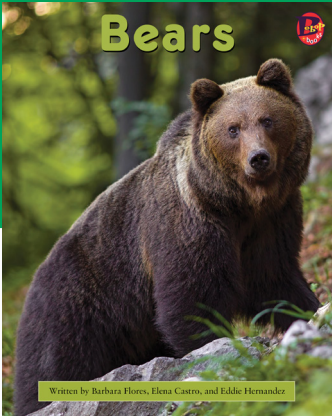




# BEBOP CLASSROOM CONNECTION



Guided Reading with

## Bears

Guided Reading Level: N

DRA Level: 30

by Barbara Flores, Elena Castro, and Eddie Hernandez

**Overview:** Open this book to learn about all the different species of bears in the world..

### About the Book

Page number: 16, Word Count: 671

**Genre:** Nonfiction

#### Focus: Concepts of Print and Reading Strategies

- use context to predict unknown words; confirm by attending to letter sounds
- blend word parts to read phonetically regular words, including content-specific vocabulary, relying on a wider variety of spelling patterns
- use syllabication strategies to decode multisyllable words
- use a wide variety of high frequency words to support fluent reading
- use background and vocabulary knowledge to help read and comprehend unknown words

- read varied sentences fluently, with expression and stamina
- read a longer text with stamina, using text section breaks to pause, reflect, and synthesize
- use text and photos to visualize information presented
- use informational text features to navigate a book (color-coded map, bold words)
- read and interpret numerical information included in text
- make connections between different sections of an informational text to synthesize information presented

#### Supportive Text Features:

- some details supported by illustrations
- some vocabulary is familiar, with some

more varied word choices, literary and content-specific language

- varied sentence lengths and formats
- explicit text structure
- supportive informational text features (bold words, map)

#### Phonics:

- strategies for decoding multisyllable words, including using phonetic pronunciation guides

#### Common Core Standards:

- RF.3, RF.3.4
- RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.7, RI.3.8, RI.3.10

**ELL/ESL:** *Los osos* See last page

### Getting Ready to Read

#### 1. Introduce the concept and vocabulary by asking open-ended questions:

- Have you ever seen a bear in a picture, video, or real life? What do you know about bears? Do you know any different kinds of bears?
- If someone was interested in learning about a certain kind of bear, what questions might they have?

#### 2. Connect children's past experiences with the story and vocabulary:

- Hold the book. Call children's attention to the title. Read: "Bears." Ask children to use the title and



picture on the cover to predict what the book will be about.

- Show the back cover and read the copy. Ask children if they think this book will be fiction or nonfiction and why they think that.
- Have children suggest some words they might read in the book.
- Give children the book and have them look at the photos. Ask them to notice what each one shows. Ask them to share questions they have about the illustrations that might be answered as they read.
- Have children browse the informational text features. Notice the map in the first section and review it together, carefully syllabifying each bear name. Notice the bold bear names on the later pages, which in this case, denote the beginning of each section. Connect them back to the map.
- If needed, model for students how to read the numbers included and/or metric conversions in parentheses.
- Remind students to connect information between sections and to refer back to the map as needed. Introduce some of the other content-specific vocabulary if you'd like.

### 3. Remind children of the strategies they know and can use with unfamiliar words:

- Ask them, "What will you do if you come to a word you don't know?"
- Encourage children to sound out each letter if the word can be phonetically sounded out. Point out any consonant blends or digraphs, word families, or vowel sounds they may know.
- Suggest that children read on past an

unfamiliar word in order to use the context of the book and sentence to unlock the meaning of the word. Encourage children to return to the word after completing the sentence or section.

- Tell children to think what they know about the subject or topic of this book. Then encourage them to choose a word that makes sense in the sentence.

### 4. Be aware of the following text features:

- The book contains familiar words, including a variety of high frequency words.
- There are many content-specific and challenging vocabulary words and phrases, including:
- Place names: Asia, North America, Europe, China, Arctic, India, Andes Mountains, South America.
- Bear species names: Asiatic bear, black bear, brown bear, grizzly bear, giant panda, polar bear, sloth bear, spectacled bear, sun bear.
- Math/measurement terms: pounds, kilograms, increase.
- Other science terms: mammals, backbones, warm-blooded, females, temperatures, omnivores, autumn, climates, winter, springtime, extinct, species, "hump of muscle," claws, paws, cubs, "conservation program," population, "in the wild," bamboo, seals, termites, tropical, honey.
- Additional vocabulary: prepare, scarce, inactive, active, vulnerable, "at risk," aggressive, attack, surprised, threatened, resembles, common, fierce, vary, recognized, escape, danger, hollow, reflect, shaggy.
- Each page or spread comprises a different



informational text section, though there are no headings. The first section introduces basic information about bears and a color-coded map. The following sections give details about different kinds of bears. Information varies, but may include how they look, what they eat, their size, and common behaviors and reactions to threats.

