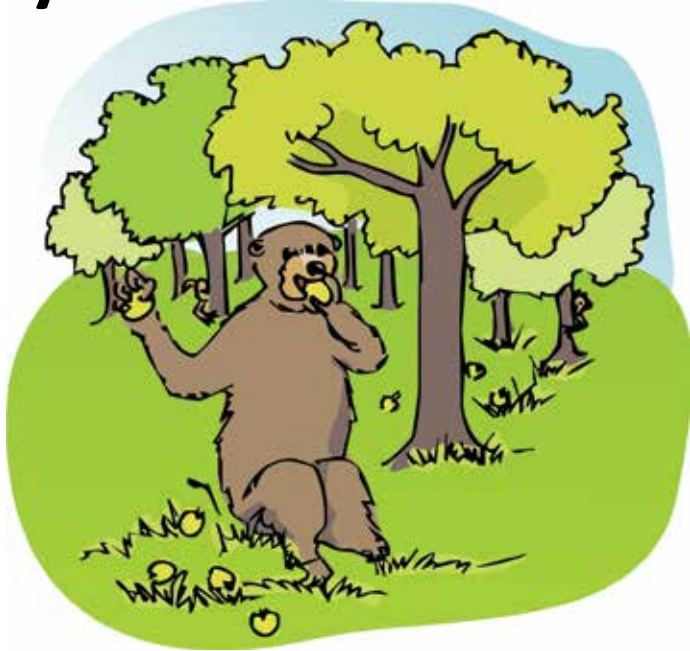


Why the Bear Wears Pears



By Sarah K Major



www.child1st.com

Easy-for-Me™ Level C Books, Book 19
Ages 7 and up.

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Other titles by Sarah K Major:

Right-Brained Math series: *Addition & Subtraction, Multiplication & Division, and Fractions. The Illustrated Book of Sounds & Their Spelling Patterns, Alphabet Tales*, and the Easy-for-Me™ titles.

Other educational work: Child1st SnapWords® and alphabet.

Why the Bear Wears Pears

BEFORE YOU READ:

(All SnapWords® resources are available at child1st.com)

SOUND SPELLINGS:

Write the target sound spelling on your whiteboard. Today we are practicing the sound of AIR, spelled EAR.

- a. Play Quick Draw with the target spelling words. Here they are: PEAR, BEAR, and WEAR.
- b. During the week, encourage the children to be on the lookout for other words with the same sound spelling and sound. There are many other words that contain the sound spelling EAR but that sound like the body part: EAR. Here are examples: FEAR, CLEAR, DEAR, TEAR (as in tears you cry), SPEAR.

SNAPWORDS®:

for this story are all the words from List C, group 4. Use SnapWords® cards to review, and then use your whiteboards and markers to do a quick assessment. Post the words without the images showing in a pocket chart. Call out the words one at a time and have the children write them. If they locate the correct word each time, they will be able to show you they know the words.

SOUND OUT:

these words: PART, DROPPED, SAT, STUCK, HA, DROP, AIR.

NOUNS:

CHILDREN, YEAR.

PREVIEW:

the storyline, scanning for sight words and for sound spelling words.

READ:

- a. To help with comprehension, prompt the children to close their eyes and “see” the action as they read each page.
- b. Tell the children that they will have a chance to retell the story after you read, so they should focus on what the story is saying.
- c. Consider having the children use scratch paper to record names of characters and a simple sequence of events as you read.

COMPREHENSION QUESTIONS:

1. Do you think the children changed in their attitude toward the bear from the beginning of the story to the end?

The answer is not in the words of the story, but you can page through the book again and decide what you think.

Have them support their answer by showing you what they formed their opinion from.

2. Do you think the pears hurt the bear?

3. If not, why did he run away?

4. Is it realistic to suppose the bear would not ever come back once he knew where he could get lots of pears to eat?

HOW TO PLAY QUICK DRAW:

- Each child will have a whiteboard, marker, and eraser.
- Say the first word on your list while the children listen.
- Hold up fingers to show the structure of the word, one finger for each letter. If two or more letters combine to make a sound, those fingers will be close together. Use only the sounds of letters, not the names of letters.
- As you point to each finger, sound out the word, making sure the children are sounding with you.
- Then say, “Sound and write.” The children will say each sound in the word as they write each sound on their whiteboards. It is important for them to orally sound, as this will guide them into correctly writing the word. If your child struggles with writing, let him or her use pull-down letters to form the words.
- Do a quick visual check for errors. If there is a mistake, do the fingermapping again, asking the child to sound with you to find out where the error is.



Far away in another part of the world there was a pear farm. There were many trees which had many pears on them. It was far too much work for one man, so his children picked pears too.



One year as the children picked the pears they did own, a bear came around. He was a giant bear! The children found him and ran away before he got them!



The children did think it was so funny. “Ha, ha, ha! Look! The bear wears pears!” they said. The bear did not think it was funny when the children said that. His head got red.



So the bear ran off, and he will never come back to eat the pears. Now the children can pick more pears before they drop and get too soft.