

For students reading at **Literacy Level D/5**, including:

- English-language learners
- Students reading below grade level
- Kindergarten and first grade emergent readers

Objectives at a Glance

COMPREHENSION

Students will:

- Identify unstated main idea and supporting details
- Monitor their reading by asking questions
- Utilize text and graphic features
- Summarize the information in the book
- Answer text-dependent questions
- Respond to the book

VOCABULARY

Students will:

- Recognize high-frequency words
- Develop academic content (Tier Three) vocabulary

LANGUAGE

Students will:

- Recognize the sentence structures *Many _____ are in a _____ and A _____ is _____*
- Ask "what" questions

PHONEMIC AWARENESS

Students will:

- Listen for initial /b/

PHONICS

Students will:

- Use middle-letter cues to solve words
- Recognize initial "b" in words

FLUENCY

Students will:

- Read question marks

WRITING

Students will:

- Write to a picture prompt

What Is in a Forest?

THEME: Living and Nonliving Things

- Life at the Beach (Level A/1)
- Fun at the Beach (Level A/1)
- **What Is in a Forest? (Level D/5)**
- Fox in the Forest (Level D/5)

SCIENCE BIG IDEA:

A forest is made up of both living things and nonliving things.



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Related Resources

The following Benchmark Education Company resources support the skills and strategies taught in this lesson.

Early Explorers Partner

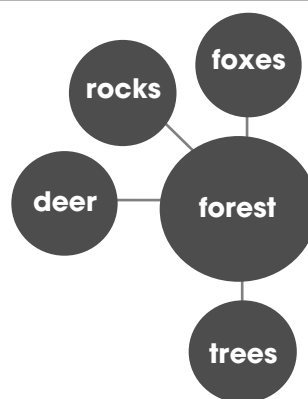
- *Fox in the Forest* (Fiction, Level D/5)

Text-Dependent Comprehension Resources

- *What Is in a Forest? Comprehension Question Card*
- Power Tool Flip Chart for Teachers
- Student Bookmark

Assessment

- *Early Explorers Overview & Assessment Handbook*
- *Grade K or 1 Comprehension Strategy Assessment Book*



Introduce the Book

- **Preview the Cover and Title Page** Give each student a copy of the book. Point to the front.

Say: *This book tells about things in a forest that are alive and not alive.* Read the title and author, and ask students to echo-read. Invite them to tell what they see in the photograph. **Say:** *This is the book's cover.* Repeat the process with the title page. **Say:** *The cover and title page get us ready to read the book.* Using the think-aloud strategy, model how to make predictions about the book based on the cover and title page information: *The title asks what is in a forest. I see a picture of a fox. I think the book will tell about animals that live in a forest.* Allow time for students to share their own predictions about the book.

Make Connections and Build Background

- **Use a Photograph** **Say:** *We will read a book about things in a forest. Some things are alive and some are not alive.* Show students the picture of the forest on page 5. **Say:** *I will tell you some things in a forest. Many trees are in a forest.* Next, ask students to Think/Pair/Share about other things in a forest. As each partnership shares, invite the rest of the students to repeat the response.
- **Use a Graphic Organizer** Draw a circle on the board and write the word **forest** in the center. Read the word and **say:** *We named things in a forest. What are some of the things we named?* As students respond, create a concept web about a forest. Then read each word and ask students to echo-read.

- **Preview the Photographs and Vocabulary** Revisit the photographs on the cover and title page. **Say:** *Nonfiction books have many photographs. Photographs help us understand the words in the books. They help us learn more, too.* Ask students to turn to pages 2 and 3, and point to each photograph as you say its matching label. Repeat the process, inviting students to echo-read. **Say:** *We will see these words in the book.* Then take students on a picture walk. Reinforce the meanings of the previewed words as you talk about the photographs. Also talk about the **trees**, **bear**, **water**, and **rocks**, and make sure students can pronounce each word.
- **Locate High-Frequency Words to Monitor Meaning** Ask students to turn to page 4 and locate the word **see**. Ask them to frame the word and check it by running their finger under the word in a left-to-right motion. Then ask students to locate the word **see** on page 10. **Say:** *See is an important word. Use the word see to help you while you read.*

