

Guided Reading with

THE FLOWER

Guided Reading: B

DRA: 2

Intervention: 2

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Overview: Read this book and learn what is needed to grow a pretty flower.

8 pages, 35 words

Genre:

Nonfiction

Focus: Concepts of Print and Reading Strategies:

- read with one-to-one correspondence
- use high frequency words as markers
- use a text pattern to support reading
- notice when a text pattern changes and adjust reading
- use illustrations and initial sounds to read unknown words

Supportive Text Features:

- focused on one idea
- clear relationship between text and illustrations
- illustrations support all text details
- familiar content close to many children's experiences
- short, predictable sentences
- text is similar to oral language

High-frequency Words:

here, is, the, put, in, for, my

Phonics

- initial consonant sounds: p, s, w, m
- initial consonant blends: fl

National Standards:

- RF.K.1 (a-d), RF.K.3 (a,c), RF.K.4
- RI.K.1, RI.K.2, RI.K.3

ELL/ESL

La flor

See back page

Getting Ready to Read

1. Introduce the concept and vocabulary by asking open-ended questions:

- Have you ever planted anything? What was it? Did it grow?
- Where can you plant things?
- What do plants need to grow?
- What could you do with plants you grow?
- Have you ever given a gift to someone? What did you give? What was the occasion?

2. Connect children's past experiences with the book vocabulary:

- Hold the book. Call children's attention to the title. Read: *The Flower*
- Ask children to predict what the book will be about.
- Show the back cover and read the copy. Ask children what might be needed to grow a flower.
- Have children predict some words they might read in the story.
- Give children the book and have them look at the photographs.
- Ask them to notice what is in each photograph.

3. Remind children of the strategies they know and can use with unfamiliar words:

- Ask them, "What will you do if you come to a word you don't know?"
- Encourage children to look at the pictures and the beginning sound of the word.



- Remind children to point to the words as they read.

4. Be aware of the following text features:

- The book contains familiar words: here, is, the, put, in, for, my
- The book contains one short sentence per page with a semi-patterned structure. The last two pages contain one sentence connected by an ellipsis.

Reading the Book

1. Set a purpose by telling children to read the book to find out what is needed to grow a flower.

2. Have children read quietly, but out loud. Each child should be reading at his or her own pace. Children should not read in chorus. Listen to children as they read by leaning close or bending down beside each child.

3. Look for these reading behaviors during the first reading:

- Do the words children say match the words printed in the book? (voice to print match)
- Do children look at the pictures before they read the text or after they read?
- What do they do if they encounter an unfamiliar word? (appeal to you, try a strategy)
- Do their eyes go over to the picture before reading the new word in the pattern?
- Are they saying the initial sounds of words before saying the whole word?
- Are they saying individual letter sounds or blending the sounds?
- Do they reread if they come to an unfamiliar or unknown word?
- Have they self-corrected any mistakes?
- Is there any inflection or speech-like sound to their reading?

- Have they responded with a laugh or other sounds as they read the text?
- Do they make comments as they read?

4. As children read, suggest a reading strategy if they are struggling: "Try rereading the sentence. Try looking at the picture to make sense of the print." Encourage children to take a guess based on the subject of the book or to use the beginning sounds or known parts of the word.

5. Possible teaching points to address based on your observations:

- Review using the picture to help with each new word.
- Review using initial consonants blends and long/short vowel sounds to read new words.
- Model how to reread the sentence if it does not sound right or make sense.
- Model how to pause at the end of each sentence before beginning the next sentence, or how to continue a sentence containing an ellipsis.
- Call attention to all the high-frequency words children have learned and used.
- Note that it is important to look carefully at each picture for clues to finding out what each page is about.

After the First Reading

1. Have children confirm their predictions about the story.

2. Ask questions like:

- Where did the girl plant the flower?
- What did she do first? What did she do next?
- What did she do so that the seed would grow?
- What do you think happened while the flower was growing that the book didn't show?



- What did the girl do with the flower at the end?
- What does a flower need to survive and thrive?
- How important is it that the girl grew a flower in these steps? What would happen if she watered first and then put soil in the pot?
- Why do you think the girl gave her mother a flower?

