

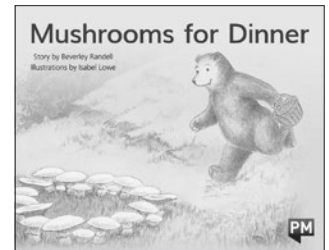
# Mushrooms for Dinner

PM Level 11

Blue

**Text Type** Narrative

**Running Words** 177



## Preparing for Guided Reading

### Orientation to the Text

- Many students may not know what mushrooms look or feel like. Bring some along for them to experience first hand. Identify the parts using an enlarged diagram.

### Prior Knowledge

- This is the sixth Baby Bear story. Baby Bear is a consistent character who shows growing self-confidence, determination and common sense. He likes to solve his own problems.
- On all but one of the pages in this book a word is printed in bold type. The stressed words help students' understanding of the sentence.

### Key Language Structures

- Two adjectives are used to describe some nouns in the text, e.g. *big white mushrooms, clever little bear*.

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*But, climb, did, find, myself*

#### Content Words

*beautiful, downhill, finding, mushrooms, rabbit, ring, uphill*

### Decoding

- Recall most high-frequency words.
- Use connections between letters, sounds and/or spelling patterns to decode unknown words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.
- Self correct by re-reading a word/sentence.

### Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation mark, e.g. the different pause for a full stop compared to a comma.

## Focusing on the Book – Guided Reading

- Study the cover illustration. Discuss the fact that some bears can climb trees. Study the ring of mushrooms and relate it to the title. Read the title together, focusing carefully on this new word.
- Note that on p. 3 Baby Bear is confident that he is better at finding mushrooms than his father (who would rather go fishing anyway).
- Read pp. 5–9. The students will discover that hunting for mushrooms is not as easy as Baby Bear had assumed. The children should empathise with Baby Bear and may be able to predict that he will climb a tree for a good look (as he did this before, in *Honey for Baby Bear*).
- Direct students to read independently to confirm their predictions. Discuss the satisfying ending as Baby Bear solves his own problems.
- Recognise word endings, e.g. *–er: dinner, river, clever, Father, Mother; –ing: finding, going, fishing*. Encourage word scanning.
- Discuss the compound words *uphill, downhill, myself*. Ask students to say the two smaller words that make up the longer word.
- Read words in bold type with emphasis to convey meaning.

## Comprehension

- Why did Father Bear go fishing? (*Literal*)
- Why did Baby Bear climb the tree to look for mushrooms? (*Inferential*)
- Did Father Bear catch any fish? (*Inferential*)

## Follow-up Activities

- Predict another situation that Baby Bear may have to solve by himself.
- Discuss the two meanings for the word *ring*.
- Show students coloured photographs of mushrooms and toadstools, and talk about the fact that many toadstools are poisonous. Read stories or poems that feature either of these fungi.
- Talk about special words for groups of living things, e.g. *a bunch of grapes, a bouquet of flowers, a flock of birds, a litter of puppies*.

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## Learning Intentions

- We are learning to remember information to help us understand what we are reading.
- We are learning to self-correct our reading when we make a mistake.

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## Success Criteria

- I can retell what I have read in sequence.
- I can stop reading and re-read a word/sentence again to problem solve or confirm the text.

• \_\_\_\_\_

## Guided Reading Notes

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