

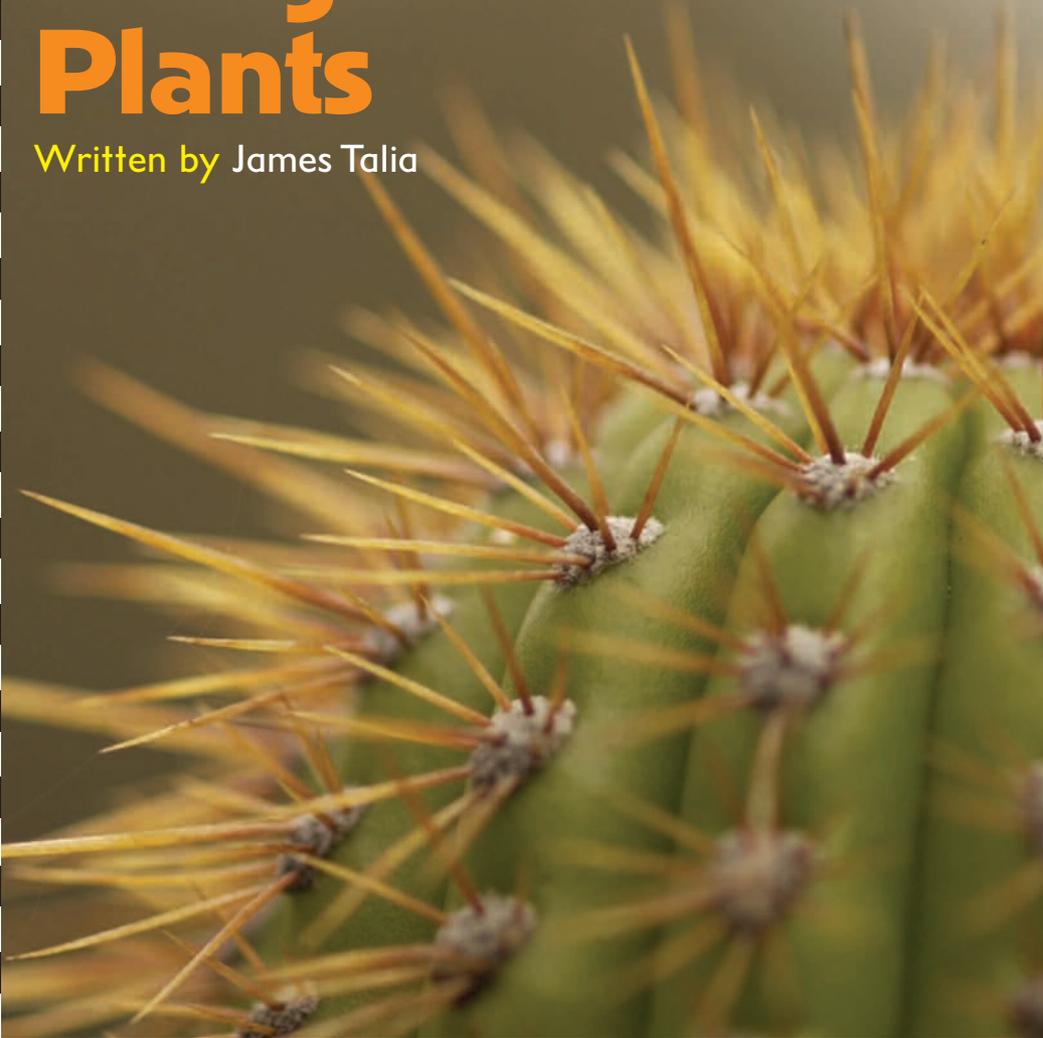


Teacher Edition

AlphaWorld

Dangerous Plants

Written by James Talia



First published 2003

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How to use this book

Before reading: Talkthrough

Talk through the book with the children. Encourage them to predict the text from the pictures and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the *Talkthrough* questions on each page.



During reading: Observe and support

Observe the children as they read. As needed, support children by assisting them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Encourage them to monitor their own reading. Interruptions to the child's reading should be minimal and focused on a specified learning need.



After reading: Checking comprehension, responding to text

To further develop children's understanding of the text, select activities found on the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.



