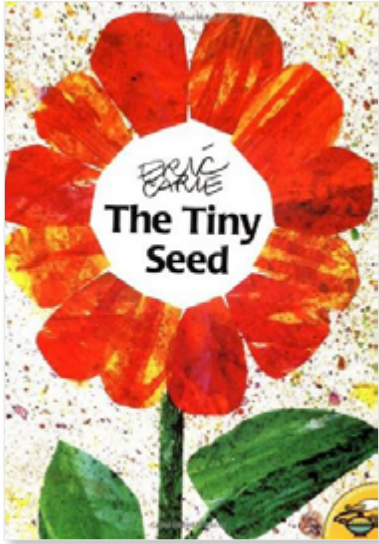


Kindergarten: Domain 4

The Tiny Seed



by Eric Carle



●●● QT: 500L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●● RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the program.

Summary: A plant's life cycle is described through the journey of a tiny seed, spanning the seasons from autumn to autumn. The conditions a plant needs to grow are explained as the seed travels on the wind across a variety of habitats, seasons, and types of weather. A plant's parts are described as each one emerges during the plant's life cycle. Students gain an understanding of plants, cycles of life, and seasons during this story.

Essential Question

How do plants grow?

Have students retell the journey of the tiny seed, using pictures from the book as prompts. After retelling the story, use chart paper or the board to draw a plant growing from seed to flower in steps, describing each part of the plant (seed, roots, stem, leaves, petals) as it grows during its life cycle. Discuss how plants need warm weather, sunshine, and water to grow. Example below:



Vocabulary Routine

Tier 3 Vocabulary Words

seeds
stems
roots
leaves
petals

Performance Task

Have students draw their own pictures of plants and what plants need to grow.

Students should be able to

- draw a plant with roots, stem, leaves, and petals.
- include at least two of the following: the ground (soil), sun, rain.

Writing Prompt

Have students use the following sentence frames to describe how plants grow.

- One place that seeds cannot grow is _____ because _____.
- Two things that plants need to grow are _____ and _____.
- The leaves and flowers of a plant grow from the _____.

Talking About Text

After the initial reading of the book, use the routine below to discuss additional text elements.

- Book Knowledge/Print Concepts
 - Discuss the front cover, back cover, and title page of the book. Explain the role of the author and illustrator.
 - Demonstrate holding the book right side up, turning pages correctly, reading words from top to bottom and left to right with a return sweep.
 - Ask volunteers to point to a single letter within a word and a single word within a sentence to reinforce concepts of print.
- Author's Purpose
 - Ask students why they think the author wrote the book. Accept all reasonable answers, such as to tell a story or to explain something. Students will gain a better understanding of text purposes over time.
- Author's Craft
 - Explain that authors choose words carefully to make what they write more interesting. Ask students what they noticed about the story, especially about the words or structure. Students are just starting to learn about text, so there is no expectation that they learn or use text terminology at this time.
 - » Answers will vary but could include descriptive words, the way the story is told, illustrations (the author is also the illustrator), etc.