

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

Lesson 19



LANGUAGE DETECTIVE

Talk About the Writer's Words
Work with a partner. Choose one of the sentences. Take out the Vocabulary word. Put in a word that means the same or almost the same thing. Tell how the sentences are the same and different.

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.



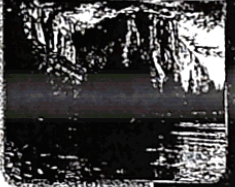
5 burden
The travelers have placed a heavy **burden**, or load, on the yak.



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.



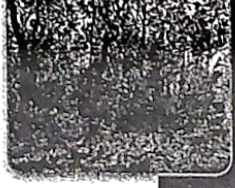
8 console
The girl's mother tries to **console** her after she fell and hurt herself.



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.

Name _____ Date _____

Vowel Sounds in *spoon and wood*

Two Bear Cubs

Phonics:
Vowel Sounds in *spoon* and *wood*

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

hooded	juicy	screws
sunroof	reduce	shouldn't
clue	youth	rules

- Max hid a present for his mother and left a very good _____ about where to look for it.
- To help the environment, we are trying to _____ the amount of trash we create.
- We should use _____, not nails, to put the birdhouse together.
- The large dog stuck his head out the _____ when his owner took him for a ride in the sports car.
- My grandfather likes to tell stories about what life was like in his _____.
- Before the game, the umpire reminded us to play by the _____.
- You _____ run when the sidewalk is slippery.
- Dad told me to wear my _____ jacket to keep my ears warm.
- The _____ watermelon dripped on my shirt.

Projectable 19.8

Two Bear Cubs Vocabulary Strategies Prefixes *pre-*, *re-*, *bi-*

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.

Word with Prefix	Base Word	Prefix	Word Meaning

Name _____ Date _____

Prefixes *pre-*, *re-*, *bi-*

Two Bear Cubs
Vocabulary Strategies:
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

Name _____ Date _____

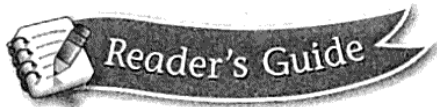
Story Map: _____

Title _____

Setting	Characters
Plot	
Beginning	
Middle	
End	

Name _____

Date _____



Two Bear Cubs
Independent Reading

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?

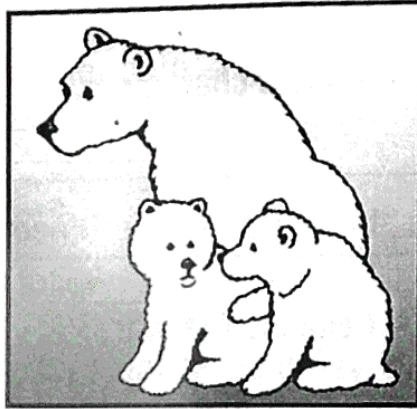
Read page 151. What is the message at the very end of the play?

Name _____ Date _____

Two Bear Cubs
Independent Reading

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*



Cumulative Review

Two Bear Cubs

Phonics:
Cumulative Review

Choose a word from the box to complete each sentence.

Write the word on the line. Then read the sentence.

shampoo

woof

lookout

chewing

clues

food

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.