

Lesson Plans and Teaching Resources for Fletcher and the Springtime Blossoms

5 COMPREHENSION STRATEGY LESSON PLANS AND PRACTICE PAGES

Asking Questions Lesson Plan

Asking Questions
Fletcher and the Springtime Blossoms
By: Julia Rawlinson
Grade Level: 2 / Guided Reading Level: L

Get Ready to Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

Summary

Fletcher the fox loves everything about spring! He bounces through the woods, sniffs flowers, and chases butterfly flares. But then he sees something scary: white stuff covering the ground that looks like snow. Oh no! Fletcher thinks the cold snow will hurt all his spring friends. He runs to warn everyone: the birds, Porcupine, Squirrel, and the rabbits. But when they all race back to see the snow, they discover something amazing. It's not snow at all! What could all those beautiful white flakes really be?

Link to What You Know

- Think about a time when you saw something that surprised you. What questions did you have?
- What do you know about how animals get ready for different seasons?

Important Words to Know and Understand

Buds – Small, light bumps on a plant that grow into flowers or leaves
Bustling – Full of busy activity and movement

Why Readers Ask Questions While Reading

Readers ask questions because it makes reading much more interesting. By asking questions readers can turn a text into a treasure hunt, where their job is to find the answers to their questions. When readers ask questions, they think about what they already know and what they want to find out.

When you choose a book, it's important to ask questions before you read. Read the title, the blurb on the back, and look at the cover art. What are you curious about? What do you hope to learn from reading the book?

You should also ask questions while you read. Try asking questions that help you answer who or what the book is about where or when the story takes place.

Last, it's important to ask questions after you read a book. Asking questions after reading will help you decide whether or not you understood what you read. Ask questions if you are confused or are wondering about something.

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Guided Reading Level

Activate Prior Knowledge

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Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 1 – Fletcher is bouncing along with his nose in the air. What questions do you have about what Fletcher is doing in the woods? How does asking questions before you read help you as a reader?

Page 5 – Fletcher sees white flakes falling and thinks it's snow. What questions do you have about these white flakes? What clues in the story make you wonder if Fletcher is right about the snow?

Page 8 – The birds decide to fly back south and warn Porcupine. What questions do you have about how the animals are helping each other?

Page 15 – The rabbits say, "Let's go and play in the snow!" What questions does this make you wonder about? How does this change what you're thinking about the white flakes?

Page 17 – Now we know the white flakes are blossoms! What questions do you have about Fletcher's mistake? How does asking questions throughout the story help you understand what happened?

Time to Reflect

Think – When readers ask questions they think about what they need to know in order to really understand a book. Because no two readers are the same, your questions will usually be different from other people who are reading the same book. What question did you ask that helped you to really understand or enjoy this book?

Talk – Tell your reading partner about the most important question you asked while reading. Explain how you answered your question and why the answer helped you.

Write – Use your Strategy Slip into your reader's notebook. Write about the work you did while reading this book. What types of questions helped you the most? Is there anything that you are still wondering about? If so, how can you answer your question?

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Key Vocabulary

Explanation of Strategy

Turn, Talk, and Reflect

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Understanding Text Structure
Fletcher and the Springtime Blossoms
By: Julia Rawlinson
Grade Level: 2 / Guided Reading Level: L

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Making Predictions

Understanding Text Structure

Retelling and Summarizing
A Loud Winter's Nap
By: Kirby Hudson
Grade Level: 2 / Guided Reading Level: M

Get Ready to Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

Summary

It's winter in the forest. The animals are all huddled together, trying to stay warm. One day, a loud noise wakes them up. They look around and see a bear walking towards them. The animals are scared and run away. The bear looks sad and goes back to sleep.

Link to What You Know

- Think about a time when you were scared. What happened?
- What do you know about bears?

