

### About the Book

Text Type: Fiction/Fantasy Page Count: 12 Word Count: 111

#### Book Summary

Bear has slept all winter long. Now winter is over, and spring has begun. Will she finally wake up and explore the forest? *Wake Up, Bear!* is a charming story filled with detailed illustrations and engaging, repetitive text to support emergent readers. Students will also have the opportunity to sequence events as well as connect to prior knowledge to better understand the story.

### About the Lesson

#### Targeted Reading Strategy

- Connect to prior knowledge

#### Objectives

- Connect to prior knowledge to understand text
- Sequence events
- Discriminate initial consonant /b/ sound
- Identify initial consonant *Bb*
- Identify and use exclamatory sentences
- Identify and use synonyms

#### Materials

Green text indicates resources that are available on the website.

- Book—*Wake Up, Bear!* (copy for each student)
- Chalkboard or dry-erase board
- Paper
- Picture of a bear
- Pictures of the four seasons
- Sequence events, exclamatory sentences, synonyms worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

#### Vocabulary

\*Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

- High-frequency words: *are, is, she*
- Content words:  
Story critical: *awake (adj.), bear (n.), den (n.), sleepy (adj.), spring (n.), winter (n.)*

### Before Reading

#### Build Background

- Put a picture of a bear on the board. Ask students what they know about bears. Use the think-pair-share model to have students share what they know about bears with a partner. Invite volunteers to share their answers with the class. Record their answers on the board.

- Ask students if they have ever heard of the word *hibernation*. Write the word on the board, and invite volunteers to share what they know about hibernation. Explain to students that bears hibernate in winter, which means they curl up in a safe place and stay there until winter ends.

### Book Walk

#### Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

#### Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that engaged readers make connections between the information they read in a book and what they already know about the topic. This is called *connecting to prior knowledge*. Point out to students that connecting to prior knowledge helps the reader better understand new information.
- Model connecting to prior knowledge using information from the cover.  
*Think-aloud: The title of the book is Wake Up, Bear! and the picture on the cover shows a bear sleeping in a cave. It also shows bees buzzing around and flowers blooming. The bees and flowers make me think of spring, which is my favorite season of the year! I love spring because the weather gets warmer, the flowers start to bloom, and I get to play outside again after the cold winter. I know that bears sleep through the winter, so I assume this book is about a bear waking up in spring after sleeping through the winter. Connecting to prior knowledge helped me to understand what the book would be about, and it also made me excited to read more about my favorite season.*
- Have students preview the rest of the pictures in the book. Ask them to share with a partner any connections they made. Invite volunteers to share a connection with the class.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

#### Introduce the Comprehension Skill: **Sequence events**

- Explain to students that a story is a series of events that happen in a particular order. First one thing happens, then something else, and so on. The way the events happen is called the *sequence*.
- Remind students that readers organize information from a story in different ways. Point out that one way to organize the information is to focus on the correct sequence of events.
- Explain that certain transition words are often used to clarify a sequence of events. Write the words *first*, *next*, *then*, and *finally* on the board. Read them aloud and have students repeat each word. Ask students to listen for these transition words as you model the sequence of a familiar process.
- Model sequencing events of a familiar process.  
*Think-aloud: I love eating peanut butter and jelly sandwiches, and I know it is important to follow certain steps to make my sandwich correctly. First, I get all of my ingredients out: bread, peanut butter, jelly, and a knife. Next, I put peanut butter on one slice of bread and jelly on the other slice. Then, I put the two slices of bread together. Finally, I eat my sandwich. It is so delicious!*
- Have students share with a partner the transition words they heard in the think-aloud.
- Draw pictures on paper for each event described in the think-aloud and place them on the board in the incorrect order. Invite students to come to the board to rearrange the events correctly. Have students place the events under the correct transition word. Highlight that the word *first* can only be used for the first event, the word *finally* can only be used for the last event, and the words *next* and *then* can be used many times for the middle events.
- Reinforce the importance of the correct sequence of events when retelling a story.

