



The Tiny Seed
Written and Illustrated by Eric Carle
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This Guide Includes:

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* this list could be used as a student handout or made into a transparency

1. Sunshine State Standards Language Arts Connections Chart

Activity	Third Grade Standards	Fourth Grade Standards
Brainstorming Activity	LA 3.2.1.5, 3.3.1.3	4.2.1.5, 4.3.1.3
Preview	3.1.7.1, 3.2.2.1, 3.3.1.1	4.2.2.1, 4.3.1.1
Reading Discussion	3.1.6.2, 3.1.7.1, 3.1.7.4, 3.2.1.5, 3.2.2.2, 3.2.2.3, 3.5.2.1	4.1.6.2, 4.1.7.3, 4.1.7.4, 4.2.1.5, 4.2.2.2, 4.2.2.3
Vocabulary Ideas	3.1.4.1, 3.1.6.1, 3.1.6.2, 3.1.6.7	4.1.6.1, 4.1.6.2, 4.1.6.7
Other Ideas 1: Multiple Meanings	3.1.6.9	4.1.6.9
Other Ideas 2: Synonyms and Antonyms	3.1.6.8	4.1.6.8
Other Ideas 3: Find Imagery in the Story	3.2.1.3, 3.2.1.7	4.2.1.3, 4.2.1.7
Other Ideas 4: Sequencing	3.1.7.3	4.1.7.3
Other Ideas 5: Fact or Fiction	3.1.7.2, 3.5.2.1, 3.6.3.1	4.1.7.2
Worksheet 1: Compare and Contrast	3.1.7.7, 3.3.1.1	4.3.1.1
Worksheet 2: Comprehension	3.2.2.2	4.2.2.2
Writing 1: Dispersal Short Response *	3.3.1.1, 3.3.2.1, 3.3.2.2, 3.4.2.1, 3.4.2.2	4.3.1.1, 4.3.2.1, 4.3.2.2, 4.4.2.1, 4.4.2.2
Writing 2: Venn Diagram Compare and Contrast*	3.2.2.3, 3.3.1.1, 3.3.1.3, 3.3.2.1, 3.3.5.1	4.2.2.3, 4.3.1.1, 4.3.1.3, 4.3.2.1
Writing Prompt 3: Imagine you're a plant*	3.2.1.5, 3.3.1.2, 3.3.3.3, 3.4.1.1, 3.4.1.2	4.2.1.5, 4.3.1.2, 4.3.3.3, 4.4.1.1, 4.4.1.2
Writing Prompt 4: Garden Article*	3.3.1.2, 3.3.2.2, 3.3.3.3, 3.3.5.1, 3.3.5.2, 3.4.2.4	4.3.1.2, 4.3.2.2, 4.3.3.3, 4.3.5.2, 4.4.2.4, 4.4.3.2, 4.6.3.2

*Can be graded using FCAT style 2, 4, or 6 point rubrics.

Consider introducing a sharing and editing component to the writing process and cover benchmarks relating to standard 3.4.3 or 4.3.4 as well!

2. Related PLT Activities

The activities could be used to enhance “The Tiny Seed” lesson. All PLT activities are connected to the Sunshine State Standards and can be found on the Florida PLT website at <http://www.sfrc.ufl.edu/plt/correlations/index.html>.

#43 Have Seeds Will Travel
65 Bursting Buds

#46 School Yard Safari
#70 Soil Stories

3. Brainstorm

Tell the students that you will be discussing seeds. Create a KWL chart to find out what they know, what they wonder, and what they learned based on the story.

Do a KWL Chart

What they know	What they wonder	What they learned

The KWL chart can be posted on the board or turned into individual/group worksheets.

4. Preview the Book

Show students the book cover and read the title. Have students discuss what they see on the cover. Ask them to provide ideas about what the story is about and what kind of book this is.

Show students the title page. Discuss information on the page (title of book and author's name).

Model the process of making predictions using the cover illustration.

Think-aloud: *On the front cover, I see a flower. Since the title of the book is The Tiny Seed, I predict that it is about a tiny seed that grows into a flower. I'm going to read the story to find out whether I need to revise my prediction. Write your prediction on the board.*

5. Reading Discussion Questions

1. What is blowing? Where did the seeds come from? What helps a seed travel by wind?
The wind. The flower. A wing on the seed is easily blown by the wind.
2. Where does the wind blow the seeds? *Across the land. Also, can ask to see where students think the seeds will go.*
3. What happens to the seed when it flies near the sun's rays? Why did the seed burn up? *It burns up. The sun's rays were too hot.*
4. Why can't the seed grow on the mountain? *The seed landed in the ice. Ice never melts. It's too cold for the seed to grow.*
5. How fast is the tiny seed moving compared to the rest of the seeds? *Slower*
6. What happened to the seed that fell in the water? *It drowns, died. Unable to become a plant. Note: some seeds float and use the water to travel. In general, seeds that fly do not also float.*
7. How do the seeds continue to move? *The wind blows.*
8. Why do the seeds fall to the ground? *The wind stops blowing the seeds.*
9. What two animals eat seeds? *A bird and a mouse.*
10. How can animals help seeds travel? *There are a variety of ways. Animals can eat a fruit with seeds inside; the seeds travel through the animal's digestive system and are*

left in the animals' scat in a new place. Seeds can "attach or cling" to animals' fur with the sticky or prickly outside part of a seed.

