Lesson 19
Close Reading

1st Read – Scratch the Surface
• get the gist of the text

2nd Read – Discover New Words
• highlight/underline any unfamiliar words
• use context clues to determine the meaning of the word
• write the definition on the text

3rd read – Dig a Little Deeper
• determine the main idea of each paragraph or section of the text
• write the main idea on a post-it

4th read – Analyze the Text
• teacher determines (identify theme, cause and effect, author’s purpose, etc.)
Bear Scare

My family planned a vacation to an old cabin in the woods. Honestly, I was afraid of the woods. I always had been. My brother Joel, on the other hand, is a nature expert.

I was determined to make the best of our week. After all, what was there to be scared of? That was my first question.

"Joel, what lives in these woods? Are there bears? Are there bobcats? Are there boa constrictors?"

To which Joel replied, "Nan, there certainly are no boa constrictors. They prefer a much warmer climate."

"That’s a relief," I thought to myself.

"There's not a chance of bobcats, either," Joel continued. "They prefer a dry and mountainous terrain."

"This doesn't sound so bad," I said to myself.

"There are probably no bears," said Joel.

"What was that?" I asked nervously.

Joel ignored my question and said, "I was just saying, I bet the view from that ridge will be exhilarating."

I fought back my hesitation and instead accompanied my brother to the ridge. There, on the other side of the dense bush, was a bear! He was greedily shoveling blueberries into his wide mouth.

"A bear!" I shouted.

"Where?" My brother asked, his voice full of doubt.

"There!" I pointed to where the bear had just been standing, but there was no bear there. Had I been seeing things?

When we returned from our hike, Joel couldn’t resist joking with our parents about my bear scare, as he delighted in calling it. My parents started scolding me for making up scary stories. Had I made it up?

The next morning, still drowsy with sleep, we heard horrible meowing. Our kitten, Max, was stuck in a tree. We stood at the base of the tree and tried to coax him down, but he wouldn’t budge. All we could do was console our trapped kitten.

Just then, I saw the bear again! He was going to get Max!

"A bear!" I shouted.

"Where?" said my entire family, in disbelief.

"There!" I pointed at the bear.

We looked on in horror. What would the bear do to our little kitten? In seconds, we had our answer. The bear gently held out his paw, and Max climbed onto his broad shoulders.

The bear made his way down the tree, carrying his tiny burden. When he reached the ground, Max leaped off the bear’s paw and scampered into the house. You would think that everyone would be happy about the heroic kitten-rescuing bear, but Dad insisted on calling the warden.

I watched as the bear disappeared into the trees. He turned, glancing back at the cabin. I waved to him, and he waved back. Then he lumbered into the deep dark woods.
Lesson 19 Vocabulary
Two Bear Cubs

1. ______ scolding - criticizing in a harsh way
2. ______ greedily - wanting more than one needs
3. ______ ignores - pays no attention
4. ______ hesitation - being slow to speak, act, or decide
5. ______ burden - load or something that is carried
6. ______ glancing - quick look at something
7. ______ base - bottom
8. ______ console - make someone feel less sad
9. ______ drowsy - feeling sleepy
10. ______ heroic - one who does great deeds and shows courage

Vocabulary in Context

1. scolding This lion is scolding its cubs after they misbehaved.
2. greedily The chipmunk eats greedily and does not share with others.
3. ignores The fawn ignores its mother because it is paying attention to something far away.
4. hesitation The bear shows hesitation as the hikers walk by.
5. burden The travelers have placed a heavy burden, or load, on the yak.
6. glancing The boy is glancing, or looking quickly, at something outside the window.
7. base Water flows near the base, or bottom, of the mountain known as El Capitan.
8. console The girl's mother tries to console her after she fell and hurt herself.
9. drowsy After hunting, the fox became drowsy and fell asleep in its den.
10. heroic The heroic campers fought the wildfire until help arrived.

Study each Context Card.
Use Vocabulary words to tell a story about two or more pictures.
Vowel Sounds in *spoon* and *wood*

Read each sentence. Choose the missing word from the box. Write the word. Then reread the complete sentence.

