

# Flamingoes Everywhere

## GOALS

### Comprehension

Discuss the sequence of events and the humorous ending.

### Vocabulary

**High-frequency Words:** had, pretty, the, there, three, was, were, when

**Content Words:** bathroom, bedroom, everywhere, feathers, five, flamingoes, mother, pink, reading, smiled

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /fl/

### Phonics

**Letters and Sounds:** /fl/

**Words to Blend and Segment:** fly, fluff, flip, flop, flap

### Fluency

Model reading of text with expression, noting the punctuation. Students repeat after you.



The girl comes home from school to find flamingoes everywhere.

## Before Reading

- Listen to the title and the name of the author and illustrator. Together look at the cover picture. Ask: What do you see? What do you know about flamingoes? What are they doing in the picture? Is this a fiction or nonfiction book? How do you know?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening to the flamingoes on each page or what they are doing. Bring words like *bathroom, bedroom, everywhere, feathers, five, flamingoes, mother, pink, reading, smiled* into the conversation.
- On page 14, have students predict the ending.

## Reading the Text

- Model how to use print cues to read the words in the title – *fla/ming/goes, ev/very/where*.
- Read the title together and the names of the author and illustrator. Read the title page together emphasising the chunks. Ask: On page 2–3, what is the setting for the text? (the girl's home). Look for the word *inside*. It has a small word or chunk inside it (*in/side*). Read the word together, slowly emphasising the chunk.
- What did the girl find inside the house? On pages 4–5, find the chunks in *dr/in/ink/ing* as you are reading. On pages 8–9, find the chunks in *sp/lash/ing*.
- Follow this pattern for each page up to page 15, discussing the illustration, looking for key words and chunks of words, and reading the words together.
- Discuss how the repetitive parts help with reading the story. (*Flamingoes, flamingoes everywhere!*) Ask: How do you use your voice with these parts? What does the exclamation mark mean?
- Review the predictions for the ending made earlier on page 14, then turn the page to reveal the ending. Students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why?

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Use the back cover to discuss the order of the pictures. What happened first, next and so on?
- Retell the text using the pictures on each page as a guide. What did the flamingoes do on each page? What surprises were there? Who was surprised by the flamingoes? How do you know? (the girl on page 5) How did Mum feel at the end?
- Reread the story together. Feel the rhythm as you read the repetitive parts.
- Discuss the meaning of pronouns and model using them. Relate the pronouns to the illustrations in the book, e.g. *my bed* (page 10) where *my* is used instead of saying “the girl’s bed”; *her beads and hats* (page 12) where *her* is used instead of saying “mother’s beads” and hats. Have students find *she*, *I* and *they* and explain their meaning.
- Reread page 4 focusing on punctuation. Teach the purpose of capital letters, full stops, commas, apostrophe and exclamation marks. Write examples using students’ names, e.g. Mary’s cup.

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /fl/. Students listen for the /fl/ sound as you read the words, e.g. *fly, fluff, flip, flop, flap*. They repeat the words.
- Play a game of guessing, e.g. say, “I am thinking of a word that starts with /fl/and ends with /f/ (*fluff*). I am thinking of what birds can do (*fly*). I am thinking of a pink bird (*flamingo*).

## **Phonics**

- Discuss the sound of the letter blend: fl- Write the words *fly, fluff, flip, flop, flap* on the board to practise blending and segmenting the sounds together as a group. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word.
- Brainstorm other words starting with fl- to write on the board. Read them together (flame, flying, flash, flutter).

## **Word Study**

- Talk about the words *had, pretty, the, there, three, was, were, when*. Read them together. Ask students to locate the words in the text and read them in context. Discuss the meaning or use of each word in the book, e.g. *were* is plural of *was*.
- Find compound words in the story and discuss their meaning, e.g. *bathroom bath/room* – room with a bath; *bed/room*; *in/side, every/where*.
- On a piece of paper, have students draw a picture from the story. They write the words from the story and read their sentence to a partner.

## **Fluency**

- Model reading of text with expression, noting the punctuation. Students repeat after you.

## **Writing**

- Students make a time line noting the number of flamingoes and where they are. They can illustrate and label the time line, then use it to retell the story to the class.

## **Home/School Link**

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