11. Where does the mouse live? *Underground or in the ground*
12. What time of year is it? How do you know? *Winter in this part of the story. The story says that it is Winter. Also the line "snow falls and covers them like a soft white blanket."*
13. What happens to the seeds when the snow melts, the sun shines, and the rain falls? *The seed grows round and forms roots. The roots go down into the ground, the plant grows a stem and leaves.*
14. Where does the weed grow? What does it take away from the small plant? *Next to the new plants. It takes all the sunlight and rain away.*
15. Who steps on the plants? What happened to the plant? *A child. The plant broke*
16. Who picks the flower? *A boy*
17. What does the tiny seed grow into? *A giant flower*
18. Who comes to see the giant flower? How did they find out it was here? *People from all over.*

Inference- authors often leave ideas unsaid. The reader can connect clues in the story to information they already know to better understand events in the story. Since this was the tallest flower ever seen, I can assume that newspaper articles were written and that people told their friends about this flower.

19. How tall is the flower? *Taller than people, trees, and houses. Infer the height.*
20. Why do petals fall off the flower? Where did the yellow and red leaves come from? *The wind. Infer: Many leaves change color when the days grow shorter because chlorophyll (the green pigment) dies.*
21. What does the wind do to the flower? *Blew off the petals, shook the flower, and opened the seed pod*
22. What happened when the seed pod opened? What will happen to the seeds? *The tiny seeds came out. Infer: seeds will travel with the wind as in the beginning of the story. Seeds will become new plants.*

Review

Return to the board. Was your prediction correct?

Return to the KWL chart to identify misconceptions, confirm correct beliefs, and identify questions for further research. If students recorded information on a worksheet you can have them do this independently or in groups.

6. Vocabulary Words

Blowing – cause to move by means of an air current, suffix ‘ing

Bud – an undeveloped leafy shoot or flower

Desert – a landscape or region that receives little rain or snow

Finally – the item at the end, after a long period of time, suffix ‘ly

Flower – the reproductive part of a plant, usually composed of petals, sepals, stigmas, stamens, and a pistil

Icy – extremely cold

Leaf – part of the plant that specializes in photosynthesis

Looms – to hang over, something threatening

Neighbor – a person who lives (or is located) near another

Petals – usually, the showy part of a flower that attracts pollinators

Plant – a major group of living things, including organisms such as trees, flowers, herbs, grasses, moss, and ferns

Roots – the underground component of plants, responsible for anchoring plants and providing them with water and nutrients

Sails – to travel by movement of the wind

Seed – part of a plant that can grow into another plant

Shines – emit light, be bright

Snow – precipitation falling from clouds in the form of ice crystals

Stem – a stalk, a long, thin or elongated structure that supports a plant, leaf, or flower

Sways – to move back and forth or sideways

Tiny – very small

Weed – a plant growing where it is not wanted

Other vocabulary words and definitions

Dispersal – spreading from one place to another often by water, wind, and animal transport.

Germination – first stage in the development of a plant from seed.

Photosynthesis – the process by which green plants use energy from sunlight to produce sugar and oxygen from carbon dioxide and water.

Reproduction – production of new member of population from existing member, the process of generating offspring

The Tiny Seed **Vocabulary Words**

Blowing

Bud

Desert

Finally

Flower

Icy

Leaf

Looms

Neighbor

Petals

Plant

Roots

Sails

Seed

Shines

Snow

Stem

Sways

Tiny

Weed

Vocabulary ideas

Word recognition

Pronunciation

Preliminary definition

Morphology

-*dis* – apart

-*germin* – bud, sprout

-*re* – again

-*photo* – light

spargere (spersal) – scatter

ation- action of

produce- make happen *tion-* action of

synthesis- combining elements to form one thing

7. Other ideas for The Tiny Seed

1. Multiple meaning words used in the story. Use the text to confirm meaning.

- But the tiny seed **sails** on with others (travel pushed, propelled by wind OR large pieces of fabric used to move a boat)
- The **leaves** on a tree (multiple parts of a plant OR verb, to go away)
- Sally took pictures of the **plant** (verb, to put seeds in the ground OR noun, a living organism OR verb, to stay in one place, not moving)

2. Identify synonyms and antonyms

Tiny and small

synonym

Dry and wet

antonym

Blow and push

synonym

Fast and quick

synonym

3. Find Imagery in a story

- Find words that help create a picture in your mind: “giant flower”, “yellow and red leaves”, “soft white blanket”, “sun’s hot rays burn.”
- Find descriptive words of items the seeds pass by: “hot rays”, “tall and icy”, “hot and dry.”
- Discuss the author’s purpose in using these words. What would the story be like if did not use them?

