

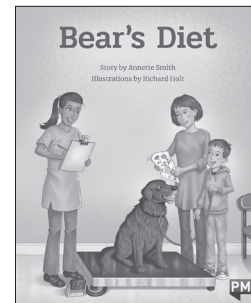
Bear's Diet

PM Level 21

Gold

Text Type Narrative

Running Words 654



Preparing for Guided Reading

Prior Knowledge

- Re-read *A Dog Called Bear* (PM Level 19). Invite students to share their own experiences with dogs.
- Ask students to share their understandings of the word *diet*.

Orientation to the Text

- This is the third story about a Labrador called Bear. In this story, the vet tells Matthew and his mother that Bear is overweight, and he is put on a healthy diet. However, Mum and Matthew are puzzled when Bear doesn't lose weight.

Building the Balanced Reader

Vocabulary

Key Vocabulary

agree, friendly, heart, Perhaps, plenty, Several, sneaks, wandering

Content Words

appointment, clinic, explained, extra, goodness, greeting, health, lungs, overweight, reminds, stroked, stroll, temperature, vegetables, weigh, weight, wrong

Decoding

- Encourage automatic recognition of an increased range of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes, syllabification and scanning across words to assist in decoding unfamiliar words.
- Attempt to decode unfamiliar words by predicting the behaviour of the characters and possible resolutions to the complication in the text. Provide support and encouragement when necessary.

Focusing on the Book – Guided Reading

- Discuss the front cover illustration. Ask, *Who is the woman examining Bear? What do you think she is doing?* Talk about a vet's job and the equipment they use.
- Examine the illustration on pages 2–3. Have students predict why Mum and Matthew look worried. Read the text to confirm their predictions.

- Read to page 6. Discuss how Dr Kelly went about checking Bear's general health. Talk about the equipment she used. Encourage students to share their own experiences of taking their pet to the vet.
- Discuss with students the importance of healthy eating and exercise for pets and their owners. Ask, *What other tests might Dr Kelly be suggesting? What else could be wrong with Bear?*
- Continue to page 9. Draw students' attention to Bear looking at Mum as she prepares dinner. Have them predict why Bear's diet is not working.
- Read to page 13. Discuss Bear's disappearance, and Mum and Matthew's decision to follow Bear. Have students predict where Bear is going.
- Talk about how Bear seems to be well-known in the neighbourhood. Ask, *Do you think Bear will be allowed to continue his visits to the butcher?*
- Read to the end of the story. Ask students if they believe the diet will work. Encourage them to justify their answers.
- Distinguish between the words *wander* and *wonder*. Draw students' attention to the different spellings. Encourage students to use these words correctly in oral and written sentences.
- Go back and locate apostrophes in the text, and have students decide whether they are used to indicate possession or a contraction, e.g. *Henry's mum*; *Bear's been on the diet*.

Comprehension

- Why were Mum and Matthew worried about Bear? (*Literal*)
- How did Dr Kelly know that Bear was in good health? (*Inferential*)
- Instead of feeding Bear, what could the butcher have done when Bear arrived? (*Applied Knowledge*)

Follow-up Activities

- Encourage students to record the physical activities they do in a week. Talk about the need for people and pets to be active for about an hour every day. Make a list of the different types of activities students participate in.
- Discuss how people's preferred physical activity can change throughout the year. Make a chart showing the four seasons and the activities people choose to do at these times.

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Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, syllables and scanning across words to decode the text.
- We are learning to make predictions about the text based on our applied knowledge, vocabulary in the text, and likely solutions to the problem encountered by the characters.

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Success Criteria

- I can use my knowledge of high-frequency words, phonics, syllables and scanning across words to assist me in decoding the text.
- I can predict events in the text based on prior knowledge, vocabulary and possible solutions to the problem presented in the text.

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Guided Reading Notes

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