



About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 445

Book Summary

Strange Plants is an informative look at unusual plants that exist in the world. This book includes photographs of these strange plants and descriptions of their unusual qualities. Readers will be fascinated as they learn about carnivorous plants and other amazing members of the plant kingdom.

About the Lesson

Targeted Reading Strategy

- Summarize

Objectives

- Summarize while reading nonfiction text
- Identify main ideas and details
- Identify initial consonant *str-* blends
- Identify and use adjectives
- Identify compound words

Materials

Green text indicates resources available on the website

- Book—*Strange Plants* (copy for each student)
- Chalkboard or dry erase board
- Main idea and details, initial consonant *str-* blends, adjectives worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- Content words:

Story critical: *colonies* (n.), *critter* (n.), *digests* (v.), *imagine* (n.), *moisture* (n.), *parasite* (n.)

Before Reading

Build Background

- Ask students about interesting plants they have seen. Ask them where the plants grew and what they looked like. Ask students: *Where do you usually see plants? What are the main parts of a plant? What are the names of some of the plants you know? Do you know of any strange plants? What makes these plants strange?*

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is and what it might be about. (Accept any answers students can justify.)

- Show students the title page. Discuss the information on the page (title of book, author's name).

Introduce the Reading Strategy: Summarize

- Explain to students that one way to understand and remember information in a book is to summarize in their mind the most important information in a section. Explain to them that when they summarize, they do not want to tell everything in the book, just the important information. They must decide which information is most important.
- Model how to summarize.
Think-aloud: As I read this book, I am going to look at the pictures and think about what I have read. I will stop every few pages to summarize in my mind the most important information. I will summarize the information on pages 6 through 8 by saying to myself that there are plants that eat meat. I will add the example of the Venus flytrap, which traps creatures in its leaves. I will continue reading and stopping to summarize in my mind as I read the rest of the book. This strategy will help me remember the most important information as I read.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- As you preview the book, use the vocabulary words students will encounter in the text as often as possible.
- Reinforce new vocabulary by incorporating it into the discussion of the photos. For example, on page 5, you might say: *Some plants have their roots above the ground, not buried in the dirt. In the photo, I can see the roots hanging from the tree branches. All plants need water, and they get it from soil through their roots. The plants in the photo get the moisture they need from the air.*
- Tell students that one way to read a new word and understand its meaning is to review the sentences around it. On page 8, say: *I have been reading about meat-eating plants, so I can guess that the word digests has something to do with eating. I know that another word that means to eat is digest. Does digests make sense here? Yes, it does.* Remind students to reread the sentence that contains a difficult word to make sure the sentence makes sense.
- Continue by having students repeat the language you used. Repeating the book language will support students when they encounter difficult parts of the text.

Set the Purpose

- Have students read the book to find out what kinds of strange plants live in our world and what makes them unusual or different from regular plants. Remind them to use the strategy of summarizing to help them remember important information in the book about strange plants.

During Reading
Student Reading

- **Guide the reading:** Have students read to the end of page 5. Encourage those who finish before others to reread the section. Remind students to summarize the important information in their mind as they read through the section.
- When students finish reading, ask: *What did you learn about the strange plants on page 5? How are they different from other plants?*
- Model summarizing important information.
Think-aloud: As I read, I was thinking about what I was reading, and I summarized the important information in my mind. When I got to page 5, I thought about other plants and how they grow. For example, I know that plants have roots in the ground, which they use to take in water. The plants I read about on page 5 live on tree branches and take water from the air. I was able to remember this important information and compare it to what I already know about plants. I read and summarized in my mind as I was reading.

- Have students share how they summarized information as they read.
- Have students read the remainder of the book. Encourage them to stop and summarize the important information in their mind as they read through the different sections of the book.



Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students which words they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Have students share important information they summarized while reading. Reinforce how using what they already know, asking questions, and summarizing information in their mind as they read helps them to make meaning from text. Explain how it keeps them actively involved in the reading process and helps them understand and remember what they have read.

