

1: I'm All Booked: Library Lesson: Choosing a Just Right Book

*DAY-CARE BEAR (Just Right Books) [True Kelley] on www.enganchecubano.com *FREE* shipping on qualifying offers. After building a tower, finger painting, and hearing a story, Anna and her teddy bear discover that Day-Care is not so frightening after all.*

See all posts This photo is of a student writing a journal entry. I am ready to be upfront with my audience. One of my biggest woes I have encountered so far this school year has been motivating students to choose "Just Right" books. I have watched many students make tremendous choices with the "five finger test" and by "interviewing" their books looking at the front cover, back cover, and the contents inside, yet not all students have been making the greatest of choices. I have observed students for about a month now to see how they are making progress in this area. One of the boys in my class has done the "right thing" in this respect. He read the first book, *Monster Hunters*, in the first few weeks of school and read another book this past week that challenged his thinking. Another voracious reader who sits near him has read five or six books this year at school and home from a variety of genres from a 4th-6th grade level. She has read more difficult books before and knows that she wants to seek a book from our classroom library that will provide the appropriate challenge. They have written appropriate journal entries at home. On the other hand, I have looked at the three weeks of journal entries all my students have written and have seen where a few have changed books several times, writing basic summaries every time despite what I have introduced in class. Perhaps that is what they have done in the past- or they have not journaled at all- so it is a great challenge to get them to make the correct choice without my guidance. I hope for my students to not just look at a cover and tell me that they chose the book because of the pictures or they chose *Kingdom Keepers- Disney After Dark*, for example, simply because they enjoy going to Disney World. It is also difficult to go to the school library, see students make good choices about their books, and never delve into them, returning them the following week. In the midst of stressing about this last night, I located a great article that encouraged me to think positively about this situation - [http:](http://) This article included a wonderful letter I am going to distribute to parents at Open House tomorrow evening as well as a series of questions parents can reflect on with their children after they have read. I have also reflected on writings I have read from Scholastic contributor Franki Sibberson, who through her professional books and weblog entries encouraged me to work hard with my students this year to locate "Just Right" books in our classroom library. However, I wish I had as much patience as her! This year has been challenging because I have never implemented the idea of choosing "Just Right" books and journaling about it before. Sometimes one may look at the title of "Scholastic Teacher Advisor" and believe the advisor is somewhat of a sage on all playing fields, yet I am still a rookie in this respect. I am in my sixth year of teaching, and reflecting on the past five years, I was close to where I wanted to be in the second half of last year. However, I advised my students to choose all Newbery award winning books for a particular project and did not focus on choosing "Just Right" books earlier in the year like I should have. Those students were not required to read at home, which I wish I would have required because there is an extensive amount of research connecting independent reading time to achievement. Thank goodness I am focusing on improving this just after the first month of school rather than in the seventh or eighth month. To finish, I have a few questions for you- Have you encouraged students to read "Just Right" books in your classroom? Have you experienced similar woes, and how did you work with your students to remedy them? If you conference with your students, how did you approach the conversation? Is there a woe that you currently have where you would like to receive advice? I am positive all of us have been in a situation where we have been between "a rock and a hard place". I am also certain that at some point and time we have read extensively about a topic and have felt like we were prepared to implement the new ideas in our classrooms, yet it turned out the implementation was not like we originally intended. It may have turned out to be somewhat of a tedious or daunting task, causing us to "stress out". The greatest thing, though, is that we are in a profession where we are encouraged to voice our concerns and receive the greatest help we can from our colleagues to become more effective teachers.

2: Care Bears Teddy Bears for sale | eBay

Buy a cheap copy of DAY-CARE BEAR (Just Right Books) by True Kelley. Free shipping over \$

Session 1 30 to 40 minutes: Finding out what students do when choosing books 1. Give students five minutes to browse the book tubs and choose books. Have them put their choices into their individual boxes for independent reading. You may want to limit choices for struggling or nonreaders to a narrower range of books including wordless books, board books with few words, known patterned text or song books, or books you know are appropriately leveled to provide a greater opportunity for success. Direct more advanced readers to the chapter-book tub to broaden their browsing choices. Allow students five to ten minutes to read their books. Have students bring their books to circle time. With students in a circle, discuss the following questions: What about the book you chose helped you decide to choose it? Did you like your book or not? Was your book one you want to keep reading? Was it just right? Why or why not? Write student responses on chart paper during this discussion. Review and discuss them, pointing out that everyone makes errors when choosing books: We can just put the book back and try again. Explain that the right book for one person may not be the right book for someone else. Share that there are things students can do to help insure the book is a good one for them. When readers ask certain questions before they choose a book, they can find "just the right book" more often. The two important questions students should remember are: What is my purpose for reading today? Based on that purpose, is this the right book for me? Show students the What Readers Ask poster, and hang it up where they can see it. To use a modified version of this strategy: Match each student with a buddy. Students alternate being the sharer and the listener for each question. Pose the thinking question. Allow at least 10 seconds of think time. Have the first partner share his or her answer using the modeled answer structure. After all students get to share their responses, ask for a few volunteers to share theirs with the whole group.