Important Words to Know and Understand

Huddled – Grouped together
Whispered – Spoke in a low voice

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Visualizing
Fletcher and the Springtime Blossoms
By: Julia Rawlinson
Grade Level: 2 / Guided Reading Level: L

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- Understand the meaning of important words found in the book

Summary

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Answer Key for Asking Questions with Fletcher and the Springtime Blossoms

Page 1: Fletcher is bouncing along with his nose in the air. What questions do you have about what Fletcher is doing in the woods?

Page 5: Fletcher sees white flakes falling and thinks it's snow. What questions do you have about these white flakes? What clues in the story make you wonder if Fletcher is right about the snow?

Page 8: The birds decide to fly back south and warn Porcupine. What questions do you have about how the animals are helping each other?

Page 15: The rabbits say, "Let's go and play in the snow!" What questions does this make you wonder about? How does this change what you're thinking about the white flakes?

Page 17: Now we know the white flakes are blossoms! What questions do you have about Fletcher's mistake? How does asking questions throughout the story help you understand what happened?

Answer Key for Making Predictions with Fletcher and the Springtime Blossoms

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Answer Key for Visualizing with Fletcher and the Springtime Blossoms

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Answer Key for Understanding Text Structure with Fletcher and the Springtime Blossoms

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Answer Key for Retelling and Summarizing with Fletcher and the Springtime Blossoms

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Answer Key for Understanding Text Structure with Fletcher and the Springtime Blossoms

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Retelling & Summarizing

Visualizing

Practice Pages and Answer Keys

WRITING ABOUT READING WITH OPTIONAL CCSS ALIGNMENT

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Fletcher and the Springtime Blossoms: Understanding Text Structure

Fletcher's story has a problem at the beginning and a solution at the end. Describe Fletcher's problem and explain how it was solved. How did the author make the solution surprising?

I can describe how a story is written including the important parts of a beginning and an ending. CCSS: RL.2.5

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Reader's Notebook: Comprehension Strategy Slips | ©BookPagez.com

Common Core Free Option

Fletcher and the Springtime Blossoms: Understanding Text Structure

Fletcher's story has a problem at the beginning and a solution at the end. Describe Fletcher's problem and explain how it was solved. How did the author make the solution surprising?

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Reader's Notebook: Comprehension Strategy Slips | ©BookPagez.com

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 COMPREHENSION STRATEGY GRAPHIC ORGANIZERS

Asking Questions
Title: _____

Question Sentence Starter
I wonder... Why didn't... How does...
I am confused when... I am curious about... I am not sure why...

Question	Answer
Question	Answer
Question	Answer
Question	Answer

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Asking Questions

Making Predictions
Title: _____

I predict ...

My prediction was
 Correct
 Incorrect

I know because

Here is a picture about my prediction:

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Predictions

Retelling and Summarizing
Title: _____

What is this book about?

Draw a picture or write a sentence for each box below:

First	Next
Then	Last

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Retelling & Summarizing

Visualizing
Title: _____

What page did you use to practice visualizing?

Draw a picture of your mental image in the space below:

Write down some of the words that the author used to help you make this picture in your mind.

Show your picture to someone. Make sure that you drew all of the words that helped you visualize.

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Visualizing

Understanding Text Structure
Title: _____

Text Structure	Where the Text Structure was Used	How the Text Structure Helped Me
	Page:	
	Page:	
	Page:	
	Page:	

Text Structures You Might See With Reading

Description	Sequence	Cause and Effect

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Understanding Text Structure

WORD WORK LESSON PLAN AND ACTIVITIES

Instructional Focus Based on the Words in the Book

Word Work

Fletcher and the Springtime Blossoms
By: Julia Rawlinson
Grade Level: 2 / Guided Reading Level: L

Instructional Focus:
2-Syllable Double Consonant Words

Background:
Some two-syllable words have double consonants when the same consonant is used in both syllables.
In these words, the double consonant is used in both syllables.
The double consonant makes one syllable and helps students know why. This pattern is sometimes called the consonant-vowel.

