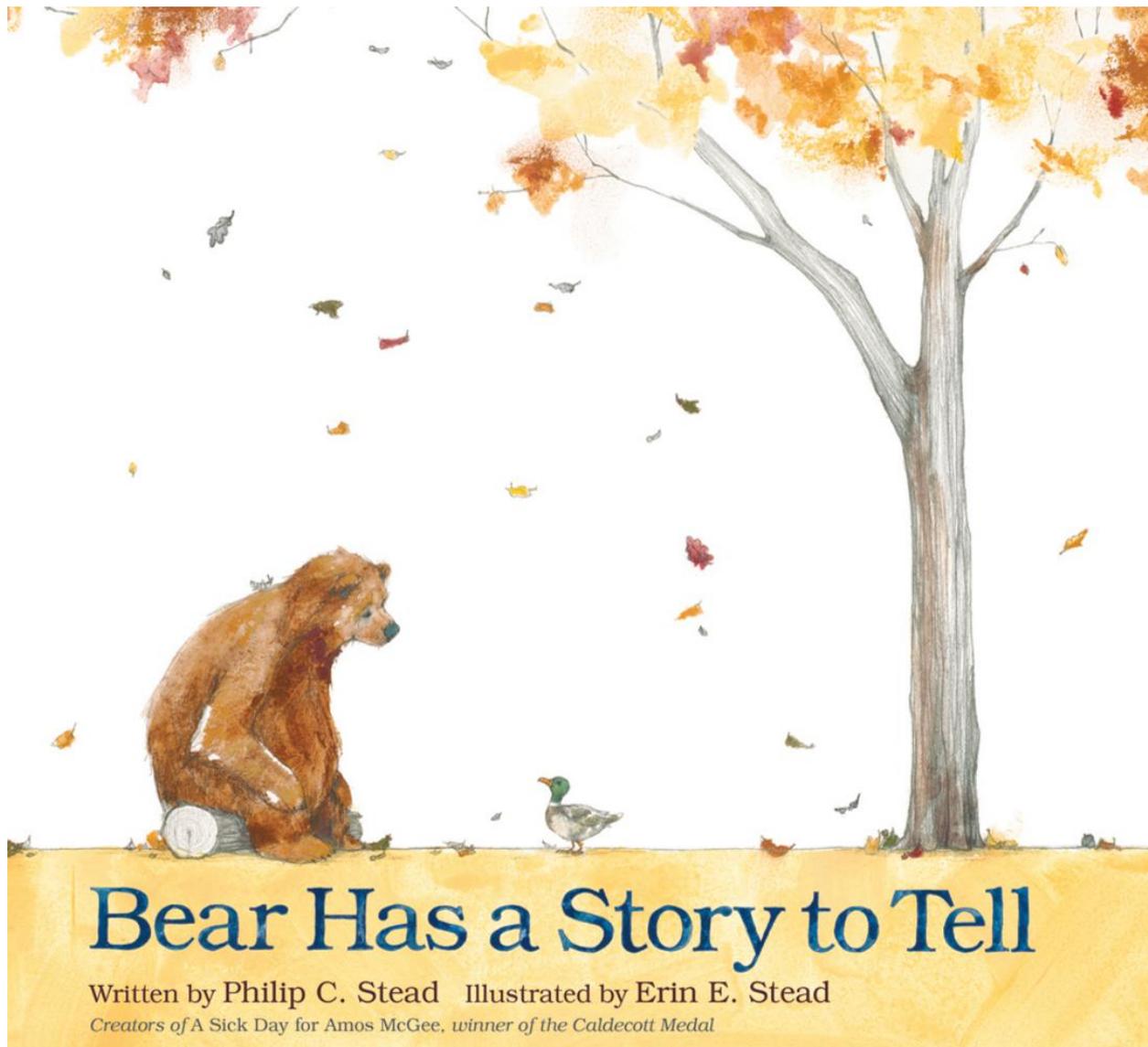


# Books to Treasure

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## Questions for Discussion

In the book *Bear Has a Story to Tell*, written by Phillip Stead and Illustrated by Erin Stead, the animals of Bear's acquaintance are too busy to listen to his story.

### Characters

Who does Bear approach with his story?

Who is getting ready to fly south?

Who is already asleep underground?

All of the animals in the story have something in common. What is it?

### Setting

When the book begins, leaves are falling, and the animals are very busy. What season is it?

What season is it when all the animals wake up?

### Plot

Like the title, *Bear Has a Story to Tell*. Each time he tries to tell his story his potential listeners are busy. Why?

