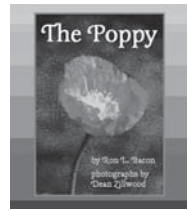


The Poppy

by Ron L. Bacon

photographs by Dean Zillwood



Book Summary

This nonfiction title traces the life cycle of a poppy, from bud to new seedlings.

Features of the Book

- The poetic quality of the text.
- The sequential, cyclical nature of the story line.
- The use of imagery – “morning sun” and “crinkled red poppy.”
- The use of colors – “red,” “yellow,” “gold,” and “brown.”
- The frequent use of adjectives.
- The passing of time and how this is shown in the text.
- The diagram of the life cycle of the poppy.
- The use of evocative language – “bend its head” and “soft brown earth.”

Purpose

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

- S** discussing new vocabulary and extending understanding;
- S** summarizing the ideas from a story;
- S** encouraging prediction and developing questioning skills;
- S** developing the skill of writing using a range of word choices.

Introducing the text

Talk to the children about any plants that have been grown in the classroom. If you have not yet planted seeds as an activity, have some ready to show the group and discuss what will happen to them when they are planted.

- What do seeds need to grow well?
- How will we know when these seeds are growing?
- Do you know where these seeds came from?

Discuss the cover photograph and read the cover text with the group.

Reading the text

S Discussing new vocabulary and extending understanding.

S Summarizing the ideas from a story.

S Encouraging prediction and developing questioning skills.

Pages 2 and 3

- What part of the poppy is this?
- Is this plant young or old?

Pages 4 and 5

- How has the poppy changed?
- Where did the petals come from?

Pages 6 and 7

- Why has the butterfly landed on the poppy? What do you think it will find there?

Pages 8 and 9

- What is the yellow dust on the petals? Where did it come from?

Pages 10 and 11

- Where are the other petals?
- What has happened to the seed box in the center of the flower? What will happen to the seeds?

Page 12

- Were you correct? What will happen to these poppies?

Refer to the life cycle diagram.


Children now read the book independently.

Revisiting the text

Choose a page of the text to show the way the author has been very careful to describe the events in detail. Make a list of the plant vocabulary learned in the text, for example, “bud,” “petals,” “pollen heads,” “seed box,” and “pollen dust.”

Following Up

S Developing the skill of writing using a range of word choices.

 Innovate on the text with adjective substitution, for example, “a crumpled crimson poppy,” and new imagery, for example, “I saw a poppy bud dangle like a bell.”

B Complete the blackline master opposite.