

Traveling Seeds

Seeds need to get away from their parent plants. If they remain too close, young plants starve. Their bigger, stronger parents overshadow them, hogging sunlight and water. It's also a seed's job to claim new living space for its kind.

Plants with pods launch their seeds using a kind of explosion. When broom seeds are ready, the sun warms one side of the pod and dries it. The other side remains in shadow and dries more slowly. The sides pull against each other until the pod splits, hurling the seeds away from the parent plant.

Many seeds use parachutes to travel. Think of dandelion puffs—they contain hundreds of tiny seeds, each with its own silky parachute for riding the wind. If you open a ripe milkweed pod, you will see a packaging miracle. Hundreds of seed heads overlap neatly, while their closed parachutes lie flat, resembling hair.

Some seeds have wings to help them glide away from their parent plants. The simplest designs have one wing. As the seed falls, it whirls through the air like a helicopter blade.

Some seeds travel in water by floating. The coconut is one example. Air spaces between its outer shell and the hairy inner seed keep it from sinking. The sea bean provides its seeds with wooden cases that can stay afloat for a year. These seeds ride the Gulf Stream and sometimes land in Europe—4,000 miles away from their parents in the Caribbean.

A number of plants use only one seed carrier. Oaks and hickories belong to this group. The armor around their seeds is so thick, only a squirrel can break it. However, a squirrel collects more acorns and hickory nuts than it can eat. It hides the extras to eat later. But the extras aren't always needed, and sometimes a squirrel forgets its hidden treasure. The uneaten seeds grow into new trees far from their parents.



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Strategy: Generating Main Idea Questions
Classifying Questions Chart

Student's Question:	Is this a main idea or a detail question?
	<input type="checkbox"/> Main Idea <input type="checkbox"/> Detail
	<input type="checkbox"/> Main Idea <input type="checkbox"/> Detail
	<input type="checkbox"/> Main Idea <input type="checkbox"/> Detail
	<input type="checkbox"/> Main Idea <input type="checkbox"/> Detail
	<input type="checkbox"/> Main Idea <input type="checkbox"/> Detail
	<input type="checkbox"/> Main Idea <input type="checkbox"/> Detail



DAR Levels 3-6

Strategy: Generating Main Idea Questions

Student: _____ Grade: _____ Date: _____

Passage Title: _____ Passage Level: _____

Use the Classifying Questions Chart to record the questions the student asks and whether the student thinks each question is a main idea or a detail question.

Did the student have difficulty generating questions? Y or N

Explain:

Did the student have difficulty distinguishing between main ideas and details? Y or N

Explain:

<p>During this activity, the student seemed:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actively engaged <input type="checkbox"/> Somewhat engaged <input type="checkbox"/> Passively cooperative <input type="checkbox"/> Not interested <input type="checkbox"/> Other: _____ 	<p>Additional Comments:</p>
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