



Lesson Plan and Activities

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



Una semilla

Author: **LADA KRATKY**

Illustrator: **GRÁFIKA LLC**

COMPLEXITY

F&P Guided Reading Level B / Lexile Level 280L

INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

TEXT TYPE

Literary Text: Literary Nonfiction / Informational Text

INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text

OBJECTIVES

- Name the author and illustrator of a text and define the role of each.
- Identify key details in an informational text.
- Ask and answer questions about a text, and request clarification if something is not understood.
- Describe the relationship between illustrations and the text in which they appear.
- Read emergent-reader texts with purpose and understanding.
- Know and apply grade-level phonics and word analysis skills in decoding words, both in isolation and in text.
- Use a combination of drawing, dictating, and writing to describe steps in a process.
- Participate in shared research activities.
- Record observations with diagrams and captions.



Together we foster lifelong readers

MATERIALS

- writing paper, pencils, crayons
- images similar to the illustrations in the text
- plants or pictures of plants whose names begin with different letters
- sentence strips or index cards, chart paper, markers
- bean seeds, potting soil, containers for each student
- seeds from a variety of foods: avocado, orange, apple, etc.
- *Secuencia de sucesos* (Graphic Organizer #28)

SUMMARY

Children learn about the life cycle of plants through a series of realistic illustrations showing how a plant develops from seed to fruit and back to seed. It begins with an explanation of how events are sequenced and ends with a diagram showing the life cycle of a plant, using images from the text to clarify.

STANDARDS

SLAR CCSS RI K.1, RI K.3, RI K.4, RI K.5, RI K.6, RI K.7, RI K.10, RF K.1a–d, RF K.2b, RF K.3.a, RF K.4, W K.2, W K.5, W K.7, SL K.1.a–b, SL K.2, SL K.4, SL K.5, SL K.6, L K.1.a,b, d, f, L K.2.a,b,d, L K.4.a, L K.5. c, L K.6

SLAR TEKS K.1.A, K.1.B, K.1.C, K.1.G, K.2.B, K.2.F, K.2.G, K.2.H, K.3.A, K.3.B, K.3.E, K.3.H, K.4.A–B, K.5. B, K.9.A, K.10.A–D, K.13.A–E, K.16.A.ii, K.16.B–C, K.17.A–C, K.18.A–C, E K.19.A–B, K.20.A–B, K.21.A–B, K.22.A, K.23.A

NGSS K-LS1-1

Science TEKS K.2.A, K.2.D, K.2.E, K.9.B, K.10.B–D

VOCABULARY

INSTRUCTIONAL FOCUS:

Academic Vocabulary

brote – tallo pequeño y nuevo de una planta / sprout

flores (flor) – parte de las plantas, de bonitos colores, en que están los órganos de reproducción / flower

hoja – parte de las plantas que crece en las ramas o en los tallos y que suele ser ancha y fina, aunque también puede tener forma de aguja / leaf

raíz – parte de las plantas que crece hacia el lado contrario del tallo, suele ir bajo tierra y les sirve para absorber los alimentos que necesitan / root

semilla – parte del fruto de la que nace una nueva planta / seed

tallo – parte de las plantas que crece hacia arriba y sostiene las hojas, las flores y los frutos / stem

vainas (vaina) – cáscara larga y tierna que lleva dentro las judías, los guisantes o las semillas de las plantas / pods

Advanced Vocabulary

comienza (comenzar) – empezar / to begin
después – expresa que algo sucede a continuación o más tarde que otra cosa / after

final – que es lo último o termina alguna cosa / final, end, last

orden – colocación de las personas o cosas en su sitio o de la manera que se indica / order

primero(a) – que ocupa por orden el número uno / first

sucesos (suceso) – algo que ocurre, sobre todo si tiene importancia / event

* 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. Consider using pictures (from magazines, books, or the Internet), sketches, and/or pantomime to explain the meaning of each word. You may also tell a story to integrate some of the terms.
- Be sure that students understand instruction words (including those identified in Advanced Vocabulary), such as *clasificar*, *completar*, *comparar*, *ordenar*, *une*.
- Show students a picture of a plant and name the different parts (*raíz/raíces*, *hojas*, *tallo*, etc.). Say each word and have students repeat after you. Write the words on notecards or sentence strips and have students volunteer to label each part of the plant.
- Have students create their own plant diagram and label each part.
- Write the word *plantas* on the board. Then write the letters of the alphabet on the board. Have students brainstorm different types of plants in the environment that begin with each letter of the alphabet, such as *árboles* (trees), *bonsai* (bonsai plants), *flores* (flowers), *verduras* (vegetables), *césped* (grass). You may wish to have students illustrate and write a sentence about each one to create an ABC book about plants.
- **Memory Game** Write each of the vocabulary words on index cards. Place illustrations of each word on separate cards. On the back of each one, write a different number. Divide the class into two teams. Have a student from the first team select two numbers. If the word and illustration match, the team receives a point. If they don't match, turn the cards over. The next team takes its turn. Repeat the game until all the matches are discovered. The team with the most points wins.

