

### Focus Question:

What does Nola learn about Daylight Saving Time?

### Book Summary

Text Type: Fiction/Realistic

Nola O'Connor is always late. Time has never been a friend of Nola's, and Daylight Saving Time proves to be no exception. Should she turn the clock ahead or back an hour to be sure she's on time for the fall parade? *Fall Forward, Spring Back* is the story of this eight-year-old girl and how a big mistake turns out to be a great mistake. The book can also be used to teach students how to retell and how to identify setting and characters.

The book and lesson are also available for levels J and M.



### Lesson Essentials

#### Instructional Focus

- ☐ Retell to understand text
- ☐ Identify story elements
- ☐ Describe information provided by illustrations
- ☐ Identify and use consonant digraph *th*
- ☐ Recognize and use past-tense verbs
- ☐ Place words in alphabetical order

#### Materials

- ☐ Book: *Fall Forward, Spring Back* (copy for each student)
- ☐ Story elements, past-tense verbs, alphabetical order worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

#### Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

##### • Words to Know

**Story critical:** *adjust* (v.), *confused* (n.), *Daylight Saving Time* (n.), *floats* (n.), *inspection* (n.), *observe* (v.)

**Enrichment:** *shaved* (v.), *thrust* (v.), *witnessed* (v.)

- **Academic vocabulary:** *already* (adv.), *forever* (adv.), *plan* (v.), *remember* (v.), *though* (conj.)

### Guiding the Reading

#### Before Reading

##### Build Background

Write the word *late* on the board and read it aloud to students. Have students work in small groups to discuss times when they have been late and how it felt to be late. Invite volunteers to share their responses with the class. Write the word *early* on the board and read it aloud. Have students discuss in their groups times when they were early. Discuss as a class strategies for being early, such as setting an alarm or giving yourself enough time to get somewhere. Explain to students that they will be reading about a girl who is always late.

##### Introduce the Book

- Give students their copy of *Fall Forward, Spring Back*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

##### Introduce the Reading Strategy: Retell

Explain that engaged readers stop now and then while they are reading to retell in their mind what has happened so far in the story. Point out that stopping to retell the events of the story helps readers understand and remember what they are reading. Explain that when retelling a story or events, it is important that the details are explained in the correct sequence. Point out that people retell stories as a part of their daily lives, such as what they did at school or what they did over the weekend. Use a book that the class has recently read or a familiar story, and demonstrate how to retell events of a story in the correct sequence using transition words. Invite volunteers to help you with retelling.

### Guiding the Reading (cont.)

#### Introduce the Comprehension Skill:

#### Story Elements: Identify setting and characters

- Discuss with students the difference between fiction and nonfiction. Explain that fictional stories generally have five parts: *characters, setting, problem, events, and solution*. Write the words *setting* and *characters* on the board and read them aloud with students. Explain that the setting is the time and place in which a story takes place and the characters are the people or animals in the story. Point out that identifying the setting and characters in a story helps a reader to remember and understand the story.
- Invite students to work in small groups to preview the illustrations in the story and make predictions about the characters and the setting. Explain that many stories contain a main character, which the story is mostly about, and supporting characters. Explain to students that engaged readers pause while reading to identify the main characters.

#### Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

#### Set the Purpose

- Have students read to find out more about Daylight Saving Time. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

### During Reading

#### Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *Why has Nola never experienced Daylight Saving Time before?* (level 2) pages 3 and 5
- *Why do many countries use a daylight saving program?* (level 1) page 6

- *In what way is Daylight Saving Time a way of moving around time rather than saving time?* (level 1) page 6
- *Why does Frank say, “The early bird gets the worm!” when he sees Nola and Pablo?* (level 2) pages 10–12
- *What caused Nola and Pablo to be two hours early for the parade?* (level 1) page 13
- *What is the effect of Nola being confused about Daylight Saving Time?* (level 2) pages 13–15
- *In what way does the title of the story reflect Nola’s confusion about Daylight Saving Time?* (level 3) multiple pages

#### Text Features: Illustrations

Explain that pictures, or illustrations, in the story provide a great deal of information. Point out that illustrations often tell you many things that are not written by the author. Reread page 14 aloud with students as they follow along. Have them look at the illustration and discuss in small groups what information is provided that is not included in the text. Ask students the following questions: *What did you learn about Nola that was not written in the story? Why did the author choose to include these illustrations?* Invite groups to share their discussions with the class.

