

For students reading at  
**Literacy Level F/9**, including:

- English-language learners
- Students reading below grade level
- First-grade readers

## Objectives at a Glance

### COMPREHENSION

Students will:

- Identify sequence of events
- Visualize
- Utilize text and graphic features
- Summarize the information in the book
- Answer text-dependent questions

### VOCABULARY

Students will:

- Recognize high-frequency words
- Develop Tier Two vocabulary
- Develop Tier Three vocabulary

### GRAMMAR, WORD STUDY, AND LANGUAGE DEVELOPMENT

Students will:

- Use subject/verb agreement
- Use base words
- Recognize the sentence structures  
*This \_\_\_\_ lives in a \_\_\_\_ and*  
*Many \_\_\_\_ eat \_\_\_\_*

### PHONICS

Students will:

- Problem-solve by searching all the way through words
- Recognize words with digraphs **ch** and **sh**

### FLUENCY

Students will:

- Read with appropriate pitch

### WRITING

Students will:

- Write to a picture prompt
- Write to a text prompt

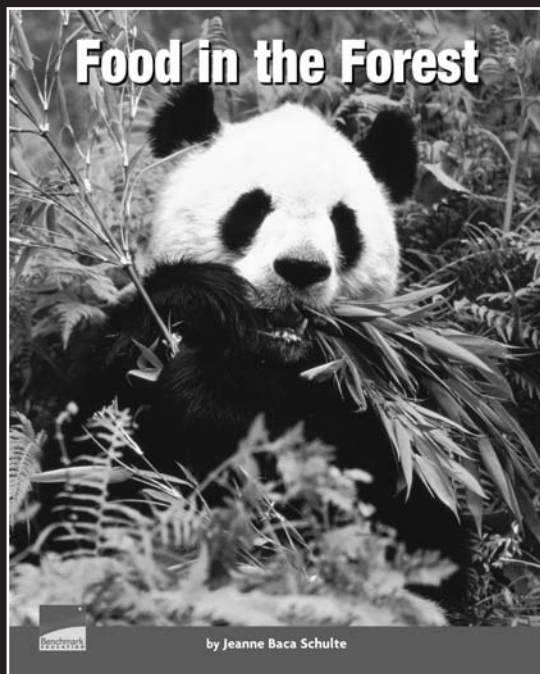
# Food in the Forest

## Theme: Living and Nonliving Things

- Food in the Forest (F/9)
- Food in the Ocean (H/13)

## Science Big Idea:

Readers will learn about the forest food chain as they read about different animals and what each one eats.



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# Before Reading

## Related Resources

The following Benchmark Education resources support this lesson.

### Other Early Explorers Books

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

### Fluency and Language Development

- *Food in the Forest* Audio CD

### Comprehension Resources

- *Food in the Forest* question card
- Power Tool Flip Chart for Teachers
- Student Bookmark
- Identify Sequence of Events poster

### Assessment

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

## Make Connections and Build Background

- **Use Role-Play** **Say:** *We will read a book about animals in the forest and what the animals eat. Imagine we are in the forest. We are hiking through trees and bushes. Pretend to do so, describing the animals you see on your hike and what each one is eating. Then invite students to describe the animals they see and what each animal is eating.*

- **Use a Graphic Organizer** Draw a T-chart on the board with the headings **Animals** and **Food**. Read the headings aloud. **Ask:** *What animals did we see on our hike through the forest? What foods were the animals eating?* As students respond, record their answers in the appropriate columns. Then read each entry and ask students to echo-read.

<i>Animals</i>	<i>Food</i>
birds	seeds
bears	nuts
squirrels	plants
deer	smaller animals

## Introduce the Book

- Give each student a copy of the book. Remind students they will read about animals in the forest and what they eat. Preview the book, encouraging students to interact with the pictures and text on each page as you emphasize the elements from the page 3 chart that will best support their understanding of the book's language, concepts, and organization. (Items in bold print include sample "teacher talk.")
- **Pages 2–3 Words to Discuss** Ask students to point to each photograph as you say its matching label. Repeat the process, inviting students to echo-read. After students Think/Pair/Share what they know about each word, fill in any missing details. **Say:** *We will see these words in the book.*

Pages	Text and Graphic Features	Words to Discuss	English/Spanish Cognates	Sentence Structures
Cover	title, author, photo			
1	title page, photo			
2–3	photos, labels	<b>bear, chipmunk, food chain, hawk, mice, nuts</b>		
4	photo, caption	animals, food, healthy	<b>animal/animal</b>	
5	photo, caption	grow		
6	photo, caption	plants, forest	plant/planta	
7	photos, caption	bird		<b>This ____ lives in a ____.</b>
8	photo, caption	chipmunk		
9	photo, caption	mice, seeds		<b>Many ____ eat ____.</b>
10	photo, caption	hawk		
11	photo, caption, inset photo	fish		
12	photo, caption, inset photo	hunt		
13	photo, caption	bear		
14	photo, caption	catches		
15	<b>flow chart</b> , caption	food chain		
16	photo, captions, inset photos			

- **Page 4 Spanish Cognate** Does **animal** sound like a word you know in Spanish? (Allow time for students to respond.) The English word **animal** sounds like the Spanish word **animal**. **Animal** and **animal** mean the same thing. What is your favorite **animal**? (Allow time for students to respond.) Write the word **animal** on the board and ask students to locate it on page 4 in the book.

- **Page 7 Sentence Structure** Write *This \_\_\_\_ lives in a \_\_\_\_* on the board. Read the sentence structure aloud and ask students to repeat it several times. **Say:** *We can use this sentence structure to tell where an animal lives. Model using the sentence structure to tell about the photographs, such as *This deer lives in a forest* or *This bird lives in a tree*. Then assist students in forming their own sentences using the structure. **Say:** *This sentence structure is in the book. Can you find the structure on page 7? Frame the sentence. Let's read the sentence together.**

- **Page 15 Graphic Feature** *This page has a flow chart. A flow chart shows how different things are connected. What does this flow chart show? (a food chain) How are the things on the flow chart connected? (Mice eat seeds, and then owls eat mice.)*

## Rehearse Reading Strategies

- **Say:** *One word in this book is **catch**. Say the word **catch**. What letters do you expect to see after the **lk**? Allow time for students to respond, assisting as needed. Then ask them to find the word **catch** on page 11. **Say:** *Search all the way through a word to help you when you read.**
- Remind students to use other reading strategies they are learning as well, such as looking at the pictures for additional information or rereading part of the sentence if something doesn't sound right.

## Set a Purpose for Reading

- Direct students' attention to the T-chart. **Say:** *Now it's time to whisper-read the book. Read to learn about animals in the forest and what the animals eat.*

Cue Source	Prompt	Example	Page
Graphophonic	Search all the way through the word. Are you blending the right sounds?	living	15
Syntactic	"This hawk live in a forest." Think about the book's sentence structure. Use the structure to make this sentence sound right.	This hawk lives in a forest.	10
Semantic	What do you see in the picture that would make sense in this sentence?	mice	9

## During Reading

### 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.

## After Reading

### Use the Graphic Organizer to Summarize

- Ask students to think about their reading. **Say:** *Look at our T-chart. Did we read about any of these animals or foods?* Put a ✓ next to any matching responses. Then ask students to name other animals and foods from the book. Add these to the graphic organizer and put check marks beside them, pointing out that some words are on both sides of the chart. Then choral-read the checkmarked items and ask students to use the graphic organizer to tell a partner about the book.

<i>Animals</i>	<i>Food</i>
birds ✓	seeds ✓
bears ✓	nuts ✓
squirrels	plants ✓
deer ✓	smaller animals ✓
moose ✓	chipmunks ✓
porcupines ✓	fish ✓
chipmunks ✓	mice ✓
mice ✓	grass ✓
hawks ✓	insects ✓
owls ✓	
grasshoppers ✓	
caterpillars ✓	

## Reading Strategy Mini-Lesson: Visualize

- **Reflect Ask:** *Did you understand what you read? What parts were hard to understand? How did you help yourself?*
- **Model Say:** *I want to understand what I read. One way is to visualize what I'm reading. To visualize means to make a picture in my mind. Ask students to turn to page 6. Say: I will shut my eyes. I will imagine walking in the forest. The air is warm. I hear insects buzzing. I smell flowers. I see a deer eating a plant. I am careful not to frighten the deer. Can you think of other things I might see, hear, or feel? Allow time for students to share their ideas. Say: Visualizing the page helped me. Now I better understand that a forest is a good home for deer.*
- **Guide** Invite students to read page 11 with you. **Ask:** *What do you see? Can you imagine paddling a boat on the lake? Can you imagine seeing a hawk catch a fish? How do you feel? Allow time for students to share their visualizations. Then invite them to tell how visualizing the scene helped them better understand page 11.*
- **Apply** Ask students to read their favorite page to a partner and then visualize it out loud. Observe students as they share their visualizations, providing assistance if needed. See the *Early Explorers Overview & Assessment Handbook* for an observation chart you can use to assess students' understanding of the monitor-reading strategy. Then **say:** *You can visualize any time you read. Remember to visualize to help you understand.*

## Answer Text-Dependent Questions

- **Explain** Remind students they can answer questions about books they have read. **Say:** *We answer different questions in different ways. I will help you learn how to answer each kind. Tell students today they will practice answering Take It Apart! questions. Say: The answer to a Take It Apart! question is not stated in the book. You must think like the author to figure out the answer.*
- **Model** Use the *Take It Apart!* question on the question card. **Say:** *I will read the question to figure out what to do: The author divides animals into three groups. What are the groups? This question asks me to analyze text structure and organization. I know because the question has the words **author divides**. What other words in the question will help me? (Allow student responses.) Yes, I need to look for **three groups** of animals. Model looking through the book. Say: Pages 6–9 are about animals that eat plants. Pages 10 and 11 are about an animal that eats animals. Pages 13 and 14 are about an animal that eats both plants and animals. I have found the three groups of animals. The answer makes sense.*
- **Guide** Ask students to answer other questions on the 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 Sequence of Events

- **Explain** Create an overhead transparency of the "Food in the Forest" graphic organizer on page 12 or draw it on the board. **Say:** *Nonfiction books sometimes tell about events that happen in a certain order, or sequence.*
- **Model Say:** *Let's figure out a sequence of events for a food chain in Food in the Forest. We will start at the beginning. Ask students to turn to page 6. Say: The first sentence says many plants grow in a forest. Write **Plants grow** in the first sequence box on the graphic organizer. Say: Now we will read on to see what happens next. Page 8 says a chipmunk eats nuts. Write **Chipmunk eats nuts from plant** in the second box.*
- **Guide Say:** *Let's find out what another animal eats. Look on page 11. What do some hawks eat? (Allow time for students to respond, assisting if needed.) Yes, some hawks eat chipmunks. Write **Hawk eats chipmunk** in the third box on the graphic organizer. Say: We now have a sequence of events for one food chain.*

- **Apply** Ask students to work with a partner to find the sequence of events in another food chain in the book. 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 \_\_\_\_\_

**Food in the Forest**

Plants grow.

↓

Chipmunk eats nuts from plant.

↓

Hawk eats chipmunk.

Plants grow.

↓

Mouse eats seeds from plant.

↓

Owl eats mouse.

FOOD IN THE FOREST ©2007 Benchmark Education Company, LLC

## Home Connection

- Give students the take-home version of *Food in the Forest* to read to family members. Encourage students to work with a friend or family member to draw an animal from the book and the food it eats. Invite them 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.

- Tell something you already knew about animals in the forest.
- Rate the book with a 1 (don't like), 2 (okay), or 3 (like a lot). Tell why you chose that rating.
- Draw a picture of your favorite animal in the forest.
- Use the food chain flow chart to retell the information about food in the forest.
- Write a new caption for one of the photographs.
- Pretend to be an animal from the book. Have the group guess what animal you are.

## Write to a Picture Prompt

- **Retell** Tell students they will talk about a picture from the book. Then they will write about the picture. Ask them to turn to page 13. **Say:** *I can use this picture to tell part of the book in my own words: Bears live in the forest. Sometimes bears like to eat berries. Now I will write my idea.* Model writing your sentences on the board. Ask students to choose a picture and tell a partner about it. Allow time for students to share their retellings, providing assistance as needed. Then **say:** *You used a picture to tell part of the book in your own words. Now write your idea. After you are finished, read your writing to a partner.*

## Write to a Text Prompt

- **Make a Prediction** **Say:** *Think about what might happen to animals in a forest if plants are destroyed. Then write about your prediction. When you are finished, read your writing to a partner.*

## Phonics: Digraphs **ch** and **sh**

- Ask students to locate the word **chipmunk** on page 8. Write **chipmunk** on the board and circle the letters **ch**. **Say:** *The letters **ch** stand for the /ch/ sound in the word **chipmunk**.* Slowly draw your finger under the word as you say it, and ask students to do the same in their books. Point out that **ch** also stands for the /ch/ sound in the word **chain** on page 15 and that a similar letter pattern—**tch**—stands for the /ch/ sound in **catch** and **catches** on page 11. Then repeat the process with the **sh** digraph using the words **fish** (page 11) and **shows** (page 15).



- Ask students to brainstorm words with the **/ch/** and **/sh/** sounds as you record them on the board. Read each word, inviting students to echo-read.
- **Say:** *Let's sort the words by sound—/ch/ or /sh/. Hold up a card with a /ch/ word on it, such as **child**. Say: Find the other words with the /ch/ sound you hear in **child**.* Repeat the process for **/sh/**. Once all the cards are sorted, invite each student to make up a sentence using one of the words.

## Vocabulary

- **Tier Two Vocabulary** Pronounce the word **alert** and ask students to repeat it. **Say:** *An **alert** animal pays close attention. An **alert** animal looks for food. An **alert** animal watches out for other animals that might want to eat it.* Discuss times people must be **alert**, such as when listening to directions in class, driving a car, or caring for a baby. Then model a sentence, such as *The **alert** goalie made a save.* Invite students to share their own sentences, providing assistance as needed. **Ask:** *What word have we been talking about? Yes—**alert**. Let's try to use the word **alert** many times today. We can use the word at school and at home.*
- **Tier Three Vocabulary** Review the book with students and write the words **animals, moose, porcupine, deer, bird, chipmunk, mice, hawk, owls, bear, fish, nuts, plants, and seeds** on index cards. Ask students to read the words with you. Then mix the cards and place them facedown on the table. Choose two cards, read them, and model an oral sentence using both words. Finally, invite students to take turns doing the same. Continue the

game until each student has had several turns with different word pairs. For additional practice, students may work as a group or in pairs to complete the vocabulary activity on page 11.

## Grammar, Word Study, and Language Development

### Subject/Verb Agreement

- **Model** Invite students to choral-read pages 8 and 9. Write *This chipmunk **eats** nuts* and *Many mice **eat** seeds* on the board. Underline the words **eats** and **eat**. **Say:** *The chipmunk is one animal. We say one animal **eats** something. The mice are more than one animal. We say two or more animals **eat** something. I can use the word **eats** and **eat**, too.* Point to one or more students as you model sentences such as:  
*Sara **eats** celery for a snack. Joe and Mark **eat** apples.*  
*Ernesto **eats** breakfast every day.*  
*Many students **eat** breakfast at school.*  
*Hilary **eats** in the school cafeteria. Hilary's friends **eat** in the cafeteria, too.*
- **Guide** Write the following book sentences on the board: *Some hawks catch fish. This bear catches animals to eat.* Underline the words **catch** and **catches**. **Say:** *Some hawks are more than one animal. What do **some hawks** do? (catch) A bear is one animal. What does the bear do? (catches)* Then erase the words **Some hawks** and **This bear** and replace them with new words students suggest, such as *Many bears **catch** fish* and *An owl **catches** animals to eat.*

- **Apply** Ask students to find other word pairs on page 4 (need/needs) and pages 8 and 9 (lives/live). Write the words on the board and ask student partners to use each one in an oral sentence.

### Base Words

- **Model** Explain that authors sometimes use different forms of the same word. Tell students a **base word** is the smallest form of a word and that we can add letters to a base word to make a new word. Ask them to read the first sentence on page 9 and point to the word **live**. Then ask them to read page 15 and point to the word **living**. **Say:** *Live and living are different forms of the same word. The word live is the smallest form of the word. Live is the base word of living.*
- **Guide** Ask students to read the second sentence on page 4 and point to the word **healthy**. **Say:** *We see a word we know inside the word healthy. What is the base word of healthy?* (health) Write both words on the board and ask student partners to use them in oral sentences.
- **Apply** Read page 5 aloud and write the word **helps** on the board. Ask a volunteer to circle the base word. (help) Then ask student partners to think of other words that have the base word **help**, such as **helped**, **helping**, **helpful**, and **helpless**.

### Fluency: Read with Appropriate Pitch

- **Say:** *We do not read every word at the same pitch. We change our pitch to match what we are reading about. Use a low pitch to say: We might read some parts in a low pitch. Then use a high pitch to say: We might read other parts with a high pitch. Finally, use a normal voice to say: We read the rest of the book with a normal pitch, like this.*
- Ask students to turn to page 6. First, read the entire page in a normal voice. Ask students if they think the sentence about plants and the sentence about food for animals should have the same pitch. Then read the page again using a higher pitch for the first one and a lower pitch for the second. Ask students to echo-read.
- Ask students to turn to page 11. Invite them to say *All hawks eat animals for food* in a high pitch and a low pitch to see which they like better. Then choral-read the page with students.
- Invite students to take turns rereading *Food in the Forest* with a partner. Remind them to change their pitch to match what they are reading.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Vocabulary

**Fill in the blanks. Use the words from the box below. Then read the paragraph to a partner.**

**fish**  
**nuts**

**plants**  
**animals**

**food chain**  
**mice**

Deer and bears are \_\_\_\_\_

that live in the forest. Deer eat

\_\_\_\_\_ Bears can catch

\_\_\_\_\_ to eat. Chipmunks and

owls live in the forest, too. Chipmunk eat

\_\_\_\_\_. Owls like to eat

\_\_\_\_\_.

A \_\_\_\_\_ shows how living things

get food.

# Food in the Forest

↓

↓

↓

↓