Title/Author: *Eat Like A Bear* by April Pulley Sayre and illustrated by Steve Jenkins

Suggested Time to Spend: 5 Days (Recommendation: one to two sessions per day, at least 20 minutes per day)

Common Core grade-level ELA/Literacy Standards: RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.7; W.1.2, W.1.8, SL.1.1, SL.1.2; L.1.1, L.1.2, L.1.4, L.1.5

Lesson Objective:

Students will listen to an illustrated read-aloud and use literacy skills (reading, writing, discussion, and listening) to understand the amount of time bears dedicate to finding food and the challenges this presents.

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

How does a bear prepare for hibernation? One key takeaway is that bears use many hunting and gathering techniques to find available food.

What is the story trying to teach us? One key takeaway is that bears face many challenges while searching for food in preparation for hibernation.

Synopsis

The book follows a grizzly bear’s eating habits throughout the year. It starts in spring asking a question that is repeated throughout the story, “Find food. But where?” The bear finds a variety of food from bison to berries. She uses different techniques to hunt or gather each of the different food types. As the book comes to an end the bear is preparing for the snow and to live through winter.

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.*
3. Consider pairing this series of lessons on *Eat Like A Bear* with a text set to increase student knowledge and familiarity with the topic. A custom text set can be found[here](https://achievethecore.org/page/2425/eat-like-a-bear-with-companion-text-set)[.](https://drive.google.com/drive/folders/0B66A6Ds77LpiU3dIZVFxMFFkLUk) *Note: This is particularly supportive of ELL students.*

*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 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:  **Read page 3**  What two things is the bear looking for near the stream? How do we know both of those things are not there?    We hear the word “bear” twice, but it is spelled differently and has different meanings. What are the two meanings of “bear/bare”?  When was the last time the bear had food?  **Read page 4&5**  Where did the bear find the bison?  What weather conditions are preventing the bear from finding food?  **Reread and draw attention to the illustrations on pages 6&7**  Using the illustrations, list at least 2 differences from the previous pages.  **Page 7**  What can we infer the bear will do when the author says,  “Their yellow fluff is not enough”.  **Pages 8&9**  The bear uses many movements to find food. With a partner, name and act out 2 movements on pages 8&9.  **Pages 10&11**  What has the elk calf done that has made it easier for the bear to hunt?  **Page 12**  On page 11 the bear was chasing the elk calf. Was the bear successful with the hunt?  **Page 14**  Was the fish easy for the bear to catch? What words does the author use to help us understand this was a challenging task?  **Page 15&16**  On page 15 the bear unearths roots. This means she digs away the earth to find and eat roots. On page 16 she finds something different in the ground. How did she know there was something in the ground?  Have students pretend they are listening for something in the ground. Ask them what they did?  Ask students to identify the words used to describe how the bear listened for the ground squirrel.  **Activity- Small group Picture sort**  After reading page 21 explain the sorting activity. Students will sort the types of food the bear has eaten. Introduce the food choices and two categories. Have students work in small groups of 4-5. After activity discuss choices whole group.  Categories:  Creatures and Plants  Page 23  Preparing means getting ready for something. What is the bear getting ready for? How has she prepared?  Why was it important for the bear to eat from April through November? | The bear is looking for trout and berries. The author says,  “None about. Bushes? Bare. No berries there.”  bear: an animal  bare: not covered  Four months ago in fall  In the ground  It is the end of winter. There is still snow on the ground. The snow is gone, plants are blooming, and the bear is eating plants.  The bear will go find more food.  Scratch, shuffle, dig, paw, claw, pull, find, chew, and lick.  If there are actions you still believe the students are unsure of act them out as a class.  The elk calf has strayed from the herd. The calf doesn’t have any protection.  No, the bear was left behind.  No, it was not easy for the bear to catch. The fish thrashes and bashes while the bear catches it.  The author says the bear tilts her head and uses her ears.  Students should use their ears to listen. If some students put their ears to the ground point this out.  **Living creatures:** frozen Bison, ground squirrel, trout, ants, cutworm moths  **Plants:** horsetails, sedges, parsnips stems, dandelions, roots, huckleberries, pinecone  The bear is getting ready for winter. She is choosing a site, gathering branches and leaves, and hollowing out a den. She has eaten throughout the seasons, spring, summer, and fall.  The bear needed to get fat to help her live through winter. |
| THIRD READ:  During the third read create a chart with headings that include, when, where, how, and what. Stop throughout the reading to fill in chart (Ex. When –April, Where- melting snow, How- dug, What- frozen bison). Continue this process throughout the entire book. | |  |  |  |  |  | | --- | --- | --- | --- | --- | | Page (s) | When | Where | How | What | | 1-5 | April | melting snow | dug | frozen bison | |
| FOURTH Read:  The focus for the third read will be on shades of meaning and writing across content areas.  Activity  Students will pick a word, read it and decide which category their word belongs in.  Mild/Medium/Spicy  Students will stick words under category choice  Or teacher may want to use Smartboard to categorize words | |  |  |  | | --- | --- | --- | | **Mild** | **Medium** | **Spicy** | | dig | claw | unearth | | race | chase | bounding | | splash | bashes | thrashes | | paw | scratch | forage | | chew | mash | nibble | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Fifth Read (optional):  This read will focus on vocabulary words (verbs). Teacher can select pages with an array of verbs to read.  Activity:  Chart verbs related to the bear’s activities and have students act out the action words. | |  |  |  |  | | --- | --- | --- | --- | | *SAMPLE OF RELATED WORDS GATHERED FROM THE TEXT- linking these with each other and the bear’s main activities will help students to understand and remember them. Include familiar words to anchor each set.*  What words does the author use to describe what the bear DOES? (verbs) | | | | | Verbs or “Action Words” about  Hunting | Verbs about Foraging | Verbs about Eating | Verbs about Hibernating | | chase  bounding  race  bashes  thrashes  follow  wade | dig  find  paw  claw  pull  tear  scratch  scan  shuffle  pause  check  unearth  grab | eat  clip  snip  gnaw  chomp  rake  nibble  shred  crunch  thrash  chew  swallow  crunch  mash | prepare  gather  hollow  winter (over)  settle  cuddle  curl | |

