

- For students reading at
Literacy Level A/1, including:
- English-language learners
 - Students reading below grade level
 - Kindergarten emergent readers

Objectives at a Glance

COMPREHENSION

Students will:

- Identify unstated main idea and supporting details
- Ask questions
- Utilize text and graphic features
- Summarize the information in the book
- Answer text-dependent questions

VOCABULARY

Students will:

- Recognize high-frequency words
- Develop Tier Two vocabulary
- Develop Tier Three vocabulary

LANGUAGE

Students will:

- Recognize the sentence structure
A ____ *can* ____
- Use the helping verb **can**

PHONEMIC AWARENESS

Students will:

- Listen for initial /k/ spelled "**c**"

PHONICS

Students will:

- Use first-letter cues to solve words
- Recognize initial "**c**"

FLUENCY

Students will:

- Read with appropriate pitch

CONCEPTS ABOUT PRINT

Students will:

- Read a word left to right

WRITING

Students will:

- Write to a picture prompt

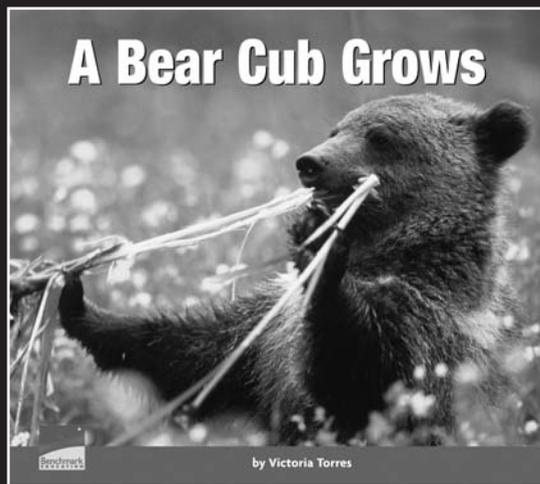
A Bear Cub Grows

Theme: Animal Life Cycles

- A Bear Cub Grows (A/1)
- Ducklings Grow Up (D/5)

Science Big Idea:

Readers observe a wild bear cub as it sleeps, walks, plays, eats, swims, runs, and grows.



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Before Reading

Related Resources

The following Benchmark Education resources support this lesson.

Other Early Explorers Books

- Watch a Frog Grow (F/9)
- A Frog Someday (F/9)
- Watch a Butterfly Grow (H/13)
- Caterpillar Can't Wait! (H/13)

Fluency and Language Development

- *A Bear Cub Grows* Audio CD

Comprehension Resources

- *A Bear Cub Grows* question card
- Power Tool Flip Chart for Teachers
- Student Bookmark
- Main Idea and Supporting Details poster

Assessment

- *Early Explorers Overview & Assessment Handbook*
- *Grade K Comprehension Strategy Assessment Book*

Make Connections and Build Background

- **Use a Photograph Say:** *We will read a book about a bear cub. Show students the picture of the cub on page 5. Say: I know one thing a bear cub can do. A bear cub can sleep. Next, ask students to Think/Pair/Share about other things a bear cub can do. As each partnership shares, invite the rest of the students to repeat the response.*

- **Use a Graphic Organizer** Draw a two-column chart with the headings **I think . . .** and **I find out . . .** Ask students what they think the bear cub in the book can do. Write students' ideas in the **I think . . .** column of the prediction chart. Then read each idea, prefacing it with the phrase *I think the bear cub can . . .* and ask students to echo-read.

<i>I think . . .</i>	<i>I find out . . .</i>
sleep	
bite	
climb trees	
eat	

Introduce the Book

- Give each student a copy of the book. Remind students they will read about a bear cub. Preview the book, encouraging students to interact with the pictures and text on each page as you emphasize the elements from the page 3 chart that will best support their understanding of the book's language, concepts, and organization. (Items in bold print include sample "teacher talk.")
- **Cover Graphic Feature Say:** *The cover has a photograph. Photographs are pictures that show us what the book is about. What does the photograph on the cover show you about the book?* Allow time for students to share their ideas.

Pages	Text and Graphic Features	Words to Discuss	English/Spanish Cognates	Sentence Structures
Cover	title, author, photo			
1	title page, photo			
2–3	photos	bear cub, grow, sleep, swim		
4–5	photo	bear cub, sleep		A ____ can ____.
6–7	photo	walk		
8–9	photo	play		
10–11	photo	eat		
12–13	photo	swim		
14–15	photo	run		
16	photo	grow		

- **Pages 2–3 Words to Discuss** Ask students to point to each photograph as you say its matching label. Repeat the process, inviting students to echo-read. After students Think/Pair/Share what they know about each word, fill in any missing details. **Say:** *We will see these words in the book.*
- **Page 4 Sentence Structure** Write *A ___ can ___* on the board. Read the sentence structure aloud and ask students to repeat it several times. **Say:** *We use this sentence structure to tell about something.* Model using the sentence structure to tell about the photograph, such as *A bear cub can lie down* or *A bear cub can sleep in the grass*. Then assist students in forming their own sentences about bear cubs using the structure. **Say:** *This sentence structure is in the book. Can you find the structure on page 4? Frame the sentence. Let's read the sentence together.*

Rehearse Reading Strategies

- **Say:** *One word in this book is **run**. Say the word **run**. What letter do you expect to see at the beginning?* Allow time for students to respond, assisting as needed. Then ask them to find the word **run** on page 14. **Say:** *Use first-letter sounds to help you when you read.*
- Remind students to use other reading strategies they are learning as well, such as checking the pictures and returning to the beginning of the sentence if something doesn't sound right.

Set a Purpose for Reading

- Direct students' attention to the prediction chart. **Say:** *Now it's time to whisper-read the book. Read to learn about what the bear cub can do.*

Cue Source	Prompt	Example	Page
Graphophonic	Look at the first letter.	walk	6
Syntactic	Think about the sentence structure.	A bear cub can eat.	10
Semantic	Check the picture	swim	12

During Reading

Observe and Prompt Reading Strategies

- After the supportive introduction, students should be able to read all or most of the book on their own. Observe students as they read. Take note of the graphophonic, syntactic, and semantic cues they use to make sense of the text and self-correct. Prompt individual students who have difficulty problem-solving independently, but be careful not to prompt English-language learners too quickly. They may need more time to process the text as they rely on their first language for comprehension.

After Reading

Use the Graphic Organizer to Summarize

- Ask students to think about their reading. **Say:** *Look at our prediction chart. What can the bear cub do? Write the words students call out in the **I find out . . .** column of the chart. Then choral-read each entry, prefacing it with the phrase *The bear cub can . . .* Ask students to use the graphic organizer to tell a partner about the book.*

<i>I think . . .</i>	<i>I find out . . .</i>
sleep	sleep
bite	walk
climb trees	play
eat	eat
	swim
	run
	grow

Reading Strategy Mini-Lesson: Ask Questions

- **Reflect Ask:** *Did you understand what you read? What parts were hard to understand? How did you help yourself?*
- **Model Say:** *I want to understand what I read. One way is to ask questions about the book. Ask students to turn to page 5. **Say:** I had a question about the photograph. What is the bear cub doing? I read the answer on page 4: A bear cub can sleep. Now I know the bear cub is sleeping. Ask students to turn to page 8. **Say:** I read: A bear cub can play. I asked myself another kind of question. Do bear cubs wrestle with each other when they play? The book doesn't answer this question. I will have to find the answer another way.*
- **Guide** Invite students to read page 10 with you. Ask the following questions, allowing time for students to respond after each one: *Did you ask yourself a question when you read this page? Did you wonder what a bear cub eats? Did the book answer your question? How did you find the answer? Did you have a question about this page that wasn't answered in the book? What is it? How can you look for an answer to your question?* After students share any additional questions, invite them to tell a partner how asking questions helped them better understand page 10.
- **Apply** Ask each student to turn to his or her favorite page. Ask students to read the page to a partner and share any questions they have. The partner may then find the answer in the book or help think of another way to find

the answer. Observe students as they ask questions, providing assistance if needed. See the *Early Explorers Overview & Assessment Handbook* for an observation chart you can use to assess students' understanding of the monitor-reading strategy. Then **say:** *You can ask yourself questions any time you read. Remember to ask questions to help you understand.*

