

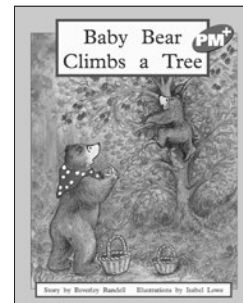
Baby Bear Climbs a Tree

PM Level 9

Blue

Text Type Narrative

Running Words 147



Preparing for Guided Reading

Orientation to the Text

- Re-read *Honey for Baby Bear* (PM level 9). Reinforce Baby Bear's sensible behaviour when lost. Confirm that he is very skillful at climbing trees.

Prior Knowledge

- Baby Bear and Mother Bear go into the forest to gather nuts. Unfortunately, the squirrels have been there first! However, Baby Bear's tree climbing skills allow him to climb high enough to shake the nuts down to Mother Bear.

Key Language Structures

- Longer, two-clause sentences encourage the development of students' thought and language skills.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

forest, gone, nut, nuts, squirrel

Content Words

hide

Decoding

- Recall most high-frequency words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.
- Self-correct by re-reading a word/sentence.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.
- Use voice intonation to convey meaning when reading words in bold print.

Focusing on the Book – Guided Reading

- Study the cover and title page illustrations and link these to the title.
- Point out that these are the same baskets as seen in *Blackberries* (PM level 6). Can students answer Baby Bear's question?
- Observe the squirrel digging a hole with its front paws. Discuss why squirrels hide nuts.

- Mother Bear is disappointed. Is there a solution to her problem?
- Point out Mother Bear's anxious look. Yet, Baby Bear is confident and happy.
- Observe Baby Bear's firm hold on the tree trunk.
- Recall other occasions when Mother and Father Bear have been proud of their son.
- Discuss verb families: *climb, climbed, climbing*.
- Talk about opposites: *up, down; big, little; can, can't*.
- Question mark – revise the punctuation symbol, name and meaning.
- Revise plurals: *nuts, squirrels, trees*.
- Discuss the contraction *can't* and explain that it is the shortened form of *can not*.

Comprehension

- Where did Mother Bear and Little Bear go? (*Literal*)
- Where did all the nuts go? (*Inferential*)
- How was Little Bear a *big help*? (*Inferential*)

Follow-up Activities

- Revisit the illustrations in the story. Have students paint a picture of Baby Bear up in the nut tree. Invite them to write matching captions on separate pieces of paper. These can be pasted onto their paintings when dry.
- Provide students with long strips of paper. Demonstrate how to fold them in half, then in half again. Ask them to draw a tree right to the edge. Have them cut it out (ensure that they do not cut along the folds). Open the paper and four trees will unfold. On each tree, have the children write the name of something that climbs trees.

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Learning Intentions

- We are learning to identify the problem in the narrative and suggest possible solutions.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.

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Success Criteria

- I can identify the problem in the narrative and suggest a possible solution.
- I can use my awareness of spelling patterns to chunk sounds together to help me to decode unknown words while reading.

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Guided Reading Notes

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