

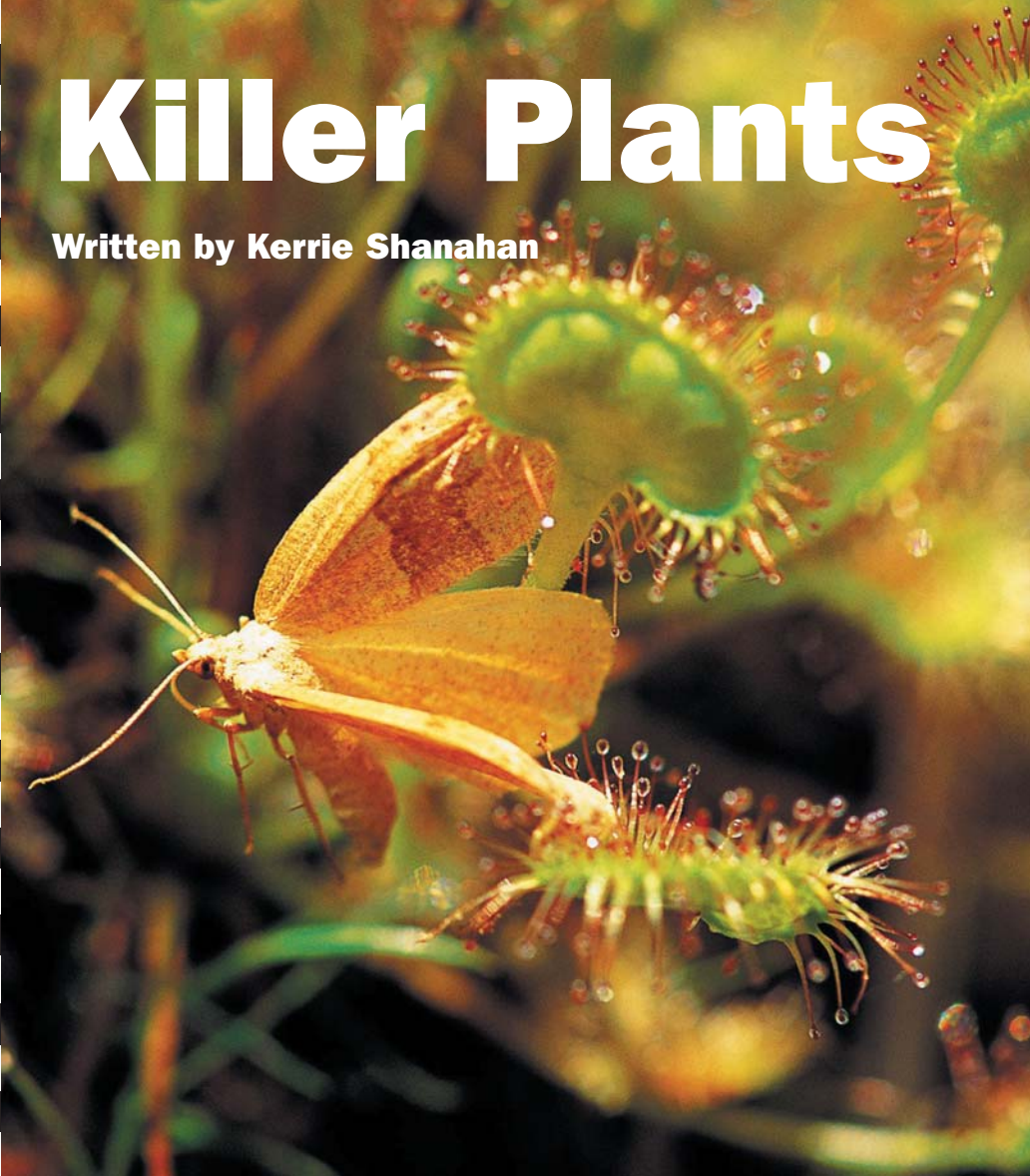


Teacher Edition

AlphaWorld

Killer Plants

Written by Kerrie Shanahan



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How to use this book

The AlphaWorld teacher editions support teachers as they guide children's reading and thinking during one or more guided reading sessions. Teachers can observe children as they read and choose from the given suggestions to suit individual needs.

