alphakids

Seashore Plants

Written by Marilyn Woolley

Photography by Jason Edwards

How to use this book

Before reading: Talkthrough

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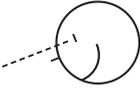
Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support children by assisting them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the child's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

After reading: Comprehension, returning to the text, responding and writing links

To further develop children's understanding of the text, select from activities found on page 12 and 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.

Text highlights

- Captions provide additional information
- A table of contents is provided

Vocabulary

seashore, plants, wind, water, salt, salty, grow, rocks, kill, sand, seaweeds, seagrasses, tide, leaves, mangroves, sand dunes, fresh water, roots, trunks

Setting the context

Ask the children to brainstorm any plants they know of that can live in or near the sea. List these on a chart. Ask: *How do these plants stay alive when there is lots of salt in the sea and near the sea?*

Background information

Too much salt kills most plants. Coastal areas can experience fierce salt-laden winds. Plants that live in coastal areas have adapted to survive the strong sea winds and the salty air and water.

Introducing the book

This book is called 'Seashore Plants'. It tells us about plants that can grow in the sea and plants that can grow near the sea.
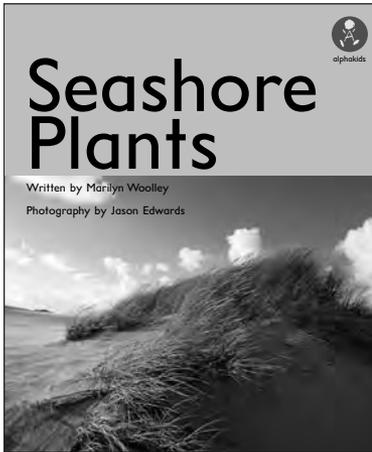
Front cover

Where are these plants growing? Why are they leaning over? Why is this photograph on a book called 'Seashore Plants'?
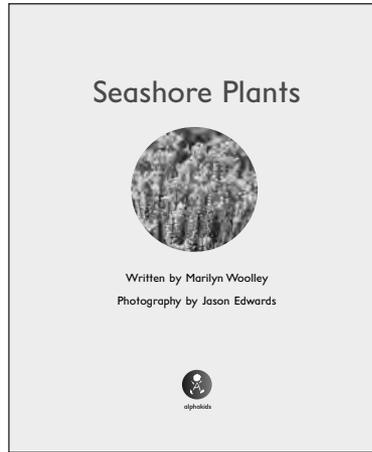
Title page

What do you notice about these plants? Where would these plants grow?
Read the title together. Point out the names of the author and the photographer.

Talkthrough

Turn to the table of contents and discuss the headings.
This is the contents page. It is also called a table of contents. What does it tell us? How is it organised?
Point out that a contents page helps you to choose where to start reading a book, and that you don't have to read from the front to the back.
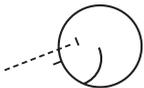
Observe and support

Can the child explain the purpose of a table of contents?
What is this page called? What is it for? Can you tell me where I would find the section called 'Plants that grow in the sea'?

Contents

Talkthrough

This is the introduction. It tells us why most plants cannot live near the sea. It says that the wind and water are too salty. Why does the photograph show lots of plants living near the sea? What is the book telling us?
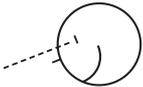
Observe and support

Does the child understand the text at a literal level?
Why can't most plants live in or near the sea? Which part of the book tells you this?

Introduction

Many plants cannot grow
in the sea or on the seashore.
The wind and water are too salty.

But there are some plants that can
grow in the sea and on the seashore.

Talkthrough

Look at pages 6–7.
Where are all of these plants growing? What does that mean? Will salty water and wind kill these plants?
Point out the captions. Discuss how captions provide extra information.
What do these tell us? When do we need to read them?
Turn to page 8.
Where are all of these plants growing? What does that mean? Will salty water and wind kill these plants?

