

# Flowers



## Ontario Language Expectations Addressed

**A1.1; A1.2; A3.1; B1.1; B1.2; B1.3; B2.1; B2.3; B2.4; B2.5; B2.8; B3.3; C1.1; C2.2; C2.6; D1.3; D2.1; D2.5; D3.2**

**Some High Frequency Words:** is, a, has, all, here, are, they  
**Some Interest Words:** white, petals, flower, lily, stems, beautiful

**Theme:** Nature

**Building Anticipation:** Show the children an arrangement of flowers. Try and include a rose, daisy and lily. Discuss the different colours and features they notice. Ask students to name the flowers they know.

**Book Introduction:** Present the new book *Flowers*. Explain that this book talks about the features of three flowers they may know. Introduce the book and guide the children through a book walk having them review the strategies they can use when they come to unfamiliar words. Have them locate the words *petals* and *beautiful* in the text.

**Discussion:** Share and reinforce the reading strategies the children used. Have children locate any words they found difficult or did not understand. Talk about the different colours and the features that the flowers have in common. Have the children choose their favourite flower and tell why.

## Responding Creatively:

### Science:

Visit a flower shop or garden to see all the different flowers. Observe some real flowers and note the features.

Identify the different parts of a flower.

Discuss what flowers need to grow.

Talk about what is harmful to flowers and why.

Plant flower seeds and notice the changes that occur.

Make and label a class chart on the life cycle of a flower.

**Language:** Brainstorm and list the different flowers that the students know.

Label a class sample of a flower.

Discuss reasons we grow flowers.

Review colour words and play a matching game.

Complete the sentence, I like (name a flower).

Make individual books on their favourite flower.

**Art:** Use different media to create a garden mural or bulletin board.

Design some flowers using scrap materials and make a class bouquet.

**Math:** Graph the growth of their class plants or flowers.

## Language Foundations: Focused Teaching

Phonemic Awareness Isolate and blend sounds ( <i>phonemes</i> ) and syllables orally to make words	fl/ow/er, yel/low, dai/sy, lil/y	Children listen and repeat the sounds, then say the words.
Alphabetic Knowledge Recognize and name upper and lowercase letters	Alphabet Chart and alphabet cards	Children name lower and uppercase letters both in order and randomly. Play games matching upper and lowercase letters.
Phonics Word level reading and spelling using phonics Long vowel sounds Single syllable words that end with e to make vowel sound long.	rose, white, here	Review both short and long vowel sounds. Have children discover what is the same with all the words listed. Have children use magnetic letters to make the words. Scramble the letters and have them make the words. Children then spell and read the words fluently.
Language Conventions Beginning capitals and ending punctuation Word endings: addition of s to make words plural	All sentences from text flower-s, petal-s, stem-s	Discuss and note that all sentences begin with a capital and end with a punctuation mark. Have the children note that by adding s to the end of words it means more than one. Using magnetic letters have children add s to the end of words and orally use it in a sentence. Play different games such as bingo or concentration with the singular and plural of words.
Reading Fluency Accuracy, rate and prosody	<i>Flowers</i>	Encourage students to read with increasing automaticity and accuracy.