- **Preview Sentence Structures** For students who need additional support, write “Many _____ are in a _____” on the board. Read the sentence structure aloud and ask students to repeat it several times. **Say:** *We used this sentence structure when we talked about things in a forest. This sentence structure is in the book, too. Page 6 has a sentence with this structure. Model how to frame the sentence between two fingers. Then read the sentence aloud and ask students to echo-read. Invite students to turn to page 8. Ask: Can you frame a sentence with a “Many _____ are in a _____” structure? Assist as needed, and then read the sentence aloud and ask students to echo-read. If students need additional practice, allow them to locate and read the sentence structure on page 14. Finally, repeat the process with “A _____ is _____” on pages 6, 8, and 10.*

- **Use Graphophonic Cues** **Say:** *Another word in this book is **not**. Say the word **not**. What letter do you expect to see in the middle? (Allow time for students to respond, assisting as needed.) Find the word **not** on page 12. Once students locate the word, repeat the process with **rock** on page 12. Say: Use middle-letter sounds to help you when you read.*

- **Scaffold Spanish-Language Speakers** Say the word **in**. **Ask:** *Does **in** sound like a word you know in Spanish? (Allow time for students to respond.) The English word **in** sounds like the Spanish word **en**. **In** and **en** mean the same thing, too. Write **in** on the board and ask students to locate it on page 4 in the book. Repeat the process with **rock** on page 12 and the Spanish word **roca**, pointing out that the words mean the same thing and sound similar. Then point out that the word **see** on page 4 sounds like the Spanish word **sí** but does not mean the same thing. Repeat with **too** on page 10 and the Spanish word **tú**. Finally, invite students with other first languages to share their cognates.*

Set a Purpose for Reading

- Direct students’ attention to the forest web. **Say:** *Now it’s time to whisper-read the book. Read to learn what is in a forest.*

Observe and Prompt Reading Strategies

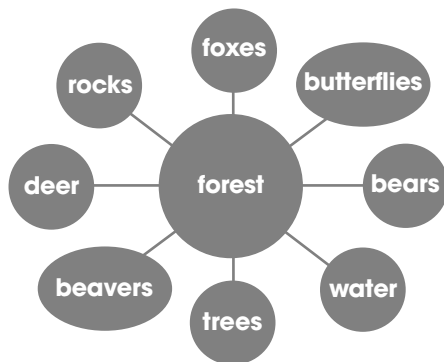
- After the supportive introduction, students should be able to read all or most of the book on their own. Observe them as they read. Take note of the graphophonic, syntactic, and semantic cues they use to make sense of the text and self-correct. Prompt individual students who have difficulty problem-solving independently, but be careful not to prompt English-language learners too quickly. They may need more time to process the text as they rely on their first language for comprehension.

Strategic Reading Prompts

Cue Source	Prompt	Example	Page
Graphophonic	Look at the middle letter.	can	4
Syntactic	Think about the sentence structure.	A butterfly is alive.	8
Semantic	Check the picture.	bears	10

Use the Graphic Organizer to Summarize

- Ask students to think about their reading. **Ask:** *Do we need to add any forest things to the web? Record words students suggest. Choral-read the entire web. Then ask students to use the graphic organizer to tell a partner about the book.*



Reading Strategy Mini-Lesson: Ask Questions

- **Reflect** Ask students to think about the parts of the book that were hard for them to understand. **Ask:** *What did you do to help yourself understand what you read?*
- **Model Say:** *I want to make sure I understand what I read. One way is to ask questions before, during, and after reading. I will turn back to pages 4 and 5. When I looked at the photograph, I asked myself a question. I wanted to know what the photograph shows. I found the answer in the text. The text says: "What can you see in a forest? What is alive in a forest?" Now I know the photograph shows a forest. I asked myself a different kind of question about page 8. The text says: "Many butterflies are in a forest. A butterfly is alive." I wanted to know what butterflies eat in a forest. The book doesn't answer this question. I will have to find the answer another way.*

- **Guide** Ask students to turn to pages 10–11. Ask the following questions, allowing time for students to respond after each one: *Did you ask yourself a question when you saw this photograph? Did you wonder what the animal is? Did the book answer your question? Do you have another question about this page? Is your question answered in the book? How could you find out the answer?* After students share any additional questions, invite them to tell how asking questions helped them better understand pages 10–11.

- **Apply** Ask each student to turn to his or her favorite page. Then ask students to read the page to a partner and share any questions they have. The partner may then find the answer in the book or help think of another way to find the answer. Observe students as they ask questions, providing assistance if needed. See the *Early Explorers Overview & Assessment Handbook* for an observation chart you can use to assess students' understanding of the **ask questions** monitor-reading strategy. Then **say:** *You can ask yourself questions anytime you read. Remember to ask questions to help you understand.*

Answer Text-Dependent Questions

- **Explain** Remind students that they can answer questions about books they have read. **Say:** *We answer different kinds of questions in different ways. I will help you learn how to answer each kind.* Tell students that today they will practice answering *Prove It!* questions. **Say:** *The answer to a Prove It! question is not stated in the book. You have to look for clues and evidence to prove the answer.*

- **Model** Use the first *Prove It!* question on the Comprehension Question Card. **Say:** *I will show you how I answer a Prove It! question. I will read the question to figure out what to do. The question says: "Look at page 16. The beavers swim in water. What clues tell where the beavers are?" What important information does this question give? (Allow student responses.) Yes, I need to look on page 16. I need to find clues about where the beavers are. The photograph on page 16 shows a beaver. The beaver is swimming in water. I have located the clues I need to answer the question. I can guess, or infer, that beavers swim in water. The clues answer the question. The answer makes sense.*
- **Guide** Ask students to answer the other questions on the Comprehension Question Card. Use the Power Tool Flip Chart and Student Bookmark to provide additional modeling as needed. Remind students to ask themselves: *What is the question asking? How can I find the answer? Does my answer make sense? How do I know?*

Build Comprehension: Identify Unstated Main Idea and Supporting Details

- **Explain** Create an overhead transparency of the *What Is in a Forest?* graphic organizer on page 8 or draw it on the chalkboard. **Say:** *Nonfiction books have main ideas and supporting details. The main idea is the most important thing we learn. Details tell about the main idea. Sometimes the author states the main idea. Other times readers use the details to figure out the main idea. Knowing the main idea helps readers get the most out of the book.*
- **Model Say:** *I know from the title that the book is about a forest. The author does not state the main idea, though. We will use the details to figure out the main idea. I read about something in a forest on page 6. I read about trees. Trees are a detail in the book. I will write **trees** in the first **Detail** box on the graphic organizer. I read about something else in a forest on page 8. I read about butterflies. Butterflies are another detail in the book. I will write **butterflies** in the next **Detail** box.*

- **Guide Say:** *Let's find some more details. Look on page 10. What do we read about in a forest? (bears) What detail do we read about on page 12? (rocks) What detail do we read about on page 14? (water) What is one last detail we read about? (beavers) As students call our responses, add the words to the **Detail** boxes on the graphic organizer.*
- **Apply** Review the supporting details, and then ask each student to work with a partner to figure out the book's main idea. Remind them that the main idea is the most important thing they learned in the book. Once each partnership has shared, agree on how to word the main idea and add it to the graphic organizer. Finally, read the completed graphic organizer aloud and invite students to echo-read.

NAME _____ DATE _____

What Is in a Forest?
Identify Unstated Main Idea and Supporting Details

Main Idea: Many things are in a forest. Some are alive and some are not alive.	Detail: trees
	Detail: butterflies
	Detail: bears
	Detail: water
	Detail: rocks
	Detail: beavers

WHAT IS IN A FOREST? © 2007 Benchmark Education Company, LLC

Teacher Tip Use Benchmark Education Company's *Comprehension Strategy Assessment* books to assess students' ability to identify main idea and supporting details in other brief, grade-level texts.

Home Connection

- Give students the take-home version of *What Is in a Forest?* to read to family members. Encourage students to work with a friend or family member to make a list of other things in a forest. Invite them to bring their lists to share with the group.

Reader Response

Invite students to respond to the book in a way that is meaningful to them. Model and use think-alouds as needed to scaffold students before they try the activities on their own.

- Draw a picture of your favorite forest animal. Label the picture with the animal's name.
- Tell about a forest you have seen or heard about in another book or story.
- Tell about something you learned in the book. Use the sentence frame *A _____ is _____.*
- Use the photographs in the book to retell the information to a partner.
- Rate the book with a 1 (don't like), 2 (okay), or 3 (like a lot). Tell why you chose that rating.
- Write about what you thought was most important in the book.

