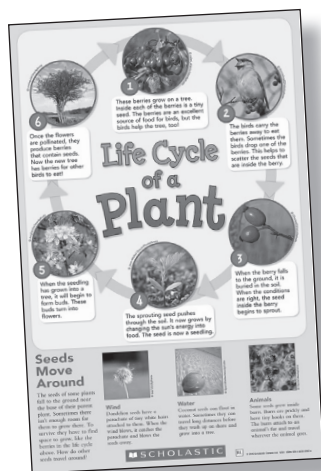


Life Cycle of a Plant



Text Type: Non-fiction: Explanation — Poster

Guided Reading Level: L

Summary: This one-sided poster presents a visual representation of the life cycle of a plant. An explanation is provided for each stage of the life cycle. The poster also explains the different ways seeds move around our world.

Text Features

- ▶ title
- ▶ heading
- ▶ subheadings
- ▶ text boxes

Visual Literacy

- ▶ inset photographs
- ▶ sequential order of photographs
- ▶ colour heading and subheadings

Text Supports

- ▶ numbered sequence
- ▶ directional arrows
- ▶ photographs support the text

Possible Text Challenges

- ▶ poster format may be unfamiliar
- ▶ variety in layout
- ▶ connection between life cycle shown and information about how seeds move
- ▶ specialized vocabulary: *pollinated, source, conditions, energy, sprout*

Reading Strategies

Comprehension

- ▶ sequencing
- ▶ making connections

Working with Words

- ▶ using word parts, context, and photographic clues to solve unfamiliar words
- ▶ finding small words or chunks within larger words to decode unknown words

Assessment Opportunities

Note each student's ability to:

- ▶ sequence facts and evaluate the importance of the sequence in a life cycle
- ▶ make connections to their personal experiences and other life cycles they are familiar with
- ▶ compare and contrast the different ways seeds move
- ▶ solve unfamiliar words

Oral Language Opportunities

- ▶ discussing in a group and pairs

For Assessment Tools, see Monitoring Progress for Guided Reading in the Toolkit at www.lpey.ca and in the Grade Three Reading Guide.



BEFORE READING

Making connections

Activating and Building Background Knowledge

- ▶ Show students the *Life Cycle of a Plant* poster and give them time to quietly observe what is being shown. After students have had a moment to look at the poster, ask them to share their thinking with the group.

Let's take a close look at this poster. What is it showing us? What clues are you using to form this opinion? Is this poster showing us one thing or are there different parts to it?

Teaching Tip:

When students share their ideas, ask how they arrived at this conclusion or what they based their opinion on. This helps students deepen their comprehension and allows them to justify their thinking in a safe space.

Making connections

- ▶ Hand out a poster to each student. Invite them to share what they know about plants and what questions they have. Students can either orally share their thinking, or write their thinking on a sticky note to go back to and evaluate when they finish reading. Remind students that good readers always get their minds ready before they read by accessing what they already know and making predictions.

ELL Note:

You may want to have a plant or some seeds available for students to take a closer look at. Another possibility is to have an apple ready to cut in half. Have students observe what is found inside. They could try to match the particular item (such as the seed or fruit) to where on the life cycle poster it can be found.

Discussing Supports and Challenges

Text features/infering

- ▶ Ask students to look at the way the poster is organized. Read the title. Remind students that often titles are in large, bold print. Have them find another title on the poster (Seeds Move Around).

Look at the title. What does it tell you about this poster? Here is the explanation of a plant's life cycle. There are six stages. We have found a heading, Seeds Move Around, at the bottom of the poster. What do you think this section is about? Why is how seeds move around important information when learning about a plant's life cycle?

Visual literacy/sequencing

- ▶ Have students return to the diagram of a plant's life cycle. Ask students what supports they see that help them to decide in what order to read the poster.

These text boxes along with the photographs will provide you with information about a plant's life cycle. There are six numbered text boxes. We follow the numbers from 1 to 6 to read about the life cycle of a plant in the right order.

Print concepts

- ▶ Have students find the specialized vocabulary in the poster, one at a time, e.g., *source, conditions, sprouting, pollinated*. When they locate a word, have them try to define the word based on the context, accompanying photograph, and their knowledge. Provide the meaning if they are unsure.

Word solving and building

- ▶ Ask students to find the word “seedling” in box 4.

In the text box numbered 4, I want you to find the word “seedling.” What is the small word and chunk in this word that can help us figure it out? (“seed” and “-ing”) Remember that finding small words or chunks we know are great strategies to use when you come across larger words.

Sequencing

Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.

Today while you’re reading the poster, I want you to focus on the sequence of the life cycle of a plant. How does the author show us the order or sequence of this life cycle? I’m wondering if the sequence of the life cycle matters? What do you think? Would the life cycle be the same if we switched the order of events?

Teaching Tip: You may decide to change the comprehension focus for this text. For information on how to modify a Guided Reading lesson to match a new comprehension strategy, see the Guided Reading Teaching Plan Outline in the Toolkit at www.lpey.ca.



DURING READING

Word solving Analyzing/self-monitoring Making connections

- ▶ Ask each student to read the poster independently, thinking about the purpose for reading.
- ▶ Observe and listen to students as they read quietly, assisting them as needed. Some may require help word solving and with word meanings. Respond to questions and offer prompts to help them problem solve. Possible prompts:
 - Can you find a chunk or small word you know?
 - Did that make sense? Maybe you should go back and read that again.
 - Does it remind you of another word?
- ▶ Early finishers can reread the poster while they wait for others to finish or review the sequence of the life cycle.
- ▶ Note successful reading strategies and any remaining reading challenges.

ELL Note: Clearly display decoding strategies that students can use if they come across an unfamiliar word.



AFTER READING

Sequencing

- ▶ Revisit the purpose for reading.

Does the sequence of a life cycle matter? Why or why not?

Sequencing/synthesizing/ making connections

- ▶ Extend comprehension by offering prompts to deepen the discussion:
 - What happens if a part of the life cycle is removed?
 - Could we sequence the ways seeds move?
 - Is this life cycle similar to other life cycles?
 - What would happen if we changed the sequence and mixed up the order? Would it matter?

Self-monitoring

- ▶ Comment on any effective reading strategies you observed while listening to students read.

I saw some of you notice that you were reading in the wrong order, so you went back to read in the order of the numbers. That's what good readers do.

Rereadings

- ▶ Provide opportunities for each student to reread the text independently or with a partner.

Focused Follow-Up

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

Create a Poster

- ▶ Invite students to create their own life cycle poster. The particular life cycle could be their choice. You could model this using a fun idea, such as the life cycle of an ice cube. Remind students to provide the reader with text features that allow them to see the sequence (numbers, arrows, sequence words such as *first*, *second*, *then*, and so on).

Research Project

- ▶ Have students plant their own seed and then conduct a research project. Students could keep a journal, recording their observations about the plant's growth, what it needs to flourish, and so on.

Plant Research

- ▶ Ask students to research local plant life, focusing on the school grounds. Have them hypothesize how the seeds for these plants most likely move, referring back to the three examples given on the poster. Have them explain why they think a seed moves in a particular way.

Create a Glossary

- ▶ Have students create a glossary for the poster, focusing on key words such as *pollinate*, *sprout*, *seedling*, *life cycle*, *buds*, *flowers*, and *energy*. Definitions should reflect the context the word is being used in the life cycle of a plant.

Word solving