

A Walk in the Woods

“A Walk in the Woods” – Lesson 1

PREVIEW

“Today we are going to continue with our story about the person who is at the park with his father and mother. This chapter of the story is called ‘A Walk in the Woods’. This story will tell what they see in the woods in the park.”

New Words of Particular Interest:

“You are going to be introduced to many words in this story. You might know some of the words. If you do, that’s just great, but if you don’t know any of these words, don’t worry. You will be able to read this anyway. Trust me. You are going to do quite well. Just relax.”

“Let’s go over a few of these words. Don’t be afraid to tell me that you are not sure what some of these words mean. That’s what I am here for – to help. Remember, it is impossible to read something you don’t understand – so please ask me to explain any word you are not sure of.”

“Are you ready? Then let’s begin! What does the word _____ mean?”
(PATH, WOODS)

(PLEASE ASK YOUR STUDENT TO DEFINE EACH WORD. ALWAYS TRY TO GIVE EXAMPLES THAT ARE CONCRETE AND CAN BE DIRECTLY RELATED TO HIS OWN EXPERIENCE.)

LISTENING

“Please listen as I read the first part of the story aloud.”

“We are walking on a path.”

“We are walking on a path in the woods.”

“We are walking on a path in the woods in the park.”

PRESENTING

“Let’s spend a few minutes talking about what we have just learned about the story.”

Factual

“What are they walking on?”

“Where is the path located?”

Inferential

“I am now going to ask you some of the special kinds of questions about the story. Remember, these questions are special because the answers were not given to you in the story. You are to give me answers on what you think would make sense. These answers are based upon your opinion – on what *you* think. You don’t have to be afraid of giving me a wrong answer because there are no right or wrong answers. I am only interested in hearing what you think. Just relax and tell me what you think.”

“Why do you think they have paths in the woods?”

Leading

“Let’s go over what we know about the story.”

“They are walking on a _____.” (PATH)

(PAUSE AND SEE IF THE STUDENT CAN GIVE YOU THE APPROPRIATE ANSWER. IF HE DOES, GIVE HIM PRAISE!)

“That’s right! They are walking on a path!”

(IF HE DOESN’T GIVE THE APPROPRIATE ANSWER, GIVE IT TO HIM.)

“They are walking on a path in the _____.” (WOODS)

“Fantastic! They are walking on a path in the woods.”

“They are walking on a path in the woods in the _____.” (PARK)

“Great job! They are walking on a path in the woods in the park.”

READING

“It’s now time for you to read the story. The story is the same or identical to what we have talked about. If you want me to read the sentences first, I will. If you don’t remember a word, I will tell it to you. Don’t be nervous. Reading is nothing more than thinking about what the story is about and trying to guess or anticipate what you think is going to come next. Remember, the key is having to make the material make sense. You must always stop reading if it doesn’t make sense. Ask me to help you.”

“Are you ready? Watch as I read the first sentence aloud.” (READ ALOUD.)

“Are you ready to do it alone or would you like to have me read it again?”

“Great! Let’s hear you read the sentence!”

“That was fantastic! Are you ready for the next sentence?” (READ THE NEXT SENTENCE.)

“Now it’s your turn to read this sentence.”

“Excellent! Let’s hear you **read both sentences.**”

“That was terrific!”

“Let’s continue. Listen as I read the next sentence to you.” (READ ALOUD.)

“Now it’s your turn.”

“Way to go! Great reading! Let me hear you **read all three sentences.**”

(REMEMBER, WE ARE TRYING TO BUILD CONFIDENCE. HELP THEM WITH ANY WORD. PRAISE OFTEN! EXAGGERATE! BUILD PRIDE! LET THEM KNOW THAT THIS IS QUITE AN ACCOMPLISHMENT TO BE ABLE TO READ AN ENTIRE PARAGRAPH BY THEMSELVES.)

REVIEW

“That was great reading. I am very proud of you.”

“Do you think you could read **everything we have just gone over today?**”

(HAVE STUDENT REREAD THE NEW MATERIAL.)

“Fantastic! You are terrific!”

“Now let’s do our worksheet.”

(GET READY TO GIVE WORKSHEET DIRECTIONS.)

NOTES TO THE INSTRUCTOR

1. The notion of a path might be too abstract for some students. Have them make paths.

Teacher Directions on How to Introduce the Student Worksheet

“A Walk in the Woods”

Lesson 1 – Oral Directions

1. We are walking on a path.
2. We are walking on a path in the woods.
3. We are walking on a path in the woods in the park.

Teacher Directions to Student:

1. Read sentence #1. Where are they? Underline the word or words that tell where they are.
2. Read sentence #2. Where is the path located? Underline the word or words that tell where the path is located.
3. Read sentence #3. Find the phrase “We are walking”. Underline the phrase “We are walking”.

“A Walk in the Woods” – Lesson 2

PREVIEW

“Today we are going to continue with our story about the person who is going on the walk in the woods in the park. Please listen as the story talks about what they see in the woods.”

New Words of Particular Interest:

“You are going to be introduced to many words in this story. You might know some of the words. If you do, that’s just great, but if you don’t know any of these words, don’t worry. You will be able to read this anyway. Trust me. You are going to do quite well. Just relax.”