Examples:

sum/mer	muf/flin
bob/bing	din/ner
sit/ting	yel/low

Materials and Preparation:

- A copy of Fletcher and the Springtime Blossoms
- Chart paper and markers
- Pencils
- Spinner (1 for each pair of students)
- Paper clip (1 for each pair of students)
- 2 woodland characters (for each pair of students)
- Springtime map (1 for each pair of students)
- 2-Syllable Double Consonant Words (1 for each pair of students)
- Optional: Word Detective Extension
- Optional: Double Consonant Words

Word Work

Fletcher and the Springtime Blossoms
By: Julia Rawlinson
Grade Level: 2 / Guided Reading Level: L

Step 2: Connect Word Work to Reading (continued)

2-Syllable Double Consonant Words in the Text

- Pause after reading and ask:
 - "What double consonant words did you hear?" (sniffing, spinning)
 - "Let's clap the syllables."
 - "Where should we split the word?" (sniff/ing, spin/ning)
- Add the words to the anchor chart.
- Tell students that you will now continue reading the rest of the story.
- Remind them to listen carefully and not interrupt while you read.
- Encourage them to notice how recognizing the double consonant helps them read the word more smoothly.
- Read Fletcher and the Springtime Blossoms.

Examples of 2-Syllable Double Consonant Words found in the text:

- bliss/soms
- bur/row
- spin/ning
- bob/bing
- sun/ny
- silly
- trill/led
- collaps/ed
- sum/mer
- flut/tered
- snug/gie
- dot/led
- snuff/led
- sniff/ing (exception to the rule- "sniff" is a base word)
- rab/bits
- roll/ing (exception to the rule- "roll" is a base word)
- hur/ried

Step 3: Guided Word Work Practice

Interactive Exploration

- Divide students into pairs.
- Provide each pair with a spinner, a paper clip, a pencil, woodland characters, and a springtime map.
- Tell students that they will take turns moving two spaces for each turn.
- Tell students that to start a turn, one student must hop two spaces on the board. Then, they must spin the spinner to land on a double consonant.
- Their job is to write a 2-syllable word in the space that they landed in that matches the double consonant that they spun (e.g., if they spin "nn," they can write "dinn/ner").
- Tell students that they can look at the anchor chart from their earlier activity, as well as the Word Work Practice Page, to help them think of words (consider writing some additional words on the board to further support students. See the word list below for suggestions).

Word Work Lesson Plan | ©BookPagez.com

List of words in the book that match the instructional focus

Step by Step Lesson Plan

2 Syllable Double Consonant Words

Name: _____

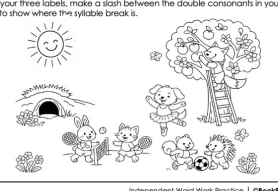
Directions:
In the words below, put a slash between the double consonants to show the 2 syllables.

better	hopping	rubber	belly
tennis	puppy	dollar	snapping

Now, in the new word list below, use what you know about 2 syllable double consonant words to put a slash between the double consonants to show the 2 syllables and write in the missing consonant.

swim_ing	ta_ping	gi_gie	wri_er
ba_el	pe_per	jo_ly	fun_y

Directions:
Look at the springtime scene below. Choose 3 actions, characters, or items to label. The labels must be 2 syllable double consonant words. Once you have made your three labels, make a slash between the double consonants in your words to show where the 2 syllable break is.



Independent Word Work Practice | ©BookPagez.com

2 Syllable Double Consonant Words

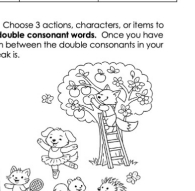
Put a slash between the double consonants to show the 2 syllables.

hop/ping	rub/ber	bell/y
pup/py	dol/lar	snapp/ping

Now, use what you know about 2 syllable double consonant words to put a slash between the double consonants to show the 2 syllable break is.

hop/ping	gi/gie	wri/er
pep/per	jo/ly	fun/y

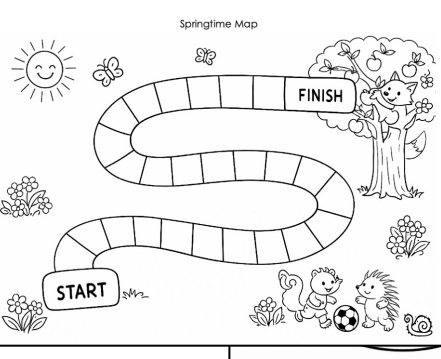
Look at the springtime scene below. Choose 3 actions, characters, or items to label with 2 syllable double consonant words. Once you have made your three labels, make a slash between the double consonants in your words to show where the 2 syllable break is.



