

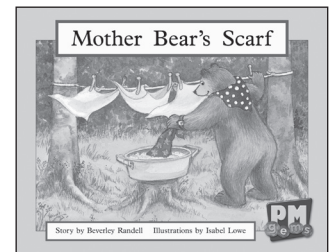
Mother Bear's Scarf

PM Level 8

Yellow

Text Type Narrative

Running Words 152



Preparing for Guided Reading

Prior Knowledge

- Talk with students about how washing is hung on the line to dry in the sun and wind.

Orientation to the Text

- In this story, Mother Bear washes her scarf and some towels while Father Bear and Baby Bear go fishing. Her scarf blows away in the wind. While fishing, Father Bear and Baby Bear catch the scarf, thinking it is a red fish.

Key Language Structures

- Identify speech marks around the words spoken by the characters, e.g. *"I can see the towels," said Mother Bear.*
- Words ending in *-er*: *Mother, river.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

coming, dry, flying, get, I'm, one, stayed, today, wash

Content Words

Father, Bear, Baby, river, Mother, red, scarf, towels, sun, wind, fishing

Decoding

- Encourage quick recognition of high-frequency words in the book.
- Teach students to apply their phonemic awareness to decode or predict words.

Fluency and Phrasing

- Explicitly teach students to attend to meaning. Say, *Does that sound right?* Model using context and knowledge of letter-sound relationships to decode or predict unknown words.
- Ensure that students pause after full stops and at line breaks to reinforce reading fluency.

Focusing on the Book – Guided Reading

- **Cover** Ask students to infer which item of clothing Mother Bear is washing.
- **pp. 2–3** Ask, *What do you think Father Bear and Baby Bear are going to do at the river?*
- **pp. 4–5** Ask, *What tells you that today is a good day for drying a wet scarf and towels?*

- **pp. 6–7** Direct students' attention to the towels and the scarf. Ask, *Do you think Mother Bear knows what has happened to her washing?*
- **pp. 8–9** Ask, *What does Mother Bear say that tells us she wants her scarf back?*
- **pp. 10–11** Mother Bear has found her towels but not her scarf. Ask, *How does Mother Bear feel about being unable to find her scarf?* Encourage students to predict what might happen at the river.
- **pp. 12–13** Discuss Baby Bear's and Father Bear's excitement about the red fish coming towards them. Ask, *Do you think the red fish might really be something else?*
- **pp. 14–15** Ask, *How does Baby Bear feel about catching the scarf instead of a fish? How do you think Mother Bear will feel when she sees that he has found her scarf?*
- **p. 16** Ask, *Why do you think all of the bears are smiling now?*

Comprehension

- Why do you think the scarf and the towels came off the line? (*Inferential*)
- Why did Baby Bear think the scarf was a fish? (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: completing words by writing the digraph *sh* and writing these words to complete sentences; choosing the correct words to complete sentences; writing correct words to complete sentences; combining word parts to write full words.
- Have students say these words slowly, emphasising the digraph *sh*, in the initial and final positions: *she, shouted, fish, wash*. Direct students to write a list of all the words they can think of, beginning or ending with the digraph *sh*.
- Have students draw pictures of a time they lost something they really liked, but later found again.

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Date _____

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Learning Intentions

- We are learning that a narrative text has an orientation, complication and a resolution.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.

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Success Criteria

- I can identify the orientation, complication and resolution in the text.
- I can use my awareness of spelling patterns to chunk sounds together to help me to decode unknown words while reading.

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Guided Reading Notes

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