

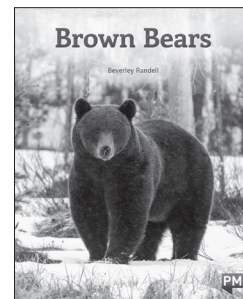
Brown Bears

PM Level 18

Turquoise

Text Type Information Report

Running Words 462



Preparing for Guided Reading

Prior Knowledge

- Students should understand that different parts of the world are home to animals that are not native to Australia.
- Students need to be familiar with the difference between fiction and non-fiction texts, and what they might expect to find in a non-fiction book.

Orientation to the Text

- Brown bears are found in many parts of the Northern Hemisphere. They are known for hibernating in winter, but they are also clever in the ways that they find food and shelter.

Building the Balanced Reader

Vocabulary

Key Vocabulary

colour, danger, grab, grow, jaws, parts, scratch, strong, thick, use

Content Words

Asia, Europe, grizzly, hibernation, North America, roots, salmon, spaces, summer, tips

Decoding

- Encourage students to think about what would make sense when they come to an unknown word, and then to check their thought against the letters in the word.
- Draw students' attention to two- and three-letter blends at the beginning of words, such as **br**own, **sm**all and **st**rong.
- Look at the word *hibernation* on page 11 together. Ask, *Which parts of this word do you recognise? Which parts are tricky?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Ask, *What do you already know about bears? What would you like to find out?* Record students' responses in the first two columns of a KWL chart (Know, Want to Know, Learned).
- Read pages 2–3 together and discuss what the general statement reveals about brown bears. Ask, *How does this information relate to the title of the book?*

- Continue to page 5, making sure students pay proper attention to the diagram on page 4. Ask, *What other books does this book remind you of? Why?*
- Read the information about what brown bears eat on pages 6–9. Ask, *Can you think of any other animals that eat similar things?*
- Talk about the information that has been included in the description section so far. Return to the table of contents and ask, *What else is the author going to describe in this book?*
- Read pages 12–13 together. Ask, *What do you know about how baby animals behave? Where did you learn this?*
- Read page 15 together. Ask, *What is the author telling us in the evaluation of this information report about how they feel about brown bears?*
- Re-read the text together and review the glossary words. Prompt students to name the parts of the text as they read.

Comprehension

- How many toes does a brown bear's paw have? (*Literal*)
- Why do you think bears hibernate? (*Inferential*)
- Would it be good if humans hibernated? Why or why not? (*Applied Knowledge*)

Follow-up Activities

- Revisit the KWL chart you made with students earlier. Look at what they wanted to know and fill in anything they learned in the final column of the chart. Work together to answer any questions that were not covered in the book.
- Share some information with students about other animals that hibernate, such as bats, snakes and hedgehogs. Talk about what the animals have in common, what their differences are and why they hibernate.
- Read other books about bears together, including fiction books, such as *Goldilocks and the Three Bears*. Ask students to group the books in any way they see fit, such as into those that are true and those that are made up, or those that talk about what bears eat and those that do not. Discuss the different ways that information about bears is presented in the books.

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Learning Intentions

- We are learning to identify the structure of an information report.
- We are learning to make connections with what we read.

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Success Criteria

- I can find and describe the title, general statement, description and evaluation in the book.
- I can suggest other books or experiences that this book reminds me of.

• _____

Guided Reading Notes

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