

About the Book

Text Type: Fiction/Personal Page Count: 10 Word Count: 100

Book Summary

To the Woods describes a young girl's observations of woodland animals and plants. The text has a repetitive pattern that reinforces key vocabulary words. Illustrations support the text.

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions

Objectives

- Use the strategy of making, revising, and confirming predictions based on information in the text
- Identify the main idea and details
- Discriminate medial sounds
- Read words with the short /i/ vowel sound
- Recognize and use verbs in sentences
- Suggest synonyms for words

Materials

Green text indicates resources available on the website

- Book—*To the Woods* (copy for each student)
- Chalkboard or dry erase board
- Main idea and details, verbs worksheets
- Word journal (optional)
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

- High-frequency words: *go, I, run, see, the, to, when*
- Content words: *bear, birds, bugs, fox, grass, hides, log, squirrel, trees, woods*

Before Reading

Build Background

- Ask students if they know what the word *woods* means. Discuss any nearby woodland, forest, or wooded park. For students who live in urban areas or deserts and have no prior knowledge of woodlands, provide photos or magazine pictures on which they can build background.
- Ask students what kinds of things are found in the woods. Discuss plants and animals, as well as water features such as ponds, lakes, streams, and waterfalls.
- Continue the discussion by asking students what types of activities they might do in the woods (camping, hiking, fishing, bird-watching, picnicking).

Book Walk

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *To the Woods*. (Accept any answers students can justify.) Ask who they think might be going to the woods.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Explain to students that good readers make predictions, or guesses, about what will happen in a story. Explain to them that making predictions can help people to make decisions, solve problems, and learn new information. Emphasize that knowing how to make predictions is more important than whether the prediction is right, or confirmed.
- Model using the cover pictures of the book to make a prediction.
Think-aloud: I know that readers can look at the cover of a book to get an idea of what the book is about. Looking at the cover pictures, I see girl peeking through some bushes. It looks as though she is looking at something. I know that there are different kinds of animals that live in the woods. I wonder if she followed an animal into the woods. Maybe she followed the animal so far into the woods that she got lost and could not find her way back home. Making predictions about the book gets me thinking about it and gives me a purpose for reading because I want to find out if my predictions are right.
- Open to page 3 and ask students what they see. Model revising your prediction. Say: *The picture doesn't seem to show the girl following any animals into the woods. However, she is surrounded by all the trees and plants that grow in the woods. It looks as if she is taking a walk. I will revise my prediction. I think that the girl goes exploring in the woods and gets lost.*
- Have students use the pictures on the covers and title page to make a prediction before reading the book. Invite them to share their prediction.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- Reinforce new vocabulary and word-attack strategies by pointing to something in the picture, such as the squirrel. Ask students what sound they hear at the beginning of the word *squirrel*. Ask what sound they hear at the end of the word. Have students find the word *squirrel* on the page and tell you how they know the word is *squirrel*. Repeat with other vocabulary words if necessary.
- Remind students to look at the beginning and ending sounds, and other parts that they recognize, to help them say words. They should also check whether a word makes sense by looking at the picture or rereading the sentence.
- Encourage students to add the new vocabulary words to their word journals.

Set the Purpose

- Have students read to make, revise, and/or confirm predictions as they read based on the pictures and the text.


During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 3. Read the word together (*I*). Point out where to begin reading on each page. Remind students to read words from left to right. Point to each word as you read it aloud while students follow along in their own book.

Lesson Plan *(continued)*

To the Woods

- Ask students to place a finger on the page number in the bottom corner of the page. Have them read to the end of page 6, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
 - Model confirming a prediction.
Think-aloud: Before reading, I predicted that the girl would get lost while exploring the woods. Based on what I've read, I don't think this prediction is correct. The girl seems to be observing the different kinds of animals that live in the woods. I think the rest of the book will be about the animals the girl sees while walking through the woods.
 - Have students think about the prediction they made before reading. Invite them to share whether they confirmed, revised, or made a new prediction.
 - Have students read the remainder of the book. Encourage them to continue to make, revise, and/or confirm predictions as they read the rest of the story.
-  Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.


After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Invite students to discuss whether their predictions turned out to be true or whether they needed to be revised. Reinforce that making predictions about what they are reading helps them get meaning from the book and gives them a purpose for reading.
- *Think-aloud: I predicted that I would read about other animals the girl sees while in the woods. This prediction was confirmed. She saw a fox, a bear, and bugs.*
- Discuss additional strategies students used to gain meaning from the book.