Second Reading

1. Have children reread the book in a whisper voice or to a partner.

2. This is a time for assessment. While they are reading, watch what children do and what they use from the teaching time. Alternatively, you might take a running record on one student as an assessment of the student's reading behavior.

Cross-Curricular Activities

Language: Have children match sticky notes with words from the book (pot, soil, seed, water, sun, flower) to corresponding aspects of picture of a plant growing in a pot. Talk about using beginning letters to identify each word, and using additional letters to differentiate words that start with the same letter. Talk about using the letters in each word to distinguish between the word and other possible words (e.g., soil vs. dirt, flower vs. plant).

Have children recreate the text describing how to grow a flower by writing the words of the steps on individual cards, covering the text, and having them arrange the words to recreate each sentence.

Read aloud or have children read other books about planting flowers, such as *Hello Flower* (<https://www.leeandlow.com/books/hello->

flower), *Yum, Apples!* (<https://www.leeandlow.com/books/yum-apples>) or *Raymond's Perfect Present* (<https://www.leeandlow.com/books/raymond-s-perfect-present>). Discuss connections between texts.

Read aloud or have children read other procedural texts, such as, *Fish Print* (<https://www.leeandlow.com/books/fish-print>), *Time for Tacos* (<https://www.leeandlow.com/books/time-for-tacos>), *A Salad* (<https://www.leeandlow.com/books/a-salad>), or *The Necklaces* (<https://www.leeandlow.com/books/the-necklaces>). Discuss common features of How To texts. List common words and phrases related to giving directions.

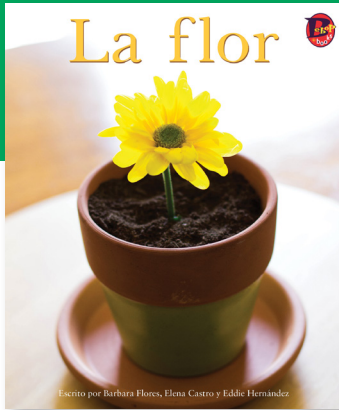
Brainstorm simple tasks for which children could write their own directions. Try writing procedural texts with one sentence describing each step. Brainstorm words from the story that would be helpful (e.g., put, in, the) and other words they might need.

Science: Using the directions from the books, have children plant flower seeds and care for them. Take photos of children completing the different steps and match sentences from the book to the photos.

Choose three different varieties of flowers to bring to class for children to observe and touch. Have children compare the colors, texture, number of petals of the different flowers.

Art: Have children create observational drawings or paintings of potted flowers, a bouquet, or a floral arrangement in a vase. Talk about the different parts of a flower and encourage children to include them in their work.

Physical Education: Act out the book using movements. Have children pretend to be a seed by curling up on the floor, sprinkle them with "water," make sun "shine" on them, and have them pretend to grow and open into flowers.



Guided Reading: C
EDL/DRA: 3
Intervention: 3

Guided Reading with **LA FLOR**

The book introduction and guided reading lesson follow the outline for the English edition. Children need exactly the same support and strategy instruction as their English-speaking classmates.

Be aware that many children speak dialects or may mix Spanish and English. During the introduction, help children understand that “book language” does not always match the words we use every day.

Noun Support: The following flower-related items are listed: la maceta, la tierra, la semilla, el agua, el sol

Print the words from the story on cards. Then, have students sort them underneath the appropriate headings: “el” and “la”

El: agua, sol

La: maceta, tierra, semilla

Once sorted, call attention to the words “sol” and “agua” underneath “el.” These two are different than typical words that end in “o” that come after “el.”

With the same cards, move “maceta” to replace “el” and “la.” Then, have students order the word cards underneath “maceta” in the order that they occurred in the story.

Continue to add words to the “article wall” in your classroom.

If children have difficult with concepts or words in the story, see the article “Guided Reading with Emergent Readers” for suggestions.

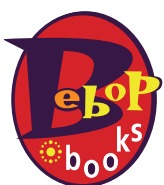
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