

Someone for Bear

GOALS

Comprehension

Reading Strategies: Ask students, “What are some of the things good readers do?”
Model how to use picture, print and contextual cues.

Vocabulary

Focus High-frequency Words: as, ask, came, my, old, so, think, two

Focus Content Words: bear, bring, class, clean, fair, fresh, Friday, kiss, sell, toys

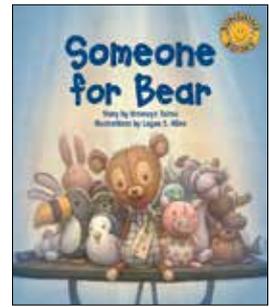
Phonics

Letters and Sounds: Recognise and produce words that have the same vowel sound:
-air fair

Words to Blend and Segment: chair, fair, hair, pair, stair

Fluency

Students practise reading the book on their own and then to the teacher (orally).



Levi has grown out having soft toys and decides to put his bear in the box for the school fair.

Before Reading

- Look at the front cover together and discuss the illustration. Ask: What is the biggest toy in the middle? How does it look? Why is there a price tag on the bear and not the other toys? Have you any toys similar to the ones on the cover? Read the title together. What do you think it means?
- Read the names of the author and illustrator. Ask: Have you read any other stories by Bronwyn Tainui? (*Mark and the Dinosaurs, Where Is Mike?*) Did you like reading them?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? Where is Bear now? What do you think might happen in the story? Is this a fiction or non-fiction book? How do you know?
- Talk/walk through the pictures. Discuss what is happening to the characters on each page. Bring words like *bear, bring, class, clean, fair, fresh, Friday, kiss, sell, toys* into the conversation. On page 14, have students predict the ending.

Reading the Text

- Ask: What are some of the things good readers do? Model how to use picture, print and contextual cues. Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: What is the teacher doing? Find the word *toys* to confirm. Why is she showing the toys? Find the words *school fair* to confirm. Read the sentences together. Do these words make sense?
- On pages 4–5, ask: Who is in the illustration? Look for the words *bear* and *Mum* to confirm. Read the first sentence to check that *toys* makes sense. How is the boy feeling? How is Bear looking? Find words in the text to confirm this, e.g. *old, one eye*. Read the words together. Repeat the last sentence. Ask: How would he say “That’s Bear!”?
- Follow this pattern up to page 14. Review the predictions made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the last sentence? Do you think \$2 is a good price for Bear? Why did Levi give it to the girl? What would you have done?

After Reading

Check the accuracy of students' predictions. Invite them to discuss the story. Prompt if needed.

- Have students ever been to a school fair or sold or bought something at a fair? They share their experience.
- Discuss the pictures on the back cover. Talk about what happened to Bear.
- Reread the story together. Discuss how Levi is feeling on each page and why his feelings changed, e.g. How he felt when Bear didn't sell and when he gave it to the girl.
- Students summarise Levi's feelings throughout the book on a timeline, e.g. on page 2, listening and interested; page 4, surprised and so on. They illustrate, label and share with the class.
- Discuss the meaning of pronouns and model using them. Relate the pronouns to the illustrations in the book, e.g. on page 4, *he* is used instead of *Levi* and *them* is used in place of *old toys*. Students find other pronouns in the book and explain their meaning

Phonics

- Write the words *chair, fair, hair, pair, stair* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /ch /air/. Brainstorm other words ending with /air/ to write on the board. Read them together, e.g. repair, pushchair, armchair.

Word Study

- Talk about the words *as, ask, came, my, old, so, think, two*. Read them together. Ask students to find the words in the text and read them in context. Discuss the meaning or use of each word in the book, e.g. *asked* is the opposite of *answered* on page 4.
- Students find the adjectives in the text that describe Bear. They make a web of adjectives around a picture of Bear, e.g. *clean, good, fresh, new*.
- Discuss words that are a simile (a comparison using like or as) on page 10. *When Levi came home, Bear looked as good as new*. Students think of other similes they may have heard, e.g. as good as gold, as dark as night, as brave as a lion.
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner.

Fluency

- Students practise reading the book on their own and then to the teacher (orally). They need to vary the volume to suit the mood. Sometimes they will read loudly and sometimes quietly.

Writing

- Have students make a Beginning, Middle and End chart in three columns to review the story. They label and illustrate and then re-tell the story to a group.
- Organise a fictional fair in the classroom with the money to go to a needy cause. Gather up some old, unwanted, clean, functioning toys to sell. Students organise price tags and a desk to sell them on. They make posters to advertise the fair. They take turns at being the seller and buyer and giving change.