

Where Would We Be Without Plants?

PM Level 27

Ruby

Text Type Information Report / Procedure / Recount

Running Words 1722



Preparing for Guided Reading

Orientation to the Text

- Plants are vital to the survival of the Earth. This book looks at how people use plants every day – as food, clothing, shelter and medicines – and the important ways that plants help to keep our environment healthy.

Prior Knowledge

- Ask students to draw a consequence wheel to show what would happen if many of the world's plants started to die out.
- Explain that the following words appear in the text: *fibre*, *recycling*, *cures* and *botanical*. Ask students to write these words into sentences that could appear in the text. They then share their sentences.

Building the Balanced Reader

Grammatical Conventions

- Locate compound and complex sentences and ask students to identify the independent and dependent clauses, e.g. *Chipboard is made in sheets or panels and is used to build houses and to make floors and furniture. When the trees are harvested, foresters plant seedlings to replace the trees.*
- Identify adverbial phrases in the text that add meaning to the verbs, e.g. *In the past; as special gifts, in a forest.*

Vocabulary

Key Vocabulary

artificially, botanical, controversial, foresters, fuel, harvest, industry, ingredients, nutrients, plantation, prevention, pulp, responsibly, seedlings, timber

Spelling

- Ask students to identify words with difficult or unusual letter patterns. Focus on words with tricky vowel blends, e.g. *cauliflower, disease*. Make up mnemonics (rhymes/gimmicks) to help remember how to spell them.
- Use prefixes and suffixes to make new words using a root word from the text, e.g. *plant, plants, planted, planting, plantation, plantations*.

Visual Literacy

- Discuss the purpose of the small pictures on the chart on p. 7. How much more effective is this than just using the words?
- Refer to the *What's made of wood?* diagram on p. 11. Assist students to understand technical vocabulary in the labels.

Focusing on the Story – Guided Reading

- Ask students to read to the end of p. 14 after setting the focus questions: *Name three processes that humans use to prepare food from plants. Why is it necessary to spray crops with chemicals?*
- Ask students to read to the end of p. 23 Ask, *Which is the most widely used plant fibre? Why?*
- Discuss the following:
Which part of the plant do we most commonly eat?
What are the main ways in which humans use wood?
In the diagram on p. 11, which wooden elements are structural? Which are functional? Which are aesthetic? Could other materials replace any of these?
- Share students' responses to the focus questions, then discuss the following:
Which is the most precise direction in the How to plant a tree section? Why?
Which product were you most surprised to find was made from wood? Why?
- Have students read the rest of the book independently after setting the focus questions:
How do plants help reduce air and water pollution?
Why was the proposed housing development on Finn's Swamp controversial?

Comprehension

- What is pulp? (*Literal*)
- Why is the study of plants so important? (*Inferential*)
- What are some plants that you believe to be in the 20 used by the majority of the world's population? (*Applied Knowledge*)

Follow-up Activities

- Make a list of items in and around the school that are made from plants. Group them according to which part of the plant they come from.

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Learning Intentions

- We are learning to understand different forms of visual communication in a factual text.
- We are learning to identify typical structural and language features of a range of text types.

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Success Criteria

- I can interpret information that has been presented in a variety of visual forms in a factual text.
- I can identify different text types by referring to their structure and language features.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up