

For students reading at **Literacy Level E/8**, including:

- English-language learners
- Students reading below grade level
- Kindergarten and first grade emergent readers

Objectives at a Glance

COMPREHENSION

Students will:

- Identify cause and effect
- Monitor their reading by discussing ideas with others
- Utilize text and graphic features
- Summarize the information in the book
- Answer text-dependent questions
- Respond to the book

VOCABULARY

Students will:

- Recognize high-frequency words
- Develop academic content (Tier Three) vocabulary

LANGUAGE

Students will:

- Recognize the sentence structures *The _____ will _____* and *A _____ needs _____*
- Use the prepositions **on** and **in**

PHONEMIC AWARENESS

Students will:

- Listen for initial /s/

PHONICS

Students will:

- Use final-letter cues to solve words
- Recognize initial "s" in words

FLUENCY

Students will:

- Read smoothly with minimal breaks

WRITING

Students will:

- Write to a picture prompt

A Seed Needs Help

THEME: Plants

- A Plant Has Parts (Level C/4)
- The Birthday Flowers (Level C/4)
- **A Seed Needs Help (Level E/8)**
- Garden Lunch (Level E/8)

SCIENCE BIG IDEA:

A seed needs soil, water, and sun in order to grow and make more seeds.



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Related Resources

The following Benchmark Education Company resources support the skills and strategies taught in this lesson.

Early Explorers Partner

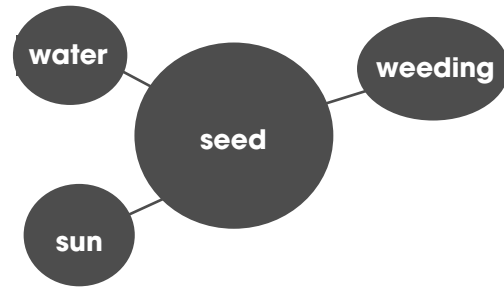
- *Garden Lunch* (Fiction, Level E/8)

Text-Dependent Comprehension Resources

- *A Seed Needs Help* Comprehension Question Card
- Power Tool Flip Chart for Teachers
- Student Bookmark

Assessment

- *Early Explorers Overview & Assessment Handbook*
- *Grade K or 1 Comprehension Strategy Assessment Book*



Introduce the Book

- **Preview Cover and Title Page** Give each student a copy of the book. Point to the front. **Say:** *This book tells what a seed needs in order to grow. Read the title and author and ask students to echo-read. Invite them to tell what they see in the photograph. Say: This is the book's cover. Repeat the process with the title page. Say: The cover and title page get us ready to read the book. Using the think-aloud strategy, model how to make predictions about the book based on the cover and title page information: The title tells me a seed needs help. I see packages of seeds. I think this book will tell how people can help a seed grow. Allow time for students to share their own predictions about the book.*
- **Preview Photographs and Vocabulary** Revisit the photographs on the cover and title page. **Say:** *Nonfiction books have many photographs. Photographs help us understand the words in the books. They help us learn more, too. Ask students to turn to pages 2 and 3, and point to each photograph as you say its matching label. Repeat the process, inviting students to echo-read. Say: We will see these words in the book. Then take students on a picture walk. Reinforce the meanings of the previewed words as you talk about the photographs. Also talk about the **garden, water, sun, roots, stem, leaves, flowers, and peppers** as well as the words **grow** and **warms**. Make sure students can pronounce each word.*
- **Locate High-Frequency Words to Monitor Meaning** Ask students to turn to page 4 and locate the word **help**. Ask them to frame the word and check it by running their finger under the word in a left-to-right motion. **Say:** *Help is an important word. Use the word help to help you while you read.*

Make Connections and Build Background

- **Use a Photograph or Realia** Tell students they will read a book about seeds. If possible, display some actual seeds and plants. Alternately, show some pictures of seeds and plants from a book or seed catalog. **Say:** *A seed needs some things in order to grow into a plant. Ask students to Think/Pair/Share about things a seed needs. As each partnership shares, invite the rest of the students to repeat the words.*
- **Use a Graphic Organizer** Draw a circle on the board and write the word **seed** in the center. Read the word. **Say:** *You named things a seed needs in order to grow. What things did you name? As students respond, create a concept web about a seed's needs. Then read each word and ask students to echo-read.*

- **Preview Sentence Structures** For students who need additional support, write “The _____ will _____” on the board. Read the phrase aloud and ask students to repeat it several times. **Say:** *This sentence structure is in the book. Page 6 has a sentence with this structure.* Model how to frame the sentence between two fingers. Then read the sentence aloud and ask students to echo-read. Invite them to turn to page 8. **Ask:** *Can you frame a sentence with a “The _____ will _____” structure?* Assist as needed, and then read the sentence aloud and ask students to echo-read. If students need additional practice, allow them to locate and read the sentence structure on page 15. Finally, repeat the process with “A _____ needs _____” on pages 4, 6, 8, and 10.

