

# Spring Is Here!



**Word Count: 33**  
**High-Frequency Words:**  
*a, is, the, we*

**Text Type:** Non-fiction: Description — Magazine Article

**Guided Reading Level:** C

**Summary:** This text shows a duck's journey past signs of spring, arriving at its nest as ducklings hatch.

## Text Supports

- ▶ photographs support the topic
- ▶ text written in short sentences with subject-verb pattern
- ▶ repeated sentence, 'Spring is here.'
- ▶ text placement below photographs
- ▶ each sentence begins on a new line
- ▶ numbered photographs support directionality

## Possible Text Challenges

- ▶ sequenced photographs and captions
- ▶ arrow indicating starting point
- ▶ illustrated webbed feet indicating path
- ▶ numbered photographs
- ▶ word recognition, e.g., 'melts,' 'bloom,' 'ducklings,' 'hatch'

### Reading Strategies

#### Comprehension

- ▶ synthesizing

#### Working with Words

- ▶ using first letters and initial consonant clusters for word recognition
- ▶ using photographs and contextual cues to support word recognition
- ▶ identifying high-frequency words

- ▶ generating rhyming patterns

### Assessment Opportunities

Note each student's ability to:

- ▶ follow the order of the photographs and accompanying captions
- ▶ form a conclusion and provide a reason
- ▶ use photographic cues and initial letters to predict words
- ▶ recognize high-frequency words

For Assessment Tools, see Monitoring Progress for Guided Reading in the Toolkit at [www.lpey.ca](http://www.lpey.ca) and in the Kindergarten Reading Guide.



# BEFORE READING

## Activating and Building Background Knowledge

Making connections

- ▶ Invite students to talk about the signs of spring they have observed and if there is something they like best about spring.

*Is there something you like best about spring? Why is that your favourite?*

### ELL Note:

As many ELLs come from countries that do not have four distinct seasons, it would be helpful if this text is discussed in the spring when the students themselves experience milder weather, budding trees, a change to lighter clothing, and the change of activity in the schoolyard.

## Discussing Supports and Challenges

Visual literacy

- ▶ Show students the magazine article and read the title ‘Spring Is Here!’ Explain that the text follows a duck’s journey as it travels past things we might see in the spring.
- ▶ Hand out copies of the text to each student.
- ▶ Locate the arrow in the top left-hand corner and choral-read the sentence, ‘Let’s follow the duck.’

Sequencing

- ▶ Point out the duck’s path indicated by the webbed feet.

*Let’s trace the duck’s path with our fingers. Can you find the numbers in each photograph?*

Visual literacy

- ▶ Have students look at the photographs and find something that is the same in each one.

*Why do you think the duck is in every photograph?*

Word solving and building

- ▶ Look at the first caption and identify the repeated sentence, ‘Spring is here.’ Match the words in this sentence with the words in the title.

Word solving and building

- ▶ Help students identify challenging words.

*What happens to a snowman in spring? Let’s get ready to say the sound ‘m’ and think what the word might be.*

### ELL Note:

To help the ELLs grasp the concept of ‘melting,’ put an ice cube into a plastic cup and ask the students what they think will happen to the ice cube. Observe and discuss changes in the ice cube and ask the students why the changes are occurring.

## Setting a Purpose

Synthesizing

- ▶ Focus the readers on a comprehension purpose.

*Let’s read the article to find out if the duck has something it likes best about spring.*

**Teaching Tip:** You may decide to change the comprehension focus for this text. For information on how to modify a Guided Reading lesson to match a new comprehension strategy, see the Guided Reading Teaching Plan Outline in the Toolkit at [www.lpey.ca](http://www.lpey.ca).



## DURING READING

Making connections  
Making connections  
Analyzing  
Self-monitoring/predicting  
Synthesizing

- ▶ Ask each student to read the text independently, keeping in mind the purpose for reading.
- ▶ Observe and listen to students as they read quietly, assisting them with following the sequence of the photographs, word solving, and vocabulary. Respond to comprehension queries and offer occasional comprehension prompts to help them problem solve. Possible prompts:
  - Are any of our ideas about the signs of spring in the article?
  - Have you ever seen this in the spring?
  - What is the duck doing in this photograph?
  - Did the word we predicted match the word in the article? Let's check the first letters in the word.
- ▶ If students finish early, ask them to reread independently or with a partner. Ask them to be ready to tell what they think the duck likes best about spring.
- ▶ Note successful reading strategies and any remaining reading challenges.



