

National Geographic Kids Reader: Seed to plant

Notes for teachers: using this book in the classroom

Reading objectives: read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered; continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent; read accurately words of two or more syllables; be introduced to non-fiction books that are structured in different ways; answering and asking questions; discussing the sequence of events in books and how items of information are related

Spoken language objectives: give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings; participate in discussions, presentations, performances, role play/improvisations and debates; use relevant strategies to build their vocabulary

Curriculum links: Science: Living things and their habitats; Plants; Mathematics – Measurement

Interest words: germination, pollination, vegetables, beginning, watering, heaviest, leaves, stem, roots, seed, shoot, seedling, soil, branches, sunlight, flowers, bud, petals, pollen, tangerine tree, orchid, maple tree pod, dandelion

Pronunciation guide: tangerine (*tan-ger-eeen*), orchid (*or-kid*)

Resources: bean seeds, cups, water, 10 cm flowerpots (or glass jars/paper cups), soil, rulers

Children who are reading at Green, Orange and Turquoise book bands are developing reading stamina and should be able to tackle longer stretches of text and some unfamiliar vocabulary with increasing independence. Children will enjoy talking about the content and pictures with some support – for example, in a group or guided reading session, or when reading with an adult.

Language

- The language used in the main text should be familiar to children reading at this level and may be read independently, but children may need help with the following:
 - the technical vocabulary used to describe the parts of the plant and the scientific processes involved as plants reproduce and grow, e.g. *germination, pollination*
 - the less familiar multi-syllable words, e.g. *vegetables, beginning, watering, heaviest*
- Children will enjoy learning to label the plant parts and may need help to remember new vocabulary: *leaves, stem, roots, seed, shoot, seedling, soil, branches, sunlight, flowers, bud, petals, pollen.*
- Children may need help using the organisational devices, e.g. the table of contents to find information; the picture glossary and Buzz word boxes to learn the meaning of new words: *germination, seedling, soil, pollination.*

Collins

- There are some plant names that children may need help with, e.g. *tangerine tree*, *orchid*, *maple tree pod*, *dandelion*.

Images

- Look at the image on the front cover. Ask children to describe the sunflower and the seeds, using the picture to support their ideas.
- Look carefully at the germinating bean on page 10. Challenge children to explain what is happening and support them to look closely.
- Look at the cross-section of the soil on page 11. Children will enjoy seeing what is normally hidden below the surface. Help children to read the labels and discuss what they can see.

Activities

- Help children to follow the instructions on pages 28-29. Gather the equipment needed and plant a bean. Watch the plants grow and measure them as they get taller each day.
- Play the 'What in the World?' quiz together. Explain what a 'close-up' view is. Show children how to use the word bank and hints, and how to check their answers. Challenge children to find the 'close-up' views in the book.
- Enjoy telling the jokes to each other.

Questions

- What different parts does a plant have?
- How can you make your body look like a plant? What are your feet, body and arms like?
- How does a seed change into a plant? What different things happen? Can you remember them in the right order?
- What do plants need to grow and survive?