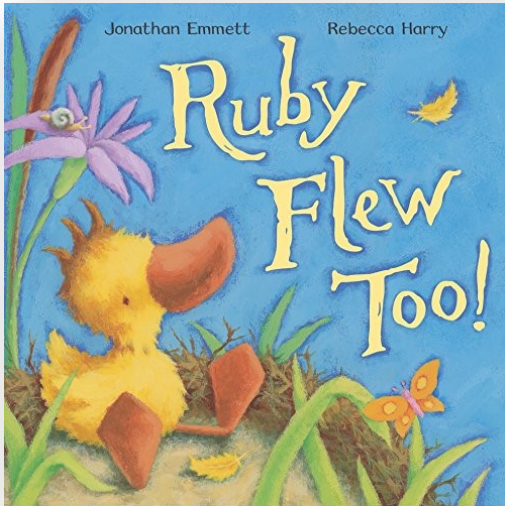


## Writing Trait: IDEAS

Learning Intention: I can use details to describe how children are like sprouting seeds.

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By Jonathan Emmett

### Before Reading

Offer time for students to notice the cover and back illustrations of this book. Invite students to wonder what this book might be about.

Remind them that stories usually have a problem. After a quick turn and talk, have students share ideas about what the problem in this book might be. Thank students when they use the title and picture clues to make their predictions.

### During Reading

Pause while reading to offer time for children to notice the pictures and comment on what's happening in the story. Discuss why Ruby is called Ruby and what a ruby is.

### After Reading

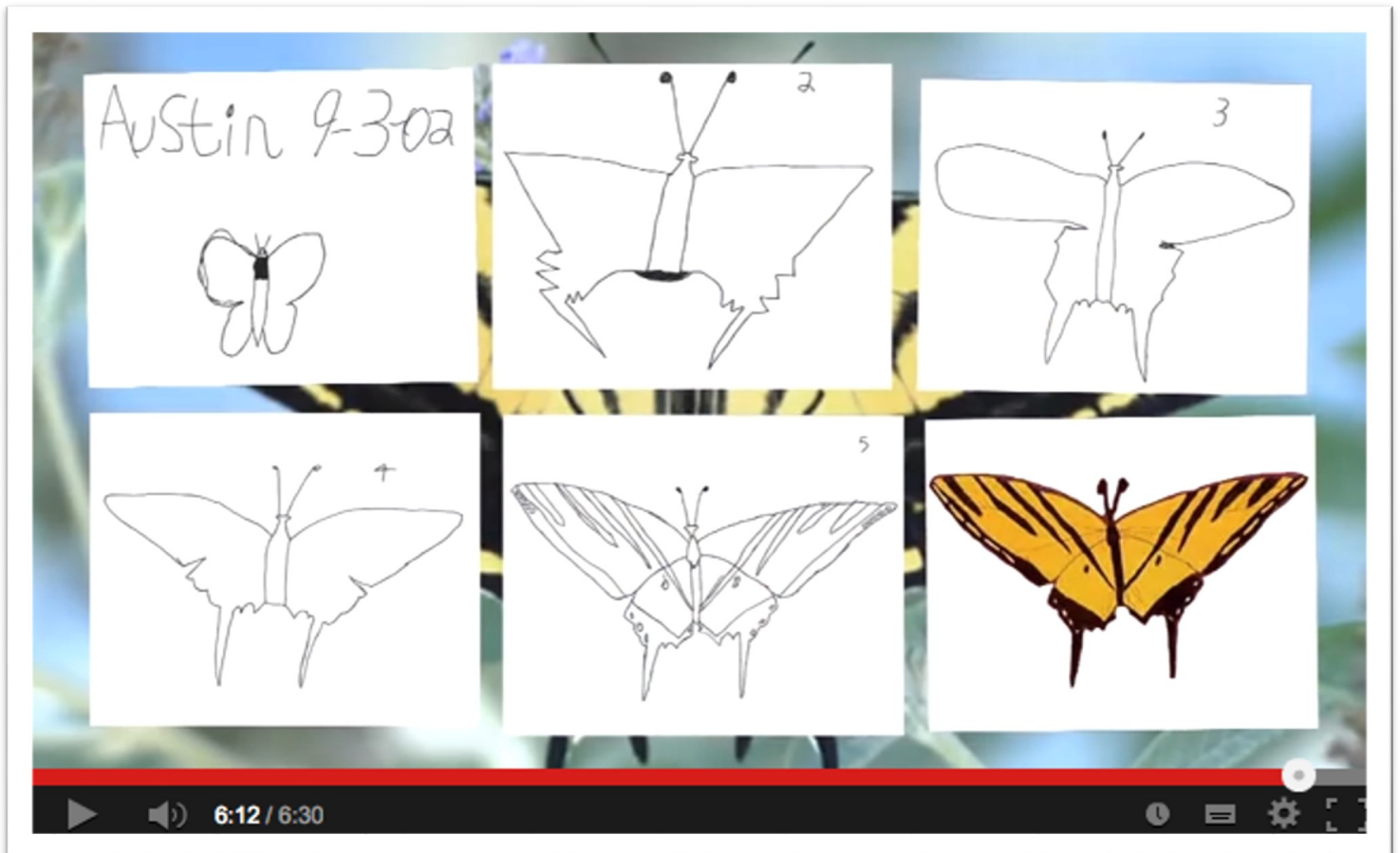
After reading and with a curious look on your face, ask if ducks are the only ones that do things at different times? If needed, prompt by asking if other animals do things in their own time? What about plants? Do babies all learn to walk at the same age? Do they learn to talk at the same age?