3: Choosing the Right Book: Strategies for Beginning Readers - ReadWriteThink

Mama Bear's Just Right Books. 22 likes. Katie DeMoor - Independent Usborne Books Consultant. Contact me to host a book party, place an order or start.

Many welfare-bashers would like to prevent the poor from having children. They think most welfare recipients are irresponsible or incompetent parents living in communities that breed lawlessness and promiscuity. Perhaps equally important, they think of welfare recipients as black idlers who live off the labor of industrious whites. But those who would like to prevent the "underclass" from reproducing have never devised a plan for doing this that stands a chance of winning broad political support. The problem is not that the public is deeply committed to the principle that everyone should be able to have children. Rather, the problem is that we cannot predict in advance which children might eventually need welfare. Nearly half the children on welfare in any given month were born to parents who were married at the time of their birth, and most of these parents had enough money to scrape by while they were married. If we tried to prevent married couples from having children until we could be sure that they would not need AFDC even if they separated, we would have to regulate the most intimate behavior of millions of married people. Not even the far right wants that. The politics of such a regulatory process would, moreover, be made even more explosive by the fact that the regulators would be mostly white while their targets would be disproportionately black and brown. As we have noted, the odds that a couple will eventually turn to welfare rise sharply if they conceive a child out of wedlock. But some unmarried parents marry before their child is born, and others can earn enough to stay off welfare even if they do not marry. If this country were China, we might require all unmarried couples to use Norplant until they got a certificate of economic self-sufficiency. But such a scheme would not receive much support here. The right prefers to pretend that unmarried couples do not have sex, while the left opposes any policy that treats the poor differently from the rich. Besides, such a scheme would probably run afoul of the Supreme Court, which still recognizes the basic right to reproductive privacy set forth in *Griswold v. Griswold*. Given these constraints, those who want the poor to have fewer children usually emphasize the importance of moral or cultural norms that discourage poor people from having children they cannot support. But while it may be possible to get the poor to delay childbearing for a few years by making the economic or social rewards larger, we find it hard to imagine that many poor women would voluntarily go to their grave childless. Almost all humans enjoy sex. Most women and many men also find infants extraordinarily appealing. Social engineers who seek to promote childlessness must therefore offer women an attractive alternative, such as becoming the bride of Christ or the head of a Fortune corporation. Neither the Clinton administration nor the Republican party has anything of this kind to offer. A lifetime of minimum-wage work is certainly not likely to do the trick. Even women who want babies may, of course, decide not to have them if the economic consequences are sufficiently grim. That is why legislators who want to discourage unwed motherhood try to cut AFDC benefits. No one is quite sure whether cutting AFDC works, however. Statistical analysis usually shows that when other things are more or less equal, states with low AFDC benefits have somewhat fewer single-parent families than states with high benefits, but the difference is seldom large and in some analyses it vanishes altogether. This pattern suggests that the proportion of single-parent families might have risen even faster over the past generation if legislators had not let AFDC benefits lag behind inflation after It does not suggest that welfare played a major role in the spread of single motherhood. Nonetheless, some conservatives, such as Charles Murray, think that eliminating AFDC would help curb the trend toward single-parent families. That is partly because Mississippi children are very poor and disproportionately black. He wants to eliminate these programs as well. But what would this mean in practice? Would there still be hospitals and doctors that gave the poor free care, as there were before Medicaid was established? Or would doctors simply refuse to treat sick people who are poor? Hardly anyone favors the latter solution. But if the poor could still get medical care, why should changing the way we finance it deter poor women from having children? Eliminating food stamps poses similar problems. If we replaced food stamps with soup kitchens and food pantries, we would probably not deter many poor people from having babies. If eliminating food stamps meant that a lot of poor children

