



# Berries for Baby Elephant

Level E / 93 words / fiction

High frequency words:

*are, come, into, one, some, you*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Looking at the cover, what is Baby Elephant eating? Where will he find the berries? How does Baby Elephant feel about the berries?"

## Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *elephant, mother, hungry, and forest*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

## Reading the text

- Have the children read the text independently. While they're reading, listen to each student and prompt them to use meaning, structure, and visual information to monitor and self-correct reading.
- Children should be able to read without using their finger to track words, except at point of difficulty.

### FUN FACT

Elephants can use their trunks to reach high leaves, but if that doesn't work they can knock the tree down!  
Elephants like to eat grasses, twigs, bark, shoots, leaves, vines, and fruit.

## After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Where did Baby Elephant and Mother Elephant go to find the berries? What berries did Baby Elephant eat? What berries did Mother Elephant eat?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "How did Baby Elephant feel when the berries were all gone? What do you do when you are hungry?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the rhyming pair: *come-some*.
- Ask the children to find the pairs of opposite words in the text: *high-low* and *down-up*. Opposites are also called *antonyms*.

## Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing and intonation.

## Writing activity

- Have each student copy and complete the following sentences: "Look at all the berries. The berries are \_\_\_\_\_." Then have the students draw a picture that corresponds to what they have written.

**Teaching Points:** Introducing new words; Practicing rhyming words; Finding and clapping multisyllabic words; Introducing antonyms.