



Read Aloud: *Moonbear's Shadow*

Standard Connection:
 ELA.RL.PK4.1-7,9-10
 ELA.SL.PK4.1-4,6
 ELA.L.PK4.1,1c,4,6

Enduring Understanding(s):

- Shadows and reflections are products of light.
- Light affects people, animals, and things.

Essential Question(s):

- What are sources of light?
- How does light affect the way things look?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> • <i>Moonbear's Shadow</i> • vocabulary word picture cards 	<p>annoyed: upset</p> <p>brook: small stream of water</p> <p>bury: hide in the ground</p> <p>casting: making</p> <p>cliff: steep rocks</p> <p>exclaimed: said something loudly</p> <p>hook: a curved piece of metal used to catch a fish</p> <p>line: thin string used for fishing</p> <p>noon: middle of the day</p> <p>slam: to close something using a lot of force</p>	

First Read	
Preparation: Set up materials	
<p>Children will:</p> <ul style="list-style-type: none"> • listen to a story read aloud • demonstrate increasing levels of sustained and focused engagement • show a steady increase in the number of words in listening vocabulary • develop an understanding of main events 	
<p>“I have a new story to read to you today. The title of this book is <i>Moonbear's Shadow</i>. The author and illustrator is Frank Ash.”</p>	<p>Show the front cover. Point to title and author/illustrator.</p>
<p>“This is Bear. In this story, Bear is fishing, but his shadow is scaring the fish away, so Bear is trying to get rid of his shadow by running away from it. Let’s read the story and see if it works.”</p>	<p>Introduce the main character and the story problem using the illustrations on the cover.</p>
<p>“Bear has put a worm on the hook that is attached to a line - thin string. Fish like to eat worms and Bear was hoping that the fish would bite into the hook with the worm.”</p>	<p style="text-align: center;">p. 1 Point to pond, fishing pole, can of worms, and hook.</p>
<p>“He ran through a field of flowers, jumped over the brook and hid behind a tree.”</p>	<p style="text-align: center;">p. 6 Point to brook.</p>

“Bear seemed very surprised that the shadow had followed him all the way to the top of the cliff .”	p. 11 Give comprehension aside and point to cliff.
“Now Bear was very annoyed - upset - so he went home.”	p. 12 Point to hammer and gesture hammering.
“If I can’t nail him down, thought Bear, maybe I can bury him - hide him under the ground.”	p. 14
“The sun is straight above Bear since it is noon - the middle of the day. At this time, the sunlight doesn’t create shadows, but Bear thinks he buried his shadow.”	p. 16 Comprehension aside.
“While Bear is sleeping, the sun is moving and casting - making - longer and longer shadows.”	pp. 20-21 Comprehension aside. Draw a line with your finger from the sun to the shadows in all pictures.
“‘Not you again!’ exclaimed Bear. And he slammed the door...”	p.23 Gesture slamming.
“When Bear nodded his head, Shadow nodded too.”	p. 24 Nod head.
“Late in the afternoon, Bear’s shadow is now on the land and not casted over the water so it doesn’t scare the fish away any longer.”	p. 27 Comprehension aside.
Discussion Question(s): <ul style="list-style-type: none"> • Did Shadow really catch a fish? Why do you think so? • Why did the shadow no longer scare the fish away (page 27)? 	

Second Read

Children will:

- recall some main events when asked
- link characters’ basic emotions to their actions
- use their own experiences to understand characters’ feelings and motivations
- express the main idea of a story or other text in a way that shows increasing understanding

Continue to define the vocabulary words from Story Reading 1 and include additional vocabulary that may need more verbal definitions. Explain feelings or thoughts of secondary characters. Deepen the comprehension of primary characters, story problem, etc. Model analytical thinking.

Discussion Question(s):

- Why couldn't Bear nail Shadow to the ground?
- Bear thought that Shadow could understand him. Is that true? Why do you think that?

Third Read

Children will:

- chime in and read the story with the teacher
- practice saying and using story-related vocabulary words
- recall main events and characters in the story

As you read, slow down in some places to invite children to chime in. If children have difficulty recalling, scaffold by saying the first sound of a word or the first word in a phrase.

Discussion Question(s):

- Bear was annoyed with his shadow, but the little raccoon in *Raccoon on His Own* felt differently when he saw his reflection in the water when he was all alone in the drifting boat. Why?

Fourth Read

Children will:

- act out one or more scenes from the story
- explore character motivations and emotions
- recall main events from the story

With children, choose one scene to act out. Assign roles to children or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.

Discussion Question(s):

- How did Bear make his shadow fall in the hole he dug?