

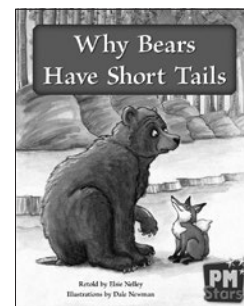
Why Bears Have Short Tails

PM Level 14

Green

Text Type Narrative

Running Words 270



Preparing for Guided Reading

Orientation to the Text

- Ask students to retell the story of *Clever Fox* (PM level 13). Explain that the trickery of foxes is a theme used in many traditional tales.
- Read the title and discuss the cover and title page illustrations. Introduce the two characters, Fox and Bear. Identify the setting as a very cold place and time of the year.

Prior Knowledge

- This Scandinavian traditional tale tells an entertaining story about the reason bears have short tails. In the story, a rather foolish bear becomes an easy target for Fox's trickery.

Key Language Structures

- Some sentences contain a dependent and an independent clause, e.g. "I will pull my tail out of this hole to see if I have some fish on it."

Building the Balanced Reader

Vocabulary

Key High-frequency Words

behind, meet, pull, push, secret, their, yet

Content Words

barrow, bite, filled, hole, move, secret, stuck, surprise, thick

Decoding

- Encourage automatic recognition of high-frequency words.
- Provide support when students attempt to decode words into sound segments, e.g. *b-a-rr-ow*, *h-ar-d*.

Fluency and Phrasing

- Provide appropriate intervention when students need to self-monitor, e. g. *Read that sentence again. The words have to make sense and sound right.*
- Emphasise reading with fluency that encompasses understanding. Read sentences from the text to model changes in tone, pitch and volume.
- Reinforce the structure of a narrative. Ask, *What happened first? Then? Next? After that? What was the problem? How was it resolved?*

Focusing on the Book – Guided Reading

- Reinforce the importance of using dialogue as an aid to meaning. Discuss informal dialogue in questions such as "Where did you catch your fish?" Compare with dialogue that gives an instruction such as "No, not yet," said Fox. "Don't move ..."
- Draw students' attention to literary phrases and rhythms used in this narrative, e.g. *Bear pulled and pulled and pulled!*
- Ask students to retell events in sequence without assistance from peers or the teacher.
- Extend students' understanding of word meanings. List adjectives that describe the actions and expressions displayed by the two characters, e.g. *sneaky, curious, cunning, worried*. Demonstrate how to use a thesaurus to locate other adjectives with similar meanings.
- Revisit the inflectional ending *-ing* in: *sitting, looking, eating*.
- Discuss the irregular plural: *man, men*.
- Identify the contraction *don't*. Invite students to write this word in expanded form. Ask students to recall other words that are contractions, e.g. *can't*.
- Identify words that begin with the prefix *a-* or *be-*, e.g. *along, away, behind*.
- Locate questions in the book. Talk about *Where* and *Is* as entry words to questions.
- Discuss the long medial vowel sounds in these words: *meet, bite, time*.
- Find these words in the story: *winter, morning, secret, beautiful*. Clap the syllables. Emphasise the skill of scanning across words.

Comprehension

- Why was Fox able to take some of the men's fish without being seen? (*Literal*)
- Where did Fox take Bear on their way down to the river? (*Literal*)
- When did Bear pull his tail out of the hole? (*Literal*)
- Why was Bear surprised when he saw Fox eating some fish? (*Inferential*)
- How did ice get all over the river? (*Inferential*)
- Why did Fox tell Bear to "Stay very still"? (*Inferential*)

Follow-up Activities

- As a shared group activity, assist students to write the story in play format and act it out.

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Learning Intentions

- We are learning to adjust pace, volume, pitch and expression to demonstrate our understanding of the text when reading aloud.
- We are learning to retell the events in the text and include details that elaborate on the main ideas.

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Success Criteria

- I can adjust the pace, volume, pitch and expression in my oral reading to show my understanding of the text.
- I can retell the events in the text and include details that elaborate on the main ideas.

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Guided Reading Notes

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