After Bear has helped all his friends get ready for the change of season, there is no one left to tell his story to. What does Bear do? Why?

When the seasons change again, this time from winter to spring, the animals all meet up. Does Bear finally get to tell his story?

How does Bear's story begin?

### More Points for Discussion

- How is this story like the cycle of the seasons?
- Do you think Bear will remember his story in the future?
- How could bear have recalled the story? He could have written it down. Told it at a better time. Drawn a picture about. Any other Ideas?
- Do you think Bear was bothered that he didn't remember his story?
- You tell a story that starts where it ends.

## Quiz

- 1. Who is the main character in the story?**
  - a) Cricket
  - b) Bear
  - c) Frog
- 2. When is the main character introduced?**
  - a) At the end of the story.
  - b) In the middle of the story.
  - c) At the beginning of the story.
- 3. What happens at the end of the story?**
  - a) Bear finally joins the circus.
  - b) Bear goes camping.
  - c) Bear tells a story.
- 4. What stops Bear from telling his story?**
  - a) A tornado swoops down and carries him off.
  - b) He doesn't really have anything to say because he would rather dance.
  - c) All the animals are too busy getting ready for winter to listen to his story.
- 5. Which animal migrates during the winter?**
  - a) Mole goes on a vacation to Southern California where he begins his career as an actor.
  - b) Duck migrates south for the winter.
  - c) Frog joins a group of pirates and sails for the Caribbean.
- 6. In order to tell a story, it helps to have listeners. What do we call these listeners?**
  - a) An audience.
  - b) A flock of seagulls.
  - c) A troupe of mutants.
- 7. Why does Bear go to sleep?**
  - a) Bears hibernate and since Bear is a bear he hibernates, or goes to sleep during the winter.
  - b) He stayed up way past his bedtime the night before.
  - c) He missed his nap.
- 8. What season is it when the animals wake up?**
  - a) The middle of the summer.
  - b) The middle of the night.
  - c) Spring!
- 9. When Bear wakes up in the Spring, he is still unable to tell his story. Why?**
  - a) He decided that since no one wanted to hear it in the fall that he wouldn't share it with anyone in the spring.
  - b) He can't remember it.
  - c) The whole thing was a strange dream.
- 10. Name the other characters in the story.**
  - a) Rat, Ladybug, Lollipop, and Banana.
  - b) Robot, Carp, Pirate Joe, and Dolphin.
  - c) Mouse, Duck, Mole, and Frog.

## I Have a Story to Tell

### INSTRUCTIONS:

Discuss the important parts of a story by looking at *Bear Has a Story to Tell*. Working together, or separately, students may identify the parts of a story through guided discussion, webbing, etc.

- A book, or story, has a name. We call this name a **title**.
- A book, or story, has an **author** and sometimes an **illustrator**. An author is the person who writes the story and the illustrator is the person who draws the pictures. All of this information is given on the **title page**.
- Usually, we are introduced to the **main character** (who the story is about) and discover the **setting** (where the story takes place) at the beginning of a story. If there is a problem, or **conflict**, to resolve it is usually introduced here at the beginning. Sometimes, if there are other characters in the story we meet them here as well.
- In the middle of a story we usually get to find out how the **main character** responds to a conflict, or a series of them. The **setting** may change once or several times, and the main character may meet several supporting characters.
- Toward the end of a story, a conflict is **resolved**, and the story is concluded. Sometimes, the **main character** has learned something, and we, as readers have learned something, too.

The discussion points above will also help students develop key parts of their own stories. Students may use the worksheets on the pages that follow to plan, write, and illustrate their own stories.

**PARTS OF A STORY**

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Title:

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Author/Illustrator:

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**BEGINNING**

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Main Character:

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Other Characters:

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Setting:

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**MIDDLE**

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Conflict:

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**END**

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Resolution:

