FLETCHER AND THE SPRINGTIME BLOSSOMS
by Julia Rawlinson, illustrated by Tiphanie Beeke
Ages: 3-7; Grades: PreK-2
Themes: Seasons, Nature, Friendship
Running Time: 9 minutes

SUMMARY
Fletcher the fox is extremely excited to greet the spring and all it has to offer: warm breezes, brightly colored flowers, and animals waking up from their long winter naps. As he joyously tumbles into the orchard to celebrate the coming of spring, he is surprised and alarmed to see white flakes surrounding him. Snow?!? Fletcher hurries to tell his friends the birds to fly back south, and quickly the word is spread amongst the animals that spring is NOT here quite yet. Fortunately, the carefree bunnies hop into the orchard to see the snow for themselves, and all the animals get a wonderful surprise.

OBJECTIVES
• Students will make and verify predictions based on background knowledge.
• Students will identify the four seasons and their characteristics.
• Students will observe and record information about the changes in nature in spring.

BEFORE VIEWING ACTIVITIES
Review the four seasons with students. Use a 4-column chart to record the students’ ideas. Where possible, draw pictures to express students’ ideas. Guiding questions:
• What are the names of the four seasons?
• What is the weather like in fall (autumn)/winter spring/summer?
• What happens to plants in fall (autumn)/winter spring/summer?
• What do animals do in fall (autumn)/winter/spring/summer?

After viewing activities
Remind students of the predictions that they made before viewing the movie. Ask:
• Were we correct about what we thought Fletcher would see when spring began?
• Did he see or feel anything that we didn’t predict?
• What pictures or words helped us with our predictions?
• Why is this story called Fletcher and the Springtime Blossoms? How did the title help us with our predictions?
• What do you think will happen when the spring turns into summer? What activities will Fletcher participate in?
• What do you think that will be like?

Using children’s ideas, extend the story into the summer. Encourage students to use their own experiences to imagine things that Fletcher might like to do. Have students contribute ideas that you add to the story. Scribe the story on a large chart paper. When you are finished, read the whole story aloud to the students. Then, copy it onto blank paper, photocopied, and give to students to illustrate. Read the big story aloud daily as students follow in their individual books to encourage whole language development.

AFTER VIEWING ACTIVITIES
• Students will make and verify predictions based on background knowledge.
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