

## Books for Young Learners Teacher Resource

# Book Notes



### Strange Plants / Plantas extrañas

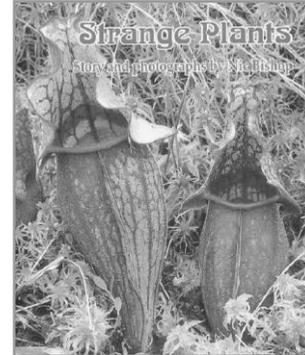
Author and Photographer Nic Bishop

12 pages ■ 30 Eng. words ■ 30 Spn. words

Fountas and Pinnell Level E

Intervention Level 5

Descubriendo la Lectura n/a



Strange Plants

#### SYNOPSIS

Three strange and hungry plants trap three insects.

#### WHAT THE BOOK OFFERS

- Nonfiction cyclic text
- Third person
- Present tense
- Photographs extend text
- More than one photograph for each sentence
- Repeated pattern except for first and last pages
- Inferential reading required, but this is confirmed on final page
- Action content carried in photographs
- Onomatopoeia
- Unusual sentence construction at beginning and end
- Exclamation point
- Illustrations carry more information than the text

Note: Reading this list of features may make the book seem too difficult for the suggested level. The repeated “Here comes a . . .” and the clear photographs provide support. However, as always, teachers will need to adjust the amount of prompting and guidance they provide according to the students’ competencies at the time of reading. This book will engender a lot of discussion and detailed viewing of photographs.

#### POSSIBLE SKILLS EMPHASIS

- Detailed viewing and comparing of photographs
- Seeing text as a summary
- Constancy of text—recognizing the same sentence on pages 2 and 11
- Recognizing the same photographs (or almost the same) on cover and page 10, pages 3 and 11, pages 2 and 4, and pages 9 and 12
- Basic vocabulary: here, comes, a
- Using initial and final letters to predict unfamiliar words
- Understanding that some words say the sound they make: onomatopoeia

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(continued)

#### INTRODUCING THE BOOK

- Basic vocabulary: here, comes, a
- Using initial and final letters to predict unfamiliar words
- Understanding that some words say the sound they make: onomatopoeia
  
- First of all, check understanding of the word “strange”
- Help students to think about plants being strange beyond appearance—for some plants we eat the tops, some the roots, some the leaves, some we cannot eat at all, some we do not want to eat, some get eaten by bugs, some have thorns, . . .and some eat bugs. Do not discuss the last group in detail, as it would take away the surprise element of the book. However, a comment such as *I wonder why those plants look as if they have their mouths open* would help students meet the challenge of the book. Most children will probably find the concept of plants eating bugs more difficult than the actual reading.

#### FOCUS OF INSTRUCTION

- The book offers far more than on first glance and the reading should be slow, with students having time to make connections between parts of the book.

Pages 2 and 3: *Look at the first word. Find two other places where we have already seen that word. Where? What did it say?*

*Look at the photograph on page 3. Where are the plants—not the trees—living? The last word on page 2 gives a name for that place. Let’s work it out. Look at the beginning letter/letters and the last letter. Does that match with what is in your head? Where else have we seen this photograph?*

*Look through the book to see if the photographer has used another photograph like this.*

*Where else have we seen this sentence? Do a word-by-word match to make sure.*

*Do you recognize this word (one of the basic words)? Find it again in the book. Do a letter-by-letter check to make sure they are the same word.*

#### FOLLOWING THE READING

- Discuss captions for the photographs, perhaps with each child writing one caption
- Extending vocabulary—other words for swamp, strange
- Listing other creatures that do “strange” things
- Drawing strange plants of their own and describing these to the group

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(continued)

Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
<b>FINISH THIS THOUGHT</b>	<i>The plants in this book are strange because . . . If I were a photographer, I would take pictures of . . . because . . .</i>
<b>USE YOUR MEMORY</b>	<i>Where do the plants in this book live and grow? What kinds of plants are photographed in this book? Where can you check to see if you are right?</i>
<b>WHAT'S YOUR OPINION?</b>	<i>If you were a fly, which plant would you stay far away from? How come? Why do you think plants like to grow near swamps? Why do you think these plants don't grow near the ocean?</i>
<b>BE CREATIVE</b>	<i>Look up information about swamps, ponds, and lakes. Make a chart with a column for each one. List all the things you learn about each body of water.</i>
<b>VOCABULARY AGENT</b>	<i>Name all the words that have the 'op' chunk in 'plop,' the 'a' chunk in 'snap,' and the 'uck' chunk in 'stuck.' When you have your list, make new words by adding 'ing' and 'ed' to your words. What did you discover?</i>

Book Note by Margaret E. Mooney

Additional Comprehension Prompts by Dr. Connie Hebert

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