

Bear's All-Night Party

by Bill Harley

Outcome:

Through discussions and activities, students will learn the basic components of a story.

About the Book:

Guided Reading:

L

Character Traits:

Responsibility

Courage

Region:

USA

ISBN:

978-0-874835-72-4

Materials:

Book, *Bear's All-Night Party*

"Book Report" worksheet

Crayons or colored pencils

Pencils

"Phonics" worksheet

Scissors

Whiteboard or blackboard

Tin foil

Assorted coins

Glue

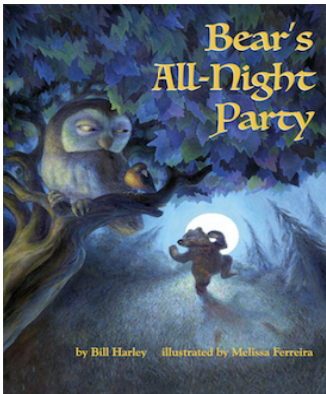
Black construction paper

White crayons or colored pencils

Instructional Plan:

Introduction

- Ask the students to provide words (adjectives) to describe birds and bears based on what they already know about them.
- Show them the front cover of *Bear's All-Night Party*. Allow the students to look closely at the scene and then ask for more words to describe the specific birds and bear on the cover (i.e. maybe the owl looks "sleepy" or "upset"). Write the words on the board.



Instructional Plan Continued:

Teacher Reads the Story

- Teacher pauses at times throughout the reading to ask students if their descriptive words for the birds and the bear based on the cover also describe the bird and bear characters in the story. Refer to the board and write down any new words to describe the animals in the book.

Sing-Along

- Teacher flips back to the pages where the animals sing their respective parts. Lead the class in figuring out a way to sing each part (Bear, Moose, the birds, and the bugs). Ask questions like “What do crickets sound like?”
- Divide the class into 4 groups: Bear, Moose, birds, and bugs. Have each group “perform” their singing role for the class. Then have all the groups perform at the same time.
- For an extra challenge, have the students dance “in the style” of their animal while singing their part.

Questions for Comprehension:

- How does his brother respond when Bear tells him about his idea to have a party?
- What does Bear do while delivering his invitations?
- Who is Bear's best friend?
- What does Bear do to get ready for his party?
- What do the fox children do when Bear starts his party?
- What part does Moose sing when she joins Bear in song?
- What do the birds sing?
- What do the bugs sing?
- What does Porcupine do several times in the story?
- What does Bear do after he asks everyone to stop dancing and singing?
- How do the animals react when the moon talks to Bear?

Common Core Standards:

CCSS.ELA- LITERACY.RL.1.7

Use illustrations/
details in a story to
describe characters,
setting, or events

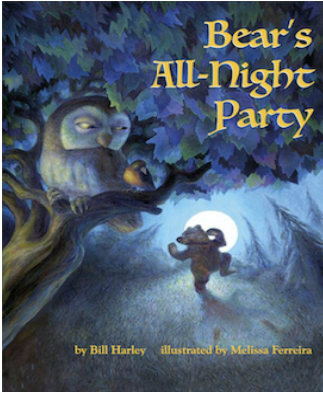
CCSS.ELA- LITERACY.RL.1.1

Ask and answer
questions about
details

CCSS.ELA- LITERACY.RL.1.10

Read prose and
poetry of
appropriate
complexity





Bear's All-Night Party

First Grade

Instructional Plan Continued:

Questions for Interpretation:

- What words can you use to describe the artwork? How do you feel when you look at the illustrations?
- Why do you think Bear's friends are hesitant about his party idea?
- Why does Bear keep repeating "You never know what might happen?"
- How do you think Bear feels when his friends turn down his party invitations?
- (Show students the illustrations of Bear getting ready for his party. You should see 2 similar images of the sky and Bear's face.) What can we observe about Bear by comparing these images?
- Why do Bear's friends start joining the party?
- What do you think Bear's friends learn by coming to Bear's party?
- Bear hosts a party at night. His friends seem surprised at this. Have you ever tried to do something unusual? What happened?
- Why is Bear so excited about the moon?
- (Show the students the artwork on the page where the animals grow quiet and look up at the moon.) What stands out to you? How does the artist make the moon stand out?
- Think about Bear's comment that he says several times in the story: "You never know what might happen." What happens in the story that is unexpected?
- How do the animals feel when they hear the moon talk? Ask students to give imaginative examples of a situation that would be just as surprising to them (i.e. the grass turning purple or a mountain singing a song).
- Have you ever seen a full moon? Tell us about it. Where were you and who were you with? What did you think or talk about?
- Think about the idea of hope. Who is hopeful in this story?

