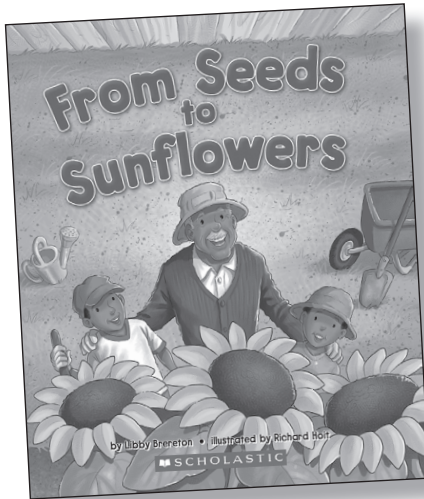


From Seeds to Sunflowers



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Illustrated by Richard Hoit

Text Type: Fiction: Narrative — Realistic Story

Guided Reading Level: G

Summary: Grandpa, Ben, and Sam planted sunflower seeds and watched them grow to see who would have the tallest sunflower. This story will teach students the steps to grow sunflowers.

Word Count: 271

High-Frequency Words: *any, deep, every, gave, give, good, grow, hand, held, inside, need, place, something, sunny, tall, thank, water*

Text Features

- ▶ varied text layout

Text Supports

- ▶ clear, simple illustrations support the text
- ▶ unfamiliar concept words (sunflowers, soil) are repeated throughout book

Possible Text Challenges

- ▶ text placement varies from page to page
- ▶ varied sentence structure
- ▶ some punctuation may be unfamiliar (ellipsis, apostrophe)

Reading Strategies

Comprehension

- ▶ sequencing
- ▶ making connections: text to self

Working with Words

- ▶ using known word parts to read longer unfamiliar words
- ▶ identifying and solving compound words

Assessment Opportunities

Note each student's ability to:

- ▶ describe an activity in an appropriate sequence
- ▶ make text-to-self connections
- ▶ solve unfamiliar words independently

Oral Language Opportunities

- ▶ discuss in groups and pairs
- ▶ read the text in roles

For Assessment Tools, see Monitoring Progress for Guided Reading in the Toolkit at www.lpey.ca and in the Grade Two Reading Guide.



BEFORE READING

Activating and Building Background Knowledge

Making connections

- ▶ Ask students if they have ever seen a flower growing in a garden. Invite a couple of students to describe a flower they have seen.

Raise your hands if you have ever seen a flower growing in a garden (or in a flowerpot). Can you describe the flower?

Sequencing

- ▶ Ask students to think about what they would need to do to make a flower grow in a garden at home or outside the school. Have them list what they would need and describe to a partner the steps they would need to take to make a flower grow.

If you wanted to grow a flower, think about what you would need to plant the flower and how you could do it. Tell your partner what you would need and what you would have to do.

Sequencing/making connections

- ▶ Hand out the book *From Seeds to Sunflowers*. Tell students that in this book Grandpa, Ben, and Sam plant sunflowers. Ask them to look at the illustrations to see what Grandpa, Sam, and Ben do to make the sunflowers grow.

Did Grandpa, Ben, and Sam do the same things you would do to make a flower grow or did they do something different?

ELL Note:

It might help to have a potted plant and a seed available to help students to understand concept words (*seeds, soil, leaves, stem*).

Discussing Supports and Challenges

Word solving and building

- ▶ This book has wonderful illustrations that will help students figure out longer words that may be unfamiliar. Remind them that it is helpful to use the parts of a word they already know to solve a new word.

This book has some words that may be new to you. You can figure them out if you look carefully at the pictures and then use the parts of the words that you already know.

Text features

- ▶ Remind students that there is text on every page of the book but they will need to look carefully as it is not always in the same position on each page.

Sequencing

Setting a Purpose

- ▶ Focus readers on a comprehension purpose.

As you read this book, pay attention to all the steps that Grandpa, Ben, and Sam take to make sure their seeds grew into sunflowers. Also, read carefully to find out whose sunflower grows the tallest.

Teaching Tip:

You may decide to change the comprehension focus for this text. For information on how to modify a Guided Reading Lesson to match a new comprehension strategy, see the Guided Reading Teaching Plan Outline in the Toolkit at www.lpey.ca.



DURING READING

Self-monitoring
Sequencing/making connections
Word solving and building

- ▶ Ask each student to read independently to find out all the steps to planting sunflowers.
- ▶ Observe and listen to students as they read quietly, providing support as needed. Respond to questions and offer prompts to help them problem solve. Possible prompts:
 - Does that make sense? How do you know? Reread the sentence to yourself to check that it makes sense and sounds right.
 - What happened first? Next? Look carefully at the pictures as they can help you.
- ▶ If students finish early, ask them to reread to find and jot down on a sticky note one small word they know that is used again but with an ending added to it. Have students share these words with a partner.
- ▶ Note successful reading strategies and any remaining challenges.



AFTER READING

Sequencing
Analyzing
Analyzing
Analyzing
Inferring
Inferring
Self-monitoring

- ▶ Revisit the purpose for reading. Have students sequence the steps Grandpa, Ben, and Sam took to make their sunflowers grow. List and number the steps on the whiteboard.
- ▶ Ask students to tell you whose sunflower was the tallest.
- ▶ Extend the understanding by offering prompts to continue the discussion:
 - Why did grandpa tell the boys to dig a deep hole?
 - Why did he tell them to use lots of water?
 - Would you do the same with all flowers? Explain why or why not?
 - Why do you think these flowers are called sunflowers? There is something very special about them in the sun. Does anyone know what it is? (The buds of sunflowers turn to face the sun.)
- ▶ Comment on any effective strategies you observed.

Grandpa, Sam, and Ben's sunflowers grew very tall. What did they do to get the flowers to grow? Who can tell me what they did first? Second? Next?

Whose flower grew the tallest? Did you notice anything special about the other two flowers?

I noticed Ria solving new words on her own by using what she already recognized. She used her finger to break "sunny" into sun-ny and "sunflower" into sun-flower and then she easily read sunny and sunflower. Good for you, Ria.

Rereadings

- ▶ Provide opportunities for each student to reread the text with a partner. They might alternate pages for each reading. Or, as a group, they can reread with each student taking a different part—narrator, Grandpa, Ben, Sam, and Grandma.

Focused Follow-Up

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

Make a Chart

- ▶ Invite students to create a chart. Possible topics include:
 - steps to growing flowers in your garden
 - interesting facts about sunflowers (Encourage students to do additional research for this topic.)

Ask students to list the steps or facts and to draw a simple but clear illustration to support each step or fact.

Dance/Pantomime

- ▶ Invite each student to act out a different part of this story. They could choose to:
 - create a dance portraying the growth of the flower. Students can act like the sunflowers by squeezing into a ball to represent the seed stage, then moving gradually higher to represent the sprouting and continual growth, and finally the bloom of the flower.
 - create a pantomime acting out the planting process by acting out the steps with movement but no words.

Students could then lead small groups of their classmates in the same activities.

Word Building

- ▶ Have students look at the title on the front of *From Seeds to Sunflowers* and pick out the compound word. Ask them to break the word into the two smaller words and write each on a sticky note. Working as a group, have them come up with other compound words that use either of the two smaller words.

Students can look through the book to find other compound words in the story and write these words on sticky notes. Ask them to circle each of the smaller words in the bigger word. Have them put the sticky notes up on the whiteboard and invite students to add any other compound words they know to those on the whiteboard. Explain that looking for small words they know in bigger words is a very helpful way to solve new words.

Word solving and building