went hungry, the electorate would vote in liberals who promised to bring food stamps back again. That leaves legislators with only two real choices. Most liberals prefer the generous approach, arguing that material deprivation does poor children permanent harm. We share this prejudice, but we have not been able to find much solid evidence that poverty per se harms children over the long run. We have not found any careful study of whether children who spend time on welfare do significantly better when they live in generous states. Many social scientists have shown that poor children learn less in school, leave school younger, commit more violent crimes, get worse jobs, and have more babies out of wedlock than affluent children. But once again mere correlation is not sufficient to demonstrate causation. Adults are usually poor because no employer values their services. If parents lack the skills that employers value, they are not likely to be good at helping their children acquire these skills. So when we find that poor children do badly in school, we have to ask whether this is because their parents do not feed them properly or because their parents cannot help them much with schoolwork. Likewise, when we find that poor children have more than their share of disciplinary problems at school, we have to ask whether this is because they are snubbed for not having the right sneakers or because their parents have always dealt with their misbehavior by yelling or slapping instead of explaining. At present, we do not have good answers to such questions. Where does this leave us? Common sense suggests that generous government support for single parents is likely to have two offsetting effects on children. First, it is likely to help children in single-parent families. Second, it is likely to increase the proportion of children who grow up in such families, which is likely to be a bad thing. Unfortunately, neither common sense nor social science can currently tell us how large either of these effects is. That makes it impossible to say whether the net impact of generous support is positive or negative. In the absence of persuasive evidence, both politicians and ordinary citizens rely on ideology to tell them what the facts are. Conservatives hate unwed motherhood more than they hate poverty, so they tell one another that the next generation of children would be better off if we made AFDC even less generous than it now is. Liberals hate poverty more than unwed motherhood, so they insist that the next generation would be better off if we gave single mothers more help. He wants to make most welfare recipients work after two years, which appeals to conservatives who think such a requirement would deter unmarried women from having babies. But Clinton also wants to ensure that single mothers who work end up better off than they now are on AFDC, which appeals to most liberals. Overall, this strategy probably made political sense at the time Clinton formulated it. Indeed, we advocated this general approach in the first issue of this journal "The Real Welfare Problem," No. Over the next few months conservatives will try to strengthen the proposed work requirement, and they will probably succeed. They will also try to curtail benefits for working mothers. They may well produce a bill that not only makes all single mothers work after two years but makes them worse off in a low-wage job than on welfare. The table on page 50, "Will Work Pay? The income and expenditure estimates are for Chicago, where AFDC benefits are close to the national average, and describe a mother with one preschool child and one school-age child. Since we have no way of knowing how many Chicago welfare mothers would be able to get free child care from relatives or how many would find subsidized day care, we include separate estimates for each possibility. We assume that children are in a licensed program but that former welfare mothers, being poor, will choose a program costing considerably less than the citywide average. Our first scenario assumes that Congress passes no new health care legislation but that both children were born after That means both children still get Medicaid even if their mother leaves AFDC, so long as her income does not exceed the federal poverty line. This may be a bit misleading. Most working mothers will spend less than the average in most years. Every so often they will have a serious problem that costs a lot. If they have no insurance, Chicago mothers with serious problem will usually be treated at Cook County Hospital and may never pay the bill. In many cases, moreover, they will lose their job, making them eligible for Medicaid. The conclusion seems clear: If she has only one child, she will do about as well working as on welfare. All low-income mothers get free health care. If they also manage to find free child care, they are much better off economically when they take a full time job than they were on AFDC. But the administration is unwilling to make any political enemies in order to ensure that poor mothers receive free child care. As a result, its proposal does not include enough new federal spending to reach this goal. Our fourth scenario shows that those who have to pay for

child care and have only a minimum-wage job will end up a little worse off than they are now. Those with only one child will also be a little better off. One also can envisage proposals that fall between these extremes. Suppose, for example, that all children in families with incomes below percent of the poverty line get Medicaid. Working adults can all buy coverage through their employer, but they must bear the entire cost themselves. For women who take minimum-wage jobs, this scenario looks no different from the status quo: Their net income rises about 20 percent if they can get free child care and falls about 20 percent if they have to pay market rates. It is important to recognize, however, that any health care reform that forces low-wage workers to buy their own insurance may make them worse off, since it will force them to pay a lot of bills that currently go uncollected. It is also important to ask what will happen to women who cannot find a job after two years on AFDC. Participants will receive free child care and Medicaid, but unlike those who work in the private sector they will not be eligible for the Earned Income Tax Credit EITC. They will also find it harder to do off-the-books work, since they cannot be two places at once. For the least-employable welfare recipients, and for those whose child care options are unusually expensive or bad for the children, the human cost of these changes is likely to be substantial. First, more children are likely to be left alone during the day, increasing the odds that they will busy themselves with activities that are dangerous, illegal, or both. Second, more women will be driven into the underground economy, selling sex or drugs to make ends meet. Third, more women will live with men who help pay the bills but who also abuse them or their children.