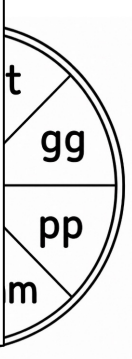
Independent Word Work Practice Answer Key | ©BookPagez.com

Independent Practice Page and Answer Key

Springtime Map



Spinner



Guided Word Work Practice | ©BookPagez.com

Interactive Activity

Double Consonant Word Hunt
Extend Engagement Activity

Directions:

- Explain to students that there are additional double consonant words in Fletcher and the Springtime Blossoms that have either 1 syllable or 3 syllables.
- Tell students that you will slowly reread the text, page by page. As you read, they should listen carefully and raise their hand when they hear or see a word with a double consonant that has 1 syllable or 3 syllables.
- Call on students to share the words they identify. As each word is shared, write it on the board. Once a student has contributed a correct example, they may move on to the next activity.
- To extend the learning, guide a brief discussion about patterns in the words collected. You might ask:
 - Where do we often see double consonants in 1-syllable words?
 - Why are some words that end in -ed still only 1 syllable?
 - How can we change some 3-syllable words into 2-syllable words (for example: happily → happy, carrying → carry, staggering → stagger, dizzy → dizzy)?
- Wrap up by reinforcing how noticing these patterns can help students read and spell longer words more accurately.

1 syllable:

- Full
- Bill
- Will
- Tell
- Passed
- Called
- He'll
- Falls
- Off
- Goes
- Popped
- All
- Rubbed
- Quilt

3 syllable:

- Butterflies
- Happy
- Carrying
- Staggering
- Dizzy
- Happily
- Collapsed
- Blossomy

Teacher Directions | ©BookPagez.com

Optional Activity to Extend Engagement

Word Detective: 2-Syllable Double Consonant Words
Extension Activity

Directions:
Be a word detective!

Be on the lookout for 2-syllable double consonant words while you read. Write the word that you find, along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: _____ Word Work Extension Activity | ©BookPagez.com

Extension Activity

WORKSHEETS

Name: _____

Animal News Report

Pretend to be a forest animal and share the "breaking spring news"

Directions:
 In *Fletcher and the Springtime Blossoms*, Fletcher mistakes blossoms for snowflakes and spreads the news to his forest friends.
 Now it's your turn to imagine yourself as an animal in Fletcher's forest and share the breaking news about the arrival of spring.
 Draw yourself as a forest animal, and complete the springtime sentence starters for your big news report!

This just in from the forest: _____

Animals are surprised because _____

Spring has officially arrived when _____

© BookPages.com | Worksheet

Writing and Drawing Activity

Name: _____ Date: _____

Directions:

- These are cause and effect cards for *Fletcher and the Springtime Blossoms*. Read the cards.
- Cut out the cause and effect cards.
- Mix the cards up then place them face down in front of you.
- Turn two cards over. If the cause and effect are a match, keep the cards and place them on your sorting mat. If they don't match flip them back over.
- Play until you find all the matches.
- Hint! The cards with a square are cause cards. The cards with a circle are effect cards.

Name: _____ Date: _____

Date: _____

EFFECT CARDS

①

②

③

④

EFFECT CARDS

he thought the white flakes were dangerous snow that would hurt the spring creatures.

Fletcher told them there was snow coming and it would be too cold.

the rabbits wanted to play in what they thought was snow.

he realized he had mistaken beautiful flower petals for dangerous snow.

REMEMBER!
 Cause is why something happened.
 Effect is what happened.

