



About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 194

Book Summary

Spring Is Here introduces readers to the signs of spring in different outdoor settings, such as the garden, pond, and mountains. The text includes a table of contents and glossary of content vocabulary words.

About the Lesson

Targeted Reading Strategy

- Summarize

Objectives

- Summarize information to understand text
- Classify information in text
- Blend phonemes
- Identify final consonant *ng*-blend
- Identify and use quotation marks
- Identify content vocabulary words

Materials

Green text indicates resources available on the website

- Book—*Spring Is Here* (copy for each student)
- Chalkboard or dry erase board
- Classify information, final consonant *ng*-blends, content vocabulary worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- High-frequency words: *days*, *from*, *soon*
- Content words:
Story critical: *buds* (n.), *bulbs* (n.), *dandelion* (n.), *gophers* (n.), *shoots* (n.), *water lily* (n.)

Enrichment: *garden* (n.), *meadow* (n.), *pond* (n.), *wiggly* (adj.), *woods* (n.)

Before Reading

Build Background

- Lead a discussion about spring. Have students share how they can tell spring is here (warmer temperatures, emerging plants, animals being born, and so on).
- Ask students about other nonfiction books they have read that contained a table of contents and glossary.

Preview the Book

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think *Spring Is Here* will be about. Ask students what seasons the pictures represent and how students can tell. Ask whether they think the book is going to be a story about spring or a book of facts and to tell why they think this.
- Show students the title page. Talk about the information on the page (title of book, author's name).

Introduce the Reading Strategy: **Summarize**

- Explain that one way readers can understand and remember new information in a nonfiction book is to review in their mind, or *summarize*, what they have just read. Good readers often summarize by commenting to themselves about the information or restating the information in their own words.
- Point out the table of contents at the beginning of the book and tell students that in one section of the book ("The Mountains"), they will read about spring in the mountains. Use this section to model summarizing.
Think-aloud: As I read the section on mountains, I am going to summarize, or review in my mind, the important information. For example, if I read that snow on the mountains begins to melt in the spring, I might think to myself: When snow on the mountains melts in spring, the water begins to fill rivers and streams.
- Explain that by summarizing in their mind as they read, students help themselves stay actively involved in the book and connect with new information.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- As you preview the book, ask students to talk about what they see in the pictures and use the vocabulary they will encounter in the text.
- Reinforce new vocabulary by incorporating it into the discussion of the pictures. For example, on page 6 you might say: *The shoots on these flowers remind me of tulips in the spring. One fall I planted tulip bulbs, and in the spring the flowers shot up!* (If possible, bring bulbs to class for students who have not had experience with gardening or planting.)
- Model the strategies students can use to work out words they don't know. For example, point to the word *dandelion* on page 13. Model masking chunks of the word from left to right to read the word (*dan/dellion*). Then read the sentence to students and ask if the word *dandelion* makes sense.

Set the Purpose

- Have students read the book to learn more about the signs of spring. Remind them to stop after reading new information to summarize in their own words what they have learned.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book and have them put a sticky note on page 9. Tell them to read to the end of this page. They can reread the pages if they finish before everyone else.
- Model how to summarize.
Think-aloud: As I read the second section, I paused to summarize in my mind what I learned about spring. I read that as the days get longer and warmer, new growth can be seen, such as flower shoots and buds on trees. I'll keep reading to learn more interesting information about spring. While I read, I'll summarize in my own words to help me remember new information.

- **Check for understanding:** Have students work with a partner to summarize the third section, "The Woods." Circulate around the room to listen for accuracy.
- Have students read the remainder of the book. Encourage them to summarize as they read.



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 the discussion that follows.

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.

Reflect on the Reading Strategy

- Have students tell how summarizing helped them understand the book. (It encourages students to pay close attention and promotes active participation, which aids in retention.)
- **Think-aloud:** *Stopping to think about signs of spring helped me to remember as I read. I didn't know that gophers like to nibble on dandelion leaves! Summarizing helped me to be more involved with what I was reading.*

Teach the Comprehension Skill: **Classify information**

- **Discussion:** Ask students to describe some of the changes or behaviors they read about that signaled the arrival of spring (new plant growth, animal babies, and so on).
- **Introduce and model:** Ask students to think about two or three main areas of change in the book that can be grouped together, or classified (plants, animals, earth/other). Write the categories on the board. If necessary, revisit pictures in the book to direct students' attention. Explain that one way to remember new information is to group together, or classify, similar information. For example, deer babies, gophers, frogs, robins, and bear cubs can all be classified under *animals*.
- **Check for understanding:** Have students look at the picture on page 3 and discuss in which category the information would best be classified (*animals*).
- **Independent practice:** Introduce, explain, and have students complete the [classify information worksheet](#). Discuss their responses when they have finished.
- **Extend the discussion:** Invite students to share other signs of spring not included in the book that can be classified under the categories on the board.

