



Text Detectives Investigate Meat Eating Plants

Resource ID#: 39614

Primary Type: Lesson Plan

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In this lesson, students will identify the text features of non-fiction books and use several informational texts on meat-eating plants to answer text dependent questions. Students will become "text detectives" and learn how to use the text to find the evidence to prove that their answers to questions are right. The students will learn to use evidence from informational texts to write explanatory paragraphs.

Subject(s): English Language Arts

Grade Level(s): 1

Intended Audience: Educators **E**

Suggested Technology: Computer for Presenter, Computers for Students, Internet Connection, LCD Projector, Speakers/Headphones, Microsoft Office

Instructional Time: 11 Hour(s)

Freely Available: Yes

Keywords: meat-eating plants, explanatory papers, text-dependent questions

Instructional Component Type(s): Lesson Plan, Unit/Lesson Sequence, Assessment, Video/Audio/Animation, Formative Assessment

Instructional Design Framework(s): Direct Instruction, Writing to Learn

Resource Collection: [CPALMS Lesson Plan Development Initiative](#)

ATTACHMENTS

[WRITING RUBRIC.docx](#)

[WHOLE TO PART CHECKLIST.docx](#)

[Text Detective Exam.docx](#)

[Nonfiction text features.pptx](#)

[Text Feature Recording Sheet.docx](#)

LESSON CONTENT

- **Lesson Plan Template:** General Lesson Plan
- **Formative Assessment**
Before beginning this lesson students should be able to write an explanatory piece. Given a topic the student should be able to write a topic sentence and at least three supporting sentences. If the majority of students are unable to do this task this lesson should be delayed until later in the year or until at which time students can complete such an explanatory paper.

At the start of the lesson the teacher will ask the students a series of questions to determine their level of knowledge in regard to text features. The following are questions that will be asked.

1. What is a table of contents?
2. How do we use a table of contents?
3. What is a glossary?
4. What are headings?
5. Why are headings useful when reading?
6. Why do informational books have pictures/illustrations?

Based on the level of knowledge the students have at the beginning of the lesson the teacher can determine how much time needs to be spent on explaining the features of the text. If that understanding already exists the teacher can omit the lesson that introduces

the text features and may delve right into using the text features to identify key details in informational text.

During the lesson the teacher will gauge student understanding based on student responses provided during guided and modeled activities as well as using a thumbs up (I get it), sideways thumb (unsure/I still have questions) thumbs down (don't get it, totally lost) method to questions asked throughout the lesson to check for understanding.

- **Feedback to Students**

Students will be given continual verbal feedback throughout the lesson and during all mini-lessons, modeled lessons and guided practice exercises. For partner exercises and writing activities, feedback will be provided through individual conferences. During individual conferences the teacher will meet with the student to review their work. The teacher will provide two positives and then two constructive criticisms to the student.

- **Summative Assessment**

TEXT DETECTIVE EXAM --- The students will read a short section of an informational text at the student's independent reading level. The student will then be asked 3 questions regarding that text and be expected to answer the text with accurate information. Score according to the rubric [Text Detective Exam.docx](#)

WHOLE TO PART ACTIVITY --- The students will be given a copy of a piece of informational text. They will cut apart the article and break it down according to text features and then label the information using a word bank. Score according to [WHOLE TO PART CHECKLIST.docx](#)

EXPLANATORY WRITING --- Students will be given a book appropriate to their reading level assigned by the teacher on the topic of meat-eating plants. The student will need to read the text, create a brainstorm map and then write an explanatory paragraph using evidence learned from the text. Students will provide an appropriate heading or title for their paragraph. Students will publish their work using Microsoft Word or another word processing program with which they are knowledgeable. Score according to the rubric [WRITING RUBRIC.docx](#)

- **Learning Objectives: What should students know and be able to do as a result of this lesson?**

- Utilizing the text *Venus Flytraps* by Kathleen V. Kudlinski, the students will provide evidence from the text to support and prove the answers to given text-dependent questions.
- Given the book *Venus Flytraps* by Kathleen V. Kudlinski, the students will identify text features and use the text features to assist them in identifying the details in the text.
- Using illustrations and details from a text, the students will identify the main idea for a section of the text and utilize that information to determine a new heading for the section that was read.

