

# How Seeds Spread

## GOALS

### Comprehension

**Reading strategies:** Ask students, “What are some of the things good readers do?”  
Model how to use picture, print and contextual cues.

### Vocabulary

**High-frequency Words:** a, an, and, are, eat, for, go, have, how, in, into, it, like, look, make, new, on, open, some, that, the, their, they, to

**Content Words:** air, animals, bury, coconuts, different, fall, fire, float, fluffy, food, fruit, fur, ground, grow, helicopter, its, large, light, plants, seeds, shoot, spread, stick, these, through, water, ways, wind, wings

### Phonemic Awareness

Recognise and produce words that have the same vowel sound: /u/

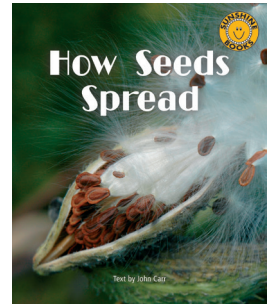
### Phonics

**Letters and Sounds:** long u, new

**Words to Blend and Segment:** new, you, cute, huge, blue

### Fluency

Model reading a section of the text using expression and emphasis to convey information for students to repeat.



Plants have clever ways of making sure their seeds spread so that new plants can grow.

## Before Reading

- Read the title to students and then read it together. Ask: What do you know about seeds and how they are spread?
- From the cover photo and title students predict what the text might be about. Discuss if this will be a fiction or nonfiction text.
- Read the name of the author. Ask: What is the role of the author? Do students know any other titles by John Carr? What titles have they read? Discuss how interested they are when they see that a book is written by John Carr.
- Read the title page together. Talk about what is happening in the picture. Ask: What is happening to the seed?
- Talk/walk through the pictures. Discuss what is happening on each page. Notice the extra detail and information in the small inset pictures. Bring words like *shoot*, *spread*, *stick*, *bury*, *float* into the conversation.
- Before turning to page 16 ask students how they think the book might end.

## Reading the Text

- Have students look at the picture on the cover. Recall the picture walk and what the book is about. The first word starting with /h/ is a high-frequency word that students know. Read the cover and the title page together.
- On page 2 discuss what students see is happening in the picture. This page introduces the topic, explaining how plants grow from seeds. Ask: What is the first word? It starts with /pl/. Is there something in the picture that starts with /pl/? (*plants*) Check that it looks right. Then ask: What do plants do? (starting with /gr/ – *grow*) Read together from the start. *Plants grow...* What do they grow, starting with /s/? Yes, *plants grow seeds*. What is the next word?

- Continue in this way, checking what the words start with and if they connect to the picture and if they make sense. Then read the words together, pointing to the words as they are read. Reread the page together, only pausing at the full stops, so it all makes sense.
- On page 3 discuss one way seeds are spread. From page 3 onwards look at the small illustrations that give clues to the text.

## **After Reading**

Invite students to discuss the information. Prompt if needed.

- Retell the text using the pictures on each page as a guide. Discuss how each seed is spread.
- On page 16 answer the question. Ask students to discuss what seeds are in the pictures and how they are spread. Can they find them in the main text?
- What do students think the author's purpose was for writing the book. What have they learnt from this book?

## **Phonemic Awareness**

- Recognise and produce words that have the same long vowel sound: /u/. Students listen to words you read and identify the long /u/ sound in them, e.g. new, you, cute, huge, blue. Students repeat these words and think of more words that have the same vowel sound, e.g. few, view, food, fruit, shoot. Remind them that the long /u/ vowel sounds like the letter name.

## **Phonics**

- Recognise words that have the same long /u/ vowel sound. Write the words new, you, cute, huge, blue on the board to practise blending and segmenting the sounds together as a group, e.g. /c/ /u/ /te/ cute. They note the different ways of spelling words with the long u.

## **Word Study**

- Talk about the words *into, they, how, have, new, their, open, that*. Read the flash cards from the inside front cover together. Ask students to locate and read these words in the book.
- Note words starting with /th/. Students think of more to add to the list, e.g. this, then.
- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentence from the text, e.g. page 6 *Animals spread seeds*.
- Students make a How Seeds Spread web with an example of different seeds spreading branching out from the web. They label and illustrate their web and share it with the class.

## **Fluency**

- Model reading a section of the text using expression and emphasis to convey information.

## **Writing**

- Have students write a new text using the pattern of the book, e.g. Storms spread seeds. They write the text and illustrate it with an inset picture.
- Model a flow diagram showing the path of a seed as it leaves the plant and is spread. Students draw their own flow diagram, label it and share this with a partner.

## **Home/School Link**

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