Teach the Comprehension Skill: **Main idea and details**

- **Discussion:** Review with students interesting information they learned while reading the book. Discuss any details they learned about strange plants and how they live.
- **Introduce and model:** Explain to students that every book has a main, or big idea, which is the most important thing the book is about. The main idea in this book is: *There are strange plants*. The details give important information about the main idea. Point out that sometimes the amount of information about a topic is so large that the information is grouped into sections, and each section has its own main idea. Make two columns on the board. Write the heading *Main Idea* above one column and *Details* above the other column.
- **Model finding the main idea and details on page 14.**
Think-aloud: *The main idea is the most important idea in the section. In this book, each section tells us a way that some plants are strange and different from other plants. The details give examples of plants that share the unusual characteristic described in the main idea. On page 14, I read the main idea that some plants have animals living inside them. The information about the ant plant and how ants use the different spaces in the plant are the details. For example, the ants use some spaces in the plant to raise their young.*
- Have students read pages 6 through 8. Explain that when they are looking for the main idea, they can usually find it in the first sentence. Say: *After reading pages 6 through 8, I think that the main idea is that some plants eat meat. The details are the other pieces of information that are important to know about plants that eat meat. Let's write the main idea in the column titled Main Idea. What are some of the important details we know about meat-eating plants?*
- **Check for understanding:** Have students share the important details they found about meat-eating plants. Write them in the column titled *Details*. Discuss the importance of writing only the most important details.
- **Independent practice:** Introduce, explain, and have students complete the [main-idea-and-details worksheet](#). If time allows, discuss their answers.

Build Skills

Phonics: **Initial consonant str- blends**

- Write the word *strange* on the board and say it aloud with students.
- Have students say the /str/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students which three letters stand for the /str/ sound at the beginning of the word *strange*.

Lesson Plan *(continued)*

Strange Plants

- Circle the *str* blend. Explain to students that the sounds of the letters *s*, *t*, and *r* together stand for the /str/ sound at the beginning of the word *strange*. Have students practice writing the *str* blend on a separate piece of paper as they say the sounds the blend represents.
- **Check for understanding:** Write the following words that begin with the /str/ sound on the board, leaving off the initial *str* blend: *strap*, *strum*, *strand*. Have students complete and write each word on a separate piece of paper. Then have students read each word aloud to a partner.
- **Independent practice:** Introduce, explain, and have students complete the [initial consonant str-blends worksheet](#). If time allows, discuss their responses.

Grammar and Mechanics: **Adjectives**

- Write the following sentence on the board: *It has sticky hairs on its surface*. Ask students to tell the word that describes the *surface* of the plant (*sticky*). Explain to them that *sticky* describes how the surface of the plant would feel if students touched it. Review or explain to students that a word that describes a noun is an *adjective*. Remind them that adjectives describe *people*, *places*, or *things*. Ask students to name the noun in the sentence (*surface*).
- Have students read page 10 to find two adjectives (*bad*, *rotting*) and the nouns they describe (*smells*, *meat*). Ask them to suggest alternative adjectives for the same nouns (*delicious smells*, *tasty meat*) and alternative nouns for the same adjectives (*bad man*, *rotting sandwich*).
- **Check for understanding:** Have students name five nouns. Write the list of nouns on the board. Have them write an adjective for each noun on a separate piece of paper. Invite students to share their list of adjectives. Write the adjectives for each word next to the noun.
- **Independent practice:** Introduce, explain, and have students complete the [adjectives worksheet](#). If time allows, discuss their answers.

Word Work: **Compound words**

- Write the word *flytrap* on the board. Review or explain to students that when two short words are combined to form a new word with a new meaning, the new word is called a *compound word*.
- Have students turn to page 6 in the book. Read the following sentence: *One well-known meat-eating plant is the Venus flytrap*. Have students put their finger on the word *flytrap*. Explain that the definitions of the two separate words can help students figure out the meaning of the bigger word (a trap for flies).
- Have students share some words that they already know are compound words. Write these words on the board. Have students search the text and find the compound words in the book. Write these words on the board and discuss their meanings (*into*, *sundew*, *daytime*, *nighttime*, *underground*).

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

Extend the Reading

Writing and Art Connection

Have students invent and write about an imaginary strange plant. Each student should tell the facts about their strange plant. Have them tell where it lives, what it eats, how it gets water, and so on. Have students explain what makes their plant different from regular plants. Have students draw their plants and share their illustrations with the class.

Visit [Writing A–Z](#) for a lesson and leveled materials on informational report writing.

Science Connection

Have groups of students research other strange or unusual plants from around the world. They can classify them by comparing the plants they research to the plants in the book. Have them explain how they are alike and how they are different.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently use the strategy of summarizing to understand and remember informational text
- correctly identify the main idea and supporting details in the text during discussion and on a worksheet
- correctly identify initial consonant *str*- blends in words during discussion and on a worksheet
- correctly identify adjectives during discussion and on a worksheet
- accurately identify compound words and their meanings

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**