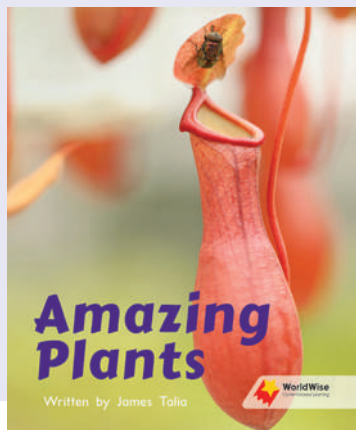


Lesson Plan

Early
reading stage
Levels 9–10



Amazing Plants describes the adaptations that some unusual plants such as carnivorous plants and desert plants have to enable them to live and grow.

Running words: 183

Informative text type:
Description

Science Curriculum links

Australia

- **BS (ACSSU017)** Living things have a variety of external features
- **BS (ACSSU211)** Living things live in different places where their needs are met

New Zealand

- **LW:** All living things have certain requirements so they can stay alive
- **LW:** Living things are suited to their particular habitats

Key concepts

- Plants have parts that enable them to take in water and food.
- Some plants can survive in harsh environments because they have the ability to store water.

Content vocabulary

amazing, animals, cactus, flower, food, grow, insects, leaves, nests, roots, spines, stems, trunk, water

Text features

- Section headings
- Labelled photographs
- Index

Reading strategy

- Identifying the main idea

Before reading

Introducing the book

Activate students' prior knowledge. Ask: *What do you know about plants? Do you know of any plants that are amazing? What are they like?* Invite students to talk with a partner and then share their ideas with the group.

Provide each student with a copy of *Amazing Plants*. Say: *This book is called Amazing Plants. It is about some plants that have parts or ways of getting food and water that other plants don't.* Have students turn to the title page. Ask: *What do you notice about these plants?* Encourage students to look at specific features. For example, you could ask: *What do you notice about this flower? How big do you think it is? What about the other two plants – what is similar about them? What is different?*

Have students browse through the book, looking at the section headings and photographs.

Building vocabulary

Ask: *What words or phrases might be in a book about 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 think about what the author is wanting them to know. They think: "What is the main idea?" Sometimes a clue about the main idea can be found in the title. This will be supported by the information in the book. What does the title suggest the main idea is?* Record this on a chart. Say: *Sometimes the main idea is introduced in the first sentence or page.* Read pages 2 and 3 together. Draw out that the main idea seems to be that some plants look amazing or can do amazing things. Say: *As you read, think about whether this is really the main idea. What things does the author write that support this? Are there other clues about what the main idea might be?* Have students talk about this with a partner.

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 reflect on what they have read and say what the main idea on a page was. Stop them as they read and ask: *Is there any information that shows how plants are amazing? What is that evidence?* Support students in identifying the main idea. For example, on pages 4 and 5 you could ask: *What is amazing about this plant?*

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.

Why are rafflesias amazing? What is amazing about baobab trees?
(Literal)

What is it about the plants in the book that makes them more amazing than other plants? Why do some plants need to be amazing to survive?
(Inferential)

Which of the plants in the book did you find most interesting? Why?
(Applied)

Reviewing the reading strategy

Give positive feedback on the strategies the students used as they read the book. Say: *Well done! You were able to tell me what the main idea was on each page. This shows me you understand what you are reading about.* Discuss how thinking about what the main idea is helps to understand the book better.

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 work in pairs to interview each other about some of the plants in the book. Students can take turns to ask questions about the plants, such as: *What did you find amazing about the Venus flytrap?* The other student answers. Students then change roles. Encourage students to ask open-ended questions and to answer in full sentences, explaining why they have each opinion.

Vocabulary

Refer to the book's index on page 16. If required, show the students how an index works.

Read through the list of nouns in this index. Select words that may be new or unfamiliar for the students (such as *spines*) and have them turn to the indicated page. Ask: *What are spines? How can we work it out?* Have the students turn to page 12. Ask: *Which part of the saguaro tree has the spines?* Draw out that the photo on page 12 is a close-up of the whole saguaro plant on page 13. Ask: *What other plants or animals have spines?* (cactus, echidnas) Repeat with other nouns in the index.

Phonological awareness

Turn to pages 4 and 5. Say: *I am going to read this text to you. I want you to listen for any words that have the /ee/ sound.* Read the page twice. On the second read, emphasise the /ee/ sound. Repeat with other pages in the book. Ask: *Do you know any other words that have the /ee/ sound?*

Phonics

Remind students of the /ee/ words they identified in the book. Write these on a chart. It is helpful to group the words according to the letters used to represent the sound – for example: *three, tree, feet; leaves, leaf, eating.*

Ask: *Do you know any other /ee/ words to add to the chart?*

When there is a range of words listed, focus on one column. Ask: *Which letter/s do we use to make the /ee/ sound in "tree"?* Talk about the letter-sound combinations that are most common.

Writing

Shared writing

Ask: *What have we learnt about plants that have unusual or amazing features?* Discuss. Say: *Let's write a puzzle book about some of the amazing plants in the book.*

Ask: *How will we show that this is a puzzle? For example, we could start with: "What am I?" What clue will we give first? It could be: "I smell very bad." What clue will we give next?* Have the students share the pen. Refer to the book for information that will support the writing of the clues.

Have students contribute ideas about both the content and writing conventions. For example, you could ask: *How do we spell "rafflesia"?*

Independent writing

Say: *Can you think of a plant that we could add to our puzzle book?* Have the students work with a partner to select a plant, either from the book or one that they know about or can research.

Say: *Rehearse the clues with your partner.*

Have students write their puzzle. Encourage them to write two or three clues.

Sharing and presenting

Collect all the students' writing and collate as a book. Read the book together, challenging the students to identify what each mystery plant is.

Ask: *What have we learnt about plants? Why do some plants need to be amazing? What other information would you like to know about some of these plants?*

Blackline Master: Amazing Facts

Name: _____

Write the most amazing thing you learnt about each plant.

Plant	Amazing fact
	
	
	

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