

## LESSON 3: WEEDS GONE WILD

---

**Duration:** One 45-minute class period

---

**Objectives:**

- Sort information to discern relevant details.
- Summarize major points of a reading selection.
- Clearly describe major points of a reading selection.

---

**Prepare in advance:**

- Handout 1—one copy (Weeds Gone Wild brochure) per student
- Overhead transparency of “Contrasting Types of Information”

---

**Materials:**

- colored pencils or crayons
- overhead projector
- red, green, and blue overhead markers for teacher use

---

**Description:**

- Students learn to differentiate types of information in a brochure.
- Students read about invasive plants and then write a summary.

---

**Instructional sequence:**

*(5-10 minutes)*

- **Instruct** students to skim the Weeds Gone Wild brochure, then
  - Circle in red: the description of the Web site;
  - Circle in blue: the list of exotic invasive plants; and
  - Circle in green: the description of the Weeds Gone Wild project.

*(5-10 minutes)*

- **Contrast** the difference between information specifically about exotic invasive species and information about the project itself. Use the “Contrasting Types of Information” overhead transparency to help students clarify which information is relevant for a summary of information regarding the threat of exotic invasive plants.
- **Lead** a brief discussion about summarizing the brochure.

- For example: Does the description of the Website have information in it that you would use to inform someone about the threat of exotic invasive plants? Why or why not?
- For example: Does the explanation of the project itself have information in it that you would use to **describe** the threat of exotic invasive plants? Why? Why not?

*(10-20 minutes)*

- **Instruct** students to read the brochure, paying close attention to information they can use to tell someone else about the threat of exotic invasive plant species; then write a one-two paragraph summary of the key points. Students should clearly describe the main message of the reading selection.

*Source:*

*Weeds Gone Wild: Alien Plant Invaders of Natural Areas; online at <<http://www.nps.gov/plants/alien/pubs/index.htm>>, accessed 10/26/05*