

Lesson 4

Little Bear's Wish

Pages 50-63

Note to the teacher: You will need a globe or a large map of the world.
You'll need a prepared summary chart to fill in with students at the end of the Story Reading.
See BLMs 1C and 1D for a sample summary chart and a blank sample summary chart.

List 1	List 2	List 3	Vocabulary Expression
Vikings China chopsticks castle princess	said thought came flew	aren't don't can't I'm	I'm wishing.

WORD LISTS

Turn to page 9 in your Student Workbook.
Find the heading "Words from the Story,"
and get ready to read aloud the words in List 1.

DECODING WORD LISTS

Exercise 1: Initial Decoding—Vocabulary Words

Touch under the first word in List 1. The first word is *Vikings*. Vikings is the name of a group of people, so the word starts with a capital letter. Vikings. What word? (Signal.) *Vikings*. Listen while I spell Vikings. Capital V-i-k-i-n-g-s. Spell Vikings. Remember to start with a capital letter. Capital V-i-k-i-n-g-s. What word? (Signal.) *Vikings*. Yes, Vikings.

Touch under the second word. That word is *China*. China is the name of a country, so the word starts with a capital letter. China. What word? (Signal.) *China*. Spell China. Remember to start with a capital letter. (Signal.) Capital C-h-i-n-a. What word? (Signal.) *China*. Yes, China.

Touch under the third word. That word is *chopsticks*. What word? (Signal.) *Chopsticks*. Spell chopsticks. (Signal.) C-h-o-p-s-t-i-c-k-s. What word? (Signal.) *Chopsticks*. Yes, chopsticks. (Repeat process for the remaining words in the list.)

Exercise 2: Firming It Up

Touch the first word in List 1. Now you're going to read the words in this list at a faster rate. (Make your pace a bit quicker than in Exercise 1. Refer to the correction procedure if students make an error.)

First word. (Signal.) *Vikings*. Next. (Signal.) *China*. (Repeat process for each word in the list.)

Exercise 3: Mastery Level

Touch the first word in List 1. You're going to read this list at the mastery level. Read the list from top to bottom, bottom to top. Ready? Read.

(Refer to the correction procedure if students make an error.)

Exercise 4: Initial Decoding—Vocabulary Words

Touch under the first word in List 2. The first word is *said*. What word? (Signal.) *Said*.
Spell *said*. (Signal.) *S-a-i-d*. **What word?** (Signal.) *Said*. **Yes, *said*.**

Touch under the second word in List 2. That word is *thought*. What word? (Signal.) *Thought*. **Spell *thought*.** (Signal.) *T-h-o-u-g-h-t*.
What word? (Signal.) *Thought*. **Yes, *thought*.**

(Repeat process for each word in the list.)

Exercise 5: Firming It Up

Touch the first word in List 2. Now you're going to read the words in this list at a faster rate. (Make your pace a bit quicker than in Exercise 4. Refer to the correction procedure if students make an error.)

First word. (Signal.) *Said*. **Next.** (Signal.) *Thought*. (Repeat process for each word in the list.)

Exercise 6: Mastery Level

Touch the first word in List 2. You're going to read this list at the mastery level. Read the list from top to bottom, bottom to top. Ready? Read.

(Refer to the correction procedure if students make an error.)

Exercise 7: Initial Decoding—Vocabulary Words

Touch under the first word in List 3. The first word is *aren't*. What word? (Signal.) *Aren't*. **The mark after the letter n is called an apostrophe. What is the mark called?** (Signal.) *An apostrophe*. **My turn to spell *aren't*. A-r-e-n-apostrophe-t. Your turn. Spell *aren't*.** (Signal.) *A-r-e-n-apostrophe-t*.
What word? (Signal.) *Aren't*. **Yes, *aren't*.**

Touch under the second word in List 2. The second word is *don't*. What word? (Signal.) *Don't*. **Spell *don't*.** (Signal.) *D-o-n-apostrophe-t*. **What word?** (Signal.) *Don't*. **Yes, *don't*.**

(Repeat process for each word in the list. Remind students to say apostrophe when they spell each word.)

Exercise 8: Firming It Up

Touch the first word in List 3. Now you're going to read the words in this list at a faster rate. First word. (Signal.) *Aren't*. **Next.** (Signal.) *Don't*.

(Repeat process for each word in the list, making your pace a bit quicker than in Exercise 7. Refer to the correction procedure if students make an error.)

Exercise 9: Mastery Level

Touch the first word in List 3. You're going to read this list at the mastery level. Read the list from top to bottom, bottom to top. Ready? Read.

(Refer to the correction procedure if students make an error.)

Exercise 10: Decoding the Vocabulary Expression

The words in the fourth list are a vocabulary expression. Vocabulary expressions are groups of words that go together or words used in special ways. **What are vocabulary expressions?** (Signal.) *Groups of words that go together or words used in special ways*.

The vocabulary expression is *I'm wishing*. **What is the expression?** (Signal.) *I'm wishing*. **Yes, I'm wishing.**

Exercise 11: Firming It Up

Touch the expression in List 4. Now you're going to read the expression in this list at a faster rate. (Signal.) *I'm wishing*.

CORRECTION PROCEDURE FOR WORD LISTS

(If the students misidentify a word, say:)

That word is *chopsticks*. What word?

(Signal.) *Chopsticks*. **Spell *chopsticks*.**

C-h-o-p-s-t-i-c-k-s. **What word did you spell?**

(Signal.) *Chopsticks*. **Go back to the top** (or the bottom, if that's where you started) **of the list.**

What word? (Signal.) *Vikings*. **Next word.**

China.

(Repeat process for each word in the list until students can read the list without making an error.)

If students make a pronunciation error, have them tap out the syllables with you.) **That word is *castle*. Put your hand on your desk. Tap out the parts in *castle* with me.** (You and the students tap out the parts of the word together.) ***Cas•tle*. Say the word.** (Signal.) *Castle*.

UNDERSTANDING VOCABULARY WORDS

Let's talk about what these words mean.
Touch List 1.

