

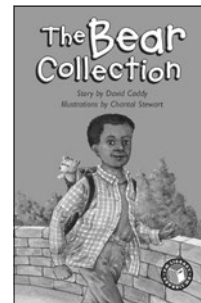
The Bear Collection

PM Level 28

Ruby

Text Type Narrative

Running Words 1986



Preparing for Guided Reading

Orientation to the text

- Jim, a teddy bear collector, has just 24 hours before Grandpa arrives, and his oldest and best bear Scraps is missing! His room is a mess, but still he cannot understand where Scraps could have disappeared to. When Jim's mother mentions that she saw a similar bear in the antique shop that day, Jim starts to worry that maybe Scraps fell out of his bag. When he goes to the shop to see for himself, the bear on the shelf is identical to Scraps, but Jim certainly didn't have in mind what Zelda suggests.

Prior knowledge

- Look at the contents page and discuss the purpose of the last section of the book – *A Note About Teddy Bears*. What is that last section often called (appendix or epilogue) and what is its purpose?
- Collecting things is a popular hobby. Ask students if they or their friends or family members are collectors, and what they collect.

Building the Balanced Reader

Grammatical conventions

- Use of adjectives – positive, comparative and superlative. Identify examples used in the text.
- Talk about common collective nouns.
- Introduce or revise the term *appendix*. Discuss its purpose.
- Locate apostrophes used to indicate possession, e.g. *Jim's antique bears*, *Grandpa's own collection*.

Vocabulary

Key vocabulary

accused, allowance, antique, arctophile, catalogue, consequences, disgusting, guilt, hesitated, identification, imitation, miniature, misplaced, plush, scanned, sneered, tinkled, upturned

Spelling

- Locate words with prefixes and suffixes that have been built from a root word, e.g. *collect, collects, collection, collector*

Visual Literacy

- Look at the illustration on p. 10 and discuss the items for sale at the antique shop.

- Ask students to role play what Zelda might be saying to the other children in the illustration on p. 21.

Focusing on the story – guided reading

- Turn to pp. 4 and 5 and ask students to silently read and identify how many bears are supposed to be in Jim's collection.
- Discuss the structure of a narrative, i.e. orientation, complication, resolution.
- Direct students to read independently up to p. 14, then ask, *Why is Jim so anxious to find his entire bear collection? Why is Zelda wanting to tell the other kids about Jim?*
- Encourage students to look up the word *arctophile* in their dictionaries.
- Recall and discuss the ethical dilemma facing Jim. Conduct a brainstorming activity on how Jim could get his lost bear back.
- Read p. 17 aloud and discuss the ethical question involved in the text. Can or should you steal what is rightfully yours?
- Have students read the rest of the book independently then discuss, 'Why is the end of the story a surprise?' 'What does *jumping to conclusions* mean?'
- Read the section *A Note About Teddy Bears*. Discuss these questions, *Why is President Theodore Roosevelt connected to the history of teddy bears? Why is the year 2002 a significant year in the history of teddy bears?*

Comprehension

- Where did Jim find the gold plush bear? (*Literal*)
- Why had Jim forgotten where he put Scraps? (*Inferential*)
- What do you think Jim will say to Zelda about buying the bear from the antique shop? (*Applied Knowledge*)

Follow-up activities

- Discuss the words that describe people who collect particular items. Use a reference source to learn about *philatelists*, *horologists* and *deltiologists*.
- In pairs, ask students to write another chapter to the story, where Jim explains to Zelda about finding the real Scraps. Discuss what, if anything, he could say to her about the price she paid for the bear from the antique store!

Bear Collection

Date _____

PM Level 28

Ruby

Learning Intentions

- We are learning to relate our personal experiences to events that occur in the text.
- We are learning to understand more complex vocabulary as it relates to specific events in the text.

• _____

Success Criteria

- I can identify and discuss themes in the text that I have personally experienced.
- I can understand and use more complex vocabulary when I discuss events that occurred in the text.

• _____

Guided Reading Notes

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