



Lesson Plan and Activities

Written in accordance with the
Language Arts, Social Studies,
and Science Standards

Adaptaciones de las plantas

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COMPLEXITY

F&P Guided Reading Level G / Lexile level 250L

INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

TEXT TYPE

Informational Text: Science

INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text

OBJECTIVES

- ➔ Recognize an informational text.
- ➔ Ask and answer questions about key details in a text.
- ➔ Ask and answer questions to help determine the meaning of words and phrases.
- ➔ Know and use various text structures and text features to locate key facts or information.
- ➔ Identify basic similarities and differences between two texts on the same topic.
- ➔ Distinguish vowel sounds that form a diphthong.
- ➔ Gather information from provided sources to answer a question.
- ➔ Describe things using relevant details, expressing ideas and feelings clearly.
- ➔ Add drawings or other visual displays to descriptions.
- ➔ Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- ➔ Know and apply grade-level phonics and word analysis skills in decoding words, both in isolation and in text.



Together we foster lifelong readers

MATERIALS

- images of food and plants from the Internet, magazines, and newspapers
- notecards and sentence strips
- *Diagrama de Venn* (Graphic Organizer #6)*
- paper, pencils, scissors, and crayons

SUMMARY

Plants are living things. As the weather changes, so does plants' behavior. By observing different plants, you can learn how they adapt to their environments and surroundings in order to survive.

STANDARDS

SLAR CCSS RI 1.1, RI 1.4, RI 1.5, RI K.9, RF 1.1a, RF 1.2.f–g, RF 1.3.d–e, W 1.8, SL 1.2, SL 1.4, SL 1.5, L 1.2

SLAR TEKS 1.1.D, 1.1.F, 1.3.B, 1.4.B, 1.5.A, 1.6.C, 1.14.B, 1.14.D, 1.19.C, 1.21.C, 1.24.B, 1.26.A, 1.28.A
NGSS 1-LS1-1, 1-LS1-2

NCSS III. People, Places, and Environments

Science TEKS 1.2.A, 1.2.B, 1.2.D, 1.2.E, 1.3.A, 1.4.A, 1.9.B, 1.9.C, 1.10.B

Social Studies TEKS 1.6.A, 1.6.B

VOCABULARY

INSTRUCTIONAL FOCUS:
Academic Vocabulary

acuático(a) – *relacionado con el agua*
/ aquatic

apariencia – *aspecto de algo* / appearance

alimento – *comida; sustento* / food;
nourishment

ártico(a) – *del polo norte o las regiones que lo rodean* / Arctic

crecer – *aumentar de tamaño* / to grow

espina – *pinchito duro de algunas plantas*
/ thorn; prickle (cactus)

extraño(a) – *raro(a)* / strange

grueso(a) – *gordo* / thick

helado(a) – *muy frío* / frozen

Advanced Vocabulary

atrapan (atrapar) – *coger; apresar*
/ to catch; to capture

carnívoro(a) – *que se alimenta de carne*
/ carinvorous

copa – *parte más alta de un árbol, formada por las ramas y las hojas* / top, crown (of a tree)

rama – *parte del árbol que sale del tronco*
/ branch

retoño – *brote joven que surge del tallo de una planta* / shoot (of a plant)

solar – *relacionado con el sol* / solar

sustancia – *materia* / substance

tallo – *parte de la planta que crece hacia arriba y sostiene las hojas, flores y frutos* / stem; stalk

* To download the Spanish Graphic Organizers in this lesson go to: santillanausa.com/spanishliteracy



VOCABULARY DEVELOPMENT

- Introduce vocabulary by providing a description, explanation, or example of all the words presented in the vocabulary section and any additional vocabulary you may wish to discuss prior to the reading activities. You may use pictures and gestures to explain the meaning of each word.
- Be sure that students understand all the vocabulary necessary to complete the activities and review directions and commands, such as *completa*, *describe*, *dibuja*, *explica*, as necessary.
- Have students restate the description, explanation, or example of the vocabulary in their own words.
- As you read the text, have students keep a record of other unknown words. Allow students time to re-read the sentence containing the word and use context clues and the images on the page to help them determine the meaning. Students can also use dictionaries.
- Review the Spanish vowels with students. Write the words *acuática* and *agua* on the board. Have students assist you in breaking the words into syllables: *a-cuá-ti-ca*, *a-gua*. Sound out each syllable to form the word. Then underline the letters *ua* in each word. Explain that this vowel pair is called a *diptongo* (diphthong) and the vowels are pronounced together to make one sound. Have students think of other words with the diphthong *ua*. Elicit *Ecuador*, *igual*, *guapo*, etc.
- Write sentences using the vocabulary words on sentence strips, including a blank for the correct word. Then write the vocabulary words on notecards. Place the notecards at the front of the room. Distribute the sentence strips to pairs of students. Have them find the correct word to complete their sentence. Then have students read their complete sentence to the class.
- Ask students the following questions to elicit the correct vocabulary word: *Si un carnívoro come carne, ¿qué come un herbívoro?* (If a carnivore eats meat, what does an herbivore eat?) (*plantas y vegetación* / plants and vegetation) *Si solar es algo relacionado con el sol, ¿cuál es la palabra para algo relacionado con la luna?* (If solar is related to the sun, what is the word for things related to the moon?) (*lunar* / lunar).

