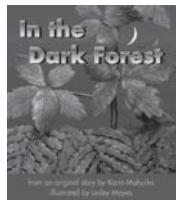


# In the Dark Forest

from an original story by Karin Mahuika  
illustrated by Lesley Moyes



## Book Summary

Deep in an enchanting “3-D” forest, a bevy of creepy crawlies cavort by the light of the moon until danger lurks ....

## Features of the Book

- Clearly structured beginning, middle, and end.
- The high-frequency words – “It,” “is,” “in,” and “the.”
- The double vowels – “ee” and “oo.”
- The clear text in two-line blocks encourages a return sweep.
- Consistent placement of text, with a change at the climax on page 7.
- The use of repetition
- The clay-modeling technique the illustrator has used.

## Purpose

*In the Dark Forest* can be used in a guided reading setting to introduce the following skills and strategies:

- reading a range of simple, high-frequency words in context;
- sharing ideas about the story with others in the group;
- hearing the individual sounds in words;
- innovating on the story to create own versions of stories, plays, and songs.

## Introducing the text

Ask the children if they have ever been in a forest or a park, and at night.

- *What did it feel like?*
- *Could you see anything?*
- *Were there any animals around?*
- *What kinds of animals or insects would you find in a forest?*

Read the title and information about the author and illustrator to the group.

Look at the cover and talk about how the illustrations have been made.

## Reading the text

- Reading a range of simple, high-frequency words in context.
- Sharing ideas about the story with others in the group.
- Hearing the individual sounds in words.

### Title page

- *Where is this feather from?*
- *Do you think we'll find out later in the story?*

### Page 2

- *What is it like in this forest?*
- *What word did the author use to tell us? Who can find this word in the text?*
- *What has the illustrator done to show this?*

Pages 3 to 6 – Now we begin to meet the characters in the story.

### Page 7

- *Who is this? What has it come out for?*
- *What noise does it make?*
- *What should we say to all the creatures?*

### Shout it out together!

### Page 8

- *What has happened?*
- *Why are these words so big?*

Children now read the book independently.

## Revisiting the text

Discuss the names of each creature in the story and record them on the board. Ask the children to think of other words that begin with the same letter, for example, beetle, bug, and bat.

## Following Up

- Innovating on the story to create own versions of stories, plays, and songs.
- Innovate on the text, using a jungle or underwater theme, for example, “Look out! Here comes Shark!”
- **E Complete the blackline master opposite.**