<table>
<thead>
<tr>
<th>hooded</th>
<th>juicy</th>
<th>screws</th>
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<tbody>
<tr>
<td>sunroof</td>
<td>reduce</td>
<td>shouldn’t</td>
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<tr>
<td>clue</td>
<td>youth</td>
<td>rules</td>
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</table>

1. Max hid a present for his mother and left a very good ____________ about where to look for it.

2. To help the environment, we are trying to ____________ the amount of trash we create.

3. We should use ____________, not nails, to put the birdhouse together.

4. The large dog stuck his head out the ____________ when his owner took him for a ride in the sports car.

5. My grandfather likes to tell stories about what life was like in his ____________.

6. Before the game, the umpire reminded us to play by the ____________.

7. You ____________ run when the sidewalk is slippery.

8. Dad told me to wear my ____________ jacket to keep my ears warm.

9. The ____________ watermelon dripped on my shirt.
Prefixes *pre-, re-, bi-*

Jaime's Story

Jaime's teacher began class with a preview of this week's story, called *Two Bear Cubs*. She told the students they would write biweekly stories about each book they read. The students got together in groups. They thought of topics from the story. The topics for Jaime's group were Miwok, Yosemite Valley, grizzly bears, and mountain lions.

Jaime put the list of topics in her backpack and walked to her bicycle. She tied her backpack to the basket and put on her helmet. She knew to take every precaution to ride safely.

Jaime rode her bike to the library. She reviewed the topic list and picked the Miwok as her topic. She found out that the Miwok are a group of Native Americans. They have lived in California for thousands of years.

<table>
<thead>
<tr>
<th>Word with Prefix</th>
<th>Base Word</th>
<th>Prefix</th>
<th>Word Meaning</th>
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Prefixes *pre-*, *re-*, *bi-*

In each sentence, circle the word with the prefix *pre-*, *re-*, or *bi-*. Then write the base word, the prefix, and the word meaning.

1. My mom can fix just about anything that goes wrong on a bicycle.

   base word  
   prefix  
   meaning  

2. I always go get popcorn during the previews at the movies.

   base word  
   prefix  
   meaning  

3. Jenna liked the book so much that she reread it three times.

   base word  
   prefix  
   meaning  

4. Hector and I meet biweekly to work on our social studies project.

   base word  
   prefix  
   meaning  

5. Our class visited a museum to see an exhibit of prehistoric art.

   base word  
   prefix  
   meaning
# Story Map:

**Title**

<table>
<thead>
<tr>
<th>Setting</th>
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Two Bear Cubs

Write a Theater Review

Write a review of *Two Bear Cubs* for your local newspaper. First, use details from the text and illustrations to gather information about the play.

Read pages 134–136. Describe the setting and main characters.

Read page 137. How does the end of Scene 1 change the story?

Read pages 139–143. What happens in Scene 2? How does it end?

Read pages 145–149. Who is the hero of Scene 3? Why?

Read page 151. What is the message at the very end of the play?
Now use all the details from the previous page to write your review. Include the characters, the setting, and the plot. At the end, be sure to say whether you like the play and why.

A Review of Two Bear Cubs

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Cumulative Review

Choose a word from the box to complete each sentence. Write the word on the line. Then read the sentence.

<table>
<thead>
<tr>
<th>shampoo</th>
<th>woof</th>
<th>lookout</th>
</tr>
</thead>
<tbody>
<tr>
<td>chewing</td>
<td>clues</td>
<td>food</td>
</tr>
</tbody>
</table>

1. In comic strips, dogs often say “arf” or “______________.”

2. To keep its owner safe, a guide dog is always on the ______________.

3. Some dogs use their noses to find ______________ about the right trail to follow.

4. Most grown dogs eat twice a day, but puppies need ______________ four times a day.

5. Dogs should be washed with ______________ made just for dogs. Try not to get the suds in the dog’s eyes.

6. Sometimes a dog enjoys ______________ on a special treat to keep its teeth healthy and strong.