Setting the context

Ask: *Has anyone ever been hurt by a plant? Tell us about it. In what other ways can plants hurt people? How can we identify plants that can hurt us?*

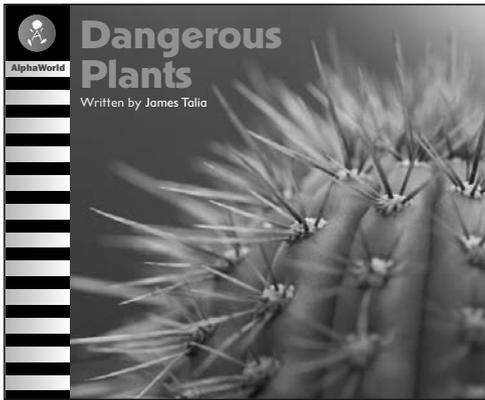
Introducing the book

This book is about some plants that are dangerous to people. It shows us the part of the plant that is dangerous and tells us why we should stay away from it. Some of

Background information

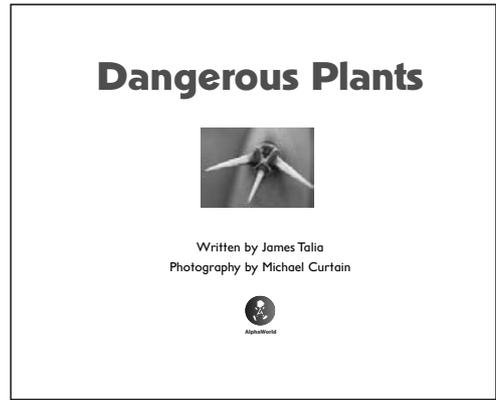
Plants have a range of defence mechanisms to stop animals eating them. They use thorns, spikes, stinging hairs and poisonous sap. Many of these defence mechanisms are dangerous to people.

the plants in the book have spikes, others have thorns or dangerous leaves. Some are dangerous because they have stinging leaves. Others have poisonous berries or flowers.



Front cover

The title of this book is 'Dangerous Plants'. Read the title together. Talk about the picture. Why might this plant be dangerous? What should we do if we see this plant?



Title page

Read the title together. Look at the picture. What are these called? Why are they dangerous?

Dangerous Plants

Some plants are dangerous
and can hurt you.

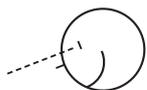
Stay away from these plants.



Talkthrough

This page tells us that some plants are dangerous because they can hurt us. It tells us to stay away from these plants.

Talk about the different plants on the page.
Why might this plant be dangerous?



Observe and support

Can the child understand the literal meaning of the text?
What should you do if you see a dangerous plant?

Dangerous Plants

This plant has thorns.
These thorns can hurt you.

Stay away from these thorns.



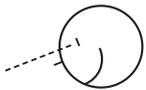
Talkthrough

This plant is dangerous because it has thorns.

Identify the label and the pointer.

A label tells us what something is. The pointer points to it. This label says 'thorn'.

Can you see thorns anywhere else in the picture? What should you do if you see a plant that has thorns?



Observe and support

Can the child use their knowledge of digraphs to support their reading?

Point to the word 'thorns'.

What does that word say? How did you work that out?

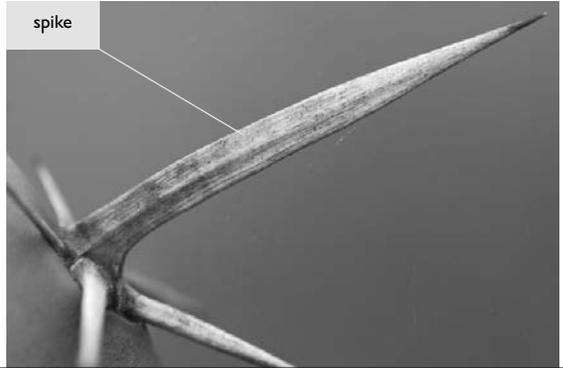
What letters make the /th/ sound at the start of 'thorns'?

Dangerous Plants

This plant is dangerous
because it has spikes.

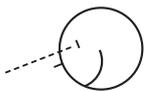
You should stay away from the spikes.

spike



Talkthrough

This plant has spikes. They are dangerous. Can you see the label that says 'spike'? What should you do if you see this plant?



Observe and support

Does the child understand the convention of labels?

Point to the label.

What is this? What does it tell us?

What does the pointer do?

