

# Unit 11: Archie, come home!

## A Sticky Death

The sundew is a beautiful-looking plant. Its leaves shine in the sun. Each leaf has hundreds of tentacles. Each tentacle has a drop of sticky liquid on the end. What looks like sweet nectar is really very sticky glue that won't let go!

Insects are attracted to drink the nectar and then they stick around and die. As an insect struggles to get free, the sticky tentacles wrap around its body. Now the plant begins to eat the insect's juicy flesh.

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## LOST "Archie"



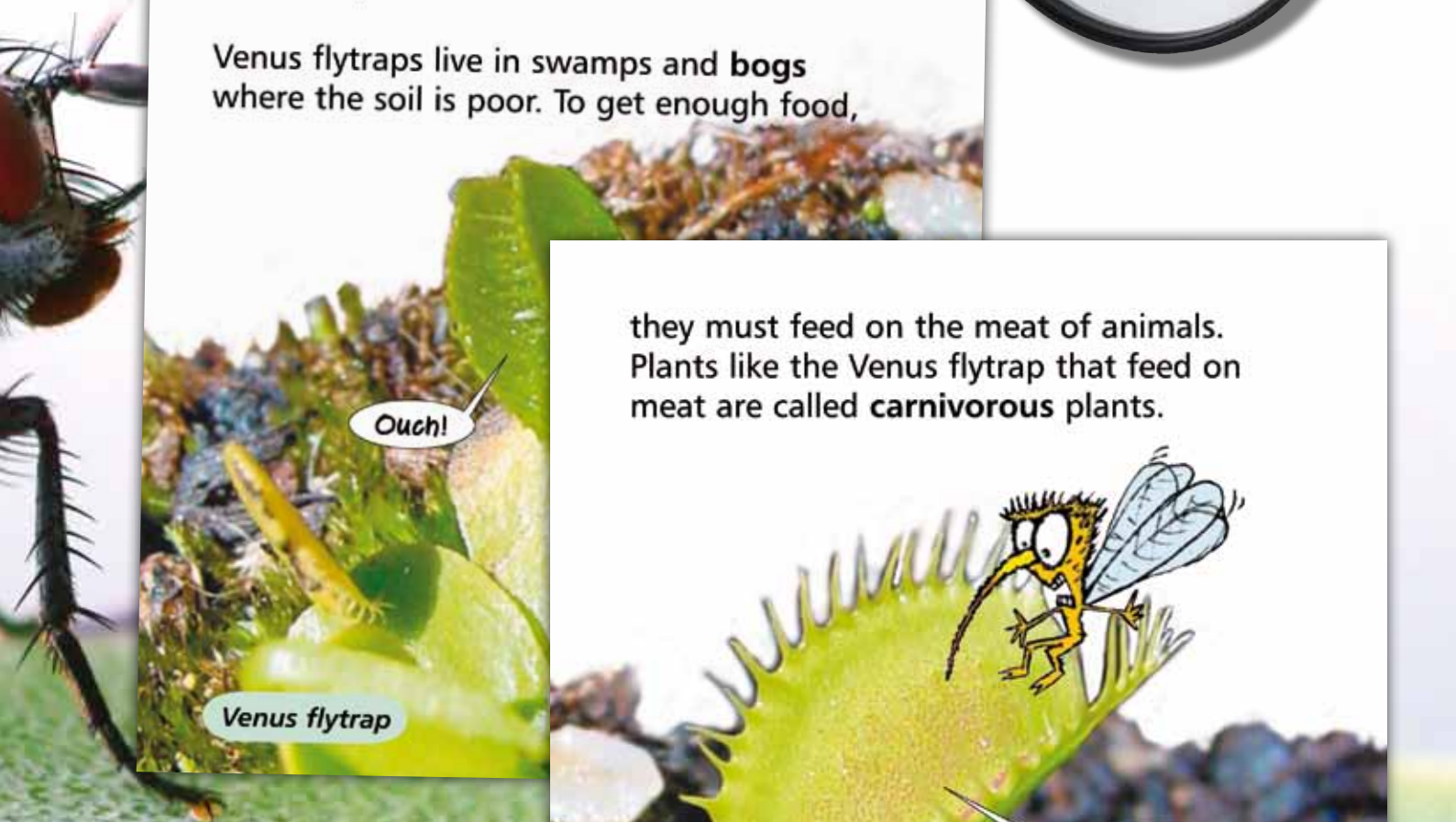
Small, black and very friendly. Archie does not wear a collar. He was seen in our kitchen on Thursday. A loved family pet! If seen or found, please call Simmy on 555-123-7654



## Insect Take-Out

An insect looking for food lands on a Venus flytrap. As the insect moves it brushes against small **trigger hairs**. If it touches three hairs, it's trapped! The trap closes tighter and tighter on the insect. Then the plant eats it.

Venus flytraps live in swamps and **bogs** where the soil is poor. To get enough food,



Venus flytrap

they must feed on the meat of animals. Plants like the Venus flytrap that feed on meat are called **carnivorous plants**.



Q: What do you call nervous insects?

A: Jitterbugs!





## In the texts

**1** Read pages 112 and 113 carefully. Mark ✓ the following if you can find them.

a poster ☐    an explanation ☐    a description ☐    a riddle ☐  
titles ☐    a speech bubble ☐    a graph ☐    an exclamation ☐

**2** Write *yes* or *no* in each box.

**a** Two texts explain how a plant catches and eats insects.

**b** All the texts include descriptions.

**c** Two texts are explanations, and one is a poster.

**3** Look at the poster.

**a** What is its purpose?

**b** Who is the intended audience?

**c** If there wasn't a photo of Archie on the poster, what sort of pet do you think Simmy could be looking for? Explain your answer.

