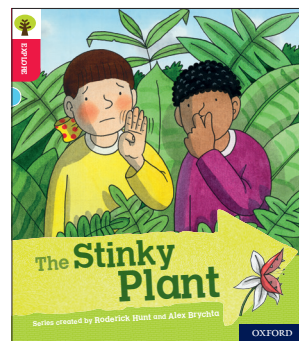


The Stinky Plant



Written by Paul Shipton and illustrated by Nick Schon, based on the original characters created by Roderick Hunt and Alex Brychta.
Teaching notes written by Teresa Heapy.

Text type: fiction

Topic: plants

Synopsis

The magic key takes the children to a rainforest. There they meet a botanist who is looking for a plant with a strong smell. But he has a bad cold and can't smell the plant, so the children agree to help him sniff it out. They find the fantastically stinky flower ... but the smell travels back home with them!

There is a topic-linked non-fiction book to partner this title, which is called *Plants for Dinner*.

Group/Guided reading

Introducing the story

- ➔ *(Predicting)* Look at the cover picture together and say: *I wonder why Wilf is holding his nose.* Encourage the children to make predictions. Then ask the children to read the title to check if their predictions were correct.
- ➔ Ask: *Have you ever smelled a plant with an unpleasant smell?* Encourage the children to describe the smell.
- ➔ Explain to the children that plants smell to attract insects, ask: *Why do you think a plant might smell bad?* Encourage the children to understand that some insects are attracted to smells that we think are bad.
- ➔ *(Predicting)* Read the blurb together and ask: *How do you think the children might find the stinky plant in the story?* Encourage the children to make predictions.

Vocabulary check

- ➔ As they read, encourage the children to sound out and blend new words, for example *f-l-ow-er*, *r-ai-n-f-o-r-e-s-t*.
- ➔ This story includes many decodable words, providing lots of opportunities for children to practise the skill of sounding out and blending new words. There are also some high frequency tricky words used in the book. These words are common but may not conform to the phonic teaching that children will have learned at this point. Support the children with reading these words, explaining that they are tricky but common and useful. If necessary, simply read the word for them:

said have like so come were one out what

- ➔ There are a number of story words used in this book. These include words that may be familiar but do not conform to the phonic teaching that children will have learned at this point, and subject-specific vocabulary that may be unfamiliar to children. You can look together at the inside front cover for a list and their definitions. Explain to the children that these words may be challenging but they are important for the topic. Read these words for the children if necessary, to help build familiarity before they read the story.

happy botanist plants cold stinky

Reading the story

- ➔ Ask the children to read the story aloud and help where necessary. Praise and encourage them as they read. Where necessary, encourage children to re-read sentences to focus on meaning.
- ➔ On p5, ask the children to share anything they already know about rainforests. Prompt by asking questions such as: *What is the weather like? What sorts of plants grow there? What animals live there?*
- ➔ *(Predicting)* After reading p11, ask: *How do you think the children will help the botanist?*
- ➔ *(Predicting)* After reading p13, ask: *What do you think Wilf has smelled?*
- ➔ *(Questioning)* After reading p18, ask the children to think of some questions they would like to ask the botanist about the stinky plant.
- ➔ After reading p21, say: *I wonder what Mum can smell?* Encourage the children to share suggestions.

Returning to the story

- ➔ *(Clarifying)* Return to p8 and ask the children to explain, in their own words, what a botanist is. Explain to the children that a botanist is a scientist who finds out about plants.
- ➔ *(Clarifying)* Ask: *Why could the botanist not find the stinky plant?* Ask the children to find the page in the book that shows this.
- ➔ *(Summarizing)* Ask the children to look back through the book and find all the nouns and verbs which describe smells. (Answer: stinky, sweet, strong, bad, rotten fish, stench, pong)
- ➔ *(Clarifying)* Re-read p14-15 together, ask: *What do you think the children are thinking? What do you think the botanist is thinking?*
- ➔ *(Summarizing)* Ask: *What is your favourite part of the story? Why?*
- ➔ *(Summarizing)* Look at the story map on p22 and talk about what is happening in the pictures. Ask the children to use the story map to retell the story in their own words.

Independent reading

- ➔ Introduce the story as in the Introducing the story section above.
- ➔ Encourage the children to read the story as independently as possible. Remember to give them lots of encouragement and praise.
- ➔ As they read, encourage the children to sound out and blend new words, for example *i-m-p-or-t-a-n-t*, *b-o-t-a-n-i-s-t*.
- ➔ Support the children with reading high frequency tricky words.
- ➔ This book also contains a number of story words, which children may need more support with at this stage, but which enrich the story. You can look together at the inside front cover for a list and their definitions. If a word is too difficult, simply read the word for them.
- ➔ Remind the children to use the pictures to support them when reading the text.
- ➔ For suggestions of questions to ask the children after they have read the story to check comprehension, please refer to the Look Back, Explorers page in the book.

Speaking, listening and drama activities

- ➔ Organize the children into small groups. Give one child in each group the role of the botanist and ask the others to take on the role of the children.
- ➔ Ask them to role-play the point in the story where the botanist first sees the flower.
- ➔ Encourage the children to think about how the botanist feels at this point in the story, and how the children feel.
- ➔ Prompt the children to use facial expressions and body language, as well as speech, to show how they feel.
- ➔ Ask the children to imagine what it would really be like to smell such a smelly plant, and how it would make them feel.

Writing activities

- ➔ Ask the children to draw a picture of the stinky plant.
- ➔ Ask them to add labels to their plant and to write a sentence to describe how they think it might smell.
- ➔ Prompt the children to re-read what they have written to check it makes sense.

