

Level	3
Word Count	73
Text Type	Narrative
High Frequency	for, not
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)

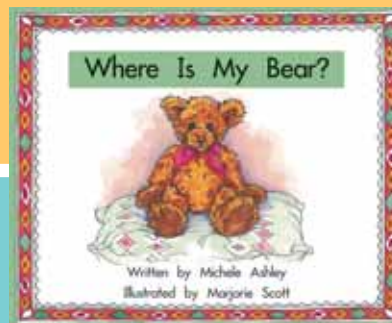
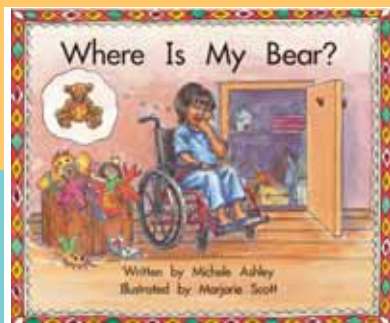


This symbol relates to use (text user)

Cover & Title Page



Read the title to the children. Have them look at the pictures on the cover and title page and say what the story is about.



Ask the children to retell the story in their own words. What had happened? Where did the girl look for her bear? Where was the bear?



Discuss the children's reading with them. What did they do when the language pattern changed? Praise the good reading behaviour that you noted as they read independently.

Ask the children to discuss this page. What is the girl doing? Where is she looking? Ask them to suggest some other places that she will look for her bear.



Ask the children who is the main character in this book. Discuss the girl with the children. Ask them to look at the picture again. What can they tell about the girl by looking at her bedroom? Is she tidy?

Ask the children to locate *for* on this page.

Have the children look at the picture and say where the girl is looking now. Did they predict that she would look on the rug?

If the children say *mat* for *rug*, ask them what *mat* would start with. Point to *rug* and ask them to make another prediction using the initial letter clue.



Continue the discussion about the girl. Do the children think it is easy for her to look under the bed? Why or why not?

Ask the children to find the word *rug*. Did they remember to look at the initial letter as they read so that they would not read *mat*? Ask the children to locate *for* on this page.

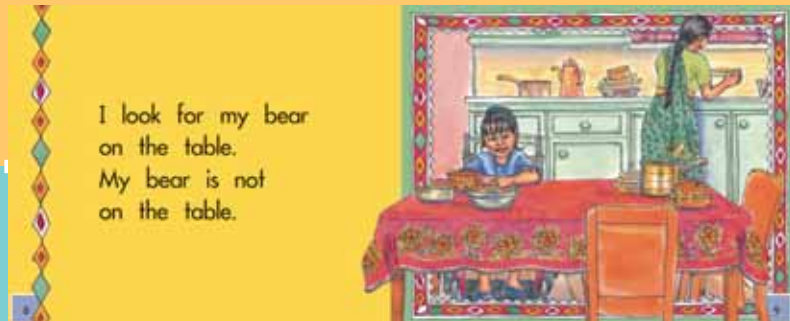
Ask the children to look at this picture and say where the girl is looking now. Did they predict that she would look on the chair?



Continue the discussion about the girl and her family. Does she have brothers and sisters? How many pets do they have? Where does the dog sleep?

Ask the children to locate *for* on this page.

Discuss this picture with the children. Where is the girl now looking for her bear?

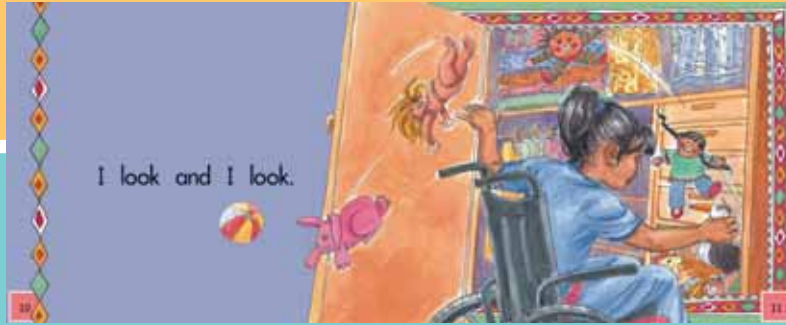


Ask the children to look more closely at the picture. Can they tell which ethnic group the family belongs to? What gives them a clue?

Ask the children to locate *for* on this page.

BEFORE READING 10/11

Ask the children to discuss this picture. Which room is the girl in now?



AFTER READING

Ask the children to analyse this picture. What is the girl doing? Why is she throwing her toys about? What does this tell the children about how she is feeling? Have any of them ever felt the same way?

Ask the children to read this page again. Talk about whether they found it hard or easy to read the first time. What did they have to do to read this page?

BEFORE READING 12/13

Invite the children to discuss this picture. What do they think the girl is saying to her mother?

If the children say that they think the girl is saying, *Where is my bear?*, reinforce this by repeating the sentence. If the children do not predict this, tell them. *Where* is a new word and will be hard for the children to read if they have not already heard the language structure.



