

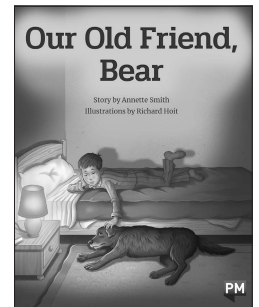
Our Old Friend, Bear

PM Level 24

Silver

Text Type Narrative

Running Words 942



Preparing for Guided Reading

Prior Knowledge

- Discuss pet ownership with students. Talk about why people keep pets and how to take care of them, allowing students to share their own experiences.
- Students should be familiar with the basic structure of a narrative, including how it has an orientation, complication and resolution.

Orientation to the Text

- Matthew's dog, Bear, waits faithfully for him to come home from school every day. But when Bear starts experiencing a lot of pain from arthritis as he gets older, Matthew's mum talks to him about a difficult decision.

Building the Balanced Reader

Vocabulary

Key Vocabulary

ache, ambled, decision, faithful, limped, muttered, struggled

Content Words

arthritis, clinic, gently, joints, medication, pretend, reassure

Decoding

- Talk about the vowel sounds in words such as *decision* and *faithful*. Encourage students to think of other words with the same letter-sound patterns.
- Stop and ask students to retell what they have just read in their own words at regular intervals. Guide them to re-read and monitor for accuracy if they are not able to retell a section of the story.
- Read the word *medication* together. Ask, *What do you think the prefix 'med' means? What other words do you know that start with 'med'?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Ask, *Who can you see on the cover? How does the picture connect with the title?*
- Explain that this text is a narrative and talk about the use of past-tense verbs. Read pages 2–3 together and point out *limped* and *waited*. Ask, *What tells you that these verbs are about actions that happened in the past? What is the base of each word?*
- Continue to page 7. Ask, *Who are the characters in the story so far? What has Mum done? What does this tell you about her?*

- Point out the word *said* on page 8. Ask, *Is this verb describing actions that are happening now or that have already happened? What is the base?*
- Read to page 11. Ask, *What do you know about Bear? What parts of the story tell you this?*
- Look at page 12 and find all the past-tense verbs together. For each, identify the base and talk about how the base was changed to form the past tense.
- Continue to page 14. Ask, *How would you describe the character of Matthew?* Encourage students to use evidence from the text to support their statements.
- Read to the end of the story. Ask, *What extra information do you know about Mum and Matthew that you didn't know at the start of the story?*

Comprehension

- How did Bear get out to visit Matthew at school? (*Literal*)
- Why do you think Mum suggested that Henry go to the park with them? (*Inferential*)
- Why do people like to keep dogs as pets? (*Applied Knowledge*)

Follow-up Activities

- With students, make a list of time words and phrases, such as *yesterday*, *last night* and *next Tuesday*. In pairs, ask students to group the words according to whether they relate to the past (e.g. *yesterday*) or the future (e.g. *next Tuesday*). For each of the time words in the past, ask students to construct a sentence that includes a past-tense verb. Allow each group to share one of their sentences and invite the other students to confirm that it is in the past tense.
- Read some other books together about vets and what they do. Invite students to suggest good things about the job and aspects that might be difficult. In small groups, have students discuss whether they would like to be a vet, and why or why not.
- Revisit the part in the story where Bear seems to know Matthew is sad and gives comfort to him by licking his hand. Talk about different people who give students comfort when things are difficult and the actions they take. You may also like to organise an online session with a children's counselling service to give students some more knowledge about mental health. Ask students to write a short piece for themselves about what they can do for support when they are sad and who they can talk to.

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Learning Intentions

- We are learning to identify and describe characters in a narrative.
- We are learning to recognise and form past-tense verbs.

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Success Criteria

- I can list the characters in the story.
- I can describe what the characters are like, using events from the story.
- I can find past-tense verbs in the story and explain what the base of each is.

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Guided Reading Notes

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