“Let’s go over a few of these words. Don’t be afraid to tell me that you are not sure what some of these words mean. That’s what I am here for – to help. Remember, it is impossible to read something you don’t understand – so please ask me to explain any word you are not sure of.”

“Are you ready? Then let’s begin! What does the word _____ mean?”
(DOGS, BIRDS)

(PLEASE ASK YOUR STUDENT TO DEFINE EACH WORD. ALWAYS TRY TO GIVE EXAMPLES THAT ARE CONCRETE AND CAN BE DIRECTLY RELATED TO HIS OWN EXPERIENCE.)

LISTENING

“Please listen as I read the first part of the story aloud.”

“We can see dogs.”

“We can see dogs and birds.”

“We can see dogs and birds in the woods.”

PRESENTING

“Let’s spend a few minutes talking about what we have just learned about the story.”

Factual

“What two things do they see on their walk?”

Inferential

“I am now going to ask you some of the special kinds of questions about the story. Remember, these questions are special because the answers were not given to you in the story. You are to give me answers on what you think would make sense. These answers are based upon your opinion – on what *you* think. You don’t have to be afraid of giving me a wrong answer because there are no right or wrong answers. I am only interested in hearing what you think. Just relax and tell me what you think.”

“Why would dogs and birds be in the woods?”

“How do you think the dogs and birds feel about the woods?”

Leading

“Let’s go over what we know about the story.”

“They can see ____.” (DOGS)

(PAUSE AND SEE IF THE STUDENT CAN GIVE YOU THE APPROPRIATE ANSWER. IF HE DOES, GIVE HIM PRAISE!)

“That’s right! They can see dogs.”

(IF HE DOESN’T GIVE THE APPROPRIATE ANSWER, GIVE IT TO HIM.)

“They can see dogs and ____.” (BIRDS)

“Fantastic! They can see dogs and birds.”

“They can see dogs and birds in the ____.” (WOODS)

“Great job! They can see dogs and birds in the woods.”

READING

“It’s now time for you to read the story. The story is the same or identical to what we have talked about. If you want me to read the sentences first, I will. If you don’t remember a word, I will tell it to you. Don’t be nervous. Reading is nothing more than thinking about what the story is about and trying to guess or anticipate what you think is going to come next. Remember, the key is having to make the material make sense. You must always stop reading if it doesn’t make sense. Ask me to help you.”

“Are you ready? Watch as I read the first sentence aloud.” (READ ALOUD.)

“Are you ready to do it alone or would you like to have me read it again?”

“Great! Let’s hear you read the sentence!”

“That was fantastic! Are you ready for the next sentence?” (READ THE NEXT SENTENCE.)

“Now it’s your turn to read this sentence.”

“Excellent! Let’s hear you **read both sentences.**”

“That was terrific!”

“Let’s continue. Listen as I read the next sentence to you.” (READ ALOUD.)

“Now it’s your turn.”

“Way to go! Great reading! Let me hear you **read all three sentences.**”

(REMEMBER, WE ARE TRYING TO BUILD CONFIDENCE. HELP THEM WITH ANY WORD. PRAISE OFTEN! EXAGGERATE! BUILD PRIDE! LET THEM KNOW THAT THIS IS QUITE AN ACCOMPLISHMENT TO BE ABLE TO READ AN ENTIRE PARAGRAPH BY THEMSELVES.)

REVIEW

“That was great reading. I am very proud of you.”

“Do you think you could read **everything we have just gone over today?**”

(HAVE STUDENT REREAD THE NEW MATERIAL.)

“Fantastic! You are terrific!”

“Now let’s do our worksheet.”

(GET READY TO GIVE WORKSHEET DIRECTIONS.)

NOTES TO THE INSTRUCTOR

1. Talk about the difference between tame and wild animals. Use this story to expand their vocabulary. See if they can comprehend the concept of “domesticated”.

Teacher Directions on How to Introduce the Student Worksheet

“A Walk in the Woods”

Lesson 2 – Oral Directions

1. We can see dogs.
2. We can see dogs and birds.
3. We can see dogs and birds in the woods.

Teacher Directions to Student:

1. Read sentence #1. What can they see? Underline the word or words that tell what they can see.
2. Read sentence #2. Find the phrase “dogs and birds”. Underline the phrase “dogs and birds”.
3. Read sentence #3. Where are they? Underline the word or words that tell where they are.

“A Walk in the Woods” – Lesson 3

PREVIEW

“Today we are going to continue with our story about the person who is going on the walk in the woods in the park. Please listen as the story talks about the big dog in the woods.”

New Words of Particular Interest:

“You are going to be introduced to many words in this story. You might know some of the words. If you do, that’s just great, but if you don’t know any of these words, don’t worry. You will be able to read this anyway. Trust me. You are going to do quite well. Just relax.”

“Let’s go over a few of these words. Don’t be afraid to tell me that you are not sure what some of these words mean. That’s what I am here for – to help. Remember, it is impossible to read something you don’t understand – so please ask me to explain any word you are not sure of.”

“Are you ready? Then let’s begin! What does the word _____ mean?”
(BIG, PLAYING)

(PLEASE ASK YOUR STUDENT TO DEFINE EACH WORD. ALWAYS TRY TO GIVE EXAMPLES THAT ARE CONCRETE AND CAN BE DIRECTLY RELATED TO HIS OWN EXPERIENCE.)

LISTENING

“Please listen as I read the first part of the story aloud.”

