A seed swap at Mtoni School

This school and event are invented for a reading activity. Use only the information on this page to answer the questions.

Why have a swap?

At the seed swap, families exchange labelled packets of seeds. Each packet goes inside a paper envelope so it stays together. The label tells another family what the packet contains. An adult checks the labels before the swap begins.

Saturday timetable

9:00 am — Welcome and collect an envelope

9:20 am — Label your packet

10:00 am — Swap begins

10:30 am — Pack away

What to bring

An adult brings a packet of seeds, a pencil and an empty paper envelope. Keep seeds away from mouths and follow the adult’s instructions.

Glossary

exchange: give something and receive something in return.
label: words attached to something to identify it.
packet: a small container or wrapping for things.

Find the best place to look

For each answer, name or mark the feature that helped: paragraph, timetable, list or glossary.

1. When does the swap begin?

Answer and evidence:

2. Why is a paper envelope used?

Answer and evidence:

3. What three things does an adult bring?

Answer and evidence:

4. What does “exchange” mean here?

Answer and evidence:

5. How long is it from the swap beginning to packing away?

Answer and evidence:

6. Which plant grows fastest? Can this page answer that question? Explain.

Answer and evidence:

Answers and next steps

1. 10:00 am; timetable, “Swap begins” row.

2. To hold each packet so it stays together; “Why have a swap?” paragraph. The label identifies the contents.

3. A packet of seeds, a pencil and an empty paper envelope; “What to bring” list.

4. Give something and receive something in return; glossary. Accept a clear paraphrase.

5. 30 minutes; compare the 10:00 am and 10:30 am timetable entries.

6. No. The page gives no growing-time information. Do not reward an outside fact as evidence from this text.

Support: read the page aloud, explain glossary terms, allow pointing or oral answers. Offer two possible features if choosing among four is too much at first.

Extend: write one answerable question and one unanswerable question. Swap with a partner. Check both against the page.

Transfer: try the same reading-purpose routine with a different information text. Ask why a heading, list or table helped, rather than merely naming the feature.

This is an original fictional text, not a real event or advice to handle or eat seeds. Suggested use: Years 3–6, adapted to reading experience.