READING

READING FOUNDATIONAL SKILLS

- ▶ Write the word *agua* on the board. Have students identify the two syllables (*a-gua*). Then have students identify and count the number of consonants and vowels in each syllable. Repeat with other words (i.e., *rama*, *alimento*, *atrapan*, *helado*) and have students compare the number of vowels and consonants in each syllable within a word.
- ▶ Choose one of the vocabulary words and write it on the board. Sound out and clap out each syllable as you read the word. Have students repeat. Then have students count the number of syllables in the word. Repeat with other words.
- ▶ Write the word *plantas* on the board. Sound out the word in syllables and have students repeat. Draw a line between the *n* and *t* to show students where the syllables are divided. Then break up each syllable into individual sounds, having students repeat after you. Have students notice the placement of the consonants and vowels. Repeat with other two-syllable words in the story.

PRE-READING

- ▶ Show students the cover of the book. Have them identify the author's name and the title of the story. Then conduct a picture walk through the book and have students explain how the photographs in the book might be able to help them understand the content and words on each page.
- ▶ Write the word *adaptación* on the board. Review what a cognate is and have students guess the English translation. Elicit *adaptation*. Ask students what they think the word means and how it relates to the topic of the book.
- ▶ Tell students they will read a book about how plants survive in and adapt to their environment. Tell them to pay close attention to the different types of plants, and to the similarities and differences in what plants do.

READING

- ▶ Read the text aloud. Then have students read along with you, tracking print. Ask: *¿Qué tipo de libro es este? ¿Presenta un cuento o presenta información? ¿Tiene muchas imágenes o pocas?* (What kind of book is this? Does it tell a story or give information? Does it have a lot of images or few?) Explain that it is an informational text because it provides information about a topic.
- ▶ Show students the *Contenido* page (Table of Contents). Have students guess what they think the information on this page provides. Elicit that the *Contenido* page shows the various topics to be addressed in the text and where students can find the first page of topic's section.
- ▶ Show students the *Glosario* (Glossary) and *Índice* (Index). Ask students what information they think they can find there. Elicit that the *Glosario* provides definitions for certain important words in a text, and that the *Índice* provides a list of topics and the page numbers where to find them. Ask students where to find certain information and have them point to the correct sections of the book. For example: *Si quieres saber qué significa la palabra adaptación, ¿dónde tienes que buscar?* (If you want to know the meaning of the word adaptation, where do you need to look?) *Si quieres buscar información sobre las hojas, ¿dónde tienes que buscar?* (If you want to find more information about leaves, where

INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis



would you need to look?) *Si quieres buscar un tema, ¿dónde tienes que buscar?* (If you want to read about a topic, where would you need to look?)

- ▶ Have students point to the photographs of plants in their environments. Then ask: *¿Por qué algunas plantas son acuáticas?* (Why are some plants aquatic?) *¿Por qué un cactus tiene que retener tanta agua?* (Why does a cactus have to retain so much water?) *¿Por qué necesitan las plantas la energía del sol?* (Why do plants need the sun's energy?)
- ▶ Read page 20 with students. Have students work in pairs to choose two plants from the book to compare and contrast their appearance and way of living, using a Venn diagram (Graphic Organizer #6).
- ▶ As you read the book, have students identify familiar vocabulary words that they have seen in other texts, such as *solar*, *bosque*, *observa* (solar, woods/forest, observe). Ask them to determine from context clues if the meanings are similar or different.

DIFFERENTIATED INSTRUCTION

BELOW-LEVEL STUDENTS

- Read the text aloud to students several times. Have students chorally repeat words and sentences after you.
- Point to visual clues and present gestures to help students understand the meaning of unknown words.
- For comprehension, ask students the following questions: *¿Qué tienen las rosas para protegerse de los animales?* (What do roses have to protect themselves from animals?) *¿Dónde crecen los cactus, en un desierto o en un bosque?* (Where do cactuses grow, in a desert or in a forest?) *¿Qué debes hacer para saber cómo vive una planta?* (What do you have to do to know how a plant lives?)

