

Leo the Late Bloomer

Synopsis Leo is a tiger cub who is growing and developing at his own pace, but he feels left out because he can't do what everyone else does. His father is worried that Leo will never bloom, but his mother waits patiently. And then one day, Leo blooms, and he can do everything he couldn't do before.

Introduction: Explore Fiction

Ask students what kind of reading is *fiction*. Point out that even though fiction is created by an author, it can still teach a lesson. As you read *Leo the Late Bloomer* think about what lesson the author might be teaching.

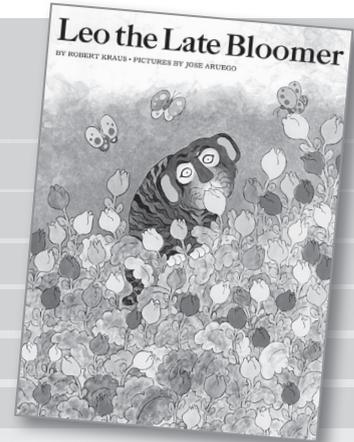
Vocabulary

Tier One: bud, draw, neatly, snow, watch, word, write

Tier Two: bloomer, patience, sentence, sloppy, television

Word Work

Introduce vocabulary in context as it appears within the book before or during reading. Write the following words where all can see: *bloomer*, *eater*, *neatly*. Explain to students that suffixes are letters added to the ends of words that change the words' meanings. Circle the suffixes *-er* and *-ly*. Point out that the suffix *-er* means "someone who." Ask volunteers to tell the meaning of *bloomer* and *eater*. (*someone who blooms and someone who eats*) Explain that the suffix *-ly* means "in a _____ way." Underline the root word *neat*. Say, *So neatly means "in a neat way."* Point out to students that using suffixes to change the meanings of words takes unnecessary words out of sentences and makes them more precise.



Author: Robert Kraus

Genre: Fiction

Guided Reading Level: 1

TEKS: 1.1.9.B, 1.3.C.iii,
1.4.C, 1.9.A, 1.18.A,
1.110.12.A

English Language Support

Offer realia, gestures, or photos to support the introduction of the new vocabulary. Write the word *bloomer* where all can see. Explain to students that this word is often used with the word *late* to describe someone who isn't learning to do things like write or count as soon as other people his or her age. Point out that we all learn at our own speed, and everyone is a late bloomer at something.

Understanding the Text

Literal: *What are the things Leo can't do?* (He can't read, write, draw, talk or eat neatly.)

Interpretive: *Why is Leo's father watching him?* (to see if he will develop and learn to do more things) *Why isn't Leo's mother worried about him?* (because she knows he will bloom in his own time)

Applied: *What did Leo do when he bloomed?* (He read, wrote, ate neatly, and he talked.) *What did Leo mean when he said "I made it?"* (He meant that he could do the things he couldn't do before.) *How do you think that having new skills made Leo feel? Why?*

Phonics and Word Recognition

1.3.C.iii Use common syllabication patterns to decode words, including: Final stable syllable (e.g., ap-ple, a-ble)

Write the following words where all can see: *never*, *matter*, *better*, *budded*, *blooming*. Have students pronounce the words aloud with you, and after you have read all the words, ask students how many syllables they hear in each word. (*two*) Remind students that one way to divide words into syllables is to divide between double consonants. Ask a volunteer to find the words with double consonants and draw a line to divide them into syllables. (*mat/ter*, *bet/ter*, *bud/ded*) Indicate the word *never* and ask what sound the first *e* makes. (*short e*) Ask students what they know about how the word should be divided. (*The first syllable needs to be closed so that the first e makes a short sound, nev/er*) Then focus on *blooming*. Ask, *What is the root word?* (*bloom*) So, *where should the word be divided?* (between the root word *bloom* and the ending *-ing*) Remind students that when they read multisyllabic words, dividing the words into syllables can help them to decode unfamiliar words.

Fluency

1.4.C Establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).

1.110.12.A Establish purposes for reading selected texts based upon desired outcome to enhance comprehension.

Have students look through the book to answer this question: *Why was Leo's father not watching Leo?* (Leo's mother told him that a watched bloomer never blooms.) Have students take turns reading aloud sentences on pages 10–19. Be sure they are putting appropriate stress on words to indicate that the father was watching, and nothing happened and again that the father was not watching but STILL nothing was happening.

Reading Literature

1.9.A Describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events.

1.9.B Describe characters in a story and the reasons for their actions and feelings.

Ask questions about the characters.

What is the first important thing that the reader learns about Leo? (He couldn't do anything right.)

How does the reader know that Leo's father is worried? (He asks Leo's mother what is wrong with Leo.)

What does Leo's father do because he is worried? (He watches Leo all the time.)

How does Leo's mother make him stop? (She says that a watched bloomer won't bloom.)

What happens at the end of the story? (Leo blooms and does everything right.)

Writing

1.18.A Write brief stories that include a beginning, middle, and end.

Have students think back to a time when they really wanted to do something but they didn't know how. For example, they might think about when they wanted to ride bicycles with their friends, but they hadn't learned to ride. Ask students to write a paragraph explaining what they wanted to do but couldn't and then telling how they felt when they finally learned how to do it. Tell them they should show time order by including words such as *before*, *next*, *then*, and *after*.

Get books you want. Leo the Late Bloomer. 1994. 4.16. 9,020 Ratings. 32 Pages. by Robert Kraus. Jos Aruego. Buy Add to Wishlist 0. You can never cross the ocean unless you have the courage to lose sight of the shore. Andr Gide. Authors' Books. "What's the matter with Leo?" his father asks, when Leo can't read, write, draw, eat neatly or speak. "He's just a late bloomer", explains his mother. And sure enough, one day in his own good time, Leo shows everyone how glorious it is to finally bloom. Cast and crew. Michael Sporn. Xbox. Xbox 360, Xbox One, Xbox One S, Xbox One X. Mobile. Windows Phone 8, Windows Phone 8.1, Windows 10 or later. Ratings and reviews. No one's rated or reviewed this product yet.