Meat-Eating Plants
Science

Level 12

Strand: Life Science **Theme: Plants**

Purpose for Reading: To develop understandings of meat-eating plants, including how they trap their food, and what they eat.

Comprehension Strategies: Predicting, making inferences, comparing and contrasting.

Vocabulary

Dictionary Words: bladderwort, pitcher plant, sundew plant, Venus' flytrap

Vocabulary Words: ants, fleas, flies, frog, gnats, larvae, leaves, midges, mosquitoes, plankton, plants, small animals, spiders, wasps

High-Frequency Words: an, did, from, get, has, have, of, some, that, their, them, they, what, when, with

Before Reading

• Ask students to brainstorm things they eat. Ask students what different animals eat. *What do dogs, cats, and lions eat?* Support students to generalize that these are meat-eating animals. *What do cows, horses, and sheep eat?* Support students to generalize that these are plant-eating animals. *What do plants eat?*

• Read the title and have students describe what they see in the cover photo. *What is this plant doing? What does the title suggest to you?*

• Read the title page and invite students to talk about what this plant is doing. *What is it eating? Why can't the fly escape? How do you think the fly got in there?*

• Have students predict plants that may be in this book and animals that may be eaten by the plants. Make a list for each set of predictions.

Introduce the Picture Dictionary

• Ask students to turn to the picture dictionary. Read and discuss the photos and labels. Ask students to describe what is happening in each photo. Have students make inferences based on the photos. Ask questions such as, *How might a pitcher plant catch its food? What is stopping the fly from getting away from the Venus' flytrap? How do you think the fly got caught?*

Take a Photo Walk

• Pages 4–5: Invite students to look at the diagram. Read the title and discuss the things most meat-eating plants need to grow. Ask students to infer what sort of food these plants may eat.

• Pages 6–7: Have students describe what is happening in this photo. *What do you think will happen to the frog?* Read the caption and invite students to infer how the leaves might attract the frog.

• Pages 8–9: Ask students to look at this photo and read the caption. Discuss what fleas, larvae, and plankton are. Have students think about how the bladderwort might get plankton to eat.

• Pages 10–11: Ask students to look at the photo and read the caption. Have students look carefully at the photo and predict how the pitcher plant might trap its prey.

• Pages 12–13: Invite students to look at this photo and describe what is happening. Read the caption and encourage students to think about how the sundew plant might trap prey.

• Pages 14–15: Have students look at this photo and describe what is happening. *How is the fly trapped?* Have students look carefully at the photo and infer how the Venus' flytrap trapped the fly. Read the caption and discuss the size of these insects to build understandings of the size of the plant.

Read the Book

• Ask students to turn to the front and read the title independently.
• Turn to pages 2–3. Read the dictionary words and the sentences on page 3.
• Turn to pages 4–5. Ask students to read these pages independently. *Remember to use your eyes, and point only if you need help to check.*
• Ask students to continue reading the book independently. Provide support as needed.

After Reading

Comprehension

• Have students revisit their before-reading list of predictions. *Were any of those plants in the book? Were any of the animals on the prediction list in the book?*
• Invite students to revisit the book and find similarities and differences between the plants in the book. Make a table to show the ways the plants are similar and different. Prompt with questions such as, *What is similar about how these plants grow? How do these plants need to get most of their food? How does a bladderwort trap its food? How are a bladderwort and a pitcher plant similar? How are they different? How is a Venus' flytrap similar to or different from the other meat-eating plants? How is the pitcher plant on page 7 different from the other plants?*

Vocabulary and Word Recognition

• Have students find the word *some* in the book. Have them look through the book, locating this word. Have students look at the word and say it aloud each time they find it. Have students write the word five times, saying the word as they write it.
• Ask students to think of another word that looks like *some*. Write the word *come* on the board. Have students think of sentences about meat-eating plants that contain the words *some* or *come*. Write the sentences on the board, calling on students to come out and write the words *some* or *come* in the correct place.

Oral Language

• Have students work in pairs, telling each other about the plant they think is most interesting and why.