- Utilizing informational texts at appropriate reading levels, students will write an explanatory paper on meat-eating plants.
- Based on their own written explanatory piece the students will determine an appropriate heading for their explanatory paper and assign that title to their paper.
- Utilizing classroom or lab computers students will publish their piece using Microsoft Word or another appropriate word processing application.
- Given support from the teacher, the class will evaluate and compare their individual explanatory pieces to compile an informational text that includes a table of contents, a heading and a glossary.
- **Guiding Questions: What are the guiding questions for this lesson?**
 - How do we know our answers to questions about the text are right?
 - Why do non-fiction books have so many different text features?
 - Why do texts or sections of texts need main ideas?
 - How can we use texts to write explanatory papers?
 - How do titles or headings or informational texts help readers?
 - Why use computers to publish writing?
 - Why is the organization of an informational text important?
- **Prior Knowledge: What prior knowledge should students have for this lesson?**
 - How to work with a partner
 - Students should read at a DRA level 6 or higher
 - Know how to type a simple paragraph using a word processing program
 - Understand what a Main Idea is
- **Teaching Phase: How will the teacher present the concept or skill to students?**

The "Hook" and Activation of Prior Knowledge

1. Day 1 -- The question "Do plants eat meat?" would be posed to the class. The students would be asked to turn to their shoulder partner (person sitting next to them on the right) and talk (discuss) about their ideas or thoughts on whether plants do or do not eat meat. The teacher will also remind the students to include why they think that plants do or do not eat meat when talking with their partner.

- After about 3 minutes of discussion the teacher will call all students back to attention. The teacher will call on partners to share their thoughts.
- Then the following video clip will be shown: <http://dsc.discovery.com/tv-shows/life/videos/venus-flytrap-catches-flies.htm> (Advertisements appear prior to the start of the video. Cue the video to it's starting point prior to student viewing). The students will again be asked to turn and talk to their shoulder partner to discuss their previous thoughts and the thoughts that they currently have regarding the question posed by the teacher. After 1 minute the teacher will call the class back to attention and then ask the class whether plants do or do not eat meat.

2. Get the class excited to read about meat-eating plants. Tell them that they are about to become "text detectives" and will be finding all the proof/evidence in books that proves plants eat meat.

3. Introduce the book *Venus Flytraps* by Kathleen v. Kudlinski (ATOS 3.6) -- Begin by looking through the book with the class and identifying the text features of the book. Discuss the guiding question: Why do non-fiction books have so many different text features? Take this time to ask the Formative Assessment questions regarding text features. Gauge the level of knowledge of the class and continue with the read aloud if an adequate understanding of text features and their purposes exists. If the class does not have an adequate understanding or a solid understanding then use the Text Feature Power Point to introduce and discuss text features. [Non-fiction text features.pptx](#)

4. Read Aloud Chapter 1 of the book. Point out text features and remind students of their purpose as you come across them. As you read think aloud for the students. For example, after reading the first 2 pages say, "I was wondering how the plant was going to catch a fly." Then explain to the students that the text just gave us that exact answer. Reread the section and then see if they can provide you with the evidence from the text. If they can, provide specific praise and model again for the student who might not have understood. If no one can provide the answer show them the exact words that illustrate exactly how the plant catches the fly. "Sharp points on the edges of the leaf fit together to make a cage." Also point out that the picture on the page helps them visualize what is happening and shows them the sharp points and how the plant makes a cage to trap the fly.

