Story Title: *Forests of the World*  
Unit: 1  
Pages: 82 – 85

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Word Families and Definitions for Steps 1 - 2 - 3

**STEP 1- Key Words**
(These definitions are written on the board or chart paper and pre-taught at the start of Step 1.)

- (Pg 82) **barren** - producing no vegetation, growth, or results
- (Pg 83) **rich** - made from or consisting of things of the highest quality
- (Pg 84) **contains** - to have or hold something inside

**STEP 2- Target Words**
(These definitions are written on the board or chart paper and pre-taught at the start of Step 2.)

- For **barren**: desolate - uninhabited and deserted; empty
  - bleak - without hope or expectation of success or improvement
- For **rich**: lush - producing a lot of vegetation
  - bountiful - in plentiful supply
- For **contains**: accommodates - having sufficient space for somebody or something
  - constitutes - to make up the whole or a particular part of something

**STEP 3- Target Words**
(These words are written on the board, but their definitions are NOT TAUGHT in Step 3.)

- For **barren**: harsh - difficult to endure; inhospitable
  - deserted - a place or situation that is without inhabitants or some desirable thing
- For **rich**: fertile - capable of producing vegetation or crops abundantly
  - fruitful - causing or promoting fertility or productivity
- For **contains**: includes - to have something as part of a group
  - houses - to keep or store something

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**Teacher Questions for Steps 1 - 2 - 3**

**STEP 1 - Questions**
(When the sentence in story with the key word is reached, stop and ask the following questions.)

(Pg 82) **SENTENCE with Key Word:**
Biomes like the Arctic tundra - where cold winds buffet anything that appears on the **barren** landscape - are treeless.

**Questions:**
1. What does the word **barren** mean in this sentence?
2. How does the word **barren** contribute toward the overall meaning of this story so far?

Definition for Questions 1 - 2:
**barren** - producing no vegetation, growth, or results
SENTENCE with Key Word:
The soil is not very rich, because there are no leaves to decompose and make the ground suitable for growth.

Questions:
1. What does the word rich mean in this sentence?
2. How does the word rich contribute toward the overall meaning of this story so far?

Definition for Questions 1 - 2:
rich - made from or consisting of things of the highest quality

SENTENCE with Key Word:
The second level, or understory, contains a mix of small trees, vines, and palms, as well as shrubs and ferns.

Questions:
1. What does the word contains mean in this sentence?
2. How does the word contains contribute toward the overall meaning of this story so far?

Definition for Questions 1 - 2:
contains - to have or hold something inside

STEP 2 - Questions (Students are directed to three-sentence block containing each Key Word. Students then read the three-sentence block and substitute Target Words.)

THREE-SENTENCE BLOCK With Key Word: barren: (For reference- NOT to be re-read)
A biome is a large community of plants and animals that is supported by a certain type of climate.
Biomes like the Arctic tundra - where cold winds buffet anything that appears on the barren landscape - are treeless.
Many other areas in the world are covered with different kinds of trees.

FIRST TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)
A biome is a large community of plants and animals that is supported by a certain type of climate.
Biomes like the Arctic tundra - where cold winds buffet anything that appears on the desolate landscape - are treeless.
Many other areas in the world are covered with different kinds of trees.

Questions:
1. What does the word desolate mean in this sentence?
2. If the author had chosen desolate, how would the word desolate contribute toward the overall meaning of this story?
3. Explain whether using the word desolate instead of barren changes the meaning of the sentence or story.

Definitions for Questions 1 - 2 - 3:
barren - producing no vegetation, growth, or results
desolate - uninhabited and deserted; empty

SECOND TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)
A biome is a large community of plants and animals that is supported by a certain type of climate.
Biomes like the Arctic tundra - where cold winds buffet anything that appears on the bleak landscape - are treeless.
Many other areas in the world are covered with different kinds of trees.

Questions:
1. What does the word bleak mean in this sentence?
2. If the author had chosen **bleak**, how would the word **bleak** contribute toward the overall meaning of this story?

3. Explain whether using the word **bleak** instead of **desolate** changes the meaning of the sentence or story.

   **Definitions for Questions 1 - 2 - 3:**
   - desolate - uninhabited and deserted; empty
   - bleak - without hope or expectation of success or improvement

   (Pg 83) **THREE-SENTENCE BLOCK With Key Word: rich** (For reference- NOT to be re-read)
   Coniferous forests consist mainly of cone-bearing trees such as spruce, hemlock, and fir. The soil is not very **rich**, because there are no leaves to decompose and make the ground suitable for growth. This will reduce the growth of other kinds of plant life.

   **FIRST TARGET WORD SUBSTITUTED and Questions:** (Read by students with substitution)
   Coniferous forests consist mainly of cone-bearing trees such as spruce, hemlock, and fir. The soil is not very **lush**, because there are no leaves to decompose and make the ground suitable for growth. This will reduce the growth of other kinds of plant life.

   **Questions:**
   1. What does the word **lush** mean in this sentence?
   2. If the author had chosen **lush**, how would the word **lush** contribute toward the overall meaning of this story?
   3. Explain whether using the word **lush** instead of **rich** changes the meaning of the sentence or story.