“We can see a big dog.”

“We can see a big dog playing.”

“We can see a big dog playing in the woods.”

PREVIEW

“Let’s spend a few minutes talking about what we have just learned about the story.”

Factual

“What does the dog look like?”

“What is the dog doing?”

Inferential

“I am now going to ask you some of the special kinds of questions about the story. Remember, these questions are special because the answers were not given to you in the story. You are to give me answers on what you think would make sense. These answers are based upon your opinion – on what *you* think. You don’t have to be afraid of giving me a wrong answer because there are no right or wrong answers. I am only interested in hearing what you think. Just relax and tell me what you think.”

“What do you think the big dog is doing in the woods?”

“How do you think some of the other animals feel about having a big dog in their woods?”

Leading

“Let’s go over what we know about the story.”

“They can see a big ____.” (DOG)

(PAUSE AND SEE IF THE STUDENT CAN GIVE YOU THE APPROPRIATE ANSWER. IF HE DOES, GIVE HIM PRAISE!)

“That’s right! They can see a big dog.”

(IF HE DOESN’T GIVE THE APPROPRIATE ANSWER, GIVE IT TO HIM.)

“They can see a big dog ____.” (PLAYING)

“Fantastic! They can see a big dog playing.”

“They can see a big dog playing in the ____.” (WOODS)

“Great job! They can see a big dog playing in the woods.”

READING

“It’s now time for you to read the story. The story is the same or identical to what we have talked about. If you want me to read the sentences first, I will. If you don’t remember a word, I will tell it to you. Don’t be nervous. Reading is nothing more than thinking about what the story is about and trying to guess or anticipate what you think is going to come next. Remember, the key is having to make the material make sense. You must always stop reading if it doesn’t make sense. Ask me to help you.”

“Are you ready? Watch as I read the first sentence aloud.” (READ ALOUD.)

“Are you ready to do it alone or would you like to have me read it again?”

“Great! Let’s hear you read the sentence!”

“That was fantastic! Are you ready for the next sentence?” (READ THE NEXT SENTENCE.)

“Now it’s your turn to read this sentence.”

“Excellent! Let’s hear you **read both sentences.**”

“That was terrific!”

“Let’s continue. Listen as I read the next sentence to you.” (READ ALOUD.)

“Now it’s your turn.”

“Way to go! Great reading! Let me hear you **read all three sentences.**”

(REMEMBER, WE ARE TRYING TO BUILD CONFIDENCE. HELP THEM WITH ANY WORD. PRAISE OFTEN! EXAGGERATE! BUILD PRIDE! LET THEM KNOW THAT THIS IS QUITE AN ACCOMPLISHMENT TO BE ABLE TO READ AN ENTIRE PARAGRAPH BY THEMSELVES.)

REVIEW

“That was great reading. I am very proud of you.”

“Do you think you could read **everything we have just gone over today?**”

(HAVE STUDENT REREAD THE NEW MATERIAL.)

“Fantastic! You are terrific!”

“Now let’s do our worksheet.”

(GET READY TO GIVE WORKSHEET DIRECTIONS.)

NOTES TO THE INSTRUCTOR

1. Talk about the difference in sizes of animals and, in this case, dogs. Have them bring in pictures of their dogs. Have them cut pictures out of magazines and arrange them according to size. Do a teaching unit on dogs.

Teacher Directions on How to Introduce the Student Worksheet

“A Walk in the Woods”

Lesson 3 – Oral Directions

1. We can see a big dog.
2. We can see a big dog playing.
3. We can see a big dog playing in the woods.

Teacher Directions to Student:

1. Read sentence #1. What can they see? Underline the word or words that tell what they can see.
2. Read sentence #2. Find the phrase “big dog playing”. Underline the phrase “big dog playing”.
3. Read sentence #3. Where are they? Underline the word or words that tell where they are.

“A Walk in the Woods – Lesson 4

PREVIEW

“Today we are going to continue with our story about the person who is going on the walk in the woods in the park. Please listen as the story talks about what the big dog likes to do in the woods.”

New Words of Particular Interest:

“You are going to be introduced to many words in this story. You might know some of the words. If you do, that’s just great, but if you don’t know any of these words, don’t worry. You will be able to read this anyway. Trust me. You are going to do quite well. Just relax.”

“Let’s go over a few of these words. Don’t be afraid to tell me that you are not sure what some of these words mean. That’s what I am here for – to help. Remember, it is impossible to read something you don’t understand – so please ask me to explain any word you are not sure of.”

“Are you ready? Then let’s begin! What does the word _____ mean?”
(LIKES, RUN, JUMP)

(PLEASE ASK YOUR STUDENT TO DEFINE EACH WORD. ALWAYS TRY TO GIVE EXAMPLES THAT ARE CONCRETE AND CAN BE DIRECTLY RELATED TO HIS OWN EXPERIENCE.)

LISTENING

“Please listen as I read the first part of the story aloud.”

“The big dog likes to run.”

“The big dog likes to run and jump.”

“The big dog likes to run and jump in the woods.”

PRESENTING

“Let’s spend a few minutes talking about what we have just learned about the story.”

Factual

“What two things does the dog like to do in the woods?”