5. Pose the guiding question --- How do we know our answers to questions about the text are right? -- After finding the evidence in the text help the students to see that if the question "How does a Venus Flytrap catch an insect?" was asked, that the information or evidence to prove this answer is right there in the text; if they can prove their answer in the text then they know that their answer is right.

6. Day 2 -- Review the text features of the book. Pose the guiding questions: How do titles, or headings, or informational texts help readers? Why do texts or sections of texts need main ideas?

7. Read Aloud Chapter 2. Cover the heading of that section with electrical tape or some kind of tape that does not allow the class to see through it but will peel off the page without damage. After reading have the class discuss what the section of the book was mostly about or come up with the main idea of the section. Discuss how the Headings in non-fiction books relate to the main idea or what the section is mostly about. Have students generate a list of possible Heading Titles for the section that was read aloud. Reveal the actual title of the heading and compare with the class list.

8. Read Chapter 4. (Chapter 3 can be read but may be scientifically too difficult for first grade so for this part of the lesson I would not use it) Again discuss what the section is mostly about and then have the students generate a list of possible Headings and then reveal the actual heading.

9. Ask the following questions or other text-dependent questions. Have students cite the evidence in the text to prove their answer. -- How does a Venus Flytrap get insects to come near it? -- How does a Venus Flytrap eat an insect?

10. Day 3 -- Tell students that they have been excellent text detectives and that by answering questions and proving the information they have gathered a lot of evidence.

- Pose the question: How can we use texts to write explanatory papers?
 - Discuss and then either reiterate or explain that when we write we can use evidence about topics that we have read about to write explanatory papers.
 - Create a brainstorm map (any type of bubble, or map, or web will work) together about the Venus Flytrap. Think aloud to start reminding students of information learned from the read aloud and list it on the brainstorm map.
 - After the brainstorm is complete, choose a fact from the map and model for the students how to form a sentence using that fact.
 - Assign remaining facts to each set of shoulder partners and then have them turn and talk with their partner to create a sentence using their assigned fact.
 - Write all the sentences on sentence strips as the students give them. Then arrange the sentence strips and model for the students how to organize the sentences into a cohesive paragraph.
- **Guided Practice: What activities or exercises will the students complete with teacher guidance?**

Introducing the Activity

11. Review the things that the students have learned together as a group:

- What text features are and why they are useful in non-fiction books
- How to be a text detective and find evidence for answers in the text
- Why Headings are useful to readers
- How to use evidence from a text to write an explanatory paper

Student Actions during the activity

- Working with a partner, students will select one of the teacher pre-selected texts on meat-eating plants. Together the students will read the text and identify an example of each type of text feature by recording on the [Text Feature Recording Sheet.docx](#) (Day 4)
- Then the students will reread the text and record interesting facts that they learned and can provide evidence for in the text. (Day 5)
- The students will refer to their fact sheet to write an explanatory paper about meat-eating plants based on the information learned from their informational text. (Day 6 and Day 7)
- The students will reread one section from their book and discuss with the teacher what another appropriate heading could be for that section (Day 6 and Day 7)
- The partner groups will share with the class their explanatory papers (Day 8)

Teacher Actions during the activity

- On days 4 and 5 the teacher will circulate and provide help to groups as necessary or offer guidance to students as necessary; verbal feedback will be provided to all groups as they work
- On days 6 and 7 the teacher will continue to provide support to the groups as necessary but will also take the time to work with each group to discuss another appropriate heading for one of the sections of their book.
- On Day 8 the teacher will conference (2-4 minute meeting that begins with praise and then provides necessary constructive criticism) with each group and provide feedback on their explanatory papers.