Guided Reading Note: Level N is the benchmark for the beginning of the third grade. Children reading at this level are in the fluent stage, and the focus emphasizes comprehension and independent reading. Reading should be done silently. Children are also encouraged to: 1) independently apply their reading skills and strategies, 2) make connections between their own experiences and the story, and 3) “get” the author’s message and be able to discuss it with other readers. Most importantly, children should feel confident and eager to read. This is a time to reinforce fluency and independence as children read a variety of genres and develop a sense of reading for different purposes.

### Reading the Book

- 1. Set a purpose by telling children to read the book to find out about the bears described in this book.**
- 2. Have children read the book silently. Each child should be reading at his or her own pace. Listen to children as they read by leaning close or bending down beside each child. After the group has read a few pages, check for understanding with simple questions, such as: “What is the book about?” or “Tell me how the book begins.” Then direct children to continue**

**reading. As they read, watch for indications of comprehension: changes in facial expression, giggles, audible comments, rereading, turning back a page. You may want to make notations about what you observe.**

### **3. Look for these reading behaviors during the first reading:**

- Do they rely on the print while reading?
- Do they have a strong sight vocabulary?
- Do they use known sound chunks to read unknown words?
- Are they monitoring meaning and rereading when they lose meaning?
- Do they easily move from page to page? Are they reading fluently?
- Are they using punctuation and any text features to gain meaning?
- Do they make accurate predictions?
- Are they connecting the text to their own experiences?
- Do they react to the text even though they are reading silently? Do they laugh? Smile? Frown?
- Are they drawing conclusions and making inferences?

### **4. As children read, note what they are doing. Help them build independence by being available, but not intervening too quickly.**

- Watch for changes in children’s facial expressions and use these signals to ask questions, such as: “What made you smile?” or “Where do you need some help?”
- Encourage children’s attempts by making comments, such as: “I like how you are using a different strategy when the first one you



tried didn't work."

- If children are struggling with deciding which strategy to use, suggest a specific strategy that would help them get meaning in the most efficient way, such as, "Did you use sound out the word?" "Did you think about chunking the word?"

### 5. Possible teaching points to address based on your observations:

- Call attention to all the high-frequency words children have learned and used.
- Review how to find a known part or sound chunk in an unknown word.
- Show children how to use analogies to move from the known to the unknown when encountering new words.
- Work with suffixes and prefixes.
- Review using grammar (syntax) to unlock words by considering the sentence structure or parts of speech in the sentence.
- Review how to determine what is important in a picture, sentence, or section.
- Model asking questions or making "I wonder..." statements to extend comprehension.
- Review using punctuation marks to guide the meaning-making process. Discuss the use of question marks, exclamation points, and commas as clues to reading with a particular kind of expression or inflection.
- Model how to revisit the text to find specific examples or ideas.

## After the First Reading

**1. Have children confirm their predictions and talk about what this book taught them about bears.**

### 2. Ask questions like:

- What information did the authors share about bears in the first section? What do you think they most wanted kids to know about bears from this section?
- What do bears do in each season?
- Review the final page of the book. Identify each bear photo. What interesting facts did the authors share about each type of bear? Go back to the text as needed.
- How were some of the bears similar to each other? How were they different?
- If you had to have one of the bears from the book as a pet, which one would you choose? Why? What would you need to have in order to take care of the bear?
- If you had to BE one of the bears from the book, which one would you choose to be, and why?
- What are you still wondering about bears?
- Which bear would you like to learn more about?
- How do each bear's fur help it survive in the wild? Why is a polar bear better adapted for the arctic than the panda?
- Do any of these bears live in the wild in your country or continent?
- What do bears need to survive?
- What is the ideal environment for bears?
- Why do you think most people do not want



to live close to bears?

- What do you think people misunderstand about bears? What is one thing you want to teach people about bears to help them understand bears better?
- Why do you think most bears are endangered? What can people do to better help bears in the wild?
- Do you think people have a responsibility to take care of bears in the wild? Why or why not?
- Why do you think the authors want to teach young people about bears?

### Second Reading

**1. Have children reread the book silently or to a partner.**

**2. This is a time for assessment. Keeping notes on children's progress during a guided reading session will be a helpful resource for giving children on-going feedback about themselves as readers as well as helping you record how they develop over time.**

- While they are reading, watch what children do and what they use from the teaching time.
- You might also take a running record on one child as an assessment of the child's reading behavior.
- You might also listen in on each individual reader, observing as children use appropriate or inappropriate strategies. This information will be valuable for any additional strategy discussions after the second reading.

### Cross-Curricular Activities

**Language:** Review some of the multisyllable words in the book. Work together to divide each word into syllables, starting with the bear names and progressing to other words. Talk about using syllabication to help decode or spell longer unfamiliar words.

Review some of the multi-use vocabulary words from the book, such as prepare, scarce, inactive, active, vulnerable, aggressive, attack, surprised, threatened, resembles, common, fierce, vary, recognized, escape, danger, hollow, reflect, or shaggy. Ask students to practice inferring word meanings using evidence from the text and illustrations. Have students use strategies like sketching the meaning of the word, acting out the word, or creating a concept map of the word to help build their understanding of how it could be used in different contexts.

