

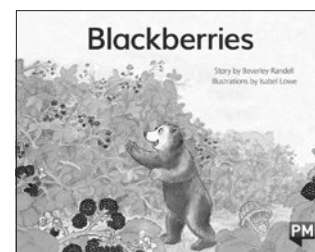
# Blackberries

PM Level 6

Yellow

**Text Type** Narrative

**Running Words** 108



## Preparing for Guided Reading

### Orientation to the Text

- Ask students about their experiences picking or gathering fruit.
- Record these experiences in simple caption form on strips of coloured paper. These strips can be sorted, read and pasted on appropriate illustrations.
- If students' experiences have been limited, bring along a selection of berries or other small fruit to share and discuss.

### Prior Knowledge

- The Bear family hunt for food.
- Questions and answers form part of the storyline.

### Key Language Structures

- The repeated use of "look" shows the verb's different uses and meanings, e.g. *look for*, *looking after*, *looked in*.

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*after, I'm, inside, like, this, your*

#### Content Words

*basket, blackberries, Inside, shouted*

### Decoding

- Locate and read most high-frequency words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

### Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.

### Focusing on the Book – Guided Reading

- Remind students that they have met these bears before. Show them *Father Bear Goes Fishing* (PM level 5).
- Look at the cover picture of *Blackberries*. Discuss the colour and shape of blackberries. Point out the thorns, berries and blossoms to students.

- pp. 2, 3 – compare the relative sizes of the baskets and the probable outcome of the bears' activity. Ask, *What is Baby Bear doing on page 6? Will Father Bear be pleased? Do you think Mother Bear can see Baby Bear? Why not?*
- Continue to discuss the illustrations and expected dialogue. Record some of this dialogue for comparison after reading the text.

### Comprehension

- What did Baby Bear do with the blackberries in his basket? (*Literal*)
- Why did Baby Bear have a small basket? (*Inferential*)

### Follow-up Activities

- Ask students to tell the class about similar situations – when they couldn't be spotted by Mum or Dad. Display pictures and written work about these situations on a large chart or in an enlarged book. Role-play the situations which students suggested.
- Make masks and role-play the story of *Blackberries*. Make a plan of the route the Bear family took from their home to the blackberry patch. This could be a floor plan or a wall plan. Make the bears out of cardboard. Encourage students to move the bears on the plan, discussing their movements. Say, *They're going down this little path and around these rocks*.
- Write a sequel to the story of *Blackberries* as a shared writing experience.
- Cook a blackberry or blueberry pie or muffins in the classroom for students to eat. Record the procedure for students to illustrate.
- Compare the three baskets belonging to the Bear family. Ask, *Whose basket would hold the most? Which basket would be the heaviest?*
- Sort a variety of fruit, by their taste and touch, into these categories: sweet, sour; juicy, crisp; soft, hard; round, long; small, large; rough, smooth. Record these categories in picture form.

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Date \_\_\_\_\_

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## Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning to remember information to help us understand what we are reading.

• \_\_\_\_\_

## 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 sequence the beginning, middle and end events to retell the story.

• \_\_\_\_\_

## Guided Reading Notes

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