

K Biliteracy Activity

Actividad de biliteracidad para Jardín de Infancia

Focus/Enfoque:

Adjectives/adjetivos

Books/ Libros:

Español: “Semillita” por Eric Carle

English: “The Tiny Seed,” by Eric Carle

Actividad de biliteracidad

Objetivo de lenguaje: Adjetivos

Notas para la maestra:

- Antes de leer el libro, explique a los alumnos lo que es un adjetivo. Explique que el adjetivo en español frecuentemente se encuentra después del sustantivo, pero que en inglés es lo opuesto, ya que el adjetivo se coloca antes del sustantivo. Puede proporcionar algunos ejemplos con oraciones escritas y encerrando el adjetivo para que ellos analicen si está antes o después del sustantivo.
- Antes de pedirle al alumno que trabaje individualmente, usted puede modelar como escribir una oración sencilla.

Libro: “Semillita” por Eric Carle

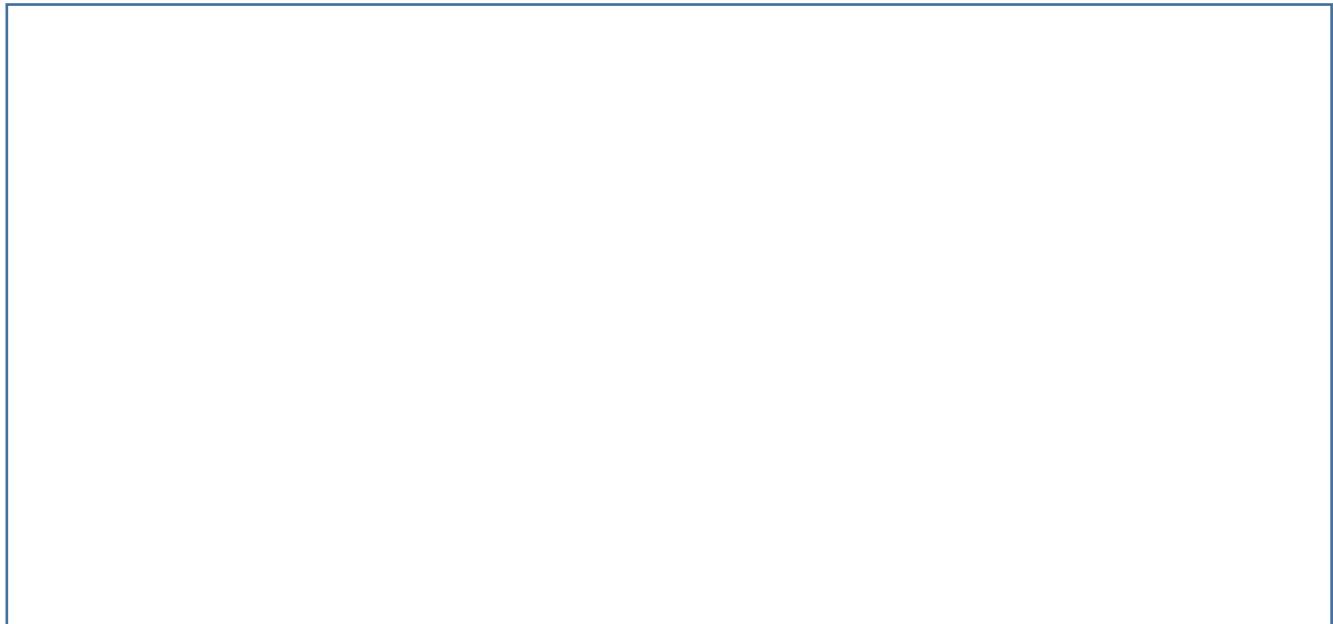
Instrucciones:

