Language/Literacy Pack #10

Imagine That Bears!
Imagining Fictional Bears and Story Characters

Here is a resource of ideas to support you in the implementation of:

1.) Read Aloud  2.) Shared Reading  3.) Interactive Writing  4.) Extension  
5.) English Language Learner Modifications
Books in Literacy Pack # 10

**Theme:** Imagine That Bears! Imagining fictional bears and story Characters

**Books:**

1.) The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear, by Don and Audrey
2.) Maybe a Bear Ate It! by Robie H. Harris
3.) Polar Bear Night by Lauren Thompson
Introduction of Language/Literacy Packs

The Language/Literacy Packs have been designed to enhance your implementation of Best Practices when delivering Shared Reading, Read Aloud, Interactive Writing and extending the experiences (themes) into other areas of your classroom.

**Read Aloud** is a planned oral reading of a book, print poem, or a song. It helps children think deeper and usually relates to a theme, idea, topic of discussion, or study. The Read Aloud can be used to engage the children while developing their background knowledge, increasing their comprehension skills and fostering their critical thinking.

**Shared Reading** is an opportunity to involve children in reading together using a pointer, ruler, or finger to track print. Shared Reading should be rich, authentic (real), and interesting for the children. It also allows children to familiarize themselves with language patterns and develop word recognition skills. Some examples of a Shared Reading are a familiar poem, stanza from a song, or repeated verses found in a book.

**Interactive Writing** involves teachers and children talking and writing together in an engaging and active way. It is also an opportunity for children to connect oral language to print. The teacher can invite the students to write specific letters, words, and punctuation marks. Students who aren’t holding the pen can practice writing the letters on the carpet, in the air, and on their hand with their finger. During Interactive Writing teachers can take the opportunity to emphasize the difference between the use of uppercase and lowercase letters.

**Extension** is how teachers expand the theme of the book or topic of study into other areas of their classroom. Children can further explore the theme and make connections to previous learning in other areas of the classroom when they are enhanced with new or different materials.
How to Develop a Read Aloud Activity

• Choose a book that your students are interested in or one that goes along with the theme you are studying.
• Use the included blank lesson plan to decide preplan how you will read the book to the children and what you will emphasize with each reading.
• For the first reading, choose the vocabulary words that you would like to reference to when reading to the children. If it is a book with few words, you might consider pictures that can be turned into vocabulary words. Place sticky notes on the pages with these vocabulary words so that you remember to stop to discuss the meaning of the word with the children.
• For the second reading, pre-plan a few questions you can ask while reading to engage the children’s comprehension of the story. Write the questions on sticky notes and place them in the book to help you remember when to ask them.
• For the third reading, write some open ended questions reading about the story you will read. Write them on sticky notes and place them on the appropriate pages to help you remember when to ask them.
• For the fourth reading, select a letter or word you want the children to focus on. While you read the story have the children point out the letter or word when they see it. If you choose a letter remember it is important to teach both the uppercase and lowercase version of that letter.
• If you will be reading the book additional times, use the lesson plan to write down additional things that you want to focus on.
• On the next page you will find a list of tips on how to select appropriate books for your classroom.
Multi-Day Planning for Read Aloud and Shared Reading

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Klein & Moon, 2011
Multi-Day Planning for Read Aloud and Shared Reading

| Title of Book: The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear |
| Author: Don and Audrey Wood  Illustrator: Don Wood |
| 
| Book Introduction (link to background knowledge) |
| Ask the children if they have ever tasted a strawberry. Ask them to describe how strawberries taste, smell, feels. |

**Day/Session 1~Vocabulary Focus**

1st Reading (stopping points)

Words/concepts to develop: ripe, guarding, disguise

**Day/Session 2~Comprehension Focus**

Next Reading (stopping points)

Make Connections: How do you think the little mouse feels when asked about the big hungry bear? Why is the little mouse running with the strawberry? What does the little mouse do so the big hungry bear can’t find the strawberry?

**Day/Session 3~Questioning and Writing Focus**

Next Reading (stopping points)

Prepare open-ended questions: Who do you think the little mouse shared the strawberry with? Why? What other things do you think the little mouse can do to keep the strawberry away from big hungry bear?

Writing topic (Interactive Writing): Make a list of other foods little mouse might find and take home.

**Day/Session 4~Letter/Word Work and Writing Focus**

Next Reading (stopping points)

Letter and or word to work on

Allow the students to try to write the word bear on sticky notes and find it throughout the story

Concepts about Print (Interactive Writing)

Sentence starters: Write the words little, red, and big. Then ask students to name other things that they know are little, red, or big to complete the sentences. Ex. _____________________________ is little.

**Day/Session 5~Extensions**

Next Reading

Center Activities

- Science center (investigating strawberries) - bring in a strawberry plant and add pictures in the center of the different stages of the plant so the students can see the strawberry as a flower. Also, include simple facts about the strawberry. Bring in strawberries and allow the students to look at them using a magnifying glass.

