

Teacher Edition

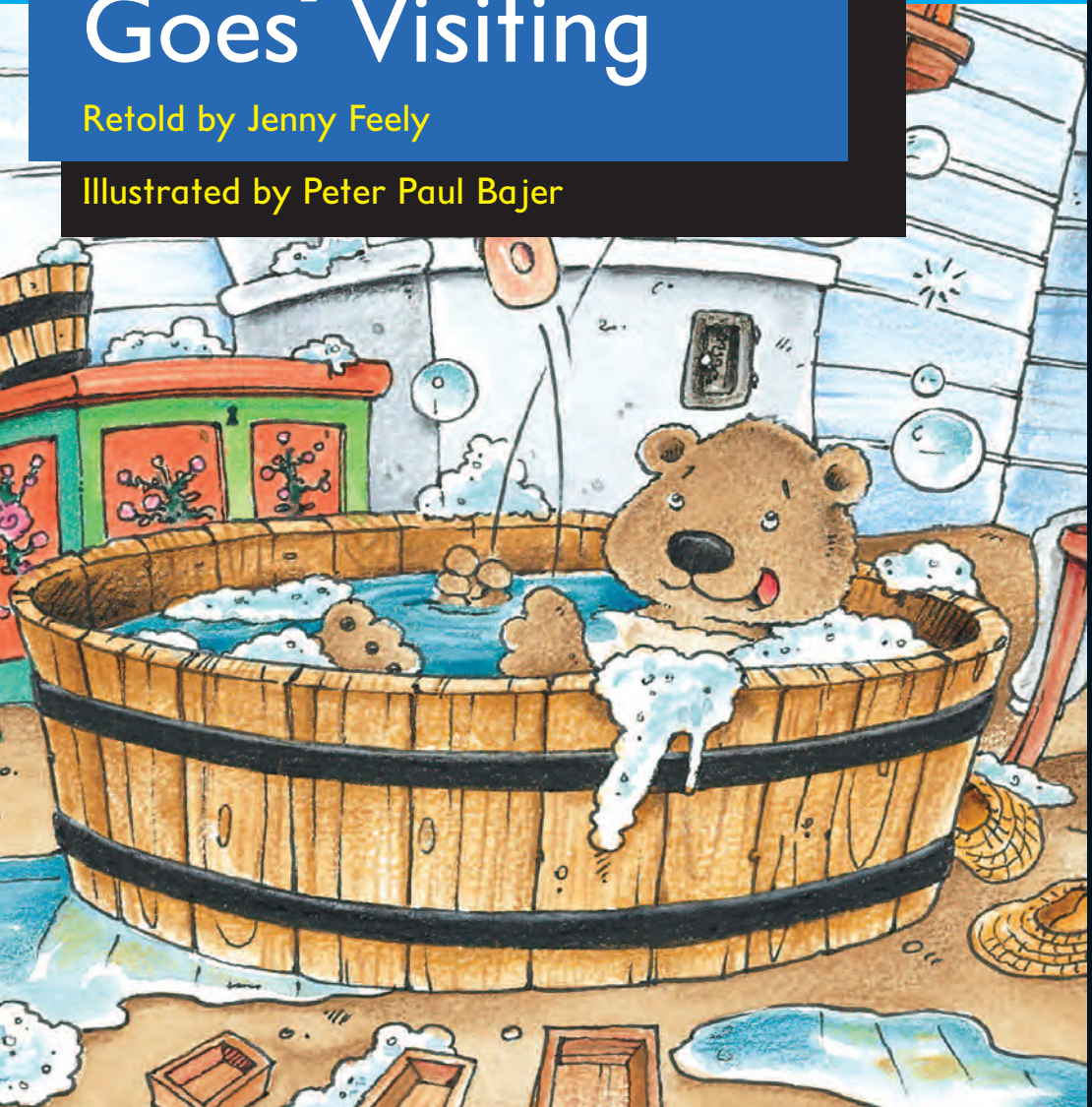
Baby Bear Goes Visiting

Retold by Jenny Feely

Illustrated by Peter Paul Bajer



alphakids



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How to use this book

Before reading: Talkthrough



Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.

