



This nonfiction excerpt is about grizzly bears and how they grow. It tells where the bears are found and relates some of their habits.

SESSION 1: Transparencies 1, 2, 3, 4, and 5



 indicates possible student responses

INTRODUCING THE TEXT

- Project Transparency 1. Explain to students that this nonfiction selection provides information on grizzly bears. Have them predict the kinds of things they expect to find in this text.

This selection is about grizzly bears. What do you expect to learn in a nonfiction text about grizzly bears? (● where they live; what they eat; the things they do.) Make predictions about what you think you might learn. We'll check our predictions as we read.

TEACHING FOCUS

To help students use nonfiction text structures (chronology, cause and effect, point of view, intent) to predict, construct meaning, and deepen understanding

READING THE TEXT

- Project and read Transparencies 2, 3, 4, and 5. Invite students to join in as they feel able. Remind them to feel free to engage in discussion or to raise questions relating to the focus if they are confused during the reading.

As we read, let me know if we come to any words or passages that you don't understand. After we read these pages, we will share our thoughts with the group.

DISCUSSING THE TEXT

- Talk about predictions students made about grizzly bears. Invite them to share how their predictions were confirmed or corrected by what you have just read.
Let's think about our predictions. (● I predicted that we would learn about grizzly bear cubs; I didn't know cubs lived with their mother for more than a year.) Show us the text where you confirmed or changed your prediction. Remember to look over your predictions in just this way when you are reading other texts.
- Discuss how the text was structured and how this helped students construct meaning.
Let's think about what we just read. Who can tell me about the words and pictures on these pages? (● the paragraphs are numbered; some pictures have captions; the pictures show real bears and how they live.) Very good. How does numbering the paragraphs help you? (● it's a good way to keep track of the facts; it helps you concentrate on one thing at a time.)

VOCABULARY

Invite students to share any confusing words or phrases that impeded comprehension, as well as their strategies for problem-solving.

Let's read the caption for the top right picture on page 7 together. (They wrestle and box.) What do you think box means? (● it means to fight; the picture shows the bears boxing.) You used context and picture clues to figure out the meaning of the word.

Can we share another meaning? (● it's something you put things in.) A word can have more than one meaning. Use picture clues and context to figure out the meaning of the word as it is used in a sentence or paragraph.



TEACHING FOCUS

To help students interpret information in text to form new understandings; isolate and interpret information gained from graphs, diagrams, photographs, process steps, and tables

ELL SUPPORT

Pair ELL students with fluent readers. Encourage them to take turns reading and then discussing each paragraph. Fluent readers can provide help with difficult words. ELL students can share words in their native language. Pairs can make a chart, showing the words in both languages.

FLUENCY

Help students as they read the captions on Transparency 7. Remind them that captions add to or explain the main text on the page. As they read nonfiction, remind students to read the main text first and then the captions.

SESSION 2: Transparencies 6 and 7

REFLECTING ON THE TEXT

- Ask students to summarize and to reflect on the text read during the first session, considering those aspects of the text that seem particularly important. Ask if students would like to adjust or to revise any predictions they made before beginning today's reading. Then state the focus for the session. Encourage responses and questions from all students as they apply this focus.

Lets share what we have learned so far about grizzly bears. (● mother bears take care of the cubs for two years; the bears like to wrestle and box; the mother bear teaches the cubs how to fish and find food.) Who would like to add to those facts? (● when the time comes the mother bear chases the cubs away to live on their own.) Today we'll complete the excerpt. Who has adjusted their original predictions about this text? Please share your thoughts with us. (● I thought bears only eat meat, but they eat lots of things.) As we read, remember this is a nonfiction selection. Look for photographs, maps, or diagrams that give more information.

READING THE TEXT

- Project and read Transparencies 6 and 7. Remind students to join in as they feel able to do so.
As we read, notice the different ways the text is giving you information. Remember that we can get information from pictures, maps and diagrams as well as the words.

DISCUSSING THE TEXT

VOCABULARY

Guide a discussion of any vocabulary that may be critical to comprehension or useful for students to know.

Let's look at the sign on page 15 [Transparency 7]. The sign is for people, not the bears. One word in the sign is approach. Who can explain how they figured out what it means? (● the words dangerous and do not are on the sign; this tells me that I must not do something; I'm still unsure what approach means; I have to use a dictionary; I know that I wouldn't go near a grizzly bear; approach probably means "go near.") Good thinking! You used the picture and the other words to think about this word. Sometimes the meaning is not clear from the picture or the other words, and you may need to use a dictionary. Approach does mean "to go near something."

- Discuss with students the map on Transparency 6.
Let's look at the map. What does it show? (● it shows an outline of North America; it shows Canada, the United States, Mexico, and Alaska.) Alaska is part of the United States. Why do you think the map lists it

especially? (● the caption says: “Where grizzly bears are found”; if we read the paragraph at the bottom, it gives more information about where grizzly bears are found; it says that more than half of them live in Alaska.) *Alaska is an important state for grizzly bears. The map gives more information. It helps us visualize what the text is saying.*

SESSION 3: Transparencies 2, 3, 4, and 5



SHARE

Keeping a dictionary or a thesaurus by your side as you read and checking it to help with word meanings can deepen your connection with text.

RE-ENTERING THE TEXT

- Introduce the focus and project Transparencies 2, 3, 4, and 5. Ask students to think about why they are reading about grizzly bears.

We have already read these pages about grizzly bears. Before we read them again, let's think about why we are reading about them. What do you think is the purpose for reading about grizzly bears? (● to learn more about grizzly bears; to understand how grizzly bears live.) Those are good reasons. Let's reread these pages and decide whether that purpose was met.

ANALYZING THE TEXT

- Help students analyze what they have read and whether or not the purpose for reading was met.

Let's think again why we read about grizzly bears. Did we meet our purpose for reading? Let's share proof we found from the pages on whether or not our purpose was met. (● we wanted to know more about grizzly bears and how they live; the words tell us that grizzly bear cubs live with their mother longer than we knew; it also tells us how grizzly cubs learn to take care of themselves.) When we read, it's good to read with a purpose in mind. Then we can examine our purpose for reading and see if it was met. We can use what we learned and apply the strategy in future reading.

WORD WORK

Invite students to use syllabication to help with multi-syllabic words, such as *November* on Transparency 2.

*This selection has many words with more than one syllable. In the first sentence after the question on page 6 is the word November. We can use what we know about words with more than one syllable to read this word. We can divide it into parts. We'll say the parts. Then we'll say the whole word. Read the parts. (●/Nō→//vem/ /ber/) Say the word. (● November) We can read other multi-syllabic words in this selection the same way. (Repeat the procedure with *kilogram, animals, October, America, Alaska, Montana, Idaho, Washington, Canada, and dangerous.*)*

FOLLOW UP



Use the blackline master during this or an optional subsequent session, or as a follow-up independent activity, to encourage students to use nonfiction structures to construct meaning and deepen understanding.

TEACHING FOCUS

To help students establish a purpose for reading and analyze whether or not the purpose was met



TEACHER TIP

Students may wish to continue reading this *Bookshop* selection to learn more about the topic. Invite students well beyond this text level to read the book independently. Remind other students that they will soon encounter this book in guided instructional reading.

Name: _____ Date: _____ Text: _____

Finding Facts

Tell three things you learned about grizzly bears. Tell if you found your facts in the text, in a picture, or in a caption.

Fact	Where Found
1.	
2.	
3.	