- Dramatic Play - Add items that the kids can use to disguise themselves.

- Art - paint large strawberry cutouts with strawberry kool-aid.
Selecting Appropriate Books for Preschoolers

- Use books that have repetition, rhythm, and rhyme.
- Look for books that have appropriate and engaging pictures. Preschoolers use pictures as clues to help them “read” the story.
- Choose books with subjects that go along with the classroom theme, or that the students are currently interested in.
- Look for books that have a teaching point. This is especially useful if you have an issue in your classroom (like sharing or being friends) that you would like to resolve.
- Choose books that you love. Enthusiasm for reading is contagious, if you are excited about reading a book your students will be too.
How to Develop a Shared Reading Activity

There are many ways to plan a Shared Reading. Below are a few examples:

- Choose a few lines that are repeated often through the book. If there aren’t any repetitive lines in the story you can choose a poem or song that goes along with the theme or topic being discussed.
- Write the lines or poem on a large piece of butcher paper or poster board and post it in the classroom.
- Read the poster with your students during group time or with a small group. Think about using a pointer or your finger to help the children follow along while you are reading.
- During later readings have the children come up and point out certain letters or words that you have been focusing on. Remember it is important to teach children both the uppercase and lowercase for each letter.

These are ways teachers can make the process fun:

- Wikki Stixs or Bendaroos bent in a circle can be used by the children to circle in the letters as they find them.
- Magnifying glasses can be used to search for the letters or words.
- Cut a rectangle out from the middle of a flyswatter, so children can “capture” the word or letter.
- Leave the poster up in the room, so the children can read it themselves when they have free time.

***Examples on the next page***
Teddy Bear, Teddy Bear
Turn around!
Teddy Bear, Teddy Bear
Touch the ground!
Teddy Bear, Teddy Bear
Do a clap!
Teddy Bear, Teddy Bear
Touch your lap!
Teddy Bear, Teddy Bear
Arms out wide!
Teddy Bear, Teddy Bear
Touch your side!
Teddy Bear, Teddy Bear
Hop on one!
Teddy Bear, Teddy Bear
Your turn is done!
How to Develop an Interactive Writing Activity

There are many different ways to write interactively with your children. Here are a few ideas:

- Brainstorm with your children and write down their responses. For example, after reading a book on ducks you could brainstorm a list of other animals that live in a pond. Have students write as many of the words as they can.
- Cover up a few of the letters on the Shared Reading poster with sticky notes. Have the students write the letter on top of the sticky notes.
- Using a large sheet of paper begin a few sentences and have the students help you think of endings. For example, “I like to go to the ____________.”

Things to think and do while incorporating Interactive Writing:

- Expand vocabulary by writing words that you have recently introduced.
- Teach concepts about print such as where to start writing on the page, working from left to right, and spacing between words.
- Model a strategy or teach a skill you want children to use when they write, such as the correct use of uppercase and lowercase.
- Remember that if a student cannot write the whole word or if they misspell it the teacher can finish the word and provide support in spelling.
A bug is little.

A mountain is big.

An apple is red.
Extending into the Classroom

- Think about all the areas of your classroom (i.e. dramatic play, blocks, art, etc.)
- Make a list of the items that you could add to each area that relates to the theme or topic. Use the chart on the next page to help brainstorm and capture your ideas.
- Think of songs, games and activities that you can do both indoors and outdoors that further extends the theme.

Extension Ideas for Imagine That Bears! Imagining Fictional Bears and Story Characters

- **Dramatic Play** - Add stuffed bears for the children to use as props
- **Math** - Do some activities with plastic counting bears
- **Science** - Add some pictures and books of real bears

***More Extension Ideas listed on Day 5 of Lesson Plan***
## Brainstorming Chart

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<thead>
<tr>
<th>Areas of Interest</th>
<th>Items needed to implement Interest/Theme</th>
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<tr>
<td>Block Area</td>
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<td>Art Area</td>
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<td>Music Area</td>
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<td>Manipulative Area</td>
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<td>Outdoor Area</td>
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<td>Any Additional Area Created:</td>
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How to Modify Lessons for ELL Children

Supporting ELL children during a Read Aloud:

- **Keep it short** - Choose books that can be finished before children’s attention span runs out. When choosing a longer book, find a stopping point part way through the book and ask the children what will happen next. Finish reading the story the next day to keep their interest.

- **Consider reading the book to small group** - It might be helpful to read a story to just ELL children when the goal is to focus on vocabulary that would be too simple for non-ELL children. Reading to a mixed group would be helpful when asking more complex open-ended questions so the English only children can model how to answer the questions.