During reading: Observe and support



Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support the children by helping them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the children's reading should be minimal and focused on specified learning needs.

After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 16 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

Text highlights

- This is a sequel to *Goldilocks and the Three Bears* (Alphakids Plus, level 9).
- There is some repetitive text.
- Direct speech is used.

Vocabulary

asleep, bath, eaten, middle-sized, pancakes, pillow, right, sleeping, sleepy, soap, used, walking

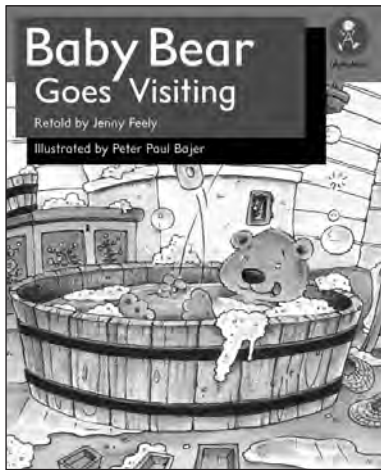
Setting the context

You may like to review the story of Goldilocks and the Three Bears.

What do you think might happen if Baby Bear went to Goldilocks's house?

Introducing the book

This is a book about what happened when Baby Bear went to Goldilocks's house. It is a modern story based on a traditional one.



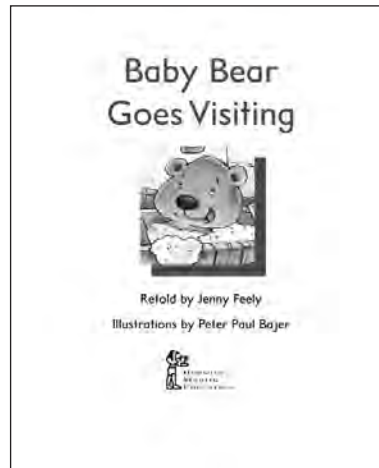
Front cover

What is Baby Bear doing?

Does he look like he is enjoying himself?

Whose house do you think he is in?

What do you think might happen in this book?



Title page

Read the title together.

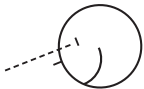
Point out the names of the author and illustrator.



Talkthrough

What do you think the first sentence in the book will be? Why do you think this? Let's read it together and check. What sort of stories start like this?

What is happening here? Are the family's pancakes ready to eat?



Observe and support

Do the children check what they read with the phonic information on the page?

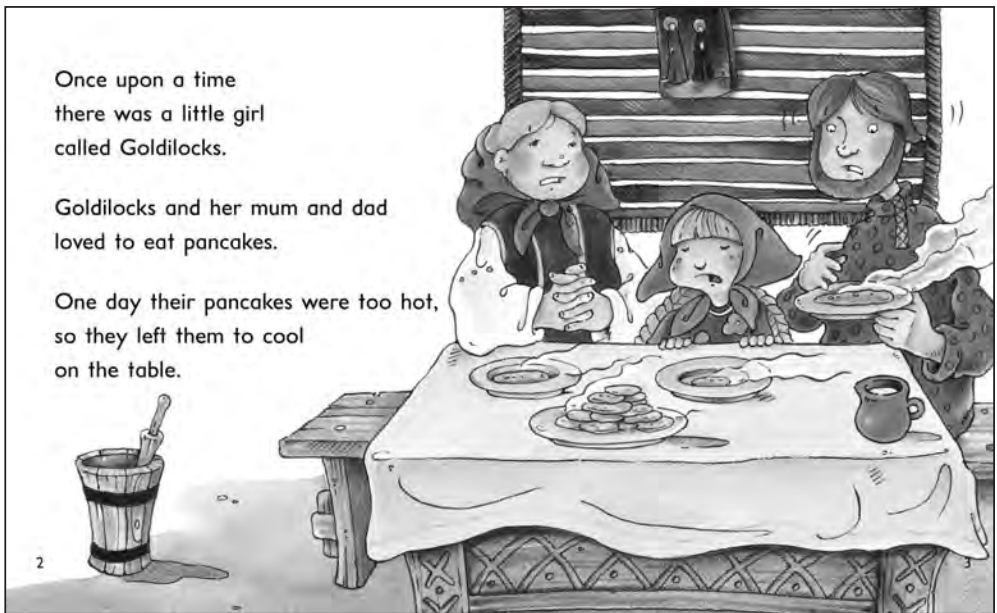
Point out a word, for example, 'pancakes'.

