

Strand: Life Science

Theme: Plants

Purpose for Reading: To relate colour to the natural environment.

Comprehension Strategies: Making connections to world, visualizing, predicting.

Vocabulary

Dictionary Words: blue, orange, pink, red, white, yellow

High-Frequency Words: a, here, is

Before Reading

- Ask the students to close their eyes and think of all the flowers they know. Ask what colours they can see. Ask which of the flowers they are visualizing they can name. Invite the students to share their thoughts.
- Read the title and have the students look at the cover photo. Have them predict what the book will be about. Have them turn to the title page to confirm their predictions.

Introduce the Picture Dictionary

- Ask the students to turn to the picture dictionary. Invite them to look at each photo and predict what the picture dictionary word will say. If necessary, discuss the colour of the flower in each photo. Invite volunteers to name any of the flowers that they are familiar with.

Take a Photo Walk

- Pages 4–5: Ask the students to look at the photo and read the label. Discuss which part of the flower is red. Invite the students to say what other colours

they can see in the photo.

- Pages 6–7: Have the students look at this photo and predict what the label may say. Ask them the name of the yellow part of the flower. Ask what other colours they can see in the photo.
- Pages 8–9: Invite the students to read the label. Ask them what they can see in the photo that is green. Provide the words *stem* and *leaf* if the students don't know them.
- Pages 10–11: Invite the students to say what colours they can see in this photo. *What colour are the petals? What does the label say?*
- Pages 12–13: Tell the students that the flower in this photo is a waterlily. Have them predict, from the two little words *water* and *lily*, something about this flower. Have them read the dictionary word.
- Pages 14–15: Read the dictionary word with the students. Have the students discuss the photo. Ask what other colours they can see on the petals.

Read the Book

- Ask the students to return to the title. Read the title together.
- Turn to pages 2–3. Have the students point to the dictionary words as they read them independently.
- Turn to pages 4–5. Read this page with the students. Remind them to point to the words as they read.
- Ask the students to continue reading the book independently. Remind the students to check the photos as they read.

After Reading

Comprehension

- Talk about flowers with the students. Ask questions, such as *What is a flower? Where do flowers grow? Are all flowers the same? How do they differ? Which flower in the book do you like best? Why do you like it? What do people use flowers for?*
- Have the students return to the text and find the red flower, the orange flower, etc. Then have them find the flower with five petals, four petals, and seven petals. Ask the students to find two red flowers.
- Make a chart with headings that state colours. Have the students cut photos of flowers out of magazines to glue under the appropriate colours.

Vocabulary and Word Recognition

- Have the students find the high-frequency word *Here* in the text. Find, point, and say the word quickly on another page, then another. Have the students practise writing *Here* until they can write it fluently. Add *Here* to a high-frequency word chart or word wall.
- Draw a plant showing leaves, stem, petals, and stamens. Talk with the students about the names of the parts of plants. Label the plant. Then make a word web around the plant with other things that the students know about plants, e.g. they are pretty colours, some have a perfume, some have thorns, etc.

Oral Language

- Have the students work with a partner to describe the flowers in the book.

Writing

- Have the students draw three flowers that are different colours. Write a caption for each one. Use the sentence frame to write.

Here is a _____ flower.

Creative Extension Activities

- Bring a flower to school for a flower display. Have the students talk about their flower. Smell the flowers. Talk about the scent.
- Ask the students to sketch a flower in the classroom, colour it in, and label the parts – *petal, leaf, stem*.
- Discuss other colours in the natural environment, e.g. sky, fields, sea. Invite the students to draw and caption a colourful natural environment scene.
- Make a class fall mural which shows coloured leaves falling from trees. Paint a rainbow in the sky.
- Collect leaves and classify according to colour shade, e.g. dark green, light green, yellowish green, brownish green.
- Make paper flowers using coloured paper.