Inferential

“I am now going to ask you some of the special kinds of questions about the story. Remember, these questions are special because the answers were not given to you in the story. You are to give me answers on what you think would make sense. These answers are based upon your opinion – on what *you* think. You don’t have to be afraid of giving me a wrong answer because there are no right or wrong answers. I am only interested in hearing what you think. Just relax and tell me what you think.”

“What are some things the big dog could run through in the woods?”

“What are some things the big dog could jump over in the woods?”

Leading

“Let’s go over what we know about the story.”

“The big dog likes to _____.” (RUN)

(PAUSE AND SEE IF THE STUDENT CAN GIVE YOU THE APPROPRIATE ANSWER. IF HE DOES, GIVE HIM PRAISE!)

“That’s right! The big dog likes to run.”

(IF HE DOESN’T GIVE THE APPROPRIATE ANSWER, GIVE IT TO HIM.)

“The big dog likes to run and _____.” (JUMP)

“Fantastic! The big dog likes to run and jump.”

“The big dog likes to run and jump in the _____.” (WOODS)

“Great job! The big dog likes to run and jump in the woods.”

READING

“It’s now time for you to read the story. The story is the same or identical to what we have talked about. If you want me to read the sentences first, I will. If you don’t remember a word, I will tell it to you. Don’t be nervous. Reading is nothing more than thinking about what the story is about and trying to guess or anticipate what you think is going to come next. Remember, the key is having to make the material make sense. You must always stop reading if it doesn’t make sense. Ask me to help you.”

“Are you ready? Watch as I read the first sentence aloud.” (READ ALOUD.)

“Are you ready to do it alone or would you like to have me read it again?”

“Great! Let’s hear you read the sentence!”

“That was fantastic! Are you ready for the next sentence?” (READ THE NEXT SENTENCE.)

“Now it’s your turn to read this sentence.”

“Excellent! Let’s hear you **read both sentences.**”

“That was terrific!”

“Let’s continue. Listen as I read the next sentence to you.” (READ ALOUD.)

“Now it’s your turn.”

“Way to go! Great reading! Let me hear you **read all three sentences.**”

(REMEMBER, WE ARE TRYING TO BUILD CONFIDENCE. HELP THEM WITH ANY WORD. PRAISE OFTEN! EXAGGERATE! BUILD PRIDE! LET THEM KNOW THAT THIS IS QUITE AN ACCOMPLISHMENT TO BE ABLE TO READ AN ENTIRE PARAGRAPH BY THEMSELVES.)

REVIEW

“That was great reading. I am very proud of you.”

“Do you think you could read **everything we have just gone over today?**”

(HAVE STUDENT REREAD THE NEW MATERIAL.)

“Fantastic! You are terrific!”

“Now let’s do our worksheet.”

(GET READY TO GIVE WORKSHEET DIRECTIONS.)

NOTES TO THE INSTRUCTOR

1. Talk about the different things the dog could run and jump in. Remember to always use the story as a springboard for language development and higher cognitive processing. Language skills are the key to reading success. The more proficient they are in language, the better their reading will be.

2. “Input” precedes “output”. This means that a student’s receptive language will always precede his expressive language ability. The first step is input. The more language enters the system (your students), the more proficient they will become. This is the key to reading comprehension.

Teacher Directions on How to Introduce the Student Worksheet

“A Walk in the Woods”

Lesson 4 – Oral Directions

1. The big dog likes to run.
2. The big dog likes to run and jump.
3. The big dog likes to run and jump in the woods.

Teacher Directions to Student:

1. Read sentence #1. What does the big dog like to do? Underline the word or words that tell what the big dog likes to do.
2. Read sentence #2. Find the phrase “run and jump”. Underline the phrase “run and jump”.
3. Read sentence #3. Where is the dog? Underline the word or words that tell where the dog is.

“A Walk in the Woods” – Lesson 5

PREVIEW

“Today we are going to continue with our story about the person who is going on the walk in the woods in the park. Please listen as the story talks about a little dog in the woods.”

New Words of Particular Interest:

“You are going to be introduced to many words in this story. You might know some of the words. If you do, that’s just great, but if you don’t know any of these words, don’t worry. You will be able to read this anyway. Trust me. You are going to do quite well. Just relax.”

“Let’s go over a few of these words. Don’t be afraid to tell me that you are not sure what some of these words mean. That’s what I am here for – to help. Remember, it is impossible to read something you don’t understand – so please ask me to explain any word you are not sure of.”

“Are you ready? Then let’s begin! What does the word _____ mean?”
(LITTLE, WALKING)

(PLEASE ASK YOUR STUDENT TO DEFINE EACH WORD. ALWAYS TRY TO GIVE EXAMPLES THAT ARE CONCRETE AND CAN BE DIRECTLY RELATED TO HIS OWN EXPERIENCE.)

LISTENING

“Please listen as I read the first part of the story aloud.”

“We can see a little dog.”

“We can see a little dog walking.”

“We can see a little dog walking in the woods.”

PRESENTING

“Let’s spend a few minutes talking about what we have just learned about the story.”

Factual

“What does the dog look like?”

“What is the dog doing?”

Inferential

“I am now going to ask you some of the special kinds of questions about the story. Remember, these questions are special because the answers were not given to you in the story. You are to give me answers on what you think would make sense. These answers are based upon your opinion – on what *you* think. You don’t have to be afraid of giving me a wrong answer because there are no right or wrong answers. I am only interested in hearing what you think. Just relax and tell me what you think.”

