

Lesson 1: Step into the Forest

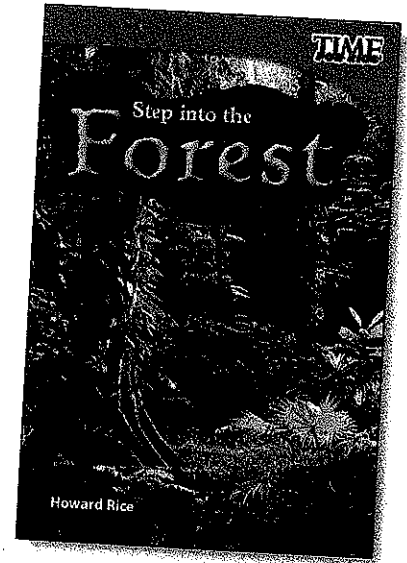
Focus Objectives

Students will be able to:

- use meaning clues to aid comprehension and make predictions about content.
- understand the main idea and supporting details of simple expository information.

TESOL Objective

Students will use English to obtain, process, construct, and provide subject-matter information in spoken and written form.



Word Work

- **High-Frequency Words:** *their, green, around, cold*
- **Word Study:** Compound words
- *Word Match-Up* activity sheet

Academic Vocabulary

- *autumn*
- *cones*
- *evergreen*
- *needles*
- *rainforest*

Comprehension Skills

- Using Meaning Clues
- Understanding Main Idea and Details
- *In the Forest* activity sheet

Writing

Use high-frequency and vocabulary words to write words, sentences, or paragraphs.

Cross-curricular Connections

- **Science:** Students know the basic needs of plants and animals.
- **Social Science:** Students know ways in which people depend on the physical environment.

Building Fluency

- **Reading the book:** repeated and choral readings
- **Reading the poem:** poetry folder; repeated readings; performance
- "If I Were a Tree" poem

Teacher Created Materials

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Lesson 1: Step into the Forest *(cont.)*

Word Work

- 1. High-Frequency Words**—Write the words *their*, *green*, *around*, and *cold* on the board. Read each word aloud.
 - Provide students with letter stamps. On chart paper, write the word *their*. Then have students spell the word with letter stamps. Next have students read the word, point to each letter while saying the letter name, and say the word again. Repeat the procedure with each of the words.
 - If you have a classroom word wall, have students add the high-frequency words to it. If time permits, read the word wall together to reinforce mastery of high-frequency words.
- 2. Word Study**—Write the title *Compound Words* on a sheet of chart paper.
 - Explain that compound words are words made of two smaller words.
 - On the chart, write the word *wood* in blue and *land* in green. Tell students that when the two words are joined, they form a new word: *woodland*.
 - Provide each student in the group with a copy of the book. Read page 11 together. Then ask students to identify the compound word (*evergreen*).
 - Invite students to brainstorm other compound words. Add the words to the list.
 - For additional practice with compound words, have students complete the *Word Match-Up* activity sheet.

Tip: When reading words from the list, have students clap when you read the first small word in the compound word and spread their hands wide when reading the second small word. For example, clap when reading *wood* in *woodland*, and spread hands wide when reading *land*. This will help students clearly identify the two words that make up each compound word.

Academic Vocabulary

1. Draw five rows on a sheet of chart paper. Label the rows as follows: *Autumn*, *Cones*, *Evergreen*, *Needles*, *Rainforest*. Have students brainstorm words that describe each vocabulary word. You may wish to use the picture glossary for support. Your chart may look similar to the chart on the right.
2. Instruct students to add high-frequency and vocabulary words to their dictionaries. Encourage them to write a word, phrase, or sentence for each word and include a picture.

Forest
Autumn —season, yellow, brown, loose leaves
Cones —pine, come from a tree, brown, bumpy
Evergreen —tree, Christmas, always green, doesn't lose leaves
Needles —green, pointy, evergreen
Rainforest —tropical, warm, monkeys

Lesson 1: Step into the Forest *(cont.)*

Comprehension

Before Reading

1. Using Meaning Clues—Show students the book. Ask them whether the book will be fiction or nonfiction and what clues tell them that. Point out that the front cover features a photograph, which is a good clue that the book is nonfiction. Remind students that nonfiction books are books about real people, real places, real things, and real events.

- Take a picture walk through the book. Discuss the ways in which the author has organized the text to include pictures, maps, and bold print to help the reader understand the nonfiction information.
- Draw students' attention to the photographs. Have them predict what they will learn while reading this book.

2. Understanding Main Idea and Details—Show students the cover of the book. Set a purpose for reading by introducing the main idea of the book. For example, you might say, "Today we are going to read a nonfiction book about forests. We will learn that there are different types of forests and each is home to different plants and animals." Have students look at the photograph on the front cover. Ask students to name some plants and animals that might be found in forests (*deer, raccoons, owls, oak trees, pine trees*).

English Language Support

Provide students with pictures of animals and trees that might be found in evergreen forests and rainforests. Help students name the pictures and sort them into the two categories. Have students explain why they put the picture in the specific category, answering with a complete sentence.

During Reading

1. Using Meaning Clues—Begin reading the book together.

- Discuss how photographs help readers to understand the text.
- Continue reading. Explain that the text features are like pictures in a picture book. The pictures give clues about the information on the page.
- Help students discover the best way to read and use the text features. Should they be read before, during, or after reading the regular text on the page?
- Provide a copy of the book to each student. Tell them to finish reading the book independently. Remind them to attend to the text features.

2. Understanding Main Idea and Details—Tell students that as you read the book, they should think about what makes forests around the world different from one another. Stop on page 13. Ask students to discuss with a partner how forests are different from one another and how they are similar. Continue reading, pausing from time to time to discuss how forests around the world are alike and different.



Assessment Opportunity—Monitor students to ensure that they are attending to the text features by having each student read aloud two to four pages followed by a brief discussion of the text with each student.

Lesson 1: Step into the Forest (cont.)

Comprehension (cont.)

After Reading

- 1. Building Oral Language**—Put students in pairs. Ask students to take turns finishing the sentence frame *I didn't know that _____* with the topic of evergreen trees on pages 11–13. Have partners take turns sharing and asking each other questions.
- 2. Understanding Main Idea and Details**—Ask students to tell you what the book is about and support that claim.
 - Have students compare and contrast the similarities and differences among forests found around the world. Ask them to show you two places in the book where the forests are similar to each other and two places where the forests are different from each other.
 - Remind students that all forests provide a home for plants and animals.
 - For additional practice with comprehension, have students complete the *In the Forest* activity sheet.

English Language Support

Write the sentences from pages 14–15 of the book on sentence strips. Hold each sentence up and read it together with students. Put the sentence strips out of order in a pocket chart, and have students place them in the correct sequence, matching the text in the book. Teach students the ordinal numbers *first* through *sixth* so that they can discuss sequencing the sentences.

Writing

Have students describe a forest, using the high-frequency and vocabulary words from the lesson.

- Give below-grade-level students a word bank to use when writing words or sentences.
- Have on-grade-level students write sentences or a paragraph with descriptive words.
- Encourage above-grade-level students to write a paragraph that includes details about the forest, such as the color of the leaves or the animals that live there.

Cross-curricular Connections



Science—Discuss with students the basic needs of plants and animals. Explain that plants and animals need certain things, such as water and nutrients, to survive. Have students make a list of needs for both plants and animals.

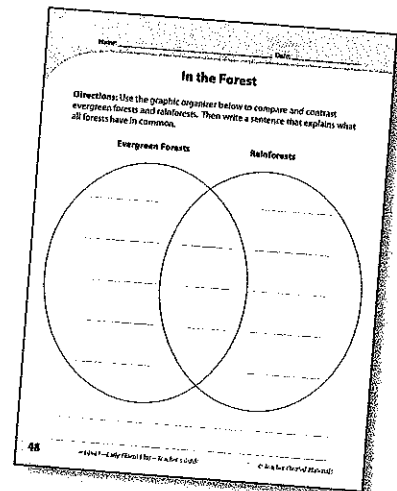
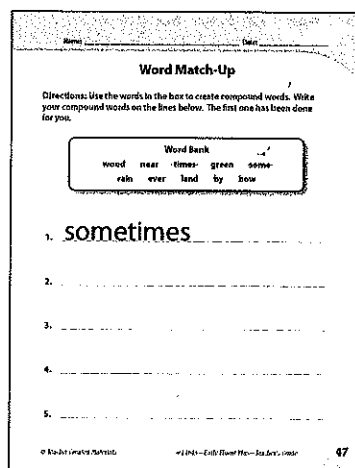
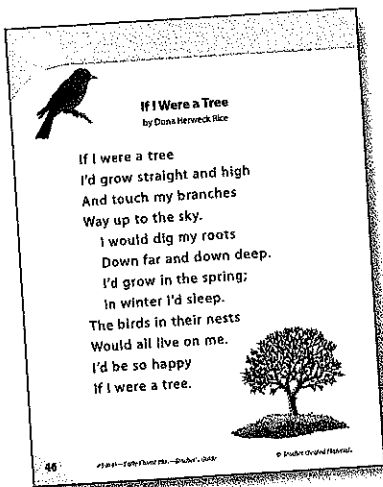


Social Science—As a class, discuss what would happen if all of the trees were cut down and animals had nowhere to live. Explain to students that we, like the animals that live there, depend on forests for lumber and clean air but that we have to be cautious not to take advantage of them.

Lesson 1: Step into the Forest (cont.)

Building Fluency

- 1. Reading the Book**—Use the choral-reading strategy to read the book several times with students, and allow students to practice reading the book silently and in pairs.
- 2. Reading the Poem**—Use one or all of the following methods for fluency practice:
 - After reading and discussing the poem “If I Were a Tree,” extend understanding by allowing students to add personal stanzas. For example, a student might add the stanza *I’d be so happy if I were a tree because all sorts of animals would play near me.*
 - Provide copies of the poem for students to place in a poetry folder. They can practice reading the poems during free-choice time and independent- or paired-reading time.
 - Write the poem on a sheet of chart paper. Encourage students to create actions, gestures, or a tune to go along with the poem. Have students rehearse and perform the poem for an audience as an alternative way for students to build fluency and enjoy language.





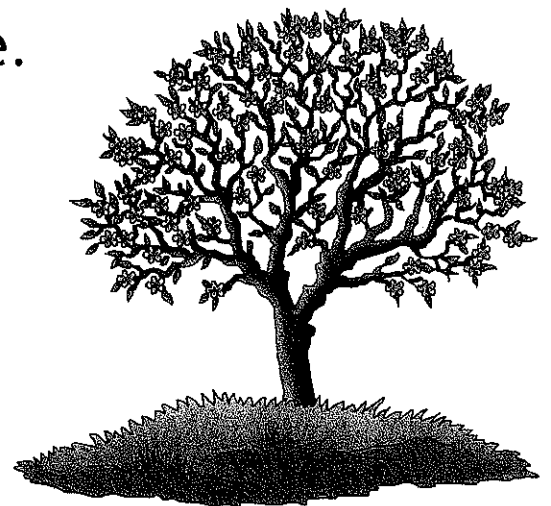
If I Were a Tree

by Dona Herweck Rice

If I were a tree
I'd grow straight and high
And touch my branches
Way up to the sky.

I would dig my roots
Down far and down deep.
I'd grow in the spring;
In winter I'd sleep.

The birds in their nests
Would all live on me.
I'd be so happy
If I were a tree.



Word Match-Up

Directions: Use the words in the box to create compound words. Write your compound words on the lines below. The first one has been done for you.

Word Bank

wood near ~~times~~ green ~~some~~
rain ever land by bow

1. sometimes

2. _____

3. _____

4. _____

5. _____

Name: _____ Date: _____

In the Forest

Directions: Use the graphic organizer below to compare and contrast evergreen forests and rainforests. Then write a sentence that explains what all forests have in common.

Evergreen Forests

Rainforests

A Venn diagram consisting of two overlapping circles. The left circle is labeled 'Evergreen Forests' and the right circle is labeled 'Rainforests'. Each circle contains five horizontal lines for writing. The overlapping area in the center also contains five horizontal lines for writing.
