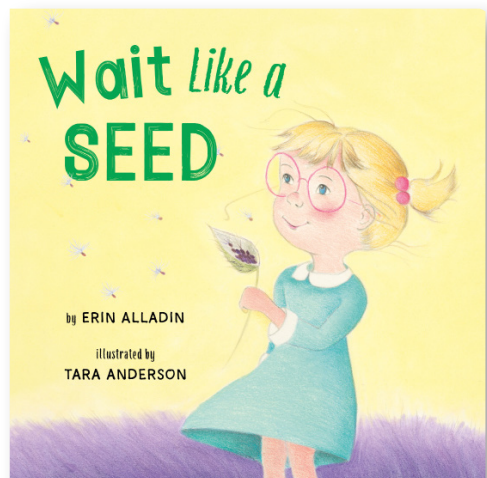




Story Summary

Two young children watch a milkweed grow in their backyard—from seed to new buds to flowers, the lyrical text explores the lifecycle of the milkweed.

Wait like a seed,
Cozy and small.
Wait like a seed
'Til the spring rains fall.



Wait Like a Seed beautifully explores the life cycles of milkweeds and its relationship to monarch butterflies. Complete with comprehensive backmatter perfect for school curriculums, including the life cycle of plants, the life cycle of butterflies, and poetry. This book combines the wonders of nature with thoughtful text and striking art.

Juvenile Non-Fiction Ages 4–8 | ISBN: 978-1-77278-338-4 | Pages: 32

Reading Level Fountas & Pinnell: M | Lexile measure : AD340L

BISAC Codes

JNFO37030	JUVENILE NONFICTION / Science & Nature / Flowers & Plants
JNFO03250	JUVENILE NONFICTION / Animals / Butterflies, Moths & Caterpillars
JNFO42000	JUVENILE NONFICTION / Poetry / General

Reviews

“Alladin draws parallels between children and a growing milkweed plant in this sweet nature story....The back matter is extensive, with illustrated spreads devoted to the life cycles of milkweed and monarch butterflies, “fascinating facts,” information on the monarchs’ migration, and a glossary.” - **Booklist**

Grade Level	Subject Area	Activity
Kindergarten	Language Arts	Rhyme Time
Kindergarten-Grade 1	Dance	Reach Like a Sprout!
Grades 2	Science and Dance	Grow Like a Butterfly!
Grade 2	Social Studies	Mapping Monarch Migrations
Grade 3	Drama, Social Studies, and Language Arts	Butterfly Travel Journals

Activity 1: Rhyme Time (Kindergarten)

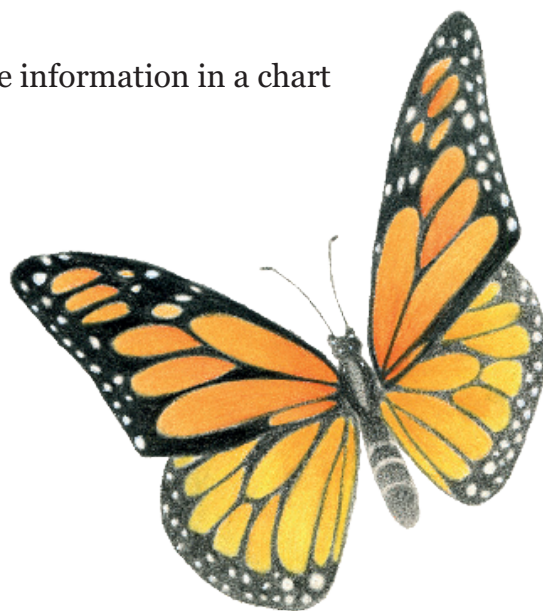
Learning Expectations

Students will:

- Explore the rhyming patterns in poetry
- Respond to text through movement
- Develop an understanding of how to read and organize information in a chart

You Will Need

- Wait Like a Seed
- Chart paper
- Tape
- Markers
- Cue cards
- Ruler
- Space for movement



How To:

1. Introduce the Story

- Show the cover of *Wait Like a Seed* and ask:
 - “What do you think this book will be about?”
- Tell them: “Now, we’re going to read a story about milkweed plants and butterflies—and learn about the rhymes the author used in this book!”