- **Use Graphophonic Cues** **Say:** *Another word in this book is **sun**. Say the word **sun**. What letter do you expect to see at the end?* (Allow time for students to respond, assisting as needed.) *Find the word **sun** on page 10.* Once students locate the word, repeat the process with **stem** on page 12. **Say:** *Use final-letter sounds to help you when you read.*

- **Scaffold Spanish-Language Speakers** Say the word **vegetables**. **Ask:** *Does **vegetables** sound similar to a word you know in Spanish?* (Allow time for students to respond.) *The English word **vegetables** sounds similar to the Spanish word **vegetales**. The words look similar, too. **Vegetables** and **vegetales** mean the same thing.* Write the word **vegetables** on the board and ask students to locate it on page 4 in the book. Repeat the process with **in** on page 4 and **en**. Then point out that the words **to** on page 4 and **too** on page 14 sound like the Spanish word **tu** but do not mean the same thing. Finally, invite students with other first languages to share their cognates.

Observe and Prompt Reading Strategies

- After the supportive introduction, students should be able to read all or most of the book on their own. Observe students as they read. Take note of the graphophonic, syntactic, and semantic cues they use to make sense of the text and self-correct. Prompt individual students who have difficulty problem-solving independently, but be careful not to prompt English-language learners too quickly. They may need more time to process the text as they rely on their first language for comprehension.

Strategic Reading Prompts

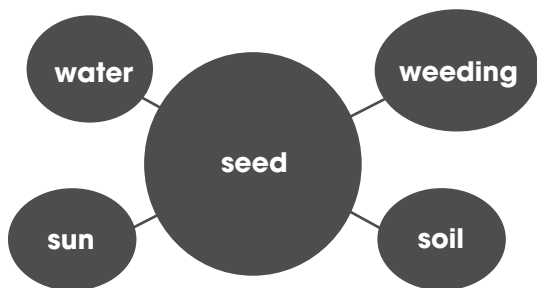
Cue Source	Prompt	Example	Page
Graphophonic	Look at the final letters.	will	6
Syntactic	Think about the sentence structure.	The water will help the seed.	8
Semantic	Check the picture.	roots	12

Set a Purpose for Reading

- Direct students’ attention to the seed web. **Say:** *Now it’s time to whisper-read the book. Read to learn what a seed needs in order to grow.*

Use the Graphic Organizer to Summarize

- **Ask** students to think about their reading. **Ask:** *What does a seed need in order to grow? Look at our web. Do we need to add any more words? Add any new words from the book that students suggest, and then choral-read the web. Ask students to use the graphic organizer to tell a partner about the book.*



Reading Strategy Mini-Lesson: Discuss Ideas with Others

- **Reflect** Ask students to think about the parts of the book that were hard for them to understand. **Ask:** *What did you do to help yourself understand what you read?*
- **Model Say:** *I want to make sure I understand what I read. One way is to discuss my ideas with others. I can tell how I feel about something I read. I can ask for help, too. I will turn back to pages 6 and 7. I want to discuss the word **soil**. Is soil the same as dirt? The picture shows the gardener putting the seed into the soil. The soil looks like rich, dark dirt. The soil does not look rocky or sandy. So I think soil is dirt that is good for planting seeds. Do you agree with me? Do you know more about soil? Allow time for students to share their own ideas. **Say:** *Discussing the page helped me. Now I better understand what soil is.**

- **Guide** Ask students to turn to page 8. Read the page aloud together. **Ask:** *What do you notice on these pages? Does the information make you think of something? Do you have questions? What would you like to discuss with the group? Allow time for students to share their thoughts. Then invite them to tell how the discussion helped them better understand page 8.*
- **Apply** Ask students to read their favorite page to a partner and conduct a discussion about it. Observe students as they read and discuss, providing assistance if needed. See the *Early Explorers Overview & Assessment Handbook* for an observation chart you can use to assess students' understanding of the **discuss ideas with others** monitor-reading strategy. Then **say:** *You can discuss ideas with others after you read any text. Remember to use discussion to help you understand.*

