

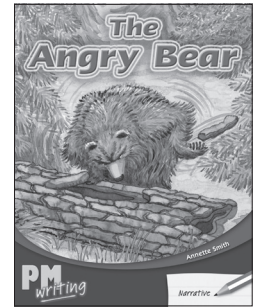
The Angry Bear

PM Levels 11/12

Blue

Text Type Narrative

Running Words 139



Preparing for Guided Reading

Orientation to the Text

- A big brown bear is bothered by a bee when he is in the river looking for fish. He gets more than he bargained for when he chases the bee back to its hive.

Prior Knowledge

- Students should be familiar with the concept of hibernation and the fact that bears are very hungry when they come out of hibernation.
- Students should know about the way that bees can swarm when they are angry.

Key Language Structures

- Regular and irregular past-tense verbs are used throughout the text – *buzzed, ran, walked, was*.
- The possessive pronoun *his* and apostrophes of possession are introduced – *his cave; the bear's head; his big paws*.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

around, away, big, came, down, get, his, looked, lots, make, out, that, very

Content Words

angry, asleep, bear, buzzed, cave, hungry, paws, river, spring, winter

Decoding

- Clap the syllables in longer words to help students break them up when reading.
- Together, read the word *around* on page 6. Ask, *Which letters make the 'ow' sound in this word?* Look for other words in the text with the same sound and identify which letters make it in each.

Fluency and Phrasing

- Discuss what people sound like when they are angry, and practise reading the pages relating to when the bear is angry using appropriate expression.

Focusing on the Book – Guided Reading

- Look carefully at the cover illustrations and read the title of the book. Ask students to describe what they can see and to predict why they think the bear is angry.

- Read pages 2–3 together. Explain that page 2 introduces the story and ask students to retell what happened in their own words.
- Continue to page 5. Instruct students to find the words that end in 'ed' on page 4. Ask, *What are the base words of these words? How did adding 'ed' change the meaning?*
- Read to page 9 together. Ask, *What is the problem in this narrative?* Invite students to predict what they think will happen next.
- Read page 12. Ask students to cover up the 'ed' on the end of *buzzed* to find the base word. Compare what is happening in the text with their predictions.
- Continue to page 16. Ask, *How did the story end? What was the resolution?*
- Ask students to re-read the text with a partner. Then, have them retell the introduction, problem and resolution to each other.

Comprehension

- Where did the bear run to when the bees were buzzing around his head? (*Literal*)
- Why did the bear get so angry? (*Inferential*)
- How do you think the bear might feel the next time he sees a bee? (*Inferential*)

Follow-up Activities

- Discuss what made the bear angry in the story. In pairs, ask students to talk about what makes them angry and what they do about it. As a group, share ideas for effectively managing anger.
- Research hibernation together. Find out about other animals that hibernate, including where they sleep and what they do when they wake up.
- Ask students to suggest why winter is the season when animals hibernate. Allocate one of the seasons to each of four groups and ask them to record what they know about it, using words, drawings or recordings of themselves speaking. Have the groups swap seasons and ask students to look at what the original group documented. Groups should then add any additional information that they know about the season.
- Write a shared narrative with a bear as the main character. Invite students to suggest what problem the bear could encounter and choose one to feature in the narrative. Discuss what the resolution could be before students begin writing. When they are done, practise choral reading of the text with expression.

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Learning Intentions

- We are learning to identify the parts of a narrative.
- We are learning to read difficult words.

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Success Criteria

- I can describe the introduction, problem and resolution in the text.
- I can identify the base word of words ending in 'ed' to help me read them.

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Guided Reading Notes

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