Title/Author: *The Three Snow Bears* by Jan Brett

Suggested Time to Spend: 5 Days (Recommendation: one session per day, 20 minutes per day)

Common Core grade-level ELA/Literacy Standards: RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.7; W.1.2, W.1.8; SL.1.1, SL.1.2, SL.1.6; L.1.1, L.1.2, L.1.4

Lesson Objective:

Students will listen to an illustrated story read aloud and use literacy skills (reading, writing, discussion and listening) to understand examples of respect and responsibility throughout the text.

Teacher Instructions

**Before the Lesson**

1. Read the Big Ideas and Key Understandings and the Synopsis below. **Please do not read this to the students**. This is a description to help you prepare to teach the book and be clear about what you want your children to take away from the work.

Big Ideas/Key Understandings/Focusing Question

We should be respectful and responsible because being disrespectful and irresponsible has consequences that sometimes affect others.

How did Aloo-ki’s disrespect and irresponsibility affect everyone in the story?

 How do the snow bears and Aloo-ki show responsibility and respect throughout the book?

Synopsis

 A little girl named Aloo-ki loses her dogs on an ice floe. As Aloo-ki looks for her lost dogs, she finds a bear family’s home. In the meantime, the three snow bears go for a walk to allow their soup to cool. While they are out walking, the bears find and rescue Aloo-ki’s dogs. Back at the bear family’s igloo, Aloo-ki makes herself comfortable by tasting their soup, trying on their boots, and testing their beds. Upon the three snow bears return, they find Aloo-ki fast asleep in baby bear’s bed. She awakes and runs away with her sled dogs that the bear family rescued.

1. Go to the last page of the lesson and review “What Makes This Read-Aloud Complex.” This was created for you as part of the lesson and will give you guidance about what the lesson writers saw as the sources of complexity or key access points for this book. You will of course evaluate text complexity with your own students in mind, and make adjustments to the lesson pacing and even the suggested activities and questions.
2. Read the entire book, adding your own insights to the understandings identified. Also note the stopping points for the text-inspired questions and activities. *Hint: you may want to copy the questions vocabulary words and activities over onto sticky notes so they can be stuck to the right pages for each day’s questions and vocabulary work.*

*Note to teachers of English Language Learners (ELLs): Read Aloud Project Lessons are designed for children who cannot read yet for themselves. They are highly interactive and have many scaffolds built into the brief daily lessons to support reading comprehension. Because of this, they are filled with scaffolds that are appropriate for English Language Learners who, by definition, are developing language and learning to read (English). This read aloud text includes complex features which offer many opportunities for learning, but at the same time includes supports and structures to make the text accessible to even the youngest students.*

*This lesson includes features that align to best practices for supporting English Language Learners. Some of the supports you may see built into this, and /or other Read Aloud Project lessons, assist non-native speakers in the following ways:*

* *These lessons include embedded vocabulary scaffolds that help students acquire new vocabulary in the context of reading. They feature multi-modal ways of learning new words, including prompts for where to use visual representations, the inclusion of student-friendly definitions, built-in opportunities to use newly acquired vocabulary through discussion or activities, and featured academic vocabulary for deeper study.*
* *These lessons also include embedded scaffolds to help students make meaning of the text itself. It calls out opportunities for paired or small group discussion, includes recommendations for ways in which visuals, videos, and/or graphic organizers could aid in understanding, provides a mix of questions (both factual and inferential) to guide students gradually toward deeper understanding, and offers recommendations for supplementary texts to build background knowledge supporting the content in the anchor text.*
* *These lessons feature embedded supports to aid students in developing their overall language and communication skills by featuring scaffolds such as sentence frames for discussion and written work (more guidance available* [here](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion)*) as well as writing opportunities (and the inclusion of graphic organizers to scaffold the writing process). These supports help students develop and use newly acquired vocabulary and text-based content knowledge.*

