

# Forest Walk

## GOALS

### Comprehension

**Connect to prior knowledge:** Have you ever been on a forest walk?

What did you see or hear?

### Vocabulary

**High-frequency Words:** again, away, back, blue, brown, by, walk, will

**Content Words:** birds, bugs, drive, floats, flutter, friends, muddy, rocks, stream, water

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /bl/

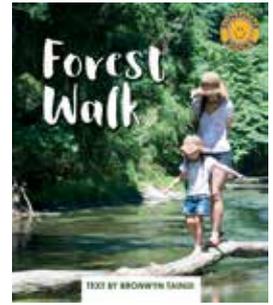
### Phonics

**Letters and Sounds:** /bl/

**Words to Blend and Segment:** black, blame, blob, blue, block

### Fluency

Model fluent reading of a section of the text, emphasising the sound words, and attending to punctuation for students to repeat.



A mother and daughter take a walk in the forest.

## Before Reading

- Ask: Have you ever been on a forest walk? What did you see or hear? If you haven't been, what do you think you might see or hear in a forest? What happens in forests? What has happened to the forest on the back cover?
- Read the title to students and then read it together.
- From the cover photo and title students predict what the text might be about. Discuss if this will be a fiction or nonfiction text. How do you know?
- Read the title page together. Ask: What is a Table of Contents for? Read it together. Reread the contents, realising that this is a summary of the text.
- Talk/walk through the pictures. Notice the tree shape around each page number. Discuss what is happening on each page. Bring words like *birds, bugs, drive, floats, flutter, friends, muddy, rocks, stream, water* into the conversation.
- Before turning to page 16 ask students how they think the book might end.

## Reading the Text

- Read the cover and the contents page together.
- On pages 2–3, discuss what the girl and her mother see on their forest walk. Read the words together, pointing to the words as they are read.
- On pages 4–5, discuss the picture. Ask: What do they see? Read the words together. Students break difficult words down into small chunks or sounds, e.g. /ch/ /ir/ /p/ *chirp*.
- Follow this pattern for each page. Discuss the pictures and what the different forest experiences represent before reading each page.
- Predict the ending before turning to page 16.

## **After Reading**

Invite students to discuss the information. Prompt if needed.

- Retell the text using the pictures on each page as a guide. Discuss each part of the forest walk.
- Discuss the ending. Ask students if they would like to go on a forest walk and why. What was the author's purpose in writing the book? What have they learnt from this book?
- Discuss prepositions. Model using prepositions. Relate the prepositions to the illustrations in the book. (page 2 – *into, along, through, up*) Read the sentences with the prepositions in them. Ask students to explain what prepositions tell you. (position or direction) Look for more prepositions in the text. Make a list of them, e.g. *over, by, away*.
- Make a list of sound words in the story, e.g. *scuttle, flutter, crunch*. Choose one to illustrate as a shaped word that is appropriate for the sound.

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /bl/ Students listen carefully to words as you read them to identify the /bl/ sound, e.g. *black, blame, blob, blue, block*. They repeat these words, emphasising /bl/. They think of more words that begin with the same sound. (blast, blame, bliss, bling)
- Students listen and identify syllables in words and clap as they are spoken, e.g. *flut/ter* Together find one-syllable words in the book to read and clap, e.g. *crunch, boat, floats*. Have students read and clap two syllable words, e.g. *scut/tle, pad/dle, mud/dy* Notice where the words with double consonants break for the syllables.

## **Phonics**

- Recognise words that have the same beginning sound: /bl/ Write *black, blame, blob, blue, block* on the board to practise blending and segmenting the sounds together as a group.
- Brainstorm other words starting with /bl/ to add to the list and then blend and segment.

## **Word Study**

- Talk about the words *again, away, back, blue, brown, by, walk, will*. Photocopy the flash cards and read them together. Ask students to locate and read these words in the book.
- Students make a web showing the things the mother and daughter see on their walk. They label and illustrate their web and share it with the class.

## **Fluency**

- Model fluent reading of a section of the text, emphasising the sound words, and attending to punctuation for students to repeat.

## **Writing**

- Have students write a new text using the pattern of the text, e.g. page 6 – *We walk over the leaves – crunch, crunch*. We tramp over the leaves – rustle, rustle. They illustrate it.
- Make a story map of the events in the text in sequence. Illustrate and label the map and use this to retell the text to a partner.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.