The first word is *Vikings*. Vikings were fearless sailors who lived a long time ago. They were very good at sailing boats. They could travel a long way on their boats.

(Show the students where the Vikings came from on a globe or map. Explain that they came from Norway, Denmark, and Sweden. Mention that the Vikings were such good sailors that they sailed their boats to Iceland, Greenland, and then to North America. Trace the route on the globe with your finger.)

In an earlier lesson, we learned about someone who came from Norway. Who did we learn about that was born in Norway?
Else Holmelund Minarik.

The second word in List 1 is *China*. China is a large country. It has the most people in the world. (Locate China and the United States on the globe or map.) *China is on the opposite side of Earth from the United States.*

The next word is *chopsticks*. Chopsticks are thin sticks that many people in China use to eat their food. What do many people in China use to eat their food? *Chopsticks*.

What are other things people use to eat food? Ideas: *Forks, spoons, knives, hands*.
What do many people in China use to eat their food? *Chopsticks*.

Touch the fourth word in List 2. That word is *castle*. A castle is often a home for kings and queens or other royalty. What is a castle?
A home for kings and queens or other royalty.
A castle is usually a large fancy building with thick walls.

The last word is *princess*. A princess is the daughter of a king or a queen. What is a princess? *The daughter of a king or a queen*.
Where do you think a princess might live?
Idea: *In a castle*.

Touch List 2. These words have something in common. When words have something in common, they are alike in some way. What does it mean if words have something in common? *They are alike in some way*.

All the words in List 2 are action words that tell about an action that has happened in the past. They are past tense verbs.

Before we talk about what the words in this list mean, let's remember what we've learned about verbs. Verbs are words that tell about an action or a state of being. What are verbs? *Words that tell about an action or a state of being*.

Driving, answered, and play are action verbs. Tell your partner a verb that is an action word. Partner 1 will take the first turn. Take turns until I tell you to stop. (Circulate to monitor as students talk to their partners. After about 15 seconds, call stop. Call on 2-3 students to share their ideas.)

The state of being verbs are: is, am, are, was, were, be, being, and been. Tell me a state of being verb. Ideas: *Is, am, are, was, were, be, being, been*.

Action verbs that end with the letters e-d often tell about actions that have already happened. What can you often know about an action verb if you see the letters e-d at the end of the word? *The action has already happened.*

When an action verb tells about an action that has already happened, it is called a past tense verb. What do we call action verbs that tell about actions that have already happened? *Past tense verbs.*

Let's practice making some past tense verbs.

Today my mother smiles; yesterday my mother... *smiled.*

Today I play; yesterday I... *played.*

Today I shout; yesterday I... *shouted.*

You can recognize most past tense verbs because they have e-d at the end. These are called regular past tense verbs. What do we call verbs that have e-d at the end? *Regular past tense verbs.*

The words in List 2 are called irregular past tense verbs. Irregular past tense verbs do not have e-d added. They don't follow the pattern. Do irregular past tense verbs have the suffix e-d added? *No.*

The spelling of an irregular verb is changed when the writer or speaker is talking about something that has already happened. They use the past tense of the verb.

The first word is *said*. Said is the past tense of the verb say. What's the past tense of the verb say? *Said.*

Today I say hello. Yesterday I... *said hello.*

The next word is *thought*. Thought is the past tense of the word think. What's the past tense of the verb think? *Thought.*

Today I think. Yesterday I... *thought.*

The next word is *came*. Came is the past tense of the word come. What's the past tense of the verb come? *Came.*

Today I come to school. Yesterday I... *came to school.*

The next word is *flew*. Flew is the past tense for the word fly. What's the past tense of the verb fly? *Flew.*

Today I fly in an airplane. Yesterday I... *flew in an airplane.*

Touch List 3. All of these words have something in common.

All of these words are contractions. A contraction is a word made up of two words with one or more letters missing. What do we call a word that is made up of two words with one or more letters missing? *A contraction.* What's a contraction? A word made up of two words with... *one or more letters missing.*

We put a mark called an apostrophe in the place where the letters were left out. What mark goes where the letters were left out? *An apostrophe.*

(Write the words are and not on the board. Touch under the words.) **Read these words.** *Are not.*

The contraction for are not is aren't. (Draw an arrow, and write aren't after the arrow. Touch under the new word.) **What is the contraction for are not?** *Aren't.*

What letter was left out when the words were combined to make a contraction? *O.* (Cross out the o.) **What mark went where the letter o was left out?** *An apostrophe.*

(Repeat process for each contraction in List 3.
do not → don't
cannot → can't
I am → I'm)

UNDERSTANDING VOCABULARY EXPRESSIONS

Touch the words in the last column. This expression says *I'm wishing*. What is the expression? *I'm wishing.*

A wish is a hope to have something or to do something. When you say, "I'm wishing," what do you mean? Idea: *I'm thinking of something I hope to have or to do.*

STORY READING

What's Happened So Far

The main events in a story are the most important things that happened. What are the main events in a story? *The most important things that happened.*

When we summarize the main events that happened in part of a story, we tell only about the most important things that happened. What do we do when we summarize the main events that happened in part of a story? *We tell only about the most important things that happened.*

Let's summarize the main events that happened so far.

What was the title of the third story in *Little Bear*? *"Little Bear Goes to the Moon."*

Who were the main characters in "Little Bear Goes to the Moon"? *Little Bear and Mother Bear.*

What did Little Bear want to do in this story? Idea: *He wanted to fly to the moon.*

What did Little Bear do to fly to the moon? Idea: *He climbed up a little tree on a little hill and jumped.*

What did Little Bear find on the moon? Ideas: *Trees; birds; and a house like his on Earth; lunch.*

How did the story end? Ideas: *Little Bear and Mother Bear stopped pretending; Mother Bear said she knew it was Little Bear.*

Let's look at the table of contents that is near the beginning of the book. (Check.)

What is the title of the first Little Bear story? *"What Will Little Bear Wear?"* On what page does that story begin? *Page 11.*

What is the name of the second story in the book? *"Birthday Soup."* On what page does that story begin? *Page 22.*

What is the name of the third story in the book? *"Little Bear Goes to the Moon."* On what page does that story begin? *Page 36.*

What is the name of the fourth story in the book? *"Little Bear's Wish."* On what page does that story begin? *Page 50.*

We have already read three stories about Little Bear. In the first story, Mother Bear tried to help him be comfortable outside in the snow. In the second, Little Bear made Birthday Soup to give his friends something to eat when they came to his house. In the third story, Little Bear pretended he flew to the moon. Let's read the fourth story and find out what happens to Little Bear in this story.

"Little Bear's Wish":

(Pages 50-63)

Open your books to page 50. (Check.)

What's the title of this Little Bear story? *"Little Bear's Wish."*

When we make a prediction, we tell what we think will happen. What do we do when we make a prediction? *We tell what we think will happen.*

Make a prediction: what will Little Bear wish for? Tell your ideas to your partner. Partner 2 will take the first turn. Take turns until I tell you to stop. (Circulate to monitor as students talk to their partners. After about 30 seconds, call stop. Call on 2-3 students to share their ideas.)

Pages 50-51

Look at the illustration on page 50. What do you see in this picture? Ideas: *Little Bear is in bed; Little Bear and Mother Bear are talking.*

What problem did Little Bear have? Idea: *He could not sleep.*

What was Little Bear doing that was keeping him awake? Idea: *He was wishing.*

Page 52

What was Little Bear's first wish? Idea: *He wanted to sit on a cloud and fly around.*

The words that Little Bear spoke are in quotation marks. Quotation marks show us the exact words someone says. What do quotation marks show us? *The exact words someone says.*

Look at page 52 and put your finger on the first set of quotation marks. Using your other hand, put a finger on the second set of quotation marks. (Check.) The words between the marks are the exact words that Little Bear spoke. Let's read those words together. Keep your voice with mine. I wish that I could sit on a cloud and fly all around.

The next set of quotation marks show us the words that Mother Bear spoke to Little Bear. What did Mother Bear say to Little Bear? *You can't have that wish, my Little Bear.*

Look at the illustration of Little Bear. Does this illustration show what is actually happening in the story, or does it show what is happening in Little Bear's imagination? *It shows what is happening in Little Bear's imagination.*

How do you think he feels? Ideas: *Happy, relaxed; excited to be flying.*

Page 53

What was Little Bear's second wish? Idea: *He wanted to ride on a Viking boat.*

The words that Little Bear spoke are in quotation marks. Quotation marks show us the exact words someone says. What do quotation marks show us? *The exact words someone says.*

Look at page 53 and put your finger on the first set of quotation marks. Using your other hand, put a finger on the second set of quotation marks. (Check.) The words between the marks are the exact words that Little Bear spoke. (Call on a student to read the quote aloud.) Then I wish that I could find a Viking boat. And the Vikings would say, 'Come along, come along! Here we go. Away! Away!'

What did Mother Bear say to Little Bear? *You can't have that wish, my Little Bear.*

Look at the illustration of Little Bear. How do you think he feels? Ideas: *He doesn't look too happy; he looks a little worried. Why do you think Little Bear looks unhappy?* Ideas: *Mother Bear told him he couldn't have that wish; he can't go on the Viking ship.*

What is Little Bear doing in the illustration? Idea: *Waving good-bye to the Viking boat.*

Page 54

What was Little Bear's third wish? Idea: *He wanted to go to China in a tunnel and bring back chopsticks.*

The words that Little Bear spoke are in quotation marks. Quotation marks show us the exact words someone says. What shows us the exact words someone speaks? *Quotation marks.*

Look at page 54 and put your finger on the first set of quotation marks. Using your other hand, put a finger on the second set of quotation marks. (Check.) The words between the marks are the exact words that Little Bear spoke. (Call on a student to read the quote.) Then I wish that I could find a tunnel. Going all the way to China. I would go to China and come back with chopsticks for you.

What did Mother Bear say to Little Bear? *You can't have that wish, my Little Bear.*

Look at the illustration of Little Bear. How do you think he feels? Ideas: *He looks a little sad; he looks worried.*

Why do you think Little Bear looks unhappy? Idea: *Mother Bear told him he couldn't have that wish.*

Pages 55-56

What was Little Bear's fourth wish? Idea: *He wanted to go to a castle in a red car and have a princess give him some cake.*

The words that Little Bear spoke are in quotation marks. Quotation marks show us the exact words someone says. What shows us the exact words someone speaks? *Quotation marks.*

Look at page 55 and read only the words Little Bear spoke. (Call on a student to read the quote.) *Then I wish I had a big red car. I would go fast, fast. I would come to a big castle.*

Notice that there are no quotation marks at the end of that page. That means that the quote is not finished and will continue on the next page. Turn to page 56.

The first lines on page 56 finish the quote from Little Bear about his fourth wish. (Call on a student to read the quote.) *A princess would come out and say, "Have some cake, Little Bear," and I would have some."*

What did Mother Bear say to Little Bear? *You can't have that wish, my Little Bear.*

Look at the illustration of Little Bear. How do you think he feels? Ideas: *He looks like he is staring at the princess. Maybe he is excited about eating the cake. He feels that the princess is beautiful.*

Page 57

What did Little Bear really want? Idea: *He wanted his mother to tell him some stories.*

What kind of stories did Little Bear want? Idea: *Stories about him and things he did.*

Page 58

Does this sound familiar to you? Yes. Have we read about any of the things on this page? Tell us about it. Idea: *In the first story of the book, "What Will Little Bear Wear?"*

Page 59

Does this sound familiar to you? Yes. Have we read about any of the things on this page? Tell us about it. Idea: *In the third story of the book, "Little Bear Goes to the Moon."*

Page 60

Does this sound familiar to you? Yes. Have we read about any of the things on this page? Tell us about it. Idea: *In the second story of the book, "Birthday Soup."*

What did Little Bear say that Mother Bear did to make him happy? Idea: *She brought him a birthday cake.*

What did Mother Bear say that Little Bear could do to make her happy? Idea: *She said he could go to sleep.*

Page 61

How do you think Little Bear is feeling now? Idea: *He is happy and sleepy.*

How do you think Mother Bear is feeling now? Idea: *She is happy and glad that Little Bear is going to sleep.*

Was "Little Bear's Wish" a good title for this story? Tell why or why not. Ideas: *Yes, it was a story about wishes that Little Bear made; no, because it told about many wishes, not just one.*

Which of Little Bear's wishes did you like best? Tell your partner why you liked it. Partner 1 will take the first turn. Take turns until I tell you to stop. (Circulate to monitor as students talk to their partners. After about 30 seconds, call stop. Call on 2-3 students to share their ideas.)

Do you think this story, "Little Bear's Wish," is a true story? How do you know? (Call on one or two students. Accept reasonable responses.)

Stories that are not true are called make-believe or fiction. Many times, fiction has parts that could be true and other parts that could not possibly be true. What parts of this story could be true? Idea: *Someone could make wishes. A mother can tell stories about things children did.*

What parts of this story could not be true? Idea: *Animals could not be talking; animals don't wear clothes; bears don't live in houses like people.*

(Display the summary chart (BLM 1D) started in Lesson 1. Write student responses on the chart as students answer the questions. Each time you record a response on the chart, ask students to read it aloud. Touch under the words as the students read.) **It is time to add some new information to our chart.**

What's the title of this story? *"Little Bear's Wish."* (Record the title.)

Who were the main characters in this story? *Little Bear, Mother Bear.* (Record the characters.)

What was the problem in this story? *Little Bear could not go to sleep because he was thinking of wishes.* (Record the problem.)

How the problem in a story is solved is called the solution. What do we call how the problem in a story is solved? *The solution.*

How was the problem solved? *Little Bear wished for something that could really happen.* (Record the solution.)

The final outcome of a story is how the story ends. What's the final outcome of a story? *How the story ends.*

What was the final outcome of the story? Idea: *Little Bear got his wish that a mother bear would come and tell him a story, and Mother Bear got her wish that Little Bear would go to sleep.* (Record the final outcome.)

DEVELOPING FLUENCY AND READING CHECKOUT

(Students should read at least a 50 word passage from "Little Bear's Wish" beginning with the first word on page 51.

Assign each student a partner with approximately the same skill level in reading. Identify one student as Partner A and the other as Partner B.)

Open your book to page 51. (Check.) Touch the first word on the page. Listen and track under the words while I read this part of the story to you. (Read accurately and fluently for one minute, with a variety of expression, remembering to use appropriate phrasing.) **This is how it should sound when you read aloud.**

It's your turn. Read silently from the beginning of the chapter until I say stop. Track under the words as you read. (Circulate around the classroom. Monitor students' silent reading by doing a whisper check. [See introduction page viii for instructions for doing a whisper check.] Once the student with the slowest reading rate has read at least 50 words, call stop for the whole class. It is best to walk past the student and then call stop so other students do not target one student as being the slowest reader.)

Now you'll each have a chance to read to your partner. First, Partner A will be the reader; Partner B will be the checker. Partner B: whenever you hear your partner make a reading error, say, "Stop. That word is..." and tell your partner the word. You'll read until I say, "Stop." Ready? Read.

(Allow 1 minute for Partner A to read aloud as far as they can in the chapter. Reverse roles, with Partner B reading to Partner A.)

Today I'll continue to listen to people read aloud from page 36 of *Little Bear*. (Listen to the second half of your students read individually. Allow students to read for 1 minute.

A student's reading rate is how many total words they read in one minute. To calculate a student's rate of accuracy in percentage terms, use the following formula: total words read minus errors divided by the total words read. [For example: Student reads 57 words with 4 errors.
 $57 - 4 = 53 \div 57 = 93\%$ accuracy]

Record reading rate and accuracy on page 14 in the Student Workbook and on the Class Summary Sheet found in the Blackline Masters Packet or at the end of this Teacher Presentation Book.

Record any words the student misread on the "Words I Want to Remember" page on the inside cover of the Student Workbook.)

DEVELOPING VOCABULARY

Preparation:

You will need the overhead transparency or Smart Board file of the blank Vocabulary Notebook page (BLM 1B).

Write the following words on the board or Smart Board in a column: flew, castle, princess.

You are going to continue developing the Vocabulary Notebook that will help you improve your vocabulary and prepare for the test at the end of this novel study.

Each lesson, we will practice some of the vocabulary words and their definitions. (Point to the list of words on the board.)
Later you will write these words in your Vocabulary Notebook.

Let's practice these words and their meanings. We are also going to review some words you learned in previous lessons.

Flew is the past tense of the word fly. What's the past tense of the verb fly? (Signal.) *Flew*. **What would you say if you already did fly?** (Signal.) *I flew*.

A castle is a home for kings and queens or other royalty. What is a castle? (Signal.) *A home for kings and queens or other royalty*.

A castle is usually a large fancy building with thick walls.

A princess is the daughter of a king or a queen. Who is a princess? (Signal.) *The daughter of a king or a queen*. **What do we call the daughter of a king or a queen?** (Signal.) *A princess*.

A surprise is something unexpected. What is a surprise? (Signal.) *Something unexpected*. **What word means something unexpected?** (Signal.) *Surprise*.

Kind has more than one meaning. In this story, kind means type or sort. What does kind mean? (Signal.) *Type or sort*. **What's another word for type or sort?** (Signal.) *Kind*.

When too is spelled t-o-o, it means also. What word means the same as too? (Signal.) *Also*. **Too spelled t-o-o means...** (Signal) *also*.

Know means to be sure about something. What does know mean? (Signal.) *To be sure about something*. **What's another way to say you are sure about something?** (Signal.) *You know*. **When you know something, you are sure about it.**

When two is spelled t-w-o, it means one more than one. What word means one more than one? (Signal.) *Two*.

A door is something that covers an opening into another place. What is something that covers an opening into another place? (Signal.) *A door*.

(Display BLM 1B.) **Open your Vocabulary Notebook to the first page that has blank boxes. We are going to work together to review how to set up a page in your Vocabulary Notebook.**

First, write your name on the line. (Model writing your name on the line. Circulate to check that all students have written their name on the line.)

(Point to flew.) **I will copy this word onto the lines under the heading Vocabulary Word.** (Write flew on the lines.) **Your turn. Write flew on the lines.** (Circulate to check that students have written the word on the correct lines.)

Touch the top box. (Check.) This box is where we will write the definition for flew. The definition tells what the word means. What does the definition tell? What the word means. (Work with students to help them find the meaning for flew in the glossary.)

What is the definition for flew? (Signal.) *The past tense of the verb fly. I will copy the meaning of flew in the Definition box.* (Demonstrate writing the definition for flew.) **Your turn. Copy the definition for flew in the box.** (Circulate to check that students have copied the definition in the correct place.)

Touch the heading in the next box. This heading says Copy and complete the sentence. Read the heading. (Signal.) *Copy and complete the sentence.*

We are going to work together to make up a meaningful sentence to write in this box.

A meaningful sentence is one that makes it clear you know what all the words in the sentence mean. What do we call a sentence that makes it clear you know what all the words in the sentence mean? (Signal.) *A meaningful sentence.*

For example, if you said: The bowl broke into pieces when it fell on the floor, we could tell you understood all the words. If something breaks, it will often be in pieces.

If you said: The bowl broke, we can't tell that you know what broke means because there are no other words to help with the meaning.

I'm going to write a sentence for the word flew. Here's my sentence: The birds flew over my house to the big fir tree. (Demonstrate writing your sentence in the correct box. Point out to students that you started your sentence with a capital letter and ended it with a period.)

Now you will copy part of my sentence and finish it with your own idea. (Write the following sentence stem on the board: _____ flew over _____. Circulate to check that students have written their sentence in the correct box.)

You are going to read your sentence to your partner. Partner 2 will take the first turn. (Circulate to monitor as students read aloud to their partners. After about 15 seconds, call stop. Call on 2-3 students to read their sentence aloud to the class.)

Touch the heading in the next box. Read the heading. (Signal.) *Picture.*

In this box, you will draw a picture that will help you remember the word. (Demonstrate drawing a simple sketch that represents the word flew.)

Touch the heading in the last box. Read the heading. (Signal.) *Write your own sentence.* **You will write a meaningful sentence of your own in this box for the word flew. What will you write in this box?** (Signal.) *A meaningful sentence of my own for the word flew.*

(Repeat procedure for castle and princess.)

STUDENT WORKBOOK

LESSON 4

(These activities may be completed as a guided or independent activity depending on the skill level of your students. If the activities are to be completed as a guided activity, pause after each section to allow students sufficient time to complete the tasks. If the activities are to be completed as an independent activity, have students read all the instructions and then allow sufficient time for students to complete the tasks on pages 9 and 10.

Note: A number of options can be used for reading instructions: call on a student to read aloud the instructions; students may chorally read aloud instructions with the teacher; or use the Cloze procedure. [See introduction page viii for instructions for Cloze reading.]

Turn to page 9 in your Student Workbook and find the heading "Learning About Words." Let's read the instructions.

Find the heading "Understanding the Story." Let's read the instructions.

You're going to write a sentence answer today, so remember to start your sentence with a capital letter and end with the correct end mark.

Find the heading "Showing What I Have Learned." Let's read the instructions.
(This is a guided activity.)

Now that we've read all four Little Bear stories, think about which story you enjoyed reading the most. First, let's quickly review each Little Bear story.

(Use the summary chart to review each Little Bear story with the students.)

Find the heading Little Bear Graph on page 10. Let's review the instructions.

You may only vote for one story. Raise your hand if you enjoyed the first story, "What Will Little Bear Wear?" the most. (Count the number of students who raised their hands.)
There are ____ students who enjoyed reading "What Will Little Bear Wear?" the most.
Touch the graph on page 10. Color in ____ bars in the first column. (Repeat this procedure for the remaining three stories.)

Touch your graph. Which Little Bear story got the most votes? (Accept appropriate response.)

Which Little Bear story got the next highest number of votes? (Accept appropriate response.)

I've asked you two questions that you answered by looking at this graph. Now it's your turn to ask me a question that I can answer by looking at the graph. Ask me a question. (Call on individual students. If the students have difficulty with this task, model asking other questions. You may wish to write some of the questions on the board.)

Now it's your turn to write down a question that can be answered by the graph and the answer to your question on page 10 of your Student Workbook. Remember, you are writing sentences, so start your sentence with a capital letter and end with the correct end mark. (Allow students enough time to finish writing their questions.)

ANSWER KEY FOR LESSON 4

Learning About Words

1. can't
2. I'm
3. don't
4. aren't

1. aren't
2. can't
3. I'm
4. don't

Understanding the Story

Idea: Little Bear just wanted Mother Bear to tell him stories about things he had done.

Showing What I Have Learned

Graph question ideas:

Which Little Bear story got the least votes?
How many more people chose "Birthday Soup" than "Little Bear's Wish"?
How many people chose "Birthday Soup" as their favorite Little Bear Story?
How many people chose "What Will Little Bear Wear" as their favorite Little Bear Story?

Graph question answers:

Accept appropriate responses written as a complete sentence.

