

About the Book

Text Type: Fiction/Fantasy Page Count: 10 Word Count: 153

Book Summary

Where Is Cub? tells the story of a mother bear who awakens to find her cub missing. She visits several animal friends to learn if they have seen the little bear. Finally, she asks a buzzing bee. The bee has indeed seen her cub and is not at all happy about it. Strong illustrations support the story structure.

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions

Objectives

- Make, revise, and confirm predictions based on text
- Sequence story events
- Blend phonemes
- Identify VCe pattern
- Identify and use quotation marks
- Identify and use high-frequency words *my* and *our*

Materials

Green text indicates resources available on the website

- Book—*Where is Cub?* (copy for each student)
- Chalkboard or dry erase board
- Sequence events, VCe pattern, high-frequency words worksheets
- Discussion cards



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

Vocabulary

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

- High-frequency words: *cannot*, *goes*, *he*, *my*, *our*, *she*

Content words:

Story critical: **cub** (n.), **find** (v.), **honey** (n.), **missing** (adj.), **seen** (v.), **worried** (adj.)

Enrichment: *bear* (n.), *bee* (n.), *deer* (n.), *fox* (n.), *rabbit* (n.), *raccoon* (n.)

Before Reading

Build Background

- Ask students if they have ever played the game hide-and-seek. Ask where they hid and from whom they were hiding.
- Continue the discussion by asking students how they think their family or friends feel when they can't find them. Ask students if they think their family or friends worry. Check students' understanding of the word *worried*. Ask students what they would do if they couldn't find someone they loved. Discuss places they would look and whom they would ask for help.

Book Walk

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they might read about in a book called *Where is Cub?* (Accept any answers students can justify.) Ask whether the picture on the back cover looks anything like the picture they made in their mind during the Build Background discussion.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Explain to students that good readers make predictions, or guesses, about what will happen in a story. Explain to them that making predictions can help people to make decisions, solve problems, and learn new information. Emphasize that knowing how to make predictions is more important than whether the prediction is right, or confirmed.
- Model using the cover pictures of the book to make a prediction.
Think-aloud: I know that good readers look at the cover of a book to get an idea of what the book is about. Looking at the front cover, I see a bear looking in a cave. She appears to be looking for something. The title of the book is Where is Cub? I know that the word cub is the name for a baby bear. I wonder if the bear looking in the cave is the cub's mother. I think the baby is lost and the mother is looking for it. Making predictions about the book gives me a purpose for reading it because I want to find out if my predictions are right.
- Have students use the pictures on the covers and title page to make a prediction before reading the book. Invite them to share their prediction.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- Introduce any words that may be difficult for students. For example, point to the word *worried* on page 5. Suggest that they look at how it starts and explain the letters *w-o-r-r* make the sound /wur/. Then tell students the ending letters *i-e-d* often make the sound /eed/. Give other examples of this ending, such as the words *carried* and *hurried*.
- Model how to apply word-attack strategies. Point to the word *missing* on page 3.
Think-aloud: I recognize the -ing ending on the word, so this helps me pick out the root part of the word. It is a word I can easily sound out /m/ /i/ /s/: missing. Now I'll read the sentence aloud to check whether this word makes sense.


Set the Purpose

- Have students read to find out whether or not their prediction about the story is correct or needs to be revised.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 3. Read the word together (*Mother*). Point out where to begin reading on each page. Remind students to read words from left to right. Point to each word as you read it aloud while students follow along in their own book.
- Ask students to place a finger on the page number in the bottom corner of the page. Have them read to the end of page 5, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.

- Model confirming a prediction.
Think-aloud: I predicted that the bear on the cover was a mother looking for her cub. This prediction is correct. She asks other animals if they have seen the cub, but they have not. I wonder where the cub is. I know that children sometimes like to explore new places. I predict that the cub went exploring and got lost.
 - Ask students if they can confirm their prediction based on the words they read and the pictures. Have them revise their prediction or make a new prediction.
 - Have students read the remainder of the book. Encourage them to continue to make, revise, and/or confirm predictions as they read the rest of 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

- Invite students to discuss whether their prediction turned out to be true or whether it needed to be revised. Reinforce that making predictions about what they are reading helps them get meaning from the book and gives them a purpose for reading.
- *Think-aloud: I predicted that the cub got lost while exploring. This prediction was not correct. The cub was in a tree trying to gather honey.*
- Discuss additional strategies students used to gain meaning from the book.

