

Plant Word Detectives

Students use a shared plant-text topic to identify vocabulary and growth order.

1.DSR.D "Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary..."

NAME _____

DATE _____

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

1 LISTEN AND CIRCLE

a	seed	sprout	soil
b	leaf	roots	stem

2 GROWTH ORDER

seed	•	•	3
sprout	•	•	1
plant	•	•	2

HOW TO RUN THIS PAGE

Before using this sheet, read or revisit a short series of related texts about how plants change as they grow, such as simple nonfiction and a garden story. Read every script and prompt aloud, and have students use ideas and words they heard across the texts to make their marks.

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

PART 1 • LISTEN AND CIRCLE

SAY “We have listened to texts about plants growing. Listen to each new sentence and circle the word that best fits what you hear.”

ROW	SAY	STUDENTS CIRCLE
a	Listen: “A sprout is a tiny new plant that comes up from a seed.” Which word names the tiny new plant, seed, sprout, or soil?	sprout
b	Listen: “Roots take in water below the ground.” Which word names the plant part below the ground, leaf, roots, or stem?	roots

PART 2 • GROWTH ORDER

SAY “Look at the words on the left while I read them: seed, sprout, plant. Read the numbers with me: one, two, three. Draw a line from each word to the number that tells when it comes in the growing order.”

- **seed** matches **1**
- **sprout** matches **2**
- **plant** matches **3**

WHAT TO ACCEPT

Part 1 answers are sprout and roots. Part 2 lines: seed to 1, sprout to 2, plant to 3.