Jenna McAuley

ELNG 310-030

Lynda Gellner

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**Think Aloud Lesson Plan**

**Grade Level- 5**

**Book: “**The Orphan and the Polar Bear”

* **Author:** Sakiasi Qaunaq **Illustrator:** Eva Widermann

**Outcome/Indicator(s):**

**CR5.1** Analyze and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia texts) that address: identity (e.g., Exploring Heritage), community (e.g., Teamwork), and social responsibility (e.g., What is Fair?).

**Indicator a.** View, listen to, read and respond to a variety of visual, multimedia, oral, and print texts that examine the diverse range of personal identities, perspectives, and backgrounds (e.g., appearance, culture, socio-economic status, abilities, age, gender, sexual orientation, language, career path) including First Nations and Métis texts.

**Cross-Curricular Outcome/Indicator(s):**

**Health Education-**

**USC5.5** Analyze the impact of violence and the cycle of abuse on the holistic well-being of self, family, and community

**Indicator a.** Review qualities of healthy relationships (e.g., respect, honesty, reliability).

**Strategy: Questioning/Wonders**

* Questioning is a comprehension strategy that has students ask questions and wonders about the text they are consuming. These questions are formed spontaneously and naturally. They expect these questions to be answered as they read on in the text, so it engages the reader and gives them a purpose to continue reading. This strategy also promotes the use of other comprehension strategies such as predicting, activating background knowledge, and inferring.
* Questioning can yield many kinds of answers from the text. There can be a direct answer that is outright stated in the book or it can be an indirect answer that the reader has to use clues from the book and background knowledge to reach an answer. Questions can be about content, actions, style, structure, important messages, events, inferences, predictions, or the author’s purpose (Annandale, et al., 2013).

**Why this Book?**

* I chose this book for my read-aloud lesson because it is a retelling of a traditional Inuit legend. The idea of introducing a traditional story to students in a way that is easy to follow and engaging to them appealed to me. I felt that this story would help support students in gaining an appreciation for traditional stories from parts of the world and cultures that they are not a part of. It would help them understand how to respectfully go about learning and sharing these stories from Indigenous authors and cultures. I also liked that this story has an aspect of a found family. It helps students understand that not all families look the same. All that matters is that there is love, care, and respect in these relationships. It allows students to see a different kind of family in a positive way so students who do not have a “conventional” nuclear family can maybe see a representation of a family that is similar to their own. It helps students work on their understanding of acceptance. It also helps students learn the value of being able to stand up for themselves and having independence.
* “The Orphan and the Polar Bear” can be connected to the grade 5 ELA and Health curriculums. The outcomes that it relates to focus on the telling of Indigenous stories as well as family and healthy relationships in those families.

**Book Summary:**

“The Orphan and the Polar Bear” is a retelling of a traditional Inuit legend, retold by Sakiasi Qaunaq. It tells the story of a young orphan who lives with his grandmother in a camp where the men would often go out to hunt.

The orphan would often go with them to hunt but would be abandoned by the men when they returned to camp. After every hunt, the orphan would have to walk all the way back to camp. One day, after being left behind by the men of the camp, the orphan discovers that he is being followed by a polar bear. The bear transforms into a man who explains that he has seen how the adults mistreat the orphan and he wishes to help the orphan learn all the skills he needs to survive so that he will no longer have to be dependent on the cruel men from his camp. The orphan goes with the man to his village, across the sea, where he learns that the polar bear he met is an elder and the leader of a camp of other polar bears. During the time the orphan spends at the polar bear’s village, he is taught how to become a capable hunter. He is given a harpoon and goes on seal hunts with the polar bears. During one hunt, he is mistreated by another polar bear that steals his catch. The elder polar bear tells the orphan to stand up for himself the next time the bear tries to steal from him. He is told to harpoon the bear. He successfully does this and returns to camp. The bear that the orphaned harpoons returns to camp after and yells for the orphan to come out. When the orphan goes out to meet the bear he is surprised to find the bear has a smile on his face and returns the orphan’s harpoon head to him. After this, the bear never bothered the orphan again. After learning all that he could, the elder polar bear returned the orphan to the human world since he was now a capable hunter and could protect himself.