Suggested Book Titles

Plants that Eat Animals by Allan Fowler (ATOS 2.7)

Strange Plants by Angela Royston (ATOS 3.7)

Hungry Plants by Mary Batten (ATOS 4.2)

Plants Bite Back By Richard Platt (ATOS 4.8)

Plants that Bite Back by Katy Pike (ATOS 3.9)

Meat-Eating Plants by Margee Gould (ATOS 4.3)

Meat-Eating Plants by Wiley Belvins (ATOS 3.1)

- **Independent Practice: What activities or exercises will students complete to reinforce the concepts and skills developed in the lesson?**

Summative Assessments

Whole to Part Activity

Students may complete the activity independently while the teacher calls the partner groups to conference with them about their paper. The teacher will review and write the words title, table of contents, heading, diagram, caption, label, glossary, and index on the board to create a word bank of the text feature names for the students to use. The teacher will explain that the students will be given a copy of a book. (*Venus Flytraps* by Kathleen v. Kudlinski (ATOS 3.6) will work for this activity. However, a copy of any informational text can be used as long as it includes all of the text features). They are to cut the book apart to show the text features of an informational text. They will glue the parts on to a separate sheet of paper and use the word bank (written on board) to label each text feature. (Day 8)

Text Detective Exam

Students will read *Plants that Eat Animals* by Allan Fowler. (ATOS 2.7) The students will then be asked 3 text dependent questions and will be expected to provide the evidence from the text that supports their answer. The following questions could be used or others could be developed. (Day 9):

1. How does the Venus Fly Trap attract insects?
2. What keeps an insect from getting out of a pitcher plant?
3. How does a Bladderwort plant catch an insect?

Explanatory Writing --- Students will be given a book appropriate to their reading level assigned by the teacher on the topic of meat-eating plants. The student will need to read the text, create a brainstorm map and then write an explanatory paragraph using evidence learned from the text. Students will provide an appropriate heading or title for their paragraph. Students will publish their work using Microsoft Word or another word processing program with which they are knowledgeable. (Days 9, 10, and 11 if needed)

Expected Student Products and/or Performance

Students will receive 8/10 on Writing Rubric

Students will receive 6/6 on Whole to Part Activity Checklist

Students will receive 8/10 on the Text Detective Exam

- **Closure: How will the teacher assist students in organizing the knowledge gained in the lesson?**

Guided by the teacher, all the class pieces will be compiled together into a class informational text on meat-eating plants. The teacher will together with the class review the parts of the book that have been made and explain their purpose by revisiting the guiding questions.

0. The class will organize individual pieces and create a table of contents for the pieces.
1. The class will highlight learned words that should be part of the glossary that individuals included in their writing.
2. The class will create the glossary and provide definitions for the selected words.
3. Compile the class book
4. Share with the principal or on the school news
5. CELEBRATE!!

ACCOMMODATIONS & RECOMMENDATIONS

- **Accommodations:**
 - For the independent assessments, if a student is working at a very low reading level the text could be read with/to the student so that the focus remains on finding the evidence in the text that answers the questions.

- If a student is a struggling writer the student may dictate their explanatory piece to the teacher.

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Extensions:

- Using the text *Hungry Plants* by Mary Balten, the student will identify two types of meat-eating plants and using evidence from the text will write an explanatory paragraph for each type of plant.
- Using the text *Hungry Plants* by Mary Balten, the students will write three text-dependent questions and provide the answers with evidence from the text.

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Suggested Technology: Computer for Presenter, Computers for Students, Internet Connection, LCD Projector, Speakers/Headphones, Microsoft Office

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Special Materials Needed:

- The teacher could print or use an overhead projector to view PowerPoint if applicable.
- Any of the informational texts could be substituted with other acceptable titles that meet the needs of the reading levels and content appropriateness for the group of students.

SOURCE AND ACCESS INFORMATION

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Name of Author/Source: Rachel Montisano
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Related Standards

Name	Description
LAFS.1.RI.1.1:	Ask and answer questions about key details in a text.
LAFS.1.W.1.2:	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
LAFS.1.RI.2.5:	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
LAFS.1.W.2.6:	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

[LAFS.1.RI.3.7:](#)

Use the illustrations and details in a text to describe its key ideas.