

Books for Young Learners Teacher Resource

Book Notes

**The Bear's Tale**

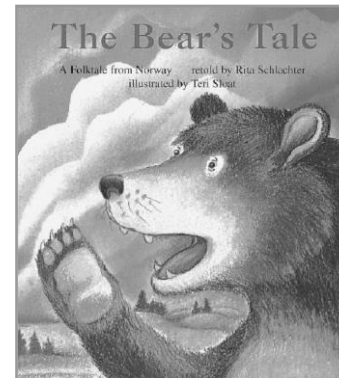
Author Rita Schlachter

Illustrator Teri Sloat

12 pages ■ 163 words

Fountas and Pinnell Level H

Reading Recovery Level 13



The Bear's Tale

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

*Whose story is this?***INTRODUCING THE BOOK***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.

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The Bear's Tale (continued)

Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
FINISH THIS THOUGHT	<i>This story is very . . . because it . . . If I could be one of the characters in this folktale, I would be because . . .</i>
USE YOUR MEMORY	<i>What kind of smile did Fox have on his face after he told the bear how to catch a fish? Show the word that describes Fox's smile. What was the sound word used to describe Bear's tail when he tried to pull it out of the water? Show the word that describes this sound.</i>
WHAT'S YOUR OPINION?	<i>Do you think this story is true? Do bears really have short tails because of what happened in this story? Why or why not? Why do you think the fox told the bear to put his tail into the water? Do you think the fox knew the bear's tail would freeze and he wouldn't catch any fish? Do you think the fox liked the bear? Why or why not?</i>
BE CREATIVE	<i>Read the information about folktales on the inside front cover. Now write your own folktale with 2 animals as the main characters. Where will it take place? What will the lesson or trick be in your folktale?</i>
VOCABULARY AGENT	<i>How many words can you find in this folktale that . . . *start with an 'f' *end with an 'e' *end with an 'l' *start with an 's' *end with a 't' *start with a 'b' *end with a 'd'</i>