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Title

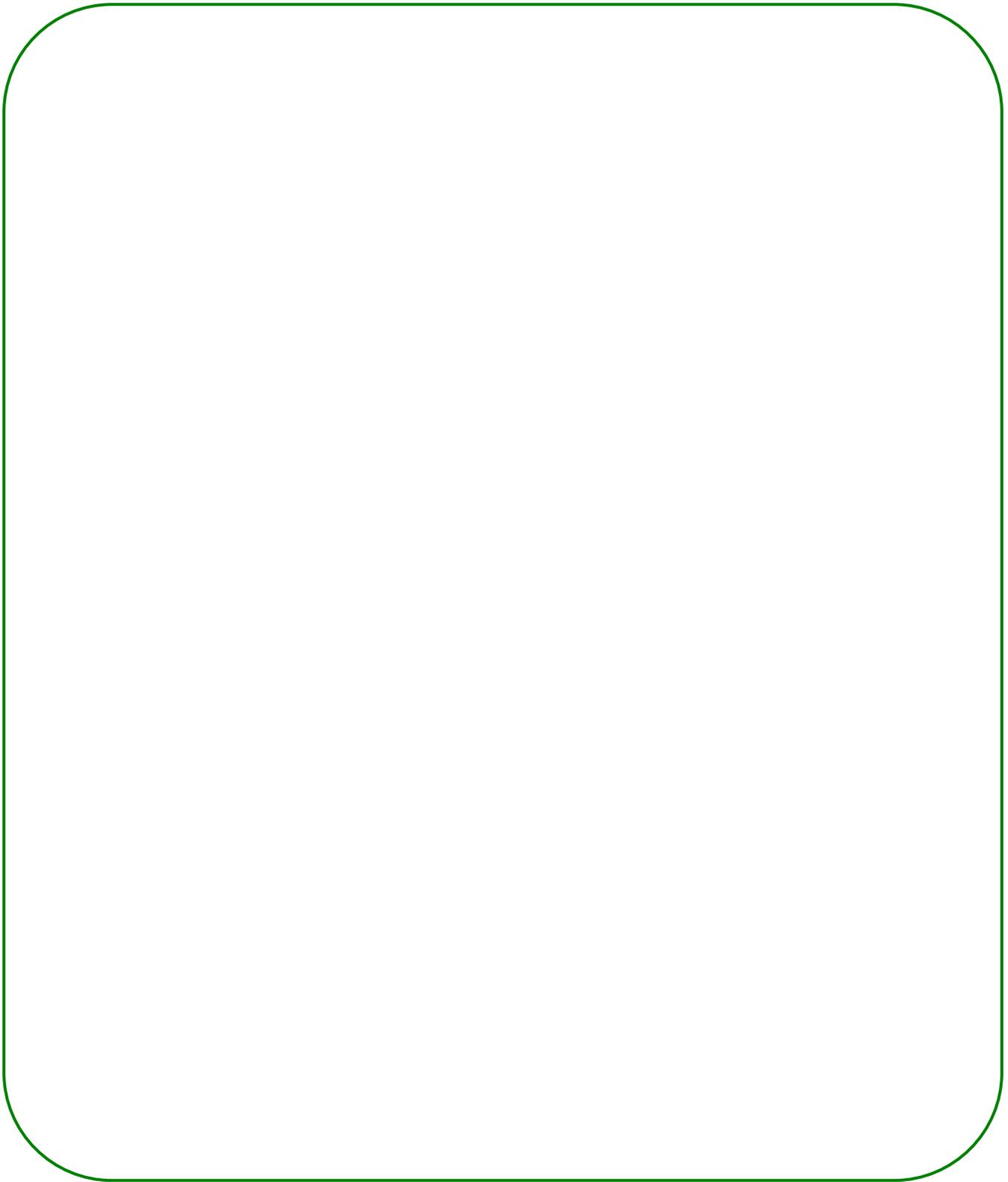
Written and Illustrated by

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Author/Illustrator

A large rounded rectangular box with a green border, intended for a drawing or illustration. At the bottom of the box, there are six horizontal black lines for writing.

A large rounded rectangular frame with a green border. Inside the frame, there are six horizontal black lines for writing, positioned in the lower half of the page.



## Selected Vocabulary Words

### OAC 210:15-3-11.2. Definitions

#### affix

**Definition:** "**Affix**" means an element added to the base, stem, or root of a word to form a fresh word or stem. Principal kinds of affix are prefixes and suffixes.

**Context:** The prefix un- is an affix which added to balanced, makes unbalanced. The suffix -ed is an affix which, added to wish makes wished.

#### antonym

**Definition:** "**Antonym**" means words which have opposite meanings (e.g., hot and cold).

**Context:** Hot and cold are antonyms. Silly is an antonym of serious. Unfriendly is an antonym for the following words: friendly, outgoing, sociable, affable, and amicable.

#### base word

**Definition:** "**Base word**" means a word to which a prefix or suffix may be added to form a new word (e.g., go + ing = going).

**Context:** Go is the base word in *going*.

#### compound word

**Definition:** "**Compound word**" means a word made by putting two or more words together (e.g., cowboy).

**Context:** Cowboy is a compound word composed of cow and boy.

#### descriptive writing

**Definition:** "**Descriptive writing**" means one of four chief composition modes. Writing which paints a picture of a person, place, thing, or idea using vivid details.

