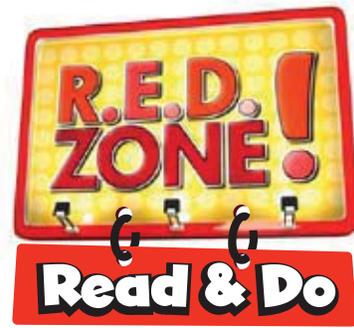


# Blueberries for Sal

by Robert McCloskey

Caldecott Honor Winner, 1949. An enduring classic that instantly transports young readers to a time of exploration and adventure, as a young girl gets more than she bargained for when searching for blueberries.



## Read

### Before:

Introduce the book and tell the children a little bit about it. Follow that with a comment or question that is related to the story such as, *Have you ever picked your own fruit?* Encourage a discussion so the children can comment, ask questions, and express their feelings. Set the stage for listening by asking an "I wonder" statement based on the cover illustration.

- I wonder if she is going to eat that blueberry?

### During:

Encourage the children to comment on the illustrations, ask questions, and predict what will happen next in the story. Children gain confidence and a sense of achievement through being able to correctly predict how a story will end. Point out "rare words" (e.g., those words that are not commonly used in every day conversation) and help the children relate the meaning in a way that makes sense to them.

### Rare Words in *Blueberries for Sal*

- tin: a silvery, easily shaped metal
- pail: same as a bucket
- struggled: to make a great physical effort
- can: to seal food in a container and preserve for future use
- clump: a mass of cluster of things
- bushes: a woody plant that is smaller than a tree
- hustle: to hurry somewhere
- crow: a large black bird
- trampling: to heavily tread on something
- partridge: a medium sized bird, related to a pheasant
- gulp: to swallow something fast
- swallow: to take in food or liquid and pass it down the throat
- padded: to place hands softly on something
- peeked: to look quickly at something or around something
- tremendous: very great, extremely large
- gasped: to breathe in sharply
- munching: to chew food noisily and with purpose
- hunted: to pursue something with the intention of capturing

## After:

Discuss the story. Ask questions...

- Where did Little Sal go with her mother to pick blueberries?
- What did Sal and her mother use to gather the blueberries?
- Why was Sal's mother picking blueberries?
- What sound did Sal's pail make when she threw blueberries in it?
- What did Sal do with her blueberries?
- Where did Sal's mother tell her to go?
- Why were the bears eating so many blueberries?
- Why was Sal looking for her mother? What did she find instead?
- After Sal scared the crows, what did she find next?
- Where was the baby bear?
- What did the cub find first?
- After the cub found the partridge, what did it find next?
- How did the mamma bear react when she noticed Sal behind her?
- How did Sal's mother react when she found the baby bear?
- Did Sal ever find her mother? Did the cub find his mamma bear?
- Where did Sal and her mother go next?
- What did Sal and her mother do with all the blueberries?



Do

## Show me...

**You will need:** one or two containers of blueberries, small cups (10 blueberries in each cup) and construction paper (use as a learning mat)

After reading the story, hand out a small cup to each child and construction paper. Instruct the children to "show me 3 blueberries." They will put three blueberries on their mat. Once everyone has three blueberries on their mat, have the children return the blueberries to their cup. Repeat this process with numbers 0-10. If desired, write the number on the board as you say the number aloud.

**Additional Activity:** If desired, have the children draw a circle and a square on their piece of construction paper. Have the students put two blueberries in their circle and five in their square. Ask them which shape has the most blueberries in it. Repeat the steps to show different greater than and less than options.

If allowed, let the children eat their blueberries.