4: Goldilocks and the Three Bears - Wikipedia

Similar books to A Bear Just Right For Me (Sam You Can Read Book 1) Give the gift of reading, now \$ Story time just got better with Prime Book Box, a subscription that delivers hand-picked children's books every 1, 2, or 3 months €” at 40% off List Price.

Which of these stories is your all time favorite spooky read? Here are some questions you can ask your child to guide you. The answers will point you in the right direction for a "just-right" book that will intrigue and delight your reader. Who are some of your favorite authors? Many authors write in series or have an individual, recognizable style. Young readers can be attracted to the way a particular author writes and will feel comfortable with the continuity of style. What is a book that you have recently read and enjoyed Knowing the title of a book that a young reader has enjoyed can point you towards books that are similar in character, author or genre. What types of things do you like to read about? Finding a book that contains subject matter of interest to the reader will not only keep the reader engaged, but can also help to develop and interest in other subject areas. Do you like to read fiction or nonfiction? Not all young readers enjoy reading just fiction. If the child is more interested in learning about things in the world, indulge that interest with nonfiction titles. By looking at the cover, title or blurb, what do you think this book is about? Does it sound like a book you might enjoy? Beginning readers get their minds ready to read their "just-right" book by looking at the cover or title, and by reading the description on the inside of the cover flap. They ask themselves what the book might be about and actually do judge a book by its cover. Is the print size in this book too small for you? Beginning readers looks for a balance of illustrations and text. They choose books with print size that is comfortable. Have you read a book this long before? Young readers develop confidence by reading books that are not too long and when ready, they can challenge themselves by choosing a book that is longer than what they typically read. Can you read and understand the words in several sentences chosen from the beginning, middle and end of the book? The ability to recognize and read familiar words is important for young readers. Take a "book walk" through the pages to find a "just-right" book. Here are some useful links if you have questions about whether a particular book is appropriate for your child: There was one place where I could find out who I was and what I was going to become. And that was the public library.

5: Choosing Books at the Right Reading Levels for Your Child | Scholastic | Parents

Picking out "just right, best-fit" books is just like Goldilocks finding out what best suited her. Here are some ideas for picking Just Right Books. Sometimes you have to "shop around" for the right www.enganchecubano.com will begin "shopping" for books to fit your needs.

