ABOUT THE BOOK

There is a bad seed. A baaaaaaaad seed. How bad? Do you really want to know?

He lies about pointless stuff.

He cuts in line. Every time.

And he does LOTS of other bad things too.

But what happens when a bad seed doesn’t want to be bad anymore?
Can a bad seed change his baaaaaaaad ways?

STORYTIME ACTIVITIES

• WATCH IT GROW!: Help children observe the entire plant life cycle by creating a germination bag. You will need a quart-size resealable plastic bag, a paper towel, a stapler, and several bean seeds. First, fill the bag with a flattened paper towel. Next, put four staples across the width of the bag, spaced apart and placed about an inch up from the bottom of the bag. Then, put four bean seeds into the bag, placing each seed on the paper towel and above a staple. Add water to the bag and move it around so that the entire paper towel is damp. Only a half-inch of water should be visible at the bottom of the bag, so pour out any extra water. Finally, close the bag and hang it near a window so it will get sunlight. Seal the bag to keep the moisture locked in, so you won’t need to add water. In a few days, the children will be able to see the seed coat splitting, the roots growing, and eventually the stem and leaves forming. When the plant is as tall as the bag, remove it and transplant it into a pot of soil. Eventually it will form flowers, pods, and beans. When a pod is ready, open it up and show the children the beans. Remind them that this was how the bean plant first started when they placed it in the bag. They will have observed the entire plant life cycle.

• SEED SORT: Give children a paper plate filled with different types of seeds. Have them sort the seeds into groups and provide them with handouts or books for them to identify the seeds. Help children record their findings.

• CAN YOU HELP?: After reading the story, think about why the main character became a “bad seed.” What happened to him? How do you think he felt when he heard others call him a “bad seed”? How could the others have helped him instead? Do you know someone who is like this character? How can you help that person?

• THE GOOD AND THE BAD: Discuss how, although the main character called himself a “bad seed,” truthfully everyone has both good and bad days. Have children fold a piece of paper in half and label one side “Good” and the other “Bad.” Then ask them to write and illustrate something “good” that they do (e.g., doing their homework, cheering up a friend, or helping to feed the baby) and something “bad” (e.g., fighting with a sibling, not cleaning up a mess, or having a tantrum). Discuss how they should strive to do more good than bad!
GOOD VS. BAD

While the main character calls himself a “bad seed,” he’s not always bad. Everyone has good moments, like cheering up a sad friend, but they also have bad moments too, like fighting with a sibling. Write down some “good” and “bad” things you’ve done today.

GOOD

BAD
A HELPING HAND

The bad seed says he wasn’t always a bad seed. How do you think he felt when he heard others call him a “bad seed”? How could the others have helped him instead? Draw a picture of what you would have done to help the bad seed.