The Lesson – Questions, Activities, and Tasks

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| **Questions/Activities/Vocabulary/Tasks** | **Expected Outcome or Response (for each)** |
| FIRST READING:Read aloud the entire book (or chapter) with minimal interruptions. Stop to provide word meanings or clarify only when you know the majority of your students will be confused. | The goal here is for students to enjoy the book, both writing and pictures, and to experience it as a whole. This will give them some context and sense of completion before they dive into examining the parts of the book more carefully. |
| SECOND READING:Sometimes illustrators leave very special clues throughout the book. We are lucky because this author is also the illustrator. Let's take a picture walk through the book to see if we notice any clues or hints that the illustrator left for us."Take a picture walk focusing on sidebar illustrations using the pages. Allow students to discuss side illustrations. Pose questions to allow students to recognize the sequence and details in the pictures. Using the pictures, answer the following questions.Page 3: What do you notice about the picture of the igloo on the left? Even though the author/illustrator is writing about a girl named Aloo-ki, the picture on the right is of three bears. Who do you think these bears are and what can you tell about them by looking at the picture?Page 4 and 5: What do you notice that Aloo-ki is doing on the picture on the left? On the picture on the right, what are the huskies doing?Page 6 and 7: Looking at the pictures on both sides, what are the dogs and the three snow bears doing?Page 8 and 9: What do you think the bears notice on their walk?Page 10 and 11: Why do you think the bears are taking off their jackets?Page 12 and 13: What do you see the bears doing?Page 14 and 15: What do you think the bears are doing?Page 16 and 17: Looking at the ice floe, what do you notice? Page 18 and 19: What can you tell by looking at the pictures of the huskies?Page 20 and 21: What do you notice about the huskies?Page 22 and 23: Where are the huskies? What is Aloo-ki doing?Page 24 – 27: What are the dogs doing?Page 28 and 29: Why is Papa Bear looking between his legs?Page 30 and 31: What are the bears doing and why?**Using the text, answer the following questions.**Page 3 - Why couldn’t Baby Bear eat his breakfast?Page 5 – Why did the bear family take a stroll? Page 6 – How did Aloo-ki find the biggest igloo?Page 9 – What did Aloo-ki do with all of the soup and the bowls? Page 10 – What are the bears doing whileAloo-ki is eating her soup?Page 12 – How did Aloo-ki treat the boots? (Use the words and pictures to formulate your answer.)Pages 14 – 15 - What did Aloo-ki do when she went into the bears’ bedroom?Pages 16 – 17 – Why didn’t Aloo-ki hear the dogs barking? Why were the dogs barking?Page 19 – What do the bears notice when they go inside the igloo?Pages 20 – 21 – What do they notice when they see their boots? Pages 22 – 23 – What do the bears notice when they go into the bedroom? Page 24 – What did Aloo-ki see when she opened her eyes?Page 27 – What did Aloo-ki do when she woke up? Pages 28 – 29 – What did the huskies do when they saw Aloo-ki?Pages 30 – 31 – What did Aloo-ki do as she was leaving with her dogs? How did the bears react? | Page 3 - It looks like there are a lot of snow blocks that were used to build this igloo so it must be pretty big. I wonder who lives in such a big igloo. There are also antlers on the top of the igloo that looks like it has a front door in it. It looks like there are some rocks or something else piled up to the left of the igloo. A seal is balancing on top of the picture.These bears must be the bear family that the author writes about with words. They are the ones who are eating breakfast nearby where Aloo-ki’s dogs floated away. It looks like there is a momma, papa, and a baby bear. They look like they are inside an igloo because I can see the ice blocks behind them that make up the igloo on the left-hand page. They are all wearing warm clothes, so it must be cold where they are. It looks like baby bear has a bowl in his hand and his tongue is sticking out like he doesn’t like something or he is hurt. Page 4 and 5* Aloo-ki is chasing her huskies that floated away on the ice floe. She has her hand out and she looks like she is running.
* The huskies are laying down. They may be tired or sad.

