

THE THREE SNOW BEARS

by JAN BRETT

COMPREHENSION FOCUS

Retelling
Five-Finger Retelling

STANDARD CORRELATION

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.



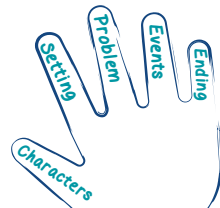
SEL CONNECTION
Empathy

PREPARE

Starting with the title page as page 1 (which includes the title, author, and publisher), use the provided circle stickers and number each of the book's pages. Place a sticky flag on the following pages: 7, 15, 27, and 32.

Create the anchor chart template as shown; it will be completed during the lesson.

Five-Finger Retelling



STEP 1

EXPLAIN WHAT THE STRATEGY IS AND WHY READERS USE IT

As we read, we will be using the *Five-Finger Retelling* strategy to help us remember the important parts of the story. Our thumb represents the characters, our pointer represents the setting, our middle finger represents the problem, our ring finger represents the events, and our pinkie represents the ending of the story.

STEP 2

INTRODUCE THE NEW BOOK

This story is a folktale that's very much like *Goldilocks and the Three Bears*, but instead the main character is an Inuit girl named Aloo-ki. Let's read and find out what is the same and what is different between this story and the *Goldilocks* story.

STEP 3

READ AND DEMONSTRATE HOW TO USE THE STRATEGY

As you read the story, ask students to join you in holding up one finger as you retell each part of the story, and then add key words to the anchor chart.

Read pages 3-7. On these pages, we learned about the characters, setting, and problem. Hold up your thumb. The characters are the three snow bears and a little girl named Aloo-ki. Let's write that on the chart. Now hold up your pointer finger. Where does this story take place? The pictures show snow and ice and an igloo. This could be in the very cold region called the Arctic. Write Arctic on the chart. Now let's add our middle finger. On page 3, the text tells us that Aloo-ki's dog team and sled floated out to sea. This is a problem because she needs them to pull her across the snow and ice. On pages 4 to 6, the side illustrations give us more information; they show the dog team floating farther and farther away. On page 6, the text says she was running along looking for her dogs. Aloo-ki's problem is that her dogs and the sled have floated away. Add key words for the problem to the anchor chart.

Read pages 8-15. Hold up your ring finger. Turn and talk with a partner and discuss the events. Listen to the partner pairs, and then have them share some of their ideas. Add key words to the anchor chart. Let's look at the illustrations on pages 10 and 11. The main picture shows Aloo-ki drinking from the breakfast bowl. Let's take a closer look at the side illustrations here and on pages 12 and 13. What are the bears doing? Now let's look at the sidebar illustrations on pages 14 and 15. While Aloo-ki is in the bears' house, there are more events happening outside with the bears and the dogs. It looks like the bears have rescued the dogs. I'm going to add that to our chart.

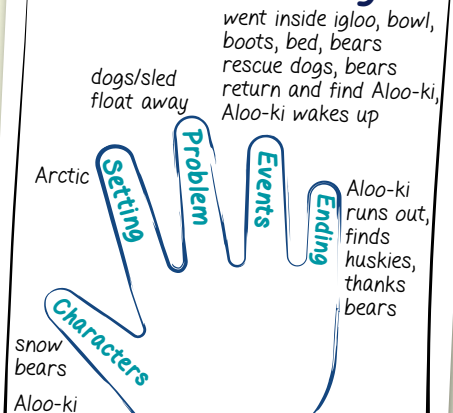
Let's pause here and think about how the characters' actions are affecting each other. Aloo-ki is in the bears' home and going through their things. How do you think her actions will affect the bears? (Turn and talk.) The bears are saving the dogs. This action will have a positive effect on Aloo-ki. We want our actions to positively affect others.

Read pages 16-27. The bears return home and discover someone has been there. Turn and talk about the events with a partner. Listen to the partner pairs and share their thinking by adding events to the chart.

Read pages 28-32. Hold up your pinkie finger. After Aloo-ki woke up, she ran out of the igloo and found her huskies. She hopped on the sled, and they pulled her across the ice. She thanked the bears for rescuing her huskies. Add key words to the chart.

Let's think about the two stories *Goldilocks and the Three Bears* and *The Three Snow Bears*. Discuss which story elements are the same and which are different (characters: different names; setting: in the Arctic instead of the woods; problem: Aloo-ki's dogs float away).

Five-Finger Retelling



STEP 4

INDEPENDENT PRACTICE

Download the activity sheet from pioneervalleybooks.com/st. Have students draw a picture of each of the five elements from the story: characters, setting, problem, events, and ending. Display the pictures on the wall.

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STEP 1 • **REVIEW THE BOOK**
With a partner, have students retell the story from Day 1 using the anchor chart to guide the retell. Have students hold up their hand in a fist and pop up the corresponding finger as they retell the story. Discuss how during the events part of the story, there are illustrations showing events happening inside and outside the igloo.

STEP 2 • **PROMPT**
Hand out the journals. Write the following prompt on chart paper as you read it aloud: *Write a Five-Finger Retelling of The Three Snow Bears.* Read it again, asking students to read it with you.

STEP 3 • **PLAN**
Use the anchor chart and the drawings from Day 1 to help you plan. You can also use your five fingers to help you remember the story elements in order.

STEP 4 • **WRITE**
While students are writing, circulate the room and confer with individuals. Have students use their personal word wall as a spelling reference. Assist students with their plan by referencing the anchor chart and Day 1 drawings, orally rehearsing their next sentence, or addressing their individual writing target.

Have students share their writing with a partner.

STEP 5 • **EXTEND AND CONNECT THE LEARNING**
When you read other books aloud, use the Five-Finger Retelling strategy to help students remember what was read. Also use the Five-Finger Retelling strategy during shared retellings in small-group reading lessons.



Write a Five-Finger
Retelling of The Three
Snow Bears.