“What do you think the little dog is doing in the woods?”

“How do you think some of the other animals feel about having a little dog in their woods?”

Leading

“Let’s go over what we know about the story.”

“They can see a _____ dog.” (LITTLE)

(PAUSE AND SEE IF THE STUDENT CAN GIVE YOU THE APPROPRIATE ANSWER. IF HE DOES, GIVE HIM PRAISE!)

“That’s right! They can see a little dog.”

(IF HE DOESN’T GIVE THE APPROPRIATE ANSWER, GIVE IT TO HIM.)

“They can see a little dog _____.” (WALKING)

“Fantastic! They can see a little dog walking.”

“They can see a little dog walking in the _____.” (WOODS)

“Great job! They can see a little dog walking in the woods.”

READING

“It’s now time for you to read the story. The story is the same or identical to what we have talked about. If you want me to read the sentences first, I will. If you don’t remember a word, I will tell it to you. Don’t be nervous. Reading is nothing more than thinking about what the story is about and trying to guess or anticipate what you think is going to come next. Remember, the key is having to make the material make sense. You must always stop reading if it doesn’t make sense. Ask me to help you.”

“Are you ready? Watch as I read the first sentence aloud.” (READ ALOUD.)

“Are you ready to do it alone or would you like to have me read it again?”

“Great! Let’s hear you read the sentence!”

“That was fantastic! Are you ready for the next sentence?” (READ THE NEXT SENTENCE.)

“Now it’s your turn to read this sentence.”

“Excellent! Let’s hear you **read both sentences.**”

“That was terrific!”

“Let’s continue. Listen as I read the next sentence to you.” (READ ALOUD.)

“Now it’s your turn.”

“Way to go! Great reading! Let me hear you **read all three sentences.**”

(REMEMBER, WE ARE TRYING TO BUILD CONFIDENCE. HELP THEM WITH ANY WORD. PRAISE OFTEN! EXAGGERATE! BUILD PRIDE! LET THEM KNOW THAT THIS IS QUITE AN ACCOMPLISHMENT TO BE ABLE TO READ AN ENTIRE PARAGRAPH BY THEMSELVES.)

REVIEW

“That was great reading. I am very proud of you.”

“Do you think you could read **everything we have just gone over today?**”

(HAVE STUDENT REREAD THE NEW MATERIAL.)

“Fantastic! You are terrific!”

“Now let’s do our worksheet.”

(GET READY TO GIVE WORKSHEET DIRECTIONS.)

NOTES TO THE INSTRUCTOR

1. Talk again about the difference in sizes of animals and, in this case, dogs. Have them bring in pictures of their dogs. Have them cut pictures out of magazines and arrange them according to size. Continue the unit on dogs.

Teacher Directions on How to Introduce the Student Worksheet

“A Walk in the Woods”

Lesson 5 – Oral Worksheet Directions

1. We can see a little dog.
2. We can see a little dog walking.
3. We can see a little dog walking in the woods.

Teacher Directions to Student:

1. Read sentence #1. What is the size of the dog? Underline the word or words that tell the size of the dog.
2. Read sentence #2. Find the word “walking”. Underline the word “walking”.
3. Read sentence #3. Where is the dog? Underline the word or words that tell where the dog is.

“A Walk in the Woods” – Lesson 6

PREVIEW

“Today we are going to continue with our story about the person who is going on the walk in the woods in the park. Please listen as the story talks about what the little dog likes to do in the woods.”

New Words of Particular Interest:

“You are going to be introduced to many words in this story. You might know some of the words. If you do, that’s just great, but if you don’t know any of these words, don’t worry. You will be able to read this anyway. Trust me. You are going to do quite well. Just relax.”

“Let’s go over one of these words. Don’t be afraid to tell me that you are not sure what some of these words mean. That’s what I am here for – to help. Remember, it is impossible to read something you don’t understand – so please ask me to explain any word you are not sure of.”

“Are you ready? Then let’s begin! What does the word _____ mean?”
(BARK)

(PLEASE ASK YOUR STUDENT TO DEFINE THE WORD. ALWAYS TRY TO GIVE EXAMPLES THAT ARE CONCRETE AND CAN BE DIRECTLY RELATED TO HIS OWN EXPERIENCE.)

LISTENING

“Please listen as I read the first part of the story aloud.”

“The little dog likes to walk.”

“The little dog likes to walk and bark.”

“The little dog likes to walk and bark in the woods.”

PREVIEW

“Let’s spend a few minutes talking about what we have just learned about the story.”

Factual

“What two things does the dog like to do?”

Inferential

“I am now going to ask you some of the special kinds of questions about the story. Remember, these questions are special because the answers were not given to you in the story. You are to give me answers on what you think would make sense. These answers are based upon your opinion – on what you think. You don’t have to be afraid of giving me a wrong answer because there are no right or wrong answers. I am only interested in hearing what you think. Just relax and tell me what you think.”

“What do you think the little dog likes to bark at?”

Leading

“Let’s go over what we know about the story.”

“The little dog likes to _____.” (WALK)

(PAUSE AND SEE IF THE STUDENT CAN GIVE YOU THE APPROPRIATE ANSWER. IF HE DOES, GIVE HIM PRAISE!)

“That’s right! The little dog likes to walk.”

(IF HE DOESN’T GIVE THE APPROPRIATE ANSWER, GIVE IT TO HIM.)

