How Young Things Grow

Students use short read-aloud accounts to find actions that help offspring survive.

1.LS1.2 "Obtain information from media and/or text to determine patterns in the behavior of plants and animals that help offspring survive."

NAME _____ DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 ANIMAL ACTIONS

a	swim	feed	hide
b	cover	sing	run

2 PLANT ACTIONS

a	hold	eat	drop
b	sleep	turn	jump

ANSWER KEY

How Young Things Grow

GRADE 1 · 1.LS1.2

HOW TO RUN THIS PAGE

Read each account aloud twice and give students time to think before they circle a word. Listen for students using clues about what happens more than once and how that action helps the young.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 · ANIMAL ACTIONS

SAY "Listen to each animal story. Which action does the animal do again and again to help its young? Circle one word in each row."

ROW	SAY	STUDENTS CIRCLE
a	Each morning, a robin brings a worm to its chicks. Each afternoon, it brings another worm. The chicks need food to grow. What does the robin keep doing to help its chicks?	**feed**
b	On cold days, a father emperor penguin keeps his egg on his feet under his belly. He keeps it there on cold nights, too. This keeps the egg off the ice. What does the penguin keep doing to help the baby inside the egg?	**cover**

PART 2 · PLANT ACTIONS

SAY "Listen to each plant story. Which action helps a seed or young plant get what it needs to grow? Circle one word in each row."

ROW	SAY	STUDENTS CIRCLE
a	Each spring, a maple tree lets its winged seeds go. Wind carries them away from the tree's shade. In a sunny place, a new tree can get light. What does the maple tree do each spring to help new trees grow?	**drop**
b	On Monday, young bean plants point toward a sunny window. On Friday, they point even more toward the light. Light helps them grow. What do the young plants do to get more light?	**turn**

WHAT TO ACCEPT

In row order, the answers are feed, cover, drop, and turn. Accept a circled answer when the student can point to or tell about a clue from the account; record any help given separately.