## AFTER READING

Synthesizing  
Inferring  
Making connections  
Inferring  
Text features  
Self-monitoring

- ▶ Revisit the purpose for reading: What does the duck like best about spring?
- ▶ Extend comprehension by offering prompts to initiate discussion:
  - Why do you think the duck walked past the snowman, the robin, the flowers, and the girls flying a kite?
  - If you saw these signs of spring, where would you stop?
  - Why do you think the duck stopped at the ducklings?
  - This isn't like reading a book with pages. How did you know what to read first?
- ▶ Comment on any effective reading strategies that you noticed.

*What would you say the duck likes best about spring? What makes you say that?*

## Rereadings

- ▶ Provide opportunities for each student to reread the text independently or with a partner.

## Focused Follow-Up

The following activities are optional. Choose those that best meet your students' needs.



### Home Links

Provide students with a copy of the take-home text. See Additional Resources at [www.lpey.ca](http://www.lpey.ca).

**Making connections**

***Create a Poster***

- ▶ Have students create a poster about any other season using ‘Spring Is Here’ as a template. Students can make illustrations about the signs of spring they have observed and include short captions. Students could each contribute one or two illustrations and captions.

**Synthesizing**

***Draw a Picture***

- ▶ Students can choose another animal, draw a picture, and tell what the animal likes best about spring.

**Inferring**

***Dramatize***

- ▶ Invite students to dramatize what the duck is saying to the ducklings.

**High-frequency words**

***Word Building***

- ▶ Provide students with plastic letters and ask them to rebuild the high-frequency words from the text.

**Word solving and building**

- ▶ Identify initial consonant clusters in the text (e.g., ‘flowers,’ ‘bloom’) and ask students to suggest other words that start with those clusters.

**Word solving and building**

- ▶ Ask students to build words that rhyme with ‘spring.’ Model by making a word or two before the students try this on their own.

# Spring Is Here!



**Text Type:** Non-fiction: Description — Magazine Article

**Summary:** This text shows a duck's journey past signs of spring, arriving at its nest as ducklings hatch.

For more information on Small-Group Shared Reading, see the Toolkit at [www.lpey.ca](http://www.lpey.ca) and the Kindergarten Reading Guide.

## Text Features

### Visual Literacy

- ▶ illustrated webbed feet to show duck's path
- ▶ numbered photographs with captions
- ▶ arrow indicating starting point
- ▶ larger print size for heading
- ▶ repeated sentence 'Spring is here.' in bold type

### Print Concepts

- ▶ two sentence captions inset in photographs
- ▶ sequenced photographs and captions
- ▶ exclamation mark

## First Reading

### Reading Strategies

#### Comprehension

- ▶ synthesizing

#### Working with Words

- ▶ using photographic cues and initial letters to confirm word predictions
- ▶ recognizing high-frequency words

### Assessment Opportunities

Note each student's ability to:

- ▶ relate the topic to background knowledge
- ▶ synthesize new information with prior knowledge to create new understanding
- ▶ follow the order of the photographs and accompanying captions
- ▶ track print
- ▶ form a conclusion and provide a reason
- ▶ use photographic cues and initial letters to predict words
- ▶ recognize and build high-frequency words

For Assessment Tools, see Monitoring Progress for Small-Group Shared Reading in the Toolkit at [www.lpey.ca](http://www.lpey.ca) and in the Kindergarten Reading Guide.



## BEFORE READING

### Activating and Building Background Knowledge

Making connections

- ▶ Invite students to talk about the signs of spring they have observed and if there is something they like best about spring.

*Is there something you like best about spring? Why is that your favourite?*

#### ELL Note:

As many ELLs come from countries that do not have four distinct seasons, it would be helpful if this text is discussed in the spring when the students themselves experience milder weather, budding trees, a change to lighter clothing, and the change of activity in the schoolyard.

Visual literacy

Sequencing

Visual literacy

Synthesizing

- ▶ Show students the text and read the title 'Spring Is Here!' Explain that the text follows a duck's journey as it travels past things we might see in the spring. Offer prompts to highlight the organization of a magazine article:
  - Locate the arrow in the top left-hand corner and echo-read the sentence, 'Let's follow the duck.'
  - Point out the duck's path indicated by the webbed feet.
  - Have students look at the photograph and find something that is the same in each one.

*Watch my finger as I trace the duck's path and stop at each photograph. Can you say the number on each photograph?*

*Why do you think the duck is in every photograph?*

### Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.

