

# Books for Young Learners Teacher Resource

## Book Notes

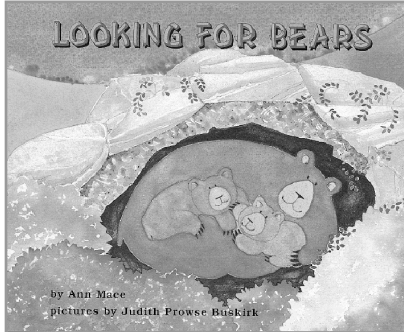


### Looking for Bears

Author Ann Mace

Illustrator Judith Prowse Buskirk

12 pages ■ 80 words



Em	Early				Fluent			
	1	2	3	4	1	2	3	4
	S			G	I			

S = Shared G = Guided I = Independent

Looking for Bears

#### SYNOPSIS

A teacher spends her summer vacation looking for bears, but the only bears she finds are toy ones.

#### WHAT THE BOOK OFFERS

- Fiction realistic recount
- Third person
- Past tense
- Illustrations do not match the text. Illustrations show bears, but the text implies that she did not see them. Illustrations could provide subplot.
- Repetition of sentence beginning
- Pictorial map showing the path taken
- Open ended
- No text on final double opening

#### POSSIBLE SKILLS EMPHASIS

- Understanding the role of a subplot
- Understanding how illustrations extend the text or give another perspective
- Inferential reading of subplot in illustrations
- Understanding that the illustrations do not always exactly reflect the text
- Recounting the story using the map to prompt sequence

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### Looking for Bears (continued)

#### INTRODUCING THE BOOK

*Where would you look for bears?*

*How would you know where their den was?*

*Where can we see bears?*

*Is it safe to go looking for bears? What would you need to remember? Or to take with you?*

*Look at the illustration on the title page and the photograph of the park on the inside front cover. How do these help you think about what the author might tell us?*

*Do you think this is going to be a true story? Why do you think that way?*

#### FOCUS OF INSTRUCTION

- The students will quickly spot the apparent mismatch between the illustrations and the text. Rather than have outcries of “wrong” or querying the teacher’s “sight,” ask:

*What is the illustrator really saying to her readers? That bears might have passed that way, that they could be seen there sometimes, or that bears were in fact hiding there? Or something else?*

- Page 4: Students’ suggestions could be written on self-stick notes and attached to the appropriate page for further discussion once the first reading is completed.

*This book has two stories happening at the same time. The author is focusing on the teacher looking for bears, but the illustrator is showing the bears as another story. What does that mean for the way we read this book?*

#### FOLLOWING THE READING

- The group could reread the self-stick notes and then paste them in sequence on a blank piece of paper as another story or clipped to the inside cover for other readers to attach to the appropriate page as an extension activity.
- The group could make a pictorial map of the school ground that individual students could use to plot a path, which they would then describe either orally or in writing. Or they could use the map to plan a treasure hunt.
- The students could read other books that describe a sequence of events happening in different places and make a pictorial map to put inside the book cover.
- Discuss using a pictorial map as an aid for planning, retelling, or summarizing a story.