor chart</i> <i>In what direction do leaves grow?</i> <i>"The plant grows bigger and bigger."</i> <i>What does a plant need in order to make its own food?</i>	Write a sentence explaining germination. Provide an illustration.	
F R I D A Y	Picture walk through the book, asking students leading questions about what information the author is sharing on each page. DE video clip on plant life cycle: https://tinyurl.com/yawwffey		How do illustrations help us in understanding information in this book? Would it have been as easy to understand without illustrations – only words? Who created the illustrations for this book? (the author wrote the words and took the pictures) Look at the "From Seed to Plant" Project pages at the back of the book. How do these illustrations help us?	Create a step by step illustration of the life cycle of a seed. Write one sentence beneath each illustration explaining the steps.	

			<p>Plant life cycle: Starting with a seed, what are the stages in the plant life cycle?</p>	<p>Plant Life Cycle Sample of anchor chart</p>
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