

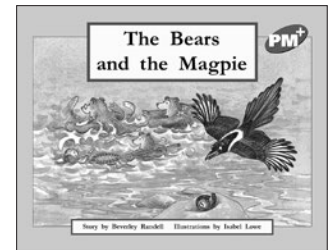
# The Bears and the Magpie

PM Level 12

Green

**Text Type** Narrative

**Running Words** 205



## Preparing for Guided Reading

### Orientation to the Text

- Reread *Baby Bear Goes Fishing* (PM level 7). Discuss the actions that these fantasy bears use when catching fish.

### Prior Knowledge

- This is another story about the Bear family. Mother Bear takes off her watch before going fishing and places it carefully on a big rock. When she returns for it, she is very surprised to find it gone!

### Key Language Structures

- Conjunctions are used to join clauses, e.g. *Then Mother Bear said, "I'm going to make a fire and cook the fish."*

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*don't, put, time, want, watch*

#### Content Words

*fire, first, forest, gone, pleased, rock*

### 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.
- Encourage students to gradually improve their abilities at processing printed text. Ask, *What did you notice when you said ... ? How did you know that word was ... ?*

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

### Focusing on the Book – Guided Reading

- Read the title and study the cover illustration. Recall and discuss other stories about the Bear family.
- Discuss Mother Bear's reason for taking off her watch. Draw students' attention to Baby Bear who sees where Mother Bear puts her watch.
- Observe the magpie's interest.
- Talk about the illustration on pp. 6–7. Ask, *Where is Mother Bear's watch?* Discuss what might have happened to it.
- Discuss the dismay felt by the Bear family. Point out their facial expressions. Ask, *How is Mother Bear feeling?*
- Identify the magpie's nest in the illustration. Observe Baby Bear's astonishment and delight when he finds the watch!
- Expand the contractions *don't, I'm, It's*.
- Scan words for digraphs: *watch, fish, Then*.
- Use voice intonation to enhance meaning, e.g. *Oh, dear, I can see a **watch***.
- Discuss the adverb *around*.

### Comprehension

- Where did Mother Bear put her watch down? (*Literal*)
- Why couldn't Mother Bear find her watch? (*Inferential*)
- What happened to the watch? (*Inferential*)

### Follow-up Activities

- Provide a selection of pictures, photographs and books about magpies. List things that students could find out, e.g. what magpies look like, where they live, what they eat, their habits, etc. Record the information on charts or in individual booklets.
- Encourage students to talk about finding things in unexpected places! Record their ideas on a chart. Ask them to draw pictures to illustrate their ideas. Display these pictures around the chart.
- Have students write about objects that are kept in safe places so that they can be found quickly.
- With students list things that do or don't go in water. Have them explain their reasoning.

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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