

# Spring

Target Word: chirping

## SHARE THE POEM

Follow the guidelines on page 7 to share the poem “Spring.” Invite children to describe signs of spring they notice, such as warmer days, leaf buds on trees, and the “cheer-up” sound of a robin. Discuss changes in what people wear as the weather gets warmer. For example, children may put away warm winter coats and wear lighter jackets.

## EXPLORE WORD MEANINGS

Reread the poem and introduce the word *chirping* (line 5). Use the following instructional sequence for teaching this word.

- Say It:** Revisit line 5 in the poem: *Birds chirping is one more reason.* Highlight the word *chirping* and say it together.
- Define It:** When you hear a bird or insect chirp, you hear a short, high-pitched sound.
- Explain It:** Sometimes at night, I hear a cricket chirping outside my window. *Chirp. Chirp. Chirp.*
- Connect It:** Tell me about birds or insects you hear chirping.
- Say It Again:** What’s the word that describes a short, high-pitched sound? (*chirp*)

## EXTENSIONS

### BOOK SHARE



**Wild Birds by Joanne Ryder (HarperCollins, 2003):** Poetic text invites readers to “look and listen” as they observe birds all around—“swirling through the air” and “speckling the treetops.” Make a connection to birds children see and hear in the world outside the classroom. What do they think birds are communicating when they chirp?

### DRAMATIC PLAY



**Birdwatchers:** Create a dramatic play area that invites children to take a bird-watching walk. Set the scene with pictures of birds and props, such as water bottles, backpacks, binoculars, and journals (for recording observations). Prompt conversations about the birds children hear “chirping.”

## More Words to Explore

Use the instructional sequence (left) as a model for exploring other words in the poem, such as:

### *flowers* (line 2)

Let children share their favorite flower, then ask: *What is a word that sounds the same as flower but is the name for an ingredient people use to make bread? (flour)* Review that these words sound the same but have different spellings and meanings.

### *adore* (line 4)

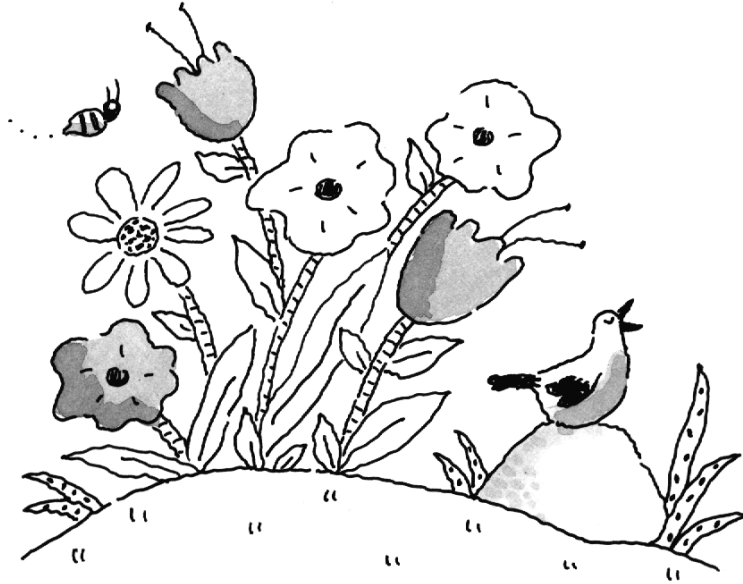
Explain that *adore* means to like something or someone a lot. Let children use the word to tell about someone or something they adore.

### *reason* (line 5)

Discuss the meaning of this word. Then let children share their favorite season and the reasons they “adore” that season.

# Spring

.....



**Signs of spring, more each day  
Rain in April, flowers in May  
T-shirts and shorts come out once more  
Spring is the season I adore  
Birds chirping is one more reason  
That I love, love, love this season.**

— Vince Novelli

# Teaching With the Lessons

**A**s you prepare to teach with the lessons in this book, review the following suggested procedures to maximize learning experiences.

**1. Prepare** Copy the poem on chart paper or project for use on an interactive whiteboard (for use with a large group). Print a class set of the poem (for small-group instruction or for children to take home to share with friends and family). Read the poem in advance of the lesson to familiarize yourself with its rhythm and flow. Reading aloud helps! Review the scripted target-word routine (Explore Word Meanings) and make any desired changes—for example, you might substitute your own connection for Explain It.

**2. Introduce the Poem** Follow the suggestions provided in each lesson (Share the Poem) to introduce the poem. Prompt children to share what they know about the topic—for example, when introducing “Fuzzy, Wuzzy Caterpillar” (page 68), you might ask: *Have you seen a real caterpillar or pictures of one? Tell me about it.*

**3. Read the Poem Aloud** As you read the poem aloud, use intonation and phrasing to support the meaning of the text and the rhythm of the language. With a large group, use a pointer to track the print as you go. With small groups, have children follow along on individual copies of the poem.

**4. Discuss the Poem** After sharing the poem, review any unfamiliar words or phrases. Provide prompts to invite children to share favorite parts and make personal connections to the poem. For example, after sharing “Maggie’s Dog” (page 74), prompt children to make connections to their own experiences by asking: *What kinds of dogs do you see in your neighborhood? What do they look like?*

**5. Explore Word Meanings** Use the instructional sequence to teach the target word. Allow time for children to have fun interacting with the word (Connect It). This might take the form of acting out the meaning—as with “Music” (page 48), for example: “Show me how you would hammer a short nail. Now show me how you would hammer a longer nail.” Children may also interact with a word by making personal connections—for example, the lesson for “Carrots” (page 34) invites children to apply their understand of the word *scrumptious*: “Tell me about a scrumptious snack you enjoy.”

**6. Extend the Lesson** Bring more meaning to the learning experience by planning deliberate opportunities for children to interact with each other and use the words they are learning. The Extensions section of each lesson provides suggestions for encouraging children to revisit the target word and apply it in different ways. For example, after sharing “Night Trucks” (page 54) and exploring the word *gaps* with children, you might take a walk together (around the school or neighborhood) to hunt for gaps, such as in playground equipment or fences. Documenting discoveries with children provides opportunities to use the target word in writing. Use the instructional sequence provided in each lesson (see step 5, above) as a model to teach with other words from each poem.

**More Words to Explore:** In addition to the target word for each lesson, you’ll find several suggestions for teaching with other words from each poem. This section covers a range of words—from simple to complex. Some familiar words are used as springboards to explore figurative language, shades of meaning, synonyms, antonyms, homophones, and categories, such as *afraid* (page 16), *blanket* (page 26), *jars* (page 42), and *shout* (page 100). More abstract words were selected to enhance word-knowledge building, such as *pizzazz* (page 40), *bustling* (page 64), and *adore* (page 98). Use the instructional sequence for Explore Word Meanings as a model to help children learn these words.