**Script:**

**Before:**

Over the past few days, we have been discussing our reading strategies and how to recognize them while we are reading. Today, I wanted to give you an explanation of how I use questioning and wonders as a strategy to support myself while I read and to help you all learn to recognize and use this strategy while you read.

Questioning and wondering is a strategy where we voice the things we are wondering about in a text. We hope that we will be able to find the answers to those wonders as we read. We can ask questions and create wonders about the text, the pictures, the themes, the characters, and more. Sometimes the answers to our wonders are not always stated in the text and we might have to use other strategies to find those answers, like looking for clues or using our background knowledge. There might be wonders and questions we have that the book never answers too and we can create ideas to try and answer those questions ourselves, but there are some questions that we will never be able to answer. It is important as readers that we are asking questions before, during, and after our reading. This can help us become engaged in our readings because as we ask questions, we will hopefully want to read more to learn the answers.

Today, I am going to read the book, “The Orphan and the Polar Bear.” This is a traditional Inuit legend that has been retold by Sakiasi Quanaq. As I read this book aloud, I will be stopping every once and awhile to share what questions and wonders my brain is coming up with. As I keep reading, I want you to pay close attention to the story and the questions I have to see if the story answers them or if you can find the answer in the story. I also want you to pay close attention to how the questions and wonders I have, help me make connections and gain a deeper understanding of the story. Remember, you are the listeners right now and I am the only one who will be reading and sharing my questions and wonders, so please be respectful and do not interrupt. You can think about your own questions and wonders that you get from this story but, for now, keep them in your head. Now let’s begin.

**During:**

**Book Cover –** Before even opening this book, I already have some questions in my head. The first question I have when I look at the cover is how did this boy become an orphan? I also notice that the boy and the polar bear seem to be friends so some other questions I have are how did this boy meet the polar bear and why is the polar bear friendly to the boy? I am going to begin reading to see if I can find the answer to some of these questions.

**Page 1 –** After reading this first page I am left wondering a few more things. First, I wonder if the village in this picture is where the orphan lives. I also wonder if it will be important to the story that they use harpoons to hunt instead of rifles. I know a lot of people who hunt, but they all use rifles or bows. This story takes place before rifles were used to hunt but I wonder if it is harder to use a harpoon or if it is an easier weapon to use especially around the water.

**Page 4/5 –** It looks like one of my questions was already answered. The boy is from that village where he lives with his grandmother because his parents both died. I wonder why the men in this village treat this boy so poorly. Did they treat him this way before he became an orphan? In most communities and families, the adults are supposed to help and teach the young children so they know how to do the things the adults do. I wonder if the orphan’s grandmother worries about the boy when he has to go on the long walk home. I am also curious how the boy feels when the adults leave him behind. I know if I was left behind, I would feel very upset, so I wonder if the orphan feels the same? I am going to read on to see if I can find out.

**Page 6/7 –** I wonder how this polar bear turned into a man. Are there more like him that can shapeshift into a polar bear? I wonder if the boy was frightened by the bear following him. I wonder what the man is going to say to the boy. Is he going to be nice and helpful to the orphan or is he going to be mean and dangerous? I am very interested in this man and his ability to shapeshift into a polar bear so I am going to keep reading to try and learn more about him.

**Page 8/9 –** I wonder if the boy is going to accept the man’s offer and go with him. I am also curious about how his grandmother will feel if he does go with the man. Will she be upset or worried? I know that when I was young, I always had to tell my mom where I was going because she would be worried about me if she didn’t know where I was. Will the grandmother feel the same or will she not care if the boy is gone? Maybe I will find out as I keep reading.

**Page 12/13 –** I wonder if this community of polar bears can also turn into people like the man. Are they friendly like the man or will they be mean to the orphan? I know that an elder in Indigenous culture is a very important role. An elder is usually a knowledge keeper and teacher so I wonder if the elder polar bear is the knowledge keeper of the polar bear community. I also wonder what knowledge he will teach to the orphan.

