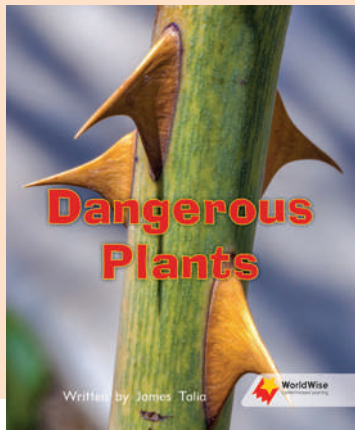


Lesson Plan

**Transitional
reading stage
Levels 13–14**



Dangerous Plants reports on a range of plants that are dangerous because they can sting, cut, irritate or even poison people. It describes how each plant is dangerous and it warns readers to stay away!

Running words: 223

Informative text type:
Description

Science Curriculum links

Australia

- **BS (ACSSU017)** Living things have a variety of external features
- **NDS (ACSHE021)** Science involves asking questions about, and describing changes in, objects and events

New Zealand

- **LW:** All living things have certain requirements so they can stay alive

Key concepts

- Some plants are dangerous.
- Dangerous plants have features that can cause injury or illness.

Content vocabulary

berries, dangerous, itch, leaves, nettles, poison, prick, spikes, sting, thorns, touch

Text features

- Labelled photographs
- Headings
- Glossary

Reading strategy

- Using headings to predict information

Before reading

Introducing the book

Activate students' prior knowledge. Ask: *Do you think a plant could hurt you? How could it hurt you?* Invite students to talk with a partner and then share their ideas with the group.

Provide each student with a copy of *Dangerous Plants*. Say: *This book is called Dangerous Plants. It is about plants that can sting, cut, scratch or even poison you.* Have students browse through the book, looking at the headings and photographs.

Building vocabulary

Ask: *What words or phrases might be in a book about dangerous plants?* Have students talk to a partner, then share with the group. List the words on a chart and invite students to make suggestions about what each word means. Where appropriate, have the students add a drawing (for example, a picture or a symbol) to the words on the chart to make the meaning clear. Discuss each word as you list them on the chart. If necessary, introduce the content vocabulary and add these words to the list.

Introducing the reading strategy

Say: *Good readers use all the information on the page when they are reading, and they always read the headings before they read the text.* Ask: *How can reading the headings help you?* Have students talk about this with a partner, as they browse through the book looking at the headings.

During reading

As each student reads the text independently, monitor and support them where appropriate. If necessary, ask the students to stop reading and remind them to use the reading strategy you are focused on. Encourage students to read the headings, and to think about what information they will be reading about in that section of text. For example, you could stop students and ask: *What does this heading say? What will the information be about?* Support students in identifying the information that will be in each section by reading the headings, and talking about what they will be reading about in that section.

After reading

Talking about the book

Have students talk about the book. Encourage discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the photographs and text in the book.

How can leaves be dangerous? How can you get poisoned by a plant? (Literal)

Why do some plants need to have parts that are dangerous? What parts of a plant can be dangerous? How can you tell if they are dangerous? (Inferential)

Have you ever been hurt by a dangerous plant? What happened? What would you do if you came across a dangerous plant? (Applied)

Reviewing the reading strategy

Give positive feedback on the reading strategy the students used as they read the book. Say: *I noticed that you read the chapter headings first, before reading the text. This helps you to know what you will be reading about.*

Returning to the book

Provide multiple opportunities for the students to reread and interact with the book – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Speaking and listening

Have students turn to the glossary. Read out the words and talk with the students about what each word means.

Have students sit with a partner and take turns saying the words in the glossary in a sentence. Say: *Make sure your sentences make sense and try to make them interesting.*

Vocabulary

Write the following words onto separate cards: *thorns, nettles, leaves, spikes, berries* (things/nouns); *prick, cut, itch, sting, poison* (actions/verbs).

Say: *Some of these words are the names of different parts of plants, and some of the words describe what these dangerous plant parts do. Let's sort our word cards into these two groups: "things" and "actions".*

As a group, talk through each word and place it in one of the two groups.

Say: *Now let's match each plant part (noun) with the word that describes the way it can hurt you (verb).* (For example, thorns prick, nettles sting, leaves itch, spikes sting and berries poison.) Work as a group to match the cards.

Phonological awareness

Say the word *thorn* and ask: *What sounds are in this word?* Have students turn to a partner and take turns saying the sounds they hear.

Ask: *Do you know other words that have the /th/ sound?*

Phonics

Write the word *prick* onto a chart. Ask: *What sounds do you hear in this word? What sound is at the end of the word? What letters in this word make the /k/ sound?* Underline the "ck".

Ask: *Do you know other words with the /k/ sound made by the letters "c" and "k" together?* Discuss as a group and list these words on the chart (such as *lick, sock, track, snack* and *deck*).

Say: *In some words, "c" and "k" together make the /k/ sound. When two letters make one sound the sound is called a digraph.*

Writing

Shared writing

Ask: *What dangerous plant should we write about?* Discuss as a group and choose one of the plants from the book to write about (such as the nettle).

Say: *We will write about a plant called a nettle. Let's write a "Who Am I?" about this plant. We will need to write two or three clues about the plant.*

Have students contribute ideas about both the content and writing conventions. For example, you could ask: *What will the first clue be? What's another clue I could write?*

Say: *At the end, I will write the question: "What Am I?"* Invite a student to add a question mark at the end of the question.

Independent writing

Have students create a poster to warn people about one of the dangerous plants in the book. Say: *On your poster, write the reason why people should stay away from the plant.*

Ask: *Which plant will you write about on your poster? What will you say?* Have students turn to a partner and talk about the plants in the book, which plant they are going to write about and what they will include on their poster.

Say: *When you are creating your poster, think about how you can best get your reader's attention.*

Sharing and presenting

Display the students' posters in the classroom and provide time for students to view the posters.

Bring the group together and say: *We have learnt a lot of new information about dangerous plants. What is the main message you got by reading this book?* Discuss as a group.

Blackline Master: Dangerous Plants

Name: _____

Write the name of the plant part and how it is dangerous.

Use the book to help you.

Plant	What part of the plant can hurt you?	How can it hurt you?
	_____ _____	_____ _____
	_____ _____	_____ _____
	_____ _____	_____ _____
	_____ _____	_____ _____

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