



# Bear Feels Sick

written by Karma Wilson  
illustrated by Jane Chapman

This book is from the **Bear** series.

**Essential Question:** Why is it important to help others?

## BOOK SNAPSHOT

Selected from the Division of Early Learning Preschool Booklist



**Text Type:** Literary



**Genre:** Fiction



**Themes:** Friendship, Animals, Empathy



**Social & Emotional Development:**

**III.A.1.a** - Recognizes the emotions of peers and responds with empathy and compassion



## SKILLS ALIGNED WITH FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

**Alphabet Knowledge**

**IV.F.3:** Shows alphabetic and print knowledge

**Phonological Awareness**

**IV.F.2.f:** Combines onset and rime to form a one-syllable word

**Vocabulary**

**IV.C.1.a:** Demonstrates understanding of age-appropriate vocabulary

**Comprehension**

**IV.F.4.b:** Asks and answers appropriate questions about the story



## PREPARE FOR A READ ALOUD

A book should be read more than once for a child to understand the concepts and themes of the story. Multiple interactive read alouds encourage the development of oral language skills, vocabulary, knowledge and understanding, and print-based skills.

How to Prepare for a Read Aloud:

- Read the book in advance.
- Identify any words or ideas that might need additional clarification.
- Plan how to introduce the book to children.
- Write down questions you will ask during reading.
- Have fun!

## BUILDING BACKGROUND

Display the front cover, and use the following prompts to introduce *Bear Feels Sick*:

- In *Bear Feels Sick*, Bear’s friends help him feel better.
  - How do you feel when you are sick?
  - What makes you feel better?
  - How can you help someone feel better if they are sick?

As you read, notice what Bear’s friends do to help him feel better.

## ALPHABET KNOWLEDGE – THE LETTER S

### IV.F.3: Shows alphabetic and print knowledge

Use the following activities to strengthen children’s alphabet knowledge.

- **Alphabet knowledge** is the understanding of the names, shapes, and sounds of the alphabet.

#### Letter–shape recognition

- On the front cover of *Bear Feels Sick*, ask children to identify:
  - the uppercase S
  - the lowercase s

#### Letter–sound knowledge

- Demonstrate the sound the letter s makes, /s/. Ask the children to repeat it.

#### Letter–sound recognition

- Say:
  - “In this sound game, I’d like you to touch your nose when you hear the sound the letter s makes.”
  - “When you hear /s/, you place your finger on your nose like this.” [Demonstrate placing your finger on your nose.] “Ready?”
- Say three letter sounds, including /s/. If the children respond incorrectly, model the correct response.
- Continue using this activity to practice letter–sound recognition for the letter s.

#### Quick Tip

For the letter–sound recognition activity, use letter sounds children have been explicitly taught. This will help the children distinguish between the letter sounds to identify /s/.

## PHONOLOGICAL AWARENESS – ONSET AND RIME

### IV.F.2: Shows age–appropriate phonological awareness

- **Benchmark f:** Combines onset and rime to form a familiar one–syllable word with and without pictorial support

Children will combine onset and rime to form a one–syllable word. Then, they will find the picture card that represents the word.

**Onset Rime Awareness** refers to the two parts of a syllable:

- **Onset:** Part of the syllable that comes before the vowel
- **Rime:** The vowel and everything that follows it
  - Example: In the word *bat*, /b/ is the **onset**, and /at/ is the **rime**.

Display the picture cards located on the last page of this guide.

- Say:
  - “I have some picture cards. I will say some sounds that make up a word. You will tell me what word the sounds make. Then, you will choose the picture that matches the word.”
  - “Listen carefully: /s/ /ick/. What word do these sounds make?”
  - “*Sick* is correct. Which of these cards shows *sick*?”
- If children respond incorrectly, model the correct response.
- Continue the activity with additional words and supporting picture cards.

sick (/s/ /ick/)	cave (/c/ /ave/)	nose (/n/ /ose/)
cup (/c/ /up/)	toes (/t/ /oes/)	play (/pl/ /ay/)

## TALK ABOUT NEW AND INTERESTING WORDS

Tier 2 vocabulary words, paired with student-friendly definitions, can be used for explicit vocabulary instruction. It's important to provide background information and learning opportunities to help students make connections to the words.