4. Sequencing

- Ask students out loud in which order the actions from the story occurred. Or you can write these on the board and have them put them in order.
 - The seed pod opened. (5)
 - The mouse ate a seed. (2)
 - The boy picked the flower. (4)
 - The wind blows flower seeds. (1)
 - The seed received rain and sunshine. (3)
- Ask: How can these events be a circle?
Example Answer: The seed pod opening could be the last or the first item in the sequence. This process is a continuing circle.

5. Fact or fiction

- Discuss the difference between fiction and non-fiction. What is the author's purpose of writing this story and how do you know it is fiction?
- Ask the students to take out a piece of paper and create two columns. Have students write the following column headings: fiction and fact. Based on the story, the students should fill in the chart.

Possible answers:

Fiction

All flowers grow to be giant in size

There are giant flowers taller than buildings, people, trees, and houses

Bees, birds, and butterflies visit flowers to see how large they are

Seeds drown and die when they are in the ocean (or other water)

A child stepping on a flower and breaking it means it can not grow anymore

Seeds can not grow in the desert

Ice never melts on a mountain top

Seeds can reach the sun's rays

Fact

Seeds need water, sunlight and soil to grow

Seeds can be blown by the wind

Flowers make seeds

Seeds grow into plants

Seeds are baby plants

Not all flowers have seed pods

Seeds are moved in other ways besides the wind

Birds and mice eat seeds

Friends give flowers to each other

Some plants grow faster than others

Seeds grow into plants in the spring

Plants do not grow in the cold weather

Seeds do not sprout on top of mountains in the snow

Seeds grow into plants with roots, stems and leaves

Weeds grow quickly if they get more sunlight and rain than other plants

When the wind stops blowing, the seed falls to the ground

Some seeds can not grow in the desert

Different types of seeds grow in different places (in the desert, water, etc.)

The Tiny Seed

Worksheet 1 – Compare and Contrast

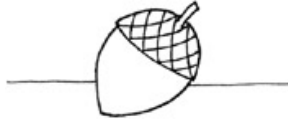
First name _____

Last name _____



Winged-seed

A.



Acorn

B.



Dandelion

C.

Part 1 Compare: How are the seeds similar? Use complete sentences to explain.

Part 2: Contrast: How are the seeds different? Use complete sentences to explain.

The Tiny Seed

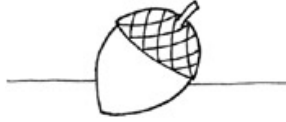
Worksheet 1 – Compare and Contrast

ANSWER KEY



Winged-seed

A.



Acorn

B.



Dandelion

C.

Part 1 Compare: How are the seeds similar? Use complete sentences to explain.

Example: All of the seeds can be grown into larger plants.

Seeds A and C are light and are dispersed by the wind.

Part 2: Contrast: How are the seeds different? Use complete sentences to explain.

The acorn is much harder than the other two seeds.

Seed B bounces and falls off the parent plant.

Animals eat seeds A and B.

The Tiny Seed

Worksheet 2 – Reading Comprehension

First name _____

Last name _____

Directions: Circle the Correct Answer

1. In the story, “The Tiny Seed”, which animals each eat seeds?

- a. Fish and bird
- b. Bird and mouse
- c. Snake and grasshopper
- d. Frog and kangaroo

2. How did the seed travel to different places?

- a. It walked on its own
- b. It was carried by the wind
- c. It was carried on an animal
- d. It moved with a person

3. What did the seed need to grow?

- a. Friends and water
- b. Soil and a mouse
- c. Sunshine and soil
- d. Soil, rain and sunshine

4. What did the tiny seed blow past?

- a. The sun and the mountain
- b. The ocean and a tall building
- c. A house and school
- d. A crowd of people

5. What happened last in the story?

- a. The tiny seed grew into a flower
- b. The flower’s seed pod opened
- c. All the people came to see the giant flower
- d. The seed landed in the ice

The Tiny Seed

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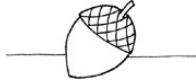
The Tiny Seed

Writing 1 - Dispersal Short Response

First name _____

Last name _____

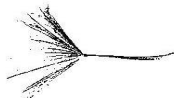
Part 1: Brainstorm Think about how the structure of each seed effects how it could be dispersed. Describe each seed on the lines next to each picture.











