

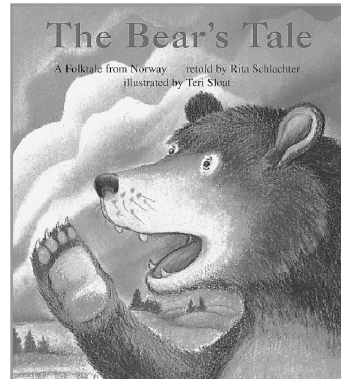
Books for Young Learners Teacher Resource

Book Notes



The Bear's Tale

Author Rita Schlachter
 Illustrator Teri Sloat
 12 pages ■ 155 words



The Bear's Tale

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

S = Shared G = Guided I = Independent

SYNOPSIS

A folk tale recounting how the bear lost its long, bushy tail.

WHAT THE BOOK OFFERS

- Several elements of a traditional folk tale: country of origin, once upon a time, past tense, quick and traditional ending, explanation, mainly action with details left for inference, trickery, smaller outwitting greater, anthropomorphic animals
- Third person
- Past tense
- Homonym and pun

POSSIBLE SKILLS EMPHASIS

- Making inferences, contrasting feelings and thoughts of bear and fox
- Identifying elements of folk tale and retelling
- Inferential reading
- Using illustrations to confirm inferences, especially mood and characters' reactions

INTRODUCING THE BOOK

- Whose story is this?*
- Where does the story come from?*
- What is the significance of saying it was retold by Rita Schlachter?*
- What if the title was The Bear's Tail?*
- What does the cover illustration tell you about how the bear is feeling? What does that lead you to think about this folk tale?*

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The Bear's Tale (continued)

FOCUS OF INSTRUCTION

What do you notice about the bear's tail in the illustration on the title page?

What does that lead you to think this story might be about?

- Discussing what the author has left the reader to add or to think about, making inferences

Pages 2 and 3: What do you think the bear is thinking? And what about the fox's thoughts?

What dialogue might the author have included here?

After reading page 6: Why did the author include the word "sly"?

Page 7: What did the author want you to think about the fox's thoughts as he walked away?

Page 9: What do you think the bear was thinking in each of the pictures on this page?

FOLLOWING THE READING

- Discuss how the fox and the bear had contrasting thoughts and feelings, listing these on a chart, writing some of these on self-stick notes and adding to relevant pages of the book, or placing the notes on the inside cover for children to place appropriately when rereading the book.

Think about other folk tales we have read. What similarities do you see between those and this one? How will that help us when we retell a folk tale? Let's make a list to think about.

- The students should have plenty of supported practice in retellings through oral retellings and shared writing before being expected to write a folk tale independently. Drawing three or four sketches of key incidents and writing to these may help maintain sequence.