**Context:** Descriptive writing is an illustration with words.

#### etymology

**Definition:** "**Etymology**" means the study of the origins of words; an account of the history of a particular word.

**Context:** The Oxford English Dictionary is a great source for discovering the etymology of English words.

#### fiction

**Definition:** "**Fiction**" means plots are simple, fast-paced and predictable; characters and their actions appeal to young children; illustrations contribute to story line; rhyme and repetition refrain encourage reading aloud; story and language appeal to sense of humor through word play, nonsense, surprise, and exaggeration; illustrations encourage participation through naming, pointing, and seeking.

**Context:** She knew it was a work of fiction because the story took place in an imaginary land called Recess Forever Kingdom.

#### homonyms

**Definition:** "**Homonyms**" means words which sound the same but have different spellings and meanings (e.g., bear, bare).

**Context:** Does a **hare** have **hair**? Hare and hair are homonyms. Have you **seen** the final **scene** of the play? Seen and scene are homonyms.

**idiom**

**Definition:** "**Idiom**" means an expression that does not mean what it literally says (e.g., to have the upper hand has nothing to do with the hands).

**Context:** "Read between the lines" is an idiom that means to infer.

**main Idea**

**Definition:** "**Main idea**" means the gist of a passage; central thought.

**Context:** In the book *Bear Has a Story to Tell* the main idea is expressed in the cycle of the story itself.

**rime**

**Definition:** "**Rime**" means the first vowel in a word and all the sounds that follow (e.g., ed in bed, red, Ted, and sled).

**Context:** Curiously, the word rime is spelled like lime.

**root word**

**Definition:** "**Root word**" means a word with no prefix or suffix added; may also be referred to as a base word.

**Context:** Sew is the root word of sewing.

**personification**

**Definition:** "**Personification**" means metaphorical figure of speech in which animals, ideas, and things are represented as having human qualities.

**Context:** Often, authors use the technique of personification in fables and fairytales to give animals or objects human qualities.

**syllabification**

**Definition:** "**Syllabication**" means the division of words into syllables.

**syllable**

**Definition:** "**Syllable**" means a minimal unit of sequential speech sounds made up of a vowel sound or a vowel consonant combination and always contains a vowel sound.

**Context:** Em- is the first syllable in the word empathy.

**webbing**

**Definition:** "**Webbing**" means instructional activities, particularly graphic ones, that are designed to show the relationship among ideas or topics in text or to plan for writing: cognitive mapping.

**Context:** Webbing helps me to organize my thoughts when I get ready to write.

## Oklahoma Academic Standards

From Permanent Rules and Executive Orders effective as of 8-12-14

**Grade level:** 2

**Subject area:** Language Arts

**Standards:** OAC 210:15-3-13

**Reading/Literature:** The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

Standard 1: Phonological/Phonemic Awareness – The student will demonstrate the ability to hear, identify, and manipulate words, syllables, onsets, rimes, and individual sounds (phonemes) in spoken words.

Standard 2: Phonics/Decoding – The student will apply sound-symbol relationships to decode unknown words.

Standard 3: Vocabulary – The student will develop and expand knowledge of words and word meanings to increase vocabulary.

Standard 4: Fluency – The student will identify words rapidly so that attention is directed at the meaning of the text.

Standard 5: Comprehension/Critical Literacy – The student will interact with the words and concepts in a text to construct an appropriate meaning.

Standard 6: Literature: The student will read to construct meaning and respond to a wide variety of literary forms.

Standard 7: Research and Information - The student will conduct research and organize information.

**Writing/Grammar/Usage and Mechanics:**

Standard 1: Writing Process. The student will use the writing process to write coherently.

Standard 2: Modes and Forms of Writing. Communicate through a variety of written forms, for various purposes, and to a specific audience or person.

Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.

**Oral Language/Listening and Speaking:** The student will demonstrate thinking skills in listening and speaking.

Standard 1: Listening – The student will listen for information and for pleasure.

Standard 2: Speaking – The student will express ideas and opinions in group or individual situations.

Standard 3: Group Interaction – The student will use effective communication strategies in pairs and small group context.

**Visual Literacy:** The student will interpret, evaluate, and compose visual messages.

Standard 1: Interpret Meaning – The student will interpret and evaluate the various ways visual image-makers, including graphic artists, illustrators, and news photographers, represent meaning.

Standard 2: Evaluate Media – The student will evaluate visual and electronic media, such as film, as compared with print media.