

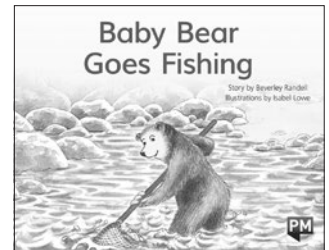
# Baby Bear Goes Fishing

PM Level 7

Yellow

**Text Type** Narrative

**Running Words** 112



## Preparing for Guided Reading

### Orientation to the Text

- Re-read the story *Father Bear Goes Fishing* (PM level 5).
- Talk about fishing as an activity that Father Bear enjoys. Discuss the other reason why Father Bear goes fishing.

### Prior Knowledge

- Baby Bear wants to be just like Dad despite Mother Bear's concern.
- A narrative text, with illustrations that clearly explain the story line.

### Key Language Structures

- This book reinforces the adverb "not" to form a negative, e.g. *not too little*, *not coming*.

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*coming, help, I'm, today, with*

#### Content Words

*fishing, little, river, shouted*

### Decoding

- Locate most high-frequency words.
- Use connections between letters, sounds and/or spelling patterns to decode unknown words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

### Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.

### Focusing on the Book – Guided Reading

- Discuss the illustration on p. 5 in *Baby Bear Goes Fishing* and ask the questions, *Where do you think Father Bear and Baby Bear are going? Why does Mother Bear look so worried?*
- Talk about the story as you read it. Many students will want to discuss comparisons with this story and *Father Bear Goes Fishing* (PM level 5).

- Encourage students to scan unknown words and to integrate these visual cues with the meaning and language structures.

### Comprehension

- Who did not go fishing? (*Literal*)
- Why did Baby Bear say "I am not too little."? (*Inferential*)

### Follow-up Activities

- Discuss the activities that families do together in their leisure time. These ideas could be illustrated and recorded in a variety of ways; in an enlarged book, on a wall display or pasted to the sides of a large cardboard box. The captions could be scribed by the teacher.
- As an extension activity, some students may like to write and illustrate their own booklets which have three to four pages.
- Read *Fishing* (PM level 2/3). Discuss the different places we can go fishing. Study the illustrations and list all the things we need to take with us. What else should we take with us?
- Study books with large coloured photographs or illustrations of fish. Observe the shapes, sizes and markings. Many students who have a keen interest in living things will want to copy these illustrations.
- Give students the choice of copying or designing their own fish for a wall display. Decorate the large fish shapes with collage material, coloured paper, crayon and dye or acrylic paints. Some students may want to make stuffed paper fish from stiff paper to hang as mobiles.
- Study the illustration on p. 6. Discuss the actions and physical features of real bears that enable them to catch fish. List these facts simply on a flip chart. Describe other animals, their actions and their physical features as they search for food.

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## Learning Intentions

- We are learning to make predictions whilst reading.
- 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 make predictions based on what I have read.
- 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