



Running words: 391

Book Summary

This book is about plants that catch and “eat” insects because they live in places that don’t get a lot of nutrients from the soil or much sunlight. The plants lure insects with traps, snaps or a special sticky nectar.

Themes

Plants, Habitats, Animals, birds and insects

Features of the Book

- The information contained in the photographs, diagrams, glossary and index
- Content words for discussion: *absorb, nectar, nutrients, pitcher, prey, struggle*
- Rhyming words: *snap* and *trap*

Strategies

Trap, Snap and Stick introduces and reinforces the following strategies:

- finding main ideas
- summarising

Materials

- copies of the BM, pencils

Trap, Snap and Stick

by Keith Olsen

Introducing the Text

Begin by asking students if they have ever seen a Venus flytrap plant. Ask:

- *What do you think the plant does? Its name is a clue. (The plant traps and catches flies and other insects.)*

Reading the Text

Ensure each student has a copy of the text. Make sure that the content words (*absorb, nectar, nutrients, pitcher, prey, struggle*) are integrated naturally into the discussion. An understanding of these terms will help the students appreciate the author’s purpose. Encourage the students to use the information in the photographs, diagrams and text to determine the strategies of finding main ideas and summarising as you work through the book.

Cover

Together, read the book’s title and the name of the author. Point to the photograph of the Venus flytrap plant. Ask:

- *What do you think is going to happen to the fly? (It is going to be trapped.)*

Together, turn to back cover and point out the Venus flytrap, which is shut in the photograph. Read aloud the preview question on the back cover: *What is trapped inside the plant? (a fly or another insect).*

Title Page

Explain to students that a Contents page often appears at the start of a non-fiction book. It lists each section of the book and tells you which page the section starts on. Say:

- *By looking at the headings listed in the Contents page, can you guess how many different ways plants trap insects? (three different ways)*

Point out the photograph to the students. Talk about how this plant is different from the one featured on the cover, but it’s going to trap a fly too. Say: *Let’s read on to find out how the plants trap insects.*

Page 2

Read the heading with students. Point out the labels on the diagram. Ask:

- *What do the labels tell us about what a plant needs? (sun, water and nutrients)*

Together, read the body copy text. Point out the bolded words *absorb* and *nutrients*. Ask the students what these words mean. If they require help, have them turn to page 12 and read the words’ definitions.

Page 3

Point to the photograph of the wet, muddy landscape. Say:

- *In some places, plants can’t get a lot of nutrients from the soil. So what do you think these plants might do to stay alive? Think about the book’s title for a clue. (trap insects).*

Together, read the text with the students.

Page 4

Read the heading together. Then look at the illustration. Ask the students how they think the plant might trap an insect (in the liquid inside it). Point out the four glossary words bolded in the body copy text before you start reading. Discuss their meanings and refer to the glossary on page 12 if they need assistance. Then read the text with the students.

Page 5

Read the heading with students. Ask:

- *Why do you think the author has chosen these words for the heading and added an exclamation mark? (The words “Climb for Your Life” is literally what the bug has to do in order to survive and the exclamation mark gives it a sense of urgency and drama.)*

Together, read the text. Ask the students how they think a plant will absorb an insect. (Answers will vary). Say: *Let’s read on to find out.*

Trap, Snap and Stick

Page 6

Point to the illustration that shows a cross-section of a pitcher plant. Read the body copy text and labels at the top of the page. Then point to the sidebar information. Once again, ask the students why the author chose to put a question mark at the end of the heading (because plants do not digest food like humans do). Read the sidebar text together to understand how the insect breaks down into a liquid that the plant then absorbs.

Page 7

Read the heading to the students and ask them why the author chose these words. (The author has something weird to tell us, the plant is weird and also to grab our attention.) Read the body copy text and caption with the students and confirm their predictions. Discuss with the students how the author certainly did tell us something weird... that rats can use larger pitcher plants as toilets!

Page 8

Read the heading and body copy text with the students. Ask the students to say what the main idea of this page is. (Some plants catch insects.) Then have them tell you the details that support this main idea. (The Venus flytrap has a fast trap that catches insects.) Talk about how the author has used bug-eating in the first sentence to catch people's attention. A more correct way would have been to say *bug-absorbing*. Explain to the students that a Venus flytrap has tiny trigger hairs. If an insect touches two hairs in about 20 seconds, the leaf snaps shut in a fraction of a second. Once shut, the teeth lock together so that the insect can't escape.

Page 9

Read the caption with the students. Explain that a fly is the prey for this Venus flytrap. Read the sidebar heading together and ask students where they think this plant catches

insects (in the water). Read the text to confirm their responses.

Page 10

Point to the photograph of the sundew plant. Ask the students if they know how this plant catches insects using the heading and photograph as clues (with its sticky hairs). Read the body copy text and caption together to check students' predictions. Ask the students what the main idea of this page is. (Some plants catch insects with a special sticky nectar.) Then have them provide the supporting details. (The nectar is found on the ends of the plants' tiny hairs. Insects like the smell of the nectar.)

Page 11

Point to the photograph and have the students see that the nectar looks like a clear glue and that the insect is stuck. Read the body copy text at the top of the page and the caption. Then tell the students that the sundew leaf then starts to curl slowly around the trapped insect and begins to dissolve and absorb it once it's a liquid soup. Together, read the concluding paragraph, which acts as a summary for the book.

Page 12

Quiz students by asking questions such as:

- *If I wanted to find out what a word means, where would I look?* (glossary)
- *If I wanted to find out which page a topic was on, where would I look?* (Index)
- *If I wanted to read about sundew plants, which page would I turn to?* (10–11)
- *What is the word that means "a container for holding liquid"?* (pitcher)

Revisiting the Text

- Point out the words *Trap* and *Snap* on the cover. Explain that rhyming words have the same ending

sound. Ask the students to think of other words that rhyme with the ap sound (*map, cap, flap, sap, rap, nap, lap, wrap*, etc.).

- Using rhyming words, such as *trap/snap, sticky/tricky* or *trip/slip* to write a poem about a pitcher plant, a Venus flytrap or a sundew. Use the information in the book to help you. Then present your poem to the rest of the class or a friend.

Following Up

- Using the diagram on page 6 as a guide to draw a diagram and write labels for a Venus flytrap. Use the internet if you need extra assistance.
- Give the students copies of the BM for this title.