At the start of the franchise, Care Bears was already established as its working title. Jack Chojnacki and senior vice-president Henry Lowenthal. At that time, American Greetings touted their debut as "the biggest character launch in the history of retailing". A miniseries based on the toys was distributed by Lexington Broadcast Services Company. It became the highest-grossing animated film made outside the Disney market at the time of its release. One of the Care Bear Cousins, Proud Heart Cat, was released as a bear with white fur that sported the belly symbol of a heart-shaped American flag. The artwork and design of the bears were changed for relaunch. Apart from that, many other minor changes were made to the designs, mostly involving lightening the colors of the bears and minor redesigns to the belly symbols. Various other music CDs featuring the bears and video games were also produced. New versions of the various cousins were produced with Proud Heart being changed back into a cat, in a different color and the same symbol she had in the s franchise. The animation and artwork is completely different from the originals giving the Care Bears have smaller body structures and redesigned belly symbols, which are now called belly badges. Also, instead of Nelvana, the film and the animated series are produced by SD Entertainment. The line consists of fifteen of the thirty-nine bears as seen in Care Bears: Five of the bears were chosen to be the focus of the franchise: The Care Bears franchise was rebooted upon the relaunch. Prior plot devices like the Cloudmobiles, Caring Meter, the Cloud Keeper, and even Care-a-lot castle were not referred to or mentioned as of the new series. In its place is the gathering tree, which is where the Care Bears now gather to meet or hold festivities. Also, the Care Bears have, up until the point of the first direct-to-DVD release for the new franchise Grizzle-ly Adventures , never had humans visit Care-a-lot, and a new villain named Grizzle who seeks to conquer Care-a-lot and nothing else was introduced. A February article in the Wall Street Journal states that in the new version, "they live in a village, centered on a big tree; with no castle in sight". In addition, Care-a-lot castle reappeared in certain scenes in the new game for the V. This re-imagining re-used the Adventures in Care-a-lot designs, has the bears sport "enhanced belly badges", and sees the bears taking on emergencies. Soon after, a trio of new films appeared: Share Bear Shines , Care Bears: The Giving Festival and Care Bears: In the same year, it was announced that the master rights to the toys for the Care Bears have changed hands from Play Along Toys to Hasbro, in a deal that also involved Strawberry Shortcake. However, it was only in mid that the first Care Bear toys from Hasbro appeared. There has been no word on what caused the delay. An expanded rollout is expected in March It was followed by another six episodes. Unlock the Magic, was announced. The series is to premiere on the Boomerang premium streaming service. The series order includes 48 minute regular episodes, two minute specials and 20 shorts. The series will introduce a new character named Dibble, who will serve as "the team"s newest pet and companion". Please clean it up to conform to a higher standard of quality, and to make it neutral in tone. August Main article: In , Carole Ashkinaze of The Atlanta Journal-Constitution referred to them as "the whimsical, late 20th-century descendents [sic] of what we used to know as guardian angels: Running against a Care Bear is like, well, running against the Easter Bunny. A less recurring character is The Cloud Keeper, the portly gentleman who maintains Care-a-lot. Later on, additional bears joined them, as well as the Cousins. For the new TV series, Care Bears: Adventures in Care-a-lot , five of the Care Bears were chosen to be the main characters of the show. However, the other Care Bears still make appearances in the series. The unofficial role of leader of the bears, as of the new series, was transferred from Tenderheart Bear to Cheer Bear. The cousins were not relaunched in the series. Some elements of the Care Bears franchise pay homage to the legend of King Arthur. Fright and Sour Sam. Following the revival, Sir Funnybone the rat was introduced as a villain in the movie Care Bears: For the revival, the new film Care Bears: The Care Bear Stare has several different looks. One has a beam coming from the belly being made up of several replicated images of the symbol. A yellow beam with red hearts is sometimes seen as well. The movies Care Bears: In the new

series, Care Bears Adventures in Care-a-lot, the stare appears as a beam of light in the color of the bear from which it originates, but is initiated by simply rubbing the symbol. In the DiC series, the call looks identical to the Care Bear Stare and is often performed at the same time without it being referred to as the call. In the first movie, the Cousins, excluding Swift Heart Rabbit, simply made whatever animal noise is common to their species since they did not have any belly symbols; those are later given to them by the Care Bears at the end of the movie. In the second movie, the Call looks like a musical score which radiates from their belly symbols. Although commonly used on villains, the stare and call have been also been used on humans and the Care Bears themselves. It also occurred once in Adventures in Care-a-lot, when it was used to temporarily cheer Grumpy up in the episode "Tell-Tale belly". In addition to the Care Bear Stare, the Care Bears can also use their belly symbols to summon other assistance such as heart-shaped balloons, cloud cars, rainbow bridges and sending out a distress signal. This meter shows how much caring there is both in Care-a-lot and on Earth. Ideally, the Caring Meter should be all the way towards the rainbow side. Whenever the Bears see the meter drop towards the raincloud side, they try to prevent it from getting worse by going on "caring missions" to try to get more people to care or for the Bears themselves to do caring deeds. If the meter drops near zero, Care-a-lot will suffer disasters, such as thunderstorms, buildings and rainbows crumbling earlier movies or the bright colors of Care-a-lot gradually turning into black and white later movies. If the meter were to reach all the way to zero there is no caring anywhere, then Care-a-lot would be gone forever. Initially, no mention was made of the Caring Meter in Care Bears: Merchandise[edit] Apart from toys, books, greeting cards and animated media, the Care Bears have been prominently featured in merchandising as well, some of which includes gummy bears, party goods, cell phone covers, interior decoration sets, stationery, school supplies, stickers, clothing, accessories and many other goods. As soon as the mistake was discovered, the two bears returned into their appropriate colors. All of these titles were published by toy makers Parker Brothers, who was a licensee of the characters. Over 45 million Care Bears books were sold during the s. Publications International and Penny Candy Press are also known to have published a few sound books featuring the bears in the past. The periodic comics were later bundled into hardcover Care Bear Annual books. Some of these UK comic book issues also had stories and art from the US comic series. They released the soundtrack albums for the first two movies. Journey to Joke-a-lot soundtrack album came out, as well as Care Bears Nighty-Night the following year. This has caused some difficulties to international fans as Amazon. He is shown again for the last time at the 76th second, lying on a bed in close proximity to the featured dog. Video games[edit] A Care Bears game was planned for the Atari in The beta prototype subsequently disappeared into obscurity and the only known existing prototype to date is an early alpha of the game. No other games featuring the bears were ever made during the period. In the same year they were featured in Care Bears: A Lesson in Caring for the V. Smile educational game console. Care Quest for the Game Boy Advance. Smile Baby Infant Development System, finally breaking the two years of silence for the franchise on the gaming front. The toy is based upon the same basic idea of a Teddy Ruxpin. A hardback book version of the story comes with it so the parent and child can read along as the story plays. Also, apparently only Share Bear was ever made as such a toy. Additionally, Care Bears Sing-along pals were also introduced. These Care Bears plush toys sing three different songs while their heads rock back and forth and could synchronize wirelessly with other singing Care Bears of the series to sing together in a group the effective wireless coverage being three feet, although the range might deteriorate due to environmental conditions and remaining battery strength. While initially introduced in a rather large variety of designs, at the moment only the Share Bear, Cheer Bear and Funshine Bear models are still being made, with the physical appearance of the bears redesigned to match the 25th anniversary looks. The toy comes with an interactive plush Tenderheart bear and various toy medical equipment. The interactive plush has soft-touch points throughout the body and can be fully played with without the toy medical equipment. Secret Bear and Surprise Bear. Both bear comes with a wireless handpiece. To play the toy, a third party, usually the parent, must partake in the game by hiding the bear. The child then has to find the bear, with the handpiece occasionally providing hints on how close the child is to the bear through audible instructions. With the redesign of the characters on the heels of their 25th anniversary, the Care Bears returned to the parade for the holiday in , and In and , the Care Bears appeared at the San