### Introduce the Vocabulary


- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 3, you might say: *That bear looks sleepy. What does sleepy mean? Sleepy means needing to sleep.*
- Write the following story-critical words on the board: *awake, bear, den, sleepy, spring, and winter*, and discuss the meaning of each word.
- Put students into small groups. Have students create a short skit to act out the story-critical words. Invite groups to share their skit with the class.

### Set the Purpose

- Have students read to find out more about the bear waking up in the story. Remind them to make connections to what they already know about the topic as well as to sequence events from the story.

## During Reading

### Student Reading

- **Guide the reading:** Have students read from page 3 to page 6. Encourage those who finish early to go back and reread.
  - Model making connections to prior knowledge.  
*Think-aloud: On page 4, I read that Bear was very sleepy and didn't want to wake up. When I read this page, I thought about how I don't like to wake up in the mornings for school. My mom has to wake me up lots of times before I actually get out of bed. I always feel sleepy and ask her for five more minutes of sleep. I can't imagine how sleepy I would feel if I slept all winter like Bear! Connecting to prior knowledge helped me to understand how Bear was feeling in the story. It also helped me enjoy the book more because I could easily relate to the character and what she was going through.*
  - Have students share with a partner connections they made between their prior knowledge and what they read on these pages.
  - Draw students' attention back to the words on the board: *first, next, then, and finally*. Remind students that the sequence of events is the order in which the story takes place.
  - Ask students to name the seasons of the year, and write the words *winter, spring, summer, and fall* on the board. Place a picture of each season on the board and invite volunteers to come up and place the seasons in the correct order, starting with winter. Invite volunteers to label the seasons with the transition words *first, next, then, and finally*.
  - Remind students of what they read on page 3: *Bear slept all winter. Now spring is here*. Discuss how the sequence of seasons is important since Bear does different activities during winter and spring.
  - **Check for understanding:** Have students read to the end of page 10. Encourage students to share with the rest of the class how they connected to prior knowledge as they read.
  - Draw students' attention back to the picture of spring on the board. Ask students to think about the signs of spring they read so far in the story (*flowers growing, bees buzzing, and so on*). Discuss how these signs of spring come after the cold winter, and remind students that nature must follow the correct sequence just like the events from a story.
  - Have students read the remainder of the book. Remind them to make connections between what they know and what they read as well as to sequence the events from the story.
-  Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

## After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Reflect on the Reading Strategy

- Have students discuss with a partner the final connections they made to the book.
- **Think-aloud:** *On page 11, Little Cub was excited for his mother to wake up and take him out of the den. This made me think of my mom, who likes to sleep in on the weekends. Sometimes, I go in and wake her up because I am so excited to start playing with her! This connection helped me to better understand how Little Cub was feeling in the story, and it enabled me to enjoy the book more because I felt so connected to what I read.*
- Invite students to share their final connections with the class. Emphasize that engaged readers connect to prior knowledge in order to better understand and enjoy what they read.

### Reflect on the Comprehension Skill

- **Discussion:** Review with students the sequence of the seasons on the board, and review what Bear does during winter and spring.
- Have students share with a partner what they think Bear does during summer and fall. Invite volunteers to share their ideas with the class. Discuss how Bear does different activities during each season of the year.
- Have students refer to the pictures of the seasons on the board to describe to a partner what Bear does during each season. Remind them to use the transition words *first*, *next*, *then*, and *finally* to organize their sequence.
- **Independent practice:** Introduce, explain, and have students complete the [sequence events worksheet](#). If time allows, discuss their answers.
- **Enduring understanding:** In this story, you read about a bear who was waking up after hibernating all winter. Why do bears hibernate all winter? How does the sequence of the seasons affect bears and their activities?

## Build Skills

### Phonological Awareness: Initial consonant /b/ sound

- Say the word *bear* aloud to students, emphasizing the initial /b/ sound. Have students say the word aloud and then say the /b/ sound.
- Read pages 7 and 8 aloud to students. Ask students to stand up when they hear a word that begins with the /b/ sound.
- **Check for understanding:** Say the following words one at a time and have students give the thumbs-up signal if the word begins with the /b/ sound: *bright*, *sun*, *ocean*, *beach*, *shark*.

