

Focus Question:

Why does the family in the story brainstorm?

Book Summary

Text Type: Fiction/Realistic

The Miller family gets a big surprise when they go outside to set up a yard sale and find a bear in a tree. How will they get it down? *Brainstorm Bear* is an entertaining and humorous story about the many ideas the family comes up with for how to move the bear. The book can also be used to teach students how to retell and identify problems and solutions.

The book and lesson are also available for levels H and K.



Lesson Essentials

Instructional Focus

- ☐ Retell to understand text
- ☐ Determine problem and solution
- ☐ Describe information provided by illustrations
- ☐ Identify initial consonant *br*-blend
- ☐ Recognize and use quotation marks
- ☐ Identify and use suffix *-ing*

Materials

- ☐ Book: *Brainstorm Bear* (copy for each student)
- ☐ Problem and solution, quotation marks, suffix *-ing* worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

Words to Know

Story critical: *bouncy* (adj.), *brainstorm* (v.), *moat* (n.), *sketching* (v.), *trail* (n.), *trampoline* (n.)

- Academic vocabulary:** *different* (adj.), *drawing* (n.), *plan* (n.), *probably* (adv.), *solution* (n.), *suggest* (v.)

Guiding the Reading

Before Reading

Build Background

- Place students in small groups and provide each group with a piece of chart paper. Write the word *brainstorm* on the board and read it aloud to students. Invite students to share their knowledge about the word *brainstorm*. Explain that to brainstorm means to create and share ideas. Point out that when brainstorming there are no right or wrong answers; it is an opportunity for people to be creative and use their imaginations.
- Explain to students that they will be reading a book about a family who finds a bear in a tree in their yard. Have students work in small groups to brainstorm ideas about how they would try to get the bear out of the tree. Remind them to use their imaginations as they record their ideas in words or pictures on the chart paper. Invite each group to share their brainstorming process with the class.

Introduce the Book

- Give students their copy of *Brainstorm Bear*. 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: Retell

Explain to students that engaged readers stop now and then while they are reading to retell in their mind what has happened so far in the story. Point out that stopping to retell the events of the story helps readers understand and remember what they are reading. Explain that when retelling a story or an event, it is important that the details be explained in order. Use an example of an everyday life event, such as running errands, to demonstrate how to retell. Then, invite students to turn to a partner and retell another everyday event, such as what they did after school the day before.

Guiding the Reading (cont.)

Introduce the Comprehension Skill:

Problem and solution

- Write the words *problem* and *solution* on the board and read them aloud to students. Explain that in most stories, a character is faced with a problem that needs to be solved. Point out that the problem is a difficulty or challenge that must be worked out or solved and the solution is an action or process used to resolve the problem. Explain that the story ends when a solution to the problem has been reached.
- Point out that problems and solutions in stories are similar to the problems and solutions we face in our everyday lives. Share a personal example of a problem and how a solution was found. Invite students to turn to a partner and share a problem-and-solution scenario. Have volunteers share with the class and invite students to identify the problem and the solution in each story.

Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

Set the Purpose

- Have students read to find out more about how the Millers get the bear out of the tree. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- 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 a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *What problem does the family in the story face?* (level 1) page 3
- *Why does Sam not want to cancel the yard sale?* (level 1) page 5

- *Why does Mrs. Miller want Sam to brainstorm ideas about getting the bear out of the tree?* (level 2) pages 6 and 7
- *Why does Sam think that Sarah’s idea will not work?* (level 1) page 8
- *Why does the family laugh about Mrs. Miller’s idea to get the bear out of the tree?* (level 1) pages 9 and 10
- *What is the solution to the problem in the story?* (level 1) page 14
- *What other ideas could the family have tried to get the bear out of the tree?* (level 3) multiple pages

Text Features: Illustrations

Have students review the illustration on page 8. Point out that the pictures, or illustrations, in the story are provided to help readers better understand what they are reading. Ask students the following questions: *How does this illustration help you understand what you are reading? What can you see in the illustration that was not written by the author?* Have students work with a partner to review the remaining illustrations and have them discuss how the illustrations help them to better understand and remember the story.

Skill Review

- Have students retell the story from the beginning to a partner. Encourage students to use transition words such as *first*, *next*, *then*, *last*, and so on when retelling the story.
- Model identifying problem and solution.
Think-aloud: *As I read, I pause to consider the problem faced by the characters in the story. I know that Sam and his family are trying to have a yard sale and the problem is that there is a bear in the tree. This story is about how the family will solve this problem. Sam decided that they should brainstorm different solutions to their problem. For example, Sarah suggests they place the trampoline under the tree. Sam decides that this is not a good solution because the bear will bounce off. As I continue to read, I will pause and identify how the family eventually solves the problem of having a bear in the tree.*
- Model how to complete the **problem-and-solution worksheet**. Then, have students discuss their responses with a partner and determine the problem and solution in the story.

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.

Guiding the Reading (cont.)

Skill Review

Graphic Organizer: **Problem and solution**

Review the problem-and-solution worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the rest of the class.

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Reasons should include the following: *The family is brainstorming because they must solve the problem of having a bear in a tree when they are setting up for a yard sale.*)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Phonics: **Initial consonant br-blend**

- Write the word *brainstorm* on the board and read it aloud with students.
- Have students say the /br/ sound aloud. Then, run your finger under the letters in the word *brainstorm* as students say the whole word aloud. Ask students to identify which letters represent the /br/ sound in the word *brainstorm*. Repeat this process with the word *broke*.
- **Check for understanding:** Write the following words on the board, leaving off the initial consonant blend: *brave, broke, broom, brown, and brush*. Invite volunteers to come to the board and add the initial consonant blend to each word.

Grammar and Mechanics: **Quotation marks**

- Read the first sentence on page 5 aloud to students as they follow along. Ask them to identify which character is speaking and what the character is saying.
- Review or explain that *quotation marks* are punctuation marks used to show that a character is speaking. Have students circle the quotation marks in the first sentence on page 5. Have them locate the comma inside the quotation marks. Explain that the comma is placed inside the quotation marks to separate the character's words from the rest of the sentence.

- Invite volunteers to create examples of dialogue using the names of various classmates. For example: *"I'm ready for recess," said Juan*. Record their sentences on the board without the quotation marks and invite students to add quotation marks to each sentence.
- **Check for understanding:** Have students work in small groups to reread pages 6 through 10. Invite them to circle each set of quotation marks and identify which character is speaking and what is being said. Review each group's findings as a class.
- **Independent practice:** Introduce, explain, and have students complete the **quotation marks worksheet**. If time allows, discuss their answers.

Word Work: **Suffix -ing**

- Write the word *climbing* on the board and read it aloud with students. Identify the root word (*climb*) and write it next to the word *climbing*. Invite students to use each word in a sentence.
- Explain that a suffix is a syllable, or group of letters, added to the end of a word to change its meaning and that an example of a suffix is *-ing*. Point out that adding the suffix *-ing* to a word changes the word to describe an action that is happening right now, or in the present tense. Explain that when a word ends with the letter *e*, the *e* must be dropped and then the suffix *-ing* is added, as in the word *making*.
- Write the following words on the board: *look, trade, search*. Read each word aloud with students and invite volunteers to add the suffix *-ing* to each word and use it in a complete sentence.
- **Check for understanding:** Have students work in pairs to reread pages 10 through 13 and circle all of the words containing the suffix *-ing*. Have students share their findings with the class.
- **Independent practice:** Introduce, explain, and have students complete the **suffix -ing worksheet**. If time allows, discuss their answers.

Connections

- See the back of the book for cross-curricular extension ideas.