



Title: A Seed Is Sleepy

Author: Dianne Hutts Aston

Illustrator: Sylvia Long

Themes: Nature, Plants, Science

Vocabulary: Clever, Germinate, Cone, Fruitful, Inventive, Beneath, Monocot, Dicot, Ancient, Dormant, Photosynthesis, Adventurous, Cling, Tumble

Hear the book read aloud here: [A Seed Is Sleepy](#)

★ 2nd Grade Common Core Reading Standard ★

Know and use various text features (e.g. captions, bold print, subheadings, glossaries, indexes, etc.) to locate key facts or information in a text efficiently.

I. INTRODUCTION (PREP QUESTIONS)

- Have students share what they know about seeds, including places they encounter seeds. Ask students what word in the title seems unusual, and **why** (sleepy). Ask students what kind of word *sleepy* is (**adjective**, a word that describes a **noun**). Ask students what nouns *sleepy* would usually describe (people, animals).
- Tell students that the author chose to use a special type of **figurative language** called **personification**. Ask students if they recognize the base or root word (person). Explain that **personification** is when an author makes or describes an object in a way that usually only matches people. It is one of the many special tools a writer can use to make a piece of writing more interesting.
- Show students the 2 opening pages inside the cover with pictures of seeds. Have them share their observations and comparisons of the seed illustrations.

II. INTEGRATIVE STRATEGIES

DURING READING

- P. 1: Read; point out the label.
- Pp. 2-3: Read; point out labels. Have students identify the **adjective** (secretive) and ask them to decide if it is another example of **personification**, and why.
- Pp. 4-5: Read; point out labels. Have students identify the **adjective** (fruitful).
- Pp. 6-7: Read; point out labels. Have students identify the **adjective** (naked). Point out the text feature showing the tree height, noting the tiny person at the base for comparison.
- Pp. 8-9: Read; tell students that the weight of that single seed is about the same as a second-grader.

- Pp. 10-11: Read; point out labels. Have students identify the **adjective** (adventurous) and ask them to decide if it is another example of **personification**, and why.
- Pp. 12-13: Read; point out labels. Discuss some of the interesting seed names. Ask students to explain the differences between how these drift seeds move (float on ocean currents) compared to the ones on the previous page (blow like parachutes).
- Pp. 14-15: Read; point out labels. Have students identify the **adjective** (inventive). Have them determine the base or root word (invent) to infer the meaning of inventive.
- Pp. 16-17: Read; point out the examples of **text features (timelines and diagram)**. Discuss what information these text features show and how they help the reader understand more complicated information.
- Pp. 18-19: Read; point out the label. Ask students what the adjective is (ancient). Compare the two time differences.
- Pp. 20-21: Read; point out the examples of **text features (diagrams)**. Discuss what information these text features show and how they help the reader understand more complicated information. Have students identify the adjectives (thirsty, hungry) and to decide if they are other examples of **personification**, and why.
- Pp. 22-23: Read; point out the diagram. Have students identify the **adjective** (clever) and ask them to decide if it is another example of **personification**, and why.
- Pp. 24-25: Read; have students predict what adjective will follow on the next page.

III. INTEGRATIVE STRATEGIES

POST READING

- What do you think was the author's message to the reader?
- Have students share facts they found most interesting, and why.