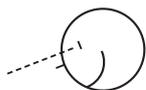
Dangerous Plants

You should stay away from this plant.
Its leaves are dangerous
and can hurt your skin.
The leaves make you itch.



Talkthrough

*This plant is dangerous because its leaves can hurt you.
They can make your skin itch.*



Observe and support

Can the child read the text with expression?
Can you make your voice sound like it is giving a warning? How would you say, "You should stay away from this plant", if you wanted to give a warning?

Dangerous Plants

This plant can sting you.
Its leaves are dangerous and can hurt you.

Stay away from it.

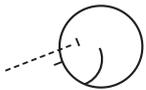
leaves



Talkthrough

This plant is dangerous because it can sting. Its leaves are dangerous. Can you see the little hairs on the leaves? They can sting you. It would hurt.

stinging nettle



Observe and support

Does the child monitor their own reading? Do they stop when they have made a mistake?

What did you notice? How could you fix it up? What would make sense? What would sound right there?

Dangerous Plants

This plant has poisonous berries.
The berries are dangerous and can hurt you.

Stay away from them!



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Talkthrough

This plant is dangerous because it has poisonous berries. Can you see them? What will you do if you find some in the park?



deadly nightshade



Observe and support

Can the child infer meaning from the text?
How could the flowers of this plant hurt you?
Why do you think that?

Dangerous Plants

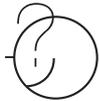
This plant has poisonous flowers.
These flowers are dangerous and can hurt you.

Stay away from these flowers!

flower



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Talkthrough

What do you think is dangerous about this plant?

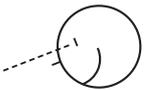
What did you look at to work that out?

Which part of the plant would you stay away from?



foxglove

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Observe and support

Does the child interpret the meaning of the text?
What is this book telling you about flowers?
Are all flowers dangerous?



Talkthrough

This is the index. An index tells us where in the book we can find different information. It is arranged in the same order as the alphabet. If we want to look up spikes we can look at page 6. What page would we look at to find out about berries?

Index	
	berries 12
	flowers 14
	leaves 8, 10
	spikes 6
	thorns 4

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Comprehension check

*What should you do if you see a plant with spikes?
Why are some plants dangerous?
Are all plants dangerous? How do you know?*

Responding to text



Have children make a chart with two columns: 'Part of plant' and 'How it can hurt you.'



Have children choose a plant and make a warning sign for it. For example, "This plant has berries. These berries can poison you. Stay away." Encourage the children to draw the plant and label the dangerous part.



Make cards with the words that are used as labels in the book (thorn, spike, leaves, berries, flower). Give a card to each child and ask them to find it in the book. When they have located the label have the children take it in turns to give clues about what plant part they have.

For further literacy activities see the accompanying book, *AlphaWorld Literacy Learning Activities: Early Reading Levels 6–11*. It contains two reproducible blackline masters specifically related to this book.

Assessment

Can the child:

- understand the text at the literal, inferential and interpretive level?
- use a range of cues to support their reading?
- use an index?

Dangerous Plants

Topic: Plants and environment

Curriculum link: Living Things;
Environment

Text type: Explanation

Reading level: 6

Word count: 115

High-frequency words: some, are, you,
from, stay, away, these, should, make, your

Vocabulary: plants, hurt, thorns,
dangerous, spikes, skin, itch, sting,
leaves, poisonous, berries, flowers

Possible literacy focus

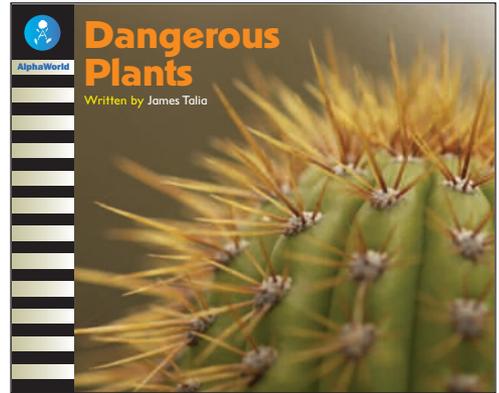
Understanding the language of
explanations.

Reading labels to identify the critical part
to avoid on each of the identified plants.

Using an index to find information.

Summary

This book is designed to warn readers
about a number of common plants that
can be harmful unless care is taken in
dealing with them. The harmful effect of
each plant is identified and explained in
the written text and shown in close-up
photographs.



AlphaWorld

