

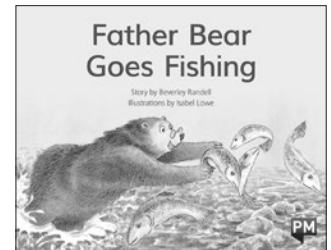
Father Bear Goes Fishing

PM Level 5

Red

Text Type Narrative

Running Words 98



Preparing for Guided Reading

Orientation to the Text

- Ask students what they know about real bears. Accept all answers, writing them on a whiteboard or a chart in an interesting way.
- Read the responses together.

Prior Knowledge

- The first of several stories about the Bear family.
- There is extensive use of dialogue in this book.

Key Language Structures

- This book reinforces the high-frequency word “where”.

Building the Balanced Reader

Concepts About Print

- Verb endings – *ing, ed*: *looked, looking, fishing*.
- Letter cluster – *er*: *Mother, Father, river*.
- Revisit letter names and sounds: *Bb, Ff, Mm*.
- Reinforce first and last letters of a word.

Vocabulary

Key High-frequency Words

are, looked, shouted, went, where

Content Words

Baby, Bear, Father, fish, fishing, Mother, river

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

- Show students the cover illustrations. Ask them if this could be a story about a real bear. Justification of answers extends thinking and allows for interaction between children.
- Discuss the questions being asked in the story, and the use of the question mark.

- Read the whole story together, encouraging students to respond to the intonation (structure) cues – darkened (bold) print, question and punctuation marks.

Comprehension

- How many fish did Father Bear catch? (*Literal*)
- Why was Mother Bear carrying a frying pan? (*Inferential*)

Follow-up Activities

- Make a flip chart of bear facts.
- Make separate cards to use as an independent or group activity, or reproduce these cards as a two-piece reading jigsaw.
- Recall the main events of the story. Make a sequenced wall chart for students to illustrate.
- Make sequenced individual booklets for students to complete and illustrate.
- Discuss alternative endings for the story from page 9. Ask, *So what did they have to eat?*
- Students could write and illustrate their own stories about going fishing. Display them innovatively with a suitable background. Use fish shaped paper.
- One-to-one matching.
- Size comparison.
Father Bear – large, big, tall.
Mother Bear – middle size, in between.
Baby Bear – small, little, short.

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Date _____

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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 |
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