### Phonics: Initial consonant Bb

- Write the word *bear* on the board and say it aloud with students. Have students say the /b/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the /b/ sound in the word *bear*.
- Have students practice writing the letter *Bb* in the air while saying the /b/ sound.
- **Check for understanding:** Write the following words that begin with the /b/ sound on the board, leaving off the initial consonant: *boat*, *bring*, *baby*, *blanket*, and *bed*. Say each word, one at a time, and have volunteers come to the board and add the initial *Bb* to each word.

### Grammar and Mechanics: Exclamatory sentences

- Write the following sentence on the board and read it aloud with students: *Wake up, Bear!* Explain to students that every sentence has a signal at the end to show readers where to stop reading, just like a stop sign. Ask students to point to the signal at the end of this sentence. Circle the exclamation mark.
- Have students share with a partner what punctuation mark typically ends a sentence (period). Explain to students that the punctuation mark on the board is called an *exclamation mark*. Have students trace an exclamation mark in the air.

- Explain to students that sentences ending in exclamation marks are *exclamatory sentences*, which are sentences that express strong emotions, such as surprise, excitement, or warning. Ask students to discuss with a partner what feeling the sentence on the board is expressing (excitement).
- Demonstrate how to read an exclamatory sentence with feeling: first read the sentence in a normal tone of voice, and then read it with emotional emphasis. Explain to students that the exclamation mark commands the reader to read the sentence with feeling. Have students practice reading the sentence on the board with appropriate expression.
- **Check for understanding:** Write on the board a mixture of exclamatory and declaratory sentences, leaving off the ending punctuation marks. Read the sentences to students, and have them work in groups to decide whether to use a period or an exclamation mark to end each sentence. Invite volunteers to come to the board and add the appropriate punctuation mark. Then, have students practice reading the exclamatory sentences aloud.
- **Independent practice:** Introduce, explain, and have students complete the [exclamatory sentences worksheet](#). If time allows, discuss their answers.

### Word Work: **Synonyms**

- Have students turn to page 4. Read the sentences aloud with students. Write the word *sleepy* on the board.
- Explain that writers often have many choices of words to use, and there may be several words that have similar meanings. Remind students that words with similar meanings are called *synonyms*. Ask them to suggest other words the author might have used in place of *sleepy* (*tired*).
- Put students in small groups, and give each group the following six words on paper: *happy, mad, hot, big, bad, and pretty*. Have students work together to create synonyms for each of these words. Once all groups have finished, invite volunteers from each group to share their answers.
- **Check for understanding:** Write the words *small, take, and jump* on the board. Have students create a synonym for each word and share it with a partner. Invite volunteers to share their words with the class.
- **Independent practice:** Introduce, explain, and have students complete the [synonyms worksheet](#). If time allows, discuss their answers.

### **Build Fluency**

#### Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

#### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them discuss the connections they made to the book with someone at home.

### **Extend the Reading**

#### Narrative Writing and Art Connection

Have students write a fantasy story with a bear as the main character. Remind students that their story should have all of the story elements: *characters, setting, problem, and solution*. Ask students to illustrate their story and invite volunteers to read their story to the class.

Visit [WritingA-Z.com](http://WritingA-Z.com) for a lesson and leveled materials on narrative writing.

#### Science Connection

Have students choose one species of bear they would like to learn more about. Ask students to research their bear and create a book with the five most interesting facts they learned.

### Skill Review

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

### Assessment

#### Monitor students to determine if they can

- consistently use the strategy of connecting to prior knowledge to understand text during discussion;
- accurately sequence events during discussion and on a worksheet;
- consistently discriminate initial consonant /b/ sound during discussion;
- consistently identify initial consonant *Bb* during discussion;
- correctly identify and use exclamatory sentences during discussion and on a worksheet;
- correctly identify and use synonyms during discussion and on a worksheet.

#### Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**