

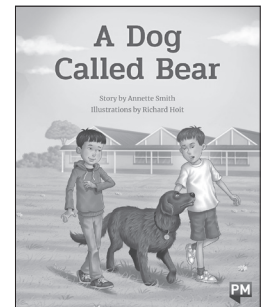
A Dog Called Bear

PM Level 19

Purple

Text Type Narrative

Running Words 444



Preparing for Guided Reading

Prior Knowledge

- Involve students in a discussion about family pets, including dogs. List the names of these pets.

Orientation to the Text

- This is the first book in a series of stories about Matthew and his lovable dog, Bear. In this story, Matthew gets a scare when Bear is involved in a small traffic accident. Luckily, Bear is all right – and he helped save a little girl!

Building the Balanced Reader

Vocabulary

Key Vocabulary

bump, collar, happened, later, seemed, shaky, whispered

Content Words

friendly, groaned, hero, holding, nearby, padded, principal, squeal, staggered, wagged

Decoding

- Apply knowledge of phonics, prefixes, suffixes and scanning across words to assist students in decoding unfamiliar words.
- Observe students' ability to predict events in the text, and use strategies to integrate meaning, language structures and visual information as they read. Provide support when necessary.

Focusing on the Book – Guided Reading

- Read the title of the book and study the front cover illustration. Discuss with students the possible reasons why the dog is called Bear. Talk about his breed and colouring.
- Read pages 2–3. Notice the school setting and introduce the two new characters, Matthew and Henry.
- Talk with students about each boy's body language.

- Discuss the relationship that Matthew has with his dog. Have students list some reasons why dogs are generally not allowed in schools.
- Discuss the phrases *Bear seemed to smile at them* and *Bear looked sad* on page 6.
- Study the vignette on page 8 and talk about the intelligence of dogs. Have students predict what the children at the window can see on page 9.
- Continue to page 10. Ask, *Why did Mr Ford say, "Stay here, children."?*
- Discuss how dogs can think and act intelligently to protect not only their owners but also strangers. Talk about Matthew's last statement on page 16.
- Locate examples of the word *Bear's* in the text. Distinguish between the use of the apostrophe to show possession and to indicate a letter has been omitted in a contraction.
- Identify conjunctions that join two ideas in a sentence, e.g. *Bear looked sad as he put his head on his paws; His legs were shaky, but he wagged his tail hard when he saw Matthew.*
- Discuss the adverbs in the text, e.g. *crossly, suddenly, badly.*

Comprehension

- Why was Bear lying on the road? (*Literal*)
- Why did Matthew look cross when he saw Bear at school? (*Inferential*)
- How did Bear open the gate and get out? (*Inferential*)

Follow-up Activities

- Ask students to make a list of suitable pets to have at school, and explain why they chose them.
- Encourage students to write about an occasion when their pet followed them to another place. How did the pet get out? Where did it go? How was it returned?

A Dog Called Bear

Date _____

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Learning Intentions

- We are learning to apply knowledge of phonics, scanning across words and affixes to decode the text.
- We are learning to make predictions about the text and to use our knowledge of reading skills and strategies.
- _____

Success Criteria

- I can use my knowledge of phonics, scanning across words and affixes to assist me in decoding the text.
- I can predict events in the text and use my knowledge of various reading skills and strategies to improve my understanding of the text.
- _____

Guided Reading Notes

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