

A Big Bunch of Flowers

C = Language comprehension

W = Word recognition

Group/Guided reading

Introducing the story

- C** Read the title to the children. Ask the children: *Who are the flowers for?*
- C** (Prediction) Ask: *What do you think will happen in the story?*
- W** Point to the word *big* and ask the children to sound it out, *b-i-g*. Point to the grapheme “*b*” and ask the children to find other words in the story that contain the grapheme “*b*” (*bunch, back, bin*).
- W** Pay attention to the tricky words used in the book. Read these words for the children if necessary, to help build familiarity before they read the story independently.
the to no for he she be was you her went said saw oh

Strategy check

Remind the children to use their knowledge of phonics to sound out and blend new words.

Reading the story

- Ask the children to read the story aloud and help where necessary. Praise and encourage them as they read.
- C** (Clarifying) Pause at the end of page 107-⑤. Ask: *What has happened to the bunch of flowers? What do you think Dad should do now?*

- (Prediction) Pause after page 109-⑪. Point to the picture and ask: *Why has Dad got two bunches of flowers now, and not one?*
- On page 108-⑧, ask the children to sound out and blend the word *rush*, *r-u-sh*. Talk about the grapheme "sh" and draw children's attention to the fact that it has two letters that are code for one sound. Ask children to find a word on the following page that contains the grapheme "sh" (*shop*).
- (Clarifying) At the end of the story, ask: *Why did Dad buy flowers for Mum?* Help the children to read the banner in the picture for a clue. Sound out the individual sounds for the children and encourage them to blend the sounds together. Ask the children if they know what an anniversary is and clarify if necessary.

Observing Can the children get the main idea of the story? Can they use their phonic knowledge to decipher new words?

Returning to the story

- (Clarifying, Connecting) Return to page 107-⑤, re-read the text and look at the picture. Ask: *How is Dad feeling?* Ask the children if they have ever lost anything. Ask: *How did you feel?*
- (Clarifying, Connecting) Look together at page 108-⑦ and ask what Wilma's mum is doing. Ask: *Why is she putting the flowers on a bin? What would you do if you found some flowers on the path?* Remind the children that they should never step into a road to get anything.
- (Predicting) Re-read page 109-⑫. Ask: *Do the children think Chip's idea is clever? Do they think one big bunch is better than two bunches? If so, why?*

Independent reading

Objective Explore and experiment with sounds, words and texts. Read as

independently as possible.

- W As they read, encourage the children to sound out and blend new words, for example *b-i-g, r-u-sh, u-p-s-e-t, m-i-x*.
- W Support children with reading challenge words:
bunch flowers lost enormous thank
If a word is too difficult, simply read the word for them.
- Remind the children that the text in speech marks shows that characters are speaking. Model for the children how to read all the speech with lots of expression and encourage them to do the same.

Observing Did the children read independently with emotion and confidence?

Speaking, listening and drama activities

Objectives Organise what they say; listen to others; use talk to explore new storyline in groups.

- As a class, plan a new version of the story orally. For example, Dad buys and loses a big box of chocolates, instead of flowers, for Mum. Discuss how he loses the chocolates and how he feels.
- Encourage the children to suggest ideas for what happens to the chocolates. Does someone find them or are they lost forever?
- Together, decide on an ending. Ask for ideas. Will Dad buy a new box of chocolates? Will someone find the lost chocolates? Perhaps the children will help him make some more? Perhaps Floppy finds them and eats them? Hold a class vote on how to end the story.

Writing activities

Objectives To write captions for pictures and drawings; to apply

knowledge of letter/sound correspondence in helping the teacher to scribe.

- Explain to the children that some places, like schools, have a cupboard/box/place full of things that people have lost. Together make a class list of the things children might lose at school (e.g. hat, bat, ball, book, sock). Scribe the items under the heading 'Lost and found'. Where appropriate, encourage the children to use their phonics skills to help you to spell words.
- You might want to extend the activity and encourage the children to use their imagination to think of imaginary, fantastic or unusual objects to add to the list of lost items, such as a dragon's egg, a pen that writes in rainbow stripes, a singing goldfish etc.
- Provide paper and a selection of pens, crayons and coloured pencils. Ask the children to draw and label a box of lost and found things. Encourage them to use their phonics skills to sound out and spell the words where appropriate.

Cross-curricular suggestion

Science – look at plants and flowers. Help the children to research and label the different parts of a plant. Encourage the children to find out what plants need to grow.