Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Oral Reading**

**Hungry Plants**

FALL 4

Page 8,9

A fly sees a red, shiny, sweet-smelling plant. It flies over to it. Suddenly, the Venus flytrap snaps shut, with the fly trapped inside! The hairy edges of the leaf create a cage for the unlucky fly, and he can’t escape.

The edges of a Venus flytrap look like teeth!

**Venus Flytraps**

When a fly enters a Venus flytrap, it touches tiny hairs on one of the leaves. Snap! When anything touches these hairs twice in a row, the leaf closes. This takes less than a second.

It can take the flytrap more than a week to digest its prey. The leaf makes special juices that help the plant dissolve the fly. The leaf will only open up again once the flytrap has finished digesting, and will stay open until another insect lands on it.

Venus flytraps eat caterpillars, flies, spiders, crickets, slugs, and a lot of ants.

**Trigger hairs**

|  |
| --- |
| **Notice if the student…**\_\_ rereads text \_\_ sounds word out \_\_ covers the ending and\_\_ asks for help \_\_ looks at the pictures looks for smaller words\_\_ skips the word and comes back \_\_ chunks the words \_\_ self-corrects\_\_ tries to figure out what makes \_\_ uses text features other \_\_ finger points  sense in the sentence than pictures |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Halting | Careful | Confident | Fluent | Expressive |
| -little expression-short phrases-slow with long pauses and repetitions | -some expression that conveys meaning-longer word phrases some of the time-moderate rate with some pauses and repetitions-little flow | -expression generally reflects mood and pace-longer, meaningful phrases some of the time-rate with a few pauses or repetitions-sounds like talk | -expression reflects mood and pace-longer, meaningful phrases most of the time-good rate – flow- may be an occasional pause | -very expressive in mood and pace – like a performance-consistently longer, meaningful phrases-rate reflects the ‘passion’ of the author’s voice |

**READING ASSESSMENT CONFERENCE**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**HUNGRY PLANTS**

FALL 4

\*This conference should feel like a good chat about the book. The prompts are here to guide you. Feel free to build on the students’ response but keep the conference brief\*

Ask, after reading, the following questions:



**How do you usually figure out words you don’t know? (Examples: interference, military, pollution)**

Word Strategies: (Do not show this list to students.)

\_\_\_ finger points \_\_\_ chunk the word

\_\_\_ reread it \_\_\_ skip it

\_\_\_ look at the pictures \_\_\_ cover the ending and look for

\_\_\_ ask someone smaller words

\_\_\_ break the word into syllables \_\_\_ sound it out

\_\_\_ look it up in the dictionary \_\_\_ try and figure out what makes

 sense in the sentence

\_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



**What do you do to help yourself when you don’t understand what you are reading?**

Sense Strategies: (Do not show this list to students.)

\_\_\_ reread it \_\_\_ make a picture in my mind

\_\_\_ skip it \_\_\_ try another book

\_\_\_ look in the paragraph for \_\_\_ make notes on what I’ve read

      words I know \_\_\_ make a connection between the

\_\_\_ look at the pictures and                              \_\_\_ ask someone       text, yourself, the world, another text, captions

\_\_\_ other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What connections did you make as you were reading?

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2. Tell me something that you learned or surprised you about hungry plants?

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