

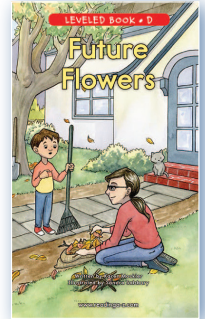
Focus Question:

How can you prepare for spring flowers in the fall?

Book Summary

Text Type: Fiction/Realistic

Spring is when most bulbs bloom. Did you know the work required to grow them takes place in fall? *Future Flowers* provides students a look at what it takes to get ready to grow these amazing plants. The book can also be used to teach students how to make inferences as well as to use quotation marks. Colorful, supportive illustrations, high-frequency words, and repetitive phrases support readers.



Lesson Essentials

Instructional Focus

- ☐ Connect to prior knowledge
- ☐ Make inferences and draw conclusions
- ☐ Describe information provided by illustrations
- ☐ Discriminate initial consonant *pl*-blends
- ☐ Identify initial consonant *pl*-blends
- ☐ Recognize and use quotation marks
- ☐ Understand and arrange words in alphabetical order

Materials

- ☐ Book: *Future Flowers* (copy for each student)
- ☐ Make inferences / draw conclusions, initial consonant *pl*-blends, quotation marks worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- **High-frequency words:** *but, come, is*
- **Words to Know**
Story critical: *bulbs (n.), fall (n.), plan (v.), plant (v.), spring (n.), winter (n.)*

Guiding the Reading

Before Reading

Build Background

- Post pictures of the four seasons on the board. Ask students to work with a partner to identify each season by looking at the picture. Have volunteers share their answers. Discuss the clues in each picture that caused them to choose each season.
- Explain to students what bulbs are and show pictures of them. Also post pictures of flowers grown from bulbs. Have students draw on a separate piece of paper a picture of a bulb and a flower. Invite volunteers to share their picture with the rest of the class.

Introduce the Book

- Give students their copy of *Future Flowers*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy:

Connect to prior knowledge

Explain to students that engaged readers make connections between what they already know and new information they read. Explain that making these connections to their prior knowledge helps them better understand and enjoy what they are reading. Point out that the title and pictures in a story are the first things readers can use to make connections to a story. Have students share connections they made with the title or cover picture with a partner. Invite volunteers to share their connections with the rest of the class, and discuss how their connections are similar.

Guiding the Reading (cont.)

Introduce the Comprehension Skill:

Make inferences / draw conclusions

- Explain to students that authors don't always use details to explain everything that happens in a story. Sometimes they give readers clues to figure out what isn't said in the words. Readers must then use the clues from the story plus what they already know to make a guess. This is called *making an inference or drawing a conclusion*.
- Review the cover picture and title with students. Have students work in groups to make inferences using the title and cover picture. Have volunteers share their conclusions with the whole class.

Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students and as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

Set the Purpose

- Have students read to find out more about flowers. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *What is Rex thinking about?* (level 1) page 4
- *What did Rex do with the rake?* (level 2) page 5
- *What is Rex worried about when his mom is planting bulbs?* (level 2) pages 9–10
- *What did Rex and his mom do to prepare for spring flowers?* (level 3) multiple pages
- *Why did the author write this book about future flowers?* (level 3) multiple pages

Text Features: Illustrations

Explain that pictures, or illustrations, are important when reading stories because they provide readers with extra information needed to make inferences or to draw conclusions. Have students work with a partner to review the pictures on page 5 and 6. Ask

students: *What did you learn from these pictures? Why are these pictures important to the story? What kinds of things can you infer from these pictures?* Have students review other pictures in the story and discuss in groups what they learned from them. Invite volunteers to share their thoughts with the rest of the class.

