

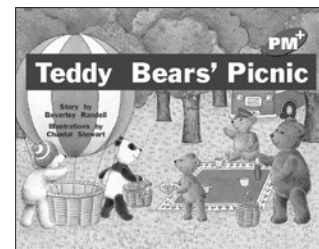
Teddy Bears' Picnic

PM Level 3

Red

Text Type Narrative

Running Words 66



Preparing for Guided Reading

Orientation to the Text

- Talk about picnics. Encourage students to discuss these experiences. List some of the food and drink that were taken and the activities that were enjoyed.

Prior Knowledge

- Fantasy stories about toys appeal to a young student's imaginative world. In this story, Panda misses the bus to the Teddy Bears' Picnic.

Building the Balanced Reader

Concepts About Print

- Associate the upper- and lower-case initial letters in: *Bear, bus, balloon; Panda, picnic.*
- Exclamation mark – introduce the punctuation symbol, name and meaning.
- Reinforce directionality and return sweep.

Vocabulary

Key High-frequency Words

balloon, balloons, come, comes, little, look

Content Words

Teddy Bear, picnic, bus, Panda

Decoding

- Locate the high-frequency words that are repetitively used in the text.
- Model using letter-sound relationships in conjunction with meaning to decode unknown words.

Fluency and Phrasing

- Slow down to problem solve words and resume reading at a consistent steady rate.
- Locate and model the difference between the role of a full stop and a comma.

Focusing on the Book – Guided Reading

- **Cover** Read the title using the initial letter *P* and the illustration to decode the word *Picnic*. Look closely at the details and predict the story content. Read the title on the title page.
- **Pages 2–3** Talk about the three bears. Have students predict what their names might be. Confirm their predictions later in the text. Draw

students' attention to the wording and picture on the poster. Read the poster before reading the text.

- **Pages 4–7** Talk about the actions of Big Teddy and Little Teddy. Read the bus-stop sign and the words on the bus. Develop students' ability to take advantage of visual language.
- **Pages 8–11** Encourage students to read the text using the appropriate intonation to reflect Panda's problem. Predict what Panda might have to do now.
- **Pages 12–16** Talk about the hot-air balloon as a method of transport. Enjoy the satisfying ending to Panda's dilemma.

Comprehension

- How did the teddy bears get to the picnic? (*Literal*)
- Why do you think Panda missed the bus? (*Inferential*)
- What kind of bear do you think was in the balloon with Panda? (*Inferential*)

Follow-up Activities

- Give each student a balloon to inflate. Using coloured non-toxic marker pens, have them decorate and write their name on the balloon. Attach the balloons to empty yogurt containers and suspend these 'hot air balloons' attractively. Some students may like to write a caption alongside their displayed balloon.

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Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning the purpose of punctuation marks.

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Success Criteria

- I make sure that when I attempt to read an unknown word, it sounds and looks correct, as well as makes sense.
- I can use my voice to display the purpose of a full stop and comma.

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Guided Reading Notes

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