

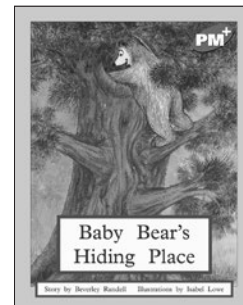
Baby Bear's Hiding Place

PM Level 10

Blue

Text Type Narrative

Running Words 187



Preparing for Guided Reading

Orientation to the Text

- Re-read *Baby Bear Climbs a Tree* (PM level 9). Talk about how helpful Baby Bear is and his skill at climbing trees.

Prior Knowledge

- Baby Bear and Father Bear go to pick berries. After his basket is full, Baby Bear climbs a tree and hides. He surprises Father Bear who thinks that Baby Bear is lost.

Key Language Structures

- Phrases that tell when or where add meaning to the verbs in the sentences.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

can't, climb, hole, top

Content Words

basket, berries, food, forest, lost

Decoding

- Recognises the high-frequency words in the text.
- Applies knowledge of sound-letter relationships to assist with decoding of unfamiliar words.

Fluency and Phrasing

- Adjusts the pace of reading to assist with fluency.
- Makes appropriate predictions about the text to assist with understanding.

Focusing on the Book – Guided Reading

- Discuss the cover illustration and read the title. Draw students' attention to the vignette on the title page. Encourage them to predict the part the hole will play in the story.
- Recall other occasions when the Bears have used these same baskets.
- Discuss how Baby Bear proudly displays his basket full of berries. Note that Father Bear's basket is not quite as full.
- Encourage students to confirm meaning by checking letter-sound information.
- Model appropriate intonation. Write the words 'can' and 'can't' on the whiteboard and compare the visual forms.

- Enjoy Baby Bear's excitement at having tricked Father Bear!
- Revise the contractions *I'm* and *can't*.
- Discuss adjectives used to describe nouns in the text, e.g. *good little bear, red berries*, etc.
- Recognise words that begin with *th*: *then, this, the*.

Comprehension

- What did Baby Bear collect in his basket? (*Literal*)
- Why couldn't Father Bear see Baby Bear? (*Inferential*)
- Why was the hole a good place for Baby Bear to hide? (*Inferential*)

Follow-up Activities

- Extend the story. Discuss Baby Bear's and Father Bear's probable dialogue with Mother Bear when they got home. Write down students' suggestions on a chart. Have them draw matching pictures.
- Write the word *tree* on a chart. Ask students to name words that rhyme with tree. Write down their ideas on the chart. Invite them to write sentences with these words. Encourage them to copy over the words that rhyme using a coloured pencil. Bind the pages to make a book.
- Discuss places to hide. Have students write their ideas down. Invite them to read these aloud. Encourage positive comments about each other's choices.

Baby Bear's Hiding Place

Date _____

PM Level 10

Blue

Learning Intentions

- We are learning to more accurately make predictions about events in the text.
- We are learning to recognise a variety of punctuation marks to assist with fluency when reading aloud.

• _____

Success Criteria

- I can more accurately make predictions about events in the text.
- I can recognise a variety of punctuation marks to improve the fluency of my oral reading.

• _____

Guided Reading Notes

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