Answer Text-Dependent Questions

- **Explain** Remind students they can answer questions about books they have read. **Say:** *We answer different kinds of questions in different ways. I will help you learn how to answer each kind.* Tell students today they will practice answering Vocabulary questions. **Say:** *The answer to a Vocabulary question is in the book. You can define the word if you know what to look for.*

- **Model** Use the first Vocabulary question on the Comprehension Question Card. **Say:** *I will show you how I answer a Vocabulary question. First I will read the question: “What does the word **seeds** mean in this book? Let’s look for clues on pages 4–5.” This question asks me to figure out what the word **seeds** means. I will look for the word **seeds** on the page. I will look for **seeds** in the illustration, too. Read the last two sentences on page 4 aloud. Then direct students’ attention to the illustration. **Say:** *The book says vegetables grow from seeds. Seeds need help to become vegetables. The illustration shows that seeds are small objects. I know what the word **seeds** means in this book. **Seeds** are something that grows with help. This definition answers the question. The answer makes sense. I have found the answer in the text.**
- **Guide** Ask students to answer the other questions on the Comprehension Question Card. Use the Power Tool Flip Chart and Student Bookmark to provide additional modeling as needed. Remind students to ask themselves: *What is the question asking? How can I find the answer? Does my answer make sense? How do I know?*

Build Comprehension: Identify Cause and Effect

- **Explain** Create an overhead transparency of the “A Seed Needs Help” graphic organizer on page 8 or draw it on the chalkboard. **Say:** *Nonfiction books sometimes tell about things that happen and why they happen. The reason something happens is called the cause. What happens is called the effect. Good readers figure out cause-and-effect relationships to better understand the information.*
- **Model Say:** *Let’s figure out the causes and effects in A Seed Needs Help. On page 4, I read that people like to grow vegetables in a garden. Liking to grow vegetables is a cause, because it makes something happen. I will write about growing vegetables in the first box on the graphic organizer. The effect of people liking to grow vegetables is putting seeds into soil. I will write about putting seeds into soil in the next box on the graphic organizer. Now I will look at page 8. A seed needs water. Needing water is a cause. The effect of needing water is that gardeners put water on the soil. I will write this cause and effect on the graphic organizer as well.*

- **Guide Say:** *Let’s find another cause and effect. Look on page 10. What happens to the seed? (Allow time for students to respond, assisting if needed.) Yes, the sun warms the seed. Warming the seed is the next cause. Now look on pages 12 and 13. What happens to the seed because of the warm sun? (Again allow time for students to respond.) Yes, the seed grows roots and a stem. Then the stem grows leaves and flowers. The effect of getting warmed by the sun is that the seed grows. Let’s add this cause and effect to the graphic organizer.*
- **Apply** Ask students to work with a partner to find another cause and effect mentioned in the book. Remind them that a cause happens first and an effect happens as a result of the cause. After each partnership shares, record their ideas on the graphic organizer. Finally, read the completed graphic organizer aloud and invite students to echo-read.

NAME _____ DATE _____

A Seed Needs Help
Identify Cause and Effect

Cause	Effect
People like to grow vegetables.	People put seeds into soil.
A seed needs water.	Gardeners put water on the soil.
The sun warms the seed.	The seed grows.
A gardener plants pepper seeds.	The seeds make more peppers.

A SEED NEEDS HELP © 2007 Benchmark Education Company, LLC

Teacher Tip Use Benchmark Education Company’s *Comprehension Strategy Assessment* books to assess students’ ability to identify cause and effect in other brief, grade-level texts.

Home Connection

- Give students the take-home version of *A Seed Needs Help* to read to family members. Encourage students to work with a friend or family member to draw a picture of three things a seed needs. Invite them to bring their drawings to share with the group.

Reader Response

Invite students to respond to the book in a way that is meaningful to them. Model and use think-alouds as needed to scaffold students before they try the activities on their own.

- Talk with a partner. What does a seed need to grow into a vegetable?
- Tell something you already knew about seeds.
- Draw pictures that show a seed growing into a vegetable. Then write about your pictures.
- Use the photographs in the book to retell the information to a partner.
- Write about a connection you made to the book.
- Write about what you thought was most important in the book.

