



Summer in the Woods

Level H / 150 words / informational

High frequency words:

around, fly, many, very

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 do you know about summer? What would you like to know about summer in the woods?”
- Fill in the first two columns of a KWL chart on summer. Fill in the K section with what students already KNOW about summer and fill in the W section with WHAT they would like to learn about summer in the woods.

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: *bumblebee, chirp, dragonfly, and grasshopper*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *dragonfly* and *grasshopper* are compound 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 did you learn about summer in the woods?” Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, “What does summer look like where you live? Why do you think insects are more active in the summer?”

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the plural nouns in the text. Change the following words into plural nouns: *ant, bee, edge, leaf, and grasshopper*.

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 summer in the woods after reading this book. Have them share what they’ve learned with each other.

FUN FACT

The *dog days of summer* are July 3 to August 11 and are named for the Dog Star in the Canis Major constellation.

Teaching Points: Introducing nonfiction/informational texts; Introducing the KWL graphic organizer; Introducing new words; Noticing compound words; Noticing insect words (an example of specific diction); Practicing plural nouns; Rereading.



Name

KWL Topic

What I K now	What I W ant to Know	What I L earned