Find a YouTube video in which the germination of seeds is shown through time-lapse photography. Continue to discuss how and why plants do things at different rates. Refer back to the book and consider if the 5 ducklings did things at the same rate.

Germinate some seeds. Provide students with magnifying glasses. Encourage them to notice carefully. What do they see, notice and wonder about these seeds. Invite children to sketch a germinating seed just like a scientist would do by noticing details like shape, colour, size, texture etc.

Get students thinking by asking a question such as, "How are children like sprouting seeds?" Capture their thinking by transcribing for them or by offering a thinking page like the following.

Before students create their scientific sketches, you may want to show them the video called, *Austin's Butterfly*. It's about the role of feedback to improve student work and well worth watching and sharing with your students.



<https://vimeo.com/38247060>

- Looking like a scientist ... using the eyes of a scientist,
- Are you done?
- How can feedback improve student performance?
- Kind, specific, and helpful feedback for the learner ...

By: \_\_\_\_\_



I can draw a germinating seed using feedback that is **kind, specific & helpful ...**

1.

2.

3.

4.

5.

6.

By: \_\_\_\_\_

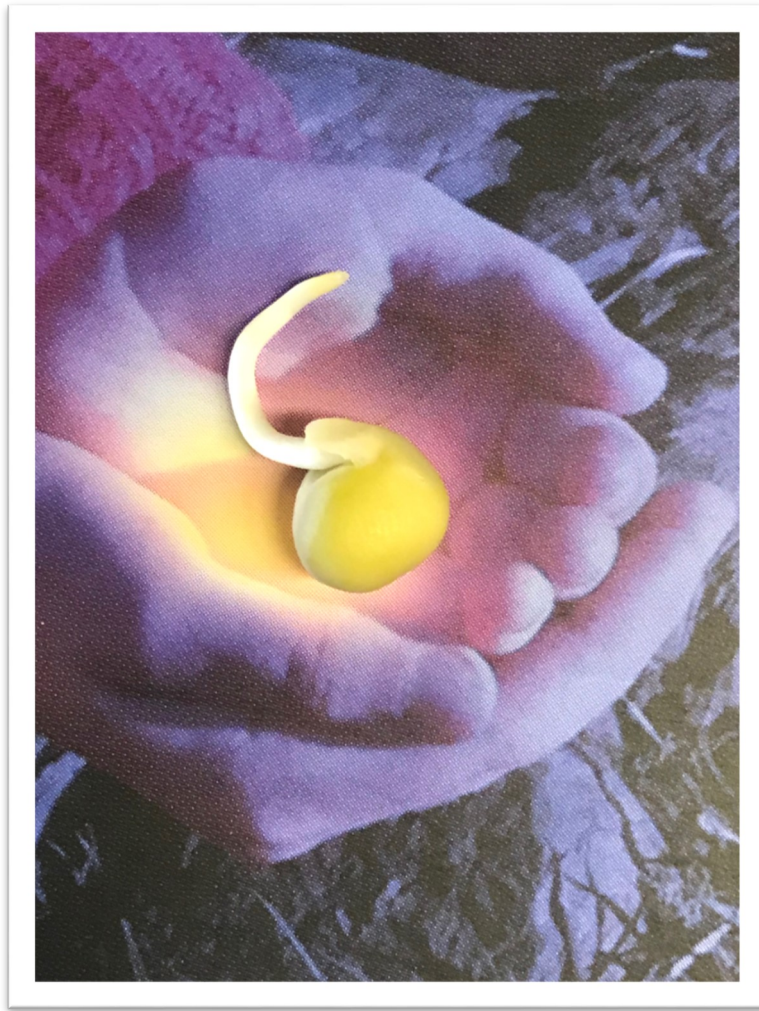


	How are children like sprouting seeds?

By:



	How are children like sprouting seeds?
	Seeds and children sprout when they are ready.
	Seeds sprout at different times. So do children.
	Seeds and children take time to grow.
	Some seeds are ready to grow. Some seeds aren't. Some children are ready to grow and learn.. Some need more time.
	Some seeds and some children are ready to show others what it looks like grow and learn.
	Children who sprout quickly have an important job to show others what they can do next.



In what ways are children like sprouting seeds?  
(Capture what they say by documenting their ideas.)