

### Strand: Life Science

### Theme: Plants

**Purpose for Reading:** To develop an understanding of plants and their powerful qualities.

**Comprehension Strategies:** Setting a purpose for reading, predicting, comparing and contrasting.

#### Vocabulary

*Dictionary Words:* climbing plant, clinging plant, meat-eating plant, poisonous plant, prickly plant, stinging plant

*Vocabulary Words:* bean, flower, ivy, leaf, nettle, oleander, rose, spines, suckers, tendril, thorn, Venus' flytrap

*High-Frequency Words:* and, are, as, can, get, if, it, little, may, one, see, some, that, them, they, to, up, very, you, your

#### Before Reading

- Tell the students that they are going to read the book *Powerful Plants*. The reason for reading it is so they can find out information about plants and their powerful qualities. Ask them how the word *powerful* might be used to describe plants.
- Read the title and have the students talk about the cover photo. Ask them how they think this plant might be powerful.
- Read the title page together and ask the students if they know what this plant is and what is special about it.
- Ask them to predict what other sorts of plants might be in this book. Make a chart to show their predictions.

#### Introduce the Picture Dictionary

- Ask the students to turn to the picture dictionary. Read and discuss the labels to extend their knowledge about each photo.

#### Take a Photo Walk

- Pages 4–5: Invite the students to look at these pages and say what these plants are and what makes them powerful.
- Pages 6–7: Ask the students if they know the name of the plant growing on this building. *How does it stay up?* Introduce the labels.
- Pages 8–9: Recap the information shared about this photo from the title page.
- Pages 10–11: Recap the information shared about this photo from the cover.
- Pages 12–13: Ask the students what this plant is. *What makes it powerful?* Read and discuss the labels.
- Pages 14–15: Ask the students to look at this photo and describe what they see. Introduce the labels and discuss how this plant might be powerful.

#### Read the Book

- Ask the students to return to the title and read it independently.
- Turn to pages 2–3. Have the students read the dictionary words.
- Turn to pages 4–5. Ask the students to read this page independently. Remind them to use their eyes instead of pointing, but to point if they get lost or need to check the words they are saying.

- Ask the students to continue reading the book independently. Provide support where necessary.

## **After Reading**

### **Comprehension**

- Invite the students to return to the book and talk about the similarities and differences between the plants in the book. Make a chart to show their suggestions. Prompt them with questions, such as *Tell me about the stinging nettle. How is it the same as or different from the Venus' flytrap? Tell me about the ivy. How is it the same as or different from the rose?*
- Have the students think of other plants that are powerful, and share their ideas.

### **Vocabulary and Word Recognition**

- Have the students find the high-frequency word *them* in the text. Ask the students to make *them* using magnetic letters. Have them make and break it five times, each time saying *them* aloud. Ask the students to write *them* five times independently, checking each time to make sure they are correct. Add *them* to a high-frequency word chart or word wall.
- Ask the students to find the words *climb* and *climbing*. Discuss the *ing* ending. Have the students find other words ending in *ing* in the book.

### **Oral Language**

- Have the students work in pairs, choosing their favourite plant and telling their partner about it.

### **Writing**

- Have the students write a description of their favourite plant.

### **Creative Extension Activities**

- Choose one of the plants and draw a picture of it.
- Make a collage of photos of powerful plants cut out of magazines.

### **Independent Follow-Up Activities**

- Reread the book to improve fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: \_\_\_\_\_

Use the labels in the book to help you complete the sentences.

Beans have \_\_\_\_\_.

Ivy has \_\_\_\_\_.

Venus' flytraps have \_\_\_\_\_.

Oleanders have \_\_\_\_\_.

Roses have \_\_\_\_\_.

