



The Woods

Level B / 32 words / informational text

High frequency words:

a, are, here, in, the, too

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever gone for a walk in the woods? Did you see any animals while you were walking in the woods?"

Look through all the pictures

- Using the language in the story, discuss the animals introduced in each picture.
- Have students find the known words *here* and *are*. Have them locate the new word *running* by predicting how the word begins and how it ends. Clap the two syllables.

Reading the text

- Have the children read the text independently. Encourage them to read it again if they finish before the others in the group.
- While they're reading, listen to each student individually and prompt them to use meaning, structure, and letter cues at difficulty. Praise the successful use of reading cues.
- Make sure the children can match (with their finger) or track (with their eyes) each word of the text.

FUN FACT

Woods are areas of land covered with trees, an important source of clean air. One large tree can provide a day's worth of oxygen for up to four people.

After reading

- Discuss the meaning, structure, and letter cues that you noticed students using correctly at difficulty.
- **Literal comprehension:** The answers are in the text. Say, "Name some woodland animals from this story." Have the children read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think the animals are running? What kinds of homes do you think the animals make in the woods?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Find the animal words in the text: *coyote, deer, rabbit, raccoon, squirrel, and turkeys*.
- Have students name other words with the *-ing* ending (*hopping, flying, swimming, climbing*).

Rereading for fluency

- Have the children read the story again, either independently or with a partner. Use this opportunity to listen and prompt for strategy use at difficulty.

Writing activity

- Discuss what you might expect to see when walking in the woods. Have students write a sentence about an animal in the woods. Then have the students draw a picture that corresponds to what they have written.

Teaching Points: Using meaning to connect pictures to text; Finding and clapping two-syllable words; Introducing the *-ing* ending; Introducing new animal words.