Teach the Comprehension Skill: **Sequence events**

- **Discussion:** Ask students how they might use the clues on page 9 to figure out that the cub was eating honey. (Mother Bear talks to a bee. Bees make honey, and bears like to eat honey.)
 - **Introduce and model:** Tell 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. Explain that the order in which the events happen is called the *sequence*. Point out the sequence in this story.
 - *Think-aloud: The first thing that happened in the story is that Mother Bear discovers that her cub is missing. Next, she looks in a cave, but he's not there. Then she asks Mr. Fox if he's seen the cub, but he hasn't. I don't include all the details of the story, as I would in a retelling. I only tell the most important events in order to tell the story correctly.*
 - **Check for understanding:** Have students share the sequence of events through the end of the story. If necessary, use the pictures in the book as a guide.
 - **Independent practice:** Introduce, explain, and have students complete the **sequence events worksheet**. If time allows, discuss their answers.
-  Have students use the inside back cover to tell what they think Mother Bear might say to the cub now that she has found him.

Build Skills


Phonological Awareness: **Blend phonemes**

- Say the word *buzz* by segmenting it into its sounds: /b/ /u/ /z/. Model how to blend the sounds together to say the word.
- Say the following words to students by segmenting them into their individual sounds: *looks, find, bee, fox, honey*. Pause after saying each word and have students blend the sounds together to say each word.

Phonics: VCe pattern

- Write the word *tap* on the board. Read the word aloud with students. Identify the consonants and the vowel in the word. Label the consonants and vowel in the word (CVC).
- Write the letter *e* at the end of the word *tap*. Read the word aloud with students. Ask them to tell how the word changed.
- Explain to students that when the letter *e* is added to the end of a CVC word, the vowel often becomes long and says its name. Repeat the process with the word *mad*.
- Have students turn to page 3 and read the first sentence. Ask them which word in the sentence has the long /a/ sound in the middle of the word (*wakes*). Write the word *wake* on the board. Circle the *-ake* letter combination and remind students that this is the VCe pattern that has a vowel between two consonants followed by a silent *e*.
- **Check for understanding:** Write the following words on the board: *made, name, cave, lake, save, lane, late, same*. Have students say each word with you as you run your finger under the letters in each word.
- **Independent practice:** Introduce, explain, and have students complete the **VCe pattern worksheet**. If time allows, discuss their answers.

Grammar and Mechanics: Quotation marks

- Explain that special marks, called *quotation marks*, are used to show when someone is speaking. Say: *If I am writing and I want to show someone is speaking, I put quotation marks around the words they said.*
- Model using quotation marks when writing a sentence on the board: *Have you seen my cub?* *she asks*. Read the sentence together as a group and discuss which words are spoken words. Add the quotation marks in the correct places.
- Have students turn to page 5. Ask students to reread the page and locate the quotation marks. Ask them to tell who was speaking in each sentence and what was said.
- **Check for understanding:** Encourage students to generate one or more examples of sentences that require quotation marks. Write their sentences on the board and have volunteers place the quotation marks in the correct places.
-  **Independent practice:** Have students work with a partner to locate the other quotation marks in the story and circle them. Have partners discuss who is speaking and how they know.

Word Work: High-frequency words

- Tell students they are going to learn words that they need to be able to recognize and read quickly. Write the words *my* and *our* on the board and read the words aloud. Have students read the words with you.
- Ask them to write the words *my* and *our* on the tabletop with their finger as you spell it aloud with them, pointing to each letter on the board as you say the letter name with students.
- Show students various personal objects. Point to and identify each object using the word *my* (my shirt, my shoes, my hair). Explain to students that the word *my* refers to objects that belong to them.
- Show students various class objects. Point to and identify each object using the word *our* (our classroom, our supplies). Explain to students that the word *our* refers to objects that belong to the group.
- **Check for understanding:** Ask volunteers to identify an object using the words *my* or *our*. Have them use individual dry-erase boards or paper to write or draw the name of the object, preceding the name with the word *my* or *our*. For students needing additional support, have them build the word using magnetic letters, trace the word with their pointer finger, and then write the word.
- **Independent practice:** Introduce, explain, and have students complete the **high-frequency-words worksheet**. If time allows, discuss their answers.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to 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.

Extend the Reading

Writing and Art Connection

Have students work in pairs to write another ending for the story. Tell them they may add new characters or use the ones from the story. Before students write individually, have them brainstorm ideas. Provide prompts such as: *What did Mother Bear say to the cub? Where did they go once the cub came down from the tree? Was the cub punished for slipping away while its mother was sleeping? How did the mother make sure the cub didn't disappear again? What did the bee do? Did the other animals in the woods have anything to say?* Ask students to illustrate their story ending and share it with the group.

Social Studies Connection

Provide students with resources about various types of bears. Discuss different bears with which students are familiar. Make a KWL chart that students can fill in as they read about different types of bears. For example:

What I know

Polar bears like to be cold.

What I want to know

Where do they live?

What I learned

Polar bears live in Alaska.

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 make, revise, and confirm predictions while reading
- correctly sequence events in the story; complete a worksheet
- orally blend phonemes to say words
- correctly identify and read VCe long /a/ sound words
- accurately identify and use quotation marks
- correctly read and write high-frequency words *my* and *our*; complete a worksheet

Comprehension Checks

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