   **Definitions for Questions 1 - 2 - 3:**
   - rich - made from or consisting of things of the highest quality
   - lush - producing a lot of vegetation

   **SECOND TARGET WORD SUBSTITUTED and Questions:** (Read by students with substitution)
   Coniferous forests consist mainly of cone-bearing trees such as spruce, hemlock, and fir. The soil is not very **bountiful**, because there are no leaves to decompose and make the ground suitable for growth. This will reduce the growth of other kinds of plant life.

   **Questions:**
   1. What does the word **bountiful** mean in this sentence?
   2. If the author had chosen **bountiful**, how would the word **bountiful** contribute toward the overall meaning of this story?
   3. Explain whether using the word **bountiful** instead of **lush** changes the meaning of the sentence or story.

   **Definitions for Questions 1 - 2 - 3:**
   - lush - producing a lot of vegetation
   - bountiful - in plentiful supply

   (Pg 84) **THREE-SENTENCE BLOCK With Key Word: contains** (For reference- NOT to be re-read)
   The canopy, or tallest level, has trees between 100 and 200 feet tall. The second level, or understory, contains a mix of small trees, vines, and palms, as well as shrubs and ferns. The third and lowest level is the forest floor, where herbs, mosses, and fungi grow.
FIRST TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)
The canopy, or tallest level, has trees between 100 and 200 feet tall. The second level, or understory, accommodates a mix of small trees, vines, and palms, as well as shrubs and ferns. The third and lowest level is the forest floor, where herbs, mosses, and fungi grow.

Questions:
1. What does the word accommodates mean in this sentence?
2. If the author had chosen accommodates, how would the word accommodates contribute toward the overall meaning of this story?
3. Explain whether using the word accommodates instead of contains changes the meaning of the sentence or story.

Definitions for Questions 1 - 2 - 3:
contains - to have or hold something inside
accommodates - having sufficient space for somebody or something

SECOND TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)
The canopy, or tallest level, has trees between 100 and 200 feet tall. The second level, or understory, constitutes a mix of small trees, vines, and palms, as well as shrubs and ferns. The third and lowest level is the forest floor, where herbs, mosses, and fungi grow.

Questions:
1. What does the word constitutes mean in this sentence?
2. If the author had chosen constitutes, how does the word constitutes contribute toward the overall meaning of this story?
3. Explain whether using the word constitutes instead of accommodates changes the meaning of the sentence or story.

Definitions for Questions 1 - 2 - 3:
accommodates - having sufficient space for somebody or something
constitutes - to make up the whole or a particular part of something

STEP 3 - Questions (Students are directed to the three-sentence block containing each Key Word. Students then read the three-sentence block and substitute Target Words. REMINDER- DEFINITIONS FOR THESE WORDS ARE NOT TAUGHT.)

(Pg 82) THREE-SENTENCE BLOCK With Key Word: barren (For reference - NOT to be re-read)
A biome is a large community of plants and animals that is supported by a certain type of climate. Biomes like the Arctic tundra - where cold winds buffet anything that appears on the barren landscape - are treeless. Many other areas in the world are covered with different kinds of trees.

FIRST TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)
A biome is a large community of plants and animals that is supported by a certain type of climate. Biomes like the Arctic tundra - where cold winds buffet anything that appears on the harsh landscape - are treeless. Many other areas in the world are covered with different kinds of trees.

Questions:
1. What does the word harsh mean in this sentence?
2. If the author had chosen harsh, how would the word harsh contribute toward the overall meaning of this story?
3. Explain whether using the word **harsh** instead of **bleak** changes the meaning of the sentence or story.

   **Definitions for Questions 1 - 2 - 3: (For teacher reference only)**
   
   *bleak* - without hope or expectation of success or improvement  
   *harsh* - difficult to endure; inhospitable

**SECOND TARGET WORD SUBSTITUTED and Questions:** (Read by students with substitution)

A biome is a large community of plants and animals that is supported by a certain type of climate. Biomes like the Arctic tundra - where cold winds buffet anything that appears on the **deserted** landscape - are treeless. Many other areas in the world are covered with different kinds of trees.

**Questions:**

1. What does the word **deserted** mean in this sentence?

2. If the author had chosen **deserted**, how would the word **deserted** contribute toward the overall meaning of this story?

3. Explain whether using the word **deserted** instead of **harsh** changes the meaning of the sentence or story.

   **Definitions for Questions 1 - 2 - 3: (For teacher reference only)**
   
   *harsh* - difficult to endure; inhospitable  
   *deserted* - a place or situation that is without inhabitants or some desirable thing

(Pg 83) **THREE-SENTENCE BLOCK With Key Word: common-sense** (For reference - NOT to be re-read)

Coniferous forests consist mainly of cone-bearing trees such as spruce, hemlock, and fir. The soil is not very **rich**, because there are no leaves to decompose and make the ground suitable for growth. This will reduce the growth of other kinds of plant life.

