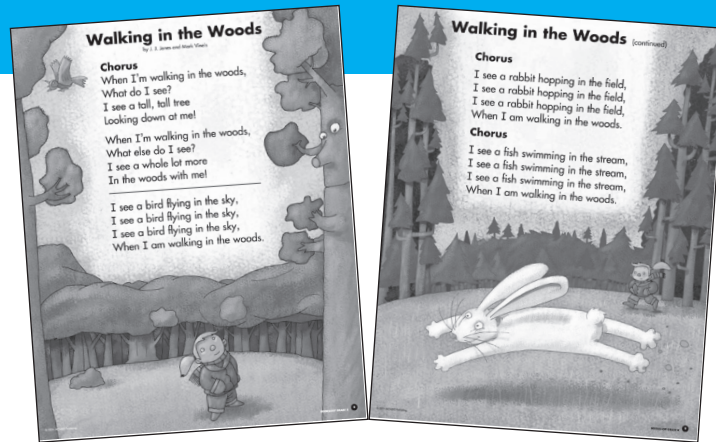


Walking in the Woods

By J. J. Jones and Mark Vineis / Illustrated by Marcelo Elizalde



SUMMARY

This is a jazzy, fun song about what someone sees when they walk through the woods.

BOOKSHOP MATERIALS

- “Walking in the Woods” song chart
- Chart paper
- Pointer (optional)

Let's Sing About It!

blackline masters on pages 7–8

indicates possible student responses

SESSION 1

TEACHING FOCUS

To help students clearly articulate prior knowledge or information from text to support conclusions

INTRODUCING THE TEXT

- Display the song and ask students to scan the chart. Invite them to tell you what they see. Read the title of the song together, underlining each word as you say the sounds. *Let's look at this chart together. Who has an idea what this song might be about?* (● a girl walking through a forest, a girl trying to catch a bunny in the woods.) *Let's read the title together: “Walking in the Woods.” They are in the woods. Who would like to share what they know about the woods?* (● I go walking in the woods with my mom; once I saw a snake in the woods by my house.) *Who can think of some other things we might see in the woods?* (● trees, bears, bugs.) *Maybe we'll read about some of these things in the song.*
- Encourage students to think about and share what they already know about the woods. Talk about what they might see as they walk in the woods. *Let's talk about what we know about the woods. Who has some thoughts?* (● there are lots of trees and plants; woods can be dark and scary, I know a lot of animals live in the woods.) *You know a lot about the woods. What do you think you might learn from this song?* (● what it's like to take a walk in the woods; who lives in the woods.) *Those are good ideas! Let's listen to the song and find out more. We can read along on the chart as we listen.*

READING/SINGING THE TEXT

- Play the first version of the song “Walking in the Woods” on the CD. Encourage students to listen and follow the lyrics as you point to each word. Replay the song

 **PRINT CONCEPTS**

Help students understand that the text reads from left to right.

**TEACHER TIP**

Visualizing the text creates a stronger connection to the text and helps students replay their own prior knowledge in their minds. This gives students a stronger focus as they listen, helping them come to more confident conclusions.

 **ELL SUPPORT**

Pair fluent readers with ELL students and invite them to sing the song together, making up hand motions for the actions of the animals and trees in the song. ELL students can rely on repetitive language as clues to help them understand the song as they act it out.

and invite students to join the singing when they feel comfortable doing so. Then read and sing the lyrics of the song together. As you read, underline the words with your finger so students can see where the text begins and ends. Encourage students to think about what they already know about the woods and apply it to what they read in the text. After you sing the song, help students understand that we read words from the left to the right. *As we read, let's think about what we might see walking in the woods. Let's read. Who would like to come up and show us what direction we read the words in the song? (Point to the first line of the song.) (we read from the left side to the right side, from here to here.) Great! Now let's read the first verse together. Who would like to point us in the right reading direction?*

- As you play the song, ask students to listen for words that tell them what they may see in the woods. Encourage them to tell what conclusions they came to as they sang and read along with the song.

Who can share some of the things they saw in the woods in the song? (tall trees., a bird flying in the sky.) Imagine looking up at all the tall trees. What do think you would see? (green leaves; lots of branches.) Who remembers something else from the song? (a rabbit hopping in the field, a fish swimming in a stream.) Picture a stream in your mind. Share what you see. (rocks, fish, tadpoles, water bugs.) Great! Let's listen to the song again. This time I'm going to point out the direction of the words. Think about how what you know helps you make decisions about the words.

DISCUSSING THE TEXT

- Restate the focus and ask students to talk about how prior knowledge and information they learned helped them support conclusions about the song. *In the beginning of this session, we talked about what the song might be about. What did we find out? (it's about seeing things when you are walking in the woods; there are lots of things to see, like birds, trees, and fish.) How did you figure that out? (since I know about the woods, I knew there's a lot to see; in the song it says all about what's in the woods.) Who can tell us how using what we know about the woods helped us make a picture in our minds? (I could see the trees and birds because I've seen those things before.) As we read, it helps to think about what we know already, along with what we read, to decide what a song is about.*

SESSION 2

REFLECTING ON THE TEXT

- Ask students to reflect on what they already know about walking in the woods. Then state the focus of this session and encourage students to think about how their experiences help them better understand the text. *Let's talk about what we already know about walking in the woods. Who has some ideas?* (● there are lots of trees in the woods; there are different animals, like rabbits and birds and lots of other ones.) *Let's make a list. What else do you think you might see on a walk in the woods?* (● my dad saw a bear once; I've seen really big mushrooms; I saw a deer and the baby.) *Let's write those things down.* (Make a list of students' suggestions on chart paper. Leave space under each suggestion.) *Anything else you'd like to add?* (● frogs, foxes, wolves.) *Today, when we listen to the song again and read the chart, let's think of what else we know about the woods. This will help us understand what we read.*

READING/SINGING THE TEXT

- Help students draw on background knowledge before they read. Invite students to sing along with you as they feel able. *Let's listen to this song again and follow along on the chart. Sing along whenever you feel comfortable. As we sing, think about what else you might see in your walk in the woods. Let's sing and read.*

- PHONICS** Pause before reading the word *at* in the last line of the first verse to model the Sound and Say strategy for reading a word. *Let's use our Sound and Say strategy to help us read this word. You're going to use the sounds you know to figure out words. Say the sound when I touch the letter on the chart paper. Remember to say each sound for as long as I touch it. Sound the word.* (● /ă → /t/) *Say the word.* (● *at*) *Remember to use this strategy when you are reading and don't know a word. Let's continue reading.*

DISCUSSING THE TEXT

- Invite students to talk about how their own experiences help them understand the text. *Let's talk more about what the writers tell us in this song.* (● there are lots of things to see on a walk in the woods.) *Who has a thought about what a bear in the woods might be doing?* (● it might be eating blueberries; sometimes bears climb trees.) *Let's write those things on our chart. Add these things under "bears" on the chart. Continue with the other items on the list.*
- VOCABULARY** Introduce the word *field* to students and invite them to share their understanding of the word. Read together the first line of the first verse on the second page of the chart and then clarify its meaning. *The word field is in our reading today. Let's read the sentence on the page where the word appears. "I see a rabbit hopping in the field." Based on what we just read, who can tell us about this word?* (● a field is a big

TEACHING FOCUS

To help students think about and identify personal experiences/prior knowledge and combine that with the message of the text to gain understanding

FLUENCY

During small-group teaching or at the learning center, provide the *Let's Sing About It!* recording and the "Walking in the Woods" song chart. Set up the recording and tell students that as they listen to the song they should also be looking at and reading the words. Invite volunteers to point to the text on the chart as students sing the song. Have students read and sing the song at least twice. Students can use the audio and book independently whenever time permits by following the instructions on the CD.

place with grass; a field is where you play baseball or football; I've seen a field with tall grass and flowers and lots of butterflies.) *Let's read the line again. What kind of a field do you think the authors are talking about here?* (● a field with long grass and flowers.) *Good thinking! Fields are large areas of land, sometimes very near the woods.*

- Discuss with students how making links to past experience and knowledge helps them better understand what they're reading.

As we read today, how did the things we know about the woods help us make sense of what we were reading? (● we could imagine it in our heads and understand the words.) *When we read, it's important to use what we already know and our experiences to help us understand what we read.*

SESSION 3

TEACHING FOCUS

To help students recognize and use rhyme, rhythm, and pattern to predict language structures in more complex texts

RE-ENTERING THE TEXT

- Talk about how students used their prior experience to gain understanding of the text and then introduce the focus of this session. Ask students to think about any patterns they notice as they read and sing the song.

Last time, we talked about how we can use what we already know to help us understand what we were reading. When we read today, listen and look for patterns that you recognize in the words. Can you think of any patterns that you noticed already? (● we sang about different animals and what they do; we say it three times.) *Let's sing the song again, and listen carefully as we read.*

ANALYZING THE TEXT

- Help students recognize the patterns in the text that will help them create new verses for the song. See the Writing Focus on page 6 to continue writing new verses of the song.

Now that we've sung the song again, let's see what patterns we found. Let's talk about your first idea about how we sing about different animals. (● we sang about birds, a rabbit, and a fish.) *We also predicted a pattern about what animals do. Who has some ideas?* (● the song says three times I see birds flying, rabbits hopping, and fish swimming.) *We sang about each animal and repeated that line three times. I bet we could add some words to this song. Let's look at our list. The first word is bear. Who can remind us what we said about a bear?* (● it eats blueberries.) *Let's write "I see a bear eating blueberries on a hill." How would we sing that? Let's try. Once we know the pattern, we can make up as many verses as we want!*

PHONEMIC AWARENESS

As this focus deals with phonemic awareness, it is critical that students focus on the sounds of language and not on the print. Instruct students to listen to a word and to say each sound they hear.

I will say a word. Then we'll say each sound in the word. Listen: me. Say it slowly. (● /m→/ /ē→/) *Listen: lot. Say it slowly.* (● /l→/ /ō→/ /t/) *Remember that saying all the sounds in words helps us become better readers and writers.*

PHONEMIC AWARENESS

Orally segment words with 2 to 4 phonemes into individual phonemes.