How did you know what that word was? What did you check at the start of the word? What did you look for at the end of the word? Are there any words in 'pancakes' that you already know? Does the picture help you work out this word?

Once upon a time
there was a little girl
called Goldilocks.

Goldilocks and her mum and dad
loved to eat pancakes.

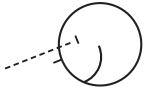
One day their pancakes were too hot,
so they left them to cool
on the table.





Talkthrough

*Baby Bear is going inside Goldilocks's house. What does he do?
Whose pancakes does he eat?*



Observe and support

Can the children explain the purpose of quotation marks? Point to a pair of quotation marks.
What are these called? What are they for? How do you know who is talking?

Baby Bear was walking
in the woods.
He saw Goldilocks's house
and went inside.

He tried the big pancake.
'This is just right!' he said.

He tried the middle-sized
pancake.

'This is just right!' he said.

He tried the small pancake.
'This is just right!' he said.

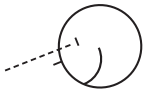
He ate all the pancakes.





Talkthrough

*Now Baby Bear is having a bath. What size soap does he try?
What does he say? What happens to the soap?*



Observe and support

Can the children understand the literal meaning of the text?

How much soap does Baby Bear use? Where does it tell you this?

Then Baby Bear had a bath.

He tried the big soap.
'This is just right!' he said.

He tried the middle-sized soap.
'This is just right!' he said.

He tried the small soap.
'This is just right!' he said.

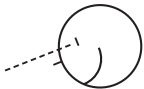
He used all the soap.





Talkthrough

*Baby Bear is feeling sleepy. What does he do?
Whose pillow does he end up sleeping on?*



Observe and support

Do the children use the punctuation to read with expression?

Can you show me an exclamation mark? What does it tell you about how to read a sentence?

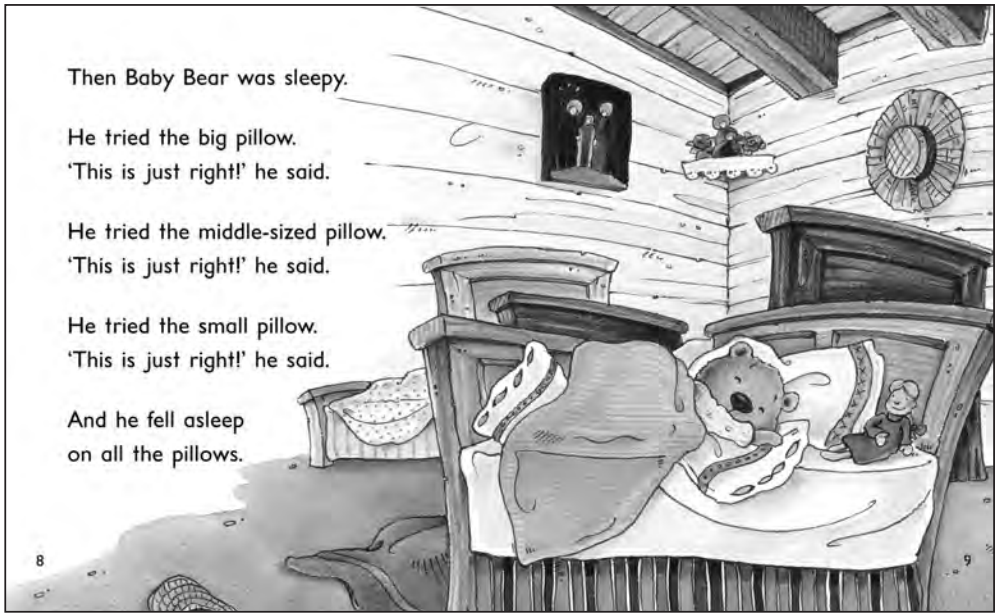
Then Baby Bear was sleepy.

