

The Flower Girl

PM Level 4

Red

Text Type Narrative

Running Words 90



Preparing for Guided Reading

Orientation to the Text

- As a group, look through a wedding photo album. Talk about the people involved in a wedding, e.g. bride, groom, bridesmaids, photographers, guests, etc. Make up a language chart.
- Use the wedding situation in the photo album to make a sequential wall story.

Prior Knowledge

- Nick's determined personality is evident as she endeavours to become a flower girl, too.
- Variety in the language structures challenges the skills of students.

Key Language Structures

- Line length, line number and paragraphing varies on each page of this book.

Building the Balanced Reader

Concepts About Print

- Punctuation symbols – name and meaning – speech marks.
- Reinforce first and last letters of a word.
- Book titles – the key to story content.
- Prediction skills.

Vocabulary

Key High-frequency Words

and, are, can, for, see, too, you

Content Words

cars, Dad, flower girl, flowers, Mum, photo, wedding

Decoding

- Locate the high-frequency words that are repetitively used in the text.
- Model using letter-sound relationships in conjunction with meaning to decode unknown words.

Fluency and Phrasing

- Slow down to problem solve words and resume reading at a consistent steady rate.
- Locate and model the difference between the role of a full stop and a comma.

Focusing on the Book – Guided Reading

- Reintroduce the set of books featuring the characters of *The Flower Girl* (*The Photo Book*, *Wake Up, Dad*, *The Bumper Cars*, *The Merry-go-Round*).
- Re-read *The Photo Book* (PM level 3) to students. Ask students to look at Nick's T-shirt in the photograph. Ask students, *When would she be called Nick? When would she be called Nicola?* Discuss how the use of a full name sometimes means something different, e.g. a special occasion, getting into trouble, etc.
- Discuss the cover illustration and title. Ask students: *What is a flower girl? Why do we call her a flower girl?*
- Cover the text on each page. Compare and contrast the illustrations with the photo album or the sequential wall story students have made. Encourage students to look for similarities and differences.
- Read the text together using appropriate intonation for the bold print and exclamation marks. Ask students:
 - p. 2 – *Where is Kate?*
 - pp. 6–7 – *How do you think Nick is feeling? Why?*
 - pp. 8–9 – *What is Nick looking at? Why?*
 - pp. 10–11 – *Why is she picking up the flowers off the ground?*

Comprehension

- Who was the real flower girl? (*Literal*)
- Why did Nick want to be a flower girl, too? (*Inferential*)

Follow-up Activities

- Make an enlarged flip book of students' experiences in a wedding party or at a wedding.
- Share with students a variety of photos of weddings or special family occasions from different cultures. Discuss differences and similarities.
- Have students bring flowers to school and give them the opportunity to arrange simple bouquets. Have students paint large pictures of their arrangements.

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Date _____

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Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning the purpose of punctuation marks.

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Success Criteria

- I make sure that when I attempt to read an unknown word, it sounds and looks correct, as well as makes sense.
- I can use my voice to display the purpose of a full stop and comma.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up