SCHOLASTIC Literacy Place for the Early Years

Guided Reading Teaching Plan
(two sessions)

Hungry Plants!

Written by Alicia Martell

Text Type: Info-fiction: Description — Report

Guided Reading Level: N

Summary: The unique adaptation of three types of carnivorous plants—pitcher plants, Venus flytraps, and sundews—are described as each captures its unsuspecting prey.

Text Features

- table of contents
- captions

Visual Literacy

- directional arrows

Text Supports

- photographs support the text

Possible Text Challenges

- subject-specific vocabulary: *carnivorous, nutrients, nitrogen, phosphorus, dissolve, absorb, digestion*
- hyphen
- compound words

First Session (pages 3-7)

Reading Strategies

Comprehension

- analyzing
- making connections: text to self

Working with Words

- use syllabication to solve unfamiliar words
- use context cues, reading-on, and reference materials (dictionary, thesaurus) to determine word meanings

Assessment Opportunities

Note each student's ability to:

- analyze text and photographs to find information
- make text-to-self connections
- use syllabication to solve unfamiliar words
- use context cues, reading-on, and reference materials (dictionary, thesaurus) to determine word meanings

Oral Language Opportunities

- discussing with a group
- listening to others

ISBN 978-1-4430-8363-8 V001

BEFORE READING

Activating and Building Prior Knowledge

Making connections: text to self

Read the title of the book and the name of the author. Say, *I've never thought of plants being hungry. What do plants eat?* Invite students to share their knowledge of plants.

ESL Note: On chart paper using a concept map, illustrate the link between plants and what they eat. In a separate concept map, illustrate the food chain, showing that all living things need nourishment to survive, including plants, which are an important part of the chain. Ask students to give examples of animals who eat plants as a primary food source.

Predicting

Show students the front and back covers of the text. Discuss the photographs on the covers and ask, *What do you think the plant on the front cover is eating?* Read the back cover text and then say, *Look at these pictures. What do you think these plants are eating?* Confirm with students that the plants are eating insects, then ask, *Do you know the scientific name for living things that eat meat?* If students do not suggest *carnivore*, volunteer it and record the word on chart paper for reference.

Overcoming Text Challenges

Text features

Hand out copies of the book. Direct students to the table of contents on page 3 and review its purpose. Ask, *On which page will we find Venus flytraps?* Encourage students who are adept at using a table of contents to support those unfamiliar with it.

Print concepts

Preview the layout of the book by having students look at pages 3–7. Direct students' attention to the photographs and captions. Ask, *What does this caption tell you about pitcher plants? Why do you think the author chose to use italic type for the words in the caption on page 6?*

Word solving and building/ language predictability

Write *dissolve* on the board and ask students to describe the strategies they would use to read the word. With students' guidance, solve the word by dividing it into syllables (*dis-solve*) and write it on the board or on chart paper. Then ask, *What does this word mean?* Talk about the strategies students could use to determine the meaning of the word, for example, reading-on, using context cues, and reference materials, such as a dictionary or thesaurus. Remind students that they will encounter other scientific terms in the text, and encourage them to use these and other strategies when reading unfamiliar words and determining their meaning.

Setting a Purpose

Analyzing

Tell students that the purpose of their reading is to find out what a pitcher plant looks like, what they eat, and how they eat their food. As they read to the end of page 7, remind them to use the text, photographs, and captions to find facts about pitcher plants.

DURING READING

Provide students with sticky notes or small pieces of paper to record the facts they find. After the reading, all facts will be written on a chart.

Tell each student to read pages 3–7 independently, thinking about the purpose for their reading.

Observe and listen to students as they read the text, assisting them with word-solving strategies, vocabulary, and comprehension. Offer prompts, such as, *What interesting fact have you learned about pitcher plants? How did the pitcher plant get its name?*

If students finish before others have completed the reading, have students share with a partner the different facts about pitcher plants.

ESL Note: Have students share any words they found difficult. Review the meaning and pronounciation of new and difficult words.

AFTER READING

Analyzing/text features

With students' assistance, create a chart about the facts of pitcher plants. Write the headings "Appearance," "Food," and "How it eats." When all students have finished reading the text, have them share the facts they found while reading, and ask them to locate the information in the text to justify their responses. This chart will be expanded in the next session.

Hungry Plants (Carnivores)			
	Appearance	**Food**	**How it eats**
pitcher plant	—tube-shaped leaves —leaf looks like a flower —different shapes and colours		

Word solving and building/ language predictability

Revisit some of the scientific words, such as *nutrients, nitrogen, phosphorus, nectar, liquid*, and *dissolve*, and ask students to explain the strategies they used to work out these and any other challenging words. Point out positive reading strategies you observed during the reading. For example, say, *I noticed Allie recognized "tar" in* nectar. *She sounded out the first syllable "nec" and blended the familiar word "tar" together and read* nectar. *She read ahead and still wasn't sure of the word's meaning, so she looked it up in the dictionary. That's what good readers do!*

Teaching Tip: You may wish to add other scientific terms and their meanings to the list begun earlier. Students can then refer to the list while reading.

