



Running words: 156

Book Summary

This book describes how seeds move and what they need to grow in order to survive, such as sunlight and water. It also features how a seed changes and grows over time into a tree.

Themes

Plants, Scientific investigation, Change over time

Features of the Book

- The information contained in the photographs and diagrams
- Content words for discussion: *root, sapling, seed, shoot*
- Phonics and phonemic awareness: /ee/ (*tree, seed, need*); /oo/ (*shoot, root, too*)

Strategies

Watch a Seed Grow introduces and reinforces the following strategies:

- sequencing
- finding main ideas

Materials

- copies of the BM, pencils

Watch a Seed Grow

by Bronwen Wall

Introducing the Text

Begin by reading the book's title and the name of the author. Point out the photograph. Ask:

- *What is the girl holding up? (a seed)*

Help the students if they don't know the answer. Explain to them that it's a sycamore seed that comes from a sycamore tree, and that the seed starts off life tiny and will grow over time into a huge tree.

Talk about how when you read a book, you often have questions before, during and after reading. Have the students think of questions they would ask before they read the book, such as:

- *Where do sycamore trees grow?*
- *What other seeds are like sycamore seeds?*

Encourage the students to discuss other seeds they know about, such as apple seeds, drawing on their personal experiences.

Reading the Text

Ensure each student has a copy of the text. Ensure that the content words (*burst, carries, energy, grow, leaves, light, root, sapling, seed, shoot, water*) are integrated naturally into the discussion. An understanding of these terms will help the students appreciate the author's purpose. Encourage the students to use the information in the pictures and text to determine the strategies of sequencing and finding main ideas as you work through the book.

Cover

Together, read aloud the preview question on the back cover. Help the students to make connections with the preview question and their own experiences.

- *Why might a seed need wings to fly through the air?*
- *How else might seeds get from place to place?*

Title Page

Read the title aloud. Discuss the photograph. Explain how a shoot is the first part of a plant that grows out of a seed. Before you start reading the book, remind the students to stop if they come across a word or an idea that they need to clarify. Explain that they can look for clues in the photographs and diagrams, as well as the meanings of the boldfaced words in the glossary on page 12.

Page 2

Read the text together. Point out the inset photograph of the huge fully grown sycamore tree. Explain to the students that sycamore trees grow in North America. Let's find out how a sycamore seed changes and grows into a huge tree.

Page 3

Read the text with the students. Discuss the photograph and how the seeds have dropped from the tree and are flying through the air.

- *What helps the sycamore seeds fly through the air? (their shape and weight).*
- *Let's find out how other seeds move.*

Page 4

Read the heading with the students, then point out the three photographs. Talk about how seeds can't move by themselves. Have the students tell you how the seeds in the three photographs move (coconut by water; walnut by animal; dandelion by wind).

- *Which of the seeds in these three photographs are like the sycamore seeds? (dandelion seeds because the wind carries them through the air too).*

Together, read the body copy text.

Page 5

Point to the photograph. Look at the shape of the sycamore seeds.

- *What does this remind you of? (helicopter blades or plane wings)*

Watch a Seed Grow

Read the text with the students and revisit the information.

- *What three features help sycamore seeds move from place to place? (their size/small; their weight/light; their shape/wings)*

Page 6

Point out the diagram and the two labels to the students. Explain that a diagram is a drawing or plan that explains something.

- *What other things in the diagram could have been labelled? (seed, soil)*
- *What do seeds need in order to grow? (sunlight, water)*

Read the text on page 6 with the students.

Page 7

Point out the photograph and read the caption to the students. Discuss the word *coat* and have the students relate it to their own experiences of the word coat (a piece of clothing worn over other clothes to keep you warm). Ask:

- *If you had to include the term “seed coat” in the book’s glossary on page 12, how would you describe it? (answers will vary)*

Remind students that a glossary explains the meaning of specialised words (the protective outer layer of a seed). Read the body copy text with the students.

Pages 8-9

Together, read the body copy text on page 8. Discuss how a root helps anchor a plant into the ground, as well as soak up water from the surrounding soil. Point out the photograph on page 9 and remind the students that this is the photograph of the shoot from the title page. Now have the students read the body copy text on page 9.

Page 10

Look at the label *sapling* near the taller picture of the plant.

- *Has anyone heard of the term “sapling” before? Let’s turn to page 12 and read its meaning. (a young plant)*

Together, read the body copy text on page 10. Discuss the word *energy* too. Ask the students what they think it means from the context of the sentence, then check their answers using the glossary on page 12.

Page 11

Read the text together. Revisit the sequence or life cycle a sycamore seed goes through on its journey from seed to tree.

Page 12

Remind the students that the purpose of a glossary is to explain the meanings of unfamiliar words. Explain that the word entries in a glossary appear in alphabetical order. Ask the students where the term *seed coat* would appear if this was added to the glossary on page 12 (between *sapling* and *shoot*).

Revisiting the Text

- Skim page 4 and discuss the main idea of the page (how seeds move). Encourage the students to list the details that support the main idea (Animals carry seeds. Water carries seeds. The wind carries seeds.)
- Write the word *seed* on the board or on chart paper. Explain that *ee* is a vowel digraph. A digraph is a pair of letters that makes one single sound. A vowel is any of the following letters: a, e, i, o, u. Ask the students to find other words that contain the vowel digraph /ee/ in the book (e.g., *tree*, *need/s*). Do the same for the /oo/ digraph in the words *shoot*, *root*, *too*. Then brainstorm a list of other words that contain *ee* and *oo* vowel digraphs.
- Write the words from the glossary on the board or on chart paper, but out of alphabetical order. Have the students put them in the correct order and then give a

definition for each of the entries using their own words.

Following Up

- Create a life cycle diagram for a sycamore seed. Use the information in the book to help you create it.
- Remind the students that the book is entitled *Watch a Seed Grow*. Have them come up with other possible titles for the book.
- Have the students create a Venn diagram to compare and contrast sycamore seeds and dandelion seeds. Remind the students that the area where the two circles overlap lists what the two seeds have in common, such as light and fly through the air.
- Give the students copies of the BM for this title.