

Wild Bear

by Mary Beth and Michael Sampson
illustrated by Julie Greig



Book Summary

Wild Bear takes a look at the activities in the day of a bear.

Features of the Book

- The repetitive text and supportive illustrations.
- Each sentence begins with the same two words.
- The capital letters for the name “Wild Bear.”
- The simple present tense of the verbs – “wakes” and “sleeps.”
- The three-word text that allows easy finger-pointing and identification of each word as a unit.

Purpose

Wild Bear can be used in a guided reading setting to introduce the following skills and strategies:

- S** pointing one-to-one at each word to ensure an appropriate match;
- S** predicting the story line using illustrations from the book;
- S** writing a story that incorporates a similar model to that of the book.

Introducing the text

Talk about bears and the things they do.
Read the cover information and discuss the illustration.

- How many words are in the title of this book?
- Which word do you think says “Bear”?
- Can you read the names of the letters in “Bear”?
- Where do you think a wild bear would live?
- What would it do in the daytime?
- What is the bear doing here?

Reading the text

- S** Pointing one-to-one at each word to ensure an appropriate match.
- S** Predicting the story line using illustrations from the book.

Read the title page together.

Page 2

- Where is Wild Bear?
- What do you think it has been doing in the cave?

Read this page together.

Page 3

- How do you think it feels after being asleep for such a long time?
- What do you think it is doing now?

Pages 4 to 8 – Focus on the illustrations and what Wild Bear is doing. On page 8, ask what Wild Bear will do next. Promote the idea of a cycle. Children now read the book independently.

Revisiting the text

Encourage word pointing and review the concept of word and letter units.


Discuss the effect of the picture clues in supporting the reading.

- How can you tell Wild Bear is eating/climbing/swimming?
- What other things might Wild Bear do?

List these in the same format as the text, for example, “Wild Bear growls.”

Following Up

- S** Writing a story that incorporates a similar model to that of the book.

 The children could choose another animal and use the story as a model for their own writing, for example, “Greedy Cat purrs.”

- Prepare a list of words that begin with “b.” Start the list with “bear.”

- B** Complete the blackline master opposite.