Writing

• Have students write a story about a meat-eating plant gone crazy.

Creative Extension Activities

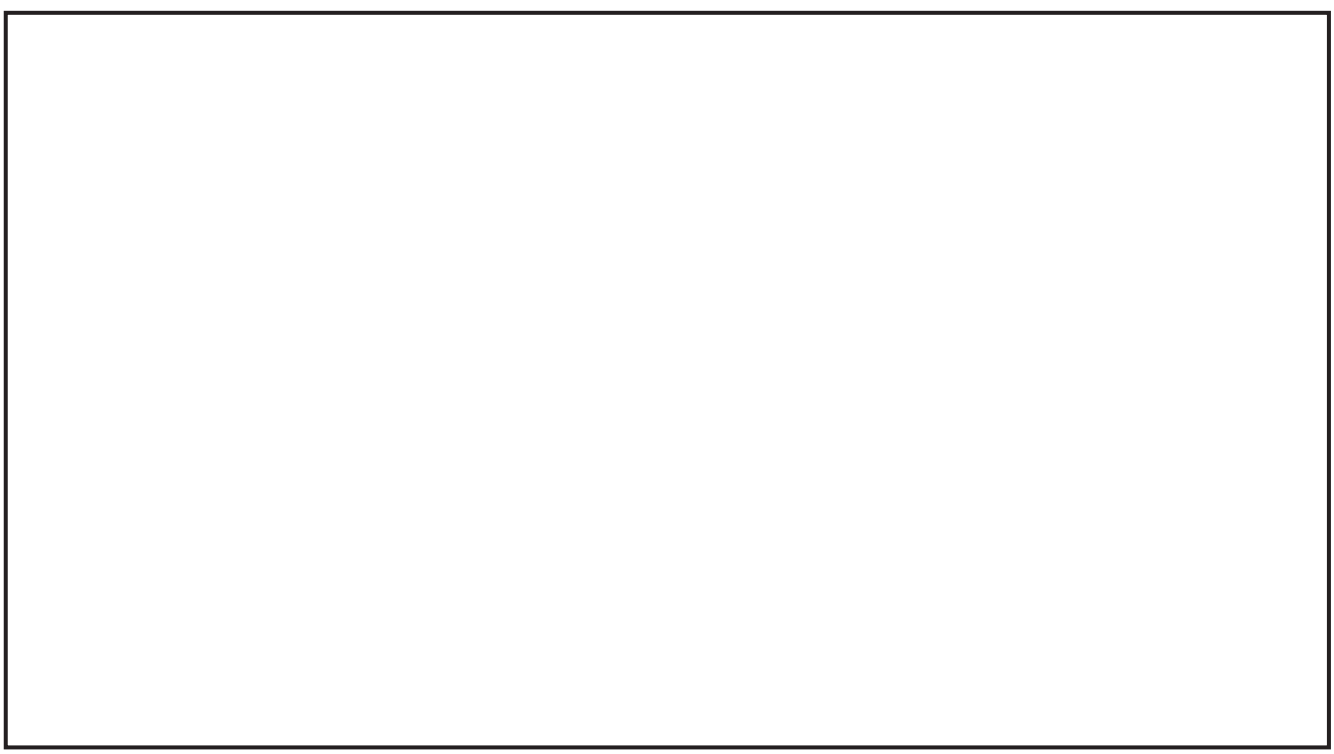
• Have students make models of meat-eating plants using pipe cleaners and other assorted craft materials.
• Have students make insects or small animals that meat-eating plants trap for food. Use a variety of collage materials.

Independent Follow-Up Activities

• Reread the book to a partner to build fluency.
• Complete the activities on page 16.
• Complete the photocopiable activities.

Name: _____

Design a new meat-eating plant. Draw it.
Write about how the plant traps its prey.



_____

_____

_____

_____

_____

Name: _____

Use the book to help you answer the questions.

Where do most meat-eating plants grow?

_____

What do most meat-eating plants need to grow?

_____ _____ _____

What can meat-eating plants use to get food?

_____ _____ _____

Draw some insects and animals that meat-eating plants like to eat.