

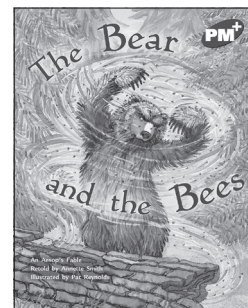
The Bear and the Bees

PM Level 19

Purple

Text Type Narrative

Running Words 424



Preparing for Guided Reading

Orientation to the text

- Re-read *Brown Bears* (PM level 18/19). Discuss the habits and habitats of bears.

Prior knowledge

- This is an Aesop's fable. It is about a hungry bear who experiences annoyance, frustration, anger and finally humility when he comes into conflict with a little bee.

Building the Balanced Reader

Vocabulary

Key vocabulary

bright, caught, enough, learned

Content Words

apart, attack, grumpy, hollow, indeed, insects, losing, meal, plodded, rotten, stung, tongue

Decoding

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes and scanning across words to assist 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 story – guided reading

- Read the title and discuss the cover and title page illustrations. Recall the titles of other Aesop fables. Predict what the story might be about.
- Recall why bears sleep all winter. Study the illustrations for signs of new spring growth. Discuss 'cause and effect' statements, e.g. *After sleeping all winter, the big brown bear would have been very hungry!* Point out that 'reading between the lines' enhances meaning.
- Study the illustrations. Notice how the bear's features change as he shows annoyance, anger, frustration and finally humility. Search the text for phrases that describe these actions. Discuss actions taken by the bees in retaliation!

- Deepen students' understanding by asking inferential questions, e.g. *What do you think might have happened if the big brown bear had not been so hungry?*
- Talk about the moral of the text and students' interpretation of it, i.e. think before you act. Discuss learning to control anger.
- Discuss difficult letter clusters: *annoyed; hollow; knew, few.*
- Revisit and expand contractions used in the text, e.g. *wouldn't, shouldn't.*
- Revise irregular past tenses: *stand, stood; sting, stung; shake, shook; catch, caught.*
- Discuss the dramatic impact of smaller sentences, e.g. *He was going to **get** that bee!* Talk about how students could use this strategy in their own writing.
- Discuss the moral of this fable. Invite students to write about it in their own words. Guide discussion so students are aware that people sometimes behave in a similar way and the consequences can be very unpleasant.

Comprehension

- Why was the bear so hungry? (*Literal*)
- Why was the river a safe place for the bear to go? (*Inferential*)
- What was the mistake the bear made? (*Inferential*)

Follow-up activities

- Discuss situations at school that could lead to conflict. Practise responding in positive ways.
- Read other tales written by Aesop. Show students how to keep a reading log.
- Search for sentences in the text that describe specific actions. Ask students to draw detailed pictures that show their understanding of these sentences in this context.

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Date _____

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Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, scanning across words and affixes to decode the text.
- We are learning to make predictions about the text and to integrate our knowledge of reading skills and strategies to derive greater meaning from the text.
- _____

Success Criteria

- I can use my knowledge of high-frequency words, 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