Second Session (pages 8–12)

Reading Strategies

Comprehension

- analyzing
- synthesizing

Working with Words

- use familiar word parts and syllabication to solve unfamiliar words

Assessment Opportunities

Note each student's ability to:

- analyze text and photographs to find information
- synthesize new information with prior understanding
- use word parts and syllabication to solve unfamiliar words

Oral Language Opportunities

- discussing with a group
- listening to others

BEFORE READING

Activating and Building Prior Knowledge

Text features/analyzing

Review the purpose for reading in the first session—to find facts about pitcher plants. Read the chart made in the first session to review the text.

Synthesizing

Ask, *What do you think is the most interesting thing about a pitcher plant?* Have students explain their responses.

Overcoming Text Challenges

Text features/making connections: text to self

Have students look at the table of contents on page 3 and ask, *What other plants do you think you will be reading about?* Confirm both Venus flytraps and sundews. Ask students to share any information they may have about either of these plants.

Text features

Preview pages 8–12, noting the headings, photographs, and captions on each page. Ask students to describe what they can learn from each feature on these pages.

Visual literacy

Direct students' attention to the directional arrows on page 10. Ask, *Why are these arrows here? What are they pointing at?*

Word solving and building/ text features

Locate the word *flytrap* on page 8. Elicit from students that *flytrap* is a compound word and that students can look for familiar words when trying to read this word. Say, *Do you see any words you know?* Write *flytrap* on the board and underneath the two words, *fly* and *trap*.

Ask, *What other compound words can you find on page 8?* If not suggested, point out that *sweet-smelling* is another example of a compound word and that the hyphen serves to separate the two words. Remind students that they will come across other compound words in the text.

Setting a Purpose

Analyzing

Tell students that the purpose of reading today is to find out what Venus flytraps look like, the food they eat, and how they eat their food. Remind students to read the text, photographs, and captions on pages 8–12.

DURING READING

Tell each student to read independently, thinking about the purpose that has been set.

Observe and listen to students as they read the text, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts, such as, *Where can sundews be found?*

Encourage students who finish early to reread the entire text independently or with a partner.

AFTER READING

Analyzing

After all students have finished reading, have them share the facts they read from the report under the appropriate headings for Venus flytraps and sundews. Create two new headings on the chart begun in the first session. Add students' responses to the chart under the appropriate headings.

Hungry Plants (Carnivores)			
	Appearance	**Food**	**How it eats**
pitcher plant	—tube-shaped leaves —leaf looks like a flower —different shapes and colours	—eats flies, moths, wasps, butterflies, beetles, ants	—trapped insects slip inside a leaf —insects drown in nectar
Venus flytrap			
sundew			

Synthesizing

Have students explain the most interesting thing they learned about the Venus flytraps and sundews. Ask, *What about these plants did you find interesting?*

Word solving and building

Select a few of the challenging words, such as *hairy, escape*, and *special*, or any other words that were challenging for students. Ask them to explain

the strategies they used to read the words. Point out any positive reading strategies, such as, *I noticed when Catie came to the word* butterfly, *she recognized* fly *and sounded out the syllables* but-ter. *She blended the sounds together to read* butterfly.

Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

Focused Follow-up

The following activities are optional. Choose those that best meet the needs of your students.

Characteristics Chart

Analyzing

Refer students to the completed "Hungry Plants" chart made earlier. Ask them to look at one of the facts and state it orally in a complete sentence. Ask other volunteers to choose other facts and create sentences. Provide students with the "Plant Characteristics Chart" BLM. Direct students to write sentences under each heading using the facts from the chart.

Carnivorous Plant Facts

Making connections: comparing

Have students research characteristics of another carnivorous plant of their choice, such as bladderworts, butterworts, and cobra plants. Students can record their findings on the "Carnivorous Plant Facts" BLM. When students have completed their research, have pairs of students talk about their findings with a partner.

Compound Words

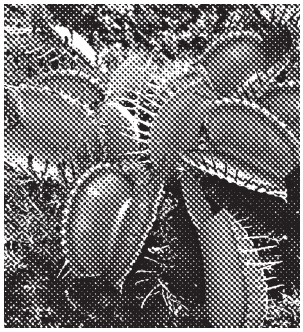
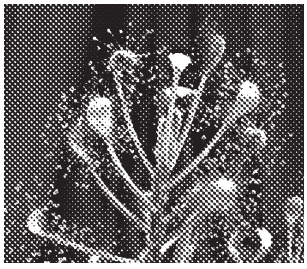
Word solving and building/ language predictability

With students' assistance, make a list of the compound words in the report. Have each student write a sentence using the word. Tell students to place a sticky note over the compound words. Students then exchange pages and try to identify the missing words. Initiate a discussion and have students explain how they determined the missing words.

Plant Characteristics Chart

Name: _____

Hungry Plants (Carnivores)

	Appearance	Food	How it eats
pitcher plant 			
Venus flytrap 			
sundew 			

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Carnivorous Plant Facts

Name: _____

Hungry Plants (Carnivores)

Name of plant	Appearance	Food	How it eats

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