

Plants

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Level 5

This is a report about the things all plants need in order to stay alive. It is a repetitive text supported by colour photographs and labelled diagrams. The text is placed consistently on the page, and sentence length varies.

Getting ready for reading

Before introducing this book it may be appropriate to conduct experiments to find out what happens to plants when they don't receive water or sunlight. Discuss the needs of plants.

Have children mime turning their leaves to the sun. They could use straws to suck up water like the roots. Use the language of the book as you guide children in the mime activities.

Talking through the book

You might like to introduce the book by saying: *This is a book that gives information about plants.* Turn to page 3 and ask: *What does this page tell us?* Turn to page 4 and talk through the layout of the page. You might say: *This page tells that all plants need food and water. It says that a plant's leaves make food from sunlight and its roots get water from the ground.* Turn to pages 6 and 7. Talk through these pages, discussing the features of the diagrams and explaining the use of the labels and pointers.

Reading the book

Children read the book individually while the teacher observes each child's reading behaviours and prompts children to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

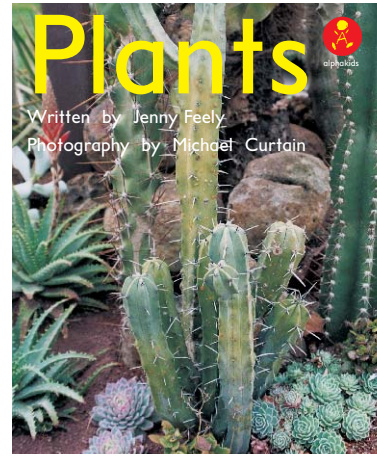
BEING A MEANING MAKER

Discuss:

What do plants need in order to stay alive?

Where do plants get water?

Do any plants not need food and water?



Check this

Teachers can observe children's emergent reading behaviours for evidence of problem-solving when reading text. A prompt to promote this could be:

Try that again and think what would make sense and sound right.

BEING A CODE BREAKER

Vocabulary

- High-frequency words: *all, and, from, get, the, a, is, it, there, are, of, they*
- Word families: *all – ball, call, fall, hall, tall, wall; and – band, hand, land, sand*

Sounds and letters

- Hearing words: Children place counters for each syllable they hear.

★ ★ ★ ★ ★
wat-er ground sun-light

Writing conventions

- Punctuation: upper case letters and full stops
- Text awareness: labelled diagrams

BEING A TEXT USER

Discuss:

Is this book fact or fiction?

What could you learn by reading this book?

BEING A TEXT CRITIC

Discuss:

What did the author need to know to write this book?

How could you check to see if the author has given good information?

Literacy learning centres – follow-up activities



BOOK-BROWSING CENTRE

Provide a range of books about plants for children to browse.



INTERACTIVE LITERACY CENTRE

Children work in pairs to build a labelled model showing what plants need. Use modelling clay, paper and pipe-cleaners.



WRITING CENTRE

Children make posters about different plants, modelled on the layout of the text. Provide pictures of a range of plants from magazines and advertising brochures. Display the posters in the classroom.