Common Core Standards:

CCSS.ELA-
LITERACY.SL.1.2

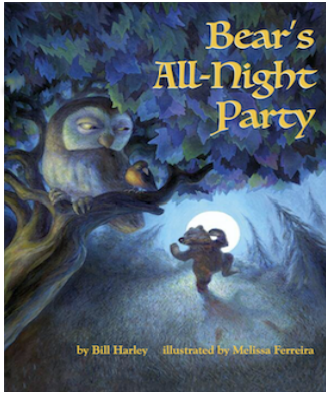
Ask & answer
questions about details

CCSS.ELA-
LITERACY.RL.1.9

Compare and
contrast

CCSS.ELA-
LITERACY.RL.1.10

Read prose and
poetry of appropriate
complexity



Bear's All-Night Party

First Grade

Common Core Standards:

CCSS.ELA-LITERACY.RL.1.2

Retell stories, including key details, and demonstrate understanding of their central message or lesson

CCSS.ELA-LITERACY.RF.1.2

Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

CCSS.ELA-LITERACY.RF.1.4

Read with sufficient accuracy and fluency to support comprehension

Follow Up Activities:

Book Report

Materials:

- "Book Report" worksheet
- Crayons or colored pencils
- Pencils

Directions:

- Instruct students to fill in the blanks of the worksheet (using the word bank as a guide) and assist them with writing as needed. Allow students to draw a little portrait of Bear in the picture frame and color in the other illustrations as they would like.

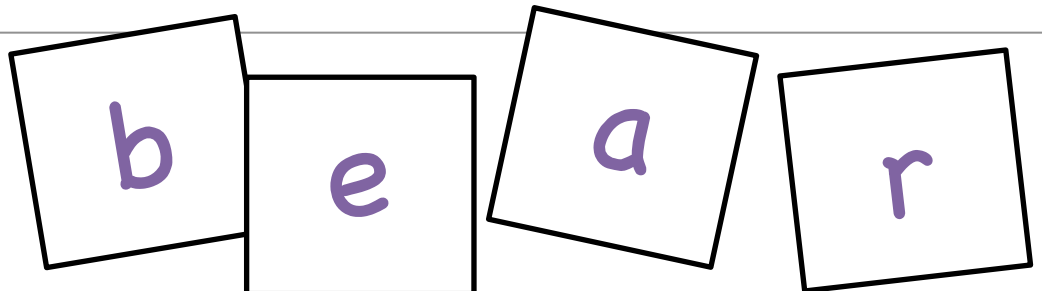
Phonics

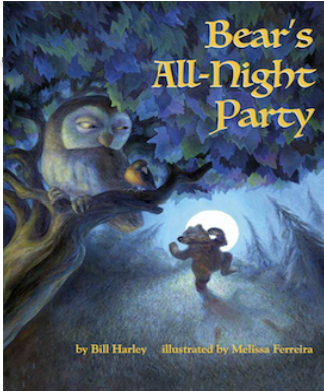
Materials:

- "Phonics" worksheet
- Scissors

Directions:

- Students cut out individual letters from the worksheet.
- Teacher writes these words on the board: "dance," "moose," "sing," "bear," "moon," and "fox."
- Using the cut-out letters, students spell the words.
- Have students scramble their letters and then create these words again in a timed situation.
- Erase the words on the board. Let students pair up and combine their letters with a classmate. Each pair of students is a team. Set a timer and let the teams create words of their own using the letters. After the timer ends, go team by team and record the words on the board. The team who created the most words wins.





Common Core Standards:

CCSS.ELA- LITERACY.SL.1.1

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups

CCSS.ELA- LITERACY.SL.1.4

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly

CCSS.ELA- LITERACY.SL.1.6

Produce complete sentences when appropriate to task and situation

Follow Up Activities Continued:

Create a Story

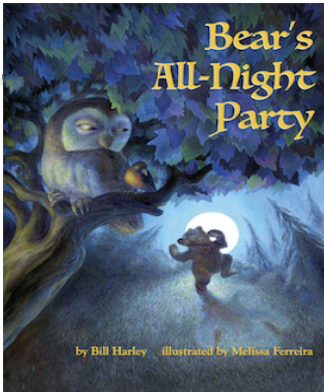
Materials:

- Whiteboard or blackboard

Directions:

- Open a class discussion about the structure of a story. You can explain that there is a beginning, middle, and end, and that in the middle of a story, some sort of problem often happens. We call this the “conflict.” Ask students to give ideas of what the conflict is in *Bear's All-Night Party*. Then explain that the conflict is that Bear wants his friends to come to his party, but at first they don't want to come.
- Map out the basics of the story on the board. Divide the board into three sections: beginning, middle, and end. Illustrate or write simple sentences that show the basic premise of the story:
 - Beginning: Bear wants to have a party with his friends. His friends aren't so sure about his idea.
 - Middle: No one but Bear is at the party. He starts without them.
 - End: Animals join the party. Everyone sings and dances together. The moon talks.
- Divide the class into groups of 4 or 5 students. Following the story outline example on the board, each group comes up with a brief story skit of their own. When acted out, each story should take about 1-2 minutes. Encourage students to be creative. Each student should have a character role and say at least 1 line.
- Make sure that the students include a beginning, middle, and end to their story skits, as well as a conflict of some sort. Help them brainstorm ideas as needed, whether as a class or with the groups.
- Allow the groups to perform their stories for the class.
- When students are not performing, have them identify the story structure of their classmates' skit. Ask the following:
 - What was the beginning, middle, and end of the story skit? What was the conflict?



