

House-hunting

PM Level 12

Green

Text Type Narrative

Running Words 223



Preparing for Guided Reading

Orientation to the Text

- Read the poem *A New Friend* by Majorie Allen Anderson. Talk about moving house – packing up furniture and other belongings, and the excitement and apprehension involved.

Prior Knowledge

- There is a strong logical flow to this story. The cramped interior on p. 2 and the colder weather (shown by autumn leaves and warm scarves) are two reasons for house-hunting. The three bears hunt for a home to match their needs.
- Longer sentences can now be mastered, e.g. *In the morning, Father Bear and Mother Bear and Baby Bear went into the forest to look for a new home.*

Key Language Structures

- Conjunctions are used to join clauses, e.g. *“This is Father Bear’s bed, this is Mother Bear’s bed, and this is my bed,” he said.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

first, morning, smell, wanted, warm

Content Words

beehive, cave, cold, downstairs, hills, moose, move, nowhere

Decoding

- Encourage automatic recognition of high-frequency words. Remind students that this allows them to focus on meaning.
- Ensure students are transferring their phonemic awareness and knowledge of letter–sound relationships when decoding or confirming unfamiliar words.

Fluency and Phrasing

- Observe students’ ability to integrate meaning, language structures and visual information as they read. Remind them to crosscheck, confirm or self-correct by re-reading or reading on to gain meaning.
- Emphasise attending to dialogue as an aid to meaning. Locate quotation marks and identify the speakers.

- Ensure students respond to punctuation within and at the end of sentences.

Focusing on the Book – Guided Reading

- The cover should give students clues about the story. Discuss the ‘For Sale/Sold’ notice and the laden car. Produce the six earlier Bear books and recall Baby Bear’s fondness for honey, Father Bear’s delight in fishing, and Mother Bear’s scarves. Ask, *Have they packed their frying pan? Where have we seen those baskets before?*
- Read pp. 3 and 5 and let students discuss the Bears’ problem of having to move from their home in a tree trunk to a warmer cave now that winter is approaching. Talk about the cramped room shown on p. 2.
- Students will enjoy the illustration and text on pp. 10–11 when they see the beehive and spot the ‘For Sale’ notice in the background. They will also enjoy having their predictions confirmed, overleaf.
- Analyse *moose*. Ask, *Why isn’t it mouse?* Look at the double oo in *moo, too, zoo, tooth, moose*.
- Discuss time and sequence words as entry to sentences: *One day; In the morning; Then.*

Comprehension

- Why did the bears want to find a warm cave? (*Inferential*)
- Why did Father Bear want a cave by the river? (*Literal*)
- Why was Baby Bear happy when he saw the beehive? (*Inferential*)

Follow-up Activities

- Ask students to draw or make a model of a house in which they would like to live. They should include as much detail as possible. Make a list of all the things they like about it. Share these ideas with a partner.
- Read p. 5 again. Relate the meaning of the text to the illustration. Note the colour of the leaves on the trees. Talk about seasonal changes. Draw pictures of the four seasons on a long strip of paper that has been folded into four parts. Finally, join the strip to make a circle to show the ongoing cycle.

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Learning Intentions

- We are learning to read longer sentences that have more than one clause, with the correct phrasing and fluency.
- We are learning to use different strategies to help us decode unknown words.

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Success Criteria

- I can read sentences with more than one clause, using correct phrasing and fluency.
- I use letter clusters, such as digraphs, to break words into small parts to help me decode unknown words.

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Guided Reading Notes

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