

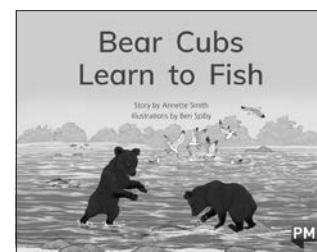
Bear Cubs Learn to Fish

PM Level 14

Green

Text Type Narrative

Running Words 235



Preparing for Guided Reading

Prior Knowledge

- Students should be familiar with the idea that we can learn lessons from fictional stories.
- Students should understand that, like humans, baby animals need to practise to learn how to do new things.

Orientation to the Text

- Two hungry bear cubs watch their mother catch a fish. When she doesn't share it with them, they realise they have to learn to fish for themselves.

Key Language Structures

- The continuous past tense is introduced – *was swimming; were jumping; were hiding.*
- Adverbial phrases of time are used to sequence events in the text – *At last; By now; This time.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

catch, give, ready, their, them, time, tried, wanted, was, were

Content Words

breakfast, claws, diving, hungry, river, swimming

Decoding

- Encourage students to think about whether what they have read makes sense, and direct them to look at the letters in new words again.
- Look at the word *breakfast* on page 16. Discuss the two smaller words that make up the longer word and how their meanings relate to the meaning of the compound word.

Fluency and Phrasing

- Prompt students to look for and observe punctuation within and at the end of sentences.

Focusing on the Book – Guided Reading

- Look carefully at the cover illustrations and read the title of the book. Talk about what a bear cub is and what students know about them.
- Look at pages 2–3 together. Ask students to use the words and the pictures to describe where the bear cubs live.
- Continue to page 7. Ask, *What adjective is used to describe the fish? What other word could you use?*

- Look at pages 8–9. Ask, *Why do you think the mother bear wanted the cubs to catch a fish for themselves?*
- Continue to page 13. Ask students to describe the mother bear and talk about why she did not help the cubs when they were trying to catch a fish.
- Read the first sentence on page 14 together. Ask students to suggest words that could replace *better* and discuss whether or not those words change the meaning.
- Discuss how the events in the text might relate to the lives of students and what the author wanted them to learn from the story.

Comprehension

- Where did the bear cubs find their mother? (*Literal*)
- Why did the cubs think their mother would share the fish? (*Inferential*)
- How did the cubs learn to fish? (*Inferential*)

Follow-up Activities

- Return to page 5 and talk about the two adjectives that were used to describe the grass. Take students outside and have them feel some grass – real or artificial, depending on what is available. As they do this, ask them to think about what the grass looks like, feels like and smells like. Make a list of their responses when you return to the classroom.
- Tune into a live feeding of animals online at a zoo website, such as Zoos Victoria. Ask students to look for baby animals and discuss how their behaviour is the same as or different from the adults. Talk about any skills that the baby animals might need to learn and how they might do this.
- Write the word *yes* on one card and the word *no* on another and place the cards at opposite ends of the room. Ask students a 'Do you think ...?' question about the text, such as, *Do you think the mother bear did the right thing in not helping the cubs fish?* and ask students to stand in front of their answer. Invite students to give reasons for their responses.
- Brainstorm and list words and phrases to describe the bear cubs in the story. Model writing a haiku poem about the cubs for students, then ask them to write and illustrate their own poems. Make time to share and display the finished pieces.

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Learning Intentions

- We are learning to identify and use adjectives.
- We are learning to think about the author's purpose.

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Success Criteria

- I can find describing words in the text.
- I can suggest other words that could be used instead of a describing word.
- I can explain what the author wanted us to learn from the text.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up