(Sample Summary Chart for Lessons 1-4)

Story Title	Characters	Problem	Solution	Final Outcome

(Sample Summary Chart for Lessons 1-4)

Story Title	Characters	Problem	Solution	Final Outcome
“What Will Little Bear Wear?”	Little Bear Mother Bear	Little Bear was cold and asked Mother Bear for clothing to keep him warm	Mother made hat, coat, snow pants. Finally, Mother Bear told him to wear his own fur.	Little Bear was warm with just his own fur.
“Birthday Soup”	Little Bear Mother Bear Hen Duck Cat	Little Bear could not find a cake for his birthday and needed something to give his friends to eat.	Little Bear found ingredients and made “Birthday Soup”.	Mother Bear came with a birthday cake to have with the soup.
“Little Bear Goes to the Moon”	Little Bear Mother Bear	Little Bear wanted to go to the moon.	Little Bear would climb a tree, jump, and fly to the moon.	Little Bear only fell to the ground and went home to eat lunch.
“Little Bear’s Wish”	Little Bear Mother Bear	Little Bear could not go to sleep because he was thinking of wishes.	Little Bear wished for something that could really happen.	Little Bear got his wish that a mother bear would come and tell him a story, and Mother Bear got her wish that Little Bear would go to sleep.

Fold Book Lesson

Preparation: Make each student and yourself a copy of the fold book found in the Blackline Masters Packet.

Reading Informational Text

Preparation:

Print the following words in two columns on the board.

solitary	wild animals
diet	warm blood
rangers	sense of smell
hibernate	grizzly bears
shelter	polar bears
dangerous	panda bears

Now that we have finished reading the story about *Little Bear*, we are going to read a nonfiction book about bears.

Nonfiction books tell us true facts about a subject. What does nonfiction tell us? *True facts about a subject.*

If I said 2 plus 2 equals 4, that would be a true fact. I can use counters to prove what I said is true.

If I said that at recess our class is going to go outside and fly around the playground, that would not be a fact. It is make-believe. I made it up from my imagination.

Let's play the Fact/Make-Believe Game. I will say a sentence. If what I say is a true fact, say, "fact." What will you say if what I say is a true fact? *Fact.*

If what I say is make-believe, say, "make-believe." What will you say if what I say is make-believe? *Make-believe.*

I will signal for an answer. Each time you wait for the signal to answer and get the answer correct, you will get one point. What happens if you wait for the signal to answer and if you get the answer correct? *We get one point.*

If you don't wait for the signal to answer and don't get the answer correct, I will get one point. What happens if you don't wait for the signal to answer and if you get the answer wrong? *You get one point.*

Let's practice. My turn: The beautiful princess had a pet unicorn. (Signal.) Make-believe. I can earn a bonus point by turning the make-believe sentence into a true fact. The beautiful princess had a pet dog. A beautiful princess could actually have a pet dog. This is a true fact.

Now you are ready to play the game.

First item: The computer cooked dinner for the family. Fact or make-believe. (Signal.) *Make-believe.*

You can earn a bonus point by turning the make-believe sentence into a true fact. (Call on a student to answer. Award a bonus point if a student can turn the make-believe sentence into a sentence that is a true fact. Idea: Father cooked dinner for the family.)

Next item: The mother goat told her babies it was time to go to school. Fact or make-believe. (Signal.) *Make-believe.*

You can earn a bonus point by turning the make-believe sentence into a fact sentence. (Call on a student to answer. Award a bonus point if a student can turn the make-believe sentence into a sentence that is a fact. Idea: The mother goat fed her babies milk.)

Next item: Some apples are red. Fact or make-believe. (Signal.) *Fact.*

You can earn a bonus point by turning the fact sentence into a make-believe sentence. (Call on a student to answer. Award a bonus point if a student can turn the fact sentence into a sentence that is make-believe. Idea: The apple jumped off the plate and ran outside.)

Next item: You can see fire-breathing dragons at the zoo. Fact or make-believe. (Signal.) *Make-believe.*

You can earn a bonus point by turning the make-believe sentence into a fact sentence. (Call on a student to answer. Award a bonus point if a student can turn the make-believe sentence into a sentence that is a fact. Idea: You can see a panda bear at the zoo.)

Next item: You can buy food at a grocery store. Fact or make-believe. (Signal.) *Fact.*

You can earn a bonus point by turning the fact sentence into a make-believe sentence. (Call on a student to answer. Award a bonus point if a student can turn the fact sentence into a sentence that is make-believe. Idea: You can buy a shiny new car at the grocery store.)

Last item: The class went on a field trip to the space station that is in outer space. Fact or make-believe. (Signal.) *Make-believe.*

You can earn a bonus point by turning the make-believe sentence into a fact sentence. (Call on a student to answer. Award a bonus point if a student can turn the make-believe sentence into a sentence that is a fact. Idea: The class went on a field trip to the museum.

Items that were missed can be repeated before the game ends. At the end of the game, count up the points and declare a winner.) **You did a great job of playing the Fact/Make-Believe Game.**

Fiction books are make-believe. In fiction books, authors made up the stories from their imaginations. What is the difference between fiction and nonfiction? Ideas: *Books and stories that are fiction are make-believe—the authors made up the stories from their imaginations. Nonfiction books are about true facts.*

Is the novel *Little Bear* fiction or nonfiction? *Fiction. Yes. *Little Bear* is fiction because Else Holmelund Minarik made up the story from her imagination.*

The author's purpose tells why the author wrote the piece of writing. What does the author's purpose do? *Tells why the author wrote the piece of writing.*

Else Holmelund Minarik wrote the novel *Little Bear* because she thought it would be a fun book for kids to read. We say the author's purpose for writing *Little Bear* is to entertain. What was the author's purpose for writing *Little Bear*? *To entertain.*

(Give each student a copy of the fold book.) **The title of this book is "Bears." What is the title of this book?** *Bears.*

The author's purpose for writing this nonfiction book is to give you information about bears. So we say the author's purpose is to inform. What is the author's purpose for writing this book? *To inform.*

(Point to the word lists.) **These are some of the hard words that are in this book.**

(Firm the list to mastery using the procedure found at the beginning of each novel study lesson.)

