

Flowers

GOALS

Comprehension

Connect to prior knowledge: Can students name some flowers and the colours flowers can be?

Vocabulary

High-frequency Words: you, are, for

Content Words: flower, red, blue, orange, yellow, green, pink, purple

Phonemic Awareness

Identify syllables in words and clap as they are spoken, e.g. *pur/ple*

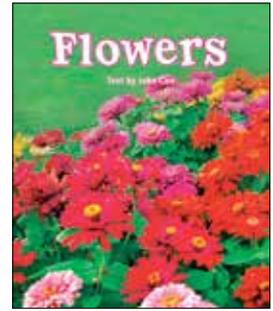
Phonics

Letters and Sounds: s

Words to Blend and Segment: sat, sap, sip, sit, sad

Fluency

Practise reading the text orally with a partner



Look at all the colours you find in flowers.

Before Reading

- Ask students if they can name some flowers and the colours they can be.
- Students look at the cover and describe what they see. Predict what the title might be. Read the title together.
- Read the title page together. Ask: How is the picture on the title page different to the cover? Talk about the colours of flowers that students know.
- Talk/walk through the pictures. Discuss the colour of the flowers on each page and how all the illustrations are photographs. (This is a nonfiction text showing real information.) Students find the colour word on each page. For example, on page 2, students look for the letter that has the /r/ sound. Point to *red*.
- Before turning to page 16, ask what students think might happen at the end of the text. What is the girl holding and who for?

Reading the Text

- Read the title together. Then read the title page.
- On page 2 discuss the colour of the flowers, then read the words together. Have students point to the words as they are read.
- Follow this pattern for each page.

After Reading

Invite students to discuss the information. Prompt if needed.

- Discuss the ending. Who do you think the flowers would be for? The girl's mother? Father? Teacher? Friend?

Phonemic Awareness

- Together identify syllables in words and clap as they are spoken, for example, *pur/ple*.
- Students listen to and hear words in the text with one syllable or beat (one clap) – *red, for, you, are, green, pink*.
- Listen for words with two syllables or beats (two claps) – *yel/low, or/ange*. Clap the beats as you say the words together.

Phonics

- Discuss the name and sound of the letter s. Write cvc words *sat, sap, sip, sit* and *sad* on the board for students to practise blending and segmenting the sounds together as a group.
e.g. /s/ /a/ /t/, *sat*
- Use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each.

Word Study

- Talk about the words *you, are, for*. Copy and print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book.
- Students draw a picture of some flowers and write the matching sentence from the text.
e.g. *Flowers are purple*.

Fluency

- Students practise reading the text orally with a partner. As this is a nonfiction book, it is best read at a moderate speed, not too fast. The text is telling the reader information.

Writing

- Write a new text using the same pattern ____ are _____. e.g. *Books are _____*.
Books are for you. Students write the text and illustrate it.

Home/School Link

Students take the book and any related activity done in class home to share with family.