FINAL DAY WITH THE BOOK - Culminating Task

* Students will work on a class book. Each student will write/draw about one kind of food the bear eats and how they gather that food source, including where and when they gathered the food. Students have to use at least one spicy word or interesting verb from the class list in their writing. Students will choose what they will write about by signing their name next to the item on the class chart.
* Sample answer:
  + In April, the bear claws the melting snow to unearth the frozen bison.
  + In June, the bear bounds after an elk calf in the forest.

Vocabulary

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| --- | --- |
| **These words merit less time and attention** | **These words merit more time and attention** |
| Page 4 - horsetails – a nonflowering plant  Page 7 -sedges – a grass like plant  Page 18 –talus slope – loose rock lying on a mountain slope | Page 23 - hollow – deeply indented or sunken in  Page 16 - forage – search widely for food  Page 11 - strayed – move away aimlessly from group  Page 3 - bare- not covered  Page 4- barely-in a simple and sparse way |

Extension learning activities for this book and other useful resources

* *Vulture View* by April Pulley Sayre can be used to compare and contrast how vultures and bears hunt for food. *Note: This is particularly supportive of English Language Learners.*
* Bear activity websites:
  + <http://www.kidzone.ws/lw/bears/activities.htm>
  + <https://www.bear.org/website/>

Note to Teacher

* Please note that pages are numbered starting with the first page that has text.
* For small group picture sort teacher can prepare chart, index cards, or picture cards depending on class needs.

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| *SAMPLE OF RELATED VERBS GATHERED FROM THE TEXT- linking these with each other and the bear’s main activities will help students to understand and remember them. Include familiar words to anchor each set.*  What words does the author use to describe what the bear DOES? (verbs or “action words”) | | | |
| Verbs or “Action Words” about Hunting | Verbs about Foraging | Verbs about Eating | Verbs about Hibernating |
| chase  bounding  race  bashes  thrashes  follow  wade | dig  find  paw  claw  pull  tear  scratch  scan  shuffle  pause  check  unearth  grab | eat  clip  snip  gnaw  chomp  rake  nibble  shred  crunch  thrash  chew  swallow  crunch  mash | prepare  gather  hollow  winter (over)  settle  cuddle  curl |

**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

\_\_\_\_N/A\_\_\_\_

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.

The challenges of survival bears face throughout the year.

If your state will be adopting the NGSS, consider looking more closely at the K and first grade science standards- information in this book can more precisely address those “big ideas”.

A poem with a sense of repetition to the months.

Will help students understand the time of year

Language patterns and rhymes:

“Can you search like a bear? Awake in April. Find food. but where?”

Repeating words/phrases: “Dig in, dig down”

“Paw and claw and pull”

Synonyms:

paw, claw

munch, nibble

clip/snip

Related Words:

Groups of words related to the bear’s activities: foraging words, hunting words

Some students might need background on bears

Students will need to develop a general understanding of hibernation (knowledge can be built by reading the “Meet the Bears” section at the end of the text).

**Meaning/Purpose**

**Structure**

**Language**

**Knowledge Demands**

\*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?

* Poetic structure, inferring, and vocabulary will be challenging. We will support using repeated readings, questions to clarify word meanings, use illustrations to connect text/vocabulary. Build in time for collaborative learning, partner work and whole group learning with teacher/partner support.

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

* Students will learn how bears survive in the wild.

1. **Grade level**

What grade does this book best belong in? 1st grade

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