

Teacher's Notes—"Summer's End"

DAY 1

Introduce and Discuss

"Summer's End" provides students with an opportunity to express strong emotion while reading a poem.

Introduce—Direct students to the selection on page 8, or display it using chart paper or a transparency. Tell students that they will read along as you read this poem. Ask them to listen and decide how the poet feels about the end of summer.

Ask Questions—Discuss how students know when summer is ending. What happens then?

Evoke Mood and Feeling—Ask students how they feel when summer ends. Are they sad that the swimming pools are closing, for example, or are they excited to go back to school and see their friends again? What other feelings could someone have at the end of summer?

Model Read and Read Together

Prosody—Read the poem once in a cheerful voice. Then read it again in a thoughtful, somewhat sad voice. Ask students which performance fits the poem better. Why?

Choral Reading—Move from modeling the poem to choral reading with students. Organize two groups. Have the first group read the first two rhyming lines of each stanza, and the second group read the third and fourth rhyming lines. Read the poem as a class two or three times.

Practice—After modeling and reading the selection together, have students practice the selection alone, in pairs, or in small groups. Then encourage students to rehearse the selection by reading it aloud at home with family members.

Related Reading—If students are progressing well, introduce "Summer." Discuss how the poems are the same and different. Point out that they are both about the end of summer. However, Viorst does not mention going back to school, and Rasinski stresses the value of school.

Summer's End

One by one the petals drop
There's nothing that can make them stop.
You cannot beg a rose to stay.
Why does it have to be that way?

The butterflies I used to chase.
Have gone off to some other place.
I don't know where. I only know
I wish they didn't have to go.

And all the shiny afternoons
So full of birds and big balloons
And ice cream melting in the sun
Are done. I don't want them done.

Judith Viorst



How did I read? How can I do better?

8 Fluency First!

A Related Selection

Summer

There's a long sunny season called summer.
When it's over, kids say, "What a bummer."

It's soon time for school,
Which can be awfully cool,
If you don't want to get any dumber.

Tim Rasinski

Coach and Rehearse

Paired Repeated Reading—Have students practice reading in small groups of four or five and individually for the group. While students are working, circulate and work with individual students, coaching them on reading with greater meaning and expression. Tell them to vary the tone of their voices and use facial expressions to indicate the poet's disappointment and sense of frustration at the inevitable end of summer.

Using the Audio CD—Students who are working together can go to the listening center to play the audio CD and practice reading their parts. They can also record their reading of the selection and listen to it for self-evaluation.

Dress Rehearsal—Allow time for prepared students to present their readings before an audience of peers. Post a sign-up sheet for students who want to participate in the dress rehearsal.

Word Work

Rhyming Words

1. Read the word in the box. Circle the words next to it that rhyme.

sun **won** bone **fun** gone **one**

go **sew** do **toe** **low** to

Change the Words

2. Change the first letter in each word to make a word from the poem. Write the word on the line.

crop **drop** leg **beg**

dream **cream** bone **done**

metals **petals** fun **sun**

cake **make** wave **have**

pull **full** dig **big**

Build Skills and Strategies

Closed Word Sort (see p. 174)—Select a dozen or more words from the selection and write them on the board, such as *one, petals, drop, nothing, stop, beg, rose, stay, way, butterflies, chase, place, where, know, wish, go, shiny, afternoons, birds, balloons, cream, melting, sun, and done*. Or have students help choose the words. Then ask the class to sort the words in various ways. For example, they might find words with the /u/ sound (examples: *one, sun, done*), words with a silent letter (*chase, know*), words with long vowel sounds (*shiny, cream*), words with two syllables (*petals, nothing, shiny, balloons, melting*), or words with three syllables (*butterflies, afternoons*).

Wordo (see pp. 176–177)—Provide students with a copy of the *Wordo* sheet and a set of markers. Have them randomly place the following words in each box on the sheet: *petals, drop, nothing, stop, beg, rose, butterflies, chase, place, afternoons, birds, balloons, cream, melting, sun, and done*. Then randomly call out the words, or offer clues (e.g. “two robins” for birds), and have students place a marker over any word that was called and is on their sheet. Students win *Wordo* when they have four words covered in a row, a column, or a diagonal, or when they have covered the four corners.

Independent Work—Assign the *Word Work* activities on page 9 of the Student Book. These activities reinforce rhyming and word recognition skills and can be completed at home or during another time.

Word Study Activities to Promote Vocabulary Development *continued*



Wordo

This game is a variation of Bingo. Blank grids (see page at right) are randomly filled with words by the students that they have been practicing. Using no particular order, you or a game leader calls out a word's definition or some unique element of the word (e.g., "this is a one-syllable word that has a silent *e*"), or a sentence leaving the target word out. (e.g., "The mother bear fed the ____.") Players find and cover up their word squares as students identify and call out the word. Dried lima beans are excellent inexpensive markers for covering words. The first player with a covered line of words running across, down, or diagonally, or all four corners covered is the winner.

listen	rain	softer	louder
sun	fish	cat	star
flower	rock	bug	cub
foot	boat	use	bike

About Fluency and Word-Recognition Skills

What is fluency?

The *Report of the National Reading Panel* says:

Fluent readers can read text with speed, accuracy, and proper expression. Fluency depends on well-developed word recognition skills It is generally acknowledged that fluency is a critical component of skilled reading.

Wordo
