

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 characters and setting
- Identify cause and effect
- Monitor their reading by making connections
- Utilize text and graphic features
- Summarize the story
- Answer text-dependent questions
- Respond to the book

GENRE STUDY

Students will:

- Recognize the characteristics of an animal fantasy
- Determine the story's message

VOCABULARY

Students will:

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

LANGUAGE

Students will:

- Recognize the sentence structures *I like _____ and _____ likes the _____*
- Use correct subject/verb agreement

PHONEMIC AWARENESS

Students will:

- Listen for initial /w/

PHONICS

Students will:

- Use final-letter cues to solve words
- Recognize initial "w" in words

FLUENCY

Students will:

- Read exclamation points

WRITING

Students will:

- Write to a picture prompt

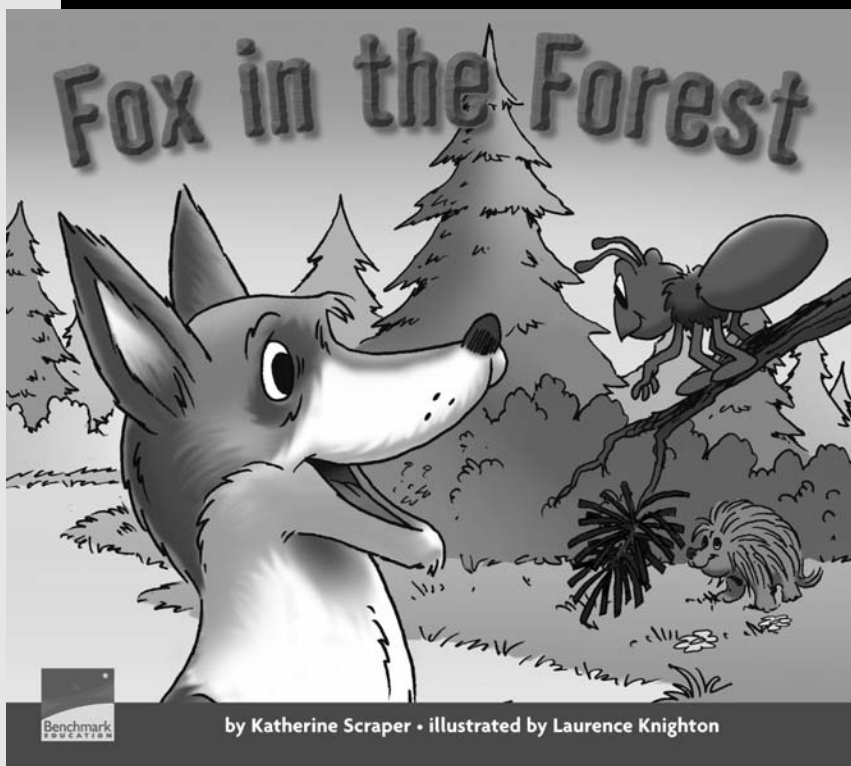
Fox in the Forest

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)**

GENRE/SUMMARY:

In this animal fantasy, Ant, Porcupine, Owl, Weasel, and Bear welcome Fox to the forest.



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Related Resources

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

Early Explorers Partner

- *What Is in a Forest?* (Nonfiction, Level D/5)

Text-Dependent Comprehension Resources

- *Fox in the 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*

I think . . .	I find out . . .
birds	
bears	
deer	
squirrels	
hikers	

Introduce the Book

- **Preview the Cover and Title Page** Give each student a copy of the book. Point to the front. **Say:** *This story is about a fox in a forest.* Read the title and author, and ask students to echo-read. Invite them to tell what they see in the illustration. **Say:** *This is the book's cover.* Repeat the process with the title page. **Say:** *The cover and title page help us get 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 tells me we will read about a fox in a forest. The illustration shows a fox walking. I think this fox is going to a forest.* Allow time for students to share their own predictions about the story.
- **Introduce Characters and Setting** **Say:** *The animals in the story are called characters.* Ask students to turn to pages 2 and 3, and point to each illustration as you read the matching name. Repeat the process, inviting students to echo-read. Then **say:** *The setting is where the story takes place. What is the setting of this story?* Help students use the title and illustrations to determine that the story takes place in a forest.
- **Preview the Illustrations and Vocabulary** Revisit the illustrations on the cover and title page. **Say:** *The pictures in fiction books are called illustrations. The illustrations help us understand the words in the book.* **Say:** *We will see these words in the book.* Take students on a picture walk, emphasizing the words **forest, fox, owl, porcupine, ant, weasel, bear, and bees** as you talk about the illustrations and what is happening in the story. Make sure students can pronounce each vocabulary word.

