

The Sunflower

by Mary Cappellini

photographs by Clare Bowes



Book Summary

The daily cycle of a sunflower is captured in photographs.

Features of the Book

- Bold, easy to read text.
- Sentences spread over 2 pages.
- Predictable text.
- Word changes on alternate pages accompanied by clock changes.
- The words for the time of day – “morning,” “noon,” “afternoon,” and “night.”
- The “ing” word ending – “morning.”
- Consistent use of commas for impact.
- The high-frequency words – “In,” “the,” “it,” “to,” and “At.”

Purpose

The Sunflower can be used in a guided reading setting to introduce the following skills and strategies:

- reading a range of simple, high-frequency words in context;
- pointing one-to-one as each word is read;
- predicting the story line using illustrations from the book;
- introducing and discussing new words contained within the story.

Introducing the text

Look at the cover.

- *What do you think this book could be about?*

Read the title.

- *Why do you think they are called sunflowers?*

Read the names of the author and photographer to the group.

Reading the text

- Reading a range of simple, high-frequency words in context.
- Pointing one-to-one as each word is read.

- Predicting the story line using illustrations from the book.

Title page – Clap the word “sunflower.”

- *Can you hear the two words in “sunflower”?*

Pages 2 and 3

- *Can you see the little sun?*
- *What is the sunflower doing?*

Look at the little clock.

- *Can you guess what time of day it is?*

Discuss the words “morning” and “turn.”

Pages 4 and 5

- *What do you notice now about the sunflower?*
- *Has anything else changed?*

Introduce the term “noon.”

Pages 6 and 7

- *What time of the day do you think it could be now?*
- *What makes you think that?*
- *Do you notice any changes?*

Introduce and discuss the word “afternoon.”

Discuss the difference between “noon” and “afternoon.”

Page 8

- *What time of day is it now?*
- *How do you know?*

Children now read the book independently.

Revisiting the text


Discuss the “ing” word ending in “morning.”

- *Can you hear the “ing” sound?*

Think of some other words that end the same way and make a list.

Following Up

- Introducing and discussing new words contained within the story.

 Make a group chart of things we do at different times of the day. Use the headings “morning,” “noon,” “afternoon,” and “night.”

- Complete the blackline master opposite.