**Killer Plants**

|  |  |
| --- | --- |
| Fluency, Language, and Text Features | Contractions, Compound Words, Emphasis, Glossary |
| Level | K (Fountas & Pinnell) or equivalent |
| Content Area | Science |
| Text Type | Informational |

|  |  |
| --- | --- |
| **Teaching points** | **Notes** |
| **Contractions**  There are many examples of contractions throughout the book (e.g. won’t, don’t aren’t, that’s, it’s). Support students to identify the contractions and figure out which two words are being merged.  Discuss how apostrophes can be used to show possession and not a contraction (e.g. plant’s, leaf’s, tree’s). |  |
| **Compound Words**  Discuss compound words, and how their meaning is often a combination of the two words that are joined together  (e.g. greenhouses, flytrap, pitfall, flypaper, nearby, Sundew, sunlight) |  |
| **Emphasis**  Emphasis is making certain words stand out to give extra meaning. Page 5 and 17 have good examples for emphasis using uppercase letters. Model how to emphasize different words to change the meaning each time. |  |
| **Glossary**  Words are bolded throughout the book so you know that you can check the glossary for their meaning. Model how to flip to the back of the book to look up the words alphabetically. |  |