

Lesson Plan

**Early Emergent
reading stage
Level 1**



Flowers explores the many different colours that flowers can be. Different kinds of flowers are shown to illustrate both colour and form.

Running words: 42

Informative text type:
Report

Science Curriculum links

Australia

- **BS (ACSSU002)** Living things have basic needs, including food and water
- **NDS (ACSHE013)** Science involves exploring and observing the world using the senses

New Zealand

- **LW:** All living things have certain requirements so they can stay alive
- **NS:** Linking science to daily life

Key concept

- Flowers come in many different forms and colours.

Content vocabulary

black, blue, flower, green, pink, red, white, yellow

Text features

- Picture summary
- Photographs

Reading strategy

- Reading left to right

Before reading

Introducing the book

Activate students' prior knowledge. Ask: *Do you have a favourite flower? What does it look like? What colours can flowers be?*

Invite students to talk about this with a partner and then share their ideas with the group.

Provide each student with a copy of *Flowers*. Say: *This book is called Flowers. It is about the colours that flowers can be.*

Have students turn to pages 2 and 3. Ask: *What colour is this flower?* Point out that flower colour is usually related to the colour of the petals. Invite students to share their ideas. Ask: *What do you think the author will say about the flower?* Draw out the phrase: "Here is a ____ flower."

Have students browse through the book and look at the photographs.

Building vocabulary

Ask: *What words or phrases might be in a book about the colours that flowers can be?* Have students talk to a partner and then share with the group. List the words on a chart and invite the students to make suggestions about what each word means. Where appropriate, have the students add a drawing to the words on the chart to make the meaning clear. Discuss each word as you list them on the chart. If necessary, introduce the content vocabulary and add these words to the list.

Introducing the reading strategy

Say: *Good readers know where to start reading and which way to go.* Have students turn to pages 2 and 3. Say: *Put your finger where you would start reading.* (Ensure students have indicated the correct place.) *Now move your finger to show which way to go.* Ask students to point to the words as you read the sentence. Have them practise pointing at the words as they read the sentence out loud.

During reading

As each student reads the text independently, monitor and support them where appropriate. If necessary, ask the students to stop reading and remind them to use the reading strategy you are focused on. Encourage students to read from left to right. For example, you could ask: *Where will you start reading? Which way will you go? Can you point to the words as you read?*

After reading

Talking about the book

Have students talk about the book. Encourage discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the photographs and text in the book.

What colours were the flowers in the book? (Literal)

How are flowers different from each other? Why might colour be important for a flower? (Inferential)

What did you learn about flowers by reading the book? Did anything surprise you? (Applied)

Reviewing the reading strategy

Give positive feedback on the strategies the students used as they read the book. Say: *I noticed that you used your finger to point to the words. How did that help you read each page? Where did you start reading? Which way did you go? Knowing this will help you to be a good reader.*

Returning to the book

Provide multiple opportunities for the students to reread and interact with the book – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Speaking and listening

Have students sit with a partner. Say: *Take it in turns to tell your partner one thing you like about each flower in the book and one thing that surprises you.*

Have students share with the group some of the things that surprised them about the flowers. Record these on a chart.

Vocabulary

Write the word *Flowers* in the middle of a mind map-style chart. Say: *We are going to think of lots of words about flowers.* Begin by adding a cloud labelled *Colour*. Have the students suggest flower colours and record them under the label. Encourage students to go beyond the book to suggest other colours (such as purple, blue and orange). You may like to use different pens to match the colour recorded on the chart. Expand the chart with other categories. Ask: *What else do we know about flowers?* Add clouds for these to the chart – for example, labelled: *Parts* (petals, stems, stamen, pistil); *Where you find them* (gardens, parks, farms, shops); and *What they are used for* (decoration, weddings, food garnishes).

Phonological awareness

Have the students turn to page 16. Point to the first colour (pink) and ask: *Can you think of a word that sounds like “pink”?* For example, stink, think or sink. Say: *Let’s make up a silly sentence using some of these rhyming words.* For example: “Pink flowers in the sink.”

Repeat with other colours to build a class poem. For example, black flowers in the sack, red flowers on my head, yellow flowers are so mellow, white flowers light the night, green flowers look so clean.

Phonics

Turn to pages 4 and 5. Say: *I am going to read this sentence. I want you to listen for the word that starts with /r/. Ask: Which word has the /r/ sound? Can you point to the word “red”? What does “red” start with?* Write the word *red* on a chart. Ask: *Can you think of any other words that start with the /r/ sound?* List these on the chart.

Writing

Modelled writing

Say: *I am going to write about another living thing that can be different colours.* For example: “I know that butterflies can be different colours. They can be red, blue, white, green or black. Often they have more than one colour on their wings.”

Speak aloud as you write on a large chart. Talk about the decisions you make as a writer. For example, you could say: *I am going to use the chart on page 16 to remind me of the colours I might use. To start my writing, I am going to talk about the colours butterflies can be.* Say each word as you write it.

Independent writing

Ask students to talk to a partner about living things that can be different colours (such as frogs, fish, snakes, lizards, beetles and grasshoppers). Have each student choose the living thing they will write about.

Say: *Draw pictures of the living thing you are writing about. Think about interesting things you can write about how colour might help this living thing. For example, green frogs are good at hiding on green leaves.*

If students need extra support, provide a sentence starter. For example: *Here is a _____.*

Sharing and presenting

Have students take turns talking about the living thing they have written about. As students share, list the living things on a chart.

Say: *We have read about different coloured flowers and written about other living things that are different colours. Ask: Why do you think living things have different colours? How does this help the living thing to find food/stay safe/find a mate?* Discuss and draw out that colour helps the living thing to survive.

Blackline Master: The Colour of Flowers

Name: _____

Write about these flowers.

Use the word bank to help you write about the colour of each flower.

red	yellow	black	green
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