

# So Many Seeds

## GOALS

### Comprehension

Is this book fiction or nonfiction? How do you know? (photos) What is the difference? (Nonfiction is true and informs). Connect to prior knowledge. "Have you ever eaten seeds? Name some seeds."

### Vocabulary

**High-frequency Words:** a, are, can, eat, go, here, in, of, so, some, the, there, they, we

**Content Words:** bird, bottle, bowl, bread, cake, cracker, cup, feeder, garden, grinder, grow, jar, lots, nut, sandwich, sauce, seeds, soup

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /th/

### Phonics

**Letters and Sounds:** th (voiced)

**Words to Blend and Segment:** them, then, this, there, that

### Fluency

Choral reading with students pointing to the words as they are read. Notice the parts that repeat.



Here are just some of the seeds that we have in our diet.

## Before Reading

- Connect to prior knowledge, ask: Have you ever eaten seeds? Name some. Read the title to students and then read it together. Discuss the meaning of *many*.
- From the cover image and title students predict what the text might be about. Discuss if this will be a fiction or nonfiction text. How do you know? (photos) What is the difference? (Nonfiction is true and informs).
- Read the title page together. Talk about what students see in the picture. Ask: What seeds do you see? Are these seeds you might eat?
- Talk/walk through the pictures. Students discuss what they see on each page. Before turning to page 16 ask them what they think will be on the last page.

## Reading the Text

- Read the cover and the title page together. On page 2 discuss the picture. Ask: Could we eat these seeds? Which word says *eat*? How would *eat* start? Find the word that begins with e, then read the word together, pointing to it as it is read.
- Follow this pattern for each page discussing the different ways the seeds are presented, then looking for the initial letter of the key words before reading each page.
- Turn to page 16, read the text and discuss the ending. Ask: Is this a good ending? Why?

## **After Reading**

Invite students to discuss the information. Prompt if needed.

- On pages 9 and 10 ask: What seeds have been used to make sesame oil and peanut butter? What has happened to the seeds before you buy the products?
- Discuss the ending. Ask if students eat lots of seeds. Which items of food in the book have they eaten? They illustrate and label these.

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /th/ (voiced). Students listen for the /th/ sound as you say the words, then they repeat. e.g. *them, then, this, that, there*.
- Together think of more words beginning with the voiced /th/, e.g. these, those, though.

## **Phonics**

- Recognise words that begin with the digraph /th/ (voiced). Tell students that a digraph has two letters that make one sound.
- Write the cvc words *them, then, this, that, there* on the board to practise blending and segmenting the sounds together as a group, e.g. /th/ /e/ /m/. Students use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each.

## **Word Study**

- Talk about the words *here, they, are, some, there, eat, so, go*. Print the flash cards from the inside front cover. Read them together. Ask students to locate and read the words in the book.
- Help students to understand the meaning of new words in the context of the text and with picture support, e.g. *grinder, bird feeder, nut cracker*. Discuss other new vocabulary and meanings.
- On a piece of paper, students draw a picture of one of the photographs in the book. They write the matching sentence from the text, e.g. page 15, *Here are some seeds. They go in soup*.

## **Fluency**

- Choral reading with students pointing to the words as they are read. They notice the parts that repeat and how these help with reading the text.

## **Writing**

- Students make a word web to show the different things they can eat that contain seeds. They write the word *seeds* in the middle of the web and have the different foods branching out from it. They can illustrate the foods and retell the story using the web.
- Have students write a new text using the pattern of the text, e.g. Here are some seeds. They go in a smoothie. They write the text and illustrate it.
- Students make a chart to show seeds that we eat and those that we do not eat. e.g. Acorns are seeds of the oak tree. We do not eat them. We do eat pea seeds. The chart can be illustrated and shared with the class.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.