DAY-CARE BEAR (JUST RIGHT BOOKS) pdf

Diego Zoo in California, performing in a stage show at the amphitheater. With "The Care Bears Family" series as part of that block, some of the cast were part of the show

6: Chicago Tribune - We are currently unavailable in your region

A little bear who learns he doesn't need to be scared. One day Little Bear woke up. When he got up, Mama Bear said It's the first day of school! But L.

Choosing a Just Right Book My second grade son last school year participated in this library lesson. He said it cracked him up and I had to do it again for this next bunch of second graders for their library orientation. His favorite part was me preparing to read the story in the chairs that were too big and too small and putting on socks that were also too big and too small. If you are going to do this lesson, be sure and have fun with it by over dramatizing and making your students smile! Here is how I teach this lesson and what works best for me. Also, I hope to post pictures once I have taught it again this school year I start by introducing myself and showing pictures of my family and the things I like. Next, I tell the students I have a book I want to read to them, but I first have to find a cozy spot to read it. But before I read the book, I tell the students I need to put on some cozy socks because my feet are too cold. By now the students are cracking up laughing or groaning because they know what will probably happen next. I put on socks that are too little the kids get a kick out of me trying on baby socks. Now I really have their attention and I am ready to ask if the phrases I have used remind them of a story they have heard before Goldilocks and the Three Bears. I share with them that I have a different version I am going to read to them called Goldisocks hold up my feet and the Three Libearians by Jackie Mims Hopkins. I then proceed to finally read the story. Every time I get to the main character Goldisocks, I drag out the word "Goldi I wish I knew where I found this song to give credit to whomever came up with it- give a shout out if you know where! The Five Finger Book Song tune: See a word I cannot read, My fingers keep a record. Miss a word, that counts for one, Skip it and keep reading. I finish reading the book and then tell students it is time for them to be a BEAR! As they leave, I hand out bookmarks to remind them to be BEARs, to use the "5 Finger Rule" when finding a book, and to help them remember when their weekly library time is. Here is the bookmark that I created to hand out to the students at the end of this lesson. If you would like a copy, click on the picture below. Hand graphic from My Cute Graphics Posted by.

7: Care Bears - Wikipedia

This photo is of a student writing a journal entry. I am ready to be upfront with my audience. One of my biggest woes I have encountered so far this school year has been motivating students to choose "Just Right" books.