“The little dog likes to walk and _____.” (BARK)

“Fantastic! The little dog likes to walk and bark.”

“The little dog likes to walk and bark in the _____.” (WOODS)

READING

“It’s now time for you to read the story. The story is the same or identical to what we have talked about. If you want me to read the sentences first, I will. If you don’t remember a word, I will tell it to you. Don’t be nervous. Reading is nothing more than thinking about what the story is about and trying to guess or anticipate what you think is going to come next. Remember, the key is having to make the material make sense. You must always stop reading if it doesn’t make sense. Ask me to help you.”

“Are you ready? Watch as I read the first sentence aloud.” (READ ALOUD.)

“Are you ready to do it alone or would you like to have me read it again?”

“Great! Let’s hear you read the sentence!”

“That was fantastic! Are you ready for the next sentence?” (READ THE NEXT SENTENCE.)

“Now it’s your turn to read this sentence.”

“Excellent! Let’s hear you **read both sentences.**”

“That was terrific!”

“Let’s continue. Listen as I read the next sentence to you.” (READ ALOUD.)

“Now it’s your turn.”

“Way to go! Great reading! Let me hear you **read all three sentences.**”

(REMEMBER, WE ARE TRYING TO BUILD CONFIDENCE. HELP THEM WITH ANY WORD. PRAISE OFTEN! EXAGGERATE! BUILD PRIDE! LET THEM KNOW THAT THIS IS QUITE AN ACCOMPLISHMENT TO BE ABLE TO READ AN ENTIRE PARAGRAPH BY THEMSELVES.)

REVIEW

“That was great reading. I am very proud of you.”

“Do you think you could read **everything we have just gone over today?**”

(HAVE STUDENT REREAD THE NEW MATERIAL.)

“Fantastic! You are terrific!”

“Now let’s do our worksheet.”

(GET READY TO GIVE WORKSHEET DIRECTIONS.)

NOTES TO THE INSTRUCTOR

1. Talk about how animals communicate. Have them list the sounds other animals in the forest make. Remember: expand their understanding. Increase their language.

Teacher Directions on How to Introduce the Student Worksheet

“A Walk in the Woods”

Lesson 6 – Oral Directions

1. The little dog likes to walk.
2. The little dog likes to walk and bark.
3. The little dog likes to walk and bark in the woods.

Teacher Directions to Student:

1. Read sentence #1. What does the dog like to do? Underline the word or words that tell what the dog likes to do.
2. Read sentence #2. Find the word “barking”. Underline the word “barking”.
3. Read sentence #3. What size is the dog? Underline the word or words that tell the dog’s size.

“A Walk in the Woods” – Lesson 7

PREVIEW

“Today we are going to continue with our story about the person who is going on the walk in the woods in the park. Please listen as the story talks about what other animals they see in the woods.”

New Words of Particular Interest:

“You are going to be introduced to many words in this story. You might know some of the words. If you do, that’s just great, but if you don’t know any of these words, don’t worry. You will be able to read this anyway. Trust me. You are going to do quite well. Just relax.”

“Let’s go over a few of these words. Don’t be afraid to tell me that you are not sure what some of these words mean. That’s what I am here for – to help. Remember, it is impossible to read something you don’t understand – so please ask me to explain any word you are not sure of.”

“Are you ready? Then let’s begin! What does the word _____ mean?”
(BIRDS, FOUR, BRANCH)

(PLEASE ASK YOUR STUDENT TO DEFINE EACH WORD. ALWAYS TRY TO GIVE EXAMPLES THAT ARE CONCRETE AND CAN BE DIRECTLY RELATED TO HIS OWN EXPERIENCE.)

LISTENING

“Please listen as I read the first part of the story aloud.”

“We can see four birds.”

“We can see four birds sitting.”

“We can see four birds sitting on a branch.”

PRESENTING

“Let’s spend a few minutes talking about what we have just learned about the story.”

Factual

“How many birds are there?”

“What are the birds doing?”

Inferential

“I am now going to ask you some of the special kinds of questions about the story. Remember, these questions are special because the answers were not given to you in the story. You are to give me answers on what you think would make sense. These answers are based upon your opinion – on what *you* think. You don’t have to be afraid of giving me a wrong answer because there are no right or wrong answers. I am only interested in hearing what you think. Just relax and tell me what you think.”

“Why do you think the birds like to sit on a branch and not on the ground?”

Leading

“Let’s go over what we know about the story.”

“They can see _____ birds.” (FOUR)

(PAUSE AND SEE IF THE STUDENT CAN GIVE YOU THE APPROPRIATE ANSWER. IF HE DOES, GIVE HIM PRAISE!)

“That’s right! They can see four birds.”

(IF HE DOESN’T GIVE THE APPROPRIATE ANSWER, GIVE IT TO HIM.)

“The four birds are _____.” (SITTING)

“Fantastic! The four birds are sitting.”

“The four birds are sitting on a _____.” (BRANCH)

“Great job! The four birds are sitting on a branch.”

READING

“It’s now time for you to read the story. The story is the same or identical to what we have talked about. If you want me to read the sentences first, I will. If you don’t remember a word, I will tell it to you. Don’t be nervous. Reading is nothing more than thinking about what the story is about and trying to guess or anticipate what you think is going to come next. Remember, the key is having to make the material make sense. You must always stop reading if it doesn’t make sense. Ask me to help you.”

