

# Bear's All-Night Party

by Bill Harley

## Outcome:

Students will learn about characters, settings, and plots and write a short fiction story of their own.

## 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*

Construction paper (multiple colors)

Markers, colored pencils, or pencils

Scissors

Glue

"How to Get Ready for a Party" worksheet

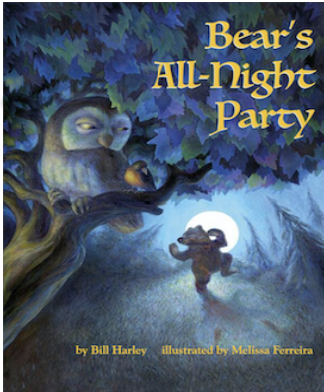
Optional: bread, peanut butter, jelly, a plastic knife, a paper plate

Crayons

Lined paper

Whiteboard or blackboard





## Bear's All-Night Party

Second Grade

### Common Core Standards:

#### CCSS.ELA- LITERACY.RL.2.1

Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text

#### CCSS.ELA- LITERACY.RL.2.4

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song

### Instructional Plan:

#### Introduction

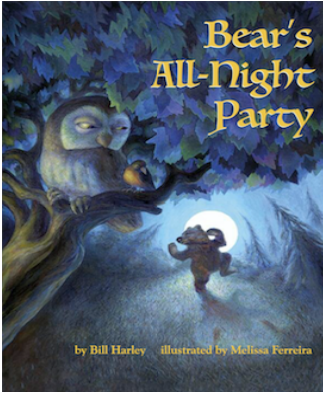
- Ask the students what they know about rhymes and repetition in songs, stories, and poems. Provide the following information:
  - Poetry and song are closely related. Both are short forms of writing and often have lines (phrases of text), rhythm, and rhymes.
  - End rhymes occur when words at the end of poem or song lines rhyme.
    - Give an example by writing a stanza of a simple poem or song with end rhymes (i.e. Robert Frost's "Stopping by Woods on a Snowy Evening" or "Twinkle Twinkle Little Star") on the board. Help students identify the end rhymes. Color-code the rhyme scheme by circling rhyming words with the same color.
  - Repetition occurs when a word or phrase is included multiple times in a story, poem, or song. Show an example of this on the board too.

#### The Class Reads the Story

- Pass *Bear's All-Night Party* around the class and let students read 1 page each, showing the illustrations to everyone after they finish reading out loud.

#### Questions for Comprehension:

- What does Bear repeat several times throughout the story? (There are a few answers—his mantra, "You never know what might happen," and his song.)
- Why are Bear's friends hesitant about his party idea?
- Who does Bear tell his party idea to first? What is this character's response?
- What does Bear do to get ready for his party?
- Why is Dad Fox frustrated by Bear's party?
- What does Porcupine do several times in the story?



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### Instructional Plan Continued:

#### Questions for Interpretation:

- What is the difference between the main characters' points of view? For example, what does Bear think of having a party? What do the birds think? What does Moose think?
- What happens in the story that is unexpected and surprising?
- Why does Bear keep repeating "You never know what might happen?" What does the repetition of this phrase do for the story?
- What about Bear's song—why is his song repeated? What does this repetition show us?
- Where do we see rhyming in *Bear's All-Night Party*? How do rhymes contribute to the story?
- Think about the idea of hope. What is hope? Who is hopeful in the story? How do you know this character is hopeful?
- Why is Bear so excited about the moon?
- How do you think the animals feel when they decide to come to Bear's party? What changes their minds about the party?
- How do the animals feel when they hear the moon talk? Can you give an example of what the animals might say when they hear the full moon speaking? Beyond what is in the book, what might Bear say? What might Porcupine say? What might Dad Fox say to his kids?
- Have you ever seen a full moon? What do you know about the moon? Tell us about it. Where were you and who were you with? What did you think or talk about?