The front covers are designed to capture their interest and emotions. However, many students do not choose a book that they can actually read independently and with success Parks, A carefully designed program that includes teaching how to choose a book, monitoring the process, and evaluating can impact reading achievement Routman, The teacher can provide feedback by matching the book to the reader. This can be done by having the student read aloud while the teacher listens and records the miscues. At this time the teacher may also pay attention to the phrasing and fluency of the reading. After calculating the percent of miscues for accuracy, the teacher calculates an error rate. If the book is too difficult, it will lead to frustration; too little of a challenge will lead to boredom Routman, It should be a book that the student finds interesting and can be read with a small amount of assistance with the text. Spending time reading just right books during independent reading time will help students become stronger. It would be acceptable, occasionally, for a student to choose a slightly difficult book if he or she is interested in a specific subject and finds a difficult book that centers on this subject. However, providing a steady diet of books that are too difficult for the student will cause more harm. The student needs to understand and enjoy the book for reading success. Many students who choose hard books give up on the book out of frustration. Reading lots of easy books will build confidence and fluency. Pattern books, predictable stories, and familiar books will provide the student with the opportunity to work on building a level of comfort and self-reliance. Students who spend a great deal of energy on decoding lose all meaning of the story. A student who has difficulty with fluency may have been reading at a frustration level for quite some time. Finding the right level of books for this student is essential. Matching the book to the reader will provide an opportunity for the student to read with comprehension and relative ease. Reading is about gaining meaning, so students should be reading manageable texts and understanding what they read. Easy books allow students to focus on the meaning and think deeper about characters and plot. However, too much easy reading will not promote growth in reading. This is when teacher input is vital. Observing the students closely and monitoring their progress will give the teacher the information to move the student gently to more difficult books. As the student moves to just right books, he or she will continue to develop reading skills. The text should be challenging enough to allow the student to work out problems or learn a new strategy. Giving them the opportunity to choose from a small group of books is a beginning. Modeling how to look through a book--looking at the cover, flipping through the pages, and scanning the illustrations--will provide students with an excellent example. Many teachers explain the five-finger rule to their students. This rule reminds students to count on their fingers every time they miss a word in a particular book. If they miss five words, the book may be too hard. A just right book is a book the student finds interesting and can confidently read and understand with a small amount of support. These books also make the student stretch a little bit so that they have opportunities to apply the strategies they have been learning and to experience new vocabulary and different genres Routman, This strategy has three categories: The students answer several questions for each category. Modeling this strategy for students will help them understand before they have to apply it independently. This strategy has been modified from its original to meet the needs of primary students. Too Easy Have you read it lots of times before? Do you understand the story very well? Do you know almost every word? Can you read it smoothly? Just Right Is the book new to you? Do you understand a lot of the book? When you read, are some places smooth and some choppy? Are you confused about what is happening in most of this book? When you read, does it sound choppy? Is everyone else busy and unable to help you? Developing criteria with your students for choosing a just right book is an additional effective activity. Students develop the guidelines along with the teacher. This can be accomplished during a shared writing activity. Students naturally include enjoyment and understanding as items on their list. The criteria can be listed on a chart and kept in a prominent spot as a reminder. Choosing books that are just right for students and teaching them how to choose for themselves is an essential piece of a

DAY-CARE BEAR (JUST RIGHT BOOKS) pdf

successful reading program. Struggling readers as well as successful readers need to have the opportunity to practice what they have learned. Teachers have the opportunity to make this happen in their classrooms. Choosing books that are appropriate for students involves many various considerations. Student interest, reading purpose, and reading level are just a few of those considerations. Independent reading combined with read-alouds, shared reading, and guided reading can provide students with a variety of experiences. Students benefit from daily opportunities to read books they choose for themselves for their own purposes and pleasures Calkins, The strategy above can be applied directly to your classroom.

8: Do Poor Women Have a Right to Bear Children?

A "Just Right" book is one with only errors when read aloud. A book that is too difficult can be read at a later time, together with a parent, or listened to instead.

