

WHO PLANTED THE SEED?

By - Joanne LeBlanc-Haley

Illustrated by - Lisa Killin

Genre - Narrative

Set 18 - 305 Words

Building Anticipation - Setting the Context

Using seeds that will grow easily, i.e., bean seeds, students plant seeds in at least three different pots. Water the seeds. Experiment with the pots by putting some in the refrigerator and others in the sun. Record the growth of the plants as the days pass. Discuss what is necessary for seeds to grow.

Introduction

Ask the question: *Who plants seeds?* Discuss the students' thoughts and show them a variety of seeds i.e., apple, orange, flower seeds, avocado, cucumber. Have at least one seed packet so you can read the directions for planting. Tell the students they are going to read a book about a seed's journey. Pass out the books and ask them to read to find out who planted the seed.

Discussion – Book Talk

Right there questions:

- What kind of a seed was it?
- Where did the wind blow the seed?
- Where did the blue jay get the seed?
- Where did the seed get caught?
- When did the seed start to grow?

Think and search questions:

- How many times did the seed move before it stayed in one place?
- What seasons are shown in the illustrations?
- How do you know the season?
- How many times did the text move up or down the page?
- Read page 14 again. To what did the author compare the leaves?
- To what did the author compare the snow?
- How do those comparisons help make a picture in the reader's mind?
- What will the seed grow into?

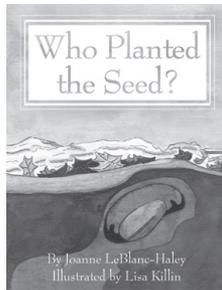
On your own questions:

- What might have happened if the wind was strong instead of gentle?
- Where might the seed have gone if did not catch on the bank of the river?
- Do you think many seeds travel in this way? Why or why not?
- Which illustration do you like the best and why?
- Why do you think the author repeated the sentence, *The seed waited?*
- Who planted the seed?

Creative Response – Independent Practice

Record the Plant's Growth

Take the plant out of the refrigerator and put it in a warm sunny place with some water. Tell students that this seed has waited and now it is time to grow.



Record when it starts to grow. Chart the growth. Determine how long the seed waited for a chance to grow. Use the reproducible master to draw what the seed's growth would look like in each season.

Mapping the Seed's Journey

If possible find examples of a journey depicted on a map. The map would include illustrations and text explaining what happened at the various stops. Ask students to draw a map to show the travels of the seed. Here are two websites that illustrate this kind of map.

http://www2.eos.net/ecc/Images/Flags/map_of_narnia.html

http://lotrmaps.middle-earth.us/maps/r3t_M64.jpg

Writing Workshop

Ask students to think of seeds that could be found in your schoolyard or neighborhood. Ask students to write their own book about how one of those seeds traveled and include a map of its travels as part of their illustrations.

Word Work

Brainstorm for words that could be used to tell about the wind and what the wind can do. Use a thesaurus to add to the list the students generate. Answers will include: *gentle, strong, whipping, whispering, pushing, sweeping, violent, hurricane.*

Read Aloud and Poetry Connections

All About Seeds by Kuchalla, Troll Communications, 1996.

Growing Vegetable Soup, Lois Ehlert, Voyager Books, 1990.

How Seeds Travel by Jane Belk Moncure, Children's Press, 1990.

I am Growing a Glorious Garden, poem by Jack Prelutsky from *Something Big Has Been Here*, Scholastic, 1990.

One Bean by Anne F. Rockwell, Walker and Co., 1991.

The Mystery of Nature - Acorn Oak Tree by Oliver S. Owen, Abdo and Daughters, 1994.

Related Websites

<http://www.urbanext.uiuc.edu/gpe/gpe.html>

<http://www.lessonplanspage.com/ScienceNowIKnowAllAboutSeedsK1.htm>

Learning about Language – Focused Teaching

High Frequency Words - long, time, wait, waited

Interest Words - shone, melted, meadow, scurried, gently, lifted, floated, scooped, carpet, blanket

Word Families and Letter Clusters - oo sound: scooped, spoons

Structural Features of Words – Past tense: carried, scurried – Ending *et*: carpet, blanket

Text Features - Repetition of sentence: The seed waited - Print moving down on page 8 - Letters moving down on page 14 - Use of bold type on the last page

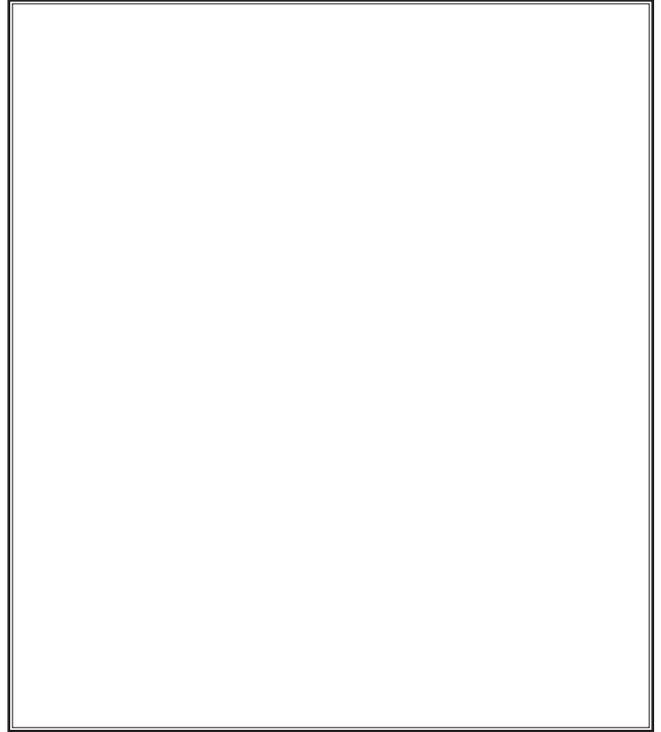
Reproducible Master - Who Planted the Seed?

Draw the seed as it grows through the four seasons.

Spring



Summer



Fall



Winter