#### **Common Core Standards:**

##### CCSS.ELA- LITERACY.RL.2.7

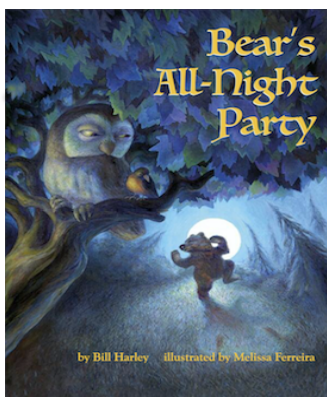
Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot

##### CCSS.ELA- LITERACY.RL.2.4

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm & meaning

##### CCSS.ELA- LITERACY.RL.2.3

Describe how main characters in a story respond to major events and challenges



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### Common Core Standards:

CCSS.ELA-LITERACY.RL.2.4

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song

### Follow Up Activities:

#### End Rhymes and Repetition

##### Materials:

- Construction paper (multiple colors)
- Markers, colored pencils, or pencils
- Scissors
- Glue

Come on out and play with me.

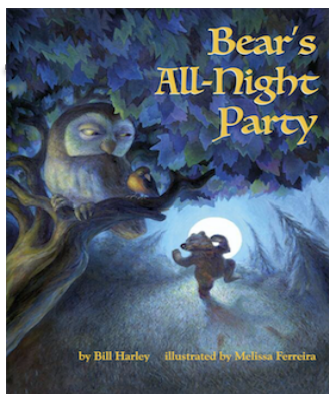
Come on out, now, can't you see

The full moon will shine till the light of day?

So come on out and play, come on out and play.

##### Directions:

- Write the words to Bear's song on the board:
  - "Come on out and play with me.  
Come on out, now, can't you see  
The full moon will shine till the light of day?  
So come on out and play, come on out and play."
- Have students pick a color of construction paper. This will be what they write on and glue other paper onto.
- Have students pick 2 other colors of paper. Then instruct them to cut out 2 rectangles (big enough to write a word on) from each color. The class should have 4 rectangles of paper (2 per color) per student.
- Have the students copy the words of the song from the board onto their construction paper. Then ask students to identify the end rhymes in Bear's song.
- Help students glue rectangles of paper down on top of the words that rhyme, matching up the colors with the words that rhyme (i.e. "me" and "see" are both on blue rectangles of paper). Then have them rewrite the end rhymes on top of the paper rectangles.
- Instruct students to take a writing utensil of another color to underline any phrases that get repeated. (They should underline "come on out and play" and "come on out.")



## Bear's All-Night Party

**Second Grade**

### **Common Core Standards:**

#### **CCSS.ELA-LITERACY.SL.2.1**

Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups

#### **CCSS.ELA-LITERACY.SL.2.1.C**

Ask for clarification and further explanation as needed about the topics and texts under discussion

#### **CCSS.ELA-LITERACY.W.2.2**

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section

### **Follow Up Activities Continued:**

#### **How to Get Ready for a Party**

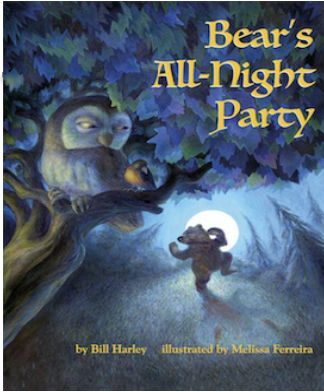
##### **Materials:**

- “How to Get Ready for a Party” worksheet
- Pencils and crayons
- Optional: bread, peanut butter, jelly, a plastic knife, a paper plate

##### **Directions:**

- Open a class discussion about how Bear gets ready for his all-night party. Ask students to recall what he did to get ready. If need be, refer to the part of the book where Bear sweeps the clearing by his house, gets food ready, practices his song, and takes a nap.
- Ask students to talk about different kinds of parties. Ask:
  - Why do people have parties? What sort of things do you do at a birthday party? At Thanksgiving? At Christmas? At a tea party?
  - Have students list reasons why people come together and celebrate. Discuss the activities you can do at a party.
- Now discuss creating a “how-to” list.
- Optional: As an example, you can demonstrate making a peanut butter and jelly sandwich. Have students raise their hands to give 1 step of the “how to make a PB&J” demonstration. If they say, “put the peanut butter on the bread” without first saying to unscrew the peanut butter and pick up a knife, put the jar of peanut butter on the bread. This will help students remember to be descriptive in their “how-to.” Encourage your students to use words like “first,” “second,” “next,” “then,” and “last.” You can even write these sequencers on the board.
- Distribute the “How to Get Ready for a Party” worksheet. Instruct students to write a “how-to” list to get ready for a party. It can be any kind of party they want but encourage them to think about what they would want to do at the party. How would you need to prepare to play games, eat cake, and have gifts at a party? Allow students to be creative with their responses.
  - Sample responses: “Bake a chocolate cake and decorate it with icing and sprinkles” or “Set out board games on the patio.”
- Encourage students to decorate their list creatively using crayons.





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### Follow Up Activities Continued:

#### Sequencing Worksheet

##### Directions:

- Instruct your students to observe the images and read the corresponding text descriptions on the "Sequencing" worksheet.
- Direct your students to label the scenes from *Bear's All-Night Party* in the sequence they happen (writing numbers 1-5 in the empty circles).

#### Fiction Writing Exercise

##### Materials:

- Lined paper
- Pencils
- Whiteboard or blackboard



##### Directions:

- Tell the class that each student will be writing their own page-long fiction story.
- Have a class discussion about some of the key elements of a story: characters, setting, and plot. Ask students for examples of each. Talk about how every story has a beginning, middle, and end, oftentimes with some sort of challenge, conflict, or problem that characters face.
- On the board, help the class brainstorm ideas for characters and settings. Come up with a list for each. A few ideas include:
  - Characters: kid, dragon, fairy, teacher, parent, dog, pirate, lion
  - Settings: school, city, farm, castle, ship, island, mountain, house
- As a class, create a story. Allow students to each add a sentence to the story. Help the students wrap up the story if need be.
- Pass out materials and instruct students to write a mini story of their own. They can use the brainstorming ideas from the board, or they can come up with new ideas.
- After everyone is done writing, have students pair up and read their stories to each another.
- Let the students switch partners and share their stories again.

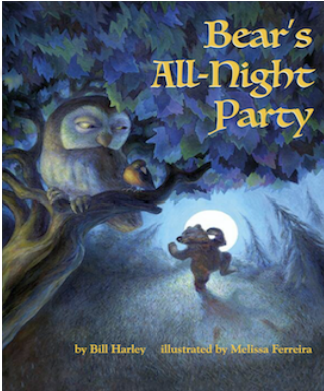
#### Common Core Standards:

##### CCSS.ELA- LITERACY.RF.2.4

Read with sufficient accuracy and fluency to support comprehension

##### CCSS.ELA- LITERACY.W.2.3

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure



## Bear's All-Night Party

Second Grade

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## How to Get Ready for a Party

### *To Do:*

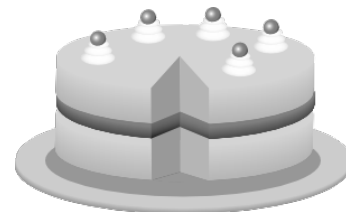
☐ *First,* \_\_\_\_\_.

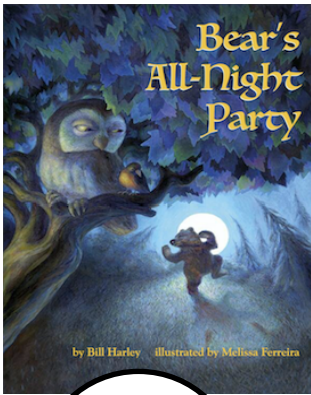
☐ *Second,* \_\_\_\_\_.

☐ *Next,* \_\_\_\_\_.

☐ *Then,* \_\_\_\_\_.

☐ *Last,* \_\_\_\_\_.





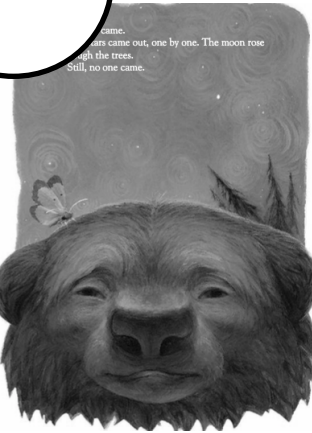
## Bear's All-Night Party

Second Grade

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Sequencing



No one but Bear  
is at the party.



More animals arrive at  
the party.



Bear invites his friends  
to the all-night party.



The moon talks to  
the animals.



Bear starts to  
celebrate by himself.