Before reading

Setting the context, front cover and title page:

The suggestions help teachers to set the scene and prepare children for reading the book. Prompts help to determine children's prior knowledge. Where necessary, background information is provided. Teachers are encouraged to check that children understand the vocabulary listed and to discuss the meanings and/or the structures of these words. Previous experiences with similar text types may also be discussed.

During reading

Predict, Read, Reflect:

Questions encourage children to engage with the text by making predictions. The children then read a section of the text and reflect on what they have read. The focus is on the content, language and text features of the book.

Observe and support:

Prompts help teachers to focus on the strategies children use as they read. Teachers can then select from and adapt the suggestions according to the needs of the individual child. The suggestions aim to develop a child's reading abilities. Interruptions to the child's reading should be minimal.

After reading

A selection of reading and writing activities:

The last pages of the teacher edition provide follow-up activities and include the assessment focus.

Selected text features

- Colour photographs support the text
- Labels provide additional information

Vocabulary

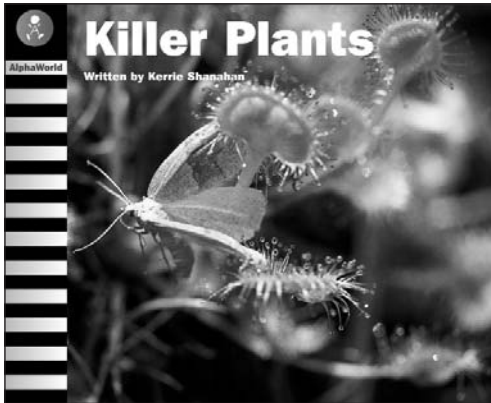
amazing, attract, balloon, bogs, ditches, drowns, insects, killer, liquid, nectar, slippery, soil, survive, tentacles, trapdoor, trapped

Setting the context

How do plants get the food they need to grow?

Background information

Killer plants are plants that trap and kill insects. Most killer plants grow in places where the soil is poor, so they need insects to survive. They have developed amazing ways to attract and trap the insects they eat.



Front cover

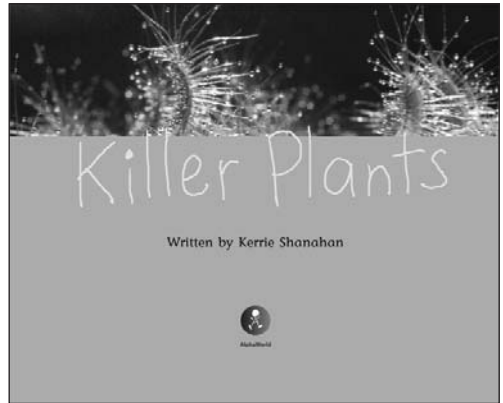
Show the front cover.

This book is called Killer Plants.

What can you see on the front cover?

What does 'killer' mean?

How could a plant be a killer plant?



Title page

Turn to the title page.

What do you notice about this plant? Does it look dangerous?

Point out the name of the author.

● **Predict**

Turn to pages 2-3.

This is the contents page. Let's read through it and see what this book is about.

What section heading are you most looking forward to reading? Why?

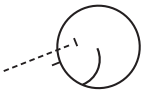
Turn to page 4.

This is the introduction. It says that some plants trap and kill insects for food. These plants are killer plants. How could these killer plants trap insects?

● **Read** to the end of page 4.

● **Reflect**

Why are some plants killer plants?



Observe and support

Ask one child to read aloud to you while the others are reading silently. Can the child read the text fluently?

Model reading a passage of the text to the child. Ask the child to read it with you.

