

# The Nice, Nicer, Nicest Bears

## GOALS

### Comprehension

**Summarise:** Students tell someone the main events from the story.

### Vocabulary

**Focus High-frequency Words:** any, good, help, more, ran, so, take, three

**Focus Content Words:** bear, best, breakfast, high, hungry, idea, nice, porridge, soft, tasty

### Phonics

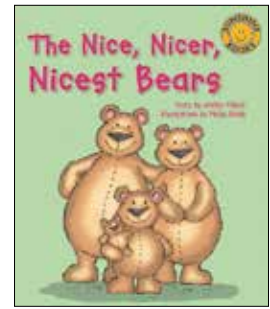
**Letters and Sounds:** Identify syllables in words and clap as they are spoken:

e.g. por-ridge

**Words to Blend and Segment:** -ick: brick, lick, pick, sick, stick

### Fluency

Model fluent reading of a section of the story, emphasising the comparison words, for students to repeat.



This is a story about three bears. They are eating porridge. Does that remind you of another story?

## Before Reading

- Ask: When you look at the cover, what well-known story does the picture remind you of? Read the title of the story. Which bear might be the nice bear? Nicer bear? And the nicest bear? Read the names of the author and illustrator. Have you seen any other stories illustrated by Philip Webb? (*The Magician's Hat*, *Monkey Finds a Phone*) What did you think of the illustrations?
- Together look at the cover picture. Ask: What are the bears doing? How would you describe the bears? Is this a fiction or a nonfiction book? How do you know?
- 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? Which bear is this one and what is he doing?
- Talk/walk through the pictures. Discuss what is happening to the bears or what the person is doing. Use words like *bear*, *best*, *breakfast*, *high*, *hungry*, *idea*, *nice*, *porridge*, *soft*, *tasty*.
- On page 15, have students predict the ending. By looking at all the pictures without reading the words, the story looks like the traditional story of *Goldilocks and the Three Bears*.

## Reading the Text

- Read the title together and the names of the author and illustrator.
- On page 2, ask: Which bear is this? What is he doing? Find the word *Papa* and *porridge* to confirm. Do these make sense? What is happening on page 3? Do you think the bears are happy with the porridge? Find the words *tasty*, *tastier* and *tastiest*. Read the sentences.
- On page 4, ask: Where are the bears now? Is it the same day? Find the words *one morning* in the text to confirm this. Little Bear has a good idea. Read the first sentence to check *idea* makes sense. What is the idea? How are Mama and Papa Bears feeling? Find words in the text to confirm this, e.g. *I can't think of a better idea. That's the best idea*. Read the words together.
- On page 5, ask: What is Little Bear doing? What does he need? Read the words together. Do you notice a pattern with the words? (*big*, *bigger*, *biggest*)
- Follow this pattern up to page 15. Review the predictions for the ending, then turn the page to reveal the ending. Students discuss what they see in the illustration and read the text together. Ask: How would you read the last sentence?

## **After Reading**

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

- Students re-tell the text using the pictures on each page as a guide. What did the bears and/or the person do on each page? Why do you think the girl ran off? How did they all feel at the end of the story? Did you like the ending? Why? What was Papa Bear's idea? Did this story remind you of *Goldilocks and the Three Bears*?
- Reread the story together. Feel the rhythm as you read repetitive parts. How do you use your voice for these parts?
- Discuss what comparatives and superlatives are. Adjectives are describing words and when they are compared we add -er and -est. List all the examples from the story in a three-column chart starting with *nice, nicer, nicest*.
- Have students work with a partner to tell the main events from the story.
- Students look at the back cover and discuss what would make porridge tasty for them.
- What could Little Bear do to make his porridge tasty?
- Look at the word *porridge*. Notice the ending. What other words do students know that end in -dge? (bridge, sledge, ridge) They make a -dge web and illustrate where possible.
- Re-read page 2 aloud to students, focusing on the punctuation. Use different voices for the three bears when they speak.

## **Phonics**

- Write the words *brick, lick, pick, sick, stick* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /br /ick/. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word. Brainstorm other words ending with -ick to write on the board. Read them together, e.g. tick, wick, prick.

## **Word Study**

- Talk about the words *any, good, help, more, ran, so, take, three*. Read them together. Ask students to find the words in the text. Discuss the meaning or use of each word in the book. Photocopy sets of the flash cards from the inside front cover and use them to play a spelling game in pairs.
- 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**

- Model fluent reading of a section of the story, emphasising the comparison words, for students to repeat.

## **Writing**

- Students make a circular timeline noting the events in the story. They illustrate and label the timeline, then use it to re-tell the story to the class. Have them remember that the ending will be the same as the beginning.
- Students make a problem/events/solution three-column chart about the story. They illustrate and share with the class.