The Hungry Bear

Written by Rachel Griffiths and Margaret Clyne
Illustrated by Richard Mitchell

Level 12

Getting ready for reading

You might ask the children to talk about barbecues they have been on. *How many people came? How many sausages were needed? Did anything go wrong?*

Talking through the book

As you talk through the book you may like to direct the children's reading and thinking about the text by asking them to predict what will happen, then reading a section to confirm or reject their predictions, and then asking them to predict what will now happen. This can be repeated at various sections throughout the book.

You might say: *This book is called 'A Hungry Bear'. What do you think will happen in this book? Why? Read to page 5 and stop. Has the story developed as you expected? How is it different? How is it the same? What do you think will happen next? Read to page 7. Were you predictions confirmed by the text? What do you think will happen next?* and so on. Convenient pages to stop and discuss the book are 13, 15 and 16.

Reading the book

Children read the book individually while the teacher observes each child's reading behaviours and prompts children to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.
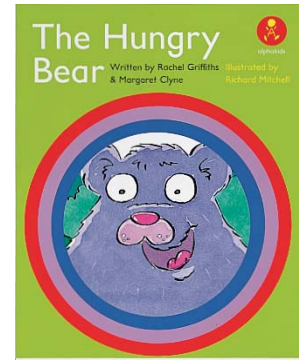
Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these questions.
How many sausages did the bear eat?
Was the bear dangerous to the children?
Do all bears eat sausages?

TEXT FEATURES

- **This book is the fanciful tale about the day that a hungry bear stole all the sausages from a family barbecue.**

- **The text is a narrative.**

- **There is some repetition of phrases and sentences.**

- **Illustrations support and extend the text.**

Being a code breaker

Children may like to explore the following language features:
- words with the short /o/ sound to compare and contrast letter patterns used to represent this sound. Words from the text include: *lots, Josh, of, bottles, sausages, spot, off.*

Being a text user

Discuss:
Is this book fiction or factual?
Does this book help you to learn about the behaviour of bears?

Being a text critic

Discuss:
Are all mothers like the mothers in the book?
Would your mother stay in the woods if a bear were around?
Could this story really happen? Why? Why not?

Literacy learning centres – follow-up activities

✍ WRITING CENTRE

Children could retell the story as a comic strip using paper folded into eighths for the picture cells.

≋ INTERACTIVE LITERACY CENTRE

Have children work in cooperative groups to practise and perform the text as a choral reading or readers theatre.

📖 BOOK BROWSING CENTRE

Children could read other fictional books and poems about bears to compare and contrast the representation of bears in stories *The Eleventh Hour* by Graeme Base is a puzzle about who stole some food; *We're Going on a Bear Hunt* by Michael Rosen is a wonderful rhyme and chant that children will easily catch on to; 'Twice Times' from *Now We Are Six* by A. A. Milne is a humorous tale of two little bears and how one always gets things right and the other doesn't until one day the tables are turned. Children might also enjoy A. A. Milne's 'Teddy Bear' in *When We Were Very Young* in which Pooh Bear, 'however hard he tries, grows tubby without exercise'.

✍ WRITING CENTRE 2

Children could work in cooperative pairs to write and record other chants of the bear, for example:

Look out, beware and take good care
I'm a hairy and scary and hungry bear.
I'll pat your head and pull your nose
And lick you hands and eat your toes.

> ## Keeping track
>
> Children's retellings provide information about their understanding of the sequence of the text and key events within the text.