

Semillas y más semillas

By Brian and Jillian Cutting

Before Reading

Organize / Plan

Prior to reading the story, write the following goals and objectives on the board:

- To understand new vocabulary related to seeds and plants
- To learn to ask and answer questions with *¿Qué tipo de _____ es ésta (or son éstas)?* and *¿Qué tipo de _____ va / van a ser?*
- To practice the structure *va / van a ser*

Use Background Knowledge

What do students know about the origin of plants? Have they ever grown a plant? Are any of the students in charge of watering the plants at home? What plant names do they know? Are they aware that they often eat seeds? For instance, when they eat nuts, corns or peas, they are actually eating the seeds of the plant. What are their favorite plants, if they have any?

Background Information

With the passing of time, flowers become fruits, especially in the summer. Fruits are like seed "houses," because they offer protection against the weather and predators. Protecting seeds is very important because later on they become new plants, with flowers and fruits of their own. At the beginning of autumn, fruits ripen and seeds have the chance of getting out of their "houses." Under the right conditions (fertile land, enough water, and sunlight), seeds will develop and become new plants in the spring.

Presentation Suggestions

- Are there any plants in or around your school? Where are they? Do students know their names? Who is in charge of watering them?
- Have students close their books. Show them the pictures from the book again, but with the text covered. Ask: *¿Qué tipo de semilla es ésta?* and *¿Qué tipo de planta va a ser?* Students should call out the answers.
- Ask students where they would place different plants at school.

Browse

Have students read the title of the book and the authors' names aloud. Then, ask them to read the first couple of



pages. Were students aware of the process by which a tiny seed becomes a tree?

Make Predictions

Have students search for clues that tell them something about the story, and ask them what they think the book is about.

Build Vocabulary

- Introduce and discuss the following words and their meaning before reading the selection:
 - semilla:** the part of the plant that contains all the genetic information needed for a new plant to develop
 - manzana:** a round, fleshy and tasty fruit that can be red, yellow or green
 - maíz:** a cereal that has grains or kernels
 - naranja:** a juicy and tasty fruit that has a thick orange skin
 - guisante:** a small seed that can be eaten as a vegetable
 - bellota:** a small nut that is the fruit of an oak tree
 - pino:** a very tall tree with sharp leaves, called needles
 - zanahoria:** a thin, long, orange vegetable that grows under the ground
- Have students write all the new words in their journals and draw a picture of the seeds and their respective fruits, vegetables, or trees.
- Some seeds have special names in Spanish. For instance, the apple seed is called **pepita** and the corn seed, **grano**.

- Write the names of the pine and oak seeds and their corresponding trees (**el pino, el roble**) on the board, in two different columns. Ask volunteers to go to the board and to match them.

During Reading

Making Connections

Ask students if they know the English names of the trees pictured in the book. Have they ever seen any of them in nature? Where?

Locate Cognates

Have students notice that there are some words, like **planta**, **tipo**, and **tomate**, which are very similar to their English counterparts.

Cooperate

Pair up students. One student shows his or her partner a picture of a seed and asks: **¿Qué planta va a ser?** The other student should answer according to what they have just learned, for instance: **Va a ser un pino.**

Compare and Contrast

Have students note the use of written accent marks and inverted question marks. Have them form a question of their own that includes both elements.

After Reading

Access Information Sources

Ask students to make a list of any words from the story they don't know. Have them look these up in a dictionary and write their definitions in a special section of their journals, which they should label **Diccionario**.

Cooperate

Have students work in groups of four. Each group will grow seeds in two home-made germinators. They will need two glass jars, some cotton, fourteen beans, and a cup of water. Ask them to place the cotton inside the jars. They should place the seeds between the cotton and the jar walls. Then, they should dampen the cotton (it should not be too wet, otherwise the seeds could rot). Ask them to label the jars: **Son unas semillas de frijol. Van a ser unas plantas de frijol.** Ask students to place one of the jars in the dark and the other one in direct sunlight. Be sure that children check their germinators every day and add water if needed. Within a week, each group will have a few baby plants. Ask them to write a short report about their plants' development. Did the experiment go well? Which environment was better for the development of the seeds, the dark one or the bright one? Did all the plants grow at the same rate? If students enjoy the experience, they could try to transfer the germinated beans into a flowerpot and see if they grow.

