

## Books for Young Learners Teacher Resource

# Book Notes



### My Favorite Bear

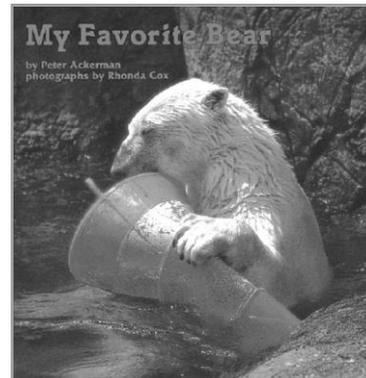
Author Peter Ackerman

Photographer Rhonda Cox

12 pages ■ 144 words

Fountas and Pinnell Level J

Reading Recovery Level 17



My Favorite Bear

#### SYNOPSIS

An expository text about the antics of polar bears.

#### WHAT THE BOOK OFFERS

- Nonfiction expository
- First person
- Past tense
- Text above and below the photographs
- Explanations of the “why” of some of the bear’s features
- Detailed and descriptive writing, specific rather than general
- Pairs of adjectives
- Pronouns/determiners: it, they, them
- Back cover information tells how the book came to be
- Wordless pages within book

#### POSSIBLE SKILLS EMPHASIS

- Understanding of expository texts, including “why”
- Gathering information, classifying main fact and supporting detail
- Reading and writing about one aspect of an animal
- Understanding how detail maintains the reader’s interest

† The level indicated here differs from that on early editions of the book. The changes have been made as a result of further trialing alongside other books in *Books for Young Learners*.

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### My Favorite Bear (continued)

#### INTRODUCING THE BOOK

- Even though the polar bear is listed as a favorite, it needs to be understood that “favorite bear” here has a different connotation than a favorite “teddy” bear.

*Perhaps those of you whose “teddy” bear is a favorite toy could tell us what makes the bear so special.*

*How could a polar bear be a favorite bear? What might attract people to really like polar bears?*

*The main fact is that some people like polar bears. Now we can list the reasons to support that fact.*

#### FOCUS OF INSTRUCTION

- Identify the main fact and supporting details or explanation.

*Which information is most important on this page? Which facts are detail supporting that main idea?*

*You might need to take a part of two sentences to get the main idea.*

*Pages 9 and 10: What is the function of these pages? Are these pages to give you a main idea or supporting details? Give reasons for your choice. Why do you think these pages were included? What did the author probably want you to think as you viewed the pages?*

- Understanding to whom or what the pronouns and determiners refer

- List information under main fact and supporting detail. For example:

#### FOLLOWING THE READING

Main Fact	Supporting Information
Stiff fur on bottom of feet	Prevents slipping

- Discuss other zoo favorites and reasons why people might like them.
- The students can write about something they think of as a “favorite,” following the pattern of main idea/fact and supporting details.

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## My Favorite Bear (continued)

Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
<b>FINISH THIS THOUGHT</b>	<i>Polar bears have short, stiff fur on the bottom of their feet so they . . . I don't think polar bears would like to live in Florida because . . .</i>
<b>USE YOUR MEMORY</b>	<i>When are polar bears fierce and dangerous? What does the boy love to do that is the same as what polar bears love to do? How do you know? When was this book made? If you forgot, look for a © symbol on the inside front cover. That's what is called the <b>'copyright'</b> date. Every book has one.</i>
<b>WHAT'S YOUR OPINION?</b>	<i>Do you think the cover photo is the right photo for the front cover of this book? If you do, then tell why. If you don't, pick a photo in the book that you think would make a better cover photo?</i>
<b>BE CREATIVE</b>	<i>Read each of the steps below <b>FIRST</b>. Then follow each step to create a new type of octopus:</i> <ol style="list-style-type: none"> <li><i>1. Draw a mother octopus that has 2 heads and 16 arms.</i></li> <li><i>2. Make 8 of the arms long and make the other 8 arms short.</i></li> <li><i>3. Make half of her body one color and the other half another color.</i></li> <li><i>4. Put a face on each head with one face looking one way and the other face looking the other way.</i></li> <li><i>5. Draw 2 rows of suckers on the long arms and 1 row of suckers on the short arms.</i></li> <li><i>6. Draw the ocean floor around your octopus.</i></li> <li><i>7. Then give her a name.</i></li> </ol> <i>Now go back to each of these steps and see if you followed each step. If you did, you will have a 16 legged, 2 headed, duo-colored octopus that everyone would love to see!</i>
<b>VOCABULARY AGENT</b>	<i>How many words are in this story? Start on page 2 and count them. After you count them, be a word detective. Write down 8 words that you think are tricky words for kids to read and 8 words that are easy to read.</i>

Book Note by Margaret E. Mooney

Additional Comprehension Prompts by Dr. Connie Hebert

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