Skill Review

- Model for students how you make connections as you read, and direct them to stop at several points during reading to share their connections with a partner. Invite volunteers to share their connections with the whole class. Discuss with students that their connections can be very different but must be related to the story.
- Have students work in groups to review the inferences they made. Have groups discuss their conclusions with the whole group.
- Model making inferences and drawing conclusions. **Think-aloud:** *The story says fall is the time to plan for flowers. When I look at the picture of Rex on page 4, he is imagining fall and scratching his head. On the basis of what I know about seasons and people, I can infer that Rex is confused. He doesn't understand why fall is the time to plan for flowers because flowers usually bloom in the spring.*
- Model how to complete the [make-inferences / draw-conclusions worksheet](#). Have students look at the first picture on the worksheet and share a conclusion they made with a partner. Then, have volunteers share their conclusion with the whole group.

After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Skill Review

Graphic Organizer:

Make inferences / draw conclusions

Review the make-inferences / draw-conclusions worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the rest of the class the inferences they made. Discuss with students the justification for drawing these conclusions.

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

Guiding the Reading (cont.)

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Reasons should include some of the things that can be done in fall to prepare for spring flowers. Samples: *People pick out and buy bulbs. They have to rake leaves and dig in the dirt; then they plant the bulbs and wait for spring when the flowers will bloom.*)

Comprehension Checks

- Book quiz
- Retelling rubric

Book Extension Activities

Build Skills

Phonological Awareness:

Initial consonant *pl*-blends

- Say the word *plant* aloud to students, emphasizing the initial /pl/ sound. Have students say the word aloud and then say the /pl/ sound.
- Have students work with a partner to generate words that begin with the *pl*-blend. Have volunteers share words with the whole class. Have students give the thumbs-up signal if they think the word begins with the /pl/ sound.
- **Check for understanding:** Say the following words one at a time, and have students clap their hands when they hear a word that begins with the *pl*-blend: *please, flower, plan, bulb, pluck, dirt, plug, and plane.*

Phonics: Initial consonant *pl*- blends

- Write the word *plant* on the board and read it aloud with students.
- Have students say the /pl/ sound aloud. Then, run your finger under the letters in the word *plant* as students say the whole word aloud. Ask students to identify which letters represent the /pl/ sound in the word *plant*.
- Say the words *play* and *pay* aloud, emphasizing the initial sounds, and have students write the words on a separate sheet of paper. Have students compare their words with a partner's. Reinforce with students the difference in the beginning sounds.
- **Check for understanding:** Write the following words on the board, leaving off the initial consonant blend: *plan, plate, plus, and plug.* Invite a volunteer to come to the board and add the initial consonant blend.
- **Independent practice:** Introduce, explain, and have students complete the [initial-consonant-pl-blends worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Quotation marks

- Have students turn to page 4. Read the sentence aloud with students and point to the quotation marks. Explain that these are called *quotation marks* and they are found at the beginning and end of the words characters say in a story.
- Point out the words *Rex said* after the quotation marks. Explain that these words show who is speaking in the sentences.
- Have volunteers share something they think Mom might say in the story. Write several sentences using quotation marks and the words *Mom said*. Have volunteers come to the board and circle the quotation marks and underline the words that show who is speaking.
- **Check for understanding:** Have students locate and circle all of the quotation marks in the story. Ask students to underline who is speaking in each sentence.
- **Independent practice:** Introduce, explain, and have students complete the [quotation marks worksheet](#). If time allows, discuss their answers.

Word Work: Alphabetical order

- Review or explain the process of putting a list of words in alphabetical order. Remind students to look at the first letter of each word to determine which word would come first in alphabetical order.
- Write the words *bulbs* and *spring* on the board. Have a volunteer explain which word would appear first in alphabetical order (*bulbs*) and why (because *Bb* comes before *Ss* in the alphabet).
- Write the words *winter* and *fall* on the board. Ask a volunteer to tell which word would appear first in alphabetical order and to explain his or her thinking (*fall*, because the letter *Ff* comes before the letter *Ww* in the alphabet).
- **Check for understanding:** Write the following words on the board and have students work with a partner to arrange them in alphabetical order: *plant, dirt, snow, cold, time.* Have a volunteer explain which word would appear first in alphabetical order (*dirt*) and why.

Connections

- See the back of the book for cross-curricular extension ideas.