2. Introduce the Idea of Rhymes

- Show an interior page of *Wait Like a Seed*

Ask:

- “Do you know what it means when two words rhyme?”

Tell them:

- “Rhyming words sound the same at the end—like cat and hat.”

Point out:

- “On this page, the words *small* and *fall* rhyme, meaning they sound the same at the end.”

3. Read Aloud With a Focus On the Rhyming Words

- Read the book slowly, emphasizing the rhyming pairs: *small/fall* or *steady/ready*

After each stanza, ask:

- “On this page, which words sound the same at the end?”
- Invite the children to clap each time they hear a rhyming word.

4. Match-Up Rhyme Game

- Write down each rhyming word on its own cue card.
- On the chart paper, draw a chart with two columns, and title it: **Rhyme Time**.
- Tape the rhyming words onto the chart paper. See the example below.
- Mix the cards up and invite the children to help match the rhyming pairs by retaping them into the chart.
- After matching, invite students to act out the words (e.g., reach when you hear the rhyming words *high* and *sky*).

Rhyme Time

Small

Fall

Steady

Ready

High

Sky



Activity 2: Reach Like a Sprout (Kindergarten and Grade 1)

Learning Expectations

Students will:

- Demonstrate an understanding of how plants grow and change
- Use movement to explore upward growth (i.e., the element of space: level)
- Name the basic parts of a plant

You Will Need

- Wait Like a Seed
- Chart paper
- Markers
- An open space for movement

How To:

1. Talk About Plant Growth

- Show pages 24-25 of Wait Like a Seed and ask:
 - “What do seeds turn into?”
 - “What do plants need to grow?”
 - “What are the parts of a plant (e.g., roots, shoots, leaves)?”
- Briefly describe how a milkweed seed grows from a seed to a root, to a shoot, etc.

2. Read and Move

- Read Wait Like a Seed and after each stanza ask:
 - “How does a _____ move?”
 - “Can we try to move our bodies like growing plants?”
- Model simple movement phrases.
- Invite students to move their own bodies.
 - “Look at me. I can wait like a seed (crouch small).”
 - “See how I spread like a root (wiggle your arms and expand them outward).”



3. Match-Up Plant Parts and Movements

- On the chart paper, draw a chart with two columns, and title it: Move Like a Plant
- Write the plant parts and movement words onto the chart paper. See the example below.

Plant Part	Movement
Seed	Crouch
Root	Spread

4. Guided Movement

- Guide students through a full-body movement pattern, while highlighting the parts of a plant:
 - “Start by curling up like a seed. Crouch small and wait—this is a low level.”
 - “Now, spread like a root. Wiggle your arms and stretch them outward—this is a medium level.”
 - “Reach to the ceiling like a sprout. Stand up tall and raise your arms to a high level.”
 - “Staying at a high level, open your hands like leaves. Smile toward the sun.”

Extension Ideas

- Have students play a game of plant-part charades. One student freezes in a pose, while other classmates guess which plant part they are showing.
-



Activity 3: Grow Like a Butterfly (Grade 2)

Learning Expectations

Students will:

- Demonstrate an understanding of how caterpillars grow and change into butterflies
- Use movement to explore expansive growth (i.e., the element of space: range)
- Identify the basic phases of a monarch's life cycle

You Will Need

- Wait Like a Seed
- Chart paper
- Markers
- An Open space for movement

How To:

1. Talk About Metamorphosis

Show pages 24-25 of Wait Like a Seed and ask:

- “What do caterpillars turn into?”
- “What do caterpillars and butterflies need to grow?”
- “What are the phases of a butterfly's life cycle (Teacher may list: egg, larva, pupa, butterfly)?”
- Briefly describe how a butterfly grows from an egg to a larva, to a pupa, to a butterfly.

2. Read and Move

Read Wait Like a Seed and after each stanza (after page 10) ask:

- “How does a/an _____ move?”
- “Can we try to move our bodies like growing butterflies?”
- Model simple movement phrases.
- Invite students to move their own bodies.
 - “Look at me. I can be small like an egg (crouch and roll—low level).”
 - “See how I crawl like a caterpillar (wiggle—narrow range).”