SESSION 4

RE-ENTERING THE TEXT

- Introduce the focus of the session and encourage students to retell the story in their own words.

Let's retell the song in our own words. Who would like to begin? (● the song is about taking a walk in the woods and first we see a tall, tall tree.) Who else would like to add to the retelling? (● next we see a bird flying in the sky and then a rabbit hopping in the field; then we see a fish swimming in a stream.) What are some of the other verses we added to the song? (● we saw a bear eating blueberries on a hill.) (Students can tell about other additional verses.)

ANALYZING THE TEXT

- Discuss with students how they can retell the song in different ways.

I wonder how else we could retell the song. (● we could act it out.) Let's act out the song in movements. Who has some ideas? (● for trees we could stand straight and tall and look down; for a bird we could flap our arms like wings; we could hop around like rabbits; we could put our hands together and wiggle around like fish swimming.) When we sing other songs or read books, remember that there are lots of different ways to retell stories and songs.

PHONICS

Read lines 7 and 8 with students. Instruct students to look at the letter you are pointing to, think of the sound it makes, and say the sound. Remember to touch the featured letter/sound, holding your finger on the letter for two seconds if it is a continuous sound or tapping the letter quickly if it is a stop sound.

Let's read the words on this line again: "I see a whole lot more/ In the woods with me." Now we're going to focus on the sounds of the letters in these words. When I point to a letter, look at it and think of the sound. Say the sound of the letter. Remember to say the sound for as long as I touch it. Let's start. (Touch the letter s in see.) (●/s/) Now let's try a different sound. (Touch the letter m in more.) (●/m/) Terrific! Remember, when you can say the sounds of letters quickly, it's easier to figure out new words.

WORD RECOGNITION

Write the words *see* and *a* on chart paper and review them with students. Locate each word in the text and reread the text together.

Let's practice some Look and Say Words. Look at these words when I point to them. Say the word when I tap it. (Point to and then tap the word see.) What word? (● see) (Point to and then tap the word a.) What word? (● a)

- Point to the second line of the chorus and repeat this procedure with *see*. Then read the entire sentence. Repeat using the word *a* on line 3.

Now we'll find these words in sentences. (Point to and then tap see on line 2.) What word? (● see) Now let's read this sentence together. Let's try the other word. (Point to and then tap a on line 3.) What word? (● a) Now let's read the entire sentence.



Use the blackline master on pages 7 and 8 during this session so students may follow along independently.

TEACHING FOCUS

To help students retell simple texts



PHONICS FOCUS

Say the most common sound for featured letters *m* and *s*.



WORD RECOGNITION FOCUS

Pronounce featured sight words *see* and *a*.

SESSION 5

REREADING THE TEXT FOR FLUENCY



Help students build fluency by singing the repeated lines in the song quickly and smoothly. Play the recording again and invite students to listen to the repeated lines. Then play the version of the song without words and encourage children to see how smoothly they can sing the lines that repeat in each verse.

Let's listen to the song again. Who can spot the line that is repeated in the first verse? (🎧 "I see a bird flying in the sky.") That's right. Let's listen for other repeated lines in the song. Now I'm going to play a version of the song without words. Let's sing the repeated lines of the song together. Great job! You sang the lines very smoothly.

GRAMMAR

- **Verbs with -ing:** Talk about the words in the song that tell what the animals or plants are doing, such as *walking, looking, flying, hopping,* and *swimming*. Write the new words students suggest on chart paper. Invite students to act out the action words they found.

Let's look at the word walking. This word is something people do all the time. It is an action. Words used for actions are called verbs. Let's read through the song and look for other verbs. Stop us when you've found one and let's write it down. (🎧 when I read "a bird flying in the sky," I know that flying is an action. So flying must be a verb.) Great! You know these are verbs because they are actions!

WRITING CONNECTION



New Verses: Encourage students to create new verses for the song. Invite them to think of other animals or plants they might see while walking in the woods and imagine what they might be doing. Write "I see a _____." on the board. Help students complete their sentences. Have them draw a picture of their new verse. Provide assistance as necessary. Play the song version without words and invite students to sing their new verses.

Let's write new verses for this song and draw a picture. Complete the sentence "I see a . . ." and then draw a picture of your new verse. I can help you with the words. Then let's sing our new verses with the music!

Name: _____ Date: _____



Walking in the Woods

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Chorus

When I'm walking in the woods,
What do I see?
I see a tall, tall tree
Looking down at me!

When I'm walking in the woods,
What else do I see?
I see a whole lot more
In the woods with me!

I see a bird flying in the sky,
I see a bird flying in the sky,
I see a bird flying in the sky,
When I am walking in the woods.



Name: _____ Date: _____

Walking in the Woods (continued)

Chorus

I see a rabbit hopping in the field,
I see a rabbit hopping in the field,
I see a rabbit hopping in the field,
When I am walking in the woods.

Chorus

I see a fish swimming in the stream,
I see a fish swimming in the stream,
I see a fish swimming in the stream,
When I am walking in the woods.