READING

READING FOUNDATIONAL SKILLS

- ▶ Display a page of text and read it to students, tracking words. Have students read the page with you while you track each word. Repeat, having students lead the exercise. Remind students that letters are grouped together to form words and that we put spaces between words to help readers understand the message.
- ▶ Show students the word *hoja* and tell them that the letter *h* is a special letter in Spanish because it never makes a sound (*es muda*). Write other words such as *hierba*, *hielo*, *hospital*, *hamaca*, *hijo*, and *helado*. Have students identify the letter *h* in each word and read each word after you, putting a finger over their lips for every syllable beginning with *h*. Also, explain that when the letter *h* appears after the letter *c*, together they make the *ch* sound they can hear in words such as *chico*, *cucharilla*, *mochila*, and *churro*.
- ▶ Prepare syllable cards corresponding to the words in the previous activity. (Ex: *hier-ba*, *hie-lo*, *chu-rrro*.) Model putting the cards close together to create a word and separating the cards to count syllables. Pronounce each word each word slowly and clearly, having students create each word from the syllable cards. ✓

PRE-READING

- ▶ Before beginning the lesson, have students examine a variety of different seeds. Have them identify each one, telling what fruit it might be from. You may choose to bring in the fruit and extract the seeds to make the connection stronger. Tell students that they are going to read a book called *Una semilla* and that they will be learning about how important seeds are.
- ▶ Ask a student to complete a common three-step task, such as sharpening a pencil, giving the steps in incorrect order. Then present the content on page 3 of the text to explain the concept of sequence of events, saying that good readers think about what happened first, next, and last to help them understand what they are reading.
- ▶ Ask students why they think the author wrote the book. Tell them that as they read, they'll be learning the order in which seeds become plants and how they grow. Show them the *Secuencia de eventos* chart (Graphic Organizer #28), and tell them that they will be using the organizer to put the life cycle of a plant in order.

READING

- ▶ Using page 5 of the text, ask children to describe what they see in the picture. Then ask: *¿Qué ves en la ilustración?* (What do you see in the illustration?) Tell students that when people read a text, they identify details to help them understand what they've read. Display a *Tabla de dos columnas* (Graphic Organizer #30) for use after students have read the text.
- ▶ Read pages 6 and 7. Ask students to describe the illustrations. Ask: *¿Cómo está cambiando la semilla?* (How is the seed changing?)
- ▶ Read pages 8 and 9. Ask: *¿Qué pasó con el brote?* (What happened to the sprout?)
- ▶ Read pages 10 and 11. Ask: *¿Qué pasó con las flores?* *¿Qué crees que va a hacer la niña con las semillas?* (What happened to the flowers? What do you think the girl will do with the seeds?)

INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis



- ▶ Read pages 12 and 13. Ask: *¿Qué hizo ella? ¿Fue correcta tu predicción? ¿Por qué dice la autora: “Y todo comienza otra vez”?* (What did she do? Was your prediction correct? Why did the author say “And everything starts again”?)
- ▶ Read page 14, pointing out the diagram and explaining the life cycle of a plant. Have students identify pages in the text that correspond to the various steps.

DIFFERENTIATED INSTRUCTION

BELOW-LEVEL STUDENTS

- Read the text aloud to students several times and have students repeat chorally after you.
- Elicit one-word answers, labels, or fact statements during vocabulary and reading activities.
- Assign stronger readers to read with below-level students to act as mentors/tutors.
- Ask these or similar questions: *¿Cómo cambió la planta en la página X?* (How did the plant on page X change?)

AT-LEVEL STUDENTS

- Read the text aloud to and with students. Then have students read the text with a partner.
- Elicit fact lists or phrases during vocabulary and reading comprehension activities.
- Ask this or similar questions: *¿Qué cambios en la planta puedes ver en la ilustración?* (What changes in the plant do you see in the illustration?)

ABOVE-LEVEL STUDENTS

- Read the text aloud to and with students. Then have students read the text independently.
- Elicit phrases, fact list collection, and/or complete sentences during vocabulary and reading comprehension activities.
- Ask these or similar questions: *¿Por qué dice la autora: “Una semilla y nada más”?* (Why does the author say: “A seed and nothing more”?)

POST-READING

- ▶ Review the life cycle of a plant. Have students identify each step and what they learned about it. Distribute the *Secuencia de eventos* chart (Graphic Organizer #28) to the students and help them complete it. Refer them to the text and/or to plants that may be growing in the classroom. ✓
- ▶ Tell students that when an author writes a text, he or she describes the process in order, telling what comes first, next, and last. Ask students to think what the life cycle of a plant from beginning to end, giving them about 30–45 seconds. Then have them talk to a partner about it, explaining each step. Finally, have them share their ideas with the class.
- ▶ Have students identify a two-or three-step process, such as washing their hands. Have them state the steps, using a model such as the following: *Voy a _____ (lavarme las manos). Primero, _____. Después, _____. Al final, _____.* Students may illustrate each step, writing a word or sentence under each step, depending on their level. ✓

► CONNECTION WITH CONTENT AREAS: SCIENCE

INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas

- Before reading the book (preferably on a Friday), have students plant bean seeds. Then have them observe their plants every day, making drawings of their observations and labeling each part of the plant as it appears. Have them use vocabulary words to identify each step in the cycle: *primero, después, al final* (first, next, last). ✓
- Have students describe their plants to a partner, using the correct term for each part. Remind them to speak in complete sentences. ✓
- Show students the plant seeds from the Pre-reading activity. Have them research each plant, finding out whether it grows on trees, vines, or other kinds of plants, how long it takes for fruit to form, and what they look like. Students should create an illustration of the plant and write a caption, sentence, or brief report, depending on their proficiency level. ✓

► WRITING

INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

Have students review the diagram of the life cycle of a plant shown in the text and write a story about a child who plants a seed and watches it grow. Below-level students may write only one word or a label, while At-level and Above-level students should be able to write phrases or complete sentences on their own, according to their proficiency level. You may wish to provide students with sentence starters and vocabulary flash cards as they complete this activity. Ask volunteers to present their writing to the class. ✓



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 Escribe la parte de la planta al lado de la foto.



semilla



vaina



tallo



raíces

B Encierra en un  círculo la palabra correcta.

1. Las plantas vienen de una (semilla / flor).
2. El (tallo / brote) crece hacia arriba.
3. Las semillas se encuentran dentro de la (hoja / vaina).
4. Las (hojas / flores) tienen lindos colores.
5. Las (raíces / flores) están en la tierra.



Nombre _____

Comprensión lectora

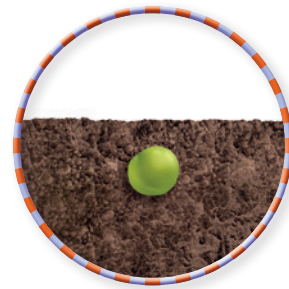
A Ordena las etapas del ciclo de vida de una planta. Escribe 1, 2, 3, 4, 5.



2



5



1



3



4

B Contesta

1. ¿En qué se convirtieron las flores?

Answer: Se convirtieron en vainas.

2. ¿Por qué crees que la niña sembró otra semilla?

Answers will vary, but they should contain the idea of a new plant.



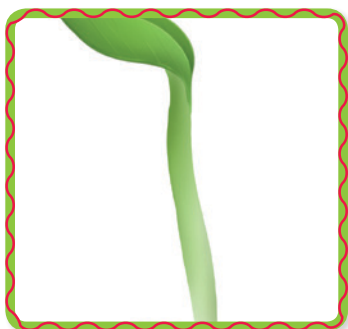
Nombre _____

Vocabulario

A Escribe la parte de la planta al lado de la foto.









B Encierra en un  círculo la palabra correcta.

1. Las plantas vienen de una (semilla / flor).
2. El (tallo / brote) crece hacia arriba.
3. Las semillas se encuentran dentro de la (hoja / vaina).
4. Las (hojas / flores) tienen lindos colores.
5. Las (raíces / flores) están en la tierra.



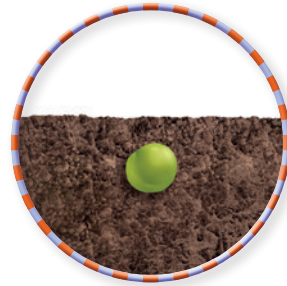
Nombre _____

Comprensión lectora

A Ordena las etapas del ciclo de vida de una planta. Escribe 1, 2, 3, 4, 5.











B Contesta

1. ¿En qué se convirtieron las flores?

2. ¿Por qué crees que la niña sembró otra semilla?

