

Books for Young Learners Teacher Resource

Book Notes



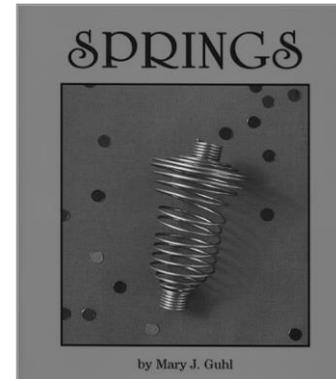
Springs

Author and Photographer Mary J. Guhl

16 pages ■ 245 words

Fountas and Pinnell Level M

Intervention Level 24



Springs

SYNOPSIS

An expository text explaining the types and uses of some springs.

WHAT THE BOOK OFFERS

- Nonfiction expository
- Third person
- Present tense
- Introduction and conclusion
- Multiple meanings of “spring”—used as noun and verb
- Technical information and topic-specific vocabulary, some difficult to decode
- Compound sentences
- More than one illustration for sections of text

POSSIBLE SKILLS EMPHASIS

- Gathering information from more complex text
- Summarizing
- Comparing and contrasting
- Synthesizing information from text and more than one illustration
- Coping with more challenging content and vocabulary

INTRODUCING THE BOOK

- Use the cover illustration to engender discussion about what the group knows about springs and about the multiple meanings of the word “spring.”
- Draw the students’ attention to the plural title and singular spring in the photograph as a reminder to look for detail in both text and photographs. Discuss synthesizing information from both to get a more detailed understanding.

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Springs (continued)

FOCUS OF INSTRUCTION

Pages 2 through 5 are an introduction because they set out the big picture about springs. What will the author probably do now?

Page 6: How does this page differ from what you have read?

What extra information did you gather from the photographs?

How might the last sentence on this page lead to the next section?

Pages 8 and 9: Was your prediction accurate?

What word do you think “compression” comes from? Which part of “compression” is often added to words? What does “compress” mean?

- A glossary specific to this book could be started here and extended during the reading and during the discussion after the reading. Or, a list could be started of examples of the various types of springs within the students’ familiar surroundings.

Pages 10 and 11: What do you notice about the photographs of all the springs? What shape is common to all that we have studied so far?

Page 12: Think about the discussion we had on the previous page. How does this page differ?

Page 15: What is the function of this page?

FOLLOWING THE READING

What is the function of a conclusion to a nonfiction/expository text? What extra information about springs did you accumulate as you read this book?

Where did you get most of the information from, the text or the photographs?

What new vocabulary did you learn?

The text started with an introduction, then. . .

When might you need to write a piece with a similar structure?

List things in the classroom that include a spring.

Create an invention in your head that is dependent on springs. Draw it as a labeled diagram. Write a caption describing how it works

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Springs (continued)

Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
FINISH THIS THOUGHT	<i>The author dedicated this book to . . . People who read this book will learn that springs . . .</i>
USE YOUR MEMORY	<i>What do extension coil springs do? What's an example of a toy with an extension spring? Find the page that tells you about extension coils to see if you were right. Why was a jack-in-the-box in this book? Why was a paper clip in this book? Where does it tell you about paper clips in this book?</i>
WHAT'S YOUR OPINION?	<i>Why do you think the author wrote that springs are useful and amazing things? Do you agree? Why or why not? What do you think could make this book even better than it is? Do you think kids should read this book? Why or why not?</i>
BE CREATIVE	<i>Look on page 6. What kind of spring do we see? What is something that a coil spring is used for? Now start on page 8 and do the same for the type of coil on that page. What kind of spring do you see? What is something that spring is used for? Then do the same for page 9, page 10, page 11, page 12, and page 14. When you have all your information, draw a picture of each type of spring and label it. Then share what you learned about springs with a friend or someone at home.</i>
VOCABULARY AGENT	<i>Use the following verbs (action words) in a paragraph (5 – 7 sentences) that is all about springs. Be sure to think of your own sentences for your paragraph. Don't ever copy from a book. Here are your verbs: *bounce *turn *squeeze *bend *unwind *twist *bend *break *stretch</i>

Book Note by Margaret E. Mooney

Additional Comprehension Prompts by Dr. Connie Hebert

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