

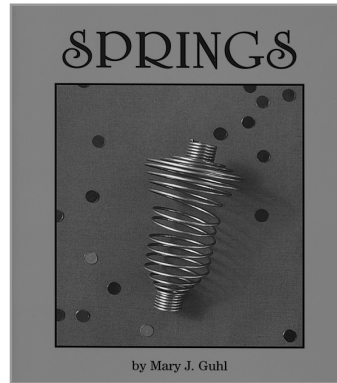
# Books for Young Learners Teacher Resource

## Book Notes



### Springs

Author and Photographer Mary J. Guhl  
 16 pages ■ 245 words



Springs

Em	Early				Fluent			
	1	2	3	4	1	2	3	4
							S	G

S = Shared G = Guided I = Independent

#### 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?*

*What is the function of a conclusion to a nonfiction / expository text?*

#### FOLLOWING THE READING

*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.*