Answer Text-Dependent Questions

- **Explain** Remind students they can answer questions about books they have read. **Say:** *We answer different kinds of questions in different ways. I will help you learn how to answer each kind.* Tell students today they will practice answering Find It! questions. **Say:** *The answer to a Find It! question is in the book. You can find the answer if you know what to look for. The answer is in one place. You can put your finger right on the answer.*
- **Model** Use the Find It! question on the question card. **Say:** *I will read the question: A ___ cub can walk. The important words in the question show me what to look for in the book. What words do you think will help me? (Allow student responses.) Yes, I'm looking for the words **cub** and **walk**.* Model looking through the book. **Say:** *On page 6, I read: A bear cub can walk. This sentence has the words **cub** and **walk**. Put your finger on this sentence. The sentence answers the question. The answer makes sense. I have found the answer in the book.*

- **Guide** Ask students to answer the other questions on the question card. Use the Power Tool Flip Chart and Student Bookmark to provide additional modeling as needed. Remind students to ask themselves: *What is the question asking? How can I find the answer? Does my answer make sense? How do I know?*

Build Comprehension: Identify Unstated Main Idea and Supporting Details

- **Explain** Create an overhead transparency of the “A Bear Cub Grows” graphic organizer on page 12 or draw it on the board. **Say:** *Nonfiction books have main ideas and supporting details. The main idea is the most important thing we learn. Details tell about the main idea. Sometimes the author states the main idea. Other times readers use details to figure out the main idea.*
- **Model Say:** *We know from the title that the book is about a bear cub. The author does not state the main idea, though. We will use details to figure out the main idea. Ask students to turn to page 4. **Say:** *On this page we read something a bear cub can do. A bear cub can sleep. Sleep is a detail in the book. Write **sleep** in the first Detail box on the graphic organizer. Ask students to turn to page 6. **Say:** *On this page we read another detail. A bear cub can walk. Write **walk** in the second Detail box on the graphic organizer.***

- **Guide Say:** *Let’s find some more details. Look on page 8. What else can a bear cub can do? (**play**) What detail do we read about on page 10? (**eat**) What detail do we read about on page 12? (**swim**) What detail do we read about on page 14? (**run**) What is one last detail we read about? (**grow**) As students call out responses, add the words to the Detail boxes on the graphic organizer.*
- **Apply** Review the supporting details, and then ask each student to work with a partner to figure out the book’s main idea. Remind them that the main idea is the most important thing they learned in the book. Once each partnership has shared, agree on how to word the main idea and add it to the graphic organizer. Finally, read the completed graphic organizer aloud and invite students to echo-read.

Name: _____ Date: _____

A Bear Cub Grows

Main Idea: A bear cub can do many things.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> Detail: sleep </div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> Detail: walk </div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> Detail: play </div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> Detail: cat </div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> Detail: swim </div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> Detail: run </div> <div style="border: 1px solid black; padding: 2px;"> Detail: grow </div>
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A BEAR CUB GROWS ©2007 Benchmark Education Company, LLC

Home Connection

- Give students the take-home version of *A Bear Cub Grows* to read to family members. Encourage students to work with a friend or family member to draw an animal and make a list of things the animal can do. Invite them to bring their drawings and lists to share with the group.

Reader Response

Invite students to respond to the book in a way that is meaningful to them. Model and use think-alouds as needed to scaffold students before they try the activities on their own.

- Pretend you are a bear cub. Act out something a bear cub can do.
- Tell something you already knew about bears.
- Use the photographs in the book to retell the information to a partner.
- Write about something else a bear cub can do.
- Tell about another book you have read about bears.
- Draw a picture of a bear cub after it grows.

Write to a Picture Prompt

- **Write a Description** Tell students they will talk about a picture from the book. Then they will write about the picture. Ask them to turn to page 5. **Say:** *I can describe this picture in my own words: **The bear cub looks soft. The cub has sharp claws, though.** Now I will write my idea.* Model writing your sentences on the board. Ask students to choose a picture and describe it to a partner. Allow time for students to share their descriptions, providing assistance as needed. Then **say:** *You described a picture in the book. Now write your idea. After you are finished, read your writing to a partner.*

Concepts About Print

- **Read a Word Left to Right** Turn to page 4. **Say:** *A word is made of letters. We always look at the left letter first. Then we move our eyes across the word as we read.* Read the sentence aloud as you slowly move your finger left to right under each word. Then invite students to read along with you and mimic your actions.