Make Connections and Build Background

- **Use Drama** **Say:** *We will read a book called Fox in the Forest. The animals in the story welcome a new animal to the forest. I will pretend I am welcoming a new student to our class.* Pretend to do so, using an "I like . . ." sentence to tell the new student something you like about the class. Then invite students to act out how they would welcome a new student and share something they like about the class.
- **Use a Graphic Organizer** Draw a two-column chart with the headings **I think . . .** and **I find out . . .** **Say:** *In the story, a fox comes to the forest. Who do you think Fox will see in the forest?* Write students' ideas in the **I think . . .** column of the prediction chart. Then read each idea, prefacing it with the phrase *I think Fox will see . . .* and ask students to echo-read.

- **Locate High-Frequency Words to Monitor Meaning** Ask students to turn to page 5 and locate the word **new**. 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 **new** on page 6. **Say:** ***New** is an important word. Use the word **new** to help you while you read.*
- **Preview Sentence Structures** For students who need additional support, write “I like _____” on the board. Read the sentence structure aloud and ask students to repeat it. **Say:** *We used the words **I like** when we talked about our classroom. The words **I like** are in the book, too. Page 6 has the words **I like**.* 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 the words **I like**?* Assist as needed, and then read the sentence aloud and ask students to echo-read. If students need additional practice, encourage them to locate and read the sentence structure on page 14. Finally, repeat the process with “_____ likes the _____” on pages 10 and 12.
- **Use Graphophonic Cues** **Say:** *A name in this book is **Weasel**. Say the word **Weasel**. What letter do you expect to see at the end?* (Allow time for students to respond, assisting as needed.) *Find the word **Weasel** on page 10.* Once students locate the word, repeat the process with **Bear** on page 12. **Say:** *Use final-letter sounds to help you when you read.*
- **Scaffold Spanish-Language Speakers** Say the word **see**. **Ask:** Does **see** sound like a word you know in Spanish? (Allow time for students to respond.) The English word **see** sounds like the Spanish word **sí**. **See** and **sí** sound the same. **See** and **sí** do not look the same, though. They do not mean the same thing, either. Write the word **see** on the board and ask students to locate it on page 6 in the story. Repeat the process with **to** and **too** on pages 8 and 12 and the Spanish word **tú**, and with **come** on page 16 and the Spanish word **come**. Finally, invite students with other first languages to share their cognates.

Set a Purpose for Reading

- Direct students’ attention to the prediction chart. **Say:** *Now it’s time to whisper-read the story. Read to find out who Fox sees in the 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 students 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 final letters.	will	8
Syntactic	Think about the sentence structure.	Bear likes the forest.	12
Semantic	Check the picture.	Ant	4

Use the Graphic Organizer to Summarize

- Ask students to think about their reading. **Say:** Look at our prediction chart. Who does Fox see in the forest? Write the names students call out in the **I find out . . .** column of the chart. Then choral-read each entry, prefacing it with the phrase *Fox sees . . .* Ask students to use the graphic organizer to tell the story to a partner.

I think . . .	I find out . . .
birds	Ant
bears	Porcupine
deer	Owl
squirrels	Weasel
hikers	Bear

Genre Study

- **Say:** This story is an animal fantasy. You could see real animals such as a fox, ant, porcupine, owl, weasel, and bear. But fantasy means some things could not happen in real life. What parts of this story are fantasy? Guide students to mention that all of the animals talk and express feelings.
- **Say:** Animal fantasy stories have themes. A theme is like a message from the author. I notice something in *Fox in the Forest*. The animals that already live in the forest are kind and helpful to the new animal, Fox. How do the forest animals help Fox? (Allow time for students to tell how Ant takes Fox to meet Porcupine, Owl, Weasel, and Bear. All the animals assure Fox that they like the forest and he will, too.) The theme for *Fox in the Forest* could be “Be kind to newcomers.” The author is telling us to help people who are in a new place or situation.

Reading Strategy Mini-Lesson: Make Connections

- **Reflect** Ask students to think about the parts of the story 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 connect the story characters, setting, and events to my own experiences. Pages 4 and 5 make me think of a connection. First I read the text: “Fox goes to the forest.” I figure out that the forest is new to Fox. Then I look at the illustration. Fox looks a little scared. Fox’s experience makes me think of the first time I went to dance class. Dance class was new for me. Thinking about going to dance class helps me understand how Fox might feel.

