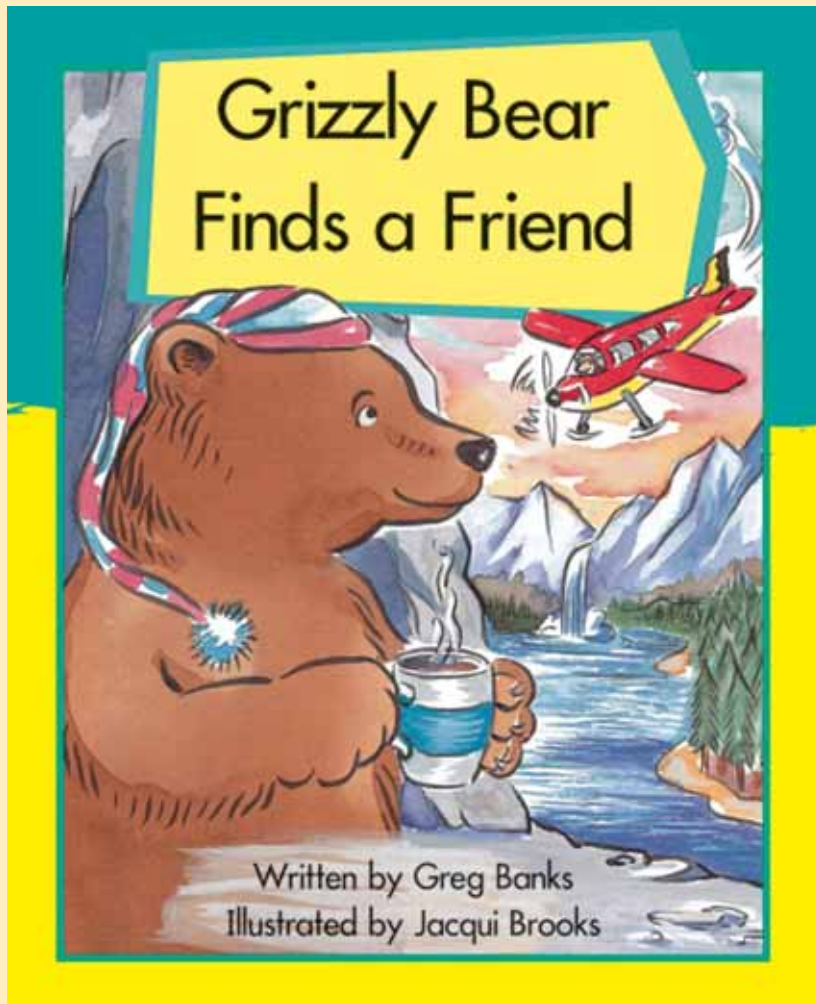




# Level 13

## Book g



Level	13
Word Count	286
Text Type	Narrative
High Frequency Word/s Introduced	



We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussion that you may have before the children read the book and after the children have completed the reading. This is not an arbitrary division. Some of you may prefer to explore the meaning and the language in more detail before the children read. Your decisions will depend on the gap between the children's current knowledge and the content, vocabulary, and language of the book they are about to read. Remember that the more information the children have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas that we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of children being able to analyse and use the texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to comprehension (meaning maker)*



*This symbol relates to decoding (code breaker)*



*This symbol relates to critical analysis (text critic or analyser)*



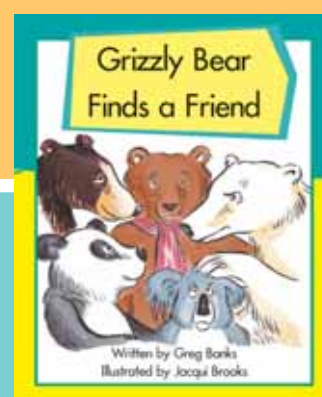
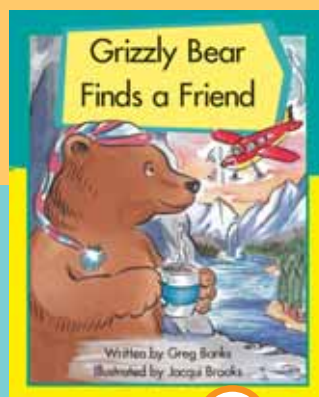
*This symbol relates to use (text user)*

## BEFORE READING

# Cover & Title Page



Encourage the children to look at the cover and title page. Ask the children what the setting is on the cover. Who are the characters on the title page? Who is the main character? Check with the title.

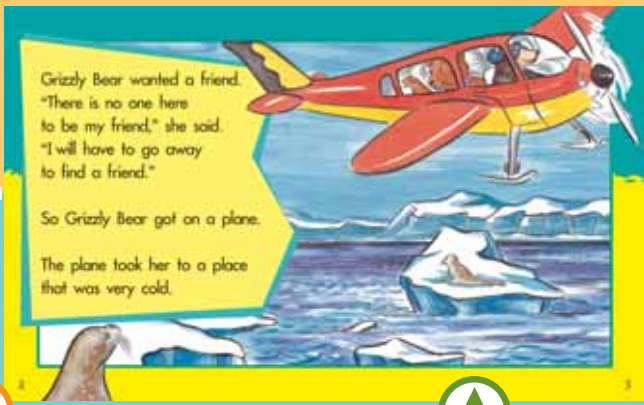


Discuss the changes of settings in the story with the children. Talk about the setting changes in relation to the sequence of the story.

BEFORE READING 2/3

Ask the children why Grizzly Bear is in a plane. Where has the plane taken her? What is the land made of here? Do you think she will meet a friend here?

Invite the children to discuss whether they can predict what the problem of the story could be from what they have read so far.



AFTER READING

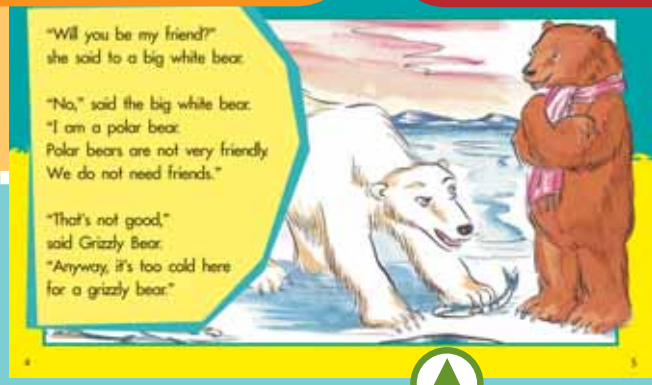
Ask the children why Grizzly Bear got on a plane. Where did the plane take her? Can you see who flew the plane?

Write away on the board and underline *a*. Together with the children make a list of words with the same beginning *along, about...*

BEFORE READING 4/5

Ask the children to remember why Grizzly Bear left home. What do they think she is saying in this picture? Have them look at the white bear's expression. What do they think he is saying to Grizzly Bear?

Ask the children how they can tell from the picture that Grizzly Bear is cold. Have the children discuss the polar bear's reaction. Do they think he was mean? Why? What would they do in his place?



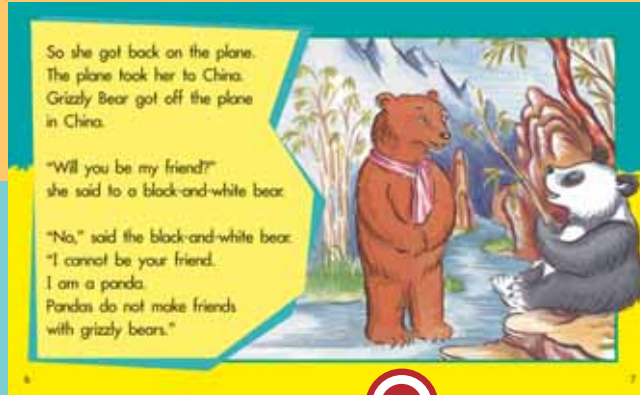
AFTER READING

Ask the children what kind of bear the white bear is. Why does the polar bear say he can't be Grizzly Bear's friend? Why does Grizzly Bear decide she can't stay?

Write *friend* and *friendly* on the board. Discuss with the children the difference between the words. Together, write more words with the suffix *ly*.

Ask the children what kind of bear Grizzly Bear has met. What do they think Grizzly Bear is saying to this bear? What does this bear say to Grizzly Bear?

Discuss with the children whether the illustrator has made it clear that the setting of the story has changed.

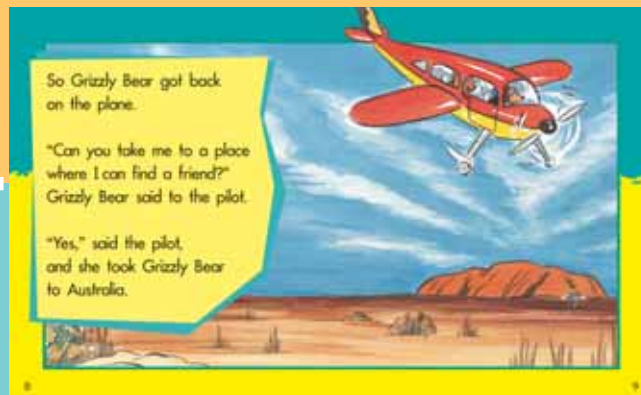


Ask the children where the plane took Grizzly Bear. What kind of bear did she meet? Why does Panda say she can't be friends with Grizzly Bear?

Engage the children in a discussion about what the panda says. Ask the children if her reason is a good one. How does Grizzly Bear feel? How would they feel? What would they do?

Ask the children where they think Grizzly Bear has gone to now. What clues tell them where she has gone?

Have the children talk about how the setting had changed. How do they know?



Ask the children what Grizzly Bear asks the pilot to do. Who is the pilot? Where does he take her?

Discuss how many characters are speaking on page 8. Where is the punctuation that helps the children to understand this?

