AlphaWorld

Flowers

Written by Tess Schembri

How to use this book

Before reading: Talkthrough

Talk through the book with the children. Encourage them to predict the text from the pictures and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the *Talkthrough* questions on each page.

During reading: Observe and support

Observe the children as they read. As needed, support children by assisting them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Encourage them to monitor their own reading. Interruptions to the child's reading should be minimal and focused on a specified learning need.

After reading: Checking comprehension, responding to text

To further develop children's understanding of the text, select activities found on the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

Setting the context

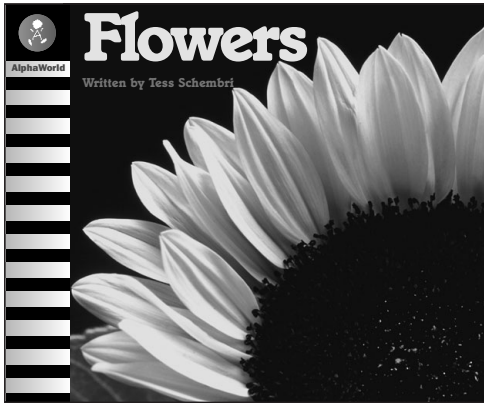Bring in a variety of coloured paper or real flowers to show the children. Introduce the keyword 'this' by saying, *This is a blue flower. This is a green flower.*
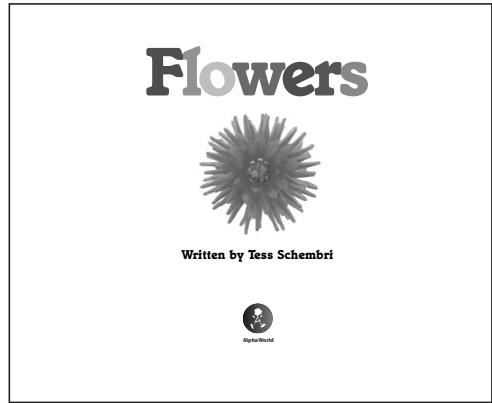Show 'this' on a word card.

Introducing the book

This book is about different coloured flowers.
It shows us a range of flowers and tells us what colour each flower is.

Front cover

The title of this book is 'Flowers'.
It was written by Tess Schembri.
Point out where this information is on the cover.

Title page

This is the title page.
Can you read the title with me?
Where does the word start?
What is its first letter?

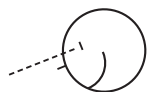This is a red flower.

Talkthrough

What colour is this flower?
The book says, "This is a red flower."
Can you point to each word as I read it?
Where do you start?
Which way does your finger need to move?

Observe and support

Does the child match each word said to the words on the page?
Point to each word as you read.
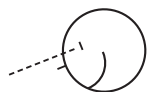*Were there enough words?*

This is a yellow flower.

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Talkthrough

What colour is this flower?
Can you point to the first word of the sentence?
What do you think it will say?
Which word will come next?
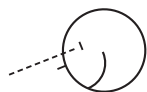
5

Observe and support

Does the child recognise the sight words: this, is, a?
Could the first word be 'this'? Would that make sense?
Does it look like 'this'?
If needed, tell the child the word.

This is a white flower.

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Talkthrough

What colour is this flower? What will the book say?
Can you find the word 'white'?
What could you look at to check that you are right?
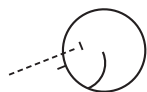
Observe and support

Does the child search the page for a range of clues?
Could you use the picture to help you? Could you look at the start of the word to help you? Does 'white' sound right? Does it make sense? Does it look right?

This is a purple flower.

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Talkthrough

What will the sentence on this page say?
How did you work that out?
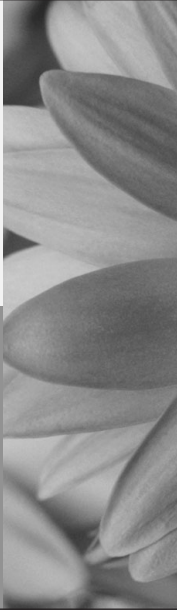*Did you use the picture to help you?*

Observe and support

Does the child check what they read against other information on the page?

You said, "This is a purple flower." What could you look at to check that you were right?

This is a pink flower.

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Talkthrough

Look at the picture. How can you use this to help you read the sentence?
What colour is the flower? What words would you expect to see on the page? What letter would you expect to see at the start of 'pink'?

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Observe and support

Does the child notice when they make a mistake?
(Stops reading, re-reads and tries something different, or
asks for help.)
You made a mistake on that page.
Can you find where it is and fix it up?

Talkthrough

"This is a bunch of flowers." Notice that the sentence changes a little to tell us this. Listen to me as I read it to you.

This is a bunch of flowers.

Comprehension check

*What colours are the flowers in the book?
Do flowers come in any other colours? What colours?
Why do you think flowers are different colours?*

Responding to text

Children could make a bunch of flowers choosing all the different coloured flowers in the book. Paper flowers can be made by sticking cut-paper petals and centres onto drinking straws. Encourage children to refer to the book to check they have used all colours.

Using the text as a model, children can make their own book about flowers. After writing and completing the caption they then illustrate the pages.

Give each pair a colour word and ask them to make a chart of things that are that colour.

For further literacy activities see the accompanying book, *AlphaWorld Literacy Learning Activities: Emergent Reading Levels 1–5*. It contains two reproducible blackline masters specifically related to this book.

Assessment

Can the child:

➤ match each word said to that on the page?

➤ read from left to right?

➤ monitor their own reading?

➤ check what they read with other information on the page?

➤ locate familiar words?

Flowers

Topic: Plants and environment
Curriculum link: Living Things; Environment
Text type: Caption
Reading level: 1
Word count: 31
High-frequency words: this, is, a
Vocabulary: flower, red, yellow, white, purple, pink, bunch

Possible literacy focus

Understanding predictable language structures.
Anticipating a different colour word.
Using pictures to cue meaning.
Locating familiar words.

Summary

This book is a series of statements that identify the colours of a range of flowers found in gardens.

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