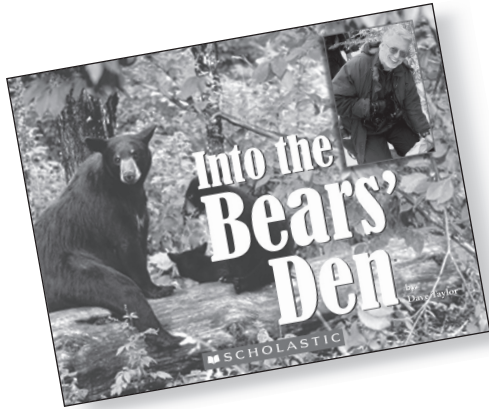


Into the Bears' Den



Written by Dave Taylor

Photographs by Dave Taylor

Text Type: Non-fiction: Retell — Eyewitness Account

Guided Reading Level: Q

Summary: This is an eyewitness account of black bears hibernating in their den by wildlife photographer Dave Taylor. He tagged along with Ontario Ministry of Natural Resources scientists as they continued their research on the hibernation of black bears. He shares what he observed through text and photographs.

Text Features

- ▶ index
- ▶ glossary

Visual Literacy

- ▶ two-page spread layout
- ▶ inset map
- ▶ graph

Text Supports

- ▶ photographs support the text
- ▶ captions
- ▶ text boxes

Possible Text Challenges

- ▶ apostrophe
- ▶ multi-syllabic words (*territory, nuisance, urinate, weightlessness, kidneys, unique, Hurrah*)
- ▶ scientific words (*collars, signals, antenna, transmitter, yearlings*)

First Session (pages 3-9)

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ evaluating

Working with Words

- ▶ using multiple strategies, such as context cues and reading on to solve unfamiliar words
- ▶ referencing a glossary and index to solve unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ analyze text for new information
- ▶ evaluate: state personal opinions
- ▶ use multiple word-solving strategies to solve unfamiliar words

Oral Language Opportunities

- ▶ discussing with a group
- ▶ discussing with a partner

Teaching Tip: Prior to the lesson, prepare a KWL chart on chart paper. Record numbers under each heading.



BEFORE READING

Making connections:
text to self, text to world

Activating and Building Prior Knowledge

Tell students they are going to be reading about the most common type of bear in Canada—the black bear. Ask, *Where might you see a black bear?* Invite students to share any stories or experiences they might have had with black bears. Say, *This text is a retelling of what wildlife photographer Dave Taylor saw and did when he went along with the Ontario Ministry of Natural Resources scientists who study the hibernation of black bears.* (Clarify the meaning of the Ministry of Natural Resources and hibernation.) Display the KWL chart below and tell students, *We'll use this chart to record information about black bear hibernation. What do we already know?*

What I Know About Black Bear Hibernation	What I Wonder About Black Bear Hibernation	What I Learned About Black Bear Hibernation
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.

Teaching Tip: If there's a disagreement or questions about any of these facts, place a question mark after the statement and tell students they can check for accuracy as they read the text.

ESL Note: ESL and other students may need to discuss what *hibernation* means. A good strategy is to have students act out the life of the bear during the four seasons (i.e., looking for food in preparation for hibernation in the warm months, hibernating during winter, waking up in spring).

Print concepts/text features

Hand out copies of the text and direct students' attention to the front cover. Say, *Is there anything you wonder about hibernation?* Record students' questions in the "What I Wonder . . ." column of the chart. Then ask, *Why is there an apostrophe after Bears in the title?* Establish that the author is using an apostrophe to show that the den belongs to more than one bear. This is called a plural possessive.

Continue to read the back cover text, table of contents, index, and glossary, encouraging students to think of questions they have about the hibernation of black bears.

Overcoming Text Challenges

Text features

Have students turn to pages 4–5 and direct them to look at the two facing pages. Say, *This is called a two-page spread. What do you notice about the layout?*

**Word solving and building/
text features/
language predictability**

Discuss how the text features grab the reader’s attention. For example, the chapter title is in the largest font, the text of the story is in yellow, captions are included to help explain the photos, a map shows the black bears’ location, and the textbox information is in blue with a subtitle. Establish that the chapter title is usually read first to get a sense of the text, but it is not necessary to read the information in text features in order. After reading the text, photos, captions, and text boxes are then read for more explanation. Suggest that students try that order as they read through *Into the Bears’ Den*. If students prefer to survey the photos before reading the text, encourage them to do so.