**d** Do you think Simmy is *really* looking for Archie? Explain your answer.

**4** Why is *A SMarky Death* a good title for the text on page 112?

**5** Write a different title for the text on page 113.





## Read and learn

### 1 Mark the correct answers.

**a** Archie is a plant ☐ bird ☐ insect ☐ reptile ☐.

**b** The sundew and Venus flytrap are plants ☐ insects ☐ non-living ☐.

### 2 Circle the suffixes (word endings) of these words.

**Suffixes** ed er es ful ing ly ous y

*beautiful* **c** carnivorous **f** friendly **i** juicy

**a** leaves **d** looking **g** loved **j** nervous

**b** really **e** sMarky **h** tighter

### 3 Find adjectives from the texts that describe these nouns.

**a** the liquid: \_\_\_\_\_ **g** the soil: \_\_\_\_\_

**b** the insect's flesh: \_\_\_\_\_ **h** the food: \_\_\_\_\_

**c** the kitchen: \_\_\_\_\_ **i** the plants: \_\_\_\_\_

**d** the family pet: \_\_\_\_\_

**e** the sundew: \_\_\_\_\_ - \_\_\_\_\_

**f** Archie: \_\_\_\_\_, \_\_\_\_\_ and very \_\_\_\_\_

### 4 Draw lines to match the words with their meanings.

**a** bog meat-eating

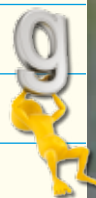
**b** carnivorous the soft parts of a person or animal

**c** tentacles wet, spongy land made of decaying plants

**d** flesh something that sets off an action

**e** swamp long, thin arm-like parts or hairs for holding, feeling or moving

**f** trigger very wet land





## 5 Underline these joining words on pages 112 and 113.

Put a Mark in the box each time you find the word.

and ☐ and then ☐ As ☐ If ☐  
like ☐ Now ☐ or ☐ that ☐  
Then ☐ To ☐ What ☐ where ☐

## 6 Complete the table.

Type of living thing	What does it look like?	What does it eat?	How does it catch its prey?
sundew			
<i>carnivorous plant</i>			
Venus flytrap			

## Your turn

- I Design a “lost” poster for an imaginary pet.** Draw a cartoon of your pet and write its name. Describe your pet — its appearance, behavior and anything special about it. Write your name and how to contact you.





**An explanation** tells how and why things happen. It explains actions and processes. It has:

- a title that often includes How or Why
- a statement introducing the action or process
- sequenced paragraphs in present tense
- conclusion
- labelled diagrams and flow charts.

**2 How did Archie escape?** Write an explanation of how Simmy's pet escaped.

Begin with *how* or *why*, or a catchy title.

Briefly explain:

- who Archie is
- where he was
- what he was doing before he escaped.

Describe step by step, in the order it happened, exactly how Archie escaped. Give details about when it happened, where Archie might have gone, and why.

Use connectives to link ideas and help each sentence flow into the next.

Conclude with a sentence about why it is important to get Archie back, or what might happen in the future.

Check your spelling and punctuation.



# Connectives and conjunctions

- 1 Connectives and conjunctions join words, clauses and sentences together to make your writing more interesting.** They link ideas and hold the text together.

What do connectives do?	Examples
They add information.	<i>and, also, for example, such as</i>
They tell when.	<i>after, then, later, next</i>
They show cause and effect.	<i>because</i>
They compare.	<i>like, the same as, instead</i>

Circle the connectives below. Write *add*, *when*, *cause/effect* or *compare* in the box to show what the connective is doing.

The sundew and Venus flytrap are plants.

**a** They are carnivorous because they eat flesh.

**b** The sundew attracts insects with a sticky liquid, like nectar.

**c** When an insect gets stuck to it, the plant eats the insect.

## 2 Different kinds of conjunctions do different jobs.

Choose conjunctions from the word bank for these sentences.

**Word bank** and but or yet so

**a** A preying mantis can turn its head around, \_\_\_\_\_ it can look behind.

**b** An ant can lift 50 times its weight, \_\_\_\_\_ a honeybee is even stronger.

**c** The sundew is beautiful, \_\_\_\_\_ it is deadly.

**d** The plant is hungry, \_\_\_\_\_ the fly is juicy.

**e** The plant can get food, \_\_\_\_\_ it can stay hungry.

### 3 Some conjunctions have two parts.

first part	second part
both	and
either	or
neither	nor
not only	but



Circle the two-part conjunctions in these sentences.

- a The sundew plant is not only beautiful, but deadly as well.
- b Both the Venus flytrap and the sundew are plants.
- c I think Archie was eaten by either a Venus flytrap or a sundew.

### 4 Some conjunctions join clauses that can't stand alone to clauses that can.

**Examples** after although as because before if since  
though when whenever while

Choose conjunctions from the word bank to complete the sentences.

**Word bank** although if when because after as

- a An insect can't escape \_\_\_\_\_ the tentacles wrap around its body.
- b The fly is caught tight \_\_\_\_\_ it touches three hairs.
- c \_\_\_\_\_ Archie is only a fly, we miss him very much!
- d \_\_\_\_\_ an insect tries to drink the liquid, it gets glued to the plant.
- e The plant eats the fly, \_\_\_\_\_ it stops wriggling.
- f \_\_\_\_\_ the sun sets, Archie heads for home.