

## Summary

This book explains how every plant must have some way to make more of its kind as part of its life cycle. It also shows how seeds have developed adaptations for getting around so they can start growing in new places.

Guided Reading Level	Lexile Level	100th word	Total Word Count
P	675	spores pg. 6	656

### Standards:

#### Common Core Language Arts

- Summarize the text
- Determine the main idea and supporting details of a text
- Know and use text features

#### Common Core Science

- Knows that plants progress through life cycles
- Knows that the details of life cycles are different for different organisms
- Knows different ways that living things can be grouped

## Lesson Focuses for Guided Reading (Select lesson focus based on Student's needs)

Writing Craft	Comprehension	Reading Strategies Decoding, & Phonics	Academic Vocabulary
Uses a variety of details to support main ideas Extends sentences with phrases that tell Use text features	Previewing Summarizing main idea Determining main idea and supporting details	Reading text features Using graphic features Locating known or unknown words Reading on for embedded definitions and supporting details	annuals clones germinate nutrients perennials photosynthesis pollen reproduce rhizomes tubers

## Lesson

1. Warm up for reading – Students read familiar books.
2. Introduction of **Reproduction in Plants** – Introduce **Reproduction in Plants** by looking at the cover photo and starting a discussion about what students already know about the plant life cycle and reproduction in plants.  
Suggested questions to facilitate introductory conversation:
  - Look at the picture in the Table of Contents. Describe what you see.
  - Have you ever planted seeds? If so, what kind?
  - How does a plant begin to grow? What part grows first, second, third, next, and last?
  - What do you think a plant needs to survive?
3. Skimming and Scanning **Reproduction in Plants** – Use this time to introduce or review your lesson focus strategies and/or skills.  
Suggested skimming and scanning prompts:
  - As students are skimming and scanning, point out the chapter headings. Ask students to predict what the chapter will discuss.
  - Point out the captions and other text features. Ask students how these might support their learning.
  - Find the place in the book that will tell you what certain words mean. Read some definitions for some of the words you do not know. Where might we find these words in the text?
  - Go to pg. 8. What does this picture show? Is this a main idea or a supporting detail?

4. Reading **Reproduction in Plants** – While students are reading either independently or with a partner, circulate, monitor, and provide necessary support to those who need it. For students who finish early, ask them to reread the text or mark a page they found to be interesting, confusing, or difficult to read.
5. After reading **Reproduction in Plants** – Open the conversation with a question that relates to the comprehension strategy of determining the main idea and supporting details. After a brief conversation about the contents of the book move to questions that support your lesson focus.  
Suggested after reading content connection questions:
  - Why do you think the author wrote this book?
  - Can you explain what the plant life cycle is?
  - Can you explain the function of each part of a plant?
  - Can you give us an example of how a plant species reproduces?
  - Why do some flowers only bloom at night?
 Suggested after reading lesson focus prompts:
  - I noticed (student's name) using (reading strategy) while you were reading. Did it help with your reading? (Repeat this question to highlight different reading strategies or skills used by students.)
  - Did the pictures with captions help you? Tell us how.
  - What other text features helped you? Tell us about it.
6. After Reading application for **Reproduction in Plants** – Have students complete the Descriptive Characteristics reproducible.

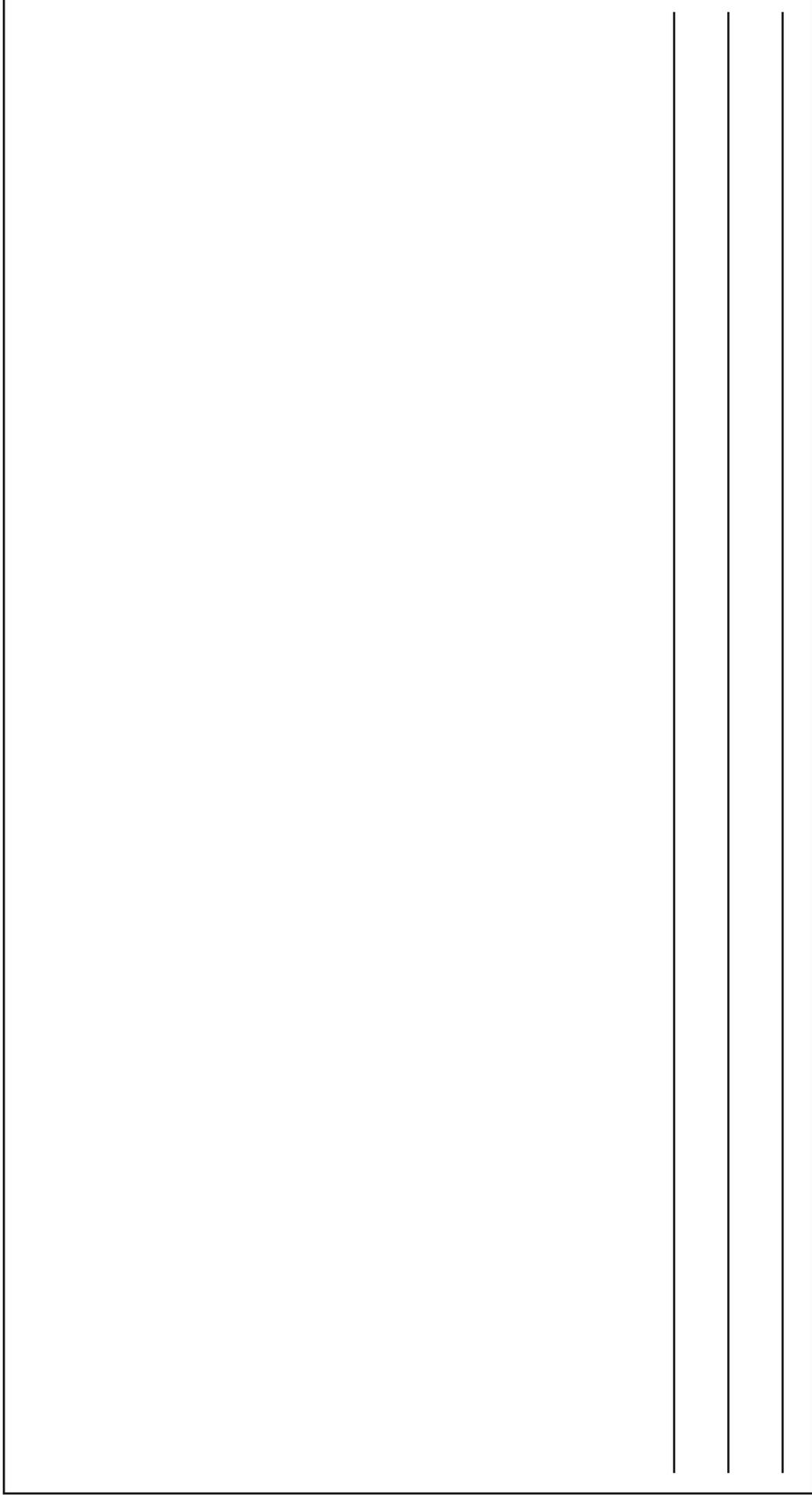
Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Reproduction in Plants**

Directions: Choose one thing you learned about in the book that would help someone have a better understanding of the parts of a plant and plant reproduction.

1. Draw a picture of the parts of a plant and label them.
2. Write a brief description of each characteristic or function.



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