“Are you ready? Watch as I read the first sentence aloud.” (READ ALOUD.)

“Are you ready to do it alone or would you like to have me read it again?”

“Great! Let’s hear you read the sentence!”

“That was fantastic! Are you ready for the next sentence?” (READ THE NEXT SENTENCE.)

“Now it’s your turn to read this sentence.”

“Excellent! Let’s hear you **read both sentences.**”

“That was terrific!”

“Let’s continue. Listen as I read the next sentence to you.” (READ ALOUD.)

“Now it’s your turn.”

“Way to go! Great reading! Let me hear you **read all three sentences.**”

(REMEMBER, WE ARE TRYING TO BUILD CONFIDENCE. HELP THEM WITH ANY WORD. PRAISE OFTEN! EXAGGERATE! BUILD PRIDE! LET THEM KNOW THAT THIS IS QUITE AN ACCOMPLISHMENT TO BE ABLE TO READ AN ENTIRE PARAGRAPH BY THEMSELVES.)

REVIEW

“That was great reading. I am very proud of you.”

“Do you think you could read **everything we have just gone over today?**”

(HAVE STUDENT REREAD THE NEW MATERIAL.)

“Fantastic! You are terrific!”

“Now let’s do our worksheet.”

(GET READY TO GIVE WORKSHEET DIRECTIONS.)

NOTES TO THE INSTRUCTOR

1. Talk about how animals communicate. Have them list the sounds other animals in the forest make. Remember: expand their understanding. Increase their language.

Teacher Directions on How to Introduce the Student Worksheet

“A Walk in the Woods”

Lesson 7 – Oral Directions

1. We can see four birds.
2. We can see four birds sitting.
3. We can see four birds sitting on a branch.

Teacher Directions to Student:

1. Read sentence #1. How many birds are there? Underline the word or words that tell how many birds there are.
2. Read sentence #2. What are the birds doing? Underline the word or words that tell what the birds are doing.
3. Read sentence #3. Where are they sitting? Underline the word or words that tell where the birds are sitting.

“A Walk in the Woods” – Lesson 8

PREVIEW

“Today we are going to continue with our story about the person who is going on the walk in the woods in the park. Please listen as the story talks about the birds in the woods.”

New Words of Particular Interest:

“You are going to be introduced to many words in this story. You might know some of the words. If you do, that’s just great, but if you don’t know any of these words, don’t worry. You will be able to read this anyway. Trust me. You are going to do quite well. Just relax.”

“Let’s go over a few of these words. Don’t be afraid to tell me that you are not sure what some of these words mean. That’s what I am here for – to help. Remember, it is impossible to read something you don’t understand – so please ask me to explain any word you are not sure of.”

“Are you ready? Then let’s begin! What does the word _____ mean?”
(HAPPY, LOOK, TREE)

(PLEASE ASK YOUR STUDENT TO DEFINE EACH WORD. ALWAYS TRY TO GIVE EXAMPLES THAT ARE CONCRETE AND CAN BE DIRECTLY RELATED TO HIS OWN EXPERIENCE.)

LISTENING

“Please listen as I read the first part of the story aloud.”

“The four birds look happy.”

“The four birds look happy on the branch.”

“The four birds look happy on the branch in the tree.”

PRESENTING

“Let’s spend a few minutes talking about what we have just learned about the story.”

Factual

“How do the birds look?”

“Where are the birds sitting?”

Inferential

“I am now going to ask you some of the special kinds of questions about the story. Remember, these questions are special because the answers were not given to you in the story. You are to give me answers on what you think would make sense. These answers are based upon your opinion – on what *you* think. You don’t have to be afraid of giving me a wrong answer because there are no right or wrong answers. I am only interested in hearing what you think. Just relax and tell me what you think.”

“Why do you think the birds look happy?”

Leading

“Let’s go over what we know about the story.”

“The four birds look _____.” (HAPPY)

(PAUSE AND SEE IF THE STUDENT CAN GIVE YOU THE APPROPRIATE ANSWER. IF HE DOES, GIVE HIM PRAISE!)

“That’s right! The four birds look happy.”

(IF HE DOESN’T GIVE THE APPROPRIATE ANSWER, GIVE IT TO HIM.)

“The four birds look happy on the _____.” (BRANCH)

“Fantastic! The four birds look happy on the branch.”

“The four birds look happy on the branch in the _____.” (TREE)

“Great job! The four birds look happy on the branch in the tree.”

READING

“It’s now time for you to read the story. The story is the same or identical to what we have talked about. If you want me to read the sentences first, I will. If you don’t remember a word, I will tell it to you. Don’t be nervous. Reading is nothing more than thinking about what the story is about and trying to guess or anticipate what you think is going to come next. Remember, the key is having to make the material make sense. You must always stop reading if it doesn’t make sense. Ask me to help you.”

“Are you ready? Watch as I read the first sentence aloud.” (READ ALOUD.)

“Are you ready to do it alone or would you like to have me read it again?”

“Great! Let’s hear you read the sentence!”

“That was fantastic! Are you ready for the next sentence?” (READ THE NEXT SENTENCE.)

“Now it’s your turn to read this sentence.”

“Excellent! Let’s hear you **read both sentences.**”

“That was terrific!”