Have students practice summarizing the text using a three-column chart, listing each bear species name, where it lives, and a couple bullet point facts about it.

Have students read, or read aloud, other informational books about bears. Make connections between texts. Talk about how reading an overview text, like *Bears* can prepare readers for comprehending other books by building background knowledge.

Explore bears' role in traditional tales, legends, myths, etc. For instance, share the book of Native American tales *Bears Make Rock Soup* (<https://www.leeandlow.com/books/bears-make-rock-soup>.) Make connections between the stories and the information in *Bears*.



Talk about visualizing when reading informational text. Choose specific scenes from the book and have students talk in pairs about what they imagined as they read them (e.g., a black bear standing on its hind legs and growling, or a brown bear protecting its cubs.)

Have students work in teams to create a "Bear Trivia" game, adapting facts from the book into trivia questions.

**Mathematics:** Revisit the information about bear sizes presented in the book. Look up average sizes for those types not listed. Put the bear types in order from smallest to largest.

Compare the weights in the book to familiar objects.

**Science:** Have students choose a bear from the book and create a science diagram of it, labeling body parts and markings referenced in the text and perhaps adding brief informational captions (e.g., "will use claws if threatened.")

Have students choose two bears from the book and compare them using a Venn diagram. For students who finish early, invite them to do additional research about those types of bears and add information they find to their Venn diagrams.

Have students create a seasonal timeline of bears' activities, from preparing for winter, to winter, to caring for cubs. Learn more about what happens to bears' bodies in their inactive winter state.

Use other books or online resources to learn more about bears' vulnerability. Generate a couple guiding research questions, such as, "Why are bears nearing extinction?" and "How can people help protect bears?"

Learn more about bears' diets. Sort foods bears eat into plants and meat and review the meaning of "omnivore."

**Social Studies:** Use the color-coded map in the book in conjunction with a labeled world map to locate the places listed in the book where each bear species can be found.

Team up with your school or public librarian to assemble a folktale unit centering bears from cultures around the world then and now. In what types of stories do bears appear? How are bears depicted: good, evil, scary, kind, etc.

**Art:** Encourage students to sketch one of the bears featured in the book and label the parts of the bear, including physical and behavioral adaptations.

**Physical Education:** Have students use the information in the book to help make up bear species yoga poses or bear-themed movements/dance steps. Put them together into a flow sequence or a dance.

Act out "We're going on a bear hunt" and encourage students to come up with additional obstacles to get through, such as "Oh no! A swamp" and so on.





## Guided Reading with **Los osos**

*Guided Reading Level: N*  
*DRA Level: 30*

The directions given for the introduction, first reading, and second reading of the English edition can be used with the Spanish edition of the book. To read the book successfully, children need the same kinds of support as their English-speaking classmates. Second language learners often benefit from acting out new words, seeing pictures, and talking about them using concrete examples.

### **Noun & Verb Support**

The following types of bears are listed in the story: el oso asiático; el oso negro; el oso pardo; el panda gigante; el oso polar; el oso

bezudo; el oso de anteojos; el oso del sol

The following characteristics are associated with each of the types of bears: atacará a cualquier animal o humano si es sorprendido o se siente amenazado; trata de espantarlos parándose en la patas traseras y gruñendo; pueden ser agresivos con los humanos si son sorprendidos o si la gente se interpone entre la hembra y sus cachorros; parecen muy graciosos, pero pueden ser agresivos si se sienten amenazados y se trepan a los árboles o nadan para escapar del peligro; nadan muy bien y en la primavera y el invierno pasan mucho tiempo en el mar buscando focas para comer; usan sus garras largas y curvadas para escarbar en montículos de termitas y luego chupan los insectos usando sus labios como aspiradora; vive en las montañas andinas de Sudamérica y pasa la mayoría de su tiempo en los árboles; vive en áreas tropicales de sudeste de Asia y es el oso más pequeño

Print the different types of bears on separate index cards. Next, print each verb phrase containing characteristics of each bear on individual index cards. Mix up the cards and have students match the corresponding characteristic with the appropriate bear.

Have students complete this activity with or without support from the illustrations, depending on each learner's needs.

The book language used may differ from children's oral language. Comparing any differences will help children read and understand the story. Also help children understand that we often speak differently than we write, and that both ways of using language are important.

**Guided Reading** Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

**INT. (Intervention)** Intervention levels were assigned by literacy experts and certified Reading Recovery® teachers and are intended for use in early intervention and one-on-one tutorial programs, including Reading Recovery®. These levels are not officially authorized by Reading Recovery®. Reading Recovery® is a registered servicemark of The Ohio State University.

**DRA (Developmental Reading Assessment)** and **EDL (Evaluación del desarrollo de la lectura)** DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

All level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.

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