Part 2: Short Response Choose one of the seeds above and write to explain how you think it may be dispersed. Use the ideas you wrote above to help support your prediction.

The Tiny Seed

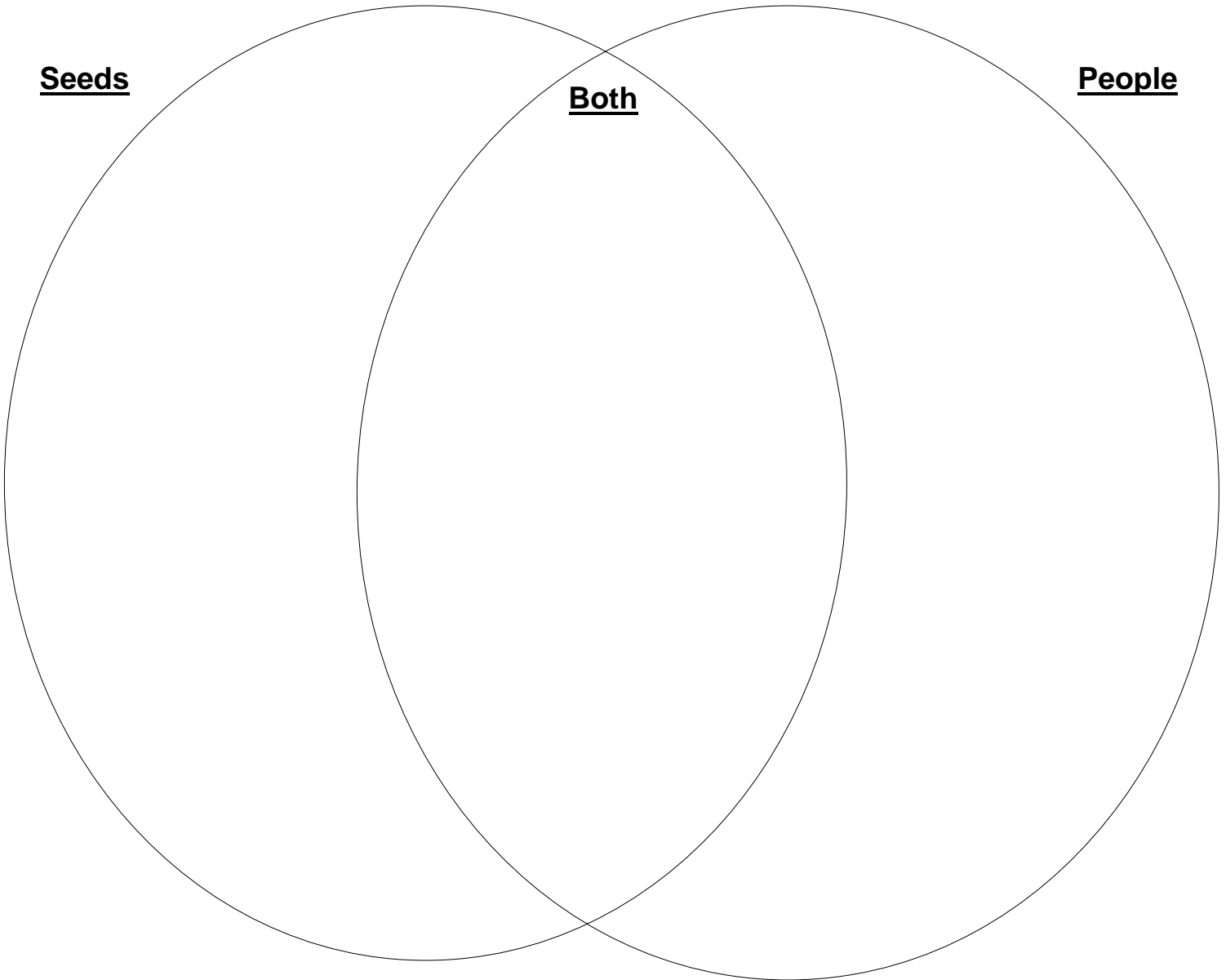
Writing 2 – Compare and Contrast

First name _____

Last name _____

Plan your Writing

Seeds have different ways to move to new places. People also have more than one way to change locations. Compare and contrast ways seeds move to the way people move. Use the Venn diagram to organize your ideas.



Writing Prompt

Using what you wrote in the Venn diagram, write to compare and contrast how seeds and people move. Use your own sheet of paper.