Sorting Mat for Fletcher and the Springtime Blossoms Answer Key

Compare and Contrast Matching Game and Answer Key

Compare and Contrast Questions Stems and Answer Key

Name: _____

Directions:
 The first part of the sentences below tell what happened (the effect) in the book, *Fletcher and the Springtime Blossoms*. Complete each sentence by telling the cause.

Fletcher rushed to warn his friends because _____

The birds decided to fly back south because _____

All the animals raced back to the orchard because _____

Fletcher felt silly when he saw the blossoms because _____

Fletcher and the Springtime Blossoms
Cause and Effect

_____ cause _____ he thought the white flakes were _____ spring creatures.

_____ cause _____ Fletcher told them there was _____ d.

_____ ard because _____ the rabbits wanted to play _____

_____ oms because _____ he realized he had _____ dangerous snow.

_____ ng happened. The effect is what happened.

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Reading Tip!
 Remember: The **cause** is why something happened. The **effect** is what happened.

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Fletcher and the Springtime Blossoms CCSS Assessment	Name: _____ Score: / 9
Directions: Use what you know about <i>Fletcher and the Springtime Blossoms</i> to answer each of the following questions.	
1. What was Fletcher doing at the beginning of the story?	
<input type="radio"/> A Sleeping in his den	
<input type="radio"/> B Bouncing along and chasing butterflies	
<input type="radio"/> C Looking for food	
<input type="radio"/> D Building a nest	
2. What lesson does Fletcher learn in his story?	
<input type="radio"/> A Always listen to your friends	
<input type="radio"/> B Spring is the best season	
<input type="radio"/> C Don't make quick decisions without looking carefully	
<input type="radio"/> D Animals should help each other	
3. How does Fletcher respond when he thinks he sees snow?	
<input type="radio"/> A He goes to sleep	
<input type="radio"/> B He runs to warn his friends	
<input type="radio"/> C He plays in it	
<input type="radio"/> D He hides under a tree	
4. The author uses the words 'chirping, bustling, singsong sounds.' These words help you understand that the woods are...	
<input type="radio"/> A quiet and peaceful	
<input type="radio"/> B dark and scary	
<input type="radio"/> C full of life and activity	
<input type="radio"/> D cold and empty	
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Common Core Assessment:
One question for each Reading
Informational OR Reading Literature
standard (1-9)



5. How does the story end? (RL.2.5)
<input type="radio"/> A Fletcher warns all the animals about snow
<input type="radio"/> B All the animals go back to their winter homes
<input checked="" type="radio"/> C Fletcher and his friends play happily in the blossoms
<input type="radio"/> D Fletcher feels embarrassed about his mistake
6. How do the rabbits feel differently about the white flakes than Fletcher does? (RL.2.6)
<input type="radio"/> A The rabbits are more scared than Fletcher
<input checked="" type="radio"/> B The rabbits want to play while Fletcher is worried
<input type="radio"/> C The rabbits think it's rain while Fletcher thinks it's snow
<input type="radio"/> D The rabbits want to hide while Fletcher wants to play
7. How do the illustrations help you understand that the white flakes are blossoms, not snow? (RI.2.7)
<input type="radio"/> A They show Fletcher wearing a winter coat
<input type="radio"/> B They show the animals shivering from cold
<input checked="" type="radio"/> C They show flowers on trees and warm spring colors
<input type="radio"/> D They show ice on the ground
8. This story is like other stories where characters learn that... (RL.2.9)
<input checked="" type="radio"/> A first impressions can be wrong
<input type="radio"/> B winter is better than spring
<input type="radio"/> C animals don't like snow
<input type="radio"/> D friends always agree with each other
9. What do you think Fletcher will do the next time he sees something surprising? (RL.2.10)
<input type="radio"/> A Run away immediately
<input checked="" type="radio"/> B Look more carefully before deciding what it is
<input type="radio"/> C Ask his friends to look for him
<input type="radio"/> D Ignore it completely
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Answer Key

