KDT Lesson Plan for: **Otto The Book Bear**

Subject: English Language Arts

Grade: K

Author: Lisa Kwortnik

Lessons may be used before, during, and after reading Otto The Book Bear. They may be used in conjunction with the Tompkins County Public Library field trip for kindergarten students.

**Main Objectives**:

To understand that reading books allows us to use our imagination

To understand that a public library is for everyone to enjoy

To understand that reading allows us to go on “big adventures”

**Key Vocabulary**: explore, practice, adventure, unwelcoming, downhearted, discovered

**Integrated curriculum opportunity**:

Social studies:

Comparison between suburban and city living

Health/Second Step:

Importance of friendships – feeling included and wanted

**Connections:**

The following movie and book revolve around fictional characters coming to life.

Toy Story – the movie

We Are In A Book – by Mo Willems

**Skills**:

Story telling, critical thinking, problem-solving /decision making

**Assessment:**

Participation in group discussions and creative activities

**Procedure:**

* Activity 1 – Show the front cover and title. Introduce the genre of fiction. Fiction is make-believe. Mention the fact that many fictional stories begin with Once upon a time… We can use our imaginations, as this author does, to make characters come to life in a story. As you read aloud, discuss where Otto lives and what brings him happiness. Equate this to how children feel happiness when they have friends and when they get attention from someone. Ask students how they feel when they get attention from a friend, family member, etc… In contrast, ask how they feel and what they do when they are alone. For some, being alone is fun, but not for Otto. After reading, you could also list pros/cons of being alone.
* Activity 2 – Exploring and learning about new places was an “adventure” for Otto. If you could explore someplace new, where would you go? Have students draw pictures of where they like to /would like to explore and dictate or label a caption. Where is it? What would you do there? Who would go with you? These can be compiled into a class book on imaginary adventures.
* Activity 3 – suburbs vs. city – as you read the book, point out characteristics of the city (buildings very close together, a lot of people in one place/crowds, fast pace, stray animals). Contrast it to characteristics of the suburbs where we live (houses/apartments with more land, lake, playgrounds, parks, trees, not many tall buildings). Have students divide into groups and create murals of suburbs and city. They can draw, use cut-out construction paper rectangles for buildings, paint, etc…
* Activity 4 – Ask who has been to our public library. What is your favorite area? How do you feel when you walk in? What does it sound like in there? The library is a place for friendship and imagination! Have the students think of some of their favorite book characters from this year. On large mural paper, the teacher can outline “rows of books on a shelf”. The students can color/paint in the spines of the pretend books and each student can create and cut out their favorite book character (person or animal) to place on the bookshelf mural with the title of the book. (Pinterest) The characters can “come to life”. Finished “bookshelves” can be displayed at the public library or in your classroom.
* Activity 5 – Make a library book bag (like Otto’s) to take to the library. Materials: old t-shirts and a sewing machine. This activity does not take long with another adult who can sew a straight line on a sewing machine. Collect any old t-shirts. Cut the collar and sleeves off of the t-shirt. Turn it inside-out. Sew along the bottom. Turn it right-side out. If desired, one of the sleeves can be sewn onto the bag for a library card pocket.
* Activity 6 - Nonfiction study of bears
* Activity 7 – study of other lovable literary bears – Winnie the Pooh, Berenstain Bears, A Splendid Friend Indeed, Corduroy, Paddington

**Technology:**

BrainPop – Rural, Urban, Suburban

**Culturally Affirming Components**: Illustrations including people are few; however represent a variety of ages and cultural backgrounds.

**Special Needs Accommodation**:

Illustrations adequately tell the story. Children will be able to comprehend and get the gist with teacher guidance.

**Resources:**

***NYS ELA common core standards for K:***

Literature #3 – with prompting and support, identify characters, settings, and major events in a story

Literature #4 – ask and answer questions about unknown words in a text

Literature #10 – actively engage in group reading activities with purpose and understanding

Literature #11 - with prompting and support, make connections between self, text, and the world

Speaking and Listening #1 – participate in conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups

Speaking and Listening #2 – confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification of something is not understood

Speaking and Listening #4 – describe familiar people, places, things, and events and with prompting and support, provide additional detail.

Speaking and Listening #5 – add drawings or other visual displays to descriptions as desired to provide additional detail

Speaking and Listening #6 – speak audibly and express thoughts, feelings, and ideas clearly