



Read to Be Ready plans for:

The Tiny Seed

Kindergarten

Standards:

- K.FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). c) Count, pronounce, blend, and segment syllables in spoken words.
- K.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. d) Spell VC (at, in) and CVC (pet, mud) words with short vowels; spell V (a,i) and CV (be, go) words with long vowels.
- K.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. a) Read emergent-reader texts with purpose and understanding.
- 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. i) Recognize and name end punctuation.
- K.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten conversations, reading, and content. ii) Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.
- K.RI.IKI.7 With prompting and support, orally describe the relationship between illustrations and the story (or text) in which they appear.
- K.RI.IKI.8 With prompting and support, identify the reasons an author provides to support points in a text.
- K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.
- K.SL.CC.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- K.SL.PK1.5 Add drawings or other visual displays of descriptions as desired to provide additional detail.
- K.W.TTP.2 With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts.
- K.W.RBPK.7 Participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them.
- K.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.

- 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.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.

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Small Group/Center ideas
M O N D A Y	<p>1st read of <i>The Tiny Seed</i></p> <p>Today read the first part of the story, ending after reading the page where the winter mouse eats a seed.</p> <p>Video on DE: View only until minute marker 2:39: https://tinyurl.com/yd544kho</p>	<ul style="list-style-type: none"> • Spring • Winter • Autumn (fall) • Summer • Drifts • Weed • Petals • Seed pod 	<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 & too hot; eaten by an animal; eaten by a mouse</p> <p><i>What does a seed need to grow according to this text?</i> Spring weather; sun shining; rain falling</p>	<p>What are some things that could cause a seed NOT to grow?</p> <p>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>Video Board in DE https://tinyurl.com/ydezkju5</p> <p>Seed experiment: <i>How a Seed Grows</i> uses:</p> <ul style="list-style-type: none"> • bean seeds • egg shells • egg cartons • soil <p>**Beginning the experiment on the Friday before this unit would be perfect. On the 3rd, 4th, and 5th days after planting you will dig one seed up. So if you begin on the Friday before the unit begins you will be ready to dig up the 1st seed on Monday or Tuesday. ☺</p>

TUESDAY	<p>2nd read of <u>The Tiny Seed</u></p> <p>Review quickly using illustrations of yesterday's reading.</p> <p>Today read from the Spring page to the page where it is called a giant flower. (before Summer page)</p> <p><u>What does a plant need to live?</u> <u>What do we need to live?</u> DE video: Watch from 3:32 thru 7:19</p> <p>https://tinyurl.com/yd544kho</p>	<ul style="list-style-type: none"> • Spring • Winter • Autumn (fall) • Summer • Drifts • Weed • Petals • Seed pod 	<p>Yesterday's reading was about seeds. Today we read about the growing plant.</p> <p><i>In the story what was the first thing seen on a growing seed and what came next?</i> (roofs then stems & leaves)</p> <p><i>What is another word for the new stem?</i> (shoot)</p> <p><i>According to the book, what are some reasons a plant might not grow?</i> (weeds take over its sun & water; person steps on it; person breaks off the flower)</p> <p><i>Why do you think the Tiny Seed grew so tall?</i></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>Keep a class chart of the observations made each day with the seed experiment using both illustrations and written words/sentences describing the observations.</p>
WEDNESDAY	<p>3rd read of <u>The Tiny Seed</u>.</p> <p>Do a picture walk to review and discover the seasons shown in the book <u>The Tiny Seed</u>.</p> <p>Today read the summer page through the end of the book.</p>	<ul style="list-style-type: none"> • Spring • Winter • Autumn (fall) • Summer • seasons 	<p><i>Why do you think birds and insects attracted to flowers?</i></p> <p><i>In Fall, what happens the temperature and the length of days and nights?</i></p> <p><i>What is happening to the trees in fall?</i></p> <p><i>What happens to flower in fall?</i></p> <p><i>What will happen to the seeds from the tall flower?</i></p> <p><i>What do we call something that happens over and over again?</i> (cycle)</p>	<p>Illustrate the four seasons of life for the tiny seed. Label each season.</p>	<p>Chart the seed experiment for today with class observations.</p> <p>**As always, during the week find those teachable moments when the current and past phonics patterns appear in the text.</p>
THURSDAY	<p>Do a picture walk through the entire text of <u>The Tiny Seed</u>.</p> <p>Focus on the sequence of seasons and the effect they have on the seed/flower</p> <p>DE Video on How a Seed Grows: https://tinyurl.com/ya3hnrhm</p>	<ul style="list-style-type: none"> • Spring • Winter • Autumn (fall) • Summer • Drifts • Weed • Petals • Seed pod 	<p><i>During what seasons do seeds usually grow in Bartlett, TN?</i></p> <p><i>When should we plant seeds at home?</i> (Spring, when the weather is warming up and there is rain)</p> <p><i>Do the seeds come up quickly or do we have to wait a while?</i></p> <p><i>What do you think farmers do to help their plants grow?</i></p> <p><i>What plants do you eat that farmers have grown?</i></p>	<p>What season would be the best for planting new seeds?</p> <p>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 class observations</p>

<p>F R I D A Y</p>	<p>Today's questions will lead to author's craft – why was the book written, how do the illustrations contribute, etc.</p> <p>Studies Weekly #31 Off To Work We Go (See Lesson Plan on Clever)</p>	<ul style="list-style-type: none"> • Spring • Winter • Autumn (fall) • Summer • Drifts • Weed • Petals • Seed pod 	<p><i>Why did Eric Carle write <u>The Tiny Seed</u>? (lead students into a discussion about how much they learned about how seeds survive from the text)</i></p> <p><i>Why do you think Eric Carle used splatter paint to create the clouds? (looks like tiny seeds)</i></p> <p><i>How do the illustrations of a book add to the words of a book?</i></p> <p><i>What message do you think Eric Carle wanted people to learn from the never-give-up attitude of the seed?</i></p>	<p>Pretend that you are Eric Carle. Draw an illustration for the book <u>The Tiny Seed</u>. Write one sentence for your illustration.</p>	<p>Chart the seed experiment for today with observations.</p>
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