Ask students to scan page 5 for the word *territory*. Say, *The author uses scientific words with several syllables. He helps the reader by giving excellent clues about unfamiliar words. These clues can be found by reading on.* Ask students to read ahead on the page and note key words and phrases that clarify what *territory* means, such as “cross paths,” and “wandered near their home.” Remind students that, at times, the reader has to read on for quite a few sentences or to the next page to have unfamiliar words explained. Ask, *Where else can you look in the text to find the meaning of words?* Refer students to the glossary and index on page 16. If students need more practise reading on and referencing the glossary and index to clarify unknown words, have them scan page 5 for any other challenging words and repeat the sequence.

ESL Note: Make a list of challenging words on chart paper (*hibernation, kidneys, etc.*). Discuss the meanings of the words before the lesson to ensure understanding.

Analyzing

Setting a Purpose

Provide students with sticky notes. Say, *When you find an answer to one of our questions in the chart, place a sticky note on the page and write the number of the question it answers. If you find new information about hibernation, place a sticky note on that page.*



DURING READING

Tell students to read pages 4–9 independently, keeping the purpose in mind. Observe and listen to students as they read, assisting them with multiple word-solving strategies, punctuation, comprehension queries, and visual literacy challenges. Offer prompts, such as, *That is an interesting fact you found. I didn’t know bears lost body mass while sleeping.*

Note students’ successful use of reading strategies and any difficulties they encounter.

If students finish before others have completed the reading, have them skim the text with a partner, looking for any answers they could not find.



AFTER READING

Analyzing

After students have completed reading the text, read each question from the “What I Wonder . . .” column in the chart. Ask students to share their answers and record the answers in the “What I Learned . . .” column. Verify or correct any statements in the “What I Know . . .” column.

Evaluating

Ask students, *Do you think scientists should disturb black bears to study hibernation? What does the author, Dave Taylor, think about disturbing black bears to study hibernation?* Encourage students to explain their opinions using evidence from the text.

Word solving and building/ language predictability

Revisit a few of the challenging words. Ask students to explain any strategies they used to work out these and other challenging words.

Point out those students who use multiple reading strategies to solve unfamiliar words. For example, say, *I noticed Michelle stopped at the word kidneys in the last paragraph on page 6. She reread the whole sentence with the word kidneys to help her figure out the meaning. Then she read the rest of the paragraph because she still wasn't sure what kidneys meant. That was using the reading-on strategy effectively. Her next strategy was to turn to the glossary to see if kidneys was defined. And there it was! She solved this word using two strategies.*

Second Session (pages 10-15)

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ evaluating

Working with Words

- ▶ difficult words: *shed, expandable, trek, remarkable, fascinating*
- ▶ referencing a glossary and index to solve unfamiliar words
- ▶ recognizing plural possessives

Assessment Opportunities

Note each student's ability to:

- ▶ analyze text for specific facts and new information
- ▶ evaluate to form personal opinions
- ▶ use multiple word-solving strategies (e.g., reading on, referencing a glossary and index to solve unfamiliar words)

Oral Language Opportunities

- ▶ discussing with a group
- ▶ discussing with a partner



BEFORE READING

Making connections: text to self

Activating and Building Prior Knowledge

Have students share any stories they may have read about black bears. Students may be interested to know that Winnie the Pooh was named after a black bear cub cared for by a Canadian soldier from Winnipeg stationed in England during WW1.

Review with students the questions and answers from the KWL chart created earlier. Provide students with the opportunity to add any other questions to the chart.

ESL Note: Post pictures related to bears with corresponding facts from the book written at the bottom (i.e., while bears sleep, they do not eat or drink, black bears are born in early January, etc.).

