

Tops & Bottoms

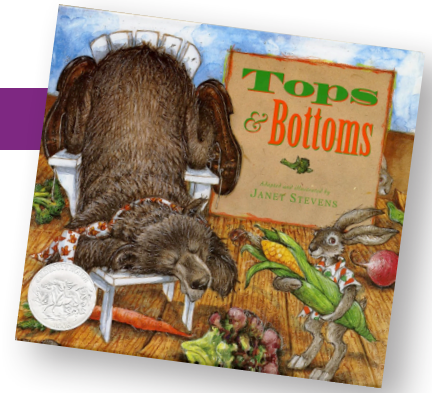
A RIF GUIDE FOR EDUCATORS

Themes: Animals, Honesty, Problem Solving

Book Brief: Once a upon a time, there was a lazy Bear and a clever Hare. Read how Hare solves his family's problems by tricking rich and lazy Bear into giving up half his crops.

Author:
Janet Stevens

Illustrator:
Janet Stevens



TIME TO READ!

The Cover: Look at the cover of the book with students and ask, “What do you see on the cover of this book? Why do you think the bear is sleeping?” Discuss student responses and keep them in mind for the picture walk.

Prior Knowledge: Ask students, “What foods do you know that grow in the ground? Do you see them?”

Vocabulary: This story will introduce vocabulary relating to gardening: *field, plant, harvest, water, crop, grow, gather, root, vegetable*. Ask students if they know of words in their home language(s) that mean the same thing as these words.

Purpose for Reading:

“As we read today, think about what the author is trying to teach us through this story.”

WHILE WE READ

AS YOU READ, PAUSE AND ASK...

Throughout the story, pause and ask...

- **Level 1:** “Where is a vegetable on this page? Point to it.”
- **Level 2:** “Does a ___ grow above or underground?” Students can respond using physical responses.

- **Level 3:** “Why do you think Hare and Bear keep switching crops?”
- **Level 4:** “How does Hare trick Bear? Why does he do that?”

LET’S THINK ABOUT

Our Purpose: Say, “Sometimes authors teach lessons through stories. In this story, Hare tricked Bear by planting the better crops for his section. What message do you think the author was trying to teach in this story? What makes you think that?”

Extending Our Thinking: All the crops grew in the ground. Explain how you would know that the crop is ready to harvest.

BOOK ACTIVITY: *Tops and Bottoms* Class Mural

Materials: chart paper, large paper, paint/crayons/markers

As a class, discuss the different crops from the story and list them on an anchor chart. On a large piece of paper, draw the ground and label tops (above ground) and bottoms (underground). Invite students to select a vegetable to add to the mural. Encourage students to label their crops. Support your students’ spelling with the Sound-Spelling Chart and Picture Vocabulary Cards.