#### Skill Review

- Model for students how to retell what you have read so far, and then have them stop at certain points during the story to retell in their mind what they have read so far. Have students retell the story from the beginning to a partner. Listen for whether they include the events in detail and in the correct order. Encourage students to use transition words such as *first, next, then, and finally* when retelling the story.
- Model identifying setting and characters.  
*Think-aloud: As I read, I pause often to consider the setting, where the story is taking place, and the characters, the people represented in the story. For example, on page 4, I read that it was the first Friday in November when Nola’s teacher reminded the class about Daylight Saving Time. This information tells me that the story takes place during the fall in Nola’s classroom. I know that the setting in a story can change, and I will be aware of this as I read. Additionally, I know that Nola is the main character in this story because it is about her experience with Daylight Saving Time.*
- Have students work in small groups to discuss how the setting changes throughout the story. Invite students to explain how understanding the setting of a story helps them when retelling.
- Model how to complete the [story elements worksheet](#). Have students identify the main characters in the story.

### Guiding the Reading (cont.)

#### After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

#### Skill Review

##### Graphic Organizer: Story elements

Review the story elements worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the rest of the class.

#### Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

#### Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Students' responses should include the following: *Nola learns that when Daylight Saving Time ends in the fall the clocks are turned back one hour, and in the spring they are turned forward an hour.*)

#### Comprehension Checks

- Book quiz
- Retelling rubric

### Book Extension Activities

#### Build Skills

##### Phonics: Consonant *th* digraph

- Write the word *brother* on the board and read it aloud with students. Ask what sound they hear in the middle of the word *brother*. Underline the consonant digraph *th* and make the /th/ sound for students. Have them turn to a partner and make the /th/ sound. Explain that the letters *Tt* and *Hh* together make the /th/ sound.
- Write the following words on the board leaving out the consonant *th* digraph: *thought, thank, month, math, those*. Invite volunteers to the board to add the digraph *th* and read each word aloud as a class.
- **Check for understanding:** Review pages 3 through 8 with students and have them circle all of the words containing the consonant *th* digraph. Invite volunteers to share their findings with the class.
- **Independent practice:** Have students reread pages 9 through 15 with a partner and circle all of the words containing the consonant *th* digraph. Invite students to share their findings with the class.

### Grammar and Mechanics: Past-tense verbs

- Ask students to share some of the actions they performed yesterday, such as walked, played, worked, studied, and so on. Have students share their responses and record their sentences on the board. Have students identify the verb in each sentence. Remind students that verbs are action words. Circle the verbs in each sentence. Discuss when each action occurred. Point out that yesterday is in the past; therefore, each verb is a past-tense verb.
- **Check for understanding:** Have students work with a partner to reread pages 6 through 10 to identify and highlight all of the past-tense verbs. Invite students to share their findings with the class.
- **Independent practice:** Introduce, explain, and have students complete the [past-tense-verbs worksheet](#). If time allows, discuss their answers.

### Word Work: Alphabetical order

- Explain to students that sometimes words are organized in alphabetical order. Point out that alphabetical order is determined by looking at the first letter of a word and then deciding which letter comes first in the alphabet. Model how to place words in alphabetical order.
- Write the names of several students on the board and underline the first letter of each name. Have students work in small groups to discuss the alphabetical order of the names and how they know.
- Add several names to the board that begin with the same letter. Explain to students that when two words begin with the same letter, you must look to the second letters to determine the correct order. Model how to place words that begin with the same letter in alphabetical order.
- **Check for understanding:** Write the following words on sentence strips: *fall, float, Nola, time, teacher, Frank, forward*. Invite seven volunteers to the front of the room and give each student a word. Have students turn to a partner and discuss how to place the words in alphabetical order. Invite a volunteer to arrange the students with the sentence strips in the correct order. Have students give a thumbs-up signal if the order is correct.
- **Independent practice:** Introduce, explain, and have students complete the [alphabetical order worksheet](#). If time allows, discuss their answers.

### Connections

- See the back of the book for cross-curricular extension ideas.