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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

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*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  #46 School Yard Safari
# 65 Bursting Buds           #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

<table>
<thead>
<tr>
<th>What they know</th>
<th>What they wonder</th>
<th>What they learned</th>
</tr>
</thead>
</table>

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.
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  *spargere* (spersal) – scatter
- *germin* – bud, sprout  *action* - action of
- *re* – again  *produce* - make happen  *tion* - action of
- *photo* – light  *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 cannot 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 cannot 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                     Acorn                          Dandelion
A.                                B.                                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.

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________________________________________________________________________
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________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
The Tiny Seed
Worksheet 1 – Compare and Contrast

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

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
Worksheet 2 – Reading Comprehension

Reading Comprehension: Circle the Correct Answer

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The Tiny Seed
Writing 1 - Dispersal Short Response

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.

[Images of various seeds]

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.

[Blank lines for response]

First name ____________________
Last name_____________________
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.
Many activities and events occur at your school. Imagine what it would be like to be a plant growing at your school. Explain what you would see and hear if you were a plant. Use transition words to connect your ideas.

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Imagine your class worked hard to create a beautiful garden and grew a magnificent assortment of flowers at school. Write an article for the local newspaper that describes the garden and invites people to visit. Be sure to start the article with an exciting lead to draw readers’ attention. The article should be clear and easy to understand and should use vivid details to make the article interesting. You may choose to include a picture of the flowers to enhance the appearance of the article.