“Let’s continue. Listen as I read the next sentence to you.” (READ ALOUD.)

“Now it’s your turn.”

“Way to go! Great reading! Let me hear you **read all three sentences.**”

(REMEMBER, WE ARE TRYING TO BUILD CONFIDENCE. HELP THEM WITH ANY WORD. PRAISE OFTEN! EXAGGERATE! BUILD PRIDE! LET THEM KNOW THAT THIS IS QUITE AN ACCOMPLISHMENT TO BE ABLE TO READ AN ENTIRE PARAGRAPH BY THEMSELVES.)

REVIEW

“That was great reading. I am very proud of you.”

“Do you think you could read **everything we have just gone over today?**”

(HAVE STUDENT REREAD THE NEW MATERIAL.)

“Fantastic! You are terrific!”

“Now let’s do our worksheet.”

(GET READY TO GIVE WORKSHEET DIRECTIONS.)

NOTES TO THE INSTRUCTOR

1. This is the third story they are completing. Continue to count the number of pages (8), sentences (108) and words (843) they have read in this story and in all stories combined (23 pages, 318 sentences, 2,474 words). Chart their growth. Show them their progress. Really stress that they have just completed three stories with over two thousand words in them!

Teacher Directions on How to Introduce the Student Worksheet

“A Walk in the Woods”

Lesson 8 – Oral Directions

1. The four birds look happy.
2. The four birds look happy on the branch.
3. The four birds look happy on the branch in the tree.

Teacher Directions to Student:

1. Read sentence #1. How many birds are there? Underline the word or words that tell how many birds there are.
2. Read sentence #2. How do the birds look? Underline the word or words that tell how the birds look.
3. Read sentence #3. Where are they sitting? Underline the word or words that tell where the birds are sitting.

“A Walk in the Woods”

Lesson 9 – Summary and Review

“Today we are going to read the summary of the story we have been reading. This story is a condensed version of all that we have read and discussed so far. As usual, I think you will be quite surprised at how well you can read this story. I will still answer any questions you might have, so relax and enjoy yourself.”

PRESENTING AND READING

“Let’s spend a few minutes going over what we know about the story.”

“We know they are walking on a _____ (path) in the _____ (woods) in the _____ (park).”

“We know they can see _____ (dogs) and _____ (birds) in the _____ (woods).”

“And we also know they can see a _____ (big) dog _____ (playing) in the _____ (woods).”

“That was great! Let me hear you read the first three sentences of the summary.”

(HELP THEM IF THEY ARE HAVING ANY PROBLEMS. PRAISE THEM ALWAYS AND ESPECIALLY WHEN THEY DO WELL.)

“Let’s continue with our review.”

“We know the big _____ (dog) likes to _____ (run) and _____ (jump) in the woods.”

“We know they can see a _____ (little) dog _____ (walking) in the _____ (woods).”

“And we also know the _____ (little) dog likes to _____ (walk) and _____ (bark) in the woods.”

“Fantastic! Let me hear you read the next three sentences of the summary.”

(HELP THEM IF THEY ARE HAVING ANY PROBLEMS. PRAISE THEM WHEN THEY DO WELL.)

“Do you think you can read all six sentences?”

“Let’s continue with the last two sentences.”

“We know they can see _____ (four) birds _____ (sitting) on a _____ (branch).”

“We also know the four birds look _____ (happy) on the _____ (branch) in the tree.”

“Outstanding! Let me hear you read these last two sentences of the summary.”

(HELP THEM IF THEY ARE HAVING ANY PROBLEMS. PRAISE THEM WHEN THEY DO WELL.)

“Do you think you can read all eight sentences?”

(YOU MAY STOP AT ANY POINT IF YOU THINK YOUR STUDENT HAS GONE AS FAR AS HE SHOULD GO FOR THIS LESSON. YOU MAY ALSO CONTINUE AND COMPLETE THE ENTIRE SUMMARY. YOU ARE THE JUDGE. ASK YOUR STUDENT AND LISTEN FOR ANY SIGNS OF FRUSTRATION OR FATIGUE. LET HIM READ AS OFTEN AS HE WOULD LIKE. HELP HIM WITH ANY WORDS HE MAY HAVE DIFFICULTY WITH. BE POSITIVE. PRAISE! PRAISE! PRAISE!)

REVIEW

“This is another book for you to read. Remember: this is for you to read as often as you would like. It is for you to read to others around you. This book is your chance to practice by yourself what you have learned so far. I would like you to get to where you can read this book as well as you read the other books. Remember the more you read it, the better reader you will become. How fast and how good a reader you become is now up to you. You make the decision, not me!”

Notes to the Teacher

1. Remember to let them try to self-correct. Ask them to read past the word they are stumped on. Remind them it must make sense. **Draw their attention to the word by tapping on it or pointing to it.** Ask them to look at the word one more time. Research has shown that many students can self-correct when the mistaken word is drawn to their attention a second time. Give them an oral cue such as saying aloud the initial consonant sound.
2. Don't be disappointed if some are having difficulty. Some students will need additional time and assistance. Be patient.
3. Have them read all three books to you.
4. Don't forget to send home each of the following letters from the parental communications packet: the *Reading Suggestions* letter, the *Parent-Return-A-Gram*, and the *Congratulations-A-Gram*. Please check to make sure each of the letters correspond to the appropriate story – “A WALK IN THE WOODS”.