He tried the big pillow.
'This is just right!' he said.

He tried the middle-sized pillow.
'This is just right!' he said.

He tried the small pillow.
'This is just right!' he said.

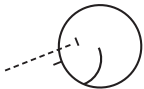
And he fell asleep
on all the pillows.





Talkthrough

Look at the picture. What has happened? What do Goldilocks and her parents discover? What will they say?



Observe and support

Do the children monitor their own reading, noticing when they make a mistake?

How did you know that was wrong? What did you think about?

What could go there? What would sound right?

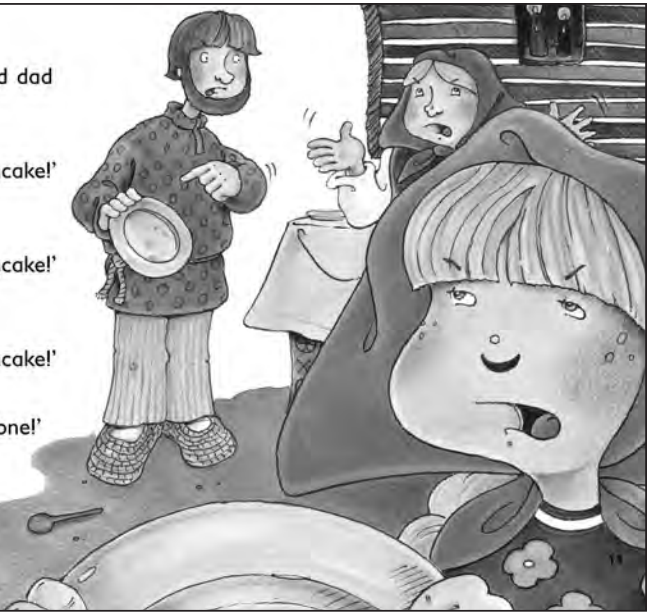
Goldilocks and her mum and dad
came home.

'Someone has eaten my pancake!'
cried Dad.

'Someone has eaten my pancake!'
cried Mum.

'Someone has eaten my pancake!'
cried Goldilocks.

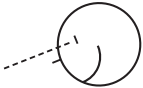
'And all the pancakes are gone!'





Talkthrough

Goldilocks and her parents find the soap has all gone. How do you think they are feeling? What tells you this?



Observe and support

Can the children predict what will happen using their knowledge of the story structure?

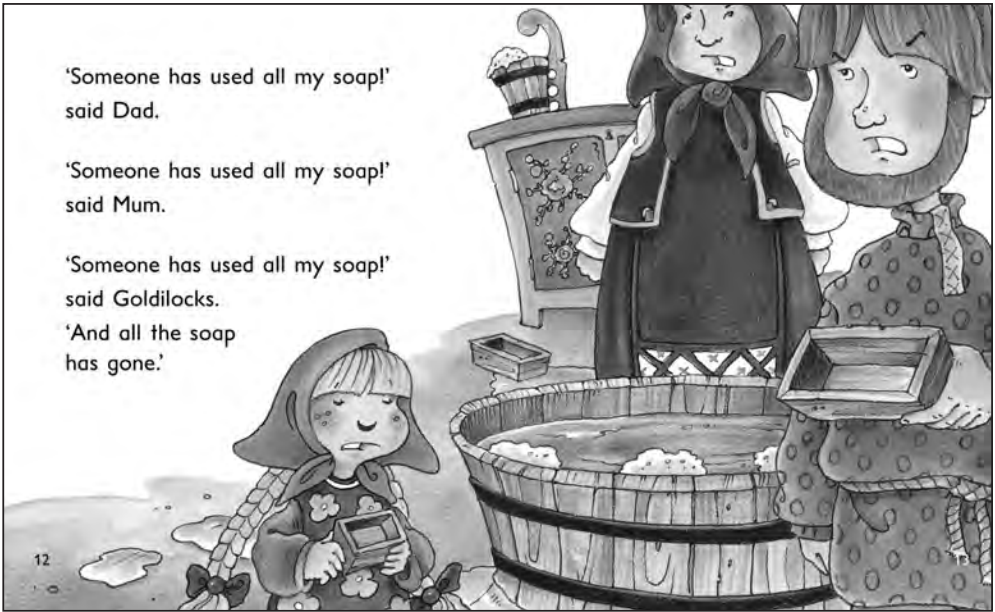
What will they say now that they know all the soap has gone?

Why do you think this?

'Someone has used all my soap!'
said Dad.

'Someone has used all my soap!'
said Mum.

'Someone has used all my soap!'
said Goldilocks.
'And all the soap
has gone.'

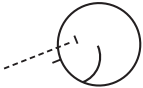




Talkthrough

What happens next? Who is sleeping on Goldilocks's pillow?

What do Goldilocks and her parents say?



Observe and support

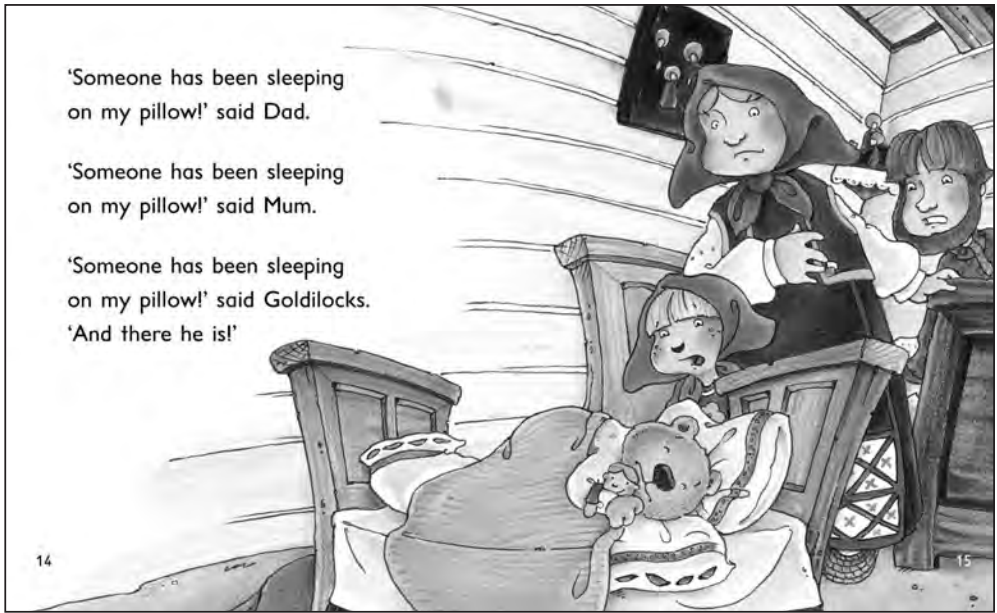
Do the children read the text with expression, as if they were the characters in the book?

Can you read the story so that it sounds like the characters talking? How are they feeling? How might their voices sound?

'Someone has been sleeping
on my pillow!' said Dad.

'Someone has been sleeping
on my pillow!' said Mum.

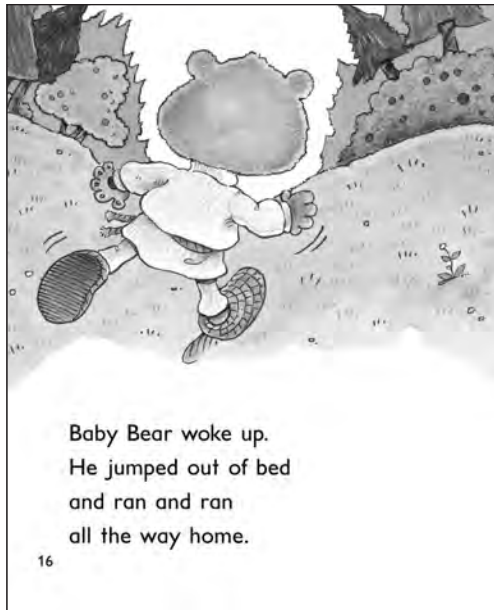
'Someone has been sleeping
on my pillow!' said Goldilocks.
'And there he is!'





Talkthrough

What did Baby Bear do when he was discovered? Is this what you expected? Why?



After reading

Being a meaning maker

Encourage the children to support their responses with evidence from the book as they discuss these comprehension questions:

What did Goldilocks and her family love eating?

Why did they not eat their pancakes?

Whose pancakes did Baby Bear eat?

How might Goldilocks feel about Baby Bear? Why?

How might Baby Bear feel about Goldilocks? Why?

How would you feel if someone did what Baby Bear did in your house?

Being a code breaker

Explore the following language features:

- High-frequency words: a, all, and, are, been, came, for, has, he, her, is, just, little, of, one, out, said, so, the, their, them, there, they, this, to, too, up, was, went, were.
- Words that rhyme with 'right': fight, light, knight, night, sight, tight.

Being a text user

Refer to the text when discussing these questions.

How is this story like Goldilocks and the Three Bears?


How is it different from Goldilocks and the Three Bears?


Being a text critic


Where did the author get the idea for this book?

Why do you think she wrote this book?

Responding to text

 Encourage the children to work in cooperative groups to make masks of the characters in the book. These can be used to practise and perform a retelling of the book.

 Compare the characters of Goldilocks and Baby Bear. On the board, draw up a table with two columns, one headed 'Similarities' and the other 'Differences'. Write the children's suggestions in the appropriate column.

 Ask the children to write sentences based on the table created in the above activity. Their sentences could begin: 'Goldilocks and Baby Bear are like each other because ...'; 'Goldilocks and Baby Bear are unlike each other because ...'.

Writing

Ask the children to create a 'Wanted' poster for Baby Bear. It could include his name, age, physical description, when he was last seen, his crime and any other helpful information.

Assessment

Can the children:

- compare this book with the traditional tale of *Goldilocks and the Three Bears*?
- understand the text at a literal level to explain whose pancakes Baby Bear ate, whose soap he used and whose pillow he slept on?



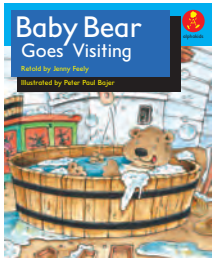
whole text activity



sentence activity



word activity



Teacher Edition

Topic: Traditional tales

Curriculum link: English

Text type: Narrative

Reading level: 10

Word count: 295

High-frequency words: a, all, and, are, been, came, for, has, he, her, is, just, little, of, on, one, out, said, so, the, their, them, there, they, this, to, too, up, was, went, were

Vocabulary: asleep, bath, eaten, middle-sized, pancakes, pillow, right, sleeping, sleepy, soap, used, walking

Possible literacy focus

Comparing a sequel to the original text.

Understanding the quantitative language of the story.

Summary

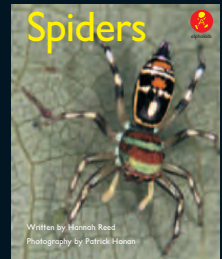
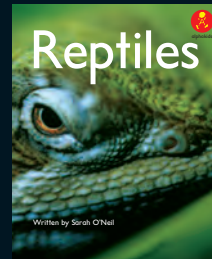
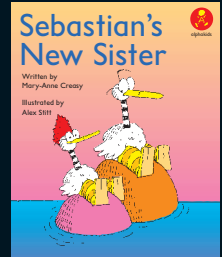
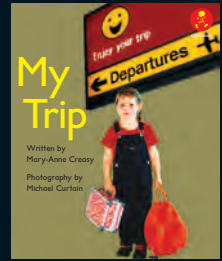
This book is a narrative that tells the story of Baby Bear's visit to Goldilocks's house.

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Other books at this level



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