

Book Summary

Various fruits, which have seeds in them, are cut in half and made into a fruit salad.

Repeated Phrases

Cut a ___ in half.
It has little seeds.

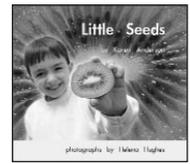
Text Type – Sequential

Materials

- copies of words and punctuation for this book from page 127
- copies of BLM, markers, pencils
- different fruit, knife, salad bowl, paper ruled into a grid

Little Seeds

by **Karen Anderson**
illustrations by **Helena Hughes**



Set E

Skills and Strategies

Reading *Little Seeds* will reinforce the following objectives and give the children the opportunity to:

- W** discuss new words contained within the story
- S** emphasize left-to-right movement to reinforce directionality
- T** use visual cues to monitor that reading is making sense
- P** write labels or captions for a specific purpose

Word Study

- High-frequency words: Little, a, in, It, has, little, Can, you, see, the
- Punctuation: periods, question mark, capital letters
- Phonics and phonemic awareness:
 - L, l – Little, lemon, little
 - a – a, an, apple
 - s – salad, seeds
 - onset and rime – s/eed

Speaking and Listening

Use this text to help the children:

- share own experiences related to the content of the story;
- respond to simple questions about the content of the story.

The Guided Reading Lesson

Introducing the text

Bring in a variety of fruit that is mentioned in the story. Give the fruit to the children to stimulate discussion. *What does your fruit look like? What would it look like if you cut it in half?*

Cut the fruit in half. *Can you find the seeds?*

Reading and discussing the text

Hand one book to each child. Read the title and the names of the author and the photographer to the children. Now use the outline below to support the children as they read and discuss their way through the book.

Cover – *What does the boy have in his hand?*

Why is this book called Little Seeds?

Title page – Together, read the title and the names of the author and the photographer again.

What do you think this fruit is called? Can you see the little seeds in this fruit?

Pages 2 and 3 – *What is the mother doing to the apple?*

Ask the children to find the words in the text that begin with “a.”

Pages 4 and 5 – *How many seeds can you see?*

Page 7 – *What is the boy thinking?*

Can you guess what kind of fruit this is?

Pages 8 and 9 – *Who likes eating oranges?*

Do you remember where the seeds are in an orange?

Page 11 – *What do you think they are looking at?*

Pages 12 and 13 – *Can you tell if the boy likes lemons or not? Ask the children to find the words in the text that begin with “l.”*

Pages 14 and 15 – *Can you remember what this fruit is called? What are the boy and the mother pointing to? What could they do with all the fruit they have cut up?*

Page 16 – *Were you right?*

What are the names of all the different fruits in the fruit salad? What have they put the fruit salad in?

The children can now read the book again independently.

Revisiting the Text

- The children could share what their favorite fruit is with the group. Then they could tick their preferences on a grid that has the children’s names listed along the top and the different kinds of fruit listed along the side. *How many of us like the same fruits?*
- Using the words and punctuation for this book from page 127, reassemble the sentences with the children.

Following Up

P Write labels or captions for a specific purpose.

- Together as a class, make a fruit salad.
- The children could draw their favorite fruit from the fruit salad and write a caption “Apples have seeds.”
- The children could draw what their favorite fruit looks like halved and show where the seeds sit inside the fruit. Make a display of halved fruits and write labels for them.

B On the BLM activity opposite, children practice writing the high-frequency word “little” and draw pictures of the different fruit.