

## Books for Young Learners Teacher Resource

## Book Notes

**Looking for Bears**

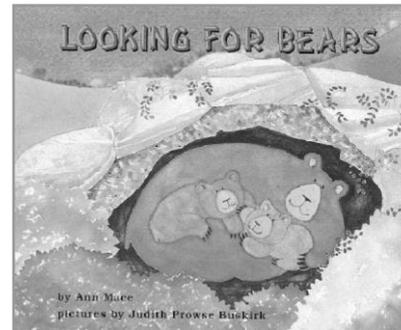
Author Ann Mace

Illustrator Judith Prowse Buskirk

12 pages ■ 80 words

Fountas and Pinnell Level H

Reading Recovery Level 13



Looking for Bears

**SYNOPSIS**

A teacher spends her summer vacation looking for bears, but the only bears she finds are toy ones.

**WHAT THE BOOK OFFERS**

- Fiction realistic recount
- Third person
- Past tense
- Illustrations do not match the text. Illustrations show bears, but the text implies that she did not see them. Illustrations could provide subplot.
- Repetition of sentence beginning
- Pictorial map showing the path taken
- Open ended
- No text on final double opening

**POSSIBLE SKILLS EMPHASIS**

- Understanding the role of a subplot
- Understanding how illustrations extend the text or give another perspective
- Inferential reading of subplot in illustrations
- Understanding that the illustrations do not always exactly reflect the text
- Recounting the story using the map to prompt sequence

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### Looking for Bears (continued)

#### INTRODUCING THE BOOK

*Where would you look for bears?*

*How would you know where their den was?*

*Where can we see bears?*

*Is it safe to go looking for bears? What would you need to remember? Or to take with you?*

*Look at the illustration on the title page and the photograph of the park on the inside front cover. How do these help you think about what the author might tell us?*

*Do you think this is going to be a true story? Why do you think that way?*

#### FOCUS OF INSTRUCTION

- The students will quickly spot the apparent mismatch between the illustrations and the text. Rather than have outcries of “wrong” or querying the teacher’s “sight,” ask:

*What is the illustrator really saying to her readers? That bears might have passed that way, that they could be seen there sometimes, or that bears were in fact hiding there? Or something else?*

- Page 4: Students’ suggestions could be written on self-stick notes and attached to the appropriate page for further discussion once the first reading is completed.

*This book has two stories happening at the same time. The author is focusing on the teacher looking for bears, but the illustrator is showing the bears as another story. What does that mean for the way we read this book?*

- The group could reread the self-stick notes and then paste them in sequence on a blank piece of paper as another story

#### FOLLOWING THE READING

or clipped to the inside cover for other readers to attach to the appropriate page as an extension activity.

- The group could make a pictorial map of the school ground that individual students could use to plot a path, which they would then describe either orally or in writing. Or they could use the map to plan a treasure hunt.
- The students could read other books that describe a sequence of events happening in different places and make a pictorial map to put inside the book cover.
- Discuss using a pictorial map as an aid for planning, retelling, or summarizing a story.

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### Looking for Bears (continued)

Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
<b>FINISH THIS THOUGHT</b>	<i>Just by looking at the front cover of this book, I know that . . . and . . . Just by looking at the title page of this book, I know that . . . and . . .</i>
<b>USE YOUR MEMORY</b>	<i>Why was school closed? What kind of park did the teacher drive to? Point to where it tells you that in the story? Look carefully. What was the title of the book that the teacher bought at the gift shop? Point to where you see it in the story.</i>
<b>WHAT'S YOUR OPINION?</b>	<i>Do you think the 3 bears were smart bears? Why or why not? Why did the teacher buy a book at the gift shop? What will it help her to learn? Why is there a map on the inside back cover? Do you think it's a good idea to have a map with this story? Why or why not?</i>
<b>BE CREATIVE</b>	<i>Look on page 4. What does the teacher's license plate say on it? Why do you think she wanted her license plate to say that? Design a license plate that you would want to put on your very own car. What would it say on it? Remember that a license plate has to have the name of the state where you live on it. What state will be on your plate and what colors will you use? When you are done with your license plate, draw a car that you would like to have someday and be sure to put the license plate that you designed on it. Drive safely!</i>
<b>VOCABULARY AGENT</b>	<i>Add 'ing' to the end of the words below and use each word in a sentence: *look *drive *hike *swim *eat *grow *read *shop *find</i>