

Lesson Plan

**Fluent
reading stage
Levels 19–20**



Killer Plants explains how some plants that live in poor soil meet their needs by attracting insects and digesting them.

Informative text types:
Explanation

Science Curriculum links

Australia

- **BS (ACSSU030)** Living things grow, change and have offspring similar to themselves

New Zealand

- **LW:** There are life processes common to all living things and these occur in different ways

Key concepts

- Some plants attract, trap and digest insects to get the nutrients they need.
- Plants that attract and kill insects have various methods for doing this.

Content vocabulary

attracts, bogs, dams, drown, hairs, insects, leaves, liquid, nectar, plants, soil, survive, tentacles, trapdoor, trapped

Text features

- Chapters with sub-headings
- Text boxes and photographs with captions
- Glossary and index

Reading strategy

- Linking visual images to the text

First reading session

Getting started

Introducing the book

Activate students' prior knowledge. Ask: *What things do plants need to survive? How do plants get these things?* Invite students to share their ideas. Record these on a chart.

Ask: *What do you know about plants that eat insects?* Have students turn and talk about this with a partner. Discuss as a whole group.

Provide each student with a copy of *Killer Plants*. Say: *Most plants get the things they need to survive from the soil they are growing in. But some plants need to digest animals such as insects to get these things. This book explains how they do this.* Have students browse through the book.

Exploring vocabulary

Ask: *What words or phrases might be in this book?* Have students work with 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: *This book has written information, and it also presents some information visually. It has labelled, close-up photographs with captions.* Have students look through the book with a partner and talk about the images they find most interesting.

Reading the text

Have students turn to pages 4 and 5 and read the introduction independently. Ask: *How do you think plants attract and trap insects?*

Have students read chapter 1 independently. Say: *As you read, remember to view the graphics carefully, and read the captions. This can help you understand the text better.*

Second reading session

Building understanding

Ask: *What do you now know about plants that eat insects?* Discuss as a whole group.

Have students read chapter 2 independently.

Ask: *What new information have you learnt about plants that eat insects? How do the plants discussed in this chapter attract and trap insects?*

Have students turn and talk to a partner about their ideas.

Final reading session

Have students read chapter 3 and the conclusion independently. Say: *As you read, use the features of this information book to help you.*

Bringing it all together

Ask: *What have you learnt about plants that need to eat insects to survive?* Have students turn and talk with a partner. Invite students to share their knowledge and create a group chart by recording their responses. Compare this to the chart that was created before reading.

Ask: *What new information most amazed you? What else do you still wonder about "killer plants"?* Discuss as a whole group.

Students could complete the Blackline Master about the different ways that plants trap insects.

Reflecting on the reading strategy

With a partner, have students view the sequence of images on pages 12 and 13. Ask: *Did these images help you understand what was written in the text? How?* Invite pairs to share their ideas.

Ask: *What other visual features in this information book helped you as a reader?* Discuss as a whole group.

Going beyond the book

Speaking and listening

Have students work with a partner to play a game of “Who am I?”

One student chooses a plant from the book. They then say two or three clues that describe this plant. Encourage them to give clues that describe how the plant looks, as well as clues that explain how it traps insects to eat.

The other student tries to guess which plant is being described by listening to the clues and searching for it in *Killer Plants*.

When the student guesses correctly, it is their turn to say the clues.

Vocabulary

On a chart, write the following adjectives and nouns from page 6 of *Killer Plants*: *each leaf is bright red, tiny hairs, tight trap*.

Say: *Nouns are words that tell us the name of something (hairs). Adjectives are words that describe nouns (tiny)*. Invite students to identify which words are adjectives and which are nouns. Have students work with a partner to browse through the book to find and list other nouns and the adjectives used to describe them.

Visual literacy

Have students choose one of the “killer plants” that they are interested in from the book. Students could then create a realistic drawing of this plant. Have them add labels and write a caption to explain how the plant traps insects.

Writing

Have students write a report about a type of killer plant. Provide the students with a template detailing the structure and elements of a report.

Planning to write a report

Name: _____

Getting started

What is my topic? _____

What do I want to describe? _____

Who am I writing for? _____

Where will I find information? _____

Planning my report

1. General statement

What am I describing? _____

2. Description

What do I describe first? _____

What do I describe next? _____

3. Conclusion

Can I summarise what I have written? _____

 **Hint:** The verbs *is, are, has* and *have* will help your description.

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: *Reread information in the book about the killer plant you are going to write about*. Students can also use research skills to find out extra information.

Encourage students to share their ideas with a partner. Say: *Talk about the killer plant you are writing about and what information you will include*.

Use the template to remind the students about the structure of a report. Say: *Follow the template when you write. Use the first paragraph to introduce the plant, then include a range of information about it, such as what it looks like, where it lives, what it eats and how it gets this food*.

Blackline Master: How killer plants catch food

Name/s: _____

How do each of these killer plants catch their food? Use information from the book to help you.

Killer plant	How do they catch their food?
	
	
	

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