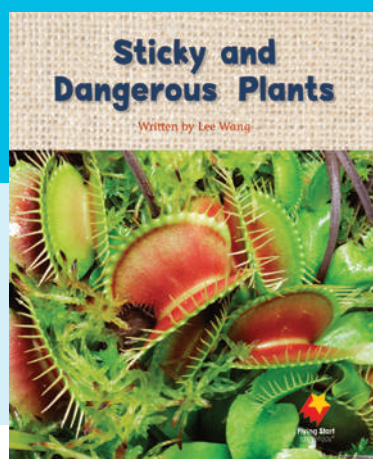


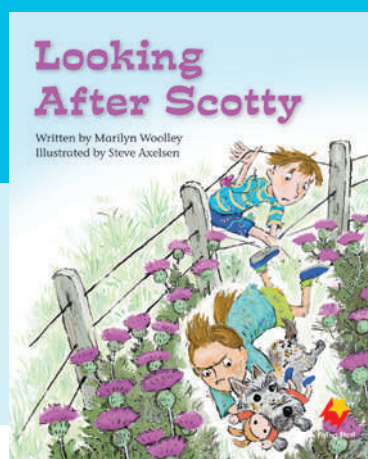
Lesson Plans



Sticky and Dangerous Plants reports on plants that can be dangerous to animals. These plants can stick to animals, trap animals or even poison and kill animals.

Running words: 445

Text type: Report



Looking After Scotty is a narrative about two children who look after their neighbour's smelly, naughty dog. The dog runs away and gets burrs, seeds and prickles all over him. He is a very difficult dog to look after!

Running words: 547

Text type: Narrative

Content vocabulary

blister burdock plant burrs cactus tree creeping plants dangerous foxglove plant grasses hemlock plant hooks leaves liquid loops oils oily pitcher plant poisonous prickles prickly roots sap seeds sticky sundew plant trap tube

Phonics

- Identifying the r-controlled vowel as in *apart, park, yard, started*
- Identifying the /oi/ sound in *poisonous, oils*

Text features

Sticky and Dangerous Plants

- Contents page, headings and sub-headings
- Glossary

Looking After Scotty

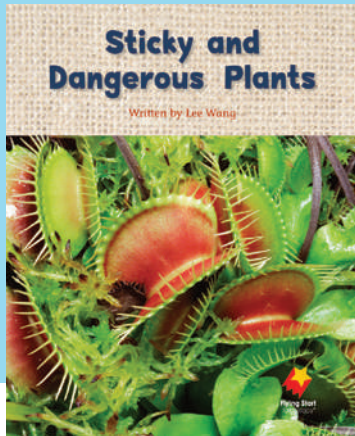
- Dialogue
- Chapters

Reading strategies

- Using a glossary to find the meaning of words
- Reading dialogue with phrasing and fluency

ELL support	Key concepts	Curriculum links
- Photographs and headings introduce each new plant. - A glossary is included in the factual text. Illustrations support the plot in the narrative.	- Some plants are dangerous to animals. - Some plants stick on animals, some trap animals and some poison animals.	Biological sciences: Living things – plants, structure and function

Lesson 1 Sticky and Dangerous Plants



Before reading

Getting ready to read

Encourage students to activate their prior knowledge.

Say: *We all know that some animals eat plants, but is it possible for plants to eat animals? Can plants hurt or even kill animals?*

Students could talk with a partner about these questions. They could then share and discuss their responses with the group.