Observe and support

Does the child use a range of strategies to work out new vocabulary?
How did you work out the word 'tide'? What is a tide? What part of the sentence helped you to work that out? Can you use the word 'tide' in a sentence to show what it means?

Plants that grow in the sea

Some plants grow on the rocks in the sea.
Salt does not kill these plants.

Some plants grow in the sand in the sea.
Salt does not kill these plants.

Seaweeds grow on rocks under the saltwater.

6
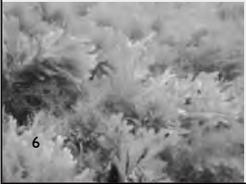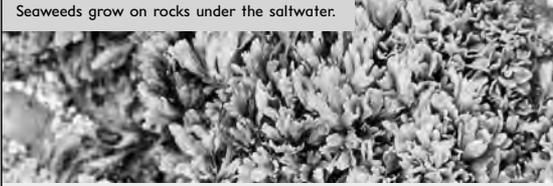
Seagrasses grow in sand under the saltwater.

7
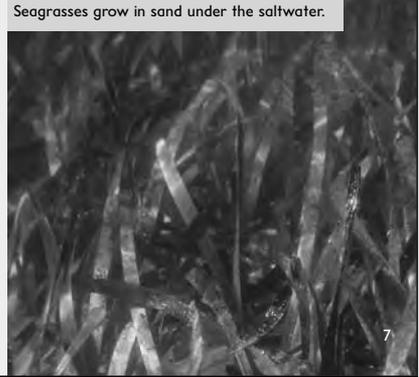
Some plants grow where the tide
goes in and out at the edge of the sea.
These plants can get rid of salt
through their leaves.

Salt cannot get into the roots
of some of these plants.

Mangroves have their roots in
salty water and mud.

8

The roots of this plant send up tubes through
the mud to help the plant breathe.

9

7
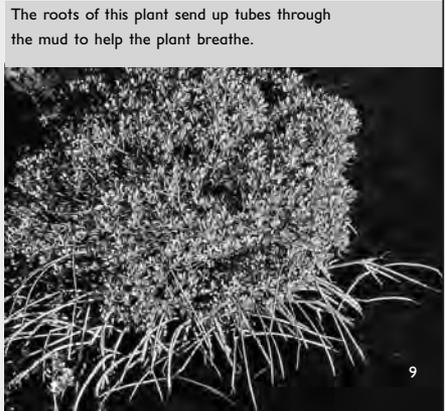
Talkthrough

Discuss the photographs on pages 10–11.
Where are these plants growing? Are they ever covered by the sea? These plants have to be able to survive the strong salty winds that blow near the sea. What do the leaves on these plants look like?
Look at the photographs on pages 12–13.
How are these plants different to the plants on pages 10 and 11? Why do these plants have fat leaves? Can these plants store fresh water in their leaves?
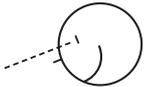
Observe and support

Is the child able to point out different text features on the page? Point to a caption.
What is this called? What does it tell you about? How did you know that it was a caption?

Plants that grow near the sea

Some plants can grow on sand dunes and cliffs near the sea.

They have strong leaves. The salt in the strong winds does not kill these plants.

These plants do not need much fresh water to grow.

The roots of this grass help keep the grains of sand together and stop the sand from blowing away.

Some plants keep fresh water in their fat leaves. Salt cannot kill these plants.
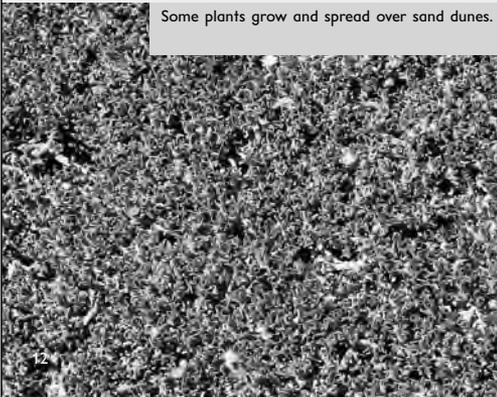
Some plants grow and spread over sand dunes.