Write to a Picture Prompt

- **Write a Description** Tell students they will describe a picture in the book. Then they will write their descriptions. **Say:** *I like the pictures in this book. I like to think of interesting ways to tell about the pictures, too. On page 15, I see a picture of peppers in a garden. I will describe the peppers: The peppers are plump and shiny. They look ready to pick and eat in a salad. What do you notice about the picture? How would you describe the picture?* Allow time for students to respond. **Ask:** *Which picture do you like best? How would you describe the picture?* Allow time for students to respond, prompting further if needed. **Say:** *You have described the picture you chose. Now write your description. After you are finished, read your description to a partner.*

Phonemic Awareness:

Listen for /s/

- Tell students you will read a sentence from *A Seed Needs Help*. Ask them to listen for words that begin with the **/s/** sound: “A seed needs the sun” (page 10). Reread the sentence if needed so students can identify the words **seed** and **sun**.
- **Say:** *I will say other words about gardening. Some begin with the /s/ sound, like **seed** and **sun**, and some do not. Please listen carefully. If you hear a word that begins with /s/, say **sssss**: **soil, corn, lettuce, salad, water, sow.***

Phonics: Initial “s”

- Write the letter “s” on the board. Tell students they will go on a letter “s” hunt in *A Seed Needs Help*. Ask them to locate words that begin with “s” on pages 4, 6, 8, 10, 12, 14, and 16.
- Ask students to brainstorm words that begin with **/s/**. Make a list on the board. Read each word, inviting students to echo-read.
- **Say:** *I will make up a riddle using one of the words. You can guess which word I’m thinking of. I will circle the letter “s” in the word. Then you will know you guessed correctly. Model the process using one of the words on the list, such as *I get between your toes when you walk barefoot on the beach. What am I? (sand)* Then invite each student to make up a riddle using one of the words and circle the letter that makes the **/s/** sound.*

Vocabulary

- **Academic Content Vocabulary** Review the book with students and write the words **vegetables, seeds, soil, gardener, garden, water, sun, roots, stem, leaves, flowers, and peppers** on the board. Invite pairs of students to take turns responding to naming requests about the words, such as: Name two **vegetables** you have eaten this week. Name some **seeds** you could plant in the spring. Name a place you find **soil**. Name something a **gardener** might do.

Language Development: Prepositions “on” and “in”

- **Model Say:** Sometimes authors use phrases that begin with the word **on**. I see a sentence on page 8 with the word **on**: “Then the gardener puts the water **on** the soil.” The phrase “on the soil” explains where the gardener puts the water. I use the word **on**, too. Pantomime some simple actions and make up a sentence about each one, such as:
I sit **on** the chair.
I put the book **on** the table.
I wear a hat **on** my head.
- **Guide** Invite students to read the first sentence on page 4 with you. **Ask:** Where do people like to grow vegetables? (in a garden) Ask students to point to something that is **in** something else, such as a pencil **in** a can. Then invite them to make up sentences using the word **in** and pantomime the actions.
- **Apply** Pair students. Give each pair a box and two small objects. Ask them to put one object **in** the box, one object **on** the box, and make up sentences describing their actions. As each partnership shares, write their sentences on the board and circle the words **on** and **in**.

Fluency: Read Smoothly with Minimal Breaks

- **Say:** Good readers do not pause or stop between each word. Instead, good readers read smoothly. They blend one word into the next. They pause or stop only when they see punctuation marks. If they make a mistake, they quickly fix it and move on. Reading smoothly helps the readers focus on what the author has to say. Reading smoothly also helps listeners enjoy the story.
- Ask students to turn to page 6. Read the page in a choppy, word-by-word manner. Discuss how this makes the listener feel. **Say:** Now I will read the words smoothly. The punctuation marks will show me when to pause or stop. Read the sentences again, stopping only at the periods. Then invite students to echo-read the page with you.
- Ask students to turn to page 14. Choral-read the page with them, reading smoothly. Pause at the comma and stop at the periods.
- Invite students to take turns rereading *A Seed Needs Help* with a partner. Remind them to read smoothly, pause or stop at punctuation marks, and quickly fix any mistakes so they can keep on reading.

NAME _____

DATE _____

A Seed Needs Help

Identify Cause and Effect

Cause

Effect