Build Skills

Phonological Awareness: **Blend phonemes**

- Say the words *sun* and *bud*, and ask students to listen carefully as you say the word parts. Have them listen to the word parts and then say each whole word. Say: /s/ /u/ /n/. Then say the whole word (*sun*). Repeat with /b/ /u/ /d/.
- Use the following words for students to orally demonstrate blending: *shoot* /sh/ /oo/ /t/; *bulb* /b/ /u/ /l/ /b/; *soon* /s/ /oo/ /n/; *pond* /p/ /o/ /n/ /d/.
- **Check for understanding:** Repeat the exercise with these examples: *ground* /g/ /r/ /ou/ /n/ /d/; *now* /n/ /ou/; *mountain* /m/ /ou/ /n/ /t/ /e/ /n/; *down* /d/ /ou/ /n/; *brown* /b/ /r/ /ou/ /n/; *sound* /s/ /ou/ /n/ /d/.

Phonics: **Final consonant ng-blends**

- Write the words *spring* and *bring* on the board and say them aloud with students.
- Have students say the /ng/ sound aloud. Then run your finger under the letters in the word as students say the /ng/ sound aloud. Ask students which two letters together stand for the /ng/ sound in the words *spring* and *bring*.
- **Check for understanding:** Write the following words that end in the /ng/ sound on the board leaving off the final blend: *king*, *rang*, *sing*, *ring*, *hung*. Say each word, one at a time, and have volunteers come to the board and add the final *ng*-blend to each word. Have students practice blending the sounds together to say each word.

- Independent practice: Introduce, explain, and have students complete the [final consonant ng-blends worksheet](#).

Grammar and Mechanics: Quotation marks

- Review or explain that writers use marks called *quotation marks* to indicate when someone or something is speaking or making a sound.
- Have students turn to page 9 and read the last sentence. Ask students to tell whether the quotation marks are punctuation to indicate speech or to indicate a sound (to indicate a sound).
- **Check for understanding:** Have students find another example of quotation marks in the book and explain why they are used (page 15; to indicate the sound an animal makes).

Word Work: Content vocabulary

- Explain that *Spring is Here* contains many content words that have to do with the topic of flowers. Tell students that the author put many of these content words in bold print.
- Make a four-column chart on the board. Have students turn to page 6 and find the bold word *shoots*. Write *shoots* in the first column, and record the sentence in the book that contains the word in the second column. In the third column, record a volunteer's idea for what he or she thinks the meaning of the word is. In the fourth column, record the meaning of *shoots* as a volunteer reads the definition from the glossary.
- **Check for understanding:** Have students identify the bold word on page 8 (*buds*). Repeat the process above, allowing students to come to the board to fill in the columns of the chart.
- **Independent practice:** Introduce, explain, and have students complete the [content vocabulary worksheet](#). Discuss their responses when they have finished.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them summarize parts of the book with someone at home.

Extend the Reading

Informational Writing and Art Connection

Have students choose one sign of spring (from the areas classified in the Comprehension Skill section) to illustrate and write about. Display their work on a bulletin board titled *Spring Is Here*. Visit [Writing A-Z](#) for a lesson and leveled materials on expository writing.

Science Connection

If seasonally appropriate, arrange a spring visit to a nearby nature center to observe signs of spring. Have students record their observations in a journal or notebook.

Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.

Lesson Plan *(continued)*

Spring Is Here

- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Conduct a class discussion as a review before the book quiz.

Assessment**Monitor students to determine if they can:**

- summarize information while reading nonfiction text
- accurately classify signs of spring on a worksheet
- blend phonemes during discussion
- identify words with final consonant *ng*-blends in discussion and on a worksheet
- recognize and understand uses of quotation marks during discussion
- identify content vocabulary words in text and to complete a worksheet

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)