AFTER READING

Ask the children to analyse this picture. What time of day is it? Why was it so important for the girl to find her teddy bear at this time of day?

At the Fair

Going to the Moon

Funny Fish

Where Is My Bear?

Animal Babies

Where Is Patch?

Carla Crocodile Goes Shoe Shopping

Trucks and Other Big Machines

Discuss this picture with the children. What is the girl doing? What is Mum doing? What is the dog doing?



Invite the children to share if they take a special toy to bed. How do they feel if they cannot find it? How would the girl feel if she had to go to sleep without her teddy bear?

Ask the children who had the girl's bear.

Ask the children to go back to the beginning of the book. Remind them that as this is a story the words may not be the same on each page. They need to look at the words as well as the pictures as they read.



Talk to the children about problems and solutions. Ask them to suggest what the girl's problem was. What things did she do to try to solve her problem? How did it all finally get sorted out?

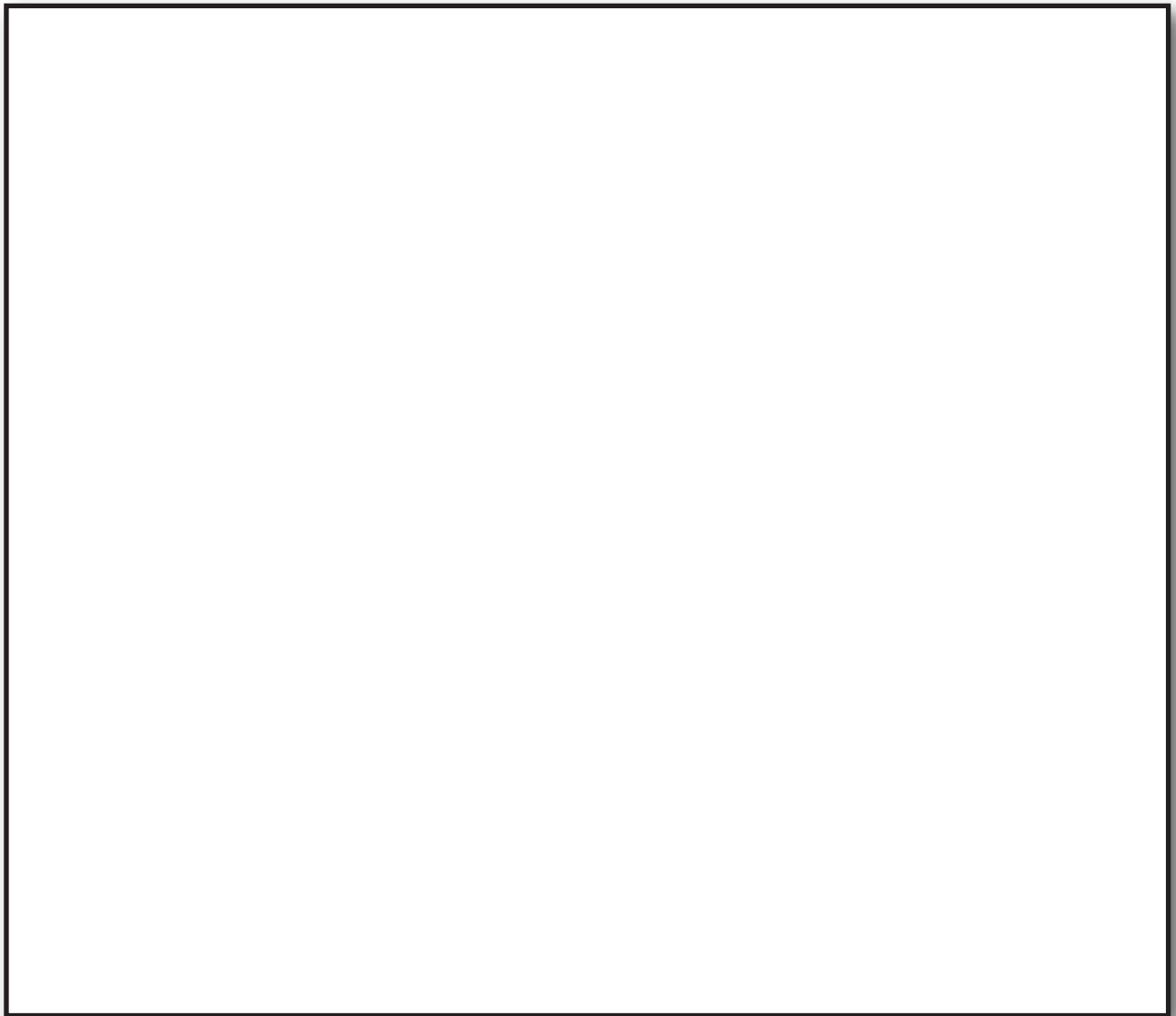
3 d Where Is My Bear?

Name _____

Read the sentences. Draw a picture.

I look for my bear on my bed.

My bear is not on my bed.



3 d Where Is My Bear?

Name _____

Read the sentence. Cut out the words.

Jumble the words. Put the sentence together again.

I look for my bear on
the table.