Word solving and building

Overcoming Text Challenges

Point out the plural and possessive forms of *bear* by looking at page 10. Discuss with students how in line 1 *bears* is the plural form and means more than one bear. In line 5, *bears'* is a plural possessive meaning the bodies of many bears. In the last line, *bear's* is the singular possessive and *bear's teeth* means the teeth of one bear. Ask students to look at the title and recall why *Bears'* ends in an apostrophe (it means the den belongs to more than one bear; it's a plural possessive). Say, *Let's review the rules about plurals and possessives*. Create a chart using examples from the text and post it in the room for reference. Tell students to be on the lookout for plurals and possessives when reading.

Visual literacy

Point out the graph on page 11 and, with students' assistance, review how to read the graph by guiding students to realize that the weight of a mother bear is about the same in early spring as in summer and that her weight is greatest in the fall when hibernation begins.

Analyzing

Setting a Purpose

Provide students with sticky notes. Say, *When you find an answer to one of our questions in the chart, place a sticky note on the page and write the number of the question it answers. If you find new information about hibernation, place a sticky note on that page.*



DURING READING

Tell students to read pages 10–15 independently, thinking about the purpose that has been set.

Observe and listen to students as they read, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Suggest that students use the reading-on strategy and referencing the glossary and index to solve unfamiliar words as demonstrated in the last lesson. Offer prompts, such as, *What do researchers use to help track the bears?*

Note students' successful use of reading strategies and any difficulties they encounter. (Use the Self-Monitoring checklist found in the *Reading Guide*.)

If students finish before others have completed the reading, ask them to discuss with a partner the ethics of disturbing black bears while hibernating.



AFTER READING

Analyzing

Ask students to share their answers from the “What I Learned . . .” column of the KWL chart. Verify or correct any statements in the “What I Know . . .” column. Statements found in the text may be the subject of further research using other sources of information.

ESL Note: Create a diorama of a bear’s den using a shoe box or cereal box. Have students work with partners, using the diorama as a tool to demonstrate what they learned about black bears.

Evaluating

Initiate a discussion about whether or not scientists should disturb black bears during hibernation to do research. Discuss with students what they think the author, Dave Taylor, thinks about researching hibernating bears, supporting their opinions with information from *Into the Bears’ Den*. His opinions are summarized in the “Bear Research” box on page 15. This is an opportunity to talk about author bias and how it can influence readers’ opinions.

Word solving and building

Select a few of the challenging words, such as *shed*, *expandable*, *trek*, *remarkable*, and *fascinating*, or any other words that were challenging for students. Ask them what strategies they used to work out these words, referring to the text if the strategy involved visual cues.

Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

Focused Follow-up

The following activities are optional. Choose those that best meet the needs of your students.

Synthesizing

Writing Summaries

Have students write a summary about one of these headings: “Amazing Facts About Black Bear Hibernation,” “Why Scientists Study Black Bear Hibernation,” “A Year in the Life of a Black Bear,” or “Let the Black Bears Sleep!” Encourage students to use ideas from the text and the KWL chart.

Sequencing

Testing Yearlings

Students can use the “Testing Yearlings” BLM to record the steps involved in conducting tests on yearlings as explained on pages 12–13 of *Into the Bears’ Den*.

**Word solving and building/
language predictability**

Word Meanings

Direct students to find each word listed on the “Word Meanings” BLM and then ask them to:

1. Divide the word into syllables.
2. Scan the text to find the word.
3. Write down its meaning from reading clues found in the text.
4. Find the word and its base word in a dictionary. Divide the base word into syllables.
5. Write the word’s meaning as it is used in this story.

Testing Yearlings

Name: _____

1	2	3
4	5	6

Word Meanings

Name: _____

My definition from reading the story	The dictionary definition
1. hi/ber/na/tion I think it means: When bears sleep in the winter	base word—hi/ber/nate It means: To pass the winter in a dormant or torpid state
2. urinate I think it means:	base word— _____ It means:
3. weightlessness I think it means:	base word— _____ It means:
4. signals I think it means:	base word— _____ It means:
5. information I think it means:	base word— _____ It means:
6. recorded I think it means:	base word— _____ It means:
7. location I think it means:	base word— _____ It means:
8. yearlings I think it means:	base word— _____ It means:
9. research I think it means:	base word— _____ It means:
10. remarkable I think it means:	base word— _____ It means: