

About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 676

Book Summary

Old-growth forests are interesting and unique ecosystems. Developing over hundreds or thousands of years, these forests are home to the largest trees on Earth as well as other plants and animals that can be found nowhere else. Read to find out where these forests exist and about a few of the animals that live in them.

Book and lesson are also available at Levels L and R.

About the Lesson

Targeted Reading Strategy

- Summarize

Objectives

- Summarize to understand text
- Identify author's purpose
- Identify vowel digraphs *ea* and *ee*
- Identify subject-verb agreement
- Identify and understand the use of suffix *-ing*

Materials

Green text indicates resources are available on the website.

- Book—*Woods of Wonder* (copy for each student)
- Chalkboard or dry-erase board
- **Summarize, subject-verb agreement, suffix *-ing* worksheets**
- **Discussion cards**



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

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- Content words:

Story critical: *canopy* (n.), *coniferous* (adj.), *deciduous* (adj.), *ecosystems* (n.), *endangered* (adj.), *old-growth* (adj.)

Enrichment: *fungi* (n.), *scat* (n.), *species* (n.)

Before Reading

Build Background

- Ask students to think about and picture in their mind a tree that they have seen—perhaps one in their yard or on the school playground. Ask volunteers to share how tall they think the tree is (for example, as tall as the school building or a house), how big around it is (for example, can two friends put their arms around it?), and how old they think it is (for example, as old as the school or as old as a second grader).
- Show students the cover of the book and read the title. Explain to them the trees they will read about in this book are perhaps bigger and older than any they have ever seen.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy: **Connect to prior knowledge**

- Direct students to the table of contents. Remind them that the table of contents provides an overview of what the book is about. Ask students what they expect to find out about in each section.
- Have students preview the rest of the book, looking at photographs, captions, and other text features. Show students the glossary and explain its purpose.
- Explain to students that one way to understand and remember information in a book is to write a summary, or a brief overview, of the most important information in each section. Point out that a summary often answers the questions *who*, *what*, *when*, *where*, and *why*.
- Create a chart on the board with the headings: *Who*, *What*, *When*, *Where*, and *Why*. Model summarizing.

Think-aloud: *As I read this book, I am going to stop every now and then to remind myself about the information I have read so far about old-growth forests. Doing this helps me remember what I'm reading and makes me think about new information. When I finish reading the book, I will be able to tell, in my own words, some of the most important information from each section of the book.*

- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Author's purpose**

- Explain to students that an author usually has a reason or purpose for writing a book. The purpose is to inform, entertain, or persuade. Explain that *to inform* means *to give someone information about something*, *to entertain* means *to amuse someone*, and *to persuade* means *to convince someone to think or do something in a new way*.
- Read the title page and page 3 aloud, including the map title and captions. Model how to identify author's purpose.

Think-aloud: *When authors write, they have a reason, or purpose, for writing their book. They want to inform me, entertain me, or persuade me. When I can figure out the author's purpose, I know why I am reading! After reading the title and the table of contents and looking at the map on page 3, I think the author wants readers to learn facts and information about special forests in different parts of the world, so I think his purpose is to inform readers. Sometimes authors write for more than one purpose, so I will keep reading to see if he also wants to entertain us or persuade us.*

Introduce the Vocabulary

- Introduce the story-critical vocabulary words listed in the vocabulary section of this lesson.
- Review the correct pronunciation for the multisyllabic words *coniferous*, *deciduous*, *ecosystems*, and *endangered*.
- Discuss with students how they can determine the meaning of unfamiliar words by thinking of related words or by using their background knowledge. Write the word *canopy* on the board. Ask students if they have seen or have a canopy bed, or if their parents perhaps set up a shade canopy at soccer games. Explain to students that a *canopy* in a forest is a similar—it is a layer or cover, but it is formed by trees.

Lesson Plan *(continued)*

Woods of Wonder

- Next, write the word *coniferous* on the board and read it aloud, emphasizing the first syllable. Explain to students that the first part of the word, /cone/, can help them remember that this word means *trees that bear cones*.
- Repeat the process with the word *endangered*, pointing out that the word *danger* is inside the word and means *a plant or animal that is in danger of dying out*.
- Turn to the glossary on page 16. Read the words and discuss their meanings aloud.

Set the Purpose

- Have students read to find out more about old-growth forests and the trees that live there, stopping after each section to summarize their reading.


During Reading

Student Reading

- **Guide the reading:** Have students read pages 4 through 6. Model summarizing important information and identifying author's purpose in the section titled "Oh, That's Old!"
Think-aloud: I made sure to stop reading after this section to summarize what I'd read so far. First, I thought about the information that answered the questions who, what, when, where, and why. Then, in my mind, I organized the important information into a few sentences. Page 4 is a nice introduction to the topic of old-growth forests and helps us to get a picture in our mind, but I don't think there are any important details. Starting on page 5, I learned that old-growth forests can look different from one another, so there is no one definition according to scientists. I underlined very different, do not have one definition, and scientists. I also learned that scientists agree that old-growth forests must be at least 150 years old and that the forest structure must be complex. This allows shelter for many animals, plants, and fungi. On page 6, the author says these forests are some of the most interesting places on Earth and by studying and caring for these forests, we can learn a lot. I underlined these words and phrases too. These are all very interesting facts. I am now sure that the author's purpose was to inform me about old-growth forests.
- Invite students to assist you in filling in this information on the chart. Have them decide which facts go in the various boxes of the chart. Point out that sometimes not all of the questions (*who, what, when, where, and why*) are answered in every section. Create a summary with students on the basis of the information in the chart. (*Old-growth forests can look quite different from one another, with many types of trees, so scientists do not have one definition for them, but they do agree that these forests are all at least 150 years old. They have unique plants, animals, and fungi. They are very interesting places, and we need to protect and care for them so we can learn about them*).
- Explain to students that one way to tell that the author's purpose is to inform the reader is the presence of details that answer the questions *who, what, when, where, and why*, like the ones on the chart.
- **Check for understanding:** Have students read to the end of page 10. When students have finished reading page 10, assign student pairs to one page from this section, and have them identify the important information (for example on page 7, Who: *none*; Where: *Sequoia and Kings Canyon National Parks in California*; What: *more than 300 square miles of old-growth forest; includes mostly coniferous trees, including the giant sequoia; oldest trees on Earth; 3,000 years*).
- Have students work together to write a summary of their assigned page on a separate piece of paper.
- Ask students to explain the author's purpose in this section. Ask them if they continue to think it is to inform or if he has entertained or persuaded the reader in any way on these pages. Discuss their responses.



Have students read the remainder of the book. Encourage them to underline information in each section that answers the questions *who, what, when, where, and why*, and to keep in mind what the author's purpose is.

-  Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

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

- Assign each student pair one of the remaining sections from the book. Remind them to underline information that answers the questions *who*, *what*, *when*, *where*, and *why* while reading. Have each group discuss the information they underlined in their section. Have them use the information to rehearse an oral summary of the section. When students have finished, invite them to share and discuss their summaries aloud.
- **Think-aloud:** *I know that summarizing keeps me actively involved in what I'm reading and helps me remember what I've read. I know that I will remember more about old-growth forests because I summarized as I read the book.*
- **Independent practice:** Introduce and explain the [summarize worksheet](#). Have students fill in their underlined information, then write a summary for the section they worked on.

Reflect on the Comprehension Skill

- **Discussion:** Review the three main purposes that authors have for writing. Discuss how identifying the important details such as *who*, *what*, *when*, *where*, and *why*, made it clear that the author's purpose was to inform. Ask students if they think it is possible for an author to have more than one purpose when writing. For example, is it possible for an author to inform and persuade readers at the same time?
- **Enduring understanding:** In this book, you learned many facts about the unique ecosystems of old-growth forests. By informing you of these facts, did the author also persuade you to agree with him that old-growth forests need to be protected? Why or why not?

Build Skills

Phonics: Vowel digraphs ee and ea

- Write the word *trees* on the board. Have students find the word on page 4 and read the sentence in which it is found.
- Ask students what vowel sound they hear in the middle of the word (long /e/). Circle the ee in the word and review that the letters ee and ea can stand for the long /e/ sound as in *trees* and *leaves*. Write the word *leaves* on the board next to *trees*. Blend the letters aloud as you run your finger under the words. Have a volunteer circle the letters in *leaves* that represent the long /e/ sound.
- **Check for understanding:** Have students look on page 5 to find four other words with ea or ee representing the long /e/ sound (*tree*, *seem*, *agree*, *least*, *trees*). Point out the variant vowel digraph in the word *dead* and its different sound (short /e/) as in *bed*.
- **Independent practice:** Have students search the book for other examples of words that have the long /e/ sound represented by ea or ee. Have volunteers write examples on the board. If time allows, discuss their answers.