Let's talk about what the words in each list mean. The first word is *solitary*. Solitary means alone. What does solitary mean? *Alone.*

If an animal such as a bear is solitary, it means it lives by itself. No other bears live with it. If a bear is solitary, do other bears live with it? *No.*

The next word is *diet*. Your diet is what you eat. What is your diet? *What I eat.*

Tell your partner a healthy food that is in your diet. Partner 1 will take the first turn. Take turns until I tell you to stop. (Circulate to monitor as students talk to their partners. After about 15 seconds, call stop. Call on 2-3 students to share their ideas.)

The next word is *rangers*. Rangers are special officers who help keep people and wild animals safe. What do rangers do? *Help keep people and wild animals safe.*

The next word is *hibernate*. Animals that hibernate sleep all winter. What do animals that hibernate do? *They sleep all winter.*

The next word is **shelter**. A shelter is a place an animal can go to stay warm and dry. For wild animals a shelter could be a cave or a place where there are many trees. Tell me a place where a wild animal could go for shelter. Ideas: *A cave; a place where there are many trees.*

The last word in column 1 is **dangerous**. Something that is not safe is dangerous. What do we know about something that is dangerous? *It is not safe.*

Tell me an example of something that is dangerous. (Accept reasonable responses.)

Let's talk about the words in the second column. The first words are wild animals. Wild animals are animals that are not used to being with people. What do we know about wild animals? *They are not used to being with people.*

The animals we have for pets are not wild animals because they are used to living with people.

The next words are warm blood. If an animal has warm blood, it means that its blood is warm even if it is cold where the animal lives. What does it mean if an animal has warm blood? Idea: *Its blood will be warm even if it is cold where the animal lives.*

The next words are sense of smell. Most people and animals have five senses: see, hear, touch, smell, and taste. Tell me one of the five senses. Ideas: *See, hear, touch, smell, and taste.*

What part of your body do you use when you use your sense of smell? Idea: *My nose.*

The next three sets of words are grizzly bears, polar bears, and panda bears. You will learn more about these kinds of bears when you read the book *Bears*.

First Reading (Teacher Reads the Book to Students)

Reading nonfiction books is hard work. First, I will read the book aloud to you. You will track under the words as I read them. (Read the book aloud. Circulate as you read aloud to ensure students are tracking under the words.

Redirect students who are not tracking. Specifically praise students for tracking.)

Great job of tracking. When you track, I know that you are following along as I read.

Second Reading (Teacher Reads Book with Students Using Cloze Procedure)

Let's read the book together. I will read parts, and you will read the missing word or words when I tap. Every time I tap, you read a word. Make sure you track under the words as we read.

Bears are... (tap) *wild* (tap) *animals*. They don't like to be near... (tap) *people*. Most people don't see bears except in a... (tap) *zoo*.

(Continue procedure for the remainder of the passage, leaving out important words. Circulate to ensure students are tracking.)

Ask the discussion questions after each of the specified pages.)

Page 1

Explain why most people wouldn't see bears except in a zoo. Ideas: *They are wild animals; bears don't like to be near people.*

Look at the illustration. What did the illustrator do to make this bear look like a wild bear? Ideas: *He made the bear look very large; the bear looks like it is fierce and scary; there are no people or buildings in the illustration.*

Page 2

Sometimes an illustration will help the reader understand the meaning of one of the hard words. Look at the illustration. What vocabulary word is illustrated in the picture on page 2? *Solitary.*

When we read this page, the author tells us what solitary means. What does solitary mean? Idea: *Likes to live alone.*

Tell me about a time when bears are not solitary. *Mother bears stay with their babies until the babies are old enough to take care of themselves.*

Page 3

On this page we learned that even though there are many different kinds of bears, they are alike in some ways. Tell me one way the different kinds of bears are alike. Ideas: *They are covered with fur; have warm blood; have long noses; walk on four legs; each foot has five big claws; have short tails.*

The illustration on page 3 shows the parts of a bear. I will describe a part. You touch the part I am describing.

This part is attached to the bear's legs. What part am I describing? *The bear's feet.*

This part is attached to the bear's feet. What part am I describing? *The bear's claws.*

The bear is covered with this. What am I describing? *The bear's fur coat.*

This part is at the back end of the bear. What part am I describing? *The bear's small tail.*

This part is at the front end of the bear. What part am I describing? *The bear's long nose.*

Page 4

Tell me some of the things bears eat. Ideas: *Fish, nuts, berries, plants, meat.*

Look at the illustration. What is the bear doing? Idea: *Catching fish to eat.*

Page 5

What kind of trouble can bears get into if they use their strong sense of smell? Idea: *They use their sense of smell to help them find food in trash cans and dumpsters.*

What kind of special officers deal with bears if they get in trouble where there people live? *Rangers.*

What do rangers do to solve the problem of bears coming too close to people? *They move the wild bears to other places.*

Page 6

Look at the illustration. What does this illustration show the bear doing? Ideas: *Hibernating in a den during the winter.*

How long do the bears sleep in their den? *Until spring.*

Sometimes we are not told the exact answer. We have to make an inference. When we make an inference, we think about what we know and then we say an answer. What do we do when we make an inference? *We think about what we know and then we say an answer.*

Make an inference about how bears will feel when they wake up in the spring. Idea: *They will feel very hungry.*

Why will they feel this way? Ideas: *They have not eaten any food while they were hibernating; they have not eaten anything for months.*

What are baby bears called? *Cubs.*

Page 7

What facts about baby bears and their mothers did we learn about on this page? Ideas: *They come out of their dens with their mothers in the spring; drink milk from their mothers; mother bears guard their babies; mother bears will chase animals or people away that come near their babies.*

Look at the illustration. What could this mother bear be doing with her baby? Idea: *Guarding her baby from an animal or from people.*

Page 8

Look at the illustration. Think about the information we just read. Based on what we learned, we can make a prediction about what the bear will do. Tell your partner what you think the bear will do. Partner 2 will take the first turn. Take turns until I tell you to stop. (Circulate to monitor as students talk to their partners. After about 15 seconds, call stop. Call on 2-3 students to share their ideas.)

