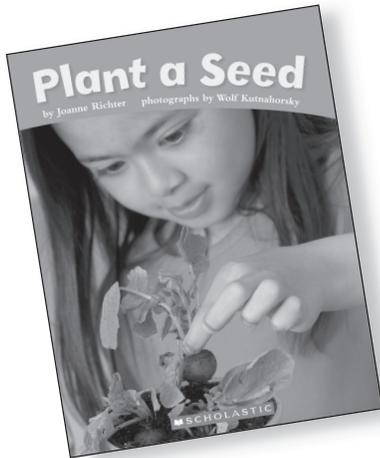


Plant a Seed



Written by Joanne Richter

Photographs by Wolf Kutnahorsky

Text Type: Non-fiction: Procedure — Instructions

Guided Reading Level: H

Summary: This procedural text offers complete instructions for growing radishes from seeds.

Word Count: 290

Text Features

- ▶ headings

Visual Literacy

- ▶ labels
- ▶ inset photos
- ▶ thought balloon

Text Supports

- ▶ photographs support the procedure
- ▶ labels support mathematical knowledge

Possible Text Challenges

- ▶ specialized vocabulary, e.g., *thinning*, *measure*, *cm*
- ▶ procedural format
- ▶ bulleted list

Reading Strategies

Comprehension

- ▶ sequencing
- ▶ analyzing

Working with Words

- ▶ using word parts and photos to aid in reading unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ sequence the steps in a procedure
- ▶ analyze the text and photographs to locate specific information
- ▶ use word parts and photos to support word solving/understanding
- ▶ locate a known high-frequency word



BEFORE READING

Analyzing/sequencing

Activating and Building Prior Knowledge

Bring in the materials listed on page 3 of the text and talk about each of the items with students. Open the cover of the book to show the front and back cover spread. Read the title, the name of the author and photographer, and discuss the photographs shown.

Invite students to examine the photographs down the left-hand side of the back cover. Ask, *What is happening in each of these pictures? What do they tell me about how to grow a plant?* As they respond, jot their ideas on the board. Then say, *Do you think I could do any of these in a different order or must the steps always be in the same order? Do you think the book might help us to answer that question?*

Making connections:
text to self

Ask students to share any personal knowledge or experiences they may have with planting seeds. Include a discussion about the importance of following the sequential steps and maintaining the plant as it grows.

Print concepts

Overcoming Text Challenges

Hand out copies of the book to each student. Turn to page 3 and discuss how to read a bulleted list. Ask, *Why do you think the text was written this way? If you were going to gather the items you needed to plant radishes, would this way of presenting the information make it easier or harder for you to find what you needed?*

Text features

Tell students that this may be a different kind of book from many others they have read. It isn't a story; it's a book that tells them how to do something. Starting with page 4, have students look at the even pages to see if they can find something besides the photographs that will help them to understand the information on that page. They should note the headings. Lead them to see that these tell the main steps in the process, and the text below each heading gives details on how to carry out the instruction in the heading.

Word solving and building

Have students turn to page 10 and point out the word *thinning*. Help students to notice the smaller word *thin*. Ask, *Can anyone tell me what this word means?* Students will probably give you words such as "skinny" or "not fat" in response. Tell them that sometimes words can have a slightly different meaning than the one we are used to. Invite them to use the heading, the pictures, and the text to figure out what *thinning* means in the context of growing plants. Compare this meaning to the more common meaning that students know.

Remind students to use the pictures as well as the surrounding text to try to figure out unfamiliar words.

ESL Note: Make a list of the action words (verbs) used at the beginning of each step (e.g., *fill, push, cover, water, pull*) and have students mime the actions.

Sequencing

Setting a Purpose

Say, *After reading this book, I'd like you to tell me how to grow radishes.*



DURING READING

Have each student read the book independently in a low voice, keeping in mind the purpose that was set for reading. Observe and listen to students as they read, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts such as, *Part of that word has a small word in it that you may know (dish/radish)*. Note students' successful use of reading strategies and any difficulties they encounter.

If students finish before others have completed the reading, ask them to go back and reread, then share with a partner the steps they think are required to grow radishes.



AFTER READING

Analyzing

Discuss with students what they learned about growing radishes. Ask, *What do you need to do before you plant the seeds? What equipment do you need? What steps are involved in planting a seed? What do you have to do to ensure that the plant continues to grow?*

Sequencing

Using the photographs, orally sequence the steps needed to successfully plant seeds. Compare these steps to the steps taken on a previous planting experience as discussed prior to reading. Which steps were the same? Which steps were different?

Analyzing

Ask, *What are the main steps to take when planting seeds? What will make the plant grow well? How do you know that? What do you do when the seeds start to sprout? Why do you need to do that? Where did the book tell you that?*

Word solving and building

Select some of the challenging words (*vegetable, radish, package, container, potting, sprout, measure, whole, and refrigerator*) or other words that were challenging for students. Ask them what strategies they used to work these out, such as finding a smaller word inside a big one.

Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

Focused Follow up

The following activities are optional. Choose those that best meet your students' needs.

How to Plant Seeds

Sequencing

Have students use the BLM to write the procedure for planting seeds. They can draw a picture and write a sentence describing each step.

Growing Plants

Using the illustrations and the information in the text, have students plant their own seeds. You may choose to plant radishes or students may plant another vegetable. (Ensure that the containers used and the directions for spacing are similar to the ones in this book or rewrite some of the instructions for students.)

Reading Seed Packets

Analyzing

Bring in some seed packets and have students analyze them in groups to find out what is needed to grow the seeds. How is the procedure the same as for the radish seeds, and how is it different? (You might include some flower seeds among the packages.)

Word Building

High-frequency words

Ask students to build a selection of the book's high-frequency words using magnetic, plastic, or card letters.

How to Plant Seeds

Name: _____

3	6
2	5
1	4