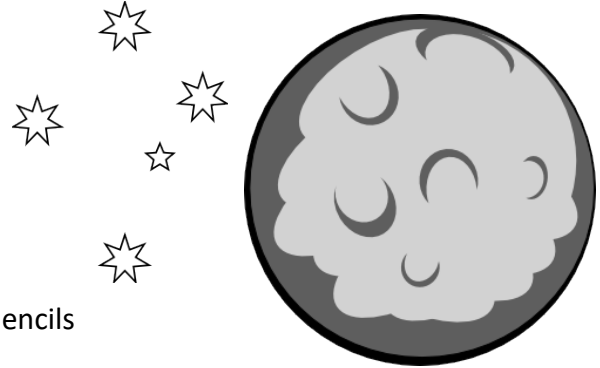


Follow Up Activities Continued:

Tin Foil Moon

Materials:

- Tin foil
- Assorted coins
- Scissors and glue
- Black construction paper
- White crayons or colored pencils



Directions:

- Instruct your students to share what they know about the moon with the class. Then share some moon fun facts with your students:
 - The moon is earth's only natural satellite. A natural satellite is a space body that orbits a planet or asteroid.
 - The moon is the fifth largest moon in the solar system. Other moons come in different sizes, and some planets have more than one moon (or none!).
 - The moon orbits the earth about every 27 days.
 - There are craters and mountains on the moon. The tallest mountain on the moon is a little over half the height of Mt. Everest.
 - Gravity is only about a fifth as strong on the surface of the moon compared to the strength of gravity on the surface of the earth.
 - The first person to walk on the moon was Neil Armstrong.
 - The moon is very hot during the day but very cold at night.
 - A full moon occurs when the moon is fully illuminated by the sun.
- Have students cut out a circle of tin foil. Let students crinkle the foil slightly by balling it up loosely and then unwrapping it again to a flat circle.
- Then, using the assorted coins, have students place coins under the foil, lightly rubbing the coins to create circular crater-like shapes in the foil.
- Help students glue the edges of their moons to the construction paper. Rather than pressing it down flat onto the paper, help students create a slight outward bulge in their moons, gluing down only the edges of the circle of foil.
- Instruct students to record a few facts about the moon on the paper, using a white crayon or colored pencil to write.

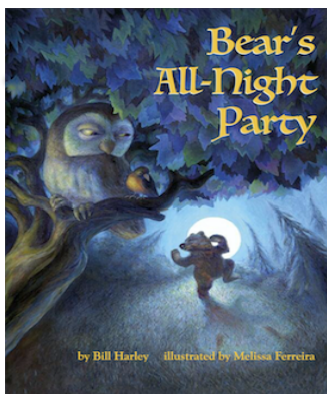
Common Core Standards:

CCSS.ELA- LITERACY.L.1.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

CCSS.ELA- LITERACY.W.1.2

Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure



Bear's All-Night Party

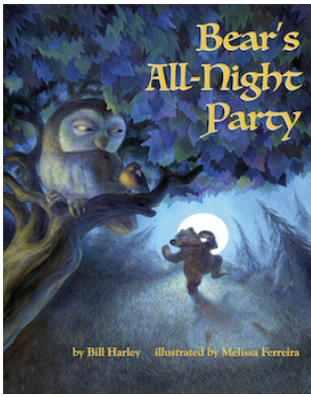
First Grade

Name: _____

Date: _____

Phonics

| | | | | |
|---|---|---|---|---|
| a | f | e | s | o |
| d | n | m | o | i |
| n | b | m | e | g |
| o | e | c | o | o |
| s | x | r | a | n |



Bear's All-Night Party

First Grade

Name: _____

Date: _____

Book Report

Word Key:
 forest party
 night
 moon Bear

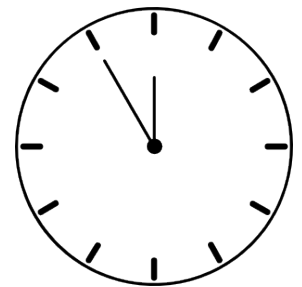
Who

 is the main character?

When

 does

Bear's All-Night Party take place?



Bear gets together with his friends at

_____.

Where

are the characters?



They are in the _____.

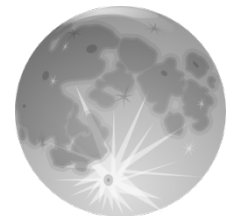
What

 happens in the story?

Bear gathers his friends for a

_____.

Why

 does the party happen?

Bear wants to sing and dance with his friends under the glow of the

_____.