Cross-curricular activity

Science

- ➔ Support the children to use books and child-friendly sites on the Internet to find out about other types of stinky plants. Encourage them to think of words to describe how they might smell.

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Curriculum links and assessment

Links to Oxford Reading Criterion Scale

- Reads familiar words with growing automaticity. This includes the YR and some of the Y1/2 high frequency words which are easily decodable and some common exception words. (READ) (ORCS Standard 2, 2)
- Can talk about texts, expressing opinions about things they like and dislike in stories, poems and non-fiction texts. (E) (ORCS Standard 2, 3)
- Can blend adjacent consonants in words, in a range of combinations: CVCC CCVC CCVCC CCCVC CCCVCC. (READ) (ORCS Standard 2, 4)
- Notices unfamiliar and interesting words ('WOW' words grow with the age of the child). (E/D) (ORCS Standard 2, 5)
- Can use growing knowledge of vocabulary to establish meaning when reading aloud. (D) (ORCS Standard 2, 7)
- Can retell known stories, including significant events/main ideas in sequence. (R) (ORCS Standard 2, 8)

Letters and Sounds: Phase 4

Explore with Biff, Chip and Kipper titles are designed to support children with the transition from phonic readers to richer reading with highly decodable fiction and non-fiction. These titles tell a complete story or cover a non-fiction topic using natural language, with a high proportion of phonically decodable words and a selection of high frequency tricky words. Each book also has a limited number of non-decodable but achievable words to enrich the language and expand children's vocabularies and knowledge.

ENGLAND The National Curriculum in England: English Programme of Study, Year 1

	National Curriculum objectives	Book-related assessment pointers
Spoken language	participate in discussions, presentations, performances, role play, improvisations and debates (SpokLang.9) select and use appropriate registers for effective communication (SpokLang.12)	Check the children use body language and facial expressions, as well as speech, when in role as one of the characters from the story.
Reading: Word reading	apply phonic knowledge and skills as the route to decode words (Y1 ReadWord.1)	Check the children use their phonic knowledge to decode new and unfamiliar words.
Reading: Comprehension	predicting what might happen on the basis of what has been read so far (Y1 ReadComp.2v)	Check the children make predictions about how the children help the botanist in the story.
Writing: Composition	re-reading what they have written to check that it makes sense (Y1 WritComp.1iv)	Check the children re-read their sentences describing the stinky plant to check they make sense.

SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes, First Level

	Experiences and outcomes	Book-related assessment pointers
Listening and talking	I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage others, and I can use what I learn. (ENG 1-03a)	Check the children use body language and facial expressions, as well as speech, when in role as one of the characters from the story.
Reading	I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. (ENG 1-12a)	Check the children use their phonic knowledge to decode new and unfamiliar words.
	I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features. (ENG 1-19a)	Check the children are able to describe how the botanist and the children feel when they realize they have discovered the stinky plant.
Writing	Throughout the writing process, I can check that my writing makes sense. (LIT 1-23a)	Check the children re-read their sentences describing the stinky plant to check they make sense.

WALES Curriculum for Wales: Foundation Phase Framework, Year 1

	Framework objectives	Book-related assessment pointers
Oracy	adopt a role using appropriate language (Y1_OracSpea.7)	Check the children use body language and facial expressions, as well as speech, when in role as one of the characters from the story.
Reading	apply the following reading strategies with increasing independence – phonic strategies to decode words (Y1_ReadStrat.5i)	Check the children use their phonic knowledge to decode new and unfamiliar words.
	use prediction in stories, adding more detail (Y1_ReadComp.5)	Check the children make predictions about how the children help the botanist in the story.
Writing	write words, phrases and simple sentences and read back own attempts (Y1_WritMean.5)	Check the children re-read their sentences describing the stinky plant to check they make sense.

NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary
Level 1/2

	Levels of progression	Book-related assessment pointers
Talking and listening	follow discussions, make contributions and observe conventions of conversation (L2_com_talk.2i) use body language to show engagement (L2_com_talk.6) use vocabulary from within their experience to describe thoughts and feelings (L1_com_talk.3)	Check the children use body language and facial expressions, as well as speech, when in role as one of the characters from the story.
Reading	understand that words are made up of sounds and syllables and that sounds are represented by letters (L1_com_read.2i) use a range of reading strategies (L2_com_read.2)	Check the children use their phonic knowledge to decode new and unfamiliar words.
	express opinions and make predictions (L2_com_read.5ii)	Check the children make predictions about how the children help the botanist in the story.
Writing	write words using sound-symbol correspondence (L1_com_writ.4i)	Check the children make phonetically plausible attempts to write any new words to describe the plant.

CAMBRIDGE INTERNATIONAL Primary English Curriculum Framework: Level 1

	Learning objectives	Book-related assessment pointers
Speaking and listening	Engage in imaginative play, enacting simple characters or situations. (1SL9)	Check the children use body language and facial expressions, as well as speech, when in role as one of the characters from the story.
Reading	Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words. (1R06)	Check the children use their phonic knowledge to decode new and unfamiliar words.
	Talk about events in a story and make simple inferences about characters and events to show understanding. (1Ri2)	Check the children are able to describe how the botanist and the children feel when they realize they have discovered the stinky plant.
Writing	Use knowledge of sounds to write simple regular words, and to attempt other words including when writing simple sentences, dictated by the teacher, from memory. (1W04)	Check the children make phonetically plausible attempts to write any new words to describe the plant.