

Books for Young Learners Teacher Resource

Book Notes



In Black Bear Country

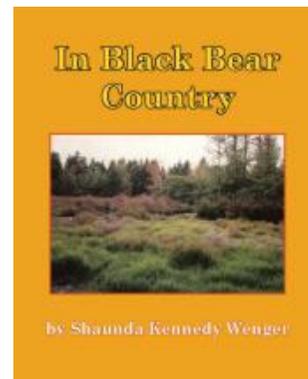
Author Shaunda Kennedy Wenger

Photographs Doug Blodgett

12 pages ■ 677 words

Fountas and Pinnell Level N

Intervention Level 22



In Black Bear Country

SYNOPSIS

The author shares an informative personal account of a trip to black bear country in Killington Peak, VT.

WHAT THE BOOK OFFERS

- Factual information about the American black bear
- Personal observations
- Supportive photographs
- Challenging, uncommon vocabulary

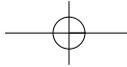
POSSIBLE SKILLS EMPHASIS

- Discussion
- Prediction
- Clues and details
- Written conversation

INTRODUCING THE BOOK

Let's start by reading the Author's Note on page 11. What do we know before we read this book?

Now let's study the Glossary on the inside back cover. What does a glossary help us to know and be able to do?



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In Black Bear Country (continued)

FOCUS OF INSTRUCTION

- Start on page 2 and read to yourself to Find Out who the scratches on the tree trunk were made by. Flip your book over when you find out.

Who can read to us about who made scratches on the tree trunk?

Now read to yourself until you find out what a black bear made while he was eating beechnuts.

What are beechnuts? Who can read aloud the part where the author tasted a beechnut.

What do black bears eat? What does 'omnivore' mean? Check the glossary and see if you were right.

Let's read page 6 aloud together and find out more about how the bear's nest is formed.

What did you learn?

Finish the story on your own and find out if the author actually saw a black bear on this trip.

How did the author feel by the end of the day? Would you have felt the same way? Why or why not?

Do you think you would go back to black bear country in Vermont if you were the author?

FOLLOWING THE READING

- Students can look up information about the American black bear and Vermont wildlife on the websites listed on the inside back cover of the book. They can write down facts that they learned in the book and on websites.

- Have the students find each of the bold black glossary words in the story. What page does each word appear on? Have them identify the pages and ask them to write a new sentence for each word.

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In Black Bear Country (continued)

Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
FINISH THIS THOUGHT	<i>A black bear's nest is located . . . and is made out of . . . If I were a black bear, I would not like hikers because . . .</i>
USE YOUR MEMORY	<i>How did the guide named Doug know that some scratches in the bark were made by a young bear? Where does it tell you? Why is protection of the bears' feeding habitats important? Look on page 7 and see if you were right.</i>
WHAT'S YOUR OPINION?	<i>Why do you think the author wanted to have a guide along with her in Vermont? Would you have wanted a guide or would you have gone by yourself or with a friend? Why? Why did the author write that she was disappointed at the end of the day?</i>
BE CREATIVE	<i>Look on the inside back cover of the book. Go online and see what you can learn from any of the websites listed. Is there any information about black bears in Vermont on these sites? If not, can you find a book in the library about black bears and write some facts that were NOT in this book. Learn more about black bears!</i>
VOCABULARY AGENT	<i>Find the Glossary in this book. Use all 6 words that you see in bold black letters in one paragraph about bears. Remember that a paragraph has about 5 – 7 sentences. When you are done with your paragraph, check it to see if it MAKES SENSE and LOOKS RIGHT. If not, revise it.</i>

Book Note by Dr. Connie Hebert

Additional Comprehension Prompts by Dr. Connie Hebert

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