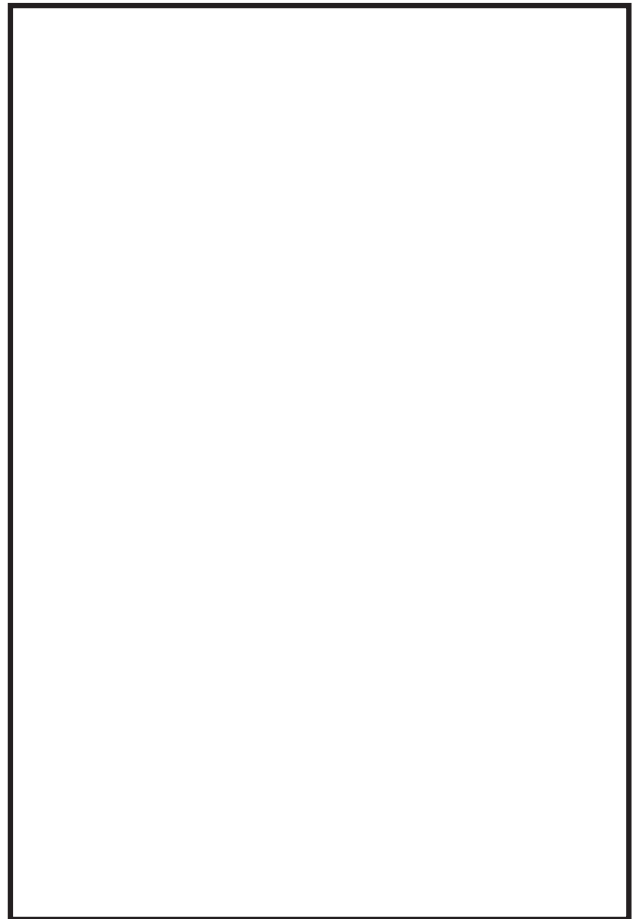
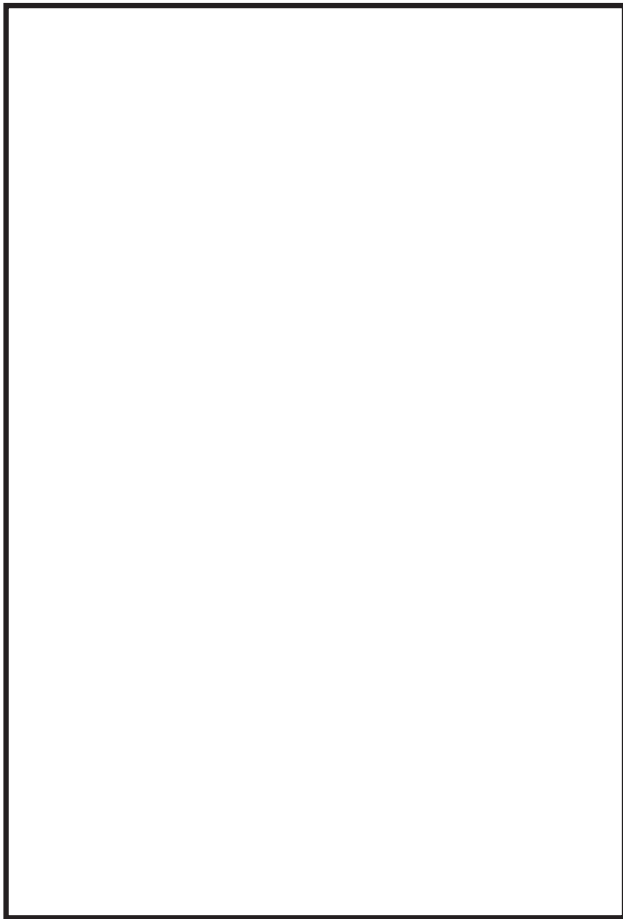
\_\_\_\_\_ leaves can sting you.

\_\_\_\_\_ flowers can make you very sick.

Name: \_\_\_\_\_

Draw two powerful plants.

Write a sentence for each one, explaining why it is powerful.



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