

FLETCHER AND THE SPRINGTIME BLOSSOMS

FLETCHER AND THE SPRINGTIME BLOSSOMS

by Julia Rawlinson, illustrated by Tiphonie 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?

Tell students that they are going to watch a movie about a young fox who is excited to greet the spring. Using the seasons chart completed in the previous activity, ask:

- What do you think the fox will see as spring begins?
- How do you think that the fox will feel about these changes? Why do you think he'll feel that way?

Then, review making predictions with the students. Remind students that they can use picture clues and the text to make predictions. Read aloud the title of the movie, **Fletcher and the Springtime Blossoms**. Then, read aloud the first few pages, or show the beginning of the movie. Stop at the part where Fletcher thinks he sees snow in the orchard. Ask:

- Do you think that is really snow? Why or why not?
- What in the text or pictures helped you with your prediction?
- What do you think will happen next? Why do you think that?

Encourage students to watch and listen to see if their predictions are correct.

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 do in the summertime?

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, photocopy, and give to students to illustrate. Read the big story aloud daily as students follow in their individual books to encourage whole language development.

Take a springtime trip to an apple orchard. Discuss with students how the flowers of plants turn into the fruit. If possible, visit the same orchard in the fall to pick apples!

Create a monthly "Season Watch" observation chart. Choose a day each week that the class will go out and observe and record information about the weather, temperature, and changes in plants and animals. Provide students with crayons and a sketch of the playground, including any trees in the area. Give them time to look around and observe their surroundings. Then, have them color what the trees look like, the sky, the grass, and any other observable changes in nature, such as flowers, clouds, bright sun, precipitation, etc. Once inside, discuss their observations and complete the class chart. Continue this through autumn so that students can experience and record the change of the season. (If you live in an area where the season doesn't change drastically, use pictures from magazines and newspapers to show students how the seasons change in more northern areas.)

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