

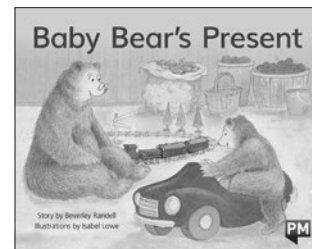
# Baby Bear's Present

PM Level 10

Blue

**Text Type** Narrative

**Running Words** 201



## Preparing for Guided Reading

### Orientation to the Text

- Ask students to talk about their favourite toys with a partner or in a small group.
- Draw the toys showing details of colour, shape and size. Display these pictures with descriptive statements.

### Prior Knowledge

- Choosing a present for Baby Bear develops into conflict which is resolved calmly by a few well-chosen words from Mother Bear.
- In this story, the skills of reading beyond and between the lines can be encouraged.

### 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

*have, It's, let, let's, make, makes*

#### Content Words

*key, trains, window*

### 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. Encourage students to notice the old-fashioned clockwork train, the old-style car and the out-of-date general store.
- Read p. 3 to students and ask them for two reasons for the shopping expedition. List these reasons on a whiteboard.
- Study the illustration and text on pp. 4–5. The thrust of the story will be clear as soon as students notice that Baby Bear's choice and Father Bear's choice differ.

- Discuss pp. 8–9 in depth. Students who understand that Father Bear also likes playing will have a deeper appreciation of the story.
- Read to the end of the story and discuss how the conflict was resolved.
- Suggest other words that rhyme with *toy, car, shop, like*.
- Read the books *pl, tr, bl, sh* from the **PM Alphabet Blends** series. Discuss these blends in relation to words in the story: *pl – please, play; bl – blue; tr – train; sh – shop*.
- Reinforce the importance of picture interpretation. Link the emotions visible in the illustrations with the storyline.
- Articulate the digraphs *th* and *thr* clearly in *the, they, this, three*.

### Comprehension

- Why did Father Bear want to look at the trains? (*Literal*)  
Why did Father Bear say he could help Baby Bear play with the train at home? (*Inferential*)
- Why did Mother Bear tell Father Bear the toy was not for him? (*Inferential*)

### Follow-up Activities

- Discuss different types of shopping experiences.
- Explore shopping for presents in more detail.
- Make gift cards to go with presents. Discuss different types of cards, from simple to more elaborate, containing personal messages.
- Discuss what message Mother and Father Bear might have written in a card to go with Baby Bear's present. Design the card.
- Write the thank-you letter that Baby Bear may have written to Mother and Father Bear.
- Study some newspaper or catalogue advertisements for toys and gifts. In pairs or small groups design advertisements for toys in the 'Forest Store'.
- Play the memory game, 'I went shopping and I bought ...' In groups of four to five players, each child says the opening statement and repeats the articles 'bought' by the previous players, in the correct order. A player is 'out' when an article is forgotten or put in the wrong order. E.g. *I went shopping and I bought a teddy bear. I went shopping and I bought a teddy bear and some roller blades. etc.*

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## 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