Can you make it sound like I do?



Contents

Introduction	4
A sticky end	6
Falling for a trap	8
Death by drowning	10
A smelly death	12
Sucked in	14
No way out	16
Jaws!	18
All wrapped up	20
Conclusion	22
Glossary	24

Introduction

Some plants trap and kill insects. They use these insects for food. They are killer plants.

Killer plants have ways to attract insects, then trap and kill them.



Predict

The next chapter we are going to read is called ‘A sticky end’. Some plants have leaves that are covered with tiny red hairs. At the ends of these hairs are drops of sticky liquid that look like water. How could these leaves help the plants trap insects?

Turn to page 8.

The Venus flytrap in this photo has leaves that look like traps. The red colour in the middle of each leaf attracts insects.

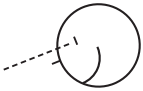
How does the Venus flytrap know that an insect has landed on it?

Read to the end of page 8.

Reflect

What does ‘liquid’ mean? How could we find out?

Tell me about something that particularly caught your attention. Why did this interest you?



Observe and support

Can the child use their knowledge of phonics to work out new words such as ‘liquid’?

*Can you break the word up? What might that part say?
What sound do you think the word will start/finish with?*

A sticky end

This plant has leaves that are covered with tiny red hairs. At the end of the hairs are drops of sticky liquid. These drops look like water.

Insects are tricked into trying to drink the drops. They land on the plant and become stuck. They are trapped.

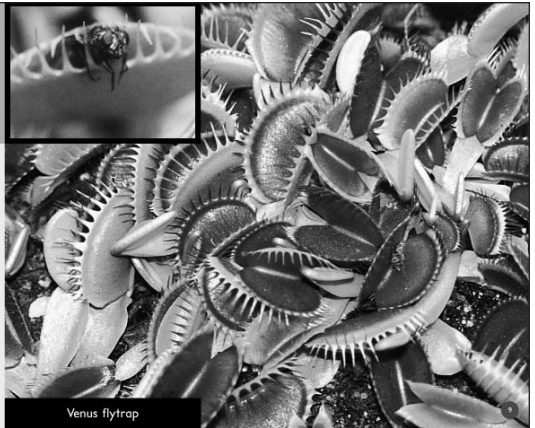
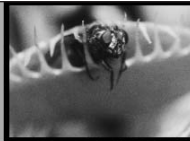


Sundew

Falling for a trap

This plant has leaves that look like traps. The middle of each leaf is bright red. This colour attracts insects.

When an insect lands on a leaf, tiny hairs on the plant move. This tells the plant that something is there. The leaf closes around the insect like a trap.



Venus flytrap

● **Predict**

This plant is called a Pitcher plant. Pitcher is another word for jug. Look closely at the picture on page 11. What does this plant look like? How would an insect become trapped?

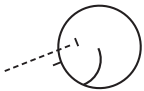
● **Read** to the end of page 10.

● **Reflect**

How did looking closely at the picture help you to read this section?

What does 'nectar' mean?

What does 'drowning' mean? How do you know?



Observe and support

Can the child use the information contained in the photographs to help interpret the text?

Why is the plant shaped like a jug?

How does its shape help it to kill insects?

Death by & drowning

This plant has leaves shaped like a jug. The leaves are slippery. The insect is attracted to the nectar at the top of the leaves. When it lands on the plant, the insect slides down the steep sides of the leaves.

At the bottom of the plant is a liquid. The insect falls into this liquid and drowns.



Pitcher plant



Predict

Look at the picture of a Butterwort on page 13. This plant has a sweet smell and slippery leaves. How could this help the plant to lure and kill insects?

Turn to page 14.

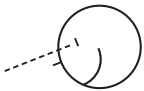
This Bladderwort usually grows in water. It has small balloons on each leaf and each leaf has a trapdoor. How would this plant use these balloons to trap insects?

Read to the end of page 14.

