

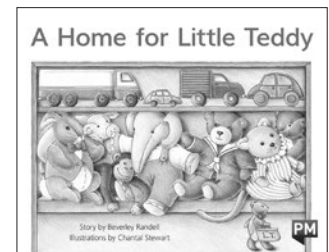
A Home for Little Teddy

PM Level 5

Red

Text Type Narrative

Running Words 153



Preparing for Guided Reading

Orientation to the Text

- Ask students to paint a large picture of their favourite teddy bear or soft toy. Encourage students to share and discuss their pictures in pairs.

Prior Knowledge

- *A Home for Little Teddy* follows the formal pattern of a folktale.
- This story has a traditional repetitive structure that allows students to predict successfully.

Key Language Structures

- This book reinforces multiple lines of text per page, with variations in line length and sentence structure.

Building the Balanced Reader

Concepts About Print

- Reinforce punctuation symbols (name and meaning) – question mark, speech marks.
- Recognition of initial letters within the context of this story – *m* – mouse; *r* – rabbit; *d* – doll; *t* – teddy. Re-read **PM Alphabet Starters** to reinforce these letters.

Vocabulary

Key High-frequency Words

away, good, he, looked, this, went, Where

Content Words

bed, dolls, home, little, Little Teddy, mouse, rabbit, sleep, thank you

Decoding

- Locate some high-frequency words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

Fluency and Phrasing

- Slow down to problem solve words and resume reading at a consistent steady rate.
- Locate and differentiate between the purpose of a full stop and a comma.
- Change voice to apply the purpose of quotation marks.

Focusing on the Book – Guided Reading

- Obscure the title so students cannot read it. Discuss the cover illustration. Encourage students to predict what the story is about. Ask students to look at Little Teddy's bag. Ask, *What do you think the letters L.T. stand for?*
- Encourage students to think about their own initials and write them. Ask students to refer to the words *Little Teddy* on page 2 to help them with this activity.
- Discuss why in the illustration on page 3 there is no room at all for Little Teddy, and why he must search for a new home.
- Look closely at the other illustrations. Discuss the viability of each home. Ask students, *Why can't Little Teddy live with the mouse?*
- Take some time to talk about the dolls' house on page 15. Look at where everyone sleeps, what is on the kitchen table, etc.
- Read the story together. Encourage students to use appropriate intonation and expression.
- Ask students to read the story independently or in pairs.

Comprehension

- Where did Little Teddy find a good home? (*Literal*)
- Why were the letters L.T. on Little Teddy's bag? (*Inferential*)

Follow-up Activities

- Organise a 'teddy bears' picnic'. Ask each child to bring a teddy bear and a plate of food to share.
- Make 'teddy tags' for each child by writing the teddy bear's name on a small piece of card. Pin the tags on the teddies for the picnic.
- Ask students to bring their favourite toy and share it with the class during oral language sessions. Encourage students to talk about:
 - what the toy is
 - when they got the toy
 - who gave them the toy
 - where they like to play with the toy
 - why it is their favourite toy.

This activity may be extended to include basic art or written work.

- Use magazine cut-outs and photographs of different animal homes and ask students to match them with the correct animals.

A Home for Little Teddy

Date _____

PM Level 5

Red

Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning the purpose of punctuation marks.

• _____

Success Criteria

- I make sure that when I attempt to read an unknown word, it sounds and looks correct, as well as makes sense.
- I change my voice to show that there are quotation marks in text.

• _____

Guided Reading Notes

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