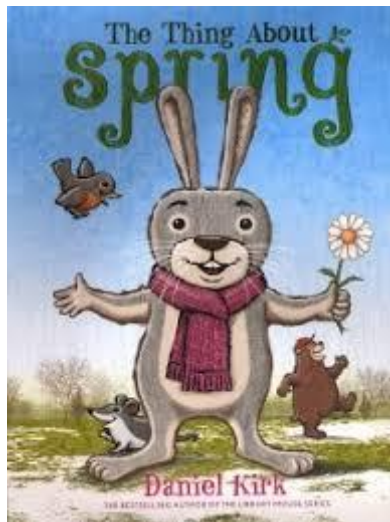


Literacy ideas based on “The Thing about Spring” by Daniel Kirk.

A resource for parents/teachers within the ‘Spring’ theme for learning.



This resource gives ideas to help students develop their comprehension skills, word rhyming skills, phonics skills and phonological awareness skills using the storybook ‘The Thing About Spring’.

This will be mainly suitable for primary school students.

Here is a link to book [https://youtu.be/ xqfm7caWhQ](https://youtu.be/xqfm7caWhQ)

Each section details a particular strategy with an activity as follows:

1. Comprehension strategies and ideas
2. A rhyme phonological awareness activity
3. Phonics activity using CVC words.
4. A choice board with activities based on the story.
5. Phonologic awareness activities.

1. Strategies and ideas to help understanding of “The Thing About Spring”.

a. Prediction

Prediction means making a good guess. You can guess what the story is about from looking for lots of clues in the book.

- Describe what can you see on the front cover to help you to guess what this book might be about?
- Can the title of the story help you to make a good guess? What characters do you think will be in the story? What is the setting?

When you make a prediction you need to give your evidence for making your prediction e.g. “I think this story will be about.....because.....”

b. I wonder.....

Be curious about the story. Look for anything that you might ‘wonder’ when you look at the front cover e.g. “ I wonder why the rabbit is wearing a scarf”, “ I wonder what the problem will be in this story”, “ I wonder are the characters friends”.

Keep thinking about what you ‘wonder’ as you read the story.

c. Visualisation

When you listen to a story there will be lots of pictures in your mind imagining what is happening in the story. You are making your own ‘movie’ in your mind.

When we visualise we use our senses. Think and talk about ‘What you see?’, ‘What you hear?’, ‘What do you smell?’, ‘What do you feel?’.

Could you draw pictures to visualise what you see in your mind when you listen to this story? As you listen to the story your ‘movie’ will always be changing.

d. Making Connections

When you read the story you can make connections or links to lots of things in your own life e.g. a book you read or maybe a film that you watched.

Does this story remind you of anything? Can you think of a time, like rabbit, when you didn’t want something to be over? How did you feel? Does this story remind you of a book that you read or a film that you watched? Are any of the characters in this story like a character that you read about before? Why?

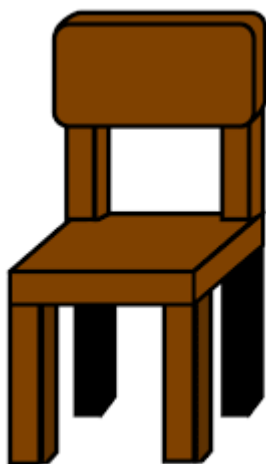
e. Summarising

When you summarise a story you think about all the important points and put them together in order from the beginning to the end of the book.

When you are telling your summary to someone remember to use words like first, then, next and finally. Don’t forget that the characters, setting, problem and solution are important to include when summarising a narrative story like “The Thing about Spring”.

2. A rhyme phonological awareness activity based on the front cover.

Can you find what rhymes with these pictures on the front cover?



Cat/Hat House/Mouse Chair/Bear Shower/Flower Bow/Snow Class/Grass

3. Phonics activity using CVC words

Draw simple boxes like below. Call out these words and ask the student to sound out and write in these CVC words from the story.

n	o	t
---	---	---

c	a	n
---	---	---

b	u	t
---	---	---

f	u	n
---	---	---

f	a	r
---	---	---

h	u	g
---	---	---

d	i	g
---	---	---

s	u	n
---	---	---

d	i	p
---	---	---

s	i	p
---	---	---

4. A choice board with activities based on the story

Try some activities from this choice board. You can choose a square or ask the student to choose a square.

Draw/ paint one of the characters in the story	Tell someone all the things that Rabbit liked about winter	Write/tell five things to describe one of the characters in the story
Find five things in the story that begin with 's'	Give three reasons why you like Spring	How many words can you write that end with 'ing' Start with thing and spring
Write three sentences describing what you see on the front cover	What did bird, bear and mouse like about Spring?	Can you think of any words that mean the same as warm/happy/said/stinky

5. A selection of phonologic awareness activities

a. Syllabic Awareness

Use the following words from the story to support syllable awareness

1 syllable	Mouse
2 syllable	Rabb/it Stink/y Whisp/ered
3 syllable	Ex/ci/ted Won/der/ful

Kinaesthetic (movement) reinforcement:

- Say the words aloud for the student and ask them to 'touch your head for the first syllable, shoulders for the second, and hips for the third syllable'. Model for them if needed.

Beating out syllables:

- Can you clap, tap or stamp out the syllables in above words.

b. Rhyme Completion Exercises

Read this rhyme with the student. Can they provide a rhyming word to finish the first sentence of each verse? Can they come up with any other verses e.g. dragon in a wagon/ bat in a hat etc.

Did you ever see a bear in a (chair)?

Did you ever see a bear in a chair?

No, I never, no, I never saw a bear in a chair

Did you ever see a bunny in (honey)?

Did you ever see a bunny in honey?

No, I never, no, I never saw a bunny in honey

Did you ever see a mouse in a (house)?

Did you ever see a mouse in a house?

No, I never, no, I never saw a mouse in a house

c. Syllable Blending

Say each of these words to the student leaving a one-second gap between each syllable. Ask the student to blend the syllables together to say the word?

be/side (beside) **a/bout** (about) **de/lic/iuous** (delicious) **tar/gets** (targets) **do/ing** (doing)

d. Onset-Rime Awareness

Student picks five objects/characters from the story and supplies three rhyming words.