- **Prepare pre-reading activities** - Teachers should consider always preparing for a read aloud but especially when ELL children are in their class.
  - Ask questions that trigger a children’s prior knowledge. (Ex. Before reading *Come On, Rain!* ask the children to talk about a time when they saw the rain).
  - Picture Walk - Flip through the book with children, talk about the pictures and have them predict what the story might be about.
  - Front Cover/Title Page Discussion - Look at the front cover or title page with the children and talk about it.
  - Frequent Vocabulary - Define for the children a word that is going to be used frequently in the book. Have the children listen for this word as the story is read.
• **Ask questions**
  - Ask completion questions. These questions that focus on the structure of the language in the book. For example, in the book *Are You My Mother?*, the teacher can pause and let the children answer “No!” each time the bird asks the question. Or the teacher could read “Are you my ______?” and let the children fill in the word mother. With complete completion questions the children can practice particular grammar points, or intonation.
  - Ask recall questions to see if the children understand the story (ex. Where did the bear go in the story?).
  - Ask open-ended questions to get the children to talk about the story and practice using new vocabulary.

• **Consider “talking” the story** - When reading a book to a group of ELLs with engaging pictures but complicated text, consider “talking” through the story instead of reading it word for word.

• **Reread books** - Every time children hear a story they learn something new, or are able to comprehend new vocabulary that they did not understand the first time.
Tips for Teaching ELL Children New Vocabulary:

- **How to choose vocabulary words**- Choose vocabulary words from the story based on the needs and abilities of the children.
  - Tier 1 Words- These are basic words that are easiest to teach because they can either be taught by showing a picture (i.e. cat, car, phone) or by doing an action (i.e. walk, run, jump). These words are important because they are the words that are used frequently.
  - Tier 2 Words- These words are more complex and abstract. Tier 2 words include multiple meaning words and descriptive words. Multiple meaning words can be taught with pictures and gestures, however, descriptive words can’t. These words are taught by connecting them to words they have learned previously (i.e. Teaching the word “tiny” by connecting it to “small”).
  - Tier 3 Words- These are words that are low frequency and specific to particular subjects that are usually taught in the upper grades of elementary school.

- **How to teach vocabulary words**-
  - Demonstrate the meaning of vocabulary words by using pictures and concrete objects.
  - Anticipate words in a story that will be challenging for ELL children and plan ahead to define them.
  - Use body language and gestures when possible.
  - Speak slowly and enunciate, but do not speak louder than usual.
  - Have the children repeat the words.
  - Repeat new information and rephrase it when children do not understand.
  - Define the words in the child’s first language if possible.
# Multi-Day Planning for Read Aloud and Shared Reading With ELL Modifications

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## Day/Session 1—Vocabulary Focus
1st Reading—words to highlight

## Day/Session 2—Comprehension Focus (Recall Questions and/or Completion Questions)
Next Reading (stopping points)

## Day/Session 3—Questioning (Open-ended Questions)
Next Reading (stopping points)—Prepare open-ended questions

## Day/Session 4—Writing Focus
Next Reading

## Day/Session 5—Extensions
Strategies to help the children understand the story and/or vocabulary

Adapted from Klein & Moon, 2011
# Multi-Day Planning for Read Aloud and Shared Reading With ELL Modifications

**Title of Book:** The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear  
**Author:** Don and Audrey Wood  
**Illustrator:** Don Wood

**Book Introduction (link to background knowledge)**  
Discuss the picture on the front cover. Ask, what do you see? What is the little mouse doing? Take a picture walk of the story. Discuss what is happening with the strawberry in a few of the pictures.

### Day/Session 1--Vocabulary Focus  
**1st Reading- words to highlight**  
- Smell/sniff  
- Pick  
- Hidden/hide

### Day/Session 2--Comprehension Focus (Recall Questions and/or Completion Questions)  
**Next Reading (stopping points)**  
- What is the mouse doing with the strawberry now? (This is an ongoing question throughout the book)

### Day/Session 3--Questioning (Open-ended Questions)  
**Next Reading (stopping points)- Prepare open-ended questions**  
- What other things do you think the little mouse can do to keep the strawberry away from big hungry bear?  
- What was your favorite part of the story? Why?

### Day/Session 4-- Writing Focus  
**Next Reading (stopping points)**  
- Make a list of other foods the little mouse might find and take home. Bring in pictures or props of the foods listed.

### Day/Session 5--Extensions  
**Strategies to help the children understand the story and/or vocabulary**  
- Role play some of the things that the mouse did in the story, such as pick the strawberry and fall down, carry the strawberry on its back, disguise the strawberry,  
- Review the vocabulary word *hide* by playing a game of Hide and Go Seek or Doggy, Doggy Where’s Your Bone?

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Adapted from Klein & Moon, 2011
Additional Resources

- [http://www.laup.net/for-teachers/classroom-resources](http://www.laup.net/for-teachers/classroom-resources)
- [http://progressiveearlychildhoodeducation.blogspot.com/search/label/preschool%20literacy](http://progressiveearlychildhoodeducation.blogspot.com/search/label/preschool%20literacy)
- [http://www.carlemuseum.org/Home](http://www.carlemuseum.org/Home)
- [www.childcareExchange.com](http://www.childcareExchange.com) or call 1800-221-2864