

# What Do Plants Need?



Level: A9 Word Count: 22

Curriculum Connection	Plants
Content Vocabulary	air, food, grow, need, plant, soil, sunlight, water
Visual Literacy Element	concept web
Critical Thinking	infer from a photo the needs of a plant
Comprehension Strategy	setting a purpose for reading
High-Frequency Words	to

## Before Reading

### Prior Knowledge – Discuss the Topic

- Discuss plants with the students. Invite them to say the name of all the plants they know. Be sure they include trees. Invite them to say what they think plants need to live and grow.

- Give each student a copy of the book *What Do Plants Need?* and read the title to them.
- Explain to the students that they are going to help set the purpose for reading. Ask them why they would read this book. What do they hope to find out by reading it? Encourage them to suggest that their purpose for reading is to answer the question posed in the title, and that they will find out the things that plants need.
- Discuss the cover photo. Ask questions such as – *Who knows the name of this plant? What part of the plant is floating in the air? How do you think the air is helping this plant?*
- Have the students turn to the title page. Discuss the photo with them. Remind them that trees are plants.

### **Introduce the Vital Vocabulary**

- Ask the students to turn to the Vital Vocabulary.
- Discuss each of the photos and read the labels to the students. Provide tangible examples of soil, food, and water if necessary for English language learners. Tell the students that another word for soil is *dirt*.
- Tell the students that these words are in the book and will help them as they read. Point to the page numbers and tell them that these are the pages where they will find the information.

### **Take a Photo Walk**

- Take a photo walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the English vocabulary. Invite the students to read the labels with you.
- To ensure understanding say things such as: *The sun provides not only light, but also heat to help plants grow. Plants make their own food using the sun's heat and light, but sometimes people have to give plants more food to help them grow. Plants need air to breathe just like people do.*
- Discuss the concept web on page 15. Have the students read the web with you.

## **Read the Book**

- Invite the students to read the title on the cover and title page again with you. Encourage them to point to the words as they read them.
- Read the Vital Vocabulary again with the students.
- Read the first page to the students to help them with the sentence pattern.
- Have the students read the book aloud independently. Remind them to check with the photos and the text to make sure that what they are reading is correct. Remind them to point to each word as they read.
- Move around the group listening and helping individual students as necessary.

## After Reading

### Comprehension

- Check literal comprehension by asking these questions:
  - What do plants need air for?*
  - What gives plants heat and light?*
  - What do plants drink?*
  - Why do plants need soil?*
- Check inferential comprehension by asking these questions:
  - What else does air help plants do?*
  - What might happen to a plant if you put it in a dark place?*
  - Why do plants need all these things to grow?*
  - How else do plants get water?*
- Discuss the purpose for reading books. If the purpose for reading this book was to get answers to the question in the title, did the students get that? Did they learn anything else from the book that went beyond their purpose for reading it?
- Invite volunteers to choose a plant and use the word, *How* to start a question, for example, *How does this tree get water?* Have other members of the group answer the question.

### Critical Thinking

- Have the students turn to page 16 and look at the photo. Tell them that their task is to look at this plant and decide what it needs.

### Fluency

- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

### Writing

- Have the students draw a plant. Have them write or copy a dictated a sentence starting with – A plant needs...

### Independent Follow-Up Activities

- Have the students complete the photocopiable activities.

# What Do Plants Need?

Level: A9

Name: \_\_\_\_\_



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Cut and paste the sentence.

need Plants soil.



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# What Do Plants Need?

Level: A9

Name: \_\_\_\_\_



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## Read and Draw

Plants need water.

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