

## When Bear Stole the Chinook / ELA / Science / Kindergarten

**Teacher:** Julie Wilson and Gabriella Madden

**Subject/grade level:** ELA / Science / Kindergarten

### Materials:

- [When Bear Stole the Chinook](#) by Harriet Peck Taylor
- **Song:** by Jack Gladstone [The Bear Who Stole the Chinook](#)
- [Story Elements Book](#) (When Bear Stole the Chinook)
- [Old Bear](#) by Kevin Henkes
- Pencils, crayons, markers, colored pencils
- Chart paper (teacher)

### ELA Content Standards

#### -CCSS.ELA-LITERACY.RL.K.2

With prompting and support, retell familiar stories, including key details.

#### -CCSS.ELA-LITERACY.RL.K.3

With prompting and support, identify characters, settings, and major events in a story.

### Lesson objective(s):

TLW: retell the story including the beginning, middle, and end.

TLW: retell using the characters names (Bear, Boy, Owl, Coyote, Weasel, and Prairie Chicken and identifying the setting (when and where).

### Differentiation strategies to meet diverse learner needs:

The teacher can provide a variety of opportunities for small group work. Have older students (buddies) support. The teacher can work with students needing more support to work through text. Provide pictures and labels for students. The teacher may be aware of other learners needs unique to his/her own classroom

### ENGAGEMENT

- Begin by asking students leading questions:
  - Would you want it to be winter all the time?
  - Why would it be bad if it were winter all the time?
  - Can animals steal things?
- Introduce the story and explain that someone wrote a song about this story and that it is a tale that Native Americans believed happened a long time ago.

### EXPLORATION

- Read the story: **When Bear Stole the Chinook.**
- Stop and ask questions:
  - What season do you think this is? How can you tell?

- What is a chinook? (reread the sentence again if students did not pick up on it)
- What is the problem?
- What does the word council mean? Do we ever have “councils”?
- What is a busybody?
- Why was weasel able to sneak up on the bear?
- What does it mean to run like the wind?
- What is it called when bears don’t leave their den in the winter?

#### EXPLANATION

- Talk about the words setting, characters, and beginning, middle and end.
- Talk about what problems and solutions are in stories.
- Discuss the story, **When Bear Stole the Chinook**

#### ELABORATION

- Discuss the story, **When Bear Stole the Chinook**
- As a whole class, on an anchor chart, Identify the characters, setting (when/where), and what happened in the beginning, middle and end.
- Identify the problem and the solution to the story.

#### EVALUATION

- Send students back to their seats to make connections to the story.
- Have students draw/label the characters of the story
- Have students draw/label the setting of the story.
- Have students draw and write 1 sentence about the beginning, middle, and end of the story.
  - i.e. B: The land was frozen. M: They made a plan. E: They got the chinook.
- Have students draw and write about the problem and solution.

#### Resources:

**Song:** by Jack Gladstone [The Bear Who Stole the Chinook](#)

[Signs for When Bear Stole the Chinook](#)

[American Indian Universal Sign Language](#)