Southey describes them as very good-natured, trusting, harmless, tidy, and hospitable. Each of these "bachelor" bears has his own porridge bowl, chair, and bed. As she has been sent out by her family, she is a disgrace to them. She is impudent, bad, foul-mouthed, ugly, dirty, and a vagrant deserving of a stint in the House of Correction. She looks through a window, peeps through the keyhole, and lifts the latch. Assured that no one is home, she walks in. The dark end of the tale is reached when the bears return. Wee Bear finds his empty bowl, his broken chair, and the old woman in his bed and cries, "Somebody has been lying in my bed, and here she is! Origins[edit] Robert Southey The story was first recorded in narrative form by British writer and poet Robert Southey , and first published anonymously as "The Story of the Three Bears" in in a volume of his writings called The Doctor. She eats their food and hides under a bed. Some sources state that it was illustrator John D. Batten who in reported a variant of the tale at least 40 years old. In this version, the three bears live in a castle in the woods and are visited by a fox called Scrapefoot who drinks their milk, sits in their chairs, and rests in their beds. Some maintain however that the story as well as the old woman originated with Southey. Uncle Tyler may have told a version with a vixen female fox as the intruder, and then Southey may have later confused "vixen" with another common meaning of "a crafty old woman". He explained his reasons for doing so in a dedicatory letter to his children, dated November , which was inserted at the beginning of the book: The "Story of the Three Bears" is a very old Nursery Tale, but it was never so well told as by the great poet Southey, whose version I have with permission given you, only I have made the intruder a little girl instead of an old woman. This I did because I found that the tale is better known with Silver-Hair, and because there are so many other stories of old women. The group was re-cast as Papa, Mama, and Baby Bear, but the date of this change is disputed. This arrangement represents the evolution of the ursine trio from the traditional three male bears to a family of father, mother, and child. Inexplicably, the illustrations depict the three as male bears. The cumulative effect of the several changes to the tale since its original publication was to transform a fearsome oral tale into a cozy family story with an unrealised hint of menace. He believes the tale is an escapist one that thwarts the child reading it from gaining emotional maturity. His own experience and his observation of others lead him to believe children align themselves with the tidy, organised ursine protagonists rather than the unruly, delinquent human antagonist. There are also three sequences of the bears discovering in turn that someone has been eating from their porridge, sitting in their chairs, and finally, lying in their beds, at which point is the climax of Goldilocks being discovered. This follows three earlier sequences of Goldilocks trying the bowls of porridge, chairs, and beds successively, each time finding the third "just right". Author Christopher Booker characterises this as the "dialectical three", where "the first is wrong in one way, the second in another or opposite way, and only the third, in the middle, is just right". The tables are turned when the defence limns the trauma suffered by the bears at the hands of that "brazen little crook", Goldilocks. She is an allusion to Goldilocks which is reflected in her name, translated from Chinese as "sun", referring to the colour yellow. They race to their garage to check on the status of the family Hummers. In , professional wrestler Bray Wyatt read a dark version to Edge and Christian. The tale is set after the events of the story where Goldilocks voiced by Natalie Lander and Jack Bear voiced by Georgie Kidder eventually became best friends.

9: Just Right Publishing â€™ Bunny and Bear Books

Choose a book that you think you will enjoy. Read the second page. Hold up a finger for each word you are not sure of, or do not know. If there are five or more words you did not know, you should choose an easier book.

Look Inside Bunny and Bear: On the Trail What happens when two lovable forest friends decide to go on an adventure together? They meet an old friend and find a trail full of surprises. Young readers will see the world through the eyes of each character, giving a unique perspective on other points of view. What Bunny and Bear fans say: My grand-niece really enjoyed Bunny and Bear. I look forward to the next book. Michael I purchased Bunny and Bear: On the Trail for my daughter who is in 2nd grade. She enjoyed the book and I enjoyed helping her read it. The illustrations are great. Lindsey I thought the adventures of Bunny and Bear was a fun book. I liked the way Bear took care of Bunny and his friends. The son of an army officer, he and his family settled in the Washington, DC area when he was seven years old. He discovered music at the age of ten and went on into his late teens to master the violin. He is also a semi-professional singer. On the Trail is the first in a series of four books with these loveable characters. Jeffrey has two children and eight grandchildren. He lives in Denver, Colorado. More about Jeffery Since he was a young boy, Jeffrey has always wanted to publish a book. As a boy, he wrote short stories and poems for his school literary publications. As an adult, careers took center stage, so his writing was put on the back burner. When his children were young, he would enjoy reading to them at bedtime. In the back of his mind, his desire to write something of his own still lingered. Jeffrey has always considered himself to be influential. Helping others is natural to him. After beginning his private coaching practice, he became even more closely involved in interpersonal communications with his clients. The timing was great, the opportunity was there, and he connected with My Word Publishing to make the historic first step. Bunny and Bear marks the beginning of a four-part series with these two lovable forest characters. Through their adventures, Jeffrey hopes to foster to young children cooperation and understanding of other points of view.

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