Write to a Picture Prompt

- **Retell** Tell students they will tell a small part of the book in their own words. Then they will write down their words. **Say:** *I like the pictures in this book. I will choose one and retell that part of the book in my own words. Look at pages 6 and 7. I can tell about this picture: I see a forest. A forest has many trees. The trees are alive. What do you notice about the picture? How would you retell this part of the book?* Allow time for students to respond. **Ask:** *Which picture do you like best? How would you retell that part of the book?* Allow time for students to respond, prompting further if needed. **Say:** *You have retold part of the book based on the picture you chose. Now write about what happened. After you are finished, read your retelling to a partner.*

Phonemic Awareness:

Listen for /b/

- Tell students you will read a page from *What Is in a Forest?* Ask them to listen for words that begin with the **/b/** sound: *"Many butterflies are in a forest. A butterfly is alive"* (page 8). Reread the sentence if needed so students can identify the words **butterflies** and **butterfly**.
- **Say:** *I will say some more animal names. Some begin with the **/b/** sound, like **butterfly**, and some do not. Please listen carefully. Flap your hands like a butterfly's wings if you hear a word that begins with **/b/**: **bees, bison, ducks, bats, foxes, birds.***

Phonics: Initial "b"

- Write the letter **"b"** on the board. Tell students they will go on a letter **"b"** hunt in *What Is in a Forest?* Ask them to locate words that begin with **"b"** on pages 8, 10, and 16.
- Ask students to brainstorm words that begin with **/b/**. List the words on the board. Read each word, inviting students to echo-read.
- **Say:** *I will act out one of the words on the list. You will guess which word it is. I will circle the letter **"b"** in the word. Then you will know you guessed correctly. Model the process using one of the words on the list. Then invite each student to act out one of the words and circle the letter that makes the **/b/** sound.*

Vocabulary

- **Academic Content Vocabulary** Review the book with students and record the words **forest**, **butterfly**, **alive**, **beaver**, **tree**, **bear**, **rock**, and **water** on index cards. Invite students to read the words with you and add illustrations to the cards. Then hold the cards up one at a time and say the matching sentence starter. Ask student partners to complete the sentence, assisting as needed with one of the suggested words or phrases.
*We see **water** in a _____. (pond, lake, river, pool)*
*A **bear** is a _____. (big animal, furry animal, brown animal)*
*An animal that is **alive** can _____. (move, eat, breathe, sleep)*
*A **tree** has _____. (leaves, branches, roots, a trunk)*
*A **beaver** is a _____. (small animal, furry animal, brown animal)*
*We might see a **butterfly** on a _____. (flower, bush, fence)*
*A **forest** has _____. (trees, animals, birds)*
*We might see a **rock** in the _____. (park, yard, garden)*

Language Development: “What” Questions

- **Model Say:** *Sometimes authors ask “what” questions. A “what” question has the word **what** at the beginning and a question mark at the end. Let’s turn to page 4 and read each sentence together: “What can you see in a forest? What is alive in a forest?” I see the word **what** at the beginning of each sentence. I see a question mark at the end of each sentence. Both sentences are “what” questions. The author answers both “what” questions in the book. I can ask “what” questions, too. Model asking “what” sentences as you point to a corresponding item or pantomime the action. Invite students to whisper the answers to a partner:*
***What** is the name of our book?*
***What** can I do with this piece of paper?*
***What** will you take home from school today?*

- **Guide** Invite students to read the first sentence on page 12. **Ask:** *Is this a “what” question? How do you know? Does the author answer the question in the book?*
- **Apply** Ask student partners to make up their own “what” questions. Encourage them to act out their questions as well, and invite other group members to offer answers.

Fluency: Read Question Marks

- **Say:** *Sometimes authors ask questions. We can recognize a question by the question mark at the end of a sentence. Our voices sound different when we ask something. Our voices move to a higher pitch at the end of a question. Good readers say the end of a question in a higher pitch, too. Saying the end of a question in a higher pitch shows that the author is asking something. The higher pitch helps listeners understand that the author is asking something, too.*
- Ask students to turn to page 12. First, read the question in a flat voice. Hold your hand level as you read the question. Discuss how your voice makes the question sound. Then read the question again, moving your hand upward as you move your voice to a higher pitch at the end of the question. Ask students to echo-read and move their hands along with yours.
- Ask students to turn to page 16. Choral-read the page with them, moving to a higher pitch at the end of the question.
- Invite students to take turns rereading *What Is in the Forest?* with a partner. Remind them to move their voices to a higher pitch at the end of each question.

What Is in a Forest?

Identify Unstated Main Idea and Supporting Details

Main Idea:	→	Detail:
	→	Detail:
	→	Detail:
	→	Detail:
	→	Detail:
	→	Detail: