

## A SEED



Plant a seed and watch it grow

Water it gently and very slow

When it sprouts

You'll say happy shouts

When it blooms

You just may need more rooms

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### **A Seed Activity**

**(Grade Level: Kindergarten-First Grade)**

**Materials:** Overhead Projector, or SMART Board, copies of poem, copies of writing and drawing activity. Pencils, crayons or colored pencils. **\*Note\*** If you choose to use the SMART Board you may go to [Mightybook.com](http://Mightybook.com) and pull up the lesson online.

**\*\*Teacher Note\*\*** There is also an optional **"A Seed" Activity** included with this lesson. You will need the following for this lesson: a packet of flower seeds, or

vegetable seeds of your choice. Small paper cups, soil, and watering can(s), smocks, old T-shirts or aprons, old newspapers and a plant or flower from your home to show students.

**Goal of Activity:** The rhyming poem can be used as an additional resource to reinforce rhyming words and sharpen listening skills. This can also be used as a science activity for students to watch the life cycle of a seed grow.

1. **Picture Walk:** Begin with a picture walk, by asking students what they see in the picture. Use the picture as a prompt for discussing the objects as well as the colors used.
2. **Discuss Title:** Discuss the title of the poem. You might ask, for example, “what is a seed and where can we find it?” **\*Teacher Note\*** The poem was written to teach students about the life cycle of a seed.
  - Engage students in discussion about plants, gardens, trees, etc. Start by asking students questions about the plant or flowers you brought in.
  - For example, “do you think this plant was a seed before it grew leaves? How do you think the plant grew?” “Have you ever planted a seed, flowers, or plants with your family?”
  - Ask students what a seed needs in order to grow. They should give you answers such as water, soil, air, light, etc.
3. **What is Poetry:** You might want to check out a book of poetry for kids at the library. There are many great poetry books that you may be familiar with. Two recommendations are, *The Random House Book of Poetry for Children*, and *Ride a Purple Pelican* by Jack Prelutsky. This is a book full of exciting rhymes that are fun and age appropriate.
  - Ask students if they know what a poem is. You might explain that poems are fun when you juggle your words, patterns and rhythms together to make them exciting. They come in many different forms and can be about anything you want. Below are a few examples of poetry types to discuss with your students.
    - **Rhyming Poems:** use the repetition of the same or similar sounds for two or more words at the end of the lines.
    - **Free Verse Poetry:** written in either rhyming or unrhymed lines that have no real rhythm or pattern.
  - If you decided to check out a book, this is a great time to read one very short poem (for this age group) to your students. This way you can get their brain juice valves warmed up for rhymes.

4. **Rhyming Poetry Warm-Up:** Tell students that “A Seed” is a rhyming poem. Ask students if they understand what rhyme means. You may need to give a brief example if there aren’t many hands raised.
  - First, choose a simple word to write on the board. Then ask students for a word that rhymes with the one you wrote. For example, you may write “mop.” A student might answer with “hop.”
  - Pick two more words that you make up and repeat the step above.
  - Make sure to call on students whose hands are not raised so you can see who may need a little extra support with the lesson.
  
5. **Pass Out Copies of Poem:** Ask a student to pass out “A Seed” poem. As they are distributing the poem remind all students they will need to listen very closely for rhyming words.
  
6. **Read Poem:** Read “A Seed” and ask students to follow along with you. At the end of each line pause for a few seconds and look around the room to see if students are following along.
  
7. **Students Read Aloud and Circle Rhyming Words:** Using your Overhead Projector or SMART Board, have students read along with you the second time.
  - \*\* Teacher Note\*\* Kindergarten:** *students will likely need you to read the poem. If this is the case ask students to wake up Ms. Pointer Finger to help them track the words as you read.*
    - *Pause at the end of second line and ask students if they hear the rhyming words.*
    - *When student hear the rhyme ask them to repeat the words after you. Then circle the rhyming words on your Overhead or SMART Board and ask them to do the same. You might even ask them to use a crayon or colored pencil to circle the rhyming words.*
  
  - \*\* Teacher Note\*\* 1<sup>st</sup> Grade:** *challenge your students to read one line at a time.*
    - *Ask a student to read the first line. Then ask another student to read the second line. Have those two students work together to decide which words rhyme.*
    - *When the two students agree ask the class if the rhyming words are correct. When everyone agrees ask the class to circle the rhyming words together.*

