

LESSON PLAN

STEM

Hello Spring!

Shelley Rotner

Celebrate the arrival of spring with vibrant photographs, vivid language, and lyrical text.



9780823437528 • Ages 4–7 • E-book available

Objectives: Identify the main topic and retell key details of a text, distinguish between information provided by pictures and information provided by the words, distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.

Guided Reading Level: J

Grade Level: 1

Interest Level: Pre-K–3

Instructional Standards

Reading Informational Text: RI.K-3.1,2,3,4,6,7,8

Reading Foundation Skills: RF.K-3.4

Writing: W.K-3.2,7,8

Speaking and Listening: SL.K-3.1,1b,2,4,5,6

Language: L.K.3.1,3,4,5,5b,6

BEFORE READING

1. Discuss the front and back cover illustration and the title.
2. Identify the type of illustrations that are used in *Hello Spring!* (photographs)
3. Predict what the book is going to be about.
4. What do you already know about “spring”?
5. What are the four seasons?
6. What makes the seasons different from one another?
7. Why are seasons important to know about?
8. Identify the author/illustrator.
9. Discuss other books you have read by Shelley Rotner.

Take a picture walk through the book.

1. Identify the text type, fiction or nonfiction?



DURING READING

1. First reading/shared: Read aloud as students follow (uninterrupted).
2. Second reading: Read/listen to find out.

Read to Find Out

1. Identify information that is true.
2. How does Shelley Rotner use descriptive writing?
3. How do the words and phrases in the story appeal to our senses (touch, smell, taste, hearing, sight)?
4. How does Shelley Rotner use figurative language? **Figurative language is language that does not have a "normal" everyday meaning.**
5. What is the main idea of the book?
6. Identify facts and details about spring.
7. What information do you get from the photographs and what information do you get from the words in the story?
8. How does spring affect human choices and animal lives?

AFTER READING

1. How does Shelley Rotner begin the book? How does the book change from the beginning to the end?
2. What animals hibernate in winter?
3. Find all of the names of flowers in the story.
4. How do the children feel when spring arrives? Use evidence from the words and pictures.
5. How do the flowers behave in the book? (They **dance, dot, shout, grow, pop, parade, and bloom.**) Draw a picture for each. (This is figurative language. The flowers are personified.)
6. What causes the seeds to grow in spring?
7. Find the animals that match the action from the story: **creep, crawl, emerge, slither, hop, flit, buzz, dart, land, spin**
8. In small groups, act out each action above and see how many your classmates can guess correctly.
9. How do you know when summer is coming?

Go back to the story and explain what Shelley Rotner means by . . .

1. "Waiting for nature to wake up." (When nature wakes up winter is over and spring is coming.)
2. "Frozen streams thaw." (The streams melt.)
3. "A chorus of tree frogs sings." (Frogs croak.)
4. "Buds swell." (Flowers start to bloom.)
5. "Birds return with song." (Fly back.)
6. "Animals wake up from their winter sleep (hibernation)."



STEM Group Activities

1. Beginning on the spring equinox, chart the weather including temperature, wind, and rainfall. Create a graph for each. What do you notice?
2. Build a kite, have a kite-flying contest. Compare the kite that won with the others. What characteristics are important in creating a kite that will fly?

Extension Questions

1. What months are in each season?
2. What are the major holidays in each season?
3. What types of weather are typical for each season?
4. What are some fun activities for each season?
5. How is each season unique?
6. What do the seasons have in common?
7. How are the seasons different where you live compared to other places in the world?
8. Read other titles about "spring," such as *Crinkle, Crackle, Crack: It's Spring!* by Marion Dane Bauer, illustrated by John Shelley, and *Spring Is Here* by Will Hillenbrand. Compare and contrast the text type and how each author presents the topic of "spring."



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