

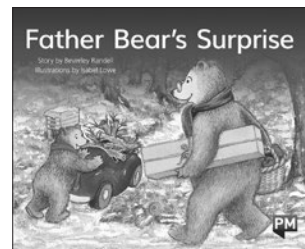
Father Bear's Surprise

PM Level 13

Green

Text Type Narrative

Running Words 223



Preparing for Guided Reading

Orientation to the Text

- Let students re-read the seven earlier Bear family books. *Father Bear's Surprise* has important links with *Baby Bear's Present* (PM level 10) and *House-hunting* (PM level 12). Understanding and enjoyment of the new story will be increased when the other stories are remembered.

Prior Knowledge

- This is the eighth book about the three bears. The plots of these books interconnect.
- This 'human' bear family belongs to the world of fantasy, however the echoes of reality help give the series much more of its strength: bear cubs have a longish childhood; bears eat salmon, honey, mushrooms and berries; bears live in the forest and fish in the rivers; they climb trees; and they hibernate in caves in snowy winters.

Key Language Structures

- Adverbs and adverbial phrases add meaning to the nouns in the text, e.g. *very*, *from the shop*, *under his arm*, *under his bed*.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

always, buy, fell, may, more, ready, under, wanted

Content Words

firewood, ready, Shut, snow, surprise, train, winter

Decoding

- Encourage automatic recognition of high-frequency words. Remind students that this allows them to focus on meaning.
- Build upon students' phonemic awareness and their knowledge of letter-sound relationships. Ensure they are transferring this knowledge when decoding or confirming unfamiliar words.

Fluency and Phrasing

- Observe the strategies students are using to integrate meaning, language structures and visual information as they read. Explicitly teach students who require further support to crosscheck, confirm or self-correct when meaning needs to be regained.

- Emphasise reading with fluency that encompasses understanding. Remind students to adjust the pace of their reading when they encounter new vocabulary.

Focusing on the Book – Guided Reading

- Look closely at the book cover illustration and read the title aloud to students. Help them read the word *Surprise* and discuss its meaning.
- Look at the inside title page. Ask, *What is in that box?* (Some students who have just re-read *Baby Bear's Present* may predict successfully ... but try to keep everyone guessing until all is revealed on p. 12). Read the story with students and discuss the following points as you read.
- On p. 7 the kitchen dresser shows all the food that has been mentioned in the earlier books. Read the labels together.
- Look at and discuss the illustration on p. 11 before reading p. 10. The concept of being snowed in will be new to many students, and may need explaining. Notice how the deep snow comes up to Father Bear's nose.
- Read p. 16 together. Make sure students realise it is the enthusiastic Father Bear, not Baby Bear, who makes the engine noise, *ch-ch-ch*.
- Introduce the irregular past tense verb forms: *meet, met; hide, hid; fall, fell; wake, woke*.
- Reinforce punctuation as an aid to reading with understanding.

Comprehension

- Where did Father Bear hide the box? (*Literal*)
- Why did the bears sleep for such a long time? (*Inferential*)
- Why did Father Bear buy the train set? (*Inferential*)

Follow-up Activities

- Share a variety of non-fiction books about bears. Discuss such things as food, shelter and hibernation. List all the facts discovered by students on a chart. Focus on hibernation. Ask students, *What is it? Why do bears hibernate?*
- Make a model train out of boxes, cardboard rolls, ice-block sticks, bottle tops, etc. Have students share their models with others and explain the materials used and the steps taken to construct it.
- Students could work in pairs and re-read previous PM stories about the Bear family. Discuss the characters and write another Bear family adventure. Make the stories into small 'books'.

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Learning Intentions

- We are learning to use speed, volume and pitch to correctly interpret the text when reading aloud.
- We are learning to think beyond what we are reading.

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Success Criteria

- I can make changes to my speed, volume and pitch to indicate my understanding of the text.
- I can make predictions and justify them with evidence from the text and/or prior experiences.

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Guided Reading Notes

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