

Springtime

GOALS

Comprehension

Making connections: Ask students if they know what happens in spring?

Vocabulary

High-frequency Words: is, in, the, get, and, are, from, their, up, more, there, to, on, one, will, be, they, for, come, out, look, of, it

Content Words: spring, days, warmer, longer, snow, melts, baby, animals, lambs, born, run, jump, horses, bears, wake, winter, sleep, rain, feed, plants, trees, leaves, blossoms, fruit, day, start, flower, colour, food, bees, butterflies, hives, pollen, after, summer, find, these, bring

Phonemic Awareness

Recognise and produce words with the same sound: /ng/

Phonics

Letters and Sounds: ng

Words to Blend and Segment: ring, sing, king, wing, long

Fluency

Students practise rereading the text orally with a partner and sharing information.



Springtime is a time of renewal. See some of the changes in the spring.

Before Reading

- Ask students if they know what happens in spring.
- Students look at the cover and describe what they see. They predict what the title might be. Read the title to them and then read it together.
- From the cover photo and title have students predict what the text might be about. Ask: Do you like springtime? Is it your favourite season? What season comes after spring? Discuss if this will be a fiction or nonfiction text.
- Read the title page together. Talk about the picture and how it relates to the cover photograph.
- Talk/walk through the pictures. Discuss what is happening on each page. Before turning to page 16 ask students how they think the text might end.

Reading the Text

- Read the and the title page together. On page 3 discuss what students see in the picture. Why is there snow? What season comes after spring?
- Look for the word *snow*. How will it begin? (sn) What do you think happens to *snow* in spring? (It melts.) Why does it melt? (warmer weather). Read the words together.
- Read the text, discussing the different things to notice about the change from winter to spring in the pictures.

After Reading

Invite students to discuss the information. Prompt if needed.

- Discuss page 16 and the ending. How does it differ from students' predictions?
- Look at the punctuation (exclamation mark). Ask: What does this tell you about how to read this sentence? (with emphasis, happiness)

Phonemic Awareness

- Recognise and produce words with the same sound: /ng/ Students listen to and repeat the words slowly, *ring, sing, king, wing, long*. Emphasise the /ng/ sound as the words are stretched.
- Together think of and say more words that end in /ng/, e.g. *spring, bring, thing, ding, dong*.

Phonics

- Write on the board the words *ring, sing, king, wing, long* to practise blending and segmenting the sounds together as a group, e.g. /r/ /i/ /ng/, *ring*. Have students use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each.

Word Study

- Talk about the words *be, will, their, get, from, there*. Print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book.
- Students draw a picture of something they learned about spring from the text. They write the matching sentence from the text, e.g. *There are _____ on the _____.*

Fluency

- Students practise rereading the text orally with a partner and sharing information.

Writing

- Have students make a Before and After chart. They record their prior knowledge in the Before column and what they learned about spring in an After column. These can be used to summarise the text.
- Students write a story about another season. They write what changes there would be and illustrate their text.

Home/School Link

Take the book home and any related activity done in class to share with family.