★ Take the students for a walk in the schoolyard and look at the plants. Discuss the names of the plants' parts. Say: *These are the plant's leaves, these are the roots, this is sap, etc.*

Vocabulary building

★ List the names of the plants from the book (*grasses, burdock plant, sundew plant, pitcher plant, cactus tree, hemlock, foxglove*). Say: *These are the names of the plants in the book we are going to read. All these plants are dangerous to animals. Use the language from the book to discuss how plants might harm animals (e.g. *poisonous, prickly, sticky, blister*).*

Introducing the book

Give each student a copy of *Sticky and Dangerous Plants* and have them read the title. Say: *This book reports on plants that are dangerous to animals. Some plants stick to animals. Some plants can trap and eat animals. Some plants are poisonous if animals eat them. Refer students to the contents page and talk through the headings and sub-headings. Talk through the rest of the book, discussing the photographs and headings on each page. For example, on page 6 you could say: *The name of this chapter is Sticky seeds and the sub-heading is Grasses. What does this tell you about the information on this page?**

During reading

Ask each student to read the text independently. Monitor students as they read and support them as needed. If necessary, ask them to stop reading and remind them to use the reading strategy you are focused on. For example, are the students using the glossary? Ask: *Where do you find a glossary in a book? What is the purpose of a glossary? Why would this book need a glossary? Use the glossary to check the meaning of the word oil.*

After reading

Talking about the book

Ask the students to talk about the book. Promote discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the photographs and the text in the book. *How can sticky seeds hurt animals? What plants eat animals? How do they catch the animals they want to eat? What could happen to an animal if it touches or eats the sap of a cactus tree? (Literal)* *Why do some plants have seeds that stick to animals? Why do some plants poison animals that eat them? (Inferential)* *Should people grow the plants shown in this book in their garden? Why? (Synthesising)* *Do you think there could have been other plants included in this book? How could you find out about other dangerous plants? (Critical)*

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Ask: *What are some of the things you did that helped you make sense of this book? Can you find a place where you did some problem-solving?* If appropriate, comment on how the students referred to the glossary as they were reading.

Returning to the book

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

Developing fluency

Students could sit knee-to-knee with a partner and take turns to read a page each from the text. Ask students to concentrate on phrasing their reading. Say: *Look for groups of words that go together and make your reading sound fluent.*

Word work

Phonics

Write the words *poisonous* and *oils* on the board. Ask: *What do these words have in common?* Underline the letters “oi” in each word. Say: *In these words what sound do the letters “oi” make?* Ask students to talk with a partner about other words that have this same sound (*coin, spoilt, point, voice, noise*). If students come up with words that are spelt with “oy” (*boy, toy*, etc) talk about the different ways of making this sound. List these in another column.

Exploring words

Refer students to the glossary on page 20. Say: *This is a glossary. It explains the meanings of some of the words in the book.* Give students time to read some of the definitions in the glossary. Students could then work with a partner to choose three other words from the book and write definitions for them. Share students’ words.

Writing

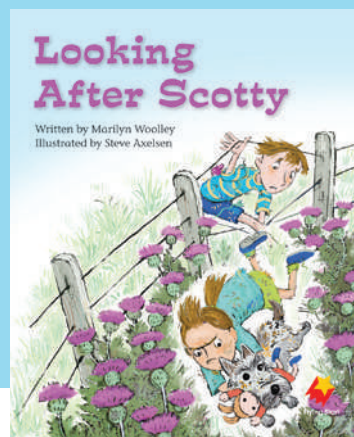
★ Ask: *What made the plants in this book dangerous?* Encourage students to explain why the plant can be dangerous to animals. Model using the language that would be on a warning poster about plants (e.g. *stop, warning, danger*).

Have students choose another plant from the books and make their own warning poster with illustrations.

Sharing and presenting

Students could sit in a small group and take turns to talk about their posters.

Lesson 2 Looking After Scotty



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Students could talk with a partner about the tasks involved in looking after a pet dog. Ask: *What things could go wrong when looking after a dog?* Discuss students’ ideas.

★ Support students by talking about looking after pets. Say: *If you have a pet dog and you go, you need to find someone to look after your dog. Who might you ask to do this? Who has looked after another person’s pet while they were away? What did you have to do?*

Vocabulary building

★ Ask students to work with a partner to brainstorm a list of words that could be in a book about a naughty dog (e.g. *chew, wag, snarl, grab*). Invite students to share their word lists and create a group list.

