

## In the Forest

Written by Barbara Flores, Elena Castro, and Eddie Hernandez  
Illustrated by Michael Ramirez

8 pages, 111 words

**Genre:** Nonfiction

### Focus: Concepts of Print and Reading Strategies:

- use context to predict unknown words; confirm by attending to letter sounds
- blend letter sounds to read phonetically regular words, relying on a wider variety of spelling patterns
- use high frequency words as markers
- recognize previously solved words when encountered again later in the text
- use background and vocabulary knowledge to read unknown words
- read with fluency and stamina

### Supportive Text Features:

- illustrations support some text details
- text depicts a series of simple, related ideas
- text includes some repetitive phrasing
- some line breaks match phrasing

### High-frequency Words:

*a, in, the, of, and, from, that, of, these, are*

### Phonics:

- r-controlled vowel “-or”

### Common Core Standards:

- RF.1.1, RF.1.2, RF.1.3, RF.1.4
- RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.6, RI.1.7

### ELL/ESL

*En el bosque*

See back page

Guided Reading with

## In the Forest

*Guided Reading Level: G*

*DRA Level: 12*

by Barbara Flores, Elena Castro, and Eddie Hernandez

illustrated Michael Ramirez

**Overview:** Many animals live in the forests of North America. You can read about some of them in this book.

## Getting Ready to Read

### 1. Introduce the concept and vocabulary by asking open-ended questions:

- What’s a forest? What animals might live in a forest?

### 2. What might different animals do in the forest?

- Connect children’s past experiences with the story and vocabulary:
- Hold the book. Call children’s attention to the title. Read: *“In the Forest.”*
- Ask children to predict whether the book will be fiction or nonfiction.
- Show the back cover and read the copy. Ask children to confirm or revise their predictions about whether the book will be fiction or nonfiction. Ask them to predict some of the animals that will be included in the book.
- Have children predict some words they might read in the book.
- Give children the book and have them look at the pictures. Ask them to say which animal is on each page and what it appears to be doing.



### 3. Remind children of the strategies they know and can use with unfamiliar words:

- Ask them, “What will you do if you come to a word you don’t know?”
- Encourage children to look at the pictures and the beginning sound of the word of the unknown word. Have them read on and return to the word after completing the sentence.
- Suggest that children also remember what they know about the subject or topic of the book and choose a word that makes sense in the sentence.

### 4. Be aware of the following text features:

- The book contains familiar words: a, in, the, of, and, from, that, of, these, are.
- Each page includes the sentence “A \_\_\_\_\_ lives in the forest” and a sentence describing something that animal does.
- Content specific vocabulary words include the animal words: raccoon, beaver, deer, chipmunk, rabbit, and owl, and the words rivers, forest, dam, twigs, buds, collect, acorns, burrows, and North America.

## Reading the Book

### 1. Set a purpose by telling children to read the book to find out more about forest animals.

### 2. Have children read quietly, but out loud.

Each child should be reading at his or her own pace. Children should not read in chorus.

Listen to children as they read by leaning close or bending down beside each child.

### 3. Look for these reading behaviors during the first reading:

- Have they begun to cross-check, using a variety of strategies, and to self-correct?
- Do they rely less on the pictures and more on print when reading? Do they use multiple sources of information?
- Do they have a growing sight vocabulary?
- Do they use beginning, middle, and ending sounds to read unknown words?
- Are they monitoring meaning and rereading when they lose meaning?
- Do they easily move from one line of text to the next when making a return sweep?
- Do they use punctuation appropriately and to gain meaning?
- Do they make more accurate predictions and confirm or revise them while reading?
- Can they connect the text to past experiences?
- Have they begun to draw conclusions and make inferences?

### 4. As children read, suggest a reading strategy

if they are struggling: “Try rereading the sentence. Try looking at the picture to make sense of the print.” Encourage children to take a guess based on the subject of the book or to use the beginning sounds or known parts of the word. Encourage children to take a guess or read past the unknown word and return to it.



## 5. Possible teaching points to address based on your observations:

- Call attention to all the high-frequency words children have learned and used.
- Review how to find a known part in an unknown word.
- Show children how to use analogies to move from the known to the unknown when encountering new words.
- Work with suffixes and prefixes.
- Review using grammar (syntax) to unlock words by considering the sentence structure or parts of speech in the sentence.
- Review how to determine what is important in a picture or sentence.
- Model asking questions or making “I wonder...” statements to extend comprehension.
- Review using punctuation marks to guide the meaning-making process. Discuss the use of question marks and exclamation points as keys to reading with a particular kind of expression or inflection.
- Model how to revisit the text to find specific examples or ideas.