*Let's read the text to find out if the duck has something it likes best about spring.*



## DURING READING

Print concepts

- ▶ Hand out the books so each student has a copy.
- ▶ Invite participation in the reading, particularly for the repeated sentence, 'Spring is here.' You may wish to ask students to echo read if the text is too difficult for full participation in choral reading during the first reading.

*I'll read and then you read with me. Remember to use the photographs to help you.*

Visual literacy

Visual literacy/sequencing  
Language predictability

- ▶ Use prompts to point out some of the special features of the text as you read it together:
  - Let's start with the title. I want you to point to the words with me. Now let's read the words in the arrow.
  - Which photograph do we look at first? How do we know where to go next?
  - Identify the topic of the first photograph (e.g., a snowman) and ask students to identify the initial letter they would expect to see. Locate the word 'snowman' in the sentence. You may wish to introduce each photograph this way (e.g., robin, flowers, kite, and ducklings).

**Print concepts**

- Select a few sentences and along with the students count aloud the number of words in the sentence.

**Analyzing**

- Look closely at each photograph.

*What is the duck doing in each picture?*



**AFTER READING**

**Synthesizing**

- ▶ Provide a prompt related to the purpose set for reading.
- ▶ Expand the discussion. Possible prompts include:

*What would you say the duck likes best about spring? What makes you say that?*

**Making connections**

**Inferring**

- What signs of spring in the text are the same as those we mentioned?
- Why do you think the duck walked past the snowman, the robin, the flowers, and the girls flying a kite?

**Inferring**

- Why would the duck stop at the ducklings?

**Second and Further Readings**

For rereadings, give each student a copy of the book and choral read the text. Depending on the needs of your students, focus on a balance of the following three areas.

**Print Concepts, Tracking, and Media Text Awareness**

- ▶ Continue to support the development of print concepts, tracking, and media text awareness by using your copy of the text to demonstrate and to verbalize key ideas (e.g., tracking print over two lines, locating unusual print arrangements such as print within the arrow, and pointing out the exclamation mark and the upper and lower case ‘h’).

**Focusing on Comprehension**

**Making connections**

- ▶ Invite students to reread the text with a focus on making connections.

**Making connections**

- ▶ During reading, pause and offer prompts:
  - Have you ever seen or done this in the spring?
  - Does this article make you think of anything else you like about spring?
  - Is there anything you don’t like about spring?
  - What would you think if you saw this duck walk by you?

**Teaching Tip:** You can change the comprehension focus each time you read to help students focus on different ideas. For example, to highlight Predicting/making connections you may decide to ask, “What do you think would be different if it was a rabbit in the text and not a duck? Would the signs of spring be the same?” For more information see the Small-Group Shared Reading Teaching Plan Outline in the Toolkit at [www.lpey.ca](http://www.lpey.ca).

High-frequency words  
Phonological awareness

Language predictability

## Working with Words

- ▶ Focus on word recognition by:
  - framing one or two high-frequency words (e.g., ‘a,’ ‘is,’ ‘the,’ ‘we’)
  - clapping the number of syllables in a selection of one- and two-syllable words
  - selecting a sentence from the text to read as a cloze activity (e.g., ‘A robin \_\_\_.’) Discuss other words that would make sense in the sentence.

## Rereadings

- ▶ Provide opportunities for students who are sufficiently comfortable with the text to reread the text with a partner.

**ELL Note:** Partner the ELL with another student or volunteer. The ELL reads the refrain ‘Spring is here.’ and the partner reads the rest. The ELL echoes what the partner has said, while pointing to the words. After doing this a few times, the article is read again, with both partners reading and pointing to the words. Finally the ELL reads the text independently.



### Home Links

Provide students with a copy of the take-home text to read chorally with family members. See Additional Resources at [www.lpey.ca](http://www.lpey.ca).

Inferring

Making connections

High-frequency words

## Focused Follow-Up

The following activities are optional. Choose those that best meet your students’ needs.

### *Dramatizing*

- ▶ Students could role play the duck telling the ducklings about the things it saw on its journey.

### *Drawing about Spring*

- ▶ Students can draw a picture of the duck walking past their favourite sign(s) of spring.

### *Building Words*

- ▶ Provide plastic or magnetic letters and ask students to make some of the high-frequency words in the text (‘a,’ ‘is,’ ‘the,’ ‘we’).

### *Word Order*

- ▶ Provide students with word cards for ‘spring,’ ‘is,’ and ‘here.’ Students can rearrange the words into sentences and decide if the sentence ‘sounds’ correct (e.g., ‘Is spring here?’)