

# Ben's Teddy Bear

PM Level 5

Red

**Text Type** Narrative

**Running Words** 69



## Preparing for Guided Reading

### Orientation to the Text

- Have a bear day at school. There should be plenty of bears brought along to talk about, feel and compare.
- Place the bears around the room – on the piano, in the poem box, under the teacher's chair.
- Read *Bears* by Ruth Krauss (HarperCollins, 2005) or *Bears, Bears, Bears* by Dorothy Butler (Puffin, 1994).

### Prior Knowledge

- This story about Ben could be used before or after Ben's Treasure Hunt.
- The rhythms of storytelling begin to appear in this book.

### Key Language Structures

- Text appears on the recto pages of this book.

## Building the Balanced Reader

### Concepts About Print

- Initial letter – *Bb*: Ben, Bear, bed.
- Associate capital and lower-case letters.
- Punctuation symbol – name and meaning – question mark.

### Vocabulary

#### Key High-frequency Words

*are, for, looking, not, said, where, you*

#### Content Words

*asleep, Bear, bed, Mum, sleep, Teddy, thank you*

### Decoding

- Recognise high-frequency words within the text.
- 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

- Introduce Ben as a new character. Ask, *Why does Ben take his teddy bear to bed?* Record students' answers.

- Read the story together using the picture clues.

### Comprehension

- Who found Ben's teddy bear? (*Literal*)
- Why couldn't Ben see his teddy bear? (*Inferential*)

### Follow-up Activities

- Use the repetitive language patterns from Bill Martin's *Brown Bear, Brown Bear, What Do You See?* (Henry Holt and Co. Byr, 2007) to develop a shared book about students' bears.
- A shared or individual reading game 'Find the Bears' – a box of cards with clues.
- Make a bear mural – Bears in beds, bears under chairs, bears on bikes.
- Read *Bears in the Night* by Stan Berenstain and Jan Berenstain (HarperCollins Publishers, 1982). Make a model of the scene using blocks and boxes. Encourage students to retell the story using the model. Extend the retelling to a reading activity. Place cards at appropriate places on the model.
- Paint pictures of bears to demonstrate opposites.
- A counting chart.

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## Learning Intentions

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

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## 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 and words printed in bold in the text.

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## Guided Reading Notes

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