## After the First Reading

**1. Have children confirm their predictions and talk about what the book shared about forest animals.**

## 2. Ask questions like:

- Which forest animals were in this book?
- What did the [animal] do?
- What do all animals need to survive? (Possible answers: food, shelter, water.) Which of these things did the book tell us about forest animals? What else might these animals need that wasn't mentioned in the book?
- What do all these animals have in common?
- Why do you think the last page specifically said, “the forests of North America?” How might the book be different if it were about a different place?
- If you were to add another animal in this story, what would you add? Why?
- Is this book fiction or nonfiction? How do you know?
- Have you ever seen one of these animals in real life? Where? What should you do if you see one of these animals hurt or in the wild? (Answers include: give it space, seek out an adult, do not go near it?)
- Why do you think these animals would NOT make good pets? How are they different from the pets we have in our homes?
- What dangers might these animals face (both within the forest and outside, particularly from humans)?
- What responsibility do you think people



have towards forests and these animals?  
What can we do to help them survive?

## Second Reading

1. Have children reread the book in a whisper voice or to a partner.
2. This is a time for assessment. While they are reading, watch what children do and what they use from the teaching time. Alternatively, you might take a running record on one student as an assessment of the student's reading behavior.

## Cross-Curricular Activities

**Language:** Have students turn the book into a short performance by acting out the actions of each animal with puppets, stuffed animals, or simple masks.

Provide students with some of the sentences from the book to cut out, read, and match to illustrations depicting the different animals.

Use the structure of the book to write about animals found in a different habitat. Use the details shared in the book to get ideas about the kinds of information to write.

List words from the book with the r-controlled vowel pattern "or." (e.g., forest, acorns, North). Brainstorm other words that include this pattern.

**Science:** Have each student choose an animal from the book to research further, using a structured list of questions, like "What

does it eat?" "Where does it sleep?" "What are its babies called?" etc.) What behaviors and physical characteristics help it live in the forest? Would this animal live and thrive where you live? Why or why not?

Experiment with sorting the animals in the book in different ways based on their behaviors and characteristics (e.g., diurnal vs. nocturnal). Have students read additional books or view online content add more animals to their categories.

Have students make predictions about other animal species that live in the North American forests. Then read more books and view online content to confirm their predictions.

**Social Studies:** Look at a map of your state or region that shows where forested areas are located. Talk about what makes forests different than other landscapes.

Read books about forests in diverse locations, such as *Olinguito, from A to Z!: Unveiling the Cloud Forest* (<https://www.leeandlow.com/books/olinguito-de-la-a-a-la-z-descubriendo-el-bosque-nublado-olinguito-from-a-to-z-unveiling-the-cloud-forest>). Compare the kinds of animals found in different places and make connections to other details about each place, such as climate and plant life.

**Art:** Have students create forest collages that include captions explaining what different animals do.



Guided Reading Level: H  
DRA Level: 14

## Guided Reading with En el bosque

The directions given for the introduction, first reading, and second reading of the English edition can be used with the Spanish edition of the book. To read the book successfully, children need the same kinds of support as their English-speaking classmates. Second language learners often benefit from acting out new words, seeing pictures, and talking about them using concrete examples.

### Noun support

The following animals are listed in the story: el mapache, el castor, el venado, la ardilla, el conejo, el búho,

The following places in the forest are listed in the story: los ríos (x2), los arbustos, los árboles (x3), la tierra,

Print the animals and places on separate index cards. Present students with the illustrations from the story and cover the text. Have students match the appropriate animal and place with the corresponding illustration.

### Verb support

The following animal actions are provided in the story: **pescan** peces, **construyen** presas, **comen** ramitas y capullos, **buscan** nueces, **cavan** madrigueras, **duermen** durante el día

Print the animals' actions on individual index cards. After students match the animal and place with the illustration, have students then place the action with the respective animal and place from the story.

The book language used may differ from children's oral language. Comparing any differences will help children read and understand the story. Also help children understand that we often speak differently than we write, and that both ways of using language are important.

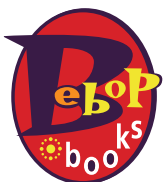
**Guided Reading** Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

**INT. (Intervention)** Intervention levels were assigned by literacy experts and certified Reading Recovery® teachers and are intended for use in early intervention and one-on-one tutorial programs, including Reading Recovery®. These levels are not officially authorized by Reading Recovery®. Reading Recovery® is a registered servicemark of The Ohio State University.

**DRA (Developmental Reading Assessment)** and **EDL (Evaluación del desarrollo de la lectura)** DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

All level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.

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