Use Graphic Organizers

Ask students to make a chart with three columns. Each student should select five plants and write down their names in the first column. Ask them to investigate the names of each plant's seeds and the countries in which those plants are grown, and to include that information in the second and third columns. Students may also want to draw a picture of each plant and its seeds.



Differentiated Instruction

The Heritage Speaker Ask heritage speakers to share with the class the names of any seeds they used to eat in their native countries. Ask them to describe these seeds and then let the rest of the students guess what seeds they are talking about. Finally, ask students to look up the names of the seeds in a dictionary and to write them in the **Diccionario** section of their journals.

Practice

Divide students in groups and ask them to write a short dialogue about a seed one of them has just come across. Encourage them to use vocabulary from previous units. For example:

S1: **Hola, María.**

S2: **Hola, Juan. ¿Cómo estás?**

S1: **Muy bien, gracias.**

S2: **¿Adónde vas?**

S1: **Voy a la clase de la Sra. Muñoz.**

S2: **¿Qué vas a hacer en la clase?**

S1: **Voy a hablar con la maestra. Mira.**

S2: **¿Qué es?**

S1: **Es una semilla.**

S2: **¿Qué tipo de semilla es ésta?**

S1: **Es una bellota.**

S2: **¿Qué tipo de planta va a ser?**

S1: **Va a ser un roble.**

S2: **Muy bien, voy a la clase de arte a pintar un roble grande.**

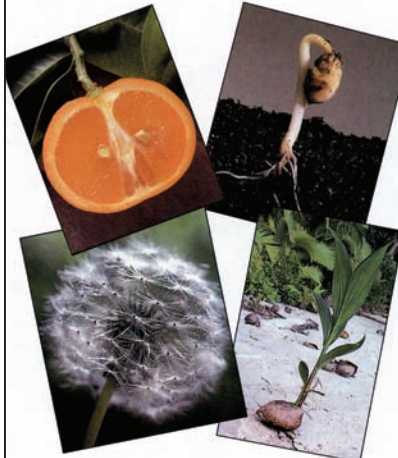
S1: **Hasta pronto, María.**

S2: **Hasta pronto, Juan.**

Evaluate

Show students pictures of different seeds from the story. Ask: **¿Qué es?** Students should answer according to what they have just read, for instance: **Es una semilla de pino.** Ask again: **¿Qué planta va a ser?** Students should answer: **Va a ser un pino.**

Semillas y más semillas



CUENTO POR BRIAN Y JILLIAN CUTTING



Semillas y más semillas.

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¿Qué tipo de semilla es ésta?



¿Qué planta va a ser?



¿Qué tipo de semilla es ésta?



¿Qué planta va a ser?



Una planta de haba.

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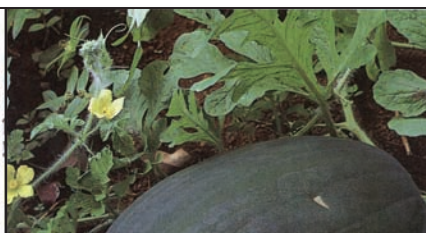
CUENTO DE BRIAN Y JILLIAN CUTTING

The Classroom Library contains a book in Spanish for each textbook unit—fiction or nonfiction. A full lesson plan for each book is located in the Teacher's Wraparound Edition Appendix. Native speakers read each story on a separate audio CD.

¿Qué tipo de semilla es ésta?



¿Qué planta va a ser?



¿Qué tipo de semilla es ésta?



Un girasol.

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8 ¿Qué tipo de semillas son éstas?



¿Qué tipo de plantas van a ser?



¿Qué tipo de semillas son éstas?
¿Qué tipo de plantas van a ser?



¿De cuáles semillas crecieron estas plantas?



un manzano

una planta de maíz



una planta de tomate

un naranjo

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¿De dónde vienen éstas semillas?



un guisante



bellotas



semillas de pino



semillas de zanahoria

Respuestas:

una planta de guisante un roble
un pino una zanahoria

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