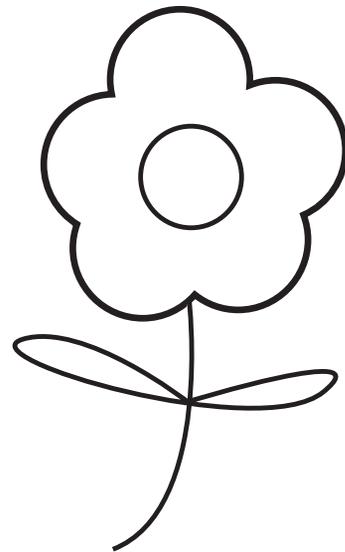
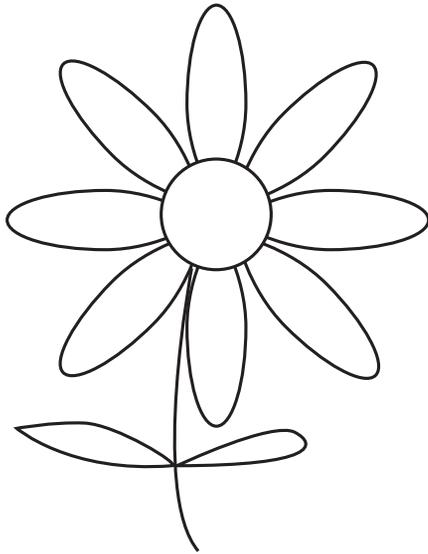
Independent Follow-Up Activities

- Reread the book to improve fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

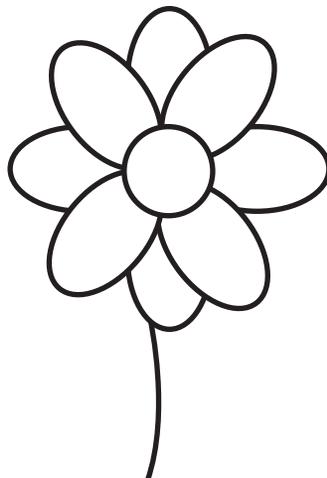
Name: _____

Colour the flowers.

Read and complete the sentences.



Here is a _____ flower. Here is a _____ flower.

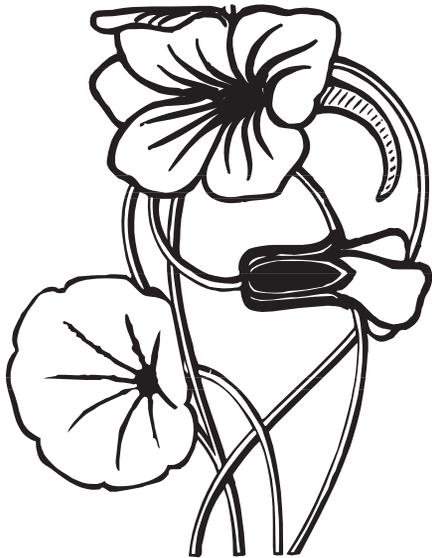


Here is a _____ flower.

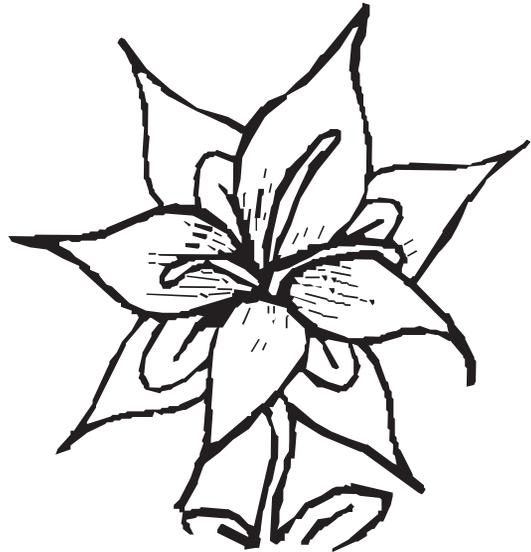
Name: _____

Colour the flowers.

Trace and copy the words.



pink



purple



yellow



orange