



# Spring in the Woods

Level H / 146 words / informational

High frequency words:

*always, around, full, new, very*

## Before reading

- Look at the cover and read the title. Call attention to the informational text features within the text: bold words, glossary, diagram (field journal), photographs.
- Possible discussion questions: "What does spring look like where you live? How does spring make you feel?"

## Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *black-capped, chickadee, exciting, observe, red-bellied, salamander, and wildflowers*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *wildflowers* is a compound word.

## Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Introduce and discuss graphic organizers. A graphic organizer provides a visual representation of information, concepts, or ideas to help children understand and organize what they are reading.

### FUN FACT

The first day of spring is called the Vernal Equinox. On the first day of spring, the sunrise and sunset are about 12 hours apart everywhere on earth.

## After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What types of animals did Danny and Bee see in the woods? What did you learn about spring in the woods?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What are your favorite things about spring? What are some activities you like to do in the spring?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the rhyming words: *spring-thing*. Using magnetic letters, create other words with the same ending (*ring, bring, sing, wing, and fling*).
- Point out the apostrophe in the word *it's*. Explain that *it's* is a contraction that means *it is* or *it has*.

## Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing, intonation, and word stress.

## Writing activity

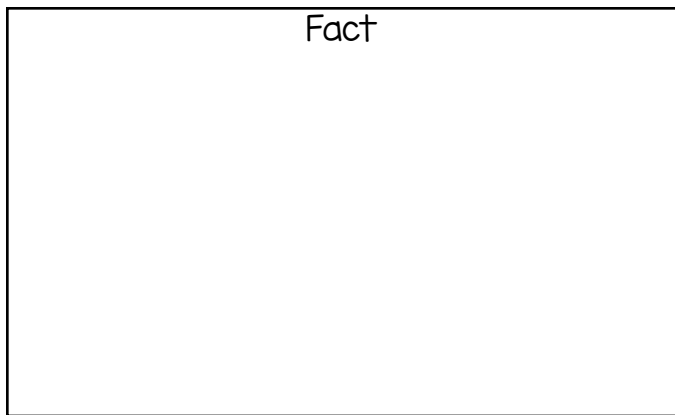
- Have each student create a web diagram graphic organizer for spring in the woods. A web diagram is often used to list ideas, facts, characteristics and/or traits related to a single topic. Have them read their web diagrams to each other.

**Teaching Points:** Introducing nonfiction/informational texts; Introducing new words; Noticing compound words; Practicing rhyming words; Noticing apostrophes in contractions; Rereading; Introducing the web diagram graphic organizer.

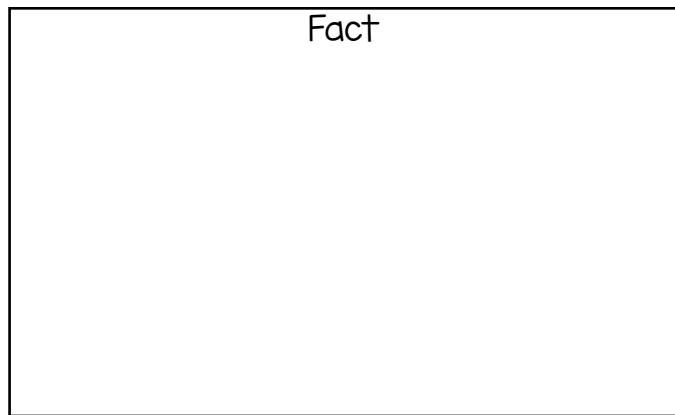
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## Web Diagram Graphic Organizer

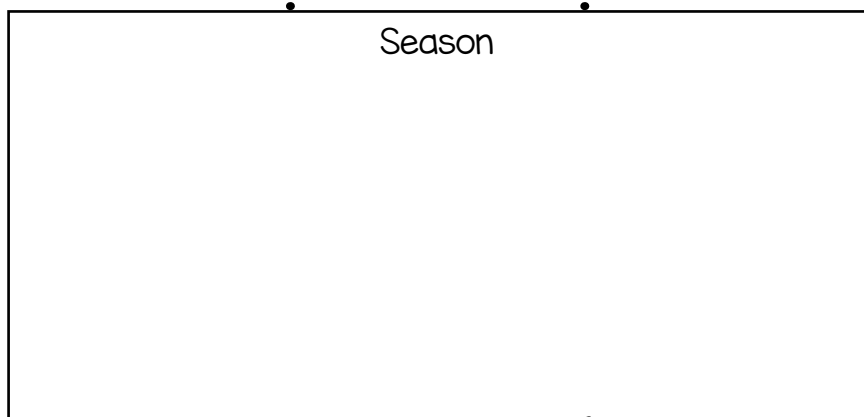
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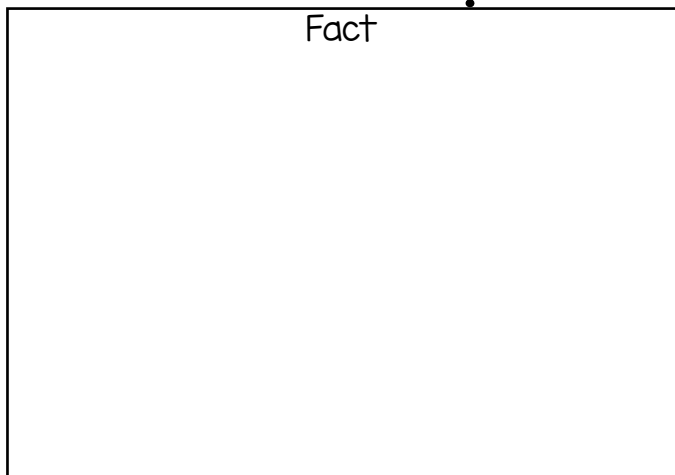
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