Reflect

What does 'sweet-smelling' mean? Why would a sweet smell attract insects?

After reading the chapter called 'Sucked in', tell me in your own words how the trapdoors work.



Observe and support

Does the child use context to understand the meaning of new vocabulary?

What is a trapdoor? How did you work that out?

A smelly death

This plant has a sweet smell and slippery leaves. Insects are attracted to the sweet smell.

When an insect lands on the slippery leaves, it falls into the sweet-smelling liquid and drowns.



10



Butterwort

11

Sucked in

This plant usually grows in water. There are small balloons on each leaf. Each balloon has a trapdoor. When an insect swims past, small hairs on the plant move and a trapdoor opens.

The insect is sucked into a balloon and the trapdoor shuts behind it. The insect is trapped.



12



Bladderwort

13

Predict

This Cobra lily is very big. It has nectar that attracts insects. This chapter is called 'No way out'. What does this heading suggest happens to the insects when they follow the nectar trail?

Turn to page 18.

This chapter is called 'Jaws!' It is about the Waterwheel plant. This plant has no roots and floats just below the surface of the water. On the end of each of its leaves is a trap covered with tiny hairs.

What are jaws?

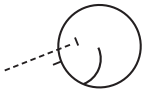
How could a Waterwheel plant have jaws?

Read to the end of page 18.

Reflect

What might the inside of a Cobra lily look like? Why do you think so?

Does the Waterwheel plant really have jaws? How do you know?



Observe and support

Can the child point out different text features on the page?

Where is the chapter heading? How did you know it was a chapter heading?

No way out

This killer plant is very big. It has nectar that attracts insects. When an insect lands on the plant, the insect follows the trail of nectar a long way down inside the plant.

The insect gets lost and cannot find its way out. It is trapped.



16



Cobra lily

17

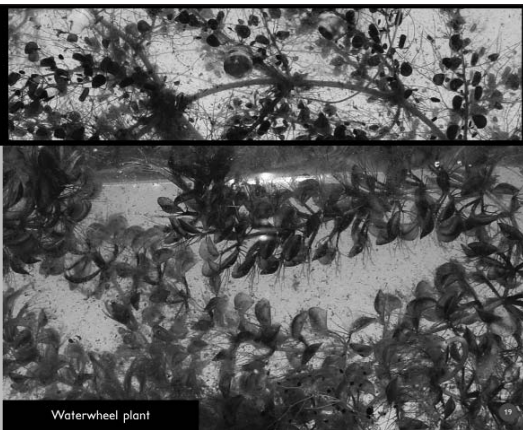
Jaws!

This plant lives in shallow lakes, ponds, bogs, ditches and dams. It has no roots, and floats just below the surface of the water. It grows in the shape of a wheel with many spokes.

At the end of each leaf there is a trap covered with tiny hairs. When an insect disturbs the hairs, the trap snaps shut like a set of jaws. The insect is trapped.



18



Waterwheel plant

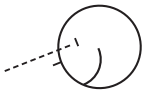
● **Reflect**

This Rainbow plant usually grows in deserts. What do its leaves look like in the photo? Yes, they look like tentacles. How could this plant use its tentacle leaves to trap insects?

● **Read** to the end of page 20.

● **Reflect**

Did the Rainbow plant use its tentacle leaves in the way you expected? How do the insects get trapped?



Observe and support

Do the children notice when they make a mistake?
Do they correct it?
I like the way you fixed that up? How did you know it was wrong?

All wrapped up

This plant usually grows in deserts. It has long leaves that look like tentacles. The tentacles have sticky nectar on them. Insects are attracted to the nectar.

When insects land on the plant, they get stuck in the nectar. The plant wraps its long tentacles around them. They are trapped.



20



Rainbow plant



● **Reflect**

Discuss the purpose of a conclusion.

What information about killer plants would we expect to find in this conclusion?

Turn to the glossary on page 24.

