

Springs

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Getting ready for reading

Spend some time allowing children to explore different objects that have springs in them such as pegs, bulldog clips, staplers and some toys. Ask: *Which part of the object is the spring? What does the spring do?*

Ask: *What else can you think of that has springs?* List children's responses.

Talking through the book

You might say: *This book looks at some objects that have springs.* Walk through the book. On each right-hand page ask: *Does the [jack-in-the-box] have a spring? What does it do?* Discuss responses before turning to the next page.

Reading the book

Children read the book independently while the teacher observes the children's reading behaviours.

Teaching opportunities

Select the most appropriate teaching focus for the learning needs of the group.

Being a meaning maker

Discuss these questions. Encourage children to support their responses with evidence from the book.

Where is the spring in the peg? What does it do?

Are all springs the same shape?

Being a code breaker

Vocabulary

- High-frequency words: *this, is, a, has, what, does it, do, to, go, up, down, they*
- Word families: *spring (ing) – bring, cling, fling, ring, sing, sting, string, thing, wing*



TEXT FEATURES

- **This book is a report that explores the behaviour of springs in a number of different everyday objects.**
- **The text takes the form of introducing the object on one page and then explaining what it does on the next.**
- **Text is repetitive, using the sentence forms: *This _____ has a spring.*
What does the spring do?
*The spring helps the _____ to _____.***
- **Line breaks support phrasing.**
- **One or two lines of text on a page.**
- **Text is supported by colour photographs.**

Sounds and letters

- Hearing sounds: Children can listen to a range of words and put down a counter when they hear a word that has the /ing/ sound, for example: *sit, sun, spring, stop*

Writing conventions

- Punctuation: capital letters, full stops, question marks

Being a text user

Discuss:

What did this book help you to learn about?

How can you read the book?

Does the book help you to find out about why the springs make things go up and down?

Is there enough information in the book?

Being a text critic

Discuss:

Why has the author chosen the objects that are in the book?

Are there other objects that could have been included?

Literacy learning centres

Writing centre 1

Children work in cooperative groups to explore and compare a range of objects in and around the school, some of which have springs and some of which don't. For example: pens (including ballpoint pens with a spring), staplers, pegs, bulldog clips, paper clips, scissors.

Writing centre 2

Children work in pairs to write their own 'Springs' book about the everyday objects they have explored. Alternatively, they could draw and write about an invented machine that needs springs.

Interactive literacy centre

Children work in cooperative groups to dramatise the actions of the springs in the book. They can then perform these dramatisations for the rest of the class and ask them to guess which object is being dramatised.



Keeping track

Children and teachers can consult together, reflecting on learning and giving and receiving feedback, for example:

Child: *I don't think that all springs are the same shape – the spring in the peg is a different shape from the spring in the bike seat.*

Teacher: *I can see that you have been thinking about the information in the book and drawing some conclusions about it – that's what good readers do.*