

Unit 5

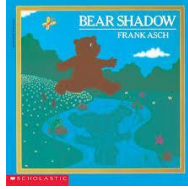


Week 3

Bear Shadow Read Aloud

Standards:

ELA.SL.CC.PS.1 - 3; ELA.RL.KID.PS.1 - 3
ELA.RL.CS.PS.1 - 3; ELA.RL.IKI.PS.1 - 2
ELA.RL.LTC.PS.1



Materials:

- *Bear Shadow*

Vocabulary:

- annoyed: upset
- brook: small stream of water
- bury: hide in the ground
- casting
- cliff: steep rocks
- pond: small body of water
- exclaimed
- hook
- line: thin string used for fishing
- noon: the middle of the day
- slam

First Read:

Children will:

- Listen to a story read aloud.
- Demonstrate increasing levels of sustained and focused engagement.
- Show a steady increase in the number of words in listening vocabulary.
- Develop understanding of main events.

Teachers will:

- Read with expression.
- Select 5-10 vocabulary words and enhance them by: pointing to the picture, gesture, tone of voice or by inserting a short definition.
- Provide comprehension asides: comment during the story about the main character's emotional state, explain an illustration or a change in scene, or indicate what various characters do or do not know.
- Model analytical thinking when appropriate – e.g. "I'm thinking...."

"I have a new story to read to you today. The title of this book is *Bear Shadow*. The author and illustrator is Frank Ash."

This is Bear. In this story Bear is fishing but his shadow is scaring the fish away, so Bear is trying to get rid of his shadow by running away from it. Let's read the story and see if it works.

"Bear has put a worm on the hook that is attached to a **line** – thin string. Fish like to eat worms and bear was hoping that the fish would bite into the hook with the worm."

"He ran through a field of flowers, jumped over the **brook** and hid behind a tree."

"Bear seemed very surprised that the shadow had followed him all the way to the top of the cliff."

"Now Bear was very **annoyed** -upset- so he went home....."

"If I can't nail him down, thought Bear, maybe I can **bury** him -hide him under the ground."

The sun is straight above Bear since it is **noon** time - the middle of the day. At this time the sunlight doesn't create shadows, but bear thinks he buried his shadow.

"While bear is sleeping the sun is moving and **casting** -making- longer and longer shadows."

"Not you again! **exclaimed** Bear. And he **slammed** the door..."

Show cover, underline the title, author's, and illustrator's name.

Introduce the main character and the story problem, using the illustrations on the cover.

p. 1 Point to pond, fishing pole, can of worms and hook.

*p. 2 -3 Point to shadow.
Give comprehension aside after reading page 3*

p. 6 Point to brook

p. 11 Give comprehension aside and point to cliff.

p. 12 Point to hammer and gesture hammering

p. 14

p. 16 Comprehension aside

*p. 20 – 21 Comprehension aside.
Draw a line with your finger from the sun to the shadows in all pictures.*

p. 23 Tone of voice. Gesture slamming.

“When bear nodded his head, Shadow nodded too.”

p. 24 Nod head.

“Late in the afternoon Bear’s shadow is now on the land and not casted over the water so it doesn’t scare the fish away any longer.

p. 27 Comprehension aside.

Discussion Questions(s):

- Did Shadow really catch a fish? Why do you think so?
- Why did the shadow no longer scare the fish away (page 27)?

Second Read

Children will:

- Demonstrate increased level of sustained and focused engagement
- Show a steady increase in the number of words in listening vocabulary
- Develop understanding of main events

Teacher will:

- Continue to define the vocabulary words from Story Reading 1 and include additional vocabulary that may need more verbal definitions.
- Explain feelings or thoughts of secondary characters.
- Deepen the comprehension of primary characters, story problem, etc.
- Model analytical thinking.

“We have read this book the other day and I know you remember it....”

Hold up book, show cover.

Take the responses the children give you and read and underline the title again.

“We remember that Bear is trying all sorts of things to get rid of Shadow, like running from it and hiding but nothing seems to work. Let’s read the story again.”

p. 6 Re-orient children to the book.

“The fish sees Bear’s dark shadow cast over the pond and knows that danger is near.”

p. 2. Comprehension aside.