Look at the glossary on page 24. Why did the author include a glossary? Why are glossaries useful?

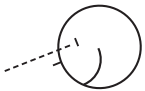
● **Read** to the end of page 24.

● **Reflect**

What information about killer plants can be found in the conclusion?

What words were defined in the glossary? Could others have been included? Why?

What was your favourite killer plant? What do you know about it after reading this book?



Observe and support

Can the child use a glossary?

What does 'nectar' mean? Can you tell me in your own words?

Conclusion

Most killer plants grow in places where the soil is not very good. They need to feed on insects to survive.

Killer plants have amazing ways of finding food. They have different ways to attract and trap animals to eat.



Glossary

- liquid a watery or runny substance
- nectar a sweet liquid that plants make to attract insects and birds
- slippery when something is hard to grip
- trail a mark, track or path
- trapdoor a door that is hard to see

After reading

Being a meaning maker

Encourage the children to support their answers to these questions with evidence from the book:

What is a killer plant?

How do killer plants trap their food?

How are killer plants the same?

How are they different?

Where would you find them?

Being a code breaker

Explore the following language features:

- Use of adjectives: bright, killer, long, red, slippery, small, steep, sticky, sweet-smelling, tiny
- Words derived from the base word trap: trapdoor, trapeze, trapezoid, trapped, traps

Being a text user

What did you learn by reading this book?


Who would you recommend it to?


Being a text critic


What did the author need to know to write this book?

What did the author leave out?

Responding to text

 The children could work in co-operative groups to make a concept web showing what they know about killer plants.

 The children could write sentences describing killer plants.
For example: Killer plants are...

 The children could look through this book and other familiar books to list words that have the rhyme /ap/ – cap, clap, gap, lap, map, rap, trap, zap

Writing links

Blow up the text on page 6. Discuss how words such as ‘tiny’ and ‘red’ help us to picture what the plant would look like. Provide a blow-up picture of another plant. List the adjectives that could be used to describe this plant’s features. Use the children’s input to write a paragraph on the blackboard using as many of the adjectives as possible.

The children could find pictures of other plants in magazines or on the Internet. These could be labelled with a range of adjectives to describe the plants’ features. Children could then write a paragraph describing one of the plants.

Possible assessment focus

Can the children:

- identify adjectives used in the text?
- explain how one of the killer plants traps insects for food?
- explain new words in the text: liquid, nectar, trapdoor?



whole text activity



sentence activity



word activity

Killer Plants

Topic: Plants/Relationships/Food/Science

Curriculum link: Natural Science

Text type: Explanation

Reading level: 18

Word count: 469

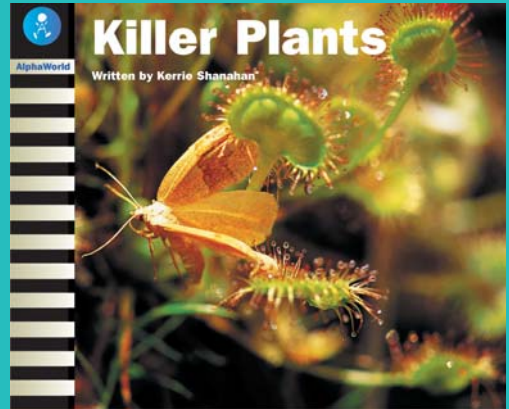
Vocabulary: amazing, attract, balloon, bogs, ditches, drowns, insects, killer, liquid, nectar, slippery, soil, survive, tentacles, trapdoor, trapped

Possible literacy focus:

- Identifying words used in descriptions, e.g. tiny red hairs.
- Interpreting information in the text.
- Understanding new words: liquid, nectar, trapdoor.

ESL possibilities:

- Understanding new words.
- Focusing on the pronunciation of the plural 's' when reading aloud.



Summary

This book explains how some plants trap and kill insects for food. They are killer plants.

AlphaWorld



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