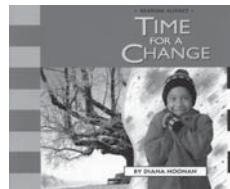


Time for a Change

by Diana Noonan



Book Summary

Time for a Change explores changes in nature and the way that living things make transitions.

Features of the Book

- The predictable position and pattern of the text.
- Two words change on pages 2, 4, and 6 to reflect the content in the illustrations.
- The way the title is repeated on each new spread.
- The high-frequency words – “for,” “to,” “And,” “a,” and “me.”
- Large, bold print for effect.
- The way the illustrations blend in the middle of each spread.

Purpose

Time for a Change can be used in a guided reading setting to introduce the following skills and strategies:

- sharing ideas about the story with others in the group;
- pointing one-to-one at each word to ensure an appropriate match;
- collecting information relating to the story to share with others.

Introducing the text

Discuss the cover of the book and talk about the concept of change in the pictures. Keep the discussion going and brainstorm the reasons for these changes.

- When do trees change?
- Do you know why they change?
- Do we change?
- How do things know when it is time for a change?

Read the title and the name of the author to the group.

Reading the text

- Sharing ideas about the story with others in the group.

■ Pointing one-to-one at each word to ensure an appropriate match.

Explain that both photographs on each spread show the same place, but at different times.

Ensure they understand that something in nature changes back and forth regularly, as shown in the images.

Pages 2 and 3 – These are a kind of ocean creature called barnacles.

- What do the words in the big type say? What has happened between the times that these two photographs were taken? When will it be time for a change? How will these creatures change?

Pages 4 and 5

- What change do you think the bat has waited for? What does it do when day changes to night?

Pages 6 and 7

- What two seasons are shown in these pictures?

The children may like to share what they know about trees at other times of the year.

Page 8 – The boy has made a change, too.

- What do you do when winter comes? What things can't you do? Are there places you can't go?

Children now read the book independently.

Revisiting the text

Discuss the predictable position of the text on each spread.

- Where is the sentence the same/different?

Look at the illustrations and identify changes.

Find words that begin with “f,” “d,” and “t.”

- What sound do these letters make?

- Do you know any other words that begin like these?

Following Up

- Collecting information relating to the story to share with others.

→ Write simple sentences about barnacles, bats, and the seasons. Illustrate each one and make them into a big book.

→ Reverse the order of the changes in this book – from wet to dry, from night to day, from winter to summer – and assist the children as they write new sentences.

■ Complete the blackline master opposite.