

## How to Use This Guide

**Before beginning to read any of these books or use the study guide with your students, you should do the following:**

- 1. Observe the cover of the book.** Explain that the cover (front & back) protects the pages of the book and gives you information such as the title, author, illustrator, etc. Ask students to read the title, author, and illustrator. Explain who the author (the person who writes the words) and illustrator (the person who draws the pictures) are. Also discuss any illustrations that are on the cover and the media used (pencil, colored pencil, watercolor, etc.).
- 2. Explain the spine of the book.** The spine is the “backbone” of the book and holds the pages together. It usually includes the title and author’s last name. Books are usually filed by their spines at a bookstore or library.
- 3. Find the title page.** Review the title, author, and illustrator.
- 4. Find the dedication page** (if one is included). Explain that most authors include these to recognize someone important to them.

### Word Study/Say Each Word

*\*Always complete the Word Study/Say Each Word section of each lesson prior to reading the selection in the book.*

This section highlights words that may be new vocabulary. Students will be asked to say the word, write it, and use it in a sentence. Ask students to sound out the words using phonics rules, and provide guidance as necessary. Once they have said the word, ask them to write it on the line and repeat it. After all words are written, go back and ask each student to read each word again. At that point, go back to the first word and ask if anyone can use the word in a sentence. You may need to provide a simple definition to help. Remind them to look for these words when they read the selection. Ask them to notify you when they see one in the story.

### Read each sentence and define the bold word.

It is best to complete this section after reading the selection. This section includes sentences from the book to reinforce new vocabulary. Ask students to read the sentence and provide a definition for the bold word. Allow many definitions (if offered), and choose the best one to write on the line. You may choose to write several. This is a great opportunity to teach that synonyms are words that have similar meanings. Some of these words can be defined with a simple synonym.

## **Comprehension Questions/Fill-in-the-Blank**

The comprehension questions in the study guide have been thoughtfully prepared to glean the most valuable information from the stories, so that students can begin learning to discern important points in their reading. These questions also direct the students to identify the virtues and mistakes of the main characters. Ask a student to read the question and allow several different answers. Require students to answer orally with complete sentences. Choose the best complete-sentence answer, and write it on the board. Turn the exercise into a lesson on spelling and proper sentence structure. Ask the students how a sentence should begin, ask them to sound out words in the sentences to help you spell them on the board, and ask them how sentences should end. After the class has constructed an answer with good sentence structure, ask the children to copy the sentence. Ensure each child is copying the sentence properly.

## **Language Lesson (Let's Talk, Let's Learn, Something to Do)**

Most lessons include a Language Lesson section. This section is designed to provide an introduction to English grammar. Read the definitions at the beginning to your students, or ask a student to read them. Then read the examples provided, and ask for additional examples to stimulate interest. Complete these exercises together.

## **Just for Fun**

This section incorporates enrichment activities related to the stories that help a student enjoy creative thinking. The activities vary from illustrations to simple math calculations. These exercises can be completed individually with proper instruction.



# ***Little Bear***

By Else Holmelund Minarik

**Say each word. Write it. Use it in a sentence.**

what

something

wear

snow

down

now

have

want

mother

**Read each sentence. What does the bold word mean?**

1. **Hurray!** Now I will not be cold.

2. Here is my **fur** coat.

**Fill in the blanks or answer in complete sentences.**

1. Why did Little Bear want something to put on?

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2. Write the words in order to show what Mother Bear made first, second, and third:  
**snow pants, hat, coat.**

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3. What made Little Bear the warmest?

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4. Hurray! Now \_\_\_\_\_ will not be \_\_\_\_\_ .

## Let's Talk.



Little Bear wanted to go outside and play in the snow. Have you ever played in the snow? What are some things you can do in the snow? Name some things you can't do when it is snowy.

## Let's Learn.

A **sentence** is a group of words that tells a complete thought. All sentences begin with an **uppercase**, or **capital**, letter. All sentences end with a **punctuation mark**. One kind of **punctuation mark** is called a **period**. A period looks like a dot. Write these two sentences correctly, using **capitals** and **periods**.

1. the snow is cold and white

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2. a bear has a fur coat

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## Just for Fun

**Circle** and **color** the things you would wear in the snow. **Make an "X"** on the things you do not wear in the snow.