Grammar and Mechanics: Subject-verb agreement

- Explain to students that good writing follows rules about how the verb in a sentence works together with the subject of the sentence. The subject and the verb must agree.
- Write the following subject-verb pairs on the board: *girl, plays; plane, flies; bird, sings*. Use each pair in a sentence, for example, *The girl plays basketball*. Discuss how each subject refers to only one; it is singular.

Lesson Plan *(continued)*

Woods of Wonder

- Change each of the singular subjects on the board to make them plural (*girls, planes, birds*). Ask students to tell whether or not each new subject works, or agrees, with its verb (*no*). Have volunteers change each verb to make it work with each new subject. Discuss how the endings of the verbs must change to agree with each plural subject.
- Explain how some verbs, such as *is* and *has*, don't follow this pattern. Write the following subject-verb pairs on the board: *she, is* and *he, has*. Point out that the plural form of *she* and *he* is *they*. The plural form of *is* is *are*, and the plural form of *has* is *have*. These are called *irregular verbs*.



Check for understanding: Write the following example on the board: *Many animals live in the forest, including the Pacific fisher. This animal lives under the canopy in old-growth forests.* Ask a volunteer to underline the subject and verb in the first sentence (*animals, live*) and another volunteer to underline them in the second sentence (*animal, lives*). Discuss the subject-verb agreement.

- **Independent practice:** Introduce, explain, and have students complete the [subject-verb-agreement worksheet](#). If time allows, discuss their answers aloud after students finish.

Word Work: **Suffix -ing**

- Write the word *living* on the board. Ask students to identify the root word (*live*) and write it next to *living*. Have students use both words in a sentence.
- Explain or review that a *suffix* is a *syllable, or group of letters, added to the end of a word to alter or change its meaning, part of speech, or its verb tense*. An example of a suffix is *-ing*.
- Write the words *play, jump, and kick* on the board. Explain to students these are all *verbs*. Have volunteers add the suffix *-ing* to each word (*playing, jumping, kicking*). Discuss how, when the suffix is added, it changes the verb tense of the words. The words now describe an action that is happening right now, or in the present tense.
- Have students turn to page 5 and find the word *standing* in the third paragraph. Have a volunteer read the sentence aloud. Write the word *standing* on the board and circle the word *stand*. Discuss with students how adding the suffix *-ing* allows the word to be used as an adjective, describing the dead trees.
- **Check for understanding:** Have student pairs search for other words with the suffix *-ing* throughout the book. Have them take turns explaining what the root word is and how the word is being used in the sentence.
- **Independent practice:** Introduce, explain, and have students complete the [suffix -ing worksheet](#). If time allows, discuss answers aloud after they are finished.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can 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. Have them summarize information from the book with someone at home.

Extend the Reading

Informational Writing and Art Connection

Provide print and Internet resources for students to further research one of the old-growth forests discussed in the book. Citing information from their research and the book, have them create a small poster with at least three sections, such as types of trees and age, other plants and animals living within the ecosystem, geographic location, climate, and so on. Encourage them to add an illustration or photograph to their poster. Require an error-free final copy.

Visit WritingA-Z.com for a lesson and leveled materials on informational writing.

Math Connection

Have students research and find photographs and measurements of the tree known as General Sherman in Sequoia National Park. Compare the height, width, and circumference of the tree to other known objects (for example, the width of a house, the length of two soccer fields) to give students perspective on the relative size of the tree.

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:

- consistently use the strategy of summarizing to comprehend the text during discussion and on a worksheet
- accurately identify and understand author's purpose in text and during discussion
- accurately identify long /e/ vowel digraphs in the text and during discussion
- correctly identify subject-verb agreement within sentences in the text, during discussion, and on a worksheet
- accurately identify and understand the use of the suffix *-ing* in the text, during discussion, and on a worksheet

Comprehension Checks

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