

Strand: Geography

Theme: Locations

Purpose for Reading: To understand that plants grow in a wide range of different locations.

Comprehension Strategies: Making connections to text and world, determining importance.

Vocabulary

Dictionary Words: beach, desert, field, forest, garden, pond

Vocabulary Words: gardener, grass, rock, sand, trees, water

High-Frequency Words: at, in, it, look, the, this

Before Reading

- Ask the students to name all the places they have seen plants growing. List their answers on the board.
- Read the title. Ask the students to look at the cover photo and discuss where these plants are growing. Was this one of the places they had suggested that plants grew? If not, add it to the list.
- Turn to the title page and have the students comment on where these plants are growing. Add this location to the list if it is not already there.

Introduce the Picture Dictionary

- Ask the students to turn to the picture dictionary. Tell them that each photo shows a different place where plants grow. Invite the students to name as many as they can. Read all the labels together. Add any new places to the list.

Take a Photo Walk

- Pages 4–5: Ask the students to look at the photo

and name the place where these plants are growing. Expand the concept of deserts by discussing features of deserts with the students. Talk about the climate and the landscape. Explain that all deserts are not sandy. The photo is of plants in a rocky desert. Read the label together.

- Pages 6–7: Have the students look at this photo and predict what the label may say. Ask them what other things they have seen in ponds.
- Pages 8–9: Discuss forests with the students. Invite them to predict what the label will say. Ask the students what else they would expect to see in a forest. Ask if there can be a forest without trees.
- Pages 10–11: Discuss fields with the students. Invite volunteers to say what plants they have seen in a field. Ask if they know the name of this plant. Read the label together.
- Pages 12–13: Discuss this photo with the students. Do they know the name of this plant? Read the label together.
- Pages 14–15: Ask the students to discuss this photo. Have them name as many plants as they can that grow in a garden. Invite them to think about plants other than flowers.

Read the Book

- Ask the students to return to the title. Read the title together.
- Turn to pages 2–3. Have the students point to the dictionary words as they read them independently.
- Turn to pages 4–5. Read this page with the students to provide the pattern. Remind the

students to point as they read. Remind them where to start reading the second line.

- Ask the students to continue reading the book independently. Remind them to check the photos as they read. Provide support where necessary.

After Reading

Comprehension

- Have the students return to pages 4–5. Discuss with them special features that plants would need to have to survive in the desert, e.g. need little water, can cope with very hot and very cold weather. Invite the students to name other plants that grow in the desert, e.g. cactus.
- Revisit pages 6–7. Invite the students to talk about the different features the waterlily has. *Could a waterlily survive in the desert? Why or why not?*
- Have the students turn to pages 12–13. Invite the students to talk about the beach environment. Do they think this palm tree could survive in a desert or in a pond? Why or why not?
- Make a three-column chart headed *Dictionary words*, *Vocabulary words*, *Other words*. Fill in the chart together.

Dictionary words	Vocabulary words	Other words

- Invite the students to talk about the most important thing they have learned from reading this book. Use a think-aloud demonstration to show them how to do this.

Vocabulary and Word Recognition

- Have the students find the high-frequency word *the* in the text as many times as they can, reading the word each time. Have the students practise writing *the* until they can write it fluently. Add *the* to a high-frequency word chart or word wall.
- Make a mind map to expand the concept of fields. Include other words for *field*, things that grow in fields, and animals and insects that live in fields.

Oral Language

- Have students take turns with a partner. One student chooses a plant and its location, and describes it to the other student.

Writing

- Have the students draw a picture of themselves in a garden tending a plant. Have them caption their picture using page 14 as a model.

Creative Extension Activities

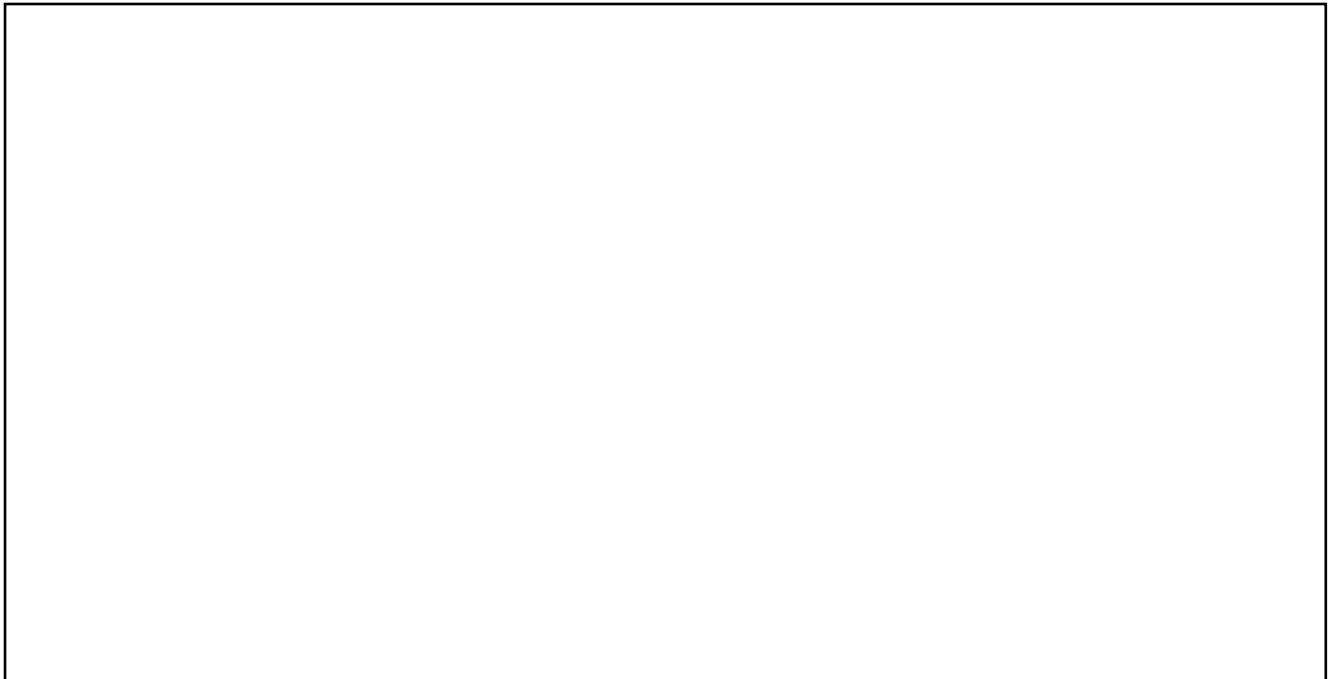
- Grow seeds in the classroom. Find out what these seeds need to grow. Record their growth on a chart.
- Find and name the plants growing around the school. Talk about the conditions these plants need to grow.
- Make collage trees and flowers using torn paper glued onto precut shapes. Display on a mural.

Independent Follow-Up Activities

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

Name: _____

Draw the part of the book you like best.



Write the sentences to go with your picture.

Use the book to help you.

Name: _____

Read the sentences.

Draw a line from the text to the correct picture.

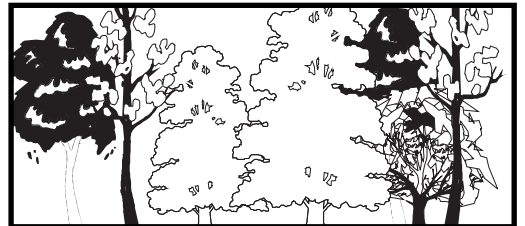
It grows in the forest.



It grows in the pond.



It grows on the beach.



It grows in the desert.



Circle the word *the* in each sentence.