

Walking in the Spring

PM Level 14/15

Green

Text Type Description

Running Words 168



Preparing for Guided Reading

Orientation to the Text

- Spring growth is triggered by longer days and increasing warmth. This book will help students to notice the changes that are happening around them. The changes will be different in different localities.
- Bring spring flowers into the classroom. Encourage the students to describe them and smell them. Try to include some of the flowers that are shown in *Walking in the Spring*, e.g. daffodils, grape hyacinths, blossom or forsythia.
- Show the students photographs of baby farm animals. Help them to use the correct vocabulary, e.g. *lambs, calves, kids, puppies, kittens* and *ducklings*.
- Take students for a walk in the school grounds or a park to look for signs of spring, such as flowers, blossoms and new green leaves. Notice which birds are singing, and where they are. When you return, make a large mural, called 'Signs of Spring'. Add labels to the mural.

Prior Knowledge

- Ask the students what they already know about 'Spring'. Record answers.
- Read the book title. Identify signs of spring throughout the book. Recognise the relationships between buds and leaves, seeds and plants, and young and adults.

Key Language Structures

- Some sentences contain a dependent and an independent clause, e.g. *If you go for a walk by a farm in spring, look for baby lambs*. Note that this is an inverted sentence.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

drink, longer, sometimes, starting, than, their

Content Words

Spring, blossom, calves, lambs, ducklings

Decoding

- Encourage automatic recognition of high-frequency words.

- Recognise and use word parts, such as onset and rime, to break words into small parts.

Fluency and Phrasing

- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including: applying prior knowledge; thinking aloud; attending to details in illustrations; re-reading; reading on.
- Emphasise reading with fluency. Teach students to use commas to separate information in a sentence into readable units.

Focusing on the Book – Guided Reading

- Read the title and discuss the cover photograph.
- Before reading p. 2, draw students' attention to the fact that days are short in the winter (it is dark when you get up on winter mornings). Discuss the first two sentences and talk about the concept of flowers appearing because there is more sunshine.
- Discuss the phrase *starting to get new green leaves*. Talk about how willow trees have bare branches in winter. This will help the students to understand the concept of new growth through the cycle of the seasons.
- When the students have read pp. 8–13, ask them why they think spring is a good time for baby animals to be born.
- When the students have finished the book, ask them to read the last sentence aloud together. Turn back to p. 2 and rediscover the word *winter*. Help students to identify the sequence of seasons (winter, spring, summer) mentioned in this book.

Comprehension

- What are some spring days like? (*Literal*)
- Why do apple and cherry trees have blossoms in spring? (*Inferential*)
- Why do ducklings swim beside their mothers? (*Inferential*)

Follow-up Activities

- Invite students to synthesise their knowledge of 'spring' and add new information to the chart.
- Make a nature table with several exhibits relating to spring.

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Learning Intentions

- We are learning to actively decode words while reading at a consistent pace.
- We are learning to think beyond the text.

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Success Criteria

- I can use word parts to help me decode fluently e.g. onset and rimes, compound words, spelling clusters.
- I can differentiate between known and new information about a topic as I read.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up