Examples of Tier 2 vocabulary words for this text are:



**achy** (p. 1): If something or someone feels **achy**, their body hurts. Bear feels **achy** with a stuffed-up nose.



**groans** (p. 6): When something or someone **groans**, they make a long, low sound because they are in pain. When Bear's friends ask him to play, he **groans** because his head is too hot, and he has a stuffed-up nose.



**soothes** (p. 9): If something or someone **soothes** you, they make you feel better when you are sick or upset. Mole **soothes** Bear with a cool, wet cloth on Bear's hot head.



**fret** (p. 17): **Fret** describes worrying about something or someone. The friends **fret** and keep a close eye on their poor, sick Bear.

### Vocabulary Extension Activity

Ask questions for Tier 2 words that encourage students to use them in different contexts.

- Example: **soothes**
  - "If someone is scared about playing on the swing, what can you say or do to **soothe** them?"
    - » Provide the following sentence stem: *To soothe someone who is scared, I can ...*

## READ FOR MEANING – DEMONSTRATE COMPREHENSION OF BOOKS READ ALOUD

### IV.F.4: Demonstrate comprehension of books read aloud

- **Benchmark b:** Asks and answers appropriate questions about the story

### III.A.1: Expresses, identifies and responds to a range of emotions

- **Benchmark a:** Recognizes the emotions of peers and responds with empathy and compassion

### IV.G.1: Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions or written composition



#### FIRST READ:

Build children's enjoyment of the story and strengthen print awareness.

#### BEFORE:

Introduce *Bear Feels Sick*.

- Display the front cover, and read the title.
- Read the name of the author and illustrator. Ask volunteers to tell what the author and illustrator do.
- Locate the title page.
- Lead the children in a picture walk. A picture walk is a time for children to preview the illustrations, create interest, and make connections to the story.

#### Try This!

Refer to the Building Background section on the front page of this guide to enhance children's understanding of the story.



## DURING:

Use illustrations to help children understand the story. For example, read page 1.

- Say:
  - “The autumn wind blows while Bear is inside his cave. In some places, leaves turn yellow and brown during the autumn season, as shown in this illustration.”



## SECOND READ:

Use the prompts to guide students in understanding the feelings of the characters.

### BEFORE:

- Bear’s friends help him feel better when he’s sick.
  - What do you think Bear’s friends do to help him?

### DURING:

#### (Read pages 1–8.)

- As the autumn wind blows, Bear feels **achy** with a stuffed-up \_\_\_\_\_.
  - How does being sick make Bear feel?
    - » What does Bear do to show how he feels?
- When a friend says, “I am here for you,” it means they are here to help you. How do you think Bear’s friends feel about him being sick?

#### (Read pages 9–20.)

- Bear’s friends help him while he is sick. How do you think this makes Bear feel?
  - How would you feel if your friends helped you while you were sick?
- Bear’s friends **fret** over Bear being sick. **Fret** describes worrying about something or someone.
  - How do Bear’s friends fret over Bear?

#### (Read pages 21–30.)

- Bear starts to feel good. How does Bear show he feels good?
- Mouse starts to wheeze, and Hare starts to \_\_\_\_\_.
  - How are Bear’s friends feeling?
    - » What does Bear do when his friends are sick?

### AFTER:

Use the following prompts to discuss the essential question: *Why is it important to help others?*

- How do you think Bear’s friends feel when they help him?
  - How do you feel when you help others?
- Why is it important to help others?

## Reading/Writing Connection

- On chart paper, write: *My classmate is lonely. I can help them by ...*
  - Ask children to complete the sentence stem orally.
    - » Example: *My classmate is lonely. I can help them by saying hello.*
- Children will:
  - Draw a picture of themselves helping a classmate
  - Color and caption their drawings
    - » Allow each child to write their caption (a description of their drawing) according to their ability. Encourage them to read their caption back to you.

ONSET AND RIME PICTURE CARDS