Talkthrough

Look at the photographs on pages 14–15.
These plants grow near the seashore too. Will salt kill them?
Why don't they blow over in the strong wind?
Turn to page 16.
This is the conclusion. What do you think it will say?
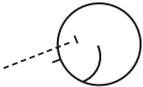
Observe and support

Can the child read the text fluently?
I liked the way that sounded when you read it. You made it easy for me to understand.

Some trees can grow near the sea.

Salt does not kill their leaves.
Some trees have strong trunks and roots.
The sea winds cannot blow them over.

They don't need a lot of fresh water.

The trunks of coconut trees can bend in strong winds without breaking.

14

15

Conclusion

Salt kills most plants. Some plants can grow in the sea and near the sea. These plants can live with the salt and the strong sea winds.

16

11

Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these questions:

Why can't most plants live near the sea?

What things do plants that live near the sea have to be able to cope with?

If you lived near the sea what plants would you plant in your garden? Why?

Being a code breaker

Children may like to explore the following language features:

• The rime 'ill': kill, bill, dill, fill, gill, hill, mill, quill, pill, sill, still, till, will.

• The phoneme /s/: salt, seashore, sea, some, sand, strong.

Being a text user

Refer to the brainstorm chart children made in the 'Setting the context' section on page 1. Discuss any new information that could be added to the chart.

What did you learn by reading this book?

What else would you like to find out about seashore plants?

How could you find out new information?

Being a text critic

Why do you think the author wrote a book about seashore plants for children?

Were you interested in this topic?

Do you think other children would be interested? Why or why not?

Does the author understand children very well? Why do you think that?

Responding to text

Children could work in cooperative groups to make a model coastline showing the kinds of plants that can live there. Provide cardboard, sticks, Plasticine, sand, glue and blue cellophane (for the water). Encourage the children to write signs and labels explaining why they have chosen each plant.

Provide the children with a range of books about plants. Encourage them to find out more about plants that live in different places. Children could choose three plants to illustrate and write a caption. They should use sentences to write the captions.

Children could make word lists of a range of words that have the blend 'tr'. These lists could be illustrated and compiled with other blend lists to make a class reference.

Writing links

Shared/guided writing

Read the book together noting the features that make this book a report. Write a report about a topic previously investigated in class.

Independent writing

Have the children write a report about an animal or a plant that is in their backyard. Before they start, discuss how to sort information under headings and the kind of language they should use to present their information.

Assessment

Can the child:
• Explain the features of a report?
• Use the information in the book to explain what they would plant in a seaside garden and why?
• Say how the plants in the school garden differ from the plants in the book?

whole text activity   sentence activity   word activity

Seashore Plants

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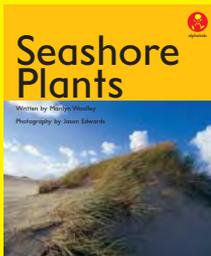
Teacher Edition

Topic: Habitats
Curriculum link: Science
Text type: Report
Reading level: 16
Word count: 213
Vocabulary: seashore, plants, wind, water, salt, salty, grow, rocks, kill, sand, seaweeds, seagrasses, tide, leaves, mangroves, sand dunes, fresh water, roots, trunks

Possible literacy focus

Interpreting the text to make suggestions about what plants to use if planning a seaside garden.
Comparing seaside plants with plants in the school garden.

Summary

This book provides information about plants that can survive in salty conditions. It explains how some plants can live in or near the sea.

Other books at this level

Animals That Sting
Written by Claire Saxby
Photography by Gary Lewis

Skate Racer
Written by Hannah Reed
Photography by Michael Curtain

Crabs
Written by Marilyn Woolley

The Three Wishes
Retold by Sara Oldfield
Illustrated by Alex Stitt

Stop That Dog!
Written by Sue Whiting
Illustrated by Chantal Stewart

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