Page 6 and 7: On the left, it looks like the dogs are still floating on the ice floe. It looks like they are sleeping. The bears look like they are going for a walk. Baby Bear looks tired since Papa Bear is carrying him. They are all bundled up to keep warm. It must be cold.Page 8 and 9: The bears notice the ice floe with the dogs on it. It looks like the bears are pointing towards it. The huskies on the ice floe appear to be howling. Maybe they are howling for help or howling in excitement because they see the snow bears who could help them. Page 10 - The bears are going for a stroll or they are helping to rescue Aloo-ki’s dogs.Page 12 – The three pairs of beautiful boots were standing in a row until Aloo-ki tried them on. The picture shows she didn’t put them back in a row and left them scattered on the floor.Page 14 – 15 – She tried all of the beds before finding the baby bear’s bed was the most comfortable. Aloo-ki took a nap in the smallest sleeping place.Page 16 – 17 – Aloo-ki didn’t hear the dogs barking because she was asleep. The dogs were barking because they were so excited that the bear family was saving them. They were pushing the ice floe up to the igloo so the dogs could get off the floe.Page 19 – They notice that someone has been messing up their soup and that Baby Bear’s soup is all gone.Page 20 – 21 – Papa Bear knows that someone has tried on his boots because they aren’t where he put them. They’re in the middle of the room. Mama knows that someone was trying on hers because the fur was all bunched up. Then Baby Bear notices that his boots are gone.Page 22 – 23 – They found that someone had been in their beds and that Baby Bear’s bed still had Aloo-ki sleeping in it.Page 24 – 27: These pictures show the dogs waking up and then wide awake. It’s like they are waiting for something to happen.Page 28 and 29: Aloo-ki ran under him and this picture shows Papa Bear looking where Aloo-ki went.Page 30 and 31: The bears are smiling and waving because Aloo-ki and her dogs are leaving. They are happy they could help rescue the dogs.Page 3 – Baby Bear couldn’t eat his breakfast because it was way too hot for him.Page 5 - The bear family took a stroll to let the soup cool.Page 6 – She found the biggest igloo when she was running along looking for her dogs.Page 9 – She took a sip from the biggest and middle-sized bowls and found they were too hot and too cold. But the littlest bowl wasn’t too hot or too cold, so she drank it all.Pages 10 - 11: The picture shows that the bear are jumping into the water. So the bears must be taking off their jackets so the jackets won’t get wet.Page 12 and 13: The bears are jumping into the water. They are swimming.Pages 14 - 15: The bears are swimming over to the huskies. The bears get on the ice floe with the huskies. They must be there to rescue them off the ice floe. Pages 16 - 17: The huskies and the bears are gone. There is just an ice floe all by itself.Pages 18 - 19: They must feel safe as they are being playful and it appears they are chasing each other. On the right, it looks like they are harnessed back up to the dog sled.Pages 20 - 21: The huskies are asleep. They must be tired from their day on the ice floe. Pages 22 - 23: They are back at the Snow Bears igloo. They are sleeping outside. Aloo-ki is sleeping. It must be a picture of her inside the bear’s igloo.Pages 24 – 27: These pictures show the dogs waking up and then wide awake. It’s like they are waiting for something to happen.Page 24 – Aloo-ki saw the bears’ noses only inches away.Pages 27 – She hopped out of bed and dove between Papa Bear’s legs.Pages 28 – 29 – The huskies bounced around barking and smiling their doggy grins.Pages 30 – 31 – Aloo-ki looked back to wave thank you to the snow bears. The bears waved back and yelled “Good-bye!” |
| THIRD READING:**Reread page 3**An “ice floe” is a sheet of floating ice. What does Aloo-ki say about the ice floe? Is Aloo-ki showing responsibility for her dogs when they float away on the ice floe? Reread page **6**Why did Aloo-ki go into the igloo? Reread pages 6-15\* Aloo-ki chose the soup for the littlest bowl, littlest pair of boots and the littlest bed. Was Aloo-ki being respectful when she made her choices? What happened while Aloo-ki was taking a nap? Does this show she is responsible? Why or why not?Allow for students to act out the activities in small groups. Each group can demonstrate each activity:* How Aloo-ki found her “just right” soup
* How Aloo-ki found her “just right” boots
* How Aloo-ki found her “just right” bed

Allow students to practice and demonstrate in front of the class in the correct sequence. Have students use the correct type of voice to sound like the character such as roaring, squeaked, growled, wailed, etc. | Aloo-ki says that the ice floe is a good place to fish but it is a bad place to lose a dog team. Aloo-ki is not showing responsibility for her dogs when they float away because she lost them and it wasn’t a good place for a dog team. Aloo-ki wanted to go into the igloo because:* Aloo-ki wanted to see who lived in the house. She wondered, “Who lives here?”
* She might have wanted to ask for help finding her huskies.
* As soon as she was inside, she could smell the soup from the house.

First, Aloo-ki shouldn’t have gone inside and made herself at home when the owners of the igloo weren’t home, so that’s disrespectful. When she drank every drop of the soup, tried on the boots and fell asleep in a bed that wasn’t hers, she wasn’t being respectful either. She also messed up wherever she visited, which is also disrespectful to the owners of the igloo.The bears saved Aloo-ki’s dogs while she was sleeping, but Aloo-ki didn’t know that her dogs were safe and she still took a nap. The text says that if she wasn’t sleeping, she would have heard her dogs barking when the bears found them. If the bears didn’t help out, her dogs could have been in even more trouble and Aloo-ki took a nap. This shows that she was irresponsible.Students will act out the main events using the correct type of voice to sound like characters. |
| FOURTH AND BEYOND:Reread pages 16-32: The text says, “Papa Bear, Mama Bear, and Baby Bear had spotted them adrift in the strong current and gone out to save them.” Use the pictures and the words to determine what you think “adrift” means. Pg 15 – 16 What are the bears doing? What does this tell us about the bears?Pages 20 – 27 How do the bears react when they see all of the damage that Aloo-ki has done to their igloo?Pages 28 – 29When Aloo-ki wakes up and sees that the bears are upset with her, how does she react? Is this responsible?Pages 30 and 31Does Aloo-ki do anything responsible in the book? How do the bears react? What does this tell us about the bears? | Adrift means floating away without any direction. We can see that the bears went out to help guide Aloo-ki’s dogs back to safety. Even though it’s cold out, the bears take off their jackets and outside clothes to go into the water and save someone else’s dogs. This shows that they care and are responsible.The bears are upset that someone has come into their house and messed things up. They wonder who has taken Baby Bear’s soup and boots.When Aloo-ki wakes up and sees the bears are upset, she runs away by diving between Papa Bear’s legs and running away. Instead of apologizing for breaking into their house and ruining their things, instead Aloo-ki runs away. Aloo-ki does wave a “thank you” to the bears as she is leaving. That is polite, even though she didn’t apologize to them for what she did to their igloo. Even though Aloo-ki has messed up their igloo and has taken Baby Bear’s boots, the bears all yell “Goodbye” to her. It looks like they are being polite to her. This tells us that even though they have every right to be angry at Aloo-ki, they are being nice to her.  |