BEFORE READING 10/11

Ask the children who Grizzly Bear has met. What is she saying? Why is she pointing at herself? Has she found a friend this time?

Discuss with the children why Grizzly Bear and Australia begin with capital letters.



Ask the children what the animal was that agreed to be Grizzly Bear's friend.

AFTER READING

Maggie Magpie's Pie

Wendy Wornis Adventure

Peter's Treasure Hunt

Fur

BEFORE READING 12/13

Ask the children how they think Grizzly Bear reacts to having found someone to be her friend. Look at the picture—what do you think Grizzly Bear is saying to Koala?

Have the children point to the word *also* and clap the two syllables.



Ask the children if a koala is a bear. Why does the koala tell Grizzly Bear to go home and look for a friend? How do you think the koala feels?

Discuss with the children what Grizzly Bear says. Should Grizzly Bear decide if the koala can be her friend because of the way she looks? What is wrong with this?

AFTER READING

The Clowns with Frowns Parade

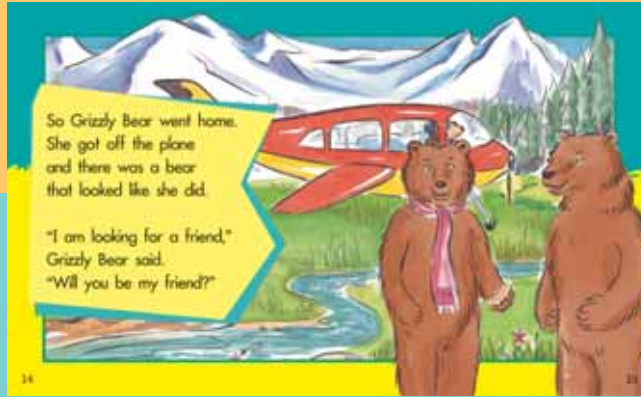
Alligators to Zebras

Grizzly Bear Finds a Friend

Australian State Plants

Ask the children where Grizzly Bear is now. Who is the other bear in the picture? Will this be her friend? What makes you think so?

Ask the children what the repetitive question in the story is.

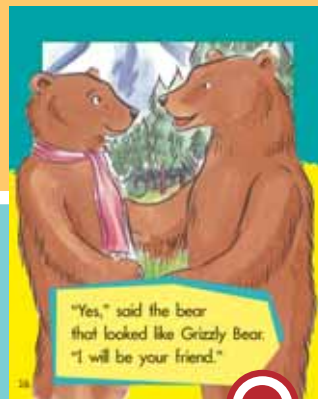


Ask the children where Grizzly Bear gets off the plane. What did she see when she got off the plane? What did she say?

Continue the discussion with children about the actions of Grizzly Bear by asking if we have to make friends only with people who look just like us.

Ask the children if Grizzly Bear has found her friend. Ask them how they can tell.

Have the children read the book independently. Ask them to think about how many times the story setting changed while they read.



Discuss with the children how many times the setting changed in the story.

Ask the children how the story finishes. Is it a happy ending or a sad ending? What was the story like overall? Was it a happy story or a sad story? Did Grizzly Bear find what she was looking for?

# 13 g Grizzly Bear Finds a Friend

Name \_\_\_\_\_

1. Draw a line to match the pictures to the words.



will be friends



is not a bear



does not make friends  
with Grizzly Bears



is not very friendly

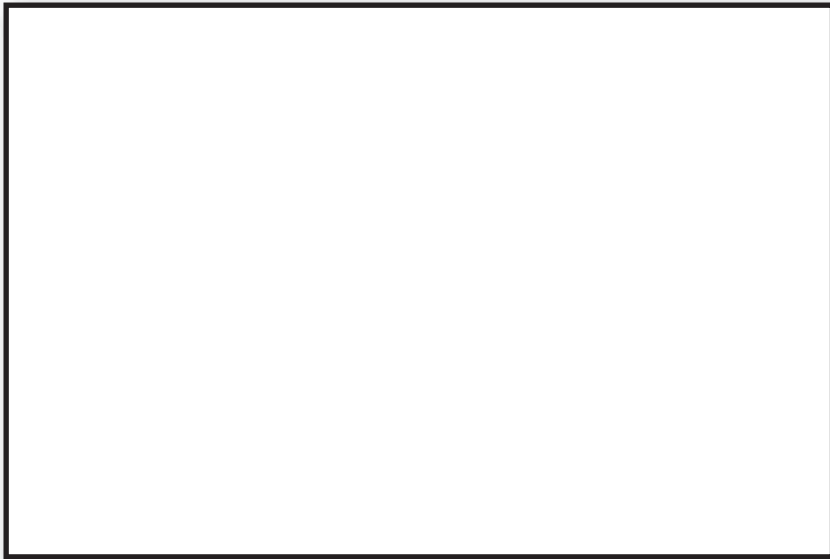
# 13 g Grizzly Bear

## Finds a Friend

Name \_\_\_\_\_

1. Read the text then draw the pictures.

So Grizzly Bear got on a plane.



She got off the plane and there was a bear that looked like she did.

