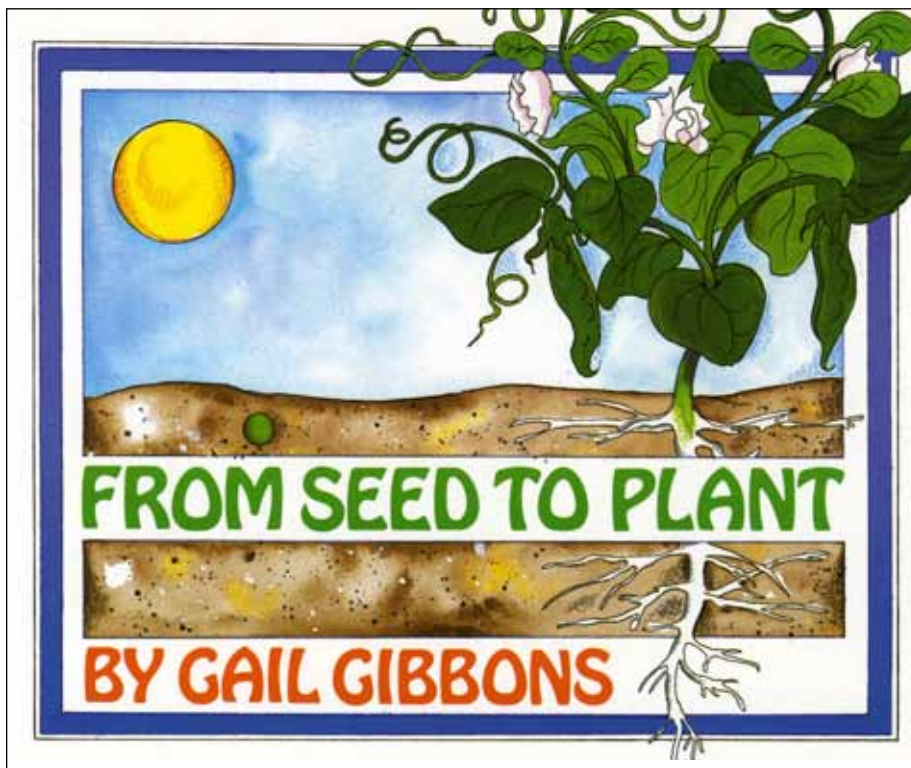


Holiday House Educator's Guide

From Seed to Plant GAIL GIBBONS

Common
Core
Connections
Inside



HC: 978-0-8234-0872-6 • PB: 978-0-8234-1025-5

ABOUT THE BOOK

Do you know how a seed begins? What pollination is? How flowers, fruits, and vegetables get to be the way they are? The mystery of how seeds are formed and grow into plants is revealed for young readers in this informative book.

LESSON IDEAS

Properties of Seeds **1** 2.W.7

Students will be able to distinguish and classify an assortment of seeds. Bring in a variety of seeds (bean, sunflower, apple, etc.) and distribute them to the children. Students can work alone or in groups. With a magnifying glass, students should examine the seeds, comparing and contrasting each seed. Have students record their findings on a property chart to include size, shape, color, texture, etc. They should feel free to draw pictures of the seeds as well.

Seed in a Bag **2** 2.W.7, 2.RI.3

Have you ever wondered what the growth process looks like underground? Students will be able to watch the progression by creating individual plastic-bag greenhouses. Each student will need a Ziploc bag, wet paper towels, and quick-sprouting seeds (e.g., radish, peas). Students can put different seeds in separate rows or use a different bag for each seed. They should keep a daily “Plant Journal” to record all observations along the way. First, place the wet (but not too wet) paper towel in the plastic bag. Then place the seeds in the bag and lock the bag. Arrange the bags on a shelf or windowsill.

Within three weeks the seeds should sprout. Students will be able to examine germination and document the progress in their Plant Journals. Using the diagrams and vocabulary they learned from the book, students will be able to describe the changes they see in their seeds over time.

Art Project: Coffee Filter Flower **3** 2.RI.7

Discuss the parts of a flower. Distribute a coffee filter, construction paper, and watercolor paint to each student. With a dab of glue, attach the coffee filter to a piece of construction paper. Have students use the watercolors to paint the coffee filter, creating an abstract flower. Once dry, students should draw and label the parts of a flowering plant. Hang the finished art projects throughout the classroom.

Colorful Garden **1** 2.W.7

Hold a class discussion about what seeds need in order to grow (light, water, etc.). Inform students that they’ll be starting their own colorful garden of flowering plants. Sunflowers, marigolds, and snapdragons would be good selections. Begin by distributing peat pots to the students and having them plant and water the seeds. Set the pots on the windowsill. Students should record all activity in a daily Plant Journal. They should predict how

long the seeds will take to grow and what the flower will look like once it has bloomed.

When the plants are well established, students can plant them on the school grounds, creating a beautiful garden of color. Peat pots can be planted directly in the ground.



The Common Core State Standards

ADAPTABILITY NOTE

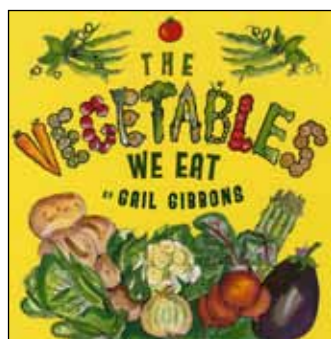
The activities suggested within this Educator's Guide can easily be adapted to conform to the listed Common Core State Standards in the entire K–3 range.

1 2.W.7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

2 2.W.7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). 2.RI.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

3 2.RI.7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

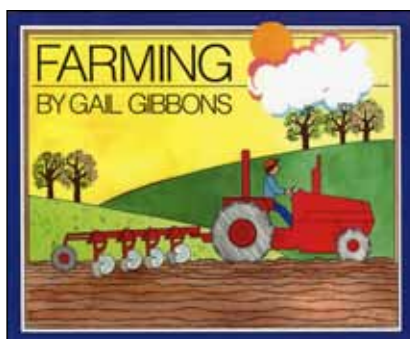
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FARMING

The activities and special qualities of farm life throughout the year.



GAIL GIBBONS grew up writing stories and drawing pictures to fit the words.

After graduating from the University of Illinois with a bachelor of fine arts degree, she became involved in television graphics. This led her to work on a children's TV show, where her desire to write and illustrate children's books was rekindled. Eventually Gail became a full-time writer and moved to rural Vermont. Gail has written more than 120 books and has made countless visits to schools. The feedback she gets from children is invaluable and often inspires ideas for future projects. Gail and her husband, Kent Ancliffe, live in Vermont in a passive solar house that he built and on an island off the coast of Maine. For more Gail Gibbons books and educator's guides, visit our website at www.holidayhouse.com.