Seed Sleuth Notes

Students ask a plant question, listen to three sources, and organize collected facts.

1.R "The student will conduct research and listen to a series of conceptually related texts on selected topics to build knowledge on grade-level topics or solve problems using available resources..."

NAME _____ DATE _____

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

1 HEAR FACTS

a	**Water**	**Sun**	**Soil**
b	**Water**	**Sun**	**Soil**
c	**Leaf**	**Stem**	**Soil**

2 FACT CHART

My research record	My words or drawing
Question	_____
Fact + source number	_____

1	• •	**Sun**
2	• •	**Soil**
3	• •	**Water**

ANSWER KEY

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GRADE 1 · 1.R

HOW TO RUN THIS PAGE

Begin by inviting students to say a question they wonder about seeds and plants. Read each source aloud, then have students collect its key fact by circling and matching the printed words in a simple research chart. The three mini-sources are short classroom examples written for this worksheet, not quotations from a real book, gardener interview or published chart. Name them Classroom Source1,2,3. Scribe each learner's own question, recorded fact and source; invite partner sharing.

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

PART 1 · HEAR FACTS

SAY "We are researchers. What do you wonder about what a seed needs to grow? Turn and tell a question. Now listen to each source. Can you circle the word that records the fact you hear?"

ROW	SAY	STUDENTS CIRCLE
a	Listen to Source 1 from Classroom Source 1: "A seed needs a drink to begin growing." Which word, water, sun, or soil, names the drink? Circle it.	**Water**
b	Listen to Source 2 from Classroom Source 2: "Plants use light from the sky." Which word, water, sun, or soil, names that light? Circle it.	**Sun**
c	Listen to Source 3 from Classroom Source 3: "Roots grow down into the ground." Which word, leaf, stem, or soil, names what is in the ground? Circle it.	**Soil**

PART 2 · FACT CHART

SAY "Look at the source numbers and the fact words. Can you draw a line from each source number to the fact you collected from that source? Then draw, write or dictate one fact in your own words in the record above and name its source number. Share your record with a partner; point to the source that supports it."

- **1** matches **Water**
- **2** matches **Sun**
- **3** matches **Soil**

WHAT TO ACCEPT

Accept circles for Water, Sun, and Soil in that order. The matching chart should show 1 to Water, 2 to Sun, and 3 to Soil; accept oral plant questions that connect to what seeds or plants need to grow. Require the child's own relevant question and recorded fact/source plus informal sharing. Example: Seeds need water to begin growing, Classroom Source1. Accept supported drawings/dictation; copied answer words alone do not satisfy the recording/share task.