

THE BOY WHO GREW A FOREST

mentor text unit

Mentor Sentence Lesson
Interactive Activity
Reading Activities
Writing Prompt
Vocabulary



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Digital Learning Links

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Before clicking any of the links in this file, it is important that you are signed into the Google Drive that you will use to share the files with your students.

Click each of the links below and a screen will open to prompt you to make a copy. The files will be in your own Google Drive account.

(You may want to create a folder for all of these!)

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The Boy Who Grew a Forest
By Sophia Gholz



1er...ent...c...ocus...nd...d: L.I...os...ive nou...)

Reading Lesson Ideas:

R.1: Students read and provide evidence to support the boy is determined to rebuild the forest.

R.2: Students determine the main idea of the text and identify the key details that support it.

R.3: Students can compare themselves as children to the forest starting as a group of saplings.

...to...er...c...aenufy...ob...n and...ot...e...xampl... from
...to...

R.6: Students compare are text...nt... with...
Payeng, [like this one](#) (you'd probably want to read it aloud to them rather than giving them a copy).

R.7: Students explain how the text's illustrations change as the story goes on- how do they become more complex?

Writing Lesson Ideas:

W./W.2: Students can write about what else can be grown
...ing...w...st...e...see...kind...ss...e...h...ain...e...

W.3: Students can write about time they protected s...
or were...e...mir...to...save...ethi...

The boy's precious island was
shrink-ing-eroding away, with
the crushing power, leaving
empty sandbars behind.

The Boy Who Grew a Forest

Monday - possibilities of things to notice

*possessive nouns- boy's

plural noun- sandbars

vivid verbs- shrinking, eroding

declarative sentence

simple sentence

descriptive adjectives

participle phrases- "eroding away with the rushing river"

"leaving empty sandbars behind"

Tuesday - label the sentence

the - article

boy's- possessive noun

precious, shrinking, rushing, empty - adjectives

island, river, sandbars - nouns

was - linking verb

eroding, leaving participle (verb form that acts as adjective)

away behind - prepositional phrase

with preposition

The boy's precious island was shrinking- eroding away with the rushing river, leaving empty sandbars behind.

complete subject

simple subject

complete predicate

simple predicate

Wednesday - possibility of revised sentence

The boy's beloved island was diminishing- wasting away with the

roaring river, leaving empty sandbars behind.

(change verb forms, participles, prepositional phrase)

Thursday - possibility of imagination sentence

The dog's sloppy bone was disintegrating- wasting away with

every lick, leaving a jagged stub behind.

Name: Answer Key

Date: _____

Editing Assessment

The boys' precious island was shrinking-eroded away with the rushing river, leaving empty sandbars behind.

1. Circle all the mistakes in the sentence. Rewrite the sentence correctly:

The boy's precious island was shrinking-eroded away with the rushing river, leaving empty sandbars behind.

Rewrite the phrases so that the noun is in a possessive form:	possessive
2. the home of the animal	the animal's home
3. the forest of the man	the man's forest
4. the fruit trees of the elephants	the elephants' trees
5. the fear of the people	the people's fear
6. the seeds of other villages	the other villages' seeds

Highlight all of the prepositions and underline the prepositional phrases in the sentences below:

7. He bought seeds from neighboring villages.

8. He traveled over hills, through bush down to the river.

9. The boy was proud of his work.

10. Each day, he tended to the plants.



POSSESSIVE NOUNS

Possessive nouns show ownership or possession. An apostrophe is added to the noun, sometimes with an "s", to show possession. Cut out the activity and put glue only behind the top strip. Cut up so there are three flaps. Match the nouns to the type of possessive it would be, and add the apostrophe and the "s" (if needed) to the nouns.

PREVIEW

Possessive Nouns		
singular nouns just one	regular plural nouns at least two	irregular plural nouns at least two
cut from the top flap	add apostrophe after the s	add apostrophe before the nouns

PREVIEW

boy	tigers	island
snakes	forest	animals
city	man	village
man	runners	people

Name: _____ Date: _____

The Boy Who Grew a Forest

List the evidence in the text that shows the boy was determined to rebuild the forest.

evidence evidence
PREVIEW

evidence
PREVIEW

evidence evidence
PREVIEW

The Boy Who Grew a Forest Problem and Solution

Use the text to identify the problems and solutions.

PROBLEM The animals were starving without trees.	SOLUTION He hunted some and cared for them, and he grew a forest.
--	---

PROBLEM The thicket wasn't large enough.	SOLUTION He fertilized the soil with cow dung.
--	--

SOLUTION He brought seeds from neighboring villages to plant.	SOLUTION He brought in earthworms, termites, and ants.
---	--

PROBLEM Tigers arrived and scared villagers.	SOLUTION He planted more grasses to attract smaller animals.
--	--

PROBLEM Elephants were eating crops.	SOLUTION He planted fruit trees for the elephants to eat.
--	---

Name: _____ Date: _____

The Boy Who Grew a Forest

What did you learn from Jadav Payang that wasn't included in the book?
Write down some important things you hear.

PREVIEW

PREVIEW

PREVIEW

Name: _____ Date: _____

The Boy Who Grew a Forest

What else can be grown starting with just one small "seed"?



PREVIEW

PREVIEW

PREVIEW

eroding

withered



© jivey

© jivey

saplings

determined



© jivey

© jivey

upset

diversity



© jivey

© jivey

Name: _____ Date: _____

WHAT DO YOU THINK?



Use the text and picture clues to help you infer the meaning of these words.

WORD PART OF SPEECH BOOK CLASS YOUR DEFINITION

determined

withered

eroding

saplings

lugged

diversity

Name: **ANSWER KEY** Date: _____

WORD ASSOCIATION



Associate the vocabulary words with the events, and explain your thinking.

determined
 saplings
 eroding
 lugged
 eroding
 determined

The boy carried an oversized tree trunk across the river.

The boy lugged the tree trunk.

A path was carved into the land by the curving river.

The land was eroding from the river's current.

During winter, the flowering bushes dropped all their leaves.

The bushes withered in the cold.

Brand new trees are often held up by wooden posts and string.

Saplings need support for growth.

The boy continued working his hardest to save the forest.

He was determined to save the forest.

There were many different kinds of animals that all worked together to save their homes.

There was diversity in the animals who saved their homes.

Name: _____ Date: _____

ILLUSTRATE IT



Draw a picture that models the vocabulary word in the sentence.

1. I had determined to
be a scientist, no
matter how many times it
failed.

2. Since the flower had not
been watered for a week, it
was extremely wilted.

3. The sandcastle was
eroding each time the tide
came in.

4. The saplings looked tiny
next to the great maple
tree.

5. My mom lugged her
heavy suitcase up the
stairs.

6. There was diversity in
the color of shirts my
classmates were wearing
today.

Name: **ANSWER KEY** Date: _____

SHOW WHAT YOU KNOW

1. If someone is accountable for something, you would expect them to do the right thing.

accountable answer for impact bling

2. Which image shows a sapling?



3. Jose luc is back to school. His backpack was like:

a. empty

c.

4. What is the ANTONYM of withered?

a. weakened

b. strengthened

c. died

5. Which word has the same meaning as diversity?

a. unity

b. still

c. and

6. Circle the word that completely entered the room:

The **r**iver was flooding the **il**l away.



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