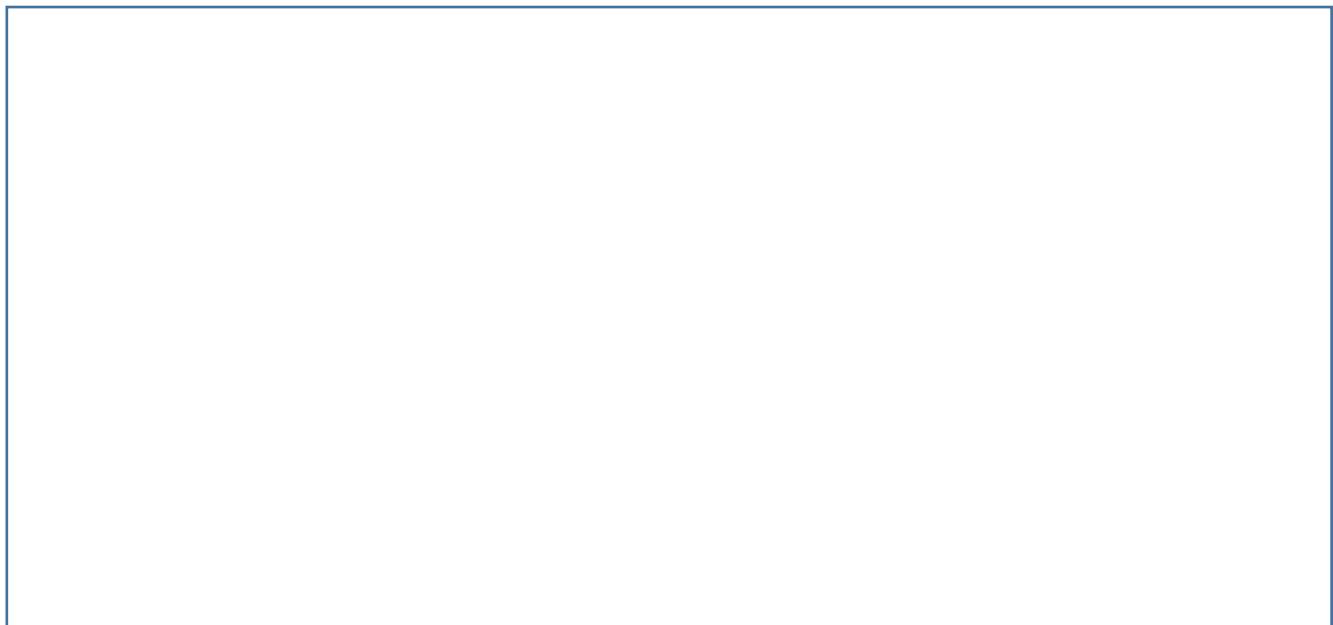
1. Lea a sus alumnos el libro “Semillita” por Eric Carle Ehlert.
2. Identifiquen los adjetivos.
3. Pídale a los niños que dibujen dos partes de la historia.
4. Escribe una oración acerca de lo que dibujaste usando adjetivos.

Nombre. _____

Instrucciones: Dibuja dos partes de la historia "Semillita".

Escribe dos oraciones usando adjetivos para describir lo que dibujaste.





Kindergarten Biliteracy Activity

Language Focus: Adjectives

Book: "The Tiny Seed," by Eric Carle

Teacher Notes:

Before reading the story, review what adjectives are with the students. Explain that they describe how something(noun) looks, feels, smells, tastes or sounds. Explain that in Spanish, the adjective often comes after the noun but in ENGLISH the adjective often comes **before** the noun. Provide a few examples. Show a picture of a red house. Ask the students what they see. They will say "I see a red house." Circle the adjective and ask them if it is in front of the word house or after the word house. Explain that you wouldn't say, "I see a house red," in English. Review with as many images and adjectives as needed.

Provide a word bank on the whiteboard for students to refer to as they write their sentences. Before passing out the worksheet, have students share adjectives they heard in the story. Add those to the class wordbank.

You may also want to do an example drawing and simple sentence with the students before asking them to work independently.

Provide the students with a simple sentence frame to complete the worksheet.

There was a _____.



Examples: Review the vocab and sketch a small picture under each word to provide visuals for the students.

tiny seed white snow big flower hungry mouse hot sun



Tall mountain hot, dry desert big, fat weed little stems

Tiny seed strong wind giant flower

Book: "The Tiny Seed," by Eric Carle

Directions:

1. Listen to the teacher read the story out loud.
2. Have students identify adjectives from the story.
3. Ask the students to draw two different parts of the story.
4. Write a sentence about each picture you drew. Use **adjectives** to describe the pictures you drew. Use the simple sentence frame,
There was a _____.

“The Tiny Seed”

Draw and Write

Name: _____ Date: _____

Directions:

1. Draw two parts of the story, “The Tiny Seed.”
2. Write a sentence under each drawing to describe what you drew. Use **adjectives** to describe your pictures. Write the adjective on the **purple line**.

