

The  
Early Years Count  
**Literacy**  
Connection



## A Book for Bear

Written by Ellen L. Ramsey  
Illustrated by MacKenzie Haley

*Preschool edition*

### Overview of Book

Ellen loves to read! While reading in the woods, she realizes Bear also loves to read but has no way to get his own books. How will Ellen and Bear solve this problem?

Genre: Picture

### Vocabulary

Books are a rich source of words new to children. Here are some words from *A Book for Bear* to introduce in your classroom:

plan	tiptoe
shriek	beamed

Each time you read the book, choose 2 or 3 words to highlight.

Use age-appropriate definitions and/or the illustrations to help children gain an understanding of each word's meaning.

Use these new words throughout the day, reminding the children, "That's a word from our story!"

### Connecting with the HighScope Curriculum

COR Advantage 1.5

Approaches to Learning  
Item B  
*(Problem solving with materials)*

Language, Literacy and Communication  
Item Q *(Book enjoyment and knowledge)*, Item R  
*(Writing)*

Creative Arts  
Item X *(Art)*, Item AA  
*(Pretend play)*

### Reading Tips

Let the children know that in this story, a little girl "just about your age" helps solve a big problem with her friend Bear. After each part, remind the group what Ellen's plan had been and ask, "Why didn't the plan work?" After children respond ask the children to predict, "What do you think Ellen will try next?" Wonder out loud, "Maybe she should give up. What do you think?" After Bear thinks, "Could we make a book?" ask the children what they think of the idea. Wrap up by asking, "What do you think Bear's book was all about?"

Three readings are recommended to familiarize children with the story. Each reading provides an opportunity to introduce new vocabulary words, pose open-ended questions, and engage children in activities that make the story "come alive."

### Throughout the Routine

Refer to the book throughout the day and use new vocabulary words in meaningful ways. Active engagement with the story helps the content come alive.

Gather materials similar to Ellen in the story to encourage bookmaking for **Small Group Time**.

Bring wagons like what Ellen uses in the story and take trucks from the Block Area to help in **Clean Up**.

Serve blueberries for part of **Snack Time**, but don't wear them like Bear!

Move like a bear for **transitions**.

### Around the Room

Highlight the book's content and build on the children's excitement in a variety of locations.

Place abundant bookmaking materials in the **Writing Areas** to follow the Small Group activity.

Make sure all the supplies in Ellen's wagon are in the **Art Area**.

Add similar books to the **Book Area**. Include, "Bunny's Book Club" by Annie Silvestro and "Grandpa and Jake" by Julie Fortenberry.

Add material for capes and new dress up props in the **House Area**.

### Open-ended Questions

Enhance active engagement and early critical thinking skills by asking open-ended questions. These questions encourage children to explain why or how things happen, make predictions, or brainstorm possibilities rather than give one "right" answer.

Here are some questions you might ask for *A Book for Bear*:

*What would you do if you saw a bear at the library?*

*Bear likes a lot of different kinds of books. What are your favorites?*

*Do you have a favorite spot to look at books?*

*For more information on how to use books and stories with children to enhance your curriculum, contact **The Family Connection:***

website—  
[www.famconn.org](http://www.famconn.org)

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### @ Home

Since many of the children in our county will have this book at home, use it as a way to further the home-school connection. In your daily contact—in person or by text, email or other notes home—encourage families to share *A Book for Bear* with their child. Here's a sample message you can send:

As you read this story with your child, ask questions like, "Why do you think Bear is so hopeful to get his own book?" After each attempt that fails, ask, "What went wrong with Ellen's plan?" Talk together why it may not be a good idea for a bear to be in a classroom or in a library. Look at your child's books and ask, "Which kind of stories are your favorites?" Talk about what you like to read and why. Tell your child about adventure, mystery or other types of stories that are available. Together with whatever materials are available to you, help your child make a book of their own. They can dictate the story as you write and together (many times) read your child's book to them.