AT-LEVEL STUDENTS

- Read the text aloud to and with students. Then have students read the text with a partner.
- For comprehension, ask students the following questions: *¿Por qué flotan en la superficie del agua las plantas acuáticas?* (Why do aquatic plants float on the water's surface?) *¿Por qué comen insectos algunas plantas, como la drosera?* (Why do some plants eat insects, like the sundew plant?) *¿En qué lugares crecen las plantas?* (What are some areas in which plants grow?)

ABOVE-LEVEL STUDENTS

- Read the text aloud to and with students. Then have students read the text independently.
- Advanced students may also read the text aloud to and with each other, asking each other comprehension questions to check for understanding.
- For comprehension, ask students the following questions: *¿Qué puedes aprender si observas a las plantas?* (What can you learn from observing plants?) *¿De qué manera se adaptan las plantas en tu vecindario?* (How do the plants in your neighborhood adapt to the environment?) *¿Por qué algunas plantas crecen en las copas de los árboles?* (Why do some plants grow on the tops of trees?)

POST-READING

- ▶ Discuss the main idea with students. Ask: *¿Por qué es importante que las plantas se adapten a su medio ambiente?* (Why is it important for plants to adapt to their environment?) Elicit that plants do what they need to survive, just like other living creatures do. Have students use information from the text to support their answers. ✓



- ▶ Ask students to imagine what they would do to adapt if they lived in a different environment. Break up the class into small groups and assign each one a different scenario, such as moving from hot to cold climate, or moving from suburban areas to rural areas. Ask students what they would need to do to survive, including finding shelter, food and water, and protecting their bodies. Allow students to conduct research to support their ideas. Have them present their ideas to the class.
- ▶ Have students work in pairs or groups to create and then present to the class a skit explaining how plants survive and adapt to their surroundings. Encourage students to use vocabulary and information from the text. ✓

▶ CONNECTION WITH CONTENT AREAS: SCIENCE

INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas

- ▶ Have students conduct some research about other types of plants and how they adapt to their environments, such as *Venus atrapamoscas*, *girasol*, or *hiedra* (Venus flytrap, sunflower, or ivy). Have students work in pairs or groups to create a report about this plant, using information and vocabulary from the text as much as possible. ✓
- ▶ Have students discuss how changes in environments caused by humans (such as global warming, deforestation, and pollution) can negatively affect how plants live and thus affect their ability to adapt and survive. Have students create posters encouraging people to care for their environments for the sake of plant survival. Be sure students use information and vocabulary from the text on their posters. Display student posters around the room.

▶ WRITING

INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

Have students develop a comic strip about a plant that has to adapt to a new environment. Students should write a rough draft of the comic strip on paper before drawing it and putting the dialogue in speech bubbles. Help students complete this activity by having them write words, phrases, or complete sentences, according to their proficiency level. You may wish to provide students with sentence starters and vocabulary flash cards as they complete this activity. ✓



Informal Assessment

You may wish to assess a student's progress as he or she completes comprehension and production activities. Suggested activities are identified with the icon.



Nombre _____

Vocabulario

A Completa las analogías.

helado acuático copa solar carnívoro

1. Lunar es para la Luna lo que solar es para el Sol.
2. Herbívoro es para las plantas lo que carnívoro es para la carne.
3. Helado es para frío lo que quemado es para caliente.
4. Copa es para un árbol lo que corona es para un príncipe.
5. Terrestre es para la Tierra lo que acuático es para el océano.

B Completa la tabla. ¿Cuáles son alimentos para la gente?

Alimento	Sí	No
1. agua	✓	
2. verduras	✓	
3. fruta	✓	
4. piedra		✓
5. leche	✓	
6. madera		✓



Nombre _____

Comprensión lectora

A Encierra en un círculo la respuesta correcta.

1. ¿Qué planta crece en el desierto?



2. ¿Qué planta está adaptada a la vida acuática?



3. ¿Qué planta es carnívora?



B ¿Cierto o Falso?

1. Las plantas solo crecen en la tierra.

Cierto Falso

2. Las plantas árticas crecen cerca del suelo.

Cierto Falso

3. Puedes observar las plantas para saber cómo viven.

Cierto Falso

4. Las plantas no se adaptan a través del tiempo.

Cierto Falso



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Cierto Falso