“He ran through a field of flowers, jumped over the **brook** -small stream of water- and hid behind a tree.”

p. 6

“You can’t see Bear’s shadow because the big tree is blocking the sun.”

p. 7 Comprehension aside.

“Nearby was a **cliff** – steep rocks-.”

p. 9

“Bear seems surprised that Shadow is so fast. Bear is blocking the sunlight, so his body is casting a shadow beside him.”

p. 23 Comprehension aside.

“Bear tries to make a deal with his shadow. His shadow can’t understand him; Bear’s shadow moves exactly like Bear does but Bear thinks that Shadow is agreeing with him because he is nodding his head.”

p. 24 Comprehension aside.

Discussion Questions(s):

- Why couldn’t Bear nail Shadow to the ground?
- Bear thought that Shadow could understand him. Is that true? Why do you think that?

Third Read

Children will:

- Jointly reconstruct the story with peers and teacher
- Recall some main events when prompted
- Ask/Answer questions for further understanding

Teacher will:

- Jointly reconstruct the story with children.
- Expand, clarify or add more information to children’s responses.
- Address misunderstandings.
- Define words as necessary.
- Deepen comprehension asides.
- Model analytical thinking.

“We have read this book twice and today we’re going to talk about and tell the story together.”

*Hold up the book, show the cover.
Underline and state the title*

	<p><i>Use phrases such as “We remember...” or “What is happening here?” while pointing to the action on the pages. Comments will be mostly in response to what the children say.</i></p>
“We remember...”	<i>p. 1 Read.</i>
“And here....”	<i>p. 2 – 3</i>
“What is Bear thinking here.”	<i>p. 4 – 5</i>
“Bear has another plan....”	<i>p. 6 – 7 – 8</i>
“but....”	<i>p. 9</i>
“What is happening here?”	<i>p. 10 – 11</i>
“And then....”	<i>p. 12 – 13</i>
“We remember....”	<i>p. 14 -17</i>
“What is happening while Bear is sleeping?”	<i>p. 18 – 19</i>
“Why is Bear so surprised?”	<i>p. 20 – 21</i>
“What is happening here?”	<i>p. 22 - 23</i>
“We remember...”	<i>p. 24 – 25</i>
	<i>p. 26 – 27 Read</i>
	<i>p. 28</i>

Discussion Questions(s):

- Bear was annoyed with his shadow, but the little raccoon in *Raccoon on His Own* felt differently when he saw his reflection in the water when he was all alone in the drifting boat. Why?

Fourth Read:

Children will:

- act out one or more scenes from the story
- explore character motivations and emotions
- recall main events from the story

With children, choose one scene to act out. Assign roles to children or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.

Discussion Questions(s):

- How did Bear make his shadow fall in the hole he dug?

Suggested Transition Activity First Read	Literacy/Language Skills Supported
<p>Say: "I'm going to dismiss you by the ending sounds in your name. If your name ends in /r/ like Bear, you may.....; If your name ends in /w/ like in shadow, you may...; If you name ends in /l/ like nail you may..."</p>	<p>Direct -Ending Sounds -Vocabulary support</p>

Suggested Transition Activity Second Read	Literacy/Language Skills Supported
<p>Say: "I'm going to dismiss you by the first letters in your name, using the title of this book." "If your name begins with the letter B/E/A/R/S/H etc., you may..." If you have children left in the end use author's name or other print in the book.</p>	<p>Direct -Letter Identification Upper Case</p>

Suggested Transition Activity Third Read	Literacy/Language Skills Supported
<p>Say: "I'm going to dismiss you by beginning sound in your name." "If your name begins with the /b/ sound like brook, you may..." "If your name begins with the/c/ sound like cliff, you may..."</p>	<p>Direct -Beginning Sounds -Vocabulary Support</p>

Suggested Transition Activity Fourth Read	Literacy/Language Skills Supported
<p>Say: "I'm going to dismiss you by the number of parts in your name." "If you have two parts in your name like sha – dow, you may..." "If you have one part in your name like brook, you may..." "If you have three parts in your name like eve – ry – where, you may..."</p>	<p>Direct -Syllable Segmentation</p>