



# Autumn in the Woods

Level H / 155 words / informational

High frequency words:

*around, brown, fly, over, under, many*

## Before reading

- Look at the cover and read the title. Call attention to the informational text features within the text: bold words, glossary, diagram (field journal), photographs.
- Possible discussion questions: "What types of things do you see, smell, and hear in autumn? What do you want to learn about autumn in the woods?"
- Fill in the first two columns of a KWL chart on autumn. Fill in the K section with what students already KNOW about autumn and fill in the W section with WHAT they would like to learn about autumn.

## 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: *nearby, signs, woolly, and ready*. Discuss meaning, word structure, and sounds you expect to hear in those words.

## Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Introduce and discuss graphic organizers. A graphic organizer provides a visual representation of information, concepts, or ideas to help children understand and organize what they are reading.

## After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.

- **Literal comprehension:** The answers are in the text. Ask, "What signs of autumn did Danny and Bee see in the woods? What did you learn while reading about autumn?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What activities do you do in autumn? What does autumn look like where you live? How do you get ready for winter?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students locate the rhyming words around and *ground*. Create more words with the same *-ound* ending (*sound, found, pound, mound, round*).
- Find and discuss the plural nouns in the text. Make the following nouns into plural nouns: *leaf, mouse, and acorn*.

## Rereading for fluency

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

## Writing activity

- Have each student complete the L section of the KWL chart with what they have LEARNED about autumn in the woods after reading this book. Have students share what they've learned with each other.

### FUN FACT

The Autumn Equinox is one of two days a year when the Earth receives exactly 12 hours of light and 12 hours of darkness. *Equinox* is a Latin word meaning *equal night*.

**Teaching Points:** Introducing nonfiction/informational texts; Introducing the KWL graphic organizer; Introducing new words; Practicing rhyming words with the *-ound* ending; Practicing plural nouns; Rereading.



Name .....

KWL Topic

What I <b>K</b> now	What I <b>W</b> ant to Know	What I <b>L</b> earned