• **Guide** Ask students to turn to pages 6–7. Read the text aloud together. **Ask:** Have you ever been new somewhere? How did you feel? Did someone talk to you and show you around? How did that make you feel? What do you do now when you see someone new? Allow time for students to share their connections. Then invite them to tell how making connections helped them better understand pages 6–7.

• **Apply** Invite students to read their favorite page to a partner and then make a connection to their own experiences. Observe students as they share their connections, providing assistance if needed. See the *Early Explorers Overview and Assessment Handbook* for an observation chart you can use to assess students’ understanding of the **make connections** monitor-reading strategy. Then **say:** You can make connections anytime you read. Remember to make connections 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: "What kind of animal is Ant?" This question asks me to analyze a story character, Ant. What other words in the sentence are important? (Allow student responses.) Yes, I need to find clues and evidence about what kind of animal Ant is. I read on pages 6–13 that Ant takes Fox to see Porcupine, Owl, Weasel, Bear, and the bees. Reading these pages helps me discover that Ant is nice. The clues and evidence prove my answer. 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 Cause and Effect

- **Explain** Create an overhead transparency of the "Fox in the Forest" graphic organizer on page 8 or draw it on the chalkboard. **Say:** *Fiction books often tell about events that happen and why they happen. The reason something happens is called the cause. What happens is called the effect. Good readers try to figure out the causes and effects in stories. Understanding causes and effects helps the readers get the most out of a story.*
- **Model Say:** *Let's figure out some causes and effects in Fox in the Forest. On page 4 I read that Fox goes to the forest. Going to the forest is a cause that makes something else happen. I will write this cause in the first column of the graphic organizer. I read that Fox sees Ant. Seeing Ant is the effect of going to the forest. I will write this effect in the second column of the graphic organizer. Now I will look at page 5. Ant says Fox is new to the forest. Being new to the forest is a cause. The effect of Fox being new is hearing that he will like the forest. I will write this cause and effect on the graphic organizer as well.*

- **Guide Say:** *Let's find another cause and effect. Look at page 6. How does Porcupine feel about the forest? (Allow time for students to respond, assisting if needed.) Yes, Porcupine likes the forest. Liking the forest is a cause. What happens because Porcupine likes the forest? (Again allow time for students to respond.) Yes, the effect is that Porcupine says Fox will like the forest, too. Let's add this cause and effect to the graphic organizer.*
- **Apply** Ask students to work with a partner to find other causes and effects in the story. Remind them that a cause happens first and an effect happens as a result of the cause. After each partnership shares, agree on how to word the entries on the graphic organizer. Finally, read the completed graphic organizer aloud and invite students to echo-read.

NAME _____ DATE _____	
Fox in the Forest Cause and Effect	
First Cause: Fox goes to the forest.	First Effect: Fox sees Ant.
Second Cause: Fox is new to the forest.	Second Effect: Ant tells Fox he will like the forest.
Third Cause: Porcupine likes the forest.	Third Effect: Porcupine says Fox will like the forest, too.
Fourth Cause: Other animals tell Fox they like the forest.	Fourth Effect: Fox looks happy.
Fifth Cause: Fox likes the forest.	Fifth Effect: Fox decides to live in the forest.
Sixth Cause: Fox says he will live in the forest.	Sixth Effect: The animals look excited and happy.

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

Home Connection

- Give students the take-home version of *Fox in the Forest* to read to family members. Encourage students to work with a friend or family member to draw a picture of Fox playing with one of the other forest animals. Invite students to bring their drawings 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.

- Think about the theme of the story. Tell about a time you helped someone new.
- Use the illustrations in the book to retell the story to a partner.
- Draw a picture of your favorite character in the story. Tell why you chose that character.
- Tell what Fox might do when a new animal comes to the forest.
- Write about your favorite part of the story.
- Rate the book with a 1 (don't like), 2 (okay), 3 (like a lot). Tell why you chose that rating.

Write to a Picture Prompt

- **Write Dialogue** Tell students they will think of something they would like to say to a character in the story. Then they will write their dialogue.
Say: *I like the pictures in this book. Sometimes I pretend I'm in the pictures, too. I think about what I would say to the characters. Look at page 5. I will pretend I'm with Ant when he talks to Fox. I would say: "You are nice, Ant. Fox looks like he needs a friend." What would you say to Fox or Ant?* Allow time for students to respond.
Ask: *Which picture do you like best? What would you say to a character in that illustration?* Allow time for students to respond, prompting further if needed.
Say: *You've thought of something to say to a character in the picture you chose. Now write your dialogue. After you are finished, read your dialogue to a partner.*

Phonemic Awareness:

Listen for /w/

- Tell students you will read a sentence from *Fox in the Forest*. Ask them to listen for a word that begins with the **/w/** sound: "Fox and Ant see Weasel" (page 10). Reread the sentence if needed so students can identify the word **Weasel**.
- **Say:** *I will say the names of other animals that live in the forest. Some begin with the /w/ sound, like **Weasel**, and some do not. Please listen carefully. Say "pop goes the weasel" if you hear a name that begins with /w/: **Worm, Moose, Woodchuck, Bear, Rabbit, Wolf.***

Phonics: Initial "w"

- Write the letter "w" on the board. Tell students they will go on a letter "w" hunt in *Fox in the Forest*. Ask them to locate words that begin with "w" on pages 5, 6, 8, 10, 14, and 16.
- Ask students to brainstorm words that begin with **/w/**. List the words on the board. Read each word, inviting students to echo-read.
- **Say:** *I will make up a sentence using one of the words on the list. Then I will circle the letter "w" in the word. Model the process using one of the words on the list. Then invite each student to make up a sentence using one of the words and circle the letter that makes the **/w/** sound.*

Vocabulary

- **Academic Content Vocabulary** Review the story with students and record the words **forest, porcupine, owl, fox, ant, weasel, bear, and bees** on index cards. Read the words aloud with students. Then invite them to label illustrations in the story with the cards and explain their placement of the words.

- **Robust Oral Vocabulary Say:** *In the story, the other animals are **sympathetic** to Fox. **Sympathetic** means showing kindness to someone who is having a hard time. Say the word with me: **sympathetic**. Here are some ways people are **sympathetic**: Jill visits others people who are alone. Wain listens to friends who need to talk. Now, tell about a way you are **sympathetic**. Try to use the word **sympathetic** when you tell about it. You could start by saying, "I am being **sympathetic** when I ____."* (Allow time for each student to respond, assisting if needed.) *What is the word we've been talking about? Yes—**sympathetic**. Let's try to use the word **sympathetic** many times today. We can use the word at school and at home.*

Language Development: Subject/Verb Agreement

- **Model Say:** Invite students to choral-read page 12. Write "Bear likes the forest" and "The bees like the forest" on the board. Underline the words **likes** and **like**. **Say:** *Bear is one character. We say one character **likes** something. The bees are more than one character. We say two or more characters **like** something. I can use the words **like** and **likes**, too.* Point to one or more students as you model sentences such as: *Juan **likes** spaghetti. Sam and Tara **like** pizza. Paula **likes** to skate. Mario and Beth **like** to swim. Isabel **likes** the color blue. Jackson and Asa **like** the color red.*
- **Guide** Write the following story sentences on the board: "Fox sees Ant." "Fox and Ant see Porcupine." Underline the words **sees** and **see**. **Say:** *Fox is one character. What does Fox do? (sees) Fox and Ant are more than one character. What do Fox and Ant do? (see) Then erase the words **Fox**, **Ant**, and **Porcupine** and replace them with new words students suggest, such as "My mom sees a movie" and "My aunt and uncle see a funny clown."*
- **Apply** Give student pairs index cards with the words **like** and **likes** or **see** and **sees**. Ask the partners to make up sentences about themselves using their words, such as "Raul likes to ride his bike." "We like to ride bikes together." Provide assistance as needed, and encourage students to hold up the correct card as they share their sentences with the group.

Fluency: Read Exclamation Points

- **Say:** *Sometimes characters talking in stories show strong feelings, such as excitement. An author can show these feelings by using an exclamation point. Our voices sound different when we show strong feelings. We talk a little faster, and our voices move to a higher pitch. Good readers say exclamations faster and higher, too. Saying exclamations faster and higher shows that the reader understands the character's feelings. Reading this way helps listeners understand the character's feelings, too.*
- Ask students to turn to page 5. First, read Ant's words in a flat voice. Discuss how this makes the listener feel. Then read Ant's words again, saying the exclamation more quickly and with a higher pitch. Ask students to echo-read.
- Ask students to turn to page 6. Choral-read the page with them, using a faster, higher voice for the exclamation.
- Invite students to take turns rereading *Fox in the Forest* with a partner. Remind them to talk faster and use a higher pitch when they read a sentence that ends with an exclamation point.

NAME _____

DATE _____

Fox in the Forest

Identify Cause and Effect

First Cause:



First Effect:

Second Cause:



Second Effect:

Third Cause:



Third Effect:

Fourth Cause:



Fourth Effect:

Fifth Cause:



Fifth Effect:

Sixth Cause:



Sixth Effect: