

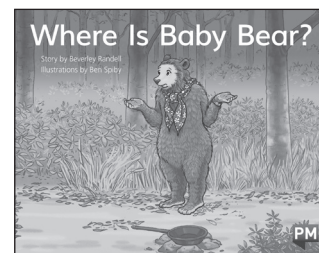
# Where Is Baby Bear?

PM Level 5

Red

**Text Type** Narrative

**Running Words** 98



## Preparing for Guided Reading

### Prior Knowledge

- The Bear Family are familiar PM characters. Each character has distinct characteristics. Father Bear loves to fish, Baby Bear wants to grow up and get bigger and Mother Bear is a practical problem-solver.
- Students will need to be familiar with the game of hide-and-seek.

### Orientation to the Text

- Baby Bear and Mother Bear play a game of hide-and-seek. Mother Bear will have to look up and down to find Baby Bear.

### Key Language Structures

- This book features a lot of dialogue. The story is told through the conversation between Mother Bear and Baby Bear.
- The dialogue features short, simple questions with the word *said* used for all sentences.

## Building the Balanced Reader

### Concepts About Print

- Encourage students to track the line breaks with their finger to ensure that meaning is maintained.
- Point out the speech marks and explain that this punctuation shows the words that are spoken by each character.

### Vocabulary

**Key High-frequency Words**

*are, hide, hiding, went, where*

**Content Words**

*grass, leaves, river, tree*

### Decoding

- Locate the high-frequency words that are used repetitively in the text.
- Look at the word *down*. Encourage students to sound the word out. Ask, *What sound do the letters ow make in this word?*
- Look at the word *leaves*. Encourage students to sound the word out. Ask, *What sound do the letters ea make in this word?*

### Fluency and Phrasing

- Read the text on page 4 to model fluent reading of dialogue. Have students take turns to read the dialogue with expression.
- Apply change in voice to reflect punctuation marks, especially question marks.

### Focusing on the Book – Guided Reading

- Discuss the cover and title. Ask students to predict what the story might be about.
- Have students look through the pictures on pages 3 and 5. Encourage students to predict what might happen next.
- Look at the rest of the illustrations and have students retell the story in their own words.
- Ask students to talk about a time when they have played hide-and-seek with their parents. Ask, *Did they always look carefully for you? Did they pretend that they were looking carefully?*
- Look at the pictures on pages 7, 9 and 11. Ask, *Is Mother Bear looking for Baby Bear carefully?*
- Read the whole story together, encouraging students to respond to the intonation (structure) cues – darkened (bold) print, question and punctuation marks.

### Comprehension

- Why did Father Bear go down to the river? (*Literal*)
- Why did Mother Bear say, *Here I come* on page 14? (*Inferential*)

### Follow-up Activities

- Recall the main events of the story. Make a sequenced wall chart for students to illustrate.
- Discuss alternate endings for the story from page 10.
- Students could write a story about a time when they played hide-and-seek with a parent or friend. Brainstorm some words that will help with their story, such as *down, up, near, behind, in* and *under*. Encourage the students to take their story home and share it with their family.

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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