



# 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.



# Spring in the Woods

Level H / 146 words / informational

High frequency words:

*always, around, full, new, 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 does spring look like where you live? How does spring make you feel?"

## 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: *black-capped, chickadee, exciting, observe, red-bellied, salamander, and wildflowers*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *wildflowers* is a compound word.

## 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.

### FUN FACT

The first day of spring is called the Vernal Equinox. On the first day of spring, the sunrise and sunset are about 12 hours apart everywhere on earth.

## 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 types of animals did Danny and Bee see in the woods? What did you learn about spring in the woods?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What are your favorite things about spring? What are some activities you like to do in the spring?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the rhyming words: *spring-thing*. Using magnetic letters, create other words with the same ending (*ring, bring, sing, wing, and fling*).
- Point out the apostrophe in the word *it's*. Explain that *it's* is a contraction that means *it is* or *it has*.

## 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 create a web diagram graphic organizer for spring in the woods. A web diagram is often used to list ideas, facts, characteristics and/or traits related to a single topic. Have them read their web diagrams to each other.

**Teaching Points:** Introducing nonfiction/informational texts; Introducing new words; Noticing compound words; Practicing rhyming words; Noticing apostrophes in contractions; Rereading; Introducing the web diagram graphic organizer.



# 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.

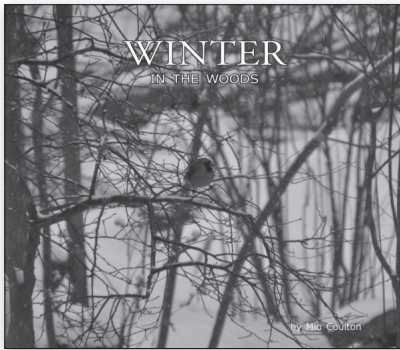
## Writing activity

- 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.



# Winter in the Woods

Level J / 223 words / informational

High frequency words:

*brown, every, fly, old, walk, warm*

## 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 winter? What do you think winter will be like 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: *amazing, deciduous, insulating, nocturnal, and unique*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *underneath, outside, and evergreen* 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.

### FUN FACT

The lowest temperature ever recorded was at Vostok Station in Antarctica. On July 21, 1983, it was -98.2 degrees Celsius (-128.6 Fahrenheit) there!

## 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 Danny and Bee see in the woods? Were there any text features that helped you better understand what you were reading?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What does winter look like where you live? What is the most interesting thing you learned about winter in the woods? Why?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words with the /ee/ vowel pattern: *deep, green, and tree*.
- Find and discuss the words with the /ea/ vowel pattern: *leaves, mean, and year*.

## 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 create a web diagram graphic organizer for winter in the woods. A web diagram is often used to list ideas, facts, characteristics and/or traits related to a single topic. Have them read their web diagrams to each other.

**Teaching Points:** Introducing nonfiction/informational texts; Introducing new words; Noticing compound words; Practicing the /ee/ sound; Practicing the /ea/ sound; Rereading; Introducing the web diagram graphic organizer.