



Read Aloud Transcript

Language Arts 2A Module 1 – Asking Questions

The Bears on Hemlock Mountain

By: Alice Dalgliesh

Book ISBN #: 9780689704970

Objectives:

- Students will make predictions.
- Students will ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Special Note: This book is 10 chapters, but only 64 pages. This transcript covers the entire book. If you choose to, you can break the Read Aloud for this book into 2 synchronous Read Aloud sessions. The transcript notes where to separate it.

Before Reading	
Directions	Teacher Script
Hold up the front of the book and say:	<i>Today we are going to read a story about a young boy's adventure into the mountains. How many of you know what bears and mountains are?</i>
Pause to call on a student or several students to hear their answer. Once a student(s) answers the questions, point to the title of the book and say:	<i>The title of this book is <u>The Bears on Hemlock Mountain</u>.</i>
Point to the name of the author of the book and say:	<i>The author is Alice Dalgliesh. Who can tell me what the author does or what the job of the author of a story is?</i>
Point to the illustrator's name and say:	<i>This story is illustrated by Helen Sewell. What does an illustrator do, or what is the job of the illustrator of the story?</i>

Hold up the cover of the book and say:	<i>Let's take a look at the cover of this book. The title says The Bears on Hemlock Mountain. Why do you think the young boy on the cover is showing this emotion?</i>
Call on a few students to hear their answers. When someone says that the boy is scared or nervous, explain how the boy might feel nervous because of his new adventure. Next, hold up the cover so that the students can see the picture say:	<i>Before reading the story, let's make a prediction. A prediction is when you make a good guess about something based on clues or pictures you see. When you look at the picture on the cover of this book, what do you think this story is going to be about? Do you think this story will be fiction or non-fiction?</i>
Call on a few students to hear their predictions. Then, call on a few students to hear their answers. Once a student answers that the story is fiction say:	<i>That is correct! This is a fiction story. A fiction story is not real; it has not happened in real-life. This is a made-up story.</i>
Finally, set a focus for the story by saying:	<i>This week our comprehension skill is making predictions and asking and answering questions about our text. As we read the story, pay attention to the major events that happen to the young boy on his adventure.</i>

During Reading	
Directions	Teacher Script
Open the book to the first page of the story and say:	<i>Remember, we are listening for details during this story to answer our 5 question words about this text (who, what, where, when, and why).</i>
Read Chapter 1 – About Jonathan. Ask students the following:	<i>In Chapter 1, who is Jonathan's best friend? Answer: his Uncle James.</i>

Read Chapter 2 – Young Uncle James. Ask students the following:	<i>In Chapter 2, what does James take Jonathan down to the stream to watch? Answer: raccoons.</i>
Read Chapter 3 – The Iron Pot. Ask students the following:	<i>In Chapter 3, what does Jonathan's mother need from Aunt Emma? Answer: the big cast-iron pot.</i>
Before beginning Chapter 4, ask students the following:	<i>The title of Chapter 4 is "Up Hemlock Mountain." What do you predict is going to happen in this chapter?</i>
Read Chapter 4 – Up Hemlock Mountain. Ask students the following:	<i>In Chapter 4, what does Jonathan's mother do to calm his fears about bears? Answer: teaches him a song.</i>
Read Chapter 5 – Down Hemlock Mountain. Ask students the following:	<i>In Chapter 5, what does the dripping water mean to Jonathan? Answer: that it is almost spring.</i>
Second Read Aloud Session	
Before beginning the final chapters of the story, ask the students the following:	<i>What has happened in our story so far? Let's make a prediction. Do you think Jonathan will ever see bears on the mountain?</i>
Read Chapter 6 – Aunt Emma's House. Ask students the following:	<i>In Chapter 6, what does Jonathan do when he arrives at his Aunt Emma's house? Answer: eats and sleeps.</i>
Before beginning Chapter 7, ask the students the following:	<i>The title of Chapter 7 is "There May Be Bears." What do you predict is going to happen in this chapter?</i>
Read Chapter 7 – There May Be Bears. Ask students the following:	<i>In Chapter 7, what is Jonathan's biggest fear? Answer: bears.</i>
Before beginning Chapter 8, ask the students the following:	<i>In Chapter 8, while Jonathan is under the pot, what does he do to keep himself calm? Answer: sings his mother's song about bears.</i>

Read Chapter 9 – Paws on the Snow. Ask students the following:	<i>In Chapter 9, what scares off the bears? Answer: Jonathan's father and uncles.</i>
Before beginning the final chapter, Chapter 10 ask the students the following:	<i>The title of our final chapter is "There ARE Bears." How do you predict this story will end?</i>
Read Chapter 10 – There ARE Bears. Ask students the following:	<i>In Chapter 10, what has Jonathan finally been able to do that he did not expect? Answer: see bears.</i>

After Reading	
Directions	Teacher Script
After finishing the story, complete <u>The Bears on Hemlock Mountain</u> Story Map Interactive Activity with the students. They will answer questions about the events of the story using the graphic organizer interactive. Say to the students:	<i>This week we learned how to identify and answer the 5 question words dealing with a text (who, what, where, when, and why). We are going to practice this by completing an interactive activity.</i>
Pull up the activity so that the students can see it.	<i>I am going to post a file link to this activity for you to complete on this story. You are going to read each question listed on the Story Map. You will type your answer onto the Story Map, or you can write your answers on a piece of paper to complete the graphic organizer.</i>
Demonstrate how to click in each box and type an answer, but do not actually answer any of the questions about the text. Attach the file to the Story Map Graphic Organizer in the meeting chat box so that students can download it and fill it in on their own. If necessary, show the students how to download the file from the chat.	<i>I just posted the file to the chat. Click on the file and download it. Answer each one of the questions dealing with our story on the graphic organizer. Remember, we are answering questions based on details we learned from our predictions and events during our read aloud. When you are done, put your thumb up so that we can discuss the answers as a class.</i>

Give students a few minutes to complete the graphic organizer on their own, then display the Story Map and discuss the answers with the students.	<i>Let's look at this Story Map together. What did you put for the characters of the story? This will answer the question who?</i>
After the students answer, type in the answer for who was in the story (characters), then say:	<i>What did you put for the setting of our story? This will answer the question where?</i>
After the students answer, type in the answer for where the story took place (setting), then say:	<i>What did you put for When did the story take place? This will answer the question when?</i>
After the students answer, type in the answer for when did the story take place (time of day), then say:	<i>What did you put for the events in our story? This will answer the question what?</i>
After the students answer, type in the answer for what happened in our story (events), then say:	<i>What did you put for Why did the story happen? This will answer the question why?</i>
After the students answer, type in the answer for why the story happened, then say:	<i>You did a great job identifying and answering the 5 question words for this story! As you do your independent reading this week, be sure to ask yourself and answer those questions about the details of your story.</i>