FINAL DAY WITH THE BOOK - Culminating Task

Make a book that shows two examples of the bears being respectful and two examples of how Aloo-ki is disrespectful or irresponsible. Write one sentence that tells what is happening and another sentence that tells how this is respectful or disrespectful.

Vocabulary

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| **These words merit less time and attention** (They are concrete and easy to explain, or describe events/processes/ideas/concepts/experiences that are familiar to your students )  | **These words merit more time and attention**(They are abstract, have multiple meanings, and/or are a part of a large family of words with related meanings. These words are likely to describe events, ideas, processes or experiences that most of your student will be unfamiliar with) |
| Page 3- ice floe - a sheet of floating icePage 12 – lining – a layer of different material covering the inside surface of somethingPage 15- mound - heap up into a rounded pilePage 15- fringe - an ornamental border of threads left loose or formed into tassels or twists, used to edge clothing or material.Page 17 – adrift – floating without being either moored or steered Page 17- current – body of water moving in a definite direction, especially through a surrounding body of water in which there is less movement.Page 19 – sloshed – to move irregularly with a splashing soundPage 23 – bellowed – emit a deep, loud roar typically in pain and anger | Page 19 – sputtered – to make a serious of soft, explosive soundsPage 21 - wailed – to complain in a loud voicePage 28 - burst– to emerge or spring suddenlyPage 30 - dodging – an act of evading by sudden bodily movement |

Extension learning activities for this book and other useful resources

* Students create their own “Three Bears” story by using a setting or specific character. In order to differentiate this activity, you may:
	+ Allow students to select their own animal and setting
	+ Create a list of animals and settings for the students to choose
	+ Create a list of animals and allow students to create their own setting
* Students complete a Venn diagram to compare and contrast the original Goldilocks story to this version. *Note: This is particularly supportive of English Language Learners.*
* Pair this story with a non-fiction read aloud to learn more about polar bears, arctic regions and the Inuit people.

**What Makes This Read-Aloud Complex?**

1. **Quantitative Measure**

Go to <http://www.lexile.com/> and enter the title of your read-aloud in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database.

Most of the texts that we read aloud in K-2 should be in the 2-3 or 4-5 band, more complex than the students can read themselves.

2-3 band 420-820L

4-5 band 740-1010L

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1. **Qualitative Features**

Consider the four dimensions of text complexity below. For each dimension\*, note specific examples from the text that make it more or less complex.

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| **Meaning** - An endearing family of snow bears helps a girl who lost her snow dogs. The students will be able to answer these questions: How did Aloo-ki’s disrespect and irresponsibility affect everyone in the story? | **Structure** - Simple text, with sophisticated graphicsChronological orderStory bounces between the snow bears and Aloo-ki  |
| **Language** - Conversational dialogue (such as bellowed, squeaked, cried, sputtered, growled, roared, etc.) with some unfamiliar words (such as ice floe, fringe, current, adrift, et.) and varied sentence structure.  | **Knowledge** – Knowledge of Goldilocks and the Three Bears would be helpful for an extension activity.(intertextuality)  |

\*For more information on the qualitative dimensions of text complexity, visit <http://www.achievethecore.org/content/upload/Companion_to_Qualitative_Scale_Features_Explained.pdf>

1. **Reader and Task Considerations**

What will challenge my students most in this text? What supports can I provide?

* The cultural aspect will challenge them. The students will need to understand why Aloo-ki has her own dog team and why she is alone without parental supervision.

How will this text help my students build knowledge about the world?

* The illustrations are very detailed to assist with the cultural aspect. The students will see how the Inuits dress in order to keep warm in their climate/environment. The illustrations are very detailed and present an Arctic landscape, depicting the habitat of the Inuit people and polar bears/ arctic animals.
1. **Grade level**

What grade does this book best belong in? 1st as a read-aloud

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