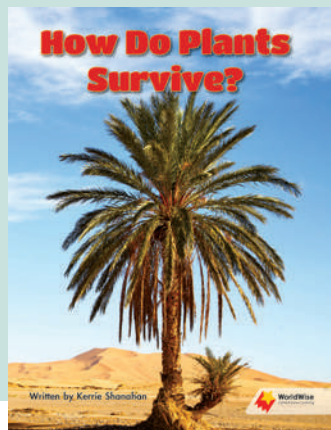


Lesson Plan

Advanced Fluent
Upper Primary
reading stage
Level U



How Do Plants Survive? examines the essential needs of plants and reports on how various plants have adapted to survive when one or more of these needs is not met. It explains how plants reproduce and how the ability to do this is essential to plant survival.

Informative text types:
Report/Explanation

Science Curriculum links

Australia

- **BS (ACSSU43)** Structural features and adaptations of living things assist their survival
- **BS (ACSSU43)** Adaptations of living things for particular environments
- **ESS (ACSSU078)** The role of the sun as a provider of energy for the Earth

New Zealand

- **LW:** The key structural features and functions to the life processes of plants and animals
- **LW:** The importance of variation within a changing environment

Key concepts

- Plants have structures and behaviours that enable them to survive, grow and reproduce
- Some plants have adapted so they can survive in places where one or more of their essential needs is limited
- Some plants can survive in locations where it is impossible for most other living things to do so

Content vocabulary

algae, bacteria, canopy, carbon dioxide, cell, chlorophyll, competition, cross-pollination, decaying, dehydrate, digest, ecosystem, energy, germinate, native, nectar, nutrients, oxygen, photosynthesis, pollen, pollination, reproduce, roots, seeds, self-pollination, tolerate, water vapour, wilt

Text features

- Labelled diagrams, text boxes, summary table, sidebars, captions, glossary

Reading strategy

- Using a range of text features

First reading session

Getting started

Introducing the book

Give each student a copy of the book *How Do Plants Survive?* Have the students browse through the book. Say: *As you browse through the book, think about what you already know about plants and how they survive. What connections are you making?* Have the students discuss their thinking with the group.

Exploring vocabulary

Ask: *What words or phrases would you expect to see in a book about plant survival?* Have students work with a partner to record a list of words on sticky notes. Say: *When you are finished, join with another pair and combine your lists. Your group can then share your words and we will create our group list.*

If some words or phrases are not known, have the student who recorded the word explain what it means. Compare the students' vocabulary words with the words in the glossary.

Introducing the reading strategy focus

Say: *This book has many text features that support and extend the text. Which ones did you notice?* Discuss.

Say: *As you read the book, I want you to process all the information on the page. This means to do things like interpret the diagrams, view and think about the photographs, analyse the table, and read the text boxes. These text features will help you to gather all the information.*

Reading with teacher support

Say: *Read the introduction and chapter 1 to yourselves. As you read, think about the needs of plants and which text features have been used to explain this information.* Have the students discuss their thinking with their partner, and then have a group discussion. Ask: *How has the author helped you to see what needs plants have? What text features has she used?* Have the students record their ideas on the Graphic Organiser and compare it with their partner's. Say: *Be ready to talk about what you noticed with the whole group.*

Second reading session

Building understanding

Choose to have students either read independently or, if they need more support, to meet with you in a small group.

Independent and partner work

Have the students read chapters 2 and 3 independently. Say: *As you read, use the same process we used with the introduction and chapter 1. Read the chapters to yourself and keep track of your thinking by adding to your Graphic Organiser, then meet with your partner to discuss the text features used in the book and the information you got from them.*

Have the students meet as a group to share and talk about what they have read and what they recorded on their Graphic Organiser. Monitor the group's progress and support them, if necessary.

Have the students read the rest of the book and complete their Graphic Organiser. On completion, have the students reread the whole book in preparation for the final reading session. Say: *Be ready to talk about your thinking and to discuss your questions and wonderings with the group.*

Reading with teacher support

Ask: *What have we learned so far about plant survival? Share your ideas with a partner.* Have the students read chapter 2 to themselves. Review what the students have read. Ask: *What new information do you have about the needs of plants?* Invite the students to talk about their understandings. Have the students read chapters 3, 4 and the conclusion to themselves. Say: *Now add your thinking about the text features in the book and the information you got from them to your Graphic Organiser.* On completion, have the students reread the whole book in preparation for the final reading session. Say: *Be ready to talk about your thinking and to discuss your questions and wonderings with the group.*

Reflecting on the reading strategy

Encourage the students to talk about what they did to help themselves as readers. Ask: *What text features does this book contain? Why did the author choose to include them? How did they help you to understand the information?*

Final reading session

Bringing it all together

Have students talk about the whole book. Use a range of questions to promote discussion and higher-level thinking. Where appropriate, have the students lead the discussion.

How does what a plant looks like relate to how it has its needs met? Give examples. Why is it particularly important for plants to be able to adapt to their surroundings, especially if these change? How does seed dispersal play a part in the survival of different types of plants? (Inferential)

Which plant survival “story” did you find the most interesting? Why? Why is it important for a natural habitat to have native plants growing there? If you were to design a plant to live in a particular habitat, what features would the plant have? (Synthesising)

What main concepts is the author attempting to report on and explain in this book? Did you find the information easy or difficult to understand? How did the text features add to your interest in the book? Did they help you understand the information in the text? (Critical)

Invite students to ask their own questions.

Going beyond the book

Have students demonstrate their understandings by choosing one or more of the following tasks. The tasks can be completed independently, in pairs or in a small group.

Speaking and listening

Have students take turns explaining the processes of photosynthesis and plant reproduction with a partner. Encourage them to refer to the diagrams in the book as they speak.

Vocabulary

Have students refer to the group word lists made prior to reading the book. Have them work with a partner to take turns saying each of the words on the list in a sentence.

Visual literacy

Have students use a digital camera to take photographs of plants around the schoolyard. Students could use these photos to create a slide show.

Alternatively, students could create a slide show that explains the process of photosynthesis or shows the amazing range of plants that survive in different environments on Earth.

Writing

Have the students write an explanation about how a particular plant survives, using the prompt: *How the _____ (name of plant) survives*. Provide the students with a template detailing how to plan and write an explanation. Remind them to start by naming the plant and where it is found, and then explaining how its needs are met.

Planning to write an explanation

Name: _____

Getting started

What is my topic? _____

What do I want to explain? _____

Who am I writing for? _____

Where will I find information? _____

Planning my explanation

1. General statement

What am I explaining? _____

2. Explanation of the process

First _____

Next _____

Then _____

Finally _____

 **Hint:** Explanations tell *how* and *why* things happen. They use words like *as*, *because* and *result*. They use phrases that describe time.

Additional features I could use

- ☐ Maps to show location
- ☐ Text boxes to provide additional information
- ☐ Photographs and diagrams to support text
- ☐ Captions and labels to explain photographs and diagrams
- ☐ Time line to show history of key events

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Say: *You will need to research to find out about the plant you choose and how it survives*. Encourage the students to talk about their ideas with a partner, then write their explanation.

Alternatively, the students could choose to write a report about the types of plants that are found in a particular environment such as a rainforest, desert or wetland.

Graphic Organiser: Gathering all the information

Name/s: _____

Fill in the chart by identifying and studying the text features in the book, such as diagrams, text boxes, photographs and tables.

Text feature/ page number	Information you get from this feature

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