



Activity Guide

800-788-1121

From Seed to Plant

Live Oak Readalongs are protected by copyright. The components in Live Oak Readalongs may not be reproduced in any form by any means without prior written permission from Live Oak Media.

This Live Oak Readalong can be correlated to the following Common Core Anchor Standards (CCSS):

R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

R.10: Read and comprehend complex literary and informational texts independently and proficiently.

SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

The accompanying activities can be correlated to the following Common Core Anchor Standards:

R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

BEFORE LISTENING

About the Book

Plants grow from seeds...but how exactly does that happen? *From Seed to Plant* explains the process in detail, providing fascinating facts and unusual details about the plants that we see, admire, and even eat.

Activate Prior Knowledge/Build Background

Ask children to name different kinds of plants. Write their suggestions on the board. Then point out that all the different kinds of plants have one thing in common: they start out as a seed. Explain that the book children will listen to and read tells how this amazing process happens.

AFTER LISTENING

Standards-Linked Activities

Listening/Speaking

CCSS: R.1, R.2, R.7; SL.1, SL.2

Ask children the following questions about the book. Call on volunteers to respond orally.

- What is the connection between a plant's flower and its seeds?
- Why are insects important to many plants?
- How do birds and the wind help plants?
- What three things does a plant need in order to germinate?
- What parts of a plant do people eat?

Vocabulary

CCSS: R.4; L.4, L.6; SL.2

Write these words from the text on the board. Then write each sentence. Have children copy the sentences, filling in the blanks with the correct word from the list. If children have trouble filling in the blanks, encourage them to listen again or look back at the text, paying attention to the context of the vocabulary words.

pollen
germinate
nectar
pod
stamen

1. Insects carry a plant's yellow powder, or _____, from plant to plant.
2. When a seed has water, soil, and sunlight, it will _____.
3. Seeds are protected by a fruit or _____.
4. Bees and hummingbirds like to drink _____ from plants.
5. Pollen is made in the _____ of a flower.

Science: A Grow Chart

CCSS: R.3, R.5, R.7; W.7

Print out a flow chart diagram from a website such as this one:

<http://www.studenthandouts.com/1batch/graphic-organizers/five-step-cycle.pdf>.

Distribute copies to the class, and ask children to listen again to the description of the seed's life cycle or to reread it. Children can then write the five most important details from the cycle on their diagrams, making their flow charts into Grow Charts. Display completed diagrams around the classroom.

Social Studies: Your State Plants

CCSS: R.2, R.7; SL.2, SL.4, SL.5

Each of the fifty states has its own state flower and state tree. Have children choose a state and use reference books or the Internet to find out their state's official flower and tree. Children can create an illustration or print out a picture of the flower and tree and can show them to the class, explaining what the pictures show and what is special about each tree and flower.

Language Arts: The Seed Packet

CCSS: R.7; W.1, W.7; SL.2, SL.4, SL.5

Divide children into groups, and provide each group with a different seed packet. To help children interpret the information on the seed packets, direct them to this website: <http://urbanext.illinois.edu/firstgarden/fundamentals/seeds.cfm>

Have each group use the information to write a brief description of the plant that will grow from their seeds. Groups can show the picture of their plants to the rest of the class and give an oral presentation of their descriptions.

Science: Rain in the Schoolyard

CCSS: R.7; W.7; SL.2

Ask children to reread or listen again to the description of the role of rain in growing plants. Have children work in groups to make rain gauges to find whether enough rain falls in the schoolyard to grow plants easily. Provide each group with a clean soup cans with the top cut off. Have children put the can out

in the middle of your garden. After each rain or watering, use a ruler to measure how deep the water is in the can. If the water you measure adds up to one inch or more for the week, the schoolyard is getting enough water to grow plants. Record the amount of rain each week on the board.

On the Internet: Plant and Flower Interactive Games

CCSS: R.7; W.8

Before you send children to do research using any of the keywords listed below, you may wish to try them yourself to be sure the sites are suitable.

Have children work with partners. Pairs can go online to one of the following websites to play an interactive online game featuring plants or flowers:

http://www.bbc.co.uk/schools/scienceclips/ages/5_6/growing_plants_fs.shtml or

<http://www.primarygames.com/science/flowers/games/rosedragdrop/>

<http://www.sciencekids.co.nz/gamesactivities/lifecycles.html>

After both partners have played, ask children to write a brief description of the game and what they learned from playing it.