

## Book Summary

Children talk about buttons of various colors and shapes.

## Repeated Phrases

All my buttons are \_\_\_\_\_.  
Some of them are \_\_\_\_\_.

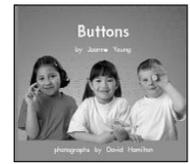
## Text Type – Survey

## Materials

- copies of words and punctuation for this book from page 132
- copies of BLM, pencils, markers
- card, material, a selection of buttons, scissors, glue

# Buttons

by *Joanne Young*  
photographs by *David Hamilton*



Set F

## Skills and Strategies

Reading *Buttons* will reinforce the following objectives and give the children the opportunity to:

- W** discuss new words contained within the story
- S** emphasize left-to-right movement to reinforce directionality
- T** locate information
-  use text as a model for writing

## Word Study

- High-frequency words: All, my, are, some, of, all
- Punctuation: periods, exclamation point, capital letters
- Phonics and phonemic awareness:
  - A, a – All, and, are
  - B, b – Buttons, black, blue, buttons
  - S, s – Some, squares, stars
  - bl – black, blue

## Speaking and Listening

Use this text to help the children:

- share ideas about the story with others in the group;
- respond to simple questions about the content of the story.

## The Guided Reading Lesson

### Introducing the text

Show the children some items of clothing that have buttons on them.

*Does anyone have buttons on their clothes today? What shape and color are they? Why do we have buttons?*

### Reading and discussing the text

Hand one book to each child. Read the title and the names of the author and the photographer to the children. Now use the outline below to support the children as they read and discuss their way through the book.

**Cover** – *Tell me about the color and shapes of the buttons that the children are holding.*

**Title page** – *Together, read the title and the names of the author and the photographer again.*

**Page 3** – *These buttons are round. What do we call this shape? (A circle) What color are the buttons?*

**Page 5** – *Tell me about this page.*

*Can you find two objects that begin with “b”?*

**Page 6 to 9** – *What is different in these pictures?*

*Can you find the word “heart”?*

**Page 10 to 13** – *What shape begins with “s”? Can you find this word? Is there another word that begins with “s”?*

**Page 15** – *Were you right?*

**Page 16** – *Can you see the buttons on the girl’s top? What can you tell me about them?*

The children can now read the book again independently.

## Revisiting the Text

- Hand out a selection of buttons for the children to compare and discuss.
- Locate the high-frequency words “all” and “some” in the text.
- Discuss the use of a capital letter for the words “Some” and “All” throughout the text.
- List any other words the children have read that begin with “A,” “B,” and “S.”
- Using the words and punctuation for this book from page 132, reassemble the sentences with the children.

## Following Up

-  Use text as a model for writing.
- Ask the children to make a top using scraps of material mounted onto a piece of card. Give each child some buttons and have them glue these onto their top. The children could then write two sentences describing the shape and color of their buttons. The pictures and text could then be made into a class button book or a wall story.
- B** On the BLM activity opposite, children select the appropriate color word for each button shape and draw examples of the buttons in the boxes provided.