When we give evidence to support an answer, we tell facts from the book that tell why our answer is correct. What do we do when we give evidence to support an answer? *We tell facts from the book that tell why our answer is correct.*

Give evidence to support the prediction that the bear will eat the pie. Ideas: *Adult bears have not eaten all winter and are very hungry so they will eat anything they can find; they will go near towns where they can find food.*

What time of the year are bears most dangerous? *In the spring.*

Page 9

Tell me a kind of bear that lives in the United States. Ideas: *Black bears; brown bears; grizzly bears; polar bears.*

What kind of bear lives in Asia? *Panda bears.*

Look at the illustration. It shows a panda bear that lives in a zoo. What kind of bear is shown in the illustration? *A panda bear.*

Tell me a place where you can learn more about bears. Ideas: *In books; on the Internet.*

Third Reading (Partner Read)

(Assign each student a partner with approximately the same skill level in reading. Identify one student as Partner A and the other student as Partner B. Each partner will read one paragraph and then change roles. Review with your students where each paragraph begins and ends.)

This time you will read aloud the book to a partner. You will each read one paragraph and then change roles until you have read the whole book. Partner A will take the first turn.

If you need help with a word, first ask your partner for help. If your partner doesn't know the word, raise your hand and I will come help. Who will you ask for help first? My partner. What will you do if your partner doesn't know the word? Raise my hand for help.

(Circulate as students read aloud, giving specific praise and assistance.)

After students have finished the partner read, review the test with the class. Have students complete the test. Review answers with the class.)

ANSWER KEY FOR FOLD BOOK TEST

1. friendly
2. hibernate—sleep all winter
diet—food that is eaten
den—place to sleep in winter
guard—watch carefully
cub—a baby bear
3. T, F, T, T, F

GLOSSARY

A

asked questioned
aren't contraction for are not

B

birthday the same month and date you were born; the day you remember and celebrate the day you were born

C

came 1. moved towards something
2. past tense of the verb come
cannot not able to do something
can't contraction for cannot
carrots an orange root vegetable
castle a home for kings and queens and other royalty
China a large country on the opposite side of the world from the United States
chopsticks thin sticks which many people in China use to eat their food
climbed moved up something
coat a piece of clothing that is worn over clothes
come down move towards the ground
cook prepare food by heating it

D

door something that covers an opening into another place
don't contraction for do not
down towards the ground

E

Earth the planet we live on

F

flew the past tense of the verb fly
fly move through the air without touching the ground

G

garments pieces of clothing
guess suppose; perhaps (I guess)

H

hat a head covering
head the part of your body at the very top
high far above the ground
homophones words that sound the same but are spelled differently
hurray an expression we use when we are happy about something that has happened

I

I'm contraction for I am
I'm wishing. I'm thinking of something I hope to have or to do.

J

jumped pushed off from the ground

K

kind a type or sort
know to be sure about something

L

like in the same way
little small
looked turned your eyes to see something

M

my a word that shows that something belongs to me

N

now at the present time

Name: _____

BLM 1B

Vocabulary Word

Definition

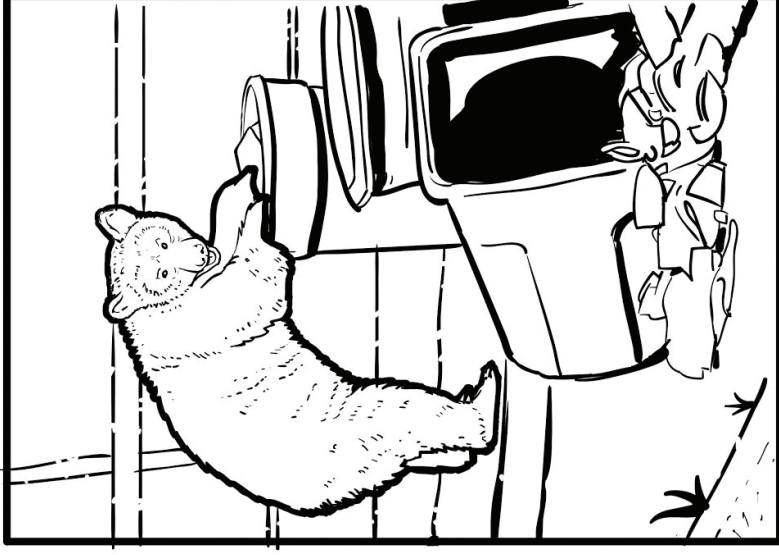
Copy and complete the sentence.

Picture

★ Write your own sentence.



Most bears eat a diet of many foods. Fish, nuts, berries, and plants are some of the things they like. A few bears will eat only meat.



Bears have a strong sense of smell. They often use their noses to find food. Sometimes bears get into trouble. They smell food in trash cans and dumpsters. They dump the trash and make a mess. Rangers must move wild bears to other places when they come too close to where people live.

Lesson 4 (Little Bear's Wish)

Pages 50–63

Words from the Story

List 1	List 2	List 3	Vocabulary Expression
Vikings China chopsticks castle princess	said thought came flew	aren't don't can't I'm	I'm wishing.

Learning About Words

Use your ruler to draw a line from the dot after the word in the first column to the dot in front of the word in the second column that is the contraction.

- | | |
|--------------|----------|
| 1. can not • | • I'm |
| 2. I am • | • can't |
| 3. do not • | • aren't |
| 4. are not • | • don't |

Fill in the blank with the correct contraction from List 3.

1. We _____ going with the team to the game.
2. Sara _____ be here in time to go.
3. I know that _____ going later.
4. Please _____ wait for us.

Understanding the Story

Write a sentence that tells what Little Bear was really wishing for all the time.

Showing What I Have Learned

Color in the number of squares on the graph to show each student's favorite Little Bear story.

Little Bear Graph

Number of Votes	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
"What Will Little Bear Wear?"																						
"Birthday Soup"																						
"Little Bear Goes to the Moon"																						
"Little Bear's Wish"																						

Write a question that can be answered by the above graph.

Write a sentence answer to your question.
