

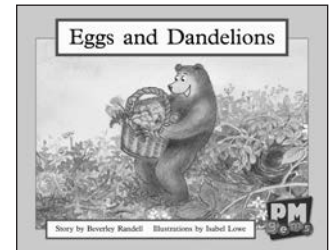
Eggs and Dandelions

PM Level 10

Blue

Text Type Narrative

Running Words 181



Preparing for Guided Reading

Prior Knowledge

- Explain how bears eat all kinds of foods, including plants and eggs, as well as better known bear foods like honey.
- Discuss the importance of bears' sense of smell.

Orientation to the Text

- In this story, Father Bear and Baby Bear go into the forest to try to find eggs. They are unable to find good eggs, but they do find delicious dandelions. On their way home they also find some edible eggs, and are very pleased with themselves.

Key Language Structures

- Irregular past tenses: *went, said*
- Polite requests: "*Can you find some food, today?*" said Mother Bear. "*Can you get a basket of eggs, please?*"

Building the Balanced Reader

Vocabulary

Key High-frequency Words

can't, dear, has, have, find, now, old, saw, then

Content Words

Food, Mother, Bear, basket, eggs, grass, smell, hill, flowers, dandelions

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

- Ensure that the students use the illustrations to predict meaning.
- Read the title together and discuss the cover illustration. Ask students to infer where the eggs were found.
- Ask students to describe the area where the bears live. Ask, *Do you think this is a good area to search for food?*

- Have students look carefully at the illustration on p. 4 and ask if they think these eggs will be good to eat.
- Direct students to analyse the bears' body language in the illustration on p. 8. Ask students how they think the bears feel about their lack of success so far.
- On p. 12, Father Bear confirms that dandelions are a good food for bears. Ask, *Do you think the bears will need to collect a lot of dandelions to make a good meal for the family?*
- Discuss the use of bold text for the word *good* on page 15, and how Father Bear uses this emphasis to compare these eggs to the eggs they found earlier.
- Ask students how they think Mother Bear will feel about the big basket of fresh food on p. 16.
- Direct students to find words in the story but that begin with these blends: *gr, br, fl, pl, sm*.

Comprehension

- Why do you think the bears looked in the grass for eggs? (*Inferential*)
- What else do you think bears eat besides eggs and dandelions? (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: rewriting blends to complete words; writing words to complete sentences from the story; choosing correct words to complete sentences from the story; reordering words to complete sentences from the story.
- Discuss the fact that some of the eggs in the story had gone bad. Have students think of a time that some food at home went bad. Have them draw a picture of their face when they smelled the food.
- Explain to students that some birds nest on the ground. Have students suggest problems that this could pose for these birds, as well as some advantages. Have students list their thoughts about the positives and negatives of ground nesting.

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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