**Page 16/17 –** I wonder why this large bear keeps stealing from the orphan. Why isn’t he as nice as the elder polar bear? This situation is kind of similar to how the orphan was mistreated in his human village. I wonder how the boy feels being back in a similar situation. Is he upset or angry? Will the orphan take the elder bear’s advice and will harpooning the bear hurt it? I am curious to see if I can find out more if I keep reading.

**Page 18/19 –** Is the bear really dead? These bears do not seem to be the same as normal polar bears, so I wonder if the author is trying to make us think the bear is dead when it actually isn’t or if it really is dead. I am also curious about how the orphan feels about what he did. Is he happy that he killed the bear or did it make him upset?

**Page 22/23 –** I wonder why the bear elder made him wait to go out to meet the bear. I also wonder if the boy was frightened to go out and meet the bear. It seems like the bear is proud of the boy for standing up for himself. Was this all a plan created by the bear elder to help teach the orphan to stand up for himself? Will he bother the orphan after this? Maybe if I keep reading I can find out.

**Page 26/27 –** The elder bear calls the dogs his cousins. Does this mean that the dogs are like the polar bears? Can they shapeshift and talk like the polar bears can or are they only dogs? The elder bear makes a strong point in saying to stay away from the humans. I wonder if this is to foreshadow that one of the bears may go and try to fight the humans. I wonder if we will find out if we keep reading.

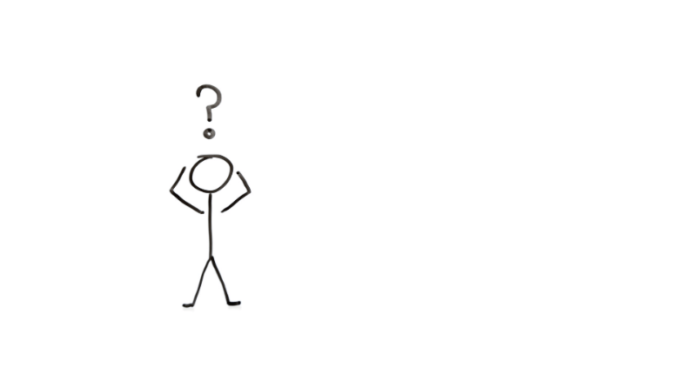
**Page 28/29 –** I wonder, now that the orphan is back in the human world, is he still mistreated by his village or has he started standing up for himself like how he was taught to do so with the bears. I also wonder if the boy misses the bears. They were a lot like a family, and I know I would miss my family if I had to leave them, so I wonder if the boy also feels this way.

**After:**

After reading the book aloud and sharing my questions and wonders with the class, I will go through the book again and return to some of the pages where important questions were posed and pose those questions to the class again. Ask students to identify the following:

* If the questions were posed before, during or after reading.
* If the questions were answered directly by the text, if we had to use our background knowledge as well as the text to find the answer, or if we were left wondering it even after finishing reading.

Also ask students to discuss how these questions and wonders helped give me a reason to continue reading or helped with my understanding of the text. As a class, work together to fill out an anchor chart. This chart will focus on sorting the questions we asked based on if they were asked before, during, or after reading. There will also be a section to fill out the answer to the question or wonder if it was answered. Another section will be available to include how we found the answer, either through the text or images, by using our background knowledge, or making an inference based on the text and background knowledge. I have also provided an example of the anchor chart that I have filled out as if it had been done for “The Orphan and the Polar Bear.”

Questioning

Questions or wonders should be created before, during, and after to help us understand a text and find a reason to read on.

Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- |
|  | Questions | Answer | Text Only, Text and Me, or Me Only |
| Before |  |  |  |
| During |  |  |  |
| After |  |  |  |

A picture containing diagram

Description automatically generatedQuestioning

Questions or wonders should be created before, during, and after to help us understand a text and find a reason to read on.

Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | Questions | Answer | Text Only, Text and Me, or Me Only |
| Before |  |  |  |
| During |  |  |  |
| After |  |  |  |

**References**

Annandale, Kevlynn, et al. *Reading: Resource Book*. Pearson, 2013.