3. Match-Up Life Stages and Movements

- On the chart paper, draw a chart with two columns, and title it: Grow Like a Butterfly
- Write the plant parts and movement words onto the chart paper. See the example below.

Life Stage	Movement
egg	roll
root	wiggle

4. Guided Movement

- Guide students through a full-body movement pattern, while highlighting the parts of a plant:
 - “Start by curling up like an egg. Crouch small and roll—this is a low level.”
 - “Now, hatch like a larva, also called a caterpillar. Wiggle your body and stretch outwards—you are still at a low level, but your range is no longer narrow. It is wide.”
 - “Shed your skin like a pupa. Wrap your arms around yourself—make your range narrow again.”
 - “Open your arms and flap them like butterfly wings. Fly through the sky—use a wide range of movement.”



Extension Ideas

- Invite students to play a game of sequenced tableaux. One by one, students freeze in place—using their bodies to represent a stage of life in a butterfly’s life. For example, one student might pose as an egg, another as a larva, a pupa, or a butterfly. The rest of the class guesses each life stage, then works together to arrange the posing students in the correct life cycle order.
-

Activity 4: Mapping Monarch Migrations (Grades 2-3)

Learning Expectations

Students will:

- Identify the equator and describe the climates near it and far from it
- Use a map to trace the migration path of monarchs across North America
- Describe how seasonal changes affect plant and animal life

You Will Need

- Wait Like a Seed
- A large map of North America (with the equator marked, if possible)
- Markers
- Sticky Notes
- String or Yarn
- Butterfly images or stickers
- Access to non-fiction resources on monarch butterflies

How To:

1. Connect Back to the Story

Hold up the book and say:

- “Remember the part in the story where the seed pops out and flies away?”
- “Like milkweed seeds, monarch butterflies also travel to find the right place to grow!”

Ask:

- “Why are milkweed plants important to butterflies?”
- “Do you think that milkweed plants grow big and tall in winter, when the snow is on the ground?”

2. Map Explorations

- Show students the map on p.28 of the book.
- Give each student or pair of students a map of North America and have them place it so that Canada is at the top.
 - Invite students to locate Canada, the United States, and Mexico.
 - Trace the equator with your finger and say:
 - “The equator is an imaginary line that circles the middle of the Earth.”
 - “Places near the equator are warm all year long.”

Ask:

- “Are we close to the equator or far from it?”
- “Is it warm in _____ (name your country) all year long?”
- “What is the weather like here in the winter?”
- As a group, locate Canada, the United States, and Mexico on the map. Decide together whether each country is near the equator (hotter climate) or far from the equator (colder climate).

3. String a Migration Path

- Use string or yarn to trace the monarch butterfly’s migration path—from Canada in the summer, to Mexico in the winter.
 - Add butterfly stickers or images along the journey.
 - Using sticky notes and markers, label the countries and draw what the butterflies might find in each location (e.g., warm weather, milkweed plants, safe resting places).

Extension Ideas

- Create and sing simple chants:
 - A monarch flies across the sky,
Over the trees and way up high.



Activity 5: Butterfly Travel Journals (Grade 3)

Learning Expectations

Students will:

- Write short personal narratives from a butterfly's point of view
- Demonstrate an understanding of geographic and climate differences
- Use descriptive language to express experiences and emotions

You Will Need

- Wait Like a Seed
- Student writing journals or lined paper
- Pencils
- Crayons
- Visuals of monarch butterflies and maps of their migration routes

How To:

1. Imagine Life as a Butterfly

Say:

- “Now that we know monarch butterflies travel far distances, let’s imagine what it might be like to be one!”

Ask:

- “Where would you go if you were a butterfly?”
- “What would you see along the way?”
- “What kind of weather might you fly through along the way?”

