

THE TINY SEED

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Written and Illustrated by Eric Carle

Ages: 3 and up; Grades: Pre K - 12

Themes: Growth and Change, Seasons and Nature, Science

Runtime: 11 minutes

COMMON CORE CONNECTIONS:

CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-Literacy.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-Literacy.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SUMMARY

In autumn, a tiny seed is blown out of a flower with many others. It struggles to keep up as it is blown across the land and sea. Along the way, many seeds are lost to the hazards of nature. But the tiny seed survives and rests underground through the long winter. In the spring, the seed sprouts alongside the others that also made it through the journey. As the seeds grow into plants, new dangers emerge. Finally, only the tiny seed remains, growing into a giant flower, and sending its own seeds into the wind when autumn returns.

OBJECTIVES

- Students will learn about the life cycle of plants and flowers.
- Students will identify the things that plants need to grow.
- Students will identify the four seasons and their characteristics.
- Students will engage in a text-dependent discussion.

BEFORE VIEWING ACTIVITIES

Review the four seasons with students. Use a 4-column chart to record the students' ideas. Draw pictures to express students' ideas when possible. Guiding questions:

- What are the names of the four seasons?
- What is the weather like in fall(autumn)/winter/spring/summer?
- What happens to plants in fall(autumn)/winter/spring/summer?
- What do animals do in fall(autumn)/winter/spring/summer?

Bring a sample of various dry seeds for the students to observe. The children should draw each seed and, if possible, write down any observations that they have of the seed. Then, have students guess what the seed will grow to become. Give them some examples that are easy to identify such as corn, beans, and peas. Also bring some examples of flower seeds, which tend to be more difficult to identify. Be sure to save the seed packets so that you don't forget! These seeds can be used for the next **Before Viewing Activity**.

Brainstorm with students what things seeds need to plant and grow. Make a list of all of the students' ideas and then narrow it down to 4 essential components: warmth (sunlight), water, nutrients (soil), and air. Conduct a science experiment with one control group providing all of the components and then removing one component from each other group. Observe the seeds over time and record/discuss the results.

AFTER VIEWING ACTIVITIES

Teach the life cycle of a plant. Begin with guiding questions:

- Where do seeds come from?
- What do seeds make?
- What happens to seeds when they are given the things that plants need to live?
- How do seeds grow?

Next, make a poster with the students that shows the life cycle of a plant. The poster should list the steps of the life cycle and have an illustration accompanying each step. The steps are:

1. A plant begins as a seed.
2. The seed sprouts.
3. The seed grows roots.
4. The sprout grows into a plant.
5. The plant grows a fruit or flower.
6. The fruit or flower holds the new seeds inside.
7. The seeds are dropped and the cycle starts over.

This poster can be reproduced into cards that the students can color, cut out, and glue onto their own poster.

Plant vegetable or flower seeds in cups in the classroom, or in an outdoor garden. Review with students what plants need to grow: sunlight/warmth, water, soil, and air. Give students time each day to tend to their garden. As an extension, they can keep a word and picture journal of the growth of their plants.

Common Core Connection Activities:

Read a nonfiction text about plants to students. Then, lead students in a text-dependent discussion. Possible discussion questions:

- *The Tiny Seed* is a fiction story. How do the plot and author's word choice give you clues that this is fiction? How is this text different from the nonfiction text?
- *The Tiny Seed* and the nonfiction text both teach you about the lifecycle of a seed. What do you learn about seeds from both texts? What additional information do you learn from the nonfiction text?
- What is the central message, or theme, of *The Tiny Seed*? Use examples from the text to support your answer.

Encourage students to actively listen to each other and build on each other's answers. The following discussion frames may be helpful:

- *I agree/disagree with _____ because...*
- *I'd like to elaborate on _____'s comment...*
- *I understand what _____ is saying, and...*
- *_____ 's comment supports the idea that...*

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