- Ask another student the meaning of the rhyming words. For example, “What do ‘grow’ and ‘slow’ mean?”
  - Continue circling the rhyming words along with your students and asking them the meaning of the words.
8. **Poem Discussion:** After students have read and circled the rhyming words, discuss the poem with them.
- Here are a few sample questions you may use:***
- What do you think the author of the poem is writing about?
  - What do you think the writer is trying to tell us?
  - Why are seeds important?
9. **Writing and Drawing Activity:** Pass out the writing and drawing activity, printed below, to students. Explain that they will write the rhyming words from the poem on the worksheet provided. Then ask them to draw a seed being planted in the soil and another picture of it growing into plants, flowers or vegetables.

Name \_\_\_\_\_

**“A Seed”**

**Writing and Drawing Activity**

**Write the rhyming word pairs from the poem.**

1. The word \_\_\_\_\_ and \_\_\_\_\_  
rhyme.

2. The words \_\_\_\_\_ and \_\_\_\_\_  
rhyme.

3. The words \_\_\_\_\_ and \_\_\_\_\_  
rhyme.

**First, draw a picture of a seed. Then draw a picture of the seed growing into plants, flowers or vegetables.**

## “A Seed” Planting Instructions

### Goal of Activity:

Students will learn the importance of planting seeds that give us food, flowers and wonderful plants in our environment. They will learn the life cycle of a planted seed. They will also gain an understanding of things that seeds need in order to grow, such as water, air, light, etc.

### Materials

- ✓ **A packet of seeds:** They can be flower, plant or vegetable seeds. Make sure they are fast-growing varieties.
- ✓ **Small paper cups:** Use for planting seeds.
- ✓ **Soil** (small bag).
- ✓ **Newspaper:** or another covering to keep soil from spreading around the room. If possible you may choose to do this activity outside.
- ✓ **Smock, old T-shirts or aprons:** to protect clothing.
- ✓ **Small watering can(s):** used to water the plants.
- ✓ **Marker:** to write the names of students on paper cups.
- ✓ **A well-lit place** for plants to be placed, so that eyes full of excitement can watch them grow.

## **Time to get busy and plant seeds!**

1. **Lay old newspaper or other covering on floor:** If you are inside your classroom.
2. **Smock, old T-shirts or aprons:** Make sure each student is wearing something to protect their clothing from the soil.
3. **Have students sit criss cross applesauce:** Find a good location where you will sit so that they can see your work and so that you can easily supervise their work as you give instructions.
4. **Teacher Demonstration:** Using your cup you will want to demonstrate the planting process by placing a bit of soil in your paper cup, placing the seed(s) in the soil, covering the seeds up with more soil, and then moistening the soil. Once you show them, students will have a better understanding of your instructions.
5. **Student planting time:** You may need to model this again as you give them each step.
  - In front of each student place a small amount of dirt on some newspaper, an empty paper cup with name labeled, and seed(s). Explain to students that they should not touch anything until you have given them the directions for the planting process and when each child is served.
  - When each student has their items in front of them go back to your location where all students are able to see and hear you.
  - Ask students to take a small amount of dirt and place it in their cup.
  - Then take the seed(s) and gently place them on top of soil.
  - Add more soil on top of the seeds.
6. **Watering:** You will probably want to pour water in each paper cup. After each student's planting has been watered, ask them to walk over to the location where you would like them to place their paper cups.
7. **Plantings:** Make sure the paper cups are placed in an area where there is plenty of natural light. You may also have them outside as well (though this runs the risk of some seeds being lost to weather, birds, etc.). You will want a perfect location for the plantings so that you and your students can water and watch the plantings grow.
8. **Plant TLC:** Set aside 5 minutes in your classroom day for students to look at the plantings and discuss the stages of development.

9. Sometimes a seed will not grow. To avoid upsetting a student when this occurs, it may be advisable for the teacher to have planted several extra seeds. The student who loses his or her own plant can “adopt” a plant from the teacher.

***\*\* Students have completed “A Seed” Activity. Tell them to give themselves a pat on the back and to kiss their brains! Great work today! \*\****