

# Sylvia's Spinach

## A RIF GUIDE FOR EDUCATORS

**Themes:** Nutrition, Vegetables, Gardening

**Book Brief:** Sylvia does *not* like spinach. One day, her class plants a garden and Sylvia is in charge of planting—ew!—the spinach seeds. Read on to find out how Sylvia reacts.

**Author:**

Katherine Pryor

**Illustrator:**

Anna Raff

**Content Connections:**

Science, Math



## TIME TO READ!

**The Cover:** Have you ever seen a spinach seed? Show students how the illustrator has used the small brown seeds as the border on the

cover. What does spinach look like when it's fully grown?

**The Pictures:** How is the first picture of Sylvia in the book different from the cover picture? What emotions do you think Sylvia is feeling in both pictures? Why do you think her emotions might change over the course of the book?

**Prior Knowledge:** Take a class poll to see how

students feel about spinach. How many students hate it, how many love it, and how many don't feel strongly either way? Record the results on the board in a graph or chart. What are some *natural resources* that are needed for a vegetable like spinach to grow? Ask if any students have farms or gardens at home. What does it take to care for a plant? How does caring for a plant compare to caring for an animal, like a puppy or a kitten?

**Vocabulary:** sprouted

**Purpose for Reading:** As we read, think about the type of timeline you could create that would show the sequence of events in the book.

## WHILE WE READ

### MONITORING COMPREHENSION

- ◆ Why doesn't Sylvia like spinach?
- ◆ In what season does the class garden begin?
- ◆ How does the author use *alliteration*?
- ◆ How much time passed before Sylvia's spinach sprouted?

- ◆ What are some of the changes you notice in Sylvia's attitude?
- ◆ What's the difference between the vegetables that are ready to harvest and those that need more time?



## LET'S THINK ABOUT

**Our Purpose:** What type of timeline could you create that would show the sequence of events for this story? Use your timeline to summarize the plot of the book.

**Extending Our Thinking:** Discuss with a partner how the author changed how you think about vegetables. What is your favorite and least favorite vegetable? Explain. Does your partner like any vegetables that you hate? Do you love any vegetables your partner hates? Why do different foods taste good to different people? And why is it important to eat vegetables even if we don't love them? For more information about healthy eating, visit [www.letsmove.gov](http://www.letsmove.gov).

### NOTE TO EDUCATORS

- ◆ Extension Activities for Educators also available.
- ◆ Vocabulary Scaffolding Sheet also available.



Reading Is Fundamental