Introducing the book

Give each student a copy of *Looking After Scotty* and have them read the title. Say: *This book is a story about a girl and a boy who live next door to a dog called Scotty. Scotty’s owner asks the children to look after Scotty. This is not an easy job because Scotty runs away and gets very dirty, sticky and smelly.* Talk through each page of the book, introducing the names of the characters as you go. For example, on pages 4 and 5 you could say: *This is Scotty. This is Ethan and this is Ashley. Ethan and Ashley live next door to Scotty. What do they think about Scotty? Why do you think this? What is Scotty doing in his yard?*

During reading

Ask each student to read the text independently. Monitor students as they read and support them as needed. If necessary, ask them to stop reading and remind them to use the reading strategy you are focused on. For example, are students reading the dialogue with phrasing and fluency? If the students need support, say: *Make your voice sound like someone is talking. How would Ethan or Ashley sound?*

After reading

Talking about the book

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

Why did Ethan and Ashley need to look after Scotty? What did Scotty do when he ran away? What things got stuck on Scotty's fur? (Literal)

What do Ethan and Ashley think about Scotty? Why? Were Ethan and Ashley happy about looking after Scotty? Why didn't they tell Miss Brown this? (Inferential)

What do you think could happen if the children looked after Scotty for a whole week? (Synthesising)

Could the author have used a different type of pet in this story?

How would this have changed the story? (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Ask: *What are some of the things you did that helped you make sense of this book? What strategies did you use?*

Returning to the book

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

Developing fluency

In groups, students could make paper-bag puppets of Ethan, Ashley, Scotty and Miss Brown. Students could read the book and use the puppets to act out the story. Encourage students to concentrate on fluency and expression. Say: *When you are reading, try to make your voice sound the way the character would really talk.*

Word work

Phonemic awareness and phonics

Write the vowel digraph “ar” on the board. Ask: *What words do you know that have this sound in them?* Make a list. In pairs, students could then scan the text to find other “ar” words to add to the list (*apart, park, snarled, started, yard*).

Exploring words

Ask students to fold a piece of paper in half. On one side they could draw a picture of Scotty when he was clean. On the other side of the paper they could draw a picture of Scotty when he was dirty. Students could label the picture of dirty Scotty to show the burrs, seeds, prickles and sap that got on Scotty's fur.

Writing

★ Ask: *Where is this story set?* Have students look through the book and identify the different settings. List these settings on a chart.

Have students draw a story map that shows the main events of the story. Say: *Make sure you identify the different settings in the story and write a caption for each picture describing the setting.*

Sharing and presenting

Students could sit knee-to-knee with a partner and take turns to talk about their story maps.

Talk about the pair

Ask: *In what ways can plants be dangerous to animals? How does this help the plants?* In small groups, students could use words and pictures to brainstorm a list of facts

they found out about plants by reading these books. Students could work further with these books by completing the Activity card.

Blackline master

Why is that plant dangerous?

Use the book *Sticky and Dangerous Plants* as a reference to help you fill in the chart below.

Write about how each plant is dangerous to animals.



burdock plant



sundew plant



hemlock



foxglove



cactus tree



pitcher plant

Assessment

Can the student find relevant information in a text?

Can the student fill in a data chart?

Activity card

“Looking After Scotty” game



You will need: a die, one counter for each player.

What to do: Take turns to roll the die and move the number of squares shown. The first person to reach 20 is the winner.

1 START HERE	2	3 Scotty comes when you call him. Move Forward three squares.	4
8 Scotty chews your dad's new shoes. Go back three squares.	7	6	5 Scotty gets burrs all over him. Go back Four squares.
9	10 Scotty gets tangled in a creeper. Go back three squares.	11	12 Scotty Finds your ball. Go Forward two squares.
16 Scotty has a bath. Go Forward three squares.	15	14 Scotty buries your ball. Go back Four squares.	13
17	18 Scotty gets grass seeds in his fur. Go back two squares.	19	20 Scotty goes home with Miss Brown. YOU WIN!

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