Phonemic Awareness: Initial /k/ spelled “c”

- Tell students you will read a sentence from *A Bear Cub Grows*. Ask them to listen for words that begin with the /k/ sound: *A bear cub can sleep* (page 4). Reread the sentence if needed so students can identify the words **cub** and **can**.
- **Say:** *I will name some other things a bear cub might do. Some begin with the /k/ sound and some do not. Clap*

your hands if you hear a word that begins with /k/: **come, dig, play, carry, hide, sing, catch.**

Phonics: Initial “c”

- Write the letter “c” on the board. Ask students to locate the word **cub** on page 4. Write **cub** on the board. Explain that sometimes the /k/ sound is spelled with the letter “c.” Ask students to locate words that begin with the letter “c” on pages 4, 6, 8, 10, 12, 14, and 16.
- Ask students to brainstorm words beginning with /k/. Acknowledge all correct responses, and list those beginning with the letter “c” on the board. Read each word, inviting students to echo-read.
- **Say:** *I will ask a question about one of the words. You can guess which word it is. I will circle the letter “c” in the word. Then you will know you guessed correctly.* Model the process using one of the words on the list, such as *Which word names something you can wear on your head? (cap)* Then invite each student to ask a question about one of the words and circle the letter that makes the /k/ sound.

Vocabulary

- **Tier Two Vocabulary** Pronounce the word **energetic** and ask students to repeat it. **Say:** *Animals or people who like to do active things are **energetic**. The bear cub in the book is **energetic**. The cub likes to swim and run and play.* Discuss things an **energetic** child might do, such as helping in the house all morning and playing outside all afternoon. Then model a sentence, such as *My **energetic** brother loves to climb trees.* Invite students to share

their own sentences, providing assistance as needed. **Ask:** *What word have we been talking about? Yes—**energetic**. Let’s try to use the word **energetic** many times today. We can use the word at school and at home.*

- **Tier Three Vocabulary** Review the book with students and write **bear cub** on the board. Then record the words **sleep, walk, play, eat, swim, run,** and **grow** on index cards. Ask students to read the words with you. Mix the word cards and place them facedown on the table. Invite student partners to take turns choosing a card, reading the word, and acting it out as a bear cub. For additional practice, students may work as a group or in pairs to complete the vocabulary activity on page 11.

Grammar and Language Development

Helping Verb **can**

- **Model** Explain that authors sometimes use groups of words, or phrases, to show action. Sometimes the word **can** is in the phrase. Ask students to find the word **can** on page 4. **Say:** *A bear cub does not always sleep. A bear cub is able to sleep, though. The word **can** helps this sentence make sense and sound right.* Then ask students to find the word **can** on page 6. **Say:** *A bear cub does not walk all the time. A bear cub is able to walk, though. The word **can** helps this sentence make sense and sound right.* Hold up classroom objects as you use the word **can** in simple sentences such as:
*Not all books are about bear cubs. A book **can** be about bear cubs, though.*
*I don’t always color with markers. I **can** color with markers, though.*

- **Guide** Invite students to read page 10 with you. **Ask:** *What is the bear cub able to do? (eat)* Invite students to look at the photograph on page 11 and name what the bear cub can eat. (**a fish**)
- **Apply** Ask students to locate and read the sentences with **can** on pages 8, 12, 14, and 16. Then invite them to use the word **can** in their own oral sentences.

Fluency: Read with Appropriate Pacing

- **Say:** *We do not read everything at the same pace, or speed. Instead, we change our pace to match what is happening in the book. Changing the pace makes the book sound more interesting.*
- Ask students to turn to page 4. Read the sentence slowly. **Say:** *I read this sentence slowly. Reading the sentence slowly shows that the bear cub is tired and needs to sleep.* Then ask students to turn to page 8. Read the sentence at a faster pace. **Say:** *I read this sentence more quickly. Reading more quickly shows that the bear cubs are having fun while they play.* Read the pages again, asking students to echo-read.
- Ask students to turn to page 14. Discuss why the sentence *A bear cub can run* should be read more quickly. Then help them locate a sentence they might read more slowly, such as *A bear cub can walk* on page 6. Choral-read the pages with them, adapting the pace as discussed.
- Invite students to take turns rereading *A Bear Cub Grows* with a partner. Remind them to change their pace to match what is happening in the book.

Name: _____

Date: _____

Vocabulary

Write a sentence for each word. Draw a picture for each sentence.

sleep

run

eat

swim

A Bear Cub Grows