2. Write a Butterfly Diary Entry

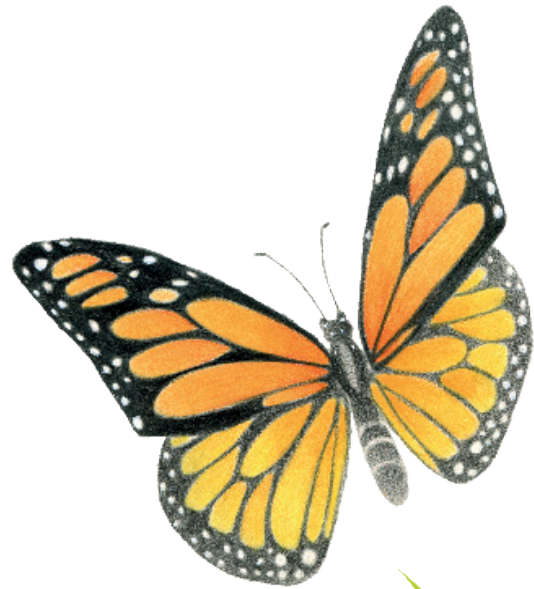
- Invite students to write in role—a short diary entry from the point of view of a monarch butterfly.
 - Use the prompt: “Dear Diary, Today I flew over...”
- Encourage use of vivid language:
 - What did the butterfly see, feel, or smell?
 - Was it warm or cold?
 - Did it stop to rest or eat?

3. Compare Two Climates

- As a class, compare two climates using discussion or a chart:
 - “What is it like near the equator?”
 - “What is it like where we live?”
- Help students add one or two sentences to their diary entry, describing differences in temperature, weather, or physical surroundings.

4. Illustrate and Share

- Have students draw a scene from their journey.
 - Invite a few students to read their diary entries aloud or enact their journey as it is read aloud.



	1 Animal	2 Animals	3 Animals	4 Animals
Showering (3)				
Bathing (4)				
Eating				
Playing				

Example chart (filled-in)

	1 Animal	2 Animals	3 Animals	4 Animals
Showering (3)				
Bathing (4)				
Eating				
Playing				



Activity 6: Spa Vibes—Grade 3

Learning Expectations

Students will:

- Explore how sound can create mood and meaning
- Experiment with instruments, body percussion, and vocal sounds to create a calming atmosphere
- Collaborate with others to compose and perform a soundscape

You Will Need

- Bella and Bean
- A variety of classroom instruments (e.g., chimes, shakers, rain sticks, hand drums, soft bells)
- A music App or CD player with instrumental tracks

How To:

1. Revisit the Spa Scene

- Re-read the page that shows Bella’s Spa page, and the line: “It was a dream spa. For everyone.”

Ask:

- “What sounds do you hear at Bella’s spa?”
- “Would those sounds be loud or quiet?”
- “Would they be fast or slow?”

2. Brainstorm Calming Sounds

- Play a variety of calm sounds--both nature sounds (e.g., wind, birds) and instrumental sounds (e.g., chimes, soft bells)

Ask:

- “Which sounds feel the most relaxing to you?”
- Encourage students to describe what they hear, using the Elements of Music:
 - Dynamics (e.g., soft, quiet)
 - Tempo (e.g., slow, steady)
 - Timbre (e.g., smooth, tingy)

3. Brainstorm Calming Sounds

- Invite students to experiment with different instruments (e.g., chimes, soft bells), as well as body percussion and vocal sounds (e.g., soft tapping, humming, whispering).
- Encourage them to listen carefully to decide which ones feel most spa-like.

4. Create a Group Soundscape

- Work in small groups or as a class to select 5 favorite calming sounds.
- Practice layering them. Try starting and stopping as a team.
- Encourage two or three students to take turns closing their eyes and being the listener, while the others perform.
- Switch roles so everyone gets a turn being the listener.

5. Perform

- Re-read the book aloud.
- When you reach the spa scene, cue the students to perform their soundscape.
- Finish the reading of the story while maintaining the peaceful soundscape atmosphere.

6. Reflect Together

Ask:

- “How did the soundscape make you feel?”
- “Which sounds were your favorite? Why?”





*This Teacher's Guide was written by **Kari-Lynn Winters**. She currently holds a Full Professor position at Brock University's Faculty of Education, and teaches literacy and the arts to teacher candidates. Her love of teaching is evident, and she enjoys being in the classroom. She lives in St. Catharines, ON.*

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