

Strand: Life Science

Theme: Plants

Purpose for Reading: To develop understandings of how plants grow.

Comprehension Strategies: Setting a purpose for reading, making connections to text, determining importance.

Vocabulary

Dictionary Words: air, soil, sunlight, water

Vocabulary Words: girl, nutrients, pores, potatoes

High-Frequency Words: all, do, from, get, help, if, little, make, may, no, not, of, out, people, put, that, their, them, they, too, what, when, where, will, with

Before Reading

- Ask students if they have ever grown anything in a garden or pot. Discuss students' prior experiences of growing plants.
- Read the title and invite students to talk about the cover photo. *What is happening? What do you notice about this plant? What parts of the plant do you know the names of? What is at the bottom of this plant? Why has the gardener dug up these potatoes?* Have students brainstorm the different sorts of plants they know. Prompt with questions such as, *What are some plants you grow to eat? What are some plants you grow for shade? What are some plants you grow for decoration?*
- Tell students that people read books like this to learn more about a topic. *What is the topic of this book? What do you expect to learn from reading it?*
- Read the title page and invite students to talk about the plant in the photo. *Why might someone grow a plant like this?*

Introduce the Picture Dictionary

- Ask students to turn to the picture dictionary. Read and discuss the photos and labels. Invite students to say how the labels are relevant to plants.

Take a Photo Walk

- Pages 4–5: Invite students to read the heading on page 5 and discuss what this page is about. *What are some things that grow in a garden? Which plants are things we eat?*
- Pages 6–7: Read the heading and labels. Invite students to talk about each part of the plant and suggest what the arrows around the words *air* and *sunlight* mean.
- Pages 8–9: Read the heading and the caption. *What are pores? Can you see them?* Tell students that people have pores in their skin. *What do plants breathe? What do you notice about this plant?*
- Pages 10–11: Read the heading and the caption. *What would happen to these flowers if there was no sunlight?* Tell students that some plants close up their leaves at night until the sun comes out in the morning.
- Pages 12–13: Read the heading and ask what this girl is holding. Read the caption. *Why does she need to water her garden? What will happen if the plants do not get water?*
- Pages 14–15: Read the heading and caption. *What sort of garden might this be? What do you think the gardener will do with the potatoes? Before he or she can eat them, what needs to happen?*

Read the Book

- Ask students to turn to the cover and read the title independently.
- Turn to pages 2–3. Read the dictionary words and the sentences on page 3.
- Turn to pages 4–5. Ask students to read these pages independently. *Remember to use your eyes, and point if you need help to check.*
- Ask students to continue reading the book independently. Provide support as needed.

After Reading

Comprehension

- Invite students to return to the book to extract the important information. Have them talk about the things plants need to grow. Make a list of students' responses.
- Ask students to identify the different types of plants that grow in gardens. Make a word web with the word *Plants* in the middle. Add students' responses to the word web.
- Invite students to talk about the reasons people grow plants. Write the responses onto slips of paper and distribute the slips to the students. Ask students to think of some headings to group their suggestions. For example, *Plants We Grow to Eat*, *Plants We Grow for Decoration*, *Plants We Grow for Other Practical Reasons* (privacy, shade, windbreaks, erosion). Have students take turns to come out and place their slip under the correct heading.

Vocabulary and Word Recognition

- Have students find the word *near* on page 3. Write this word on the board and ask students look carefully at this word and then close their eyes and make a picture of it in their head. Have them write

the word and check the spelling. Have them write it five times, saying it as they write it.

- Ask students if they know any words that look like *near*. Record the responses on the board in columns. In the first column write words that share the spelling pattern and rhyme (*ear, fear*). In the second column write words that share the spelling pattern but sound different (*bear, pear*). Tell students that sometimes words that are spelled the same do not sound the same. Tell students that a useful strategy can be to look at the word and think about whether it looks right.

Oral Language

- Have students work in pairs to find their favourite picture in the book and tell their partner about it.

Writing

- Have students find a picture of a plant in a magazine. Have them cut it out and write three sentences about how to look after it.

Creative Extension Activities

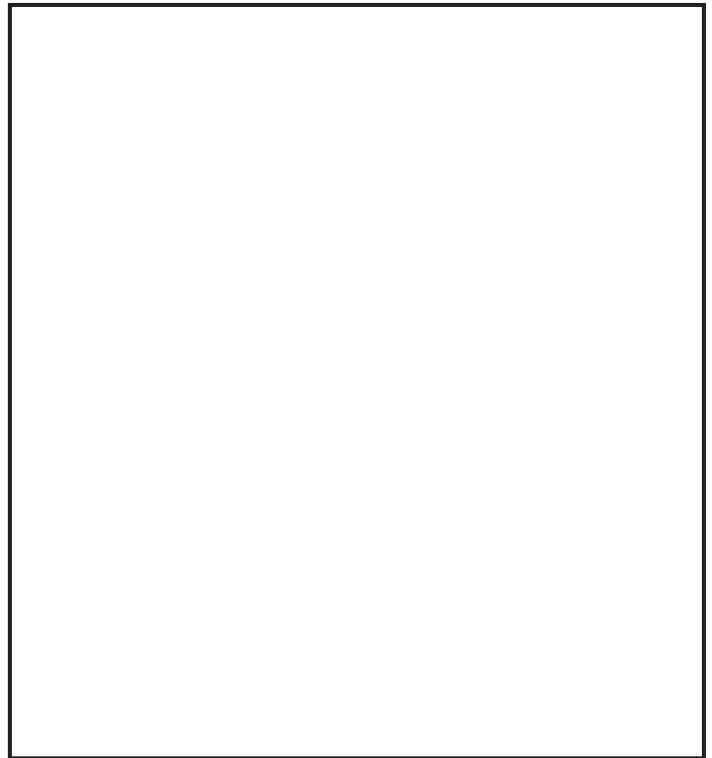
- Grow some sprouts in the classroom and have students observe the changes each day for a week.
- Have students adopt a plant in the playground and make sure it is watered as often as needed.
- Have students make a collage of beautiful plants using magazine pictures and drawings.

Independent Follow-Up Activities

- Reread the book to a partner to build fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: _____

Look at page 7.
Copy the diagram in
the box. A plant needs
four things to grow.
Read the words. Write
a sentence about each.



Air: _____

Sunlight: _____

Water: _____

Soil: _____

Name: _____

Look at the plants on page 5 of the book.

Draw some of them in the table.

Plants We Can Eat	Plants We Cannot Eat

Write some reasons why people grow plants.