**FIRST TARGET WORD SUBSTITUTED and Questions:** (Read by students with substitution)

Coniferous forests consist mainly of cone-bearing trees such as spruce, hemlock, and fir. The soil is not very **fertile**, because there are no leaves to decompose and make the ground suitable for growth. This will reduce the growth of other kinds of plant life.

**Questions:**

1. What does the word **fertile** mean in this sentence?

2. If the author had chosen **fertile**, how would the word **fertile** contribute toward the overall meaning of this story?

3. Explain whether using the word **fertile** instead of **bountiful** changes the meaning of the sentence or story.

   **Definitions for Questions 1 - 2 - 3: (For teacher reference only)**
   
   *bountiful* - in plentiful supply  
   *fertile* - capable of producing vegetation or crops abundantly

**SECOND TARGET WORD SUBSTITUTED and Questions:** (Read by students with substitution)

Coniferous forests consist mainly of cone-bearing trees such as spruce, hemlock, and fir. The soil is not very **fruitful**, because there are no leaves to decompose and make the ground suitable for growth. This will reduce the growth of other kinds of plant life.

**Questions:**

1. What does the word **fruitful** mean in this sentence?
2. If the author had chosen fruitful, how would the word fruitful contribute toward the overall meaning of this story?
3. Explain whether using the word fruitful instead of fertile changes the meaning of the sentence or story.

Definitions for Questions 1 - 2 - 3: (For teacher reference only)
- fertile - capable of producing vegetation or crops abundantly
- fruitful - causing or promoting fertility or productivity

THREE-SENTENCE BLOCK With Key Word: contains (For reference - NOT to be re-read)
The canopy, or tallest level, has trees between 100 and 200 feet tall.
The second level, or understory, contains a mix of small trees, vines, and palms, as well as shrubs and ferns.
The third and lowest level is the forest floor, where herbs, mosses, and fungi grow.

FIRST TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)
The canopy, or tallest level, has trees between 100 and 200 feet tall.
The second level, or understory, includes a mix of small trees, vines, and palms, as well as shrubs and ferns.
The third and lowest level is the forest floor, where herbs, mosses, and fungi grow.

Questions:
1. What does the word includes mean in this sentence?
2. If the author had chosen includes, how would the word includes contribute toward the overall meaning of this story?
3. Explain whether using the word includes instead of constitutes changes the meaning of the sentence or story.

Definitions for Questions 1 - 2 - 3: (For teacher reference only)
- constitutes - to make up the whole or a particular part of something
- includes - to have something as part of a group

SECOND TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)
The canopy, or tallest level, has trees between 100 and 200 feet tall.
The second level, or understory, houses a mix of small trees, vines, and palms, as well as shrubs and ferns.
The third and lowest level is the forest floor, where herbs, mosses, and fungi grow.

Questions:
1. What does the word houses mean in this sentence?
2. If the author had chosen houses, how would the word houses contribute toward the overall meaning of this story?
3. Explain whether using the word houses instead of includes changes the meaning of the sentence or story.

Definitions for Questions 1 - 2 - 3: (For teacher reference only)
- includes - to have something as part of a group
- houses - to keep or store something

Step 4 - Expansion Task Using Key and Target Words (All Key and Target Words are written on board, but in a “random” arrangement (i.e., words are NOT grouped by meaning)

Variation 1: Students are asked to select a word on the board and then use the word in a sentence that involves something they have either done or experienced. Students present their sentence orally to the class.
**Variation 2:** The teacher points to different words on the board and has one or more students use the word in a sentence that involves something they have done or experienced. Students present their sentence orally to the class.

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**General Implementation Notes**
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1. Before starting a lesson, mark the key words (and three-sentence blocks) in the teacher edition using Post-It™ notes. *(Optional: Have students use Post-It™ notes to mark these pages in their text books as well.)*

2. To help focus your instruction and pacing, feel free to mark or highlight any portions of this teacher guide as needed before starting the lesson.

3. Write the three key words and definitions on the board or chart paper before starting the lesson.

4. Step 1 should occur the first time the story is read aloud by students. Write the key words and definitions on the board or chart paper before starting Step 1. *Suggestion: Have different students read the story on a paragraph-by-paragraph basis. Interrupt the reading process when the sentence with the key word is read. Then ask the two questions for each key word before continuing. Continue reading until the entire story has been read. (Other approaches to Shared Reading may be employed to accomplish this same purpose.)*

5. For Step 2, after the entire story has been read, add the target words and definitions on the chart paper or board next to the key words previously taught. After students read a three-sentence block and substitute a target word, ask the three scripted questions. *Note: For the third question in Step 2, the substituted word is always compared to the preceding target word that was used.)*

6. For Step 3, erase all the words on the board--or cover the chart paper--and write each pair of new target words on the board or chart paper; however…

   DO NOT WRITE OR TEACH DEFINITIONS IN STEP 3. Follow the script for Step 3.

7. Correcting student errors: In Steps 1 and 2 refer students to the definitions and re-ask the question(s). For Step 3, refer students only to the sentence or story context. Do NOT provide students with definitions.

8. For cumulative review: Place sample words from the semantic family on the board, and have students use the words in a sentence, following either Variation 1 or 2.

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**Teacher Notes**
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