Teach the Comprehension Skill: **Main idea and details**

- **Discussion:** Review the names of the animals from the book with students. Ask students which animals they have seen before.
 - **Introduce and model:** Explain to students that books they read have a main idea that tells what the book is about. The title of the book and the pictures can be clues to identify the main idea. Discuss the main idea of this book. (There are many living things in the woods.) Make a large web on the board and write the following words in the center circle: *Living things in the woods*. Explain that there are details in the book that tell about the main idea.
 - *Think-aloud: On page 5, I read about the birds the girl sees flying around in the woods. Birds are living things and they can live in the woods. This is a detail that tells about the main idea. Write birds in the first outer circle on the web.*
 - **Check for understanding:** Have students point to another detail in their book that tells about the main idea. Observe and discuss their responses.
 - **Independent practice:** Introduce, explain, and have students complete the [main-idea-and-details worksheet](#). When they have finished, discuss their responses.
-  **Extend the discussion:** Instruct students to use the last page of their book to draw a picture of another living thing that can be seen in the woods. Ask students to share their picture with the group.

Build Skills

Phonological Awareness: **Discriminate medial sounds**

- Say the words *woods* and *book*, stretching the sounds as you say each word. Ask students if they can hear something that is the same about the words. Tell them to listen to the middle sounds as you say the words again. Discuss how the medial vowel sounds are the same. Have students say the vowel sound with you.
- Tell students that you are going to say two words at a time. Have them clap if the words have the same middle vowel sound. Say the following pairs of words one at a time, stretching the sounds in each word: *squirrel/bird*; *fox/pup*; *bug/run*; *head/men*; *goes/llog*.

Phonics: **Short /i/**

- Write the word *big* on the board. Say the word as you run your finger under the letters. Repeat the process with the word *hid*. Ask students to tell which sound is the same in both words. Review or explain the short /i/ vowel sound. Ask students to identify which letter in the words stands for the short /i/ vowel sound.
- Write the following words on the board, leaving out the letter *i* in each word: *pin*, *fig*, *lid*, *sit*. Have volunteers complete the words. Then have students blend the sounds in the words together as you run your finger under the letters.
- Tell students that some words begin with the short /i/ vowel sound. Have students look on page 9 to find three words that begin with the short /i/ vowel sound (in, it, is).

Grammar and Mechanics: **Verbs**

- Remind students that some words tell actions, such as *run*, *jump*, and *play*. Have students look on page 3 and find two words that tell what the girl does (*see*, *go*).
- Direct students to page 4. Ask students to put their finger on an action word that tells what the squirrel does (*climbs*).
- Have students identify other verbs from the book. Write the words on the board. Ask volunteers to choose a verb and use it in an oral sentence.
- **Independent practice:** Introduce, explain, and have students complete the **verbs worksheet**. If time allows, discuss their answers.

Word Work: **Synonyms**

- Direct students to page 3 and have them read the second sentence. Have them put their finger on the word *big*. Ask students to think of other words that mean the same thing as the word *big* (*large*, *huge*, *enormous*, *gigantic*).
- Have students put their finger on the word *little*. Ask students to think of other words that mean the same thing as the word *little* (*small*, *tiny*).
- Explain to students that two or more words that have the same meaning are called *synonyms*. Invite students to share why writers might choose to use synonyms in their writing. Have them think of synonyms for the following words: *pretty*, *tired*, *jump*, *good*.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

Extend the Reading

Writing Connection

Brainstorm a list of things students might see in a particular area of land in their community, such as a park, forest, or field. Write the sentence *I see ____ in the ____*. Ask students to choose one place, write the sentence, and illustrate a picture about their sentence. Display the pages on a bulletin board titled “We See Many Things in the Woods.”

Social Studies Connection

Discuss the different types of animals found in the woods (bears, birds, and so on). Have pairs of students choose one animal. Provide print and Internet resources for students to locate the following information about the animal: *what it looks like*, *where it lives*, and *what it eats*. Ask students to share what they learned with the class.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- make, revise, and/or confirm predictions based on picture and text information
- identify details that support the main idea during discussion and on a worksheet
- correctly discriminate medial vowel sounds during discussion
- accurately read simple CVC words with short /i/; correctly associate the letter *i* with the short /i/ vowel sound during discussion
- correctly recognize verbs in the book; accurately use verbs in oral sentences and on a worksheet
- correctly name appropriate synonyms for commonly used words

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**