

# Rainforest Plants

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## Getting ready for reading

Review the needs of plant by rereading *Plants* (level 5). Ask questions such as: *Have you ever been in a forest? What was it like? What kinds of plants did you see? How much light was there?*

## Talking through the book

You might say: *This book is about rainforest plants.* Turn through the book, making sure that children are familiar with the plants mentioned on each page. You might say *How much light is there on the forest floor?* You may need to clarify that ‘very little sunlight’ doesn’t mean that no sunlight reaches the forest floor or that the forest floor is dark.

## Reading the book

Children read the book independently while the teacher observes the children’s reading behaviours.

## Teaching opportunities

Select the most appropriate teaching focus for the learning needs of the group.

### ***Being a meaning maker***

Discuss these questions. Encourage children to support their responses with evidence from the book.

*How much sunlight reaches the forest floor?*

*Which rainforest plants get the most sunlight?*

*Why does only a little sunlight reach the forest floor?*

### ***Being a code breaker***

#### **Vocabulary**

- High-frequency words: *this, is, a, in, some, get, of, do, not, very, little, to, they, these, has, all, the, it*
- Word families: *grow – bow, crow, low, mow, know, row, sow, tow*  
*top – hop, mop, pop, plop, stop, shop, crop, chop*  
*all – ball, call, fall, hall, tall, wall*

## TEXT FEATURES

- **This book is an information text. It explores the amount of sunlight that plants at different levels of the forest receive.**
- **Text supported by colour photographs and separated by text boxes.**
- **Uses a labelled diagram to represent the amount of sunlight reaching different parts of the rainforest.**
- **Two or three lines of text on a page.**
- **Line breaks support phrasing.**

## Sounds and letters

- Hearing words: Children listen for words that have a given number of syllables, for example – listen for words with two syllables:  
*This tree has grown taller than all the other plants in the rainforest.*
- Hearing sounds: Children listen for words that have the /l/ sound in them – *plants, lot, sunlight, little, floor, taller, all*

## Writing conventions

- Punctuation: capital letters, full stops
- Word awareness: compound words – *rainforest, sunlight*

## Being a text user

Discuss:

*What kind of text is this – narrative? information? explanation?*

*Why would we read this book – for enjoyment? information? to learn how to make something?*

*What do we learn about rainforest plants in this book?*

*What information is given in the diagram on page 16?*

## Being a text critic

Discuss:

*What did the writer need to know before writing this book?*

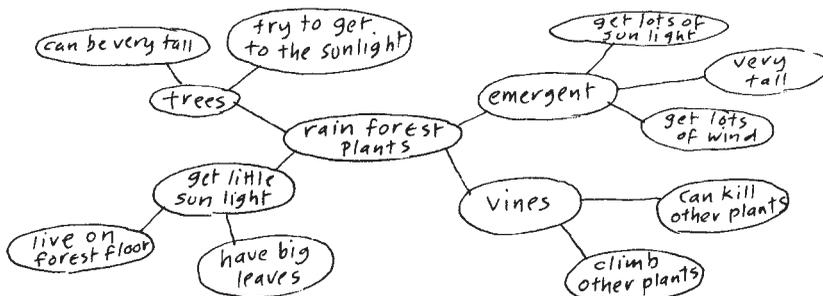
*Is the information correct? How could we check?*

*Are all rainforests like the one in the book?*

## Literacy learning centres

### Writing centre

After rereading *Rainforest Plants*, children construct a concept web to show all the things they know about rainforest plants.



### Interactive literacy centre

Children use art materials such as pop sticks, modelling clay, paper, cardboard, pipe cleaners and natural materials such as leaves, soil and sticks to construct a three-dimensional model of a rainforest using information from the book.

### Book browsing centre

Children can browse through books, magazines